

**Social Work Processes I:
Individuals, Families and Groups
Spring Semester 2010**

Course SWK 327 70
Credits 4
Wednesday 7-9:30 PM

Suzanne Weaver
Office: 610-606-4666, x3500
Room – Curtis 233
Email: sweaver@cedarcrest.edu

Course Domain:

To introduce the student to basic knowledge, values, and skills that comprise the core of social work practice. Emphasis will be on a generalist orientation to practice including direct interviewing skills, self-awareness, an understanding of professional relationships and theoretical and practical approaches to problem solving. This course will help the student develop a primary understanding of how to work with individuals, families and groups and the direct practice skills needed for effective interventions. Various social work interventions and techniques will be presented to increase students' skill base for effective social work practice with diverse populations. Video taped role-plays will assist the student in evaluating their clinical skills and intervention techniques.

Course Objectives:

Program Competency 2.1.1, 2.1.2, 2.1.4, 2.1.7, 2.1.10

1. To understand how the relationship is central to social work practice. Apply knowledge of human behavior and the social environment to practice with individuals, families, groups and communities.
2. To demonstrate how knowledge and values are utilized in social work intervention and to heighten the awareness that practice decisions must be dependent on the values and ethics of professional social work.
3. To gain self-awareness to enhance social work practice. To be able to demonstrate the professional use of self in maintaining appropriate and meaningful working relationships.
4. To link skills of problem solving and case management to the development of intervention goals with people of various ages, ethnic and racial backgrounds, economic statuses and gender and sexual orientations. To practice without discrimination and with respect to knowledge, and skills related to a client's age, class, color, culture, disability, ethnicity, family structure, gender, marital status, nation of origin, race, religion, sex and sexual orientation.

Program Competency 2.1.3, 2.1.9, 2.1.6

5. To apply critical thinking skills within the context of generalist social work practice.
6. To develop an understanding for the dynamic process of social work and the reciprocal flow between people and their environment while maintaining basic human rights and advocating for social justice needs of our clients.

Program Competency 2.1.10, 2.1.8

7. To understand and be able to apply several models of social work intervention. This course will highlight the ecological model as defined by Carol Germain and Alex Gitterman in The Life Model of Social Work Practice, as well as the Problem Solving Approach and A Strengths Perspective.
8. To develop skills for effective use of the following roles: mediator, advocate, teacher, facilitator, enabler and organizer.
9. To develop a primary understanding of various skills needed for group work and demonstrate knowledge of group processes and the major practice considerations.
10. To develop a knowledge of the family as a social system and apply intervention techniques and problem solving.
11. To understand the relationship of the social welfare system to social work practice and how both influence and shape the other.
12. To develop technical social work skills to apply to the helping interview. To understand, assess, listen and feel, in order to engage the client into an effective therapeutic relationship. To be able to successfully work with involuntary client.

Program Competency 2.1.6, 2.1.1

13. To continue the integration of research by having the student evaluate their own practice and intervention plans to scientific methods and systematic approaches.
14. To use self critique in the evaluation of practice interventions.

Program Competency 2.1.10, 2.1.8

15. To perform systematic evaluation of one's own practice in the contact, contract and termination phase of a therapeutic relationship; to demonstrate mutuality, collaboration and respect with all size systems.
16. To be familiar with formal and informal resource networks that would be beneficial to the client and incorporate these resources into the client's problem solving plans and actions.

Course Outcomes:

Students will be able to gain self awareness to enhance Social Work practice. The professional use of self will be understood so students can maintain appropriate and meaningful therapeutic relationships with their clients. Students will be able to self critique in the following areas: evaluation of practice interventions, communication style, body language, professional boundaries and respect for diversity.

Assessment: Students are required to videotape three different role play sessions to practice social work skill intervention. This gives the student the opportunity to evaluate their own practice competencies. Each tape is critiqued by the instructor, role play partner and the student. Students are also required to complete a self-assessment paper at the beginning of the semester.

Assessment: Self-study paper will be completed based on the outline provided. Students will demonstrate their ability to apply social work concepts to their own life experience.

Students will demonstrate an understanding of the stages of the helping process. Student will develop technical social work skills to apply to the interview so they can understand, assess, listen and feel in order to engage the client into a therapeutic relationship. Student will develop knowledge on how to effectively use intervention techniques and problem solving with various size systems.

Assessment: Students are required to demonstrate technical skills and effective interventions on three role-play videotapes.

Assessment: Students will develop critical thinking skills in the application of social work theory to generalist practice and complete a mid-term exam.

Assessment: Students are required to complete a 10 page case analysis. Students are given a case where they simulate social work intervention and theory application from intake through termination. Students will also take a mid-term exam to assess their critical thinking skills.

Learning Resource:

Shulman, L. (1999). *The skills of helping individuals & groups*. Itasca, IL: F.E. Peacock Publishers, Inc., 1999.

Recommended Reading:

Anderson, J. & Carter, R. (2003). *Diversity perspectives for social work practice*. Boston: Allyn and Bacon.

Anderson, S. & Sabatelli, R. (1999). *Family interaction: A multigenerational development perspective*. Boston: Allyn and Bacon. 1999.

Barlow, C. (1999). *A Handbook of interactive exercises for groups*. Boston: Allyn and Bacon.

Becvar, D. & Becvar, R. (2000). *Family therapy: Systemic integration*. Boston: Allyn and Bacon.

Beulah, C. & Galaway, B. (1998). *Social work process*. Chicago, IL: Dorsey Press.

Brammer, L. & McDonald, G. (1999). *The Helping Relationship: Process and Skills*. Boston: Needham Heights.

Brammer, R. (2004). *Diversity in counseling Asian-Americans*. Belmont, CA: Thomas

Brooks/Cole.

Brown, L. (2000). *Groups for growth and chance*. White Plains, NY: Longman Pub.

Castillo, R. (2003). *Culture and mental illness: A client centered approach*. Boston: Brooks/Cole.

Chen M. & Rybak, C. (2004). *Group leadership skills; Interpersonal process in group counseling and therapy*. Toronto, Canada: Brooks/Cole.

Corey G., Corey M., Callahan, P. & Russel J. (2004). *Group techniques*. Toronto, Canada: Brooks/Cole

Corey G. (2004). *Theory and practice of group counseling* Toronto, Canada: Brooks/Cole.

Cournover, B. (2000). *The social work skill workbook*. Belmont, CA: Wadsworth Pub.

Davis, L. & Proctor, J. (2003). *Race, gender and social class: Guidelines for practice with individuals, families and groups*. Englewood Cliffs, NJ: Prentice Hall.

Egan, G. (2002). *The skilled helper: A problem – management and opportunity-development approach to helping*. Toronto, Canada: Brooks/Cole.

Edwards, V. (2003). Clinical case management with severely mentally ill African-Americans. (Chapter 7). In P. Maneleas Ed. 1996. *The cross cultural practice of clinical case management*. NY: Adworth.

Epstein, L. (2002). *The task centered approach to social work practice*. NY: Springer

Franklin, C. & Jordon, C. (1999). *Family practice: Brief systems methods for social work*. Boston: Brooks/Cole Pub.

Germain, C. & Gitterman, A. (1996). *The life model of social work practice*. New York: Columbia University Press.

Gilbert, B. & Scher, G. (2004). *Gender and sex in counseling and psychotherapy*. Boston: Allyn and Bacon. 1999.

Green, J. (1992). *Cultural awareness in human-services*. Englewood, NJ: Prentice Hall.

Goldberg, I. & Goldberg, H. (2001). *Family therapy: an overview*. CA: Wadsworth, Inc.

Henry, S. (2002). *Group skills in social work*. Belmont, CA: Brooks Cole.

Helpworth, D., Rooney R. & Larsen, J. (2002). *Direct social work practice: Theory and skills*. Pacific Groove, CA: Brooks/Cole.

Jansen, C. & Harris, O. (1992). *Family treatment in social work practice*. Itasca, Illinois: F. E.

Peacock Pubs.

Kadushin, A. (1997). *The social work interview*. New York: Columbia University Press.

Kia, B. & Walsh, J. (1999). *The social worker and psychotropic medications*. Boston: Brooks/Cole Pub.

Linezer, N. (1999). *Resolving ethical dilemmas*. Boston: Allyn and Bacon.

Logan, L. (1998). *Social work practice with black families: A culturally specific perspective*. White Plains, NY: Longman.

McGoldrick, M., Giordano, J. & Pearce, J. (1996). *Ethnicity and family practice*. New York, NY: Guilford Press.

Rothman, J. (2002). *The self awareness workbook for social workers*. Boston: Allyn and Bacon.

Saleebey, D. (1997). *The strengths perspective in social work practice*. New York: Longman Pub.

Sullivan, Z. T. (2001). *Exiled memories: Stories of Iranian diaspora*. Philadelphia, PA: Temple University Press.

Sve, Derald (2006). *Multicultural social work practice*. Hoboken, NJ: Wiley Press.

Toseland, R. & Rivas, R. (2002). *Introduction to group work practice*. New York: Macmillan Publishing.

Turner, F. (1996). *Social work treatment: interlocking theoretical approaches*. New York: The Free Press.

International Readings:

Johannesson, T. (1997). Social work as an international profession. In M. C. Hokenstand & J. Midgley (Eds.), *Issues in International Social Work*. (pp 146-155). Washington, DC: NASW Press.

Mupedziswa, R. (1997). Social work with refugees. In M. C. Hokenstand & J. Midgley (Eds.), *Issues in International Social Work* (pp 110-124). Washington, DC: NASW Press.

In addition to the readings listed, students are expected to read the following:

Convention on Rights of Children. (1996). New York: United Nations.

International Code of Ethics for Professional Social Workers. (1994). <http://www.ifsw.org>

Universal Declaration of Human Rights. (1948). New York: United Nations.

General Course Requirements:

1. Attendance in class prepared to discuss the material assigned for each class.
2. Attendance at laboratory sessions outside of scheduled class time. Throughout the semester the student will make three video tapes of her work to be reviewed by the instructor. (See page 10)
3. A self-study paper. Self-study outline on page 12 and 13
4. A case analysis. Case outline on page 10.
5. Develop a group proposal to create a group under the auspices of an agency. The proposal should include: rationale, objectives, practical considerations, procedures and evaluation method.
6. One mid-term exam.

All assignments turned in late will not be accepted unless the student made prior arrangements with the instructor. The instructor reserves the right to lower the grade even if an extension is given.

Grading:

1. Laboratory 2/10, 3/17, 4/7	30%
2. Self-Study paper/visual representation 2/3	20%
3. Case Assessment 4/28	20%
4. Group paper 4/14	10%
5. Exam 3/17	20%

Cedar Crest College Classroom Protocol

Appropriate classroom behavior is implicit in the Cedar Crest College honor code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.

Furthermore:

Students are expected to have prompt and regular classroom attendance in accordance with the policy stated on the syllabus.

Faculty are expected to make clear on the first day of class reasons for specific classroom decorum and repercussions to expectation stated in the syllabus.

Disclosures about personal issues are not appropriate for class discussions and presentations.

Honor Philosophy

The Cedar Crest College Honor Philosophy is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

Social Work Program Attendance Policy

Social work courses typically meet only fourteen sessions each semester. In the interests of your development as a professional social work practitioner as well as the interests of your future clients, it is vital for you to attend these class sessions. Therefore, the Social Work Program's Attendance Policy is as follows:

- 1) You may miss two class sessions for whatever reasons without penalty.
- 2) If you miss a third class session the highest overall grade you can receive for the course is a "B".
- 3) If you miss a fourth class session the highest overall grade you can receive for the course is a "C".
- 4) Five or more class absences will result in your need to retake the course.

Late arrival to class/early departure, will cumulatively count toward your two accepted absences.

Note: Save your two accepted absences for unforeseen circumstances such as illness, transportation problems, work and child care responsibilities, etc. These will not be acceptable excuses for absence if you have already missed two class sessions.

Unit I: Social Work Process

January 20 An introduction to the course.

A review of the values, skills and knowledge base of social work practice.
Introduction to the concept of "self" in social work and how we will examine that concept throughout the course.
Assignment: Self-study paper due February 3.

Unit II: The Life Model

January 27 No Class

February 3, Theoretical Perspectives of Social Work Practice: an overview.
10 and 17 Eco Maps/Psychosocial assessment forms.
Assignment: Germain and Gitterman, Chapters 1, 2. Shulman, Chapter 1.
Video: *Professional Choices: Ethics at Work* – 2/3
Self Assessment due February 3.
Video: *Multi-Generational Influences: Family of Origin Pattern* – 2/10

1st Tape February 10.

Examination of Social Work roles and relationships. Elements and development of relationships: acceptance, obligation, empathy, authority, power, genuineness, sensitivity. Social work roles as mediators, advocates, teachers, facilitators, enablers, organizers and brokers. Social work with involuntary clients. An introduction to the Life Model. Problem Solving Approach and Strengths Perspective.

Assignment: Germain and Gitterman, Chapters 3, 4, Shulman, Chapter 2.

February 24 Initial Phase: Assessment, Process Recordings
Assignment: Shulman, Chapter 3
Ongoing Phase: Life transitions and Environmental Problems and Need
Assignment: Shulman, Chapter 4
Video: *Recognizing the DSM-IV-TR* – 2/24

March 3 Ongoing Phase: Maladaptive Patterns of Interpersonal Relationships and Communication
Video: *The Forrester Family* – 3/3

March 17 Ending Phase: Termination and evaluation of direct practice.
Interviewing Techniques: The Helping Interview Process
Termination/Task achievement:
Assignment: Shulman. Chapter 5
2nd Tape March 17
Exam March 17

Unit III: The Task Centered Approach

March 24, 31 Problem Solving: An Introduction to the Task Centered Approach.
Videos: *Recognizing the DSM -IV-TR* – 3/24 and 3/31
Diversity and Multiple Identities – 3/31

Unit IV: Social Work & Small Groups

April 7 Group Work: Understanding small groups: An introduction to theory and practice.
3rd Tape April 7
Assignment: Shulman, Chapters 7, 8, 9, 10, 12, 15

April 14 Jr. Interviews – No Class
Group Paper Due 4/14

Unit V: Social Work and the Family

April 21 Family Systems Theory. Family therapy is a method of psychotherapy of considerable importance to social work practice. We will explore the family to understand how it functions as a system and study treatment approaches.
Shulman, Chapter 6, 7
Video: *Evolution of a Group* - 4/21
Family Systems Theory

April 21-28 Group Work
Case Assessment Due, (April 28)
Video: *Evolution of a Group* – 4/21, 4/28

Readings on Reserve in Library assigned on the following dates:

- January 20 “Not With My Daughter” Hardman, Dale
“The Challenge of Racial Difference: Skills in Clinical Practice”
Proctor, Enola. Davis, Larry
- February 3 “Four Pennies To My Name” Morris, Addie
“An Ecosystemic Approach to Assessment” Gilgun, Jan
- February 10 Case example Mrs. R. (handout)
“Life Model.” Germain and Turner, “Role Theory.” Turner, Francis, “Systems
Theory” Turner, (reserve) Turner, Francis
- February 17 “Power in the People: A Strength Perspective” Saleebey, Dennis
“Working with Women of Color” Gutierrez, Lorraine
- March 3 “Interview Techniques.” (handout)
“Social Work Problem Typology” (handout)
“Reactions to Termination of Individual Treatment”, Fortune, Ann, Pearling, Bill.
Rochelle, Cherie
- March 17 “Task Centered Approach”, Turner, Francis
“Ethical-Clinical Tensions in Clinical Practice”, Grossman Dean, Ruth. Rhodes,
Margaret
- March 24 “Group Proposal” (handout), “A Topography of Self-Help Groups: An Empirical
Analysis, Witak, Sheperd, Slavich, Warren, Messen.
“Does the Glove Really Fit? Qualitative Research and Clinical Social Work
Practice.” Padgett, Deborah
- April 7 “Gathering the Spirit at First Baptist Church: Spirituality as a Protective Factor in
the Lives of African American Children”, Haight, Wendy
- April 14 “Building Community: Principles for Social Work Practice in Housing Settings”,
Cohen, Carol and Phillips, Michael

Social Work Processes I
Social Work 327
Laboratory

Students are required to videotape three different role playing sessions to practice social work intervention skills. The assignments are structured in such a way as to allow students to simulate social work practice with persons from different stages in human development while practicing and evaluating various phases of helping relationships. This is to give students the opportunity to evaluate their own practice competencies immediately prior to the field experience. After each tape the student, role-play partner and instructor will critique communication and intervention skills. The student must be able to demonstrate on the video tape the professional use of self to maintain appropriate and meaningful working relationships. A cumulative grade for the laboratory will be based on the following criteria:

1. Practice competencies demonstrated: professional skills and phases of the helping process.
2. Professional use of self.

February 10 - Tape 1

The student should demonstrate skills in working with an elderly client in the contact stage and begin identification and assessment of problems. This tape should show the student's ability to express concern, empathy, acceptance, and a nonjudgmental attitude. The engagement process should include a clear establishment of the worker's roles and responsibilities and a beginning point for the therapeutic relationship.

March 17 - Tape 2

This tape will demonstrate skills in working with an adult in the contract stage. Students should demonstrate their ability to use a technique learned in class such as maintaining focus, confrontation, clarifying, reflecting, use of silence, paraphrasing and communicating effectively. Students will begin to determine appropriate intervention plans for and with the client within the professional context of practice.

April 7 - Tape 3

This tape will allow the client to simulate an intervention with an adolescent or child that places the student in a situation where conflicting values are present. This intervention should reflect termination skills and the ability for the student to evaluate the success of the intervention plan and if its objectives were attained. Also, the student should be able to objectively evaluate her own performance in relating and working with clients.

**Successful completion of the laboratory will strongly be considered
by the program faculty in determining the student's competency and
readiness to engage in the field practice experience. (SWK 339)**

Social Work Processes I
Social Work 327
Case Assessment

You have been given a case description. Simulate a social work intervention from intake through to termination. Use the Life Model of Social Work Practice as a reference. Include in your paper the following:

- I. Intake Outline
 - A. Own choice of format, categories of inquiry, etc.
 - B. Specify specific questions to collect needed information for social intervention.
- II. Expanded assessment of client and problem derived from initial contacts with client. Describe the problems in dynamic terms.
- III. Consultation with Community Agency. Expanded assessment based on consultation. Specify questions asked consultant.
- IV. Analysis of Problem
 - A. Use the framework in The Life Model to give your analysis. Be clear and conceptual.
 - B. Use any other guide for systems analyses you choose to complement your presentation (e.g., eco map, genograms).
- V. Exploration of Possible Social Intervention Strategies
 - A. As many as possible - explore this fully.
 - B. Describe each along with qualifying client circumstances/characteristics which apply/use of other resources, etc.
- VI. Development of Social Intervention Plan
 - A. Choose one of the possible interventions. Explain why you did.
 - B. Specify long and short term goals and rationales.
 - C. Describe sequential implementation plan to achieve goals.
 1. Worker-client communication
 2. Referrals
 3. Consultations
 4. And as much as possible include the beginning, middle and end phase of work.
- VII. Consideration of Social Intervention Beyond Client Level
 - A. Major area(s) of need
 - B. Potential role of social worker, using Life Model terms
 - C. Potential role of your agency
- VIII. Miscellaneous
 - A. Your report must be typed
 - B. You can use an outline format where appropriate

Social Work Processes I

Self Assessment

Social Work 327

This paper serves two purposes. First, it's a demonstration of the student's ability to apply social work concepts to their own life experiences. Second, it will allow students to gain a deeper self awareness to enhance their future social work practice. In partial fulfillment of the requirements for this course you are to prepare a personal assessment paper. Each of you must devise your own outline based on your own life experiences. However, the following areas should be covered in each of your papers:

1. Roots -

- What are your family's ethnic roots
- How are these addressed today?

2. Family –

- How would you describe your family?
- What is your position in your family?
- What role do you play in your family?

3. Developmental History -

- How did your development progress?
- What were developmental landmarks?
- What was your parents' child rearing style?

4. Value System -

- If you were to answer the question "How should things be?" How would you respond?
- Describe five important personal values and explain how these relate to their values and ethnics of social work.
- How would you trace the development of your value system?

5. Moral Code -

- How would you describe your moral code?
- If you were to define what differentiates "right" behavior from "wrong" behavior, what would your definition include?

6. Life Style/Personal Style -

- How would you describe your life style?
- What do you like to do?
- What interests you most?
- How do you give form and shape to your present life--what do you do on campus, at home, on weekends, etc.?
- What makes you happy, sad, anxious, or puts you in a crisis?
- How would you describe your patterned ways of reacting to certain situations--joy, sadness, crisis, anxiety, etc.?

7. Philosophy of Life -

- How would you characterize your philosophy of life?
- What do you believe about people's purpose in life?
- How would you trace the development of this philosophy?
- What is your time orientation-present, past, future?
- What is most important to you?
- Does religion/spirituality play a role in your life?

8. Professional Choice -

- Explain the reasons for selecting social work as a career.
- What strengths do you bring to the profession? What limitations?
- What life experiences do you think led to your choice of social work as a profession?
- What current life experiences sustain and support that choice?
- What current life experiences serve as obstacles to that choice?

9. The Future -

- What do you predict will be your life situation in 10 years, 25 years, 50 years?
- What do you see about yourself that you think will stay with you your whole life?

10. Visual Representation –

- Design a visual display/object/poster that depicts the major life event(s) that have shaped your life and made you who you are today.
- This representation will be displayed in class so only include what you feel comfortable revealing to your peers and instructor.