



SCHOOL OF SOCIAL WORK

SWK 329: Social Work Practice with Micro Systems

INSTRUCTOR: Lyndsey L. Norris, LMSW
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OFFICE HOURS: T/W/TH 1-3 (Commerce Campus)
W/ 8-9 am (By Appointment: MPLX)
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COURSE DESCRIPTION

This practice course teaches the application of social work skills with individuals and families. Students will apply a systematic approach to interviewing, assessment, intervention and evaluation of work with individuals and families. Special attention will be given to issues of diversity and ethics in practice. Skills are developed through class exercises, videotaped role plays, and written assignments. Three semester hours.

GOALS & COMPETENCIES:

1. Prepare BSW graduates for entry-level professional social work practice that reflects generalist social work knowledge and skills. Graduates will be able to demonstrate the following competencies:

- 1.1 Apply critical thinking and effective communication (2.1.3)
- 1.2 Engage in research-informed practice and practice-informed research (2.1.6)
- 1.3 Apply knowledge of HBSE to practice (2.1.7)
- 1.4 Apply knowledge of policy to practice (2.1.8)
- 1.5 Apply change strategies with all levels of systems (2.1.10)

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2. Enable BSW graduates to practice ethically and apply social work values to promote equality and justice. Graduates will be able to demonstrate the following competencies:

- 2.1 Apply social work ethics & principles (2.1.2)
- 2.2 Engage diversity in practice (2.1.4)
- 2.3 Promote human rights and social and economic justice (2.1.5)

3. Provide meaningful contexts through which BSW students engage in leadership, service, and professional excellence. Graduates will be able to demonstrate the following competencies:

- 3.1 Identify and respond as a professional social worker (2.1.1)
- 3.2 Respond to professional contexts that shape practice, demonstrating qualities of leadership for the profession. (2.1.9)

COURSE OBJECTIVES

1. To increase social work communication and critical thinking skills for interviewing, assessment, intervention and termination in generalist practice with client systems at the micro and mezzo level of intervention, focusing on individuals and families as measured by role-play video.
2. To increase students' knowledge of human diversity and awareness of the unique needs, concerns and challenges of clients from different social, cultural, racial, religious, spiritual, and class backgrounds, including the growing need to ameliorate environmental conditions that affect people adversely.
3. To prepare students to build professional helping relationships characterized by mutuality, collaboration, and respect for client systems as demonstrated in developing a contractual plan for treatment.
4. To develop, in students, an increased level of understanding and application of social work theory related to interactions among individuals as well as between people and their environments. Evaluated by four examinations.
5. To develop, in students, an increased level of competency in social work techniques including the examination and integration of client strengths throughout the problem solving process. Evaluated through a Biopsychosocialspiritual Assessment.
6. To enhance students' self-awareness of personal values and identification with professional values, ethics, and principles of professional social work practice, including the need for continued self-development and renewal evaluated through a personal values/orientation paper.
7. To build interest in students for using appropriate research to monitor and evaluate professional social practice with all levels of client systems.

STUDENT LEARNING OUTCOMES:

RELATIONSHIP TO OTHER COURSES:

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TEXTS:

Required Texts

American Psychological Association (2003) (5th Ed.). *Publication manual of the American Psychological Association*. Author.

Hepworth, D.H., Rooney, R.H., & Larsen, J.A. (2006, 2010) (8th Ed.). *Direct social work practice, theory and skills*. Pacific Grove, CA: Brooks/Cole.

Recommended Texts

Cournoyer, Barry (2001). *The Social Work Skills Workbook (3rd ed.)*. Pacific Grove, CA: Brooks/Cole Publishing Company.

Cummings, L., Sevel, J., & Pedrick, L. (2006). *Social Work Skills Demonstrated Beginning Direct Practice 2nd ed.* Boston, MA: Pearson Education, Inc.

Evans, D., Hearn, M., Uhleman, M., & Ivey A. (2004). *Essential Interviewing: A programmed approach to effective communication (7th ed.)*. Belmont, CA: Brooks/Cole.

Devore, W. and Schlesinger, E.G. (1996). *Ethnic-sensitive social work practice (4th ed.)*. Boston, MA: Allyn and Bacon.

Gorden, R.L. (1992). *Basic interviewing skills*. Itasca, IL: F.E. Peacock, Inc.

Kirst-Ashman, Karen K. & Hull, Grafton H., Jr. (2002). *Understanding Generalist Practice (3rd ed.)*. Pacific Grove, CA: Brooks/Cole Publishing Company.

Saleebey, D. (2006). *The strengths perspective in social work practice, (4th ed.)*. Boston, MA: Allyn & Bacon.

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GRADING

Grading and evaluation - Grades will be determined according to the following percentage points earned against possible points.

Possible Points

Evaluation for course grades will be computed according to the following formula:

| | |
|---|-------------------|
| Values and Ethical Considerations Paper | 25 points |
| Biopsychosocialspiritual Assessment | 25 points |
| Intervention Plan and Contract | 25 points |
| Video Taped Interview | 25 points |
| Four Examinations @ 50 points each | <u>200 points</u> |
| TOTAL POSSIBLE POINTS | <u>300 Points</u> |

A= 280- 300 points

B= 260-279 points

C= 240-259 points

D= 220-239 points

F= <220 points

OVERVIEW OF ASSIGNMENTS

1. **Values & Ethical Orientation Paper**

The student will provide a minimum of 3 page (double spaced, 12 pt.) self evaluation of life experiences, personal beliefs, and value systems which will impact his/her function as a social work professional. **The paper will address the core values and ethical considerations identified in the text.** The student will use his/her life experiences to demonstrate an understanding of how personal values are developed, and then may enhance or be of detriment to the application of Social Work core values and ethics. **Due Sep. 17, 2014**

2. **Contract**

Each student will develop a sample intervention plan and client contract following the example and outline provided by the instructor. This assignment will follow clarification and practice during the class instructional lecture. (three to five pp., double spaced, 12 pt.). **Due Oct 1, 2014**

3. **Biopsychosocialspiritual Assessment**

Each student will complete a detailed assessment of a person (client). The assessment will include a summary and recommendations for intervention. This assignment will follow clarification and practice during the class instructional lecture. **Due: Nov. 5, 2014**

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4. Role-play Interview Tape

Each student will conduct a role played interview which is to be video taped and presented to the class for peer review and evaluation. The attending, engaging, and listening skills learned and practiced in class must be clearly identifiable (chapter 6 of your text). These skills will be clarified and summarized for you throughout the semester. **Video Taping, Oct 22 – Nov. 12. Appointments arranged through the BSW Secretary. Appointments should be made for other than class time.**

5. Examinations

There will be Four Examinations which cannot be made up.

CLASS ATTENDANCE AND PARTICIPATION:

Students are expected to attend class, reflecting responsibility which is inherent in the development as a social work professional. Roll will be taken regularly. Students are expected to be on time and prepared to participate when class begins as well as be present throughout the entire class meeting. Classroom exercises, discussions, role plays, guest speakers and other in-class experiential exercises are essential for a student’s professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as .5 absence (2 tardies/early departures = 1 absence). A student is considered absent if he/she arrives more than 30 minutes late to class, leaves 30 or more minutes early or does not come to class.

The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

| | | | | |
|----------------|-----------------------------|-----------------------------------|-----------------------------------|----------------------------------|
| Weekly | Up to 2 absences No penalty | 3 absences 1 letter grade drop | 4 absences Class grade of “F” | |
| Bi-weekly | Up to 3 absences No penalty | 4 absences 1 letter grade drop | 5 absences 1 letter grade drop | 6 absences Class grade of “F” |
| Summer 10-week | Up to 1 absence No penalty | 2 absences 1 letter grade drop | 3 absences Class grade of “F” | |

ONLINE OR WEB-ENHANCED CLASSES: Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via eCollege, students must log in and complete assignments in a timely manner. Not logging in to eCollege (which can be monitored by the instructor) and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

Final evaluation and grades depend on both presence and participation. Students’ grades will be significantly impacted by inadequate participation or lack of required time

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commitment each week. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, just as in traditional F2F classrooms, students are expected to spend time reading and studying class materials.

NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT CONSIDERED AS REASONS FOR LACK OF PARTICIPATION. You have access to the university's computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs.

If you believe that you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

Class participation has three components: (1) Appropriate interactions with classmates, (2) Attentiveness, and (3) Active involvement in class activities. Evaluation of class participation is based on instructor observation. Students will be given feedback if problems are evident.

POLICY ON DUE DATES: I do NOT accept late work. You have the due dates in the syllabus and need to adhere to them. If you are not going to be in class when the assignment is due, please make arrangements to turn it in early or by another means. Understand that the reasoning behind this policy is to be fair to the remainder of the class who did turn in their assignment on time.

POLICY ON PLAGIARISM AND CHEATING:

Every student is expected to do his/her own work. Law, ethical standards, university policy, and departmental policy demand that students refrain from plagiarism and any form of cheating. Plagiarism is the "Act of appropriating the literacy composition of another, or parts of passages from of his [or her] writings, or the ideas or language of the same, and passing them off as the products of one's own mind." (Black's Law Dictionary, Abridged Fifth Edition, 1983). When using others' words, phrases, or ideas in writing, the original author should be given proper credit.

Cheating may take different forms. These include, but are not limited to, copying others' answers during an exam, using notes or other forms of help during an examination or quiz, except when explicitly permitted by the instructor, giving or receiving help on exams or assignments, or submitting work for one class which has already been submitted for another class for credit. Use of citations from the Internet without paraphrasing content AND proper referencing is regarded as plagiarism. Professors have the right to use electronic review programs (such as Turn It In™) to identify plagiarism.

The department does not tolerate plagiarism or cheating. A student found to be engaging in such illegal and unethical conduct may receive a failing grade in the course and may be subjected to further disciplinary proceedings. Any assignment or exam that lacks honesty will be given a grade of "0".

ACCEPTABLE CLASSROOM BEHAVIOR:

“Students at Texas A&M University-Commerce are expected to obey all federal, state, and local laws, in addition to the regulations of the University. The standards of Student Conduct including disciplinary rules and procedures are designed to provide and conform to the basic tenets of due process, as developed by institutions of higher education. As such, the University distinguishes these procedures and regulations as an educational and growth process which is not intended to conform to adversary proceedings as in a court of law. (Student’s Guide Book, 2011, p. 35).

CODE OF CONDUCT FOR SOCIAL WORK STUDENTS

The Department of Social Work expects all social work students to conduct themselves in an ethical, professional manner. Professional ethics are at the core of social work. The profession articulates its basic values, ethical principles, and ethical standards as set forth in the *NASW Code of Ethics* to guide social workers’ conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons.

All students enrolled in BSW or MSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Our Code of Conduct is reflective of professional and academic expectations – a student who cannot demonstrate appropriate behaviors will not be appropriate for practice in the social work profession. Students who violate these Codes may be asked to meet with appropriate Social Work faculty (instructors or Program Directors). In addition, the department’s Academic and Professional Issues (API) Committee is responsible for dealing with student issues when requested by faculty.

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library- Room 132**

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Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

COURSE SCHEDULE

| Week | Reading(s) | Assignment/Activities | Link to Comp. | SLO |
|----------------|---|---|-----------------------------------|----------|
| 1 Aug 27 | Introductions/Review Class Assignments | Review Course Outline | All | All |
| 1 Aug 27 | Introduction/Ch. 1 & 2 | Reading Assignment | 1.1,1.5,2.1,2.2,1 2.3,3.1,&3.2 | 1 - 7 |
| 2 Sep 3 | Ch. 3 | Reading Assignment | | |
| 2 Sep 3 | Ch. 4 | Reading Assignment | 1.2,1.5,2.1,2.2,2.3, 3.1,&3.2 | 1 – 7 |
| 3 Sep 10 | BSW Assembly | Attendance Mandatory MSC, room TBA | | |
| 3 Sep 10 | Ch. 5 | Reading Assignment Exam #1 | 1.1,2.1,2.2 | 1,2,3,&6 |
| 4 Sep 17 | Ch. 6 | Reading Assignment | 1.1,1.2,1.4,1.5,2.1,2.2,3.1 | |
| 4 Sep 17 | Ch. 7. | Written Assignment #1 Due. Reading Assignment | 1.1,3.2 | 1,3, |
| 5 Sep 24 | Ch.8 & 9 | Reading Assignment | 1.1,1.2, | 5, |
| 5 Sep 24 | Ch. 10 | Reading Assignment Exam #2 | 1.1 -3.2 | 1 - 7 |
| 6 Oct 1 | Ch. 12 | Reading Assignment Begin formulating the contact | 1.1, - 3.2 | 1 -7 |
| 6 Oct 1 | Ch. 13 | Reading Assignment and Contract is Due | 1.1 – 3.2 | 1 -7 |
| 7 Oct 8 | Ch. 15 | Reading Assignment Exam #3 | 1.4,1.5,2.1,2.2,2.3,3.1 | 1,2,3,&7 |
| 7 Oct 8 | Ch. 17 | Reading Assignment | 1.1 – 3.2 | 1 - 7 |

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|-----------------|--------------------------------|---|---------------------|-------|
| 8 Oct 15 | Ch. 18 | Reading Assignment | 1.1 – 3.2 | 1 - 7 |
| 8 Oct 15 | Ch. 19 | Reading Assignment | 1.1 – 3.2 | 1 – 7 |
| 9 Oct 22 | Make up Ch. Video Interview | Schedule time to make video interview – BSW Office. | | |
| 9 Oct 22 | Ibid. | Begin Interview Assessments | | |
| 10 Oct 29 | Ibid. | “ | | |
| 10 Oct 29 | Ibid | “ | | |
| 11 Nov 5 | Ibid | “ | | |
| 12 Nov 12 | Ibid | “ | | |
| 13 Nov 19 | Ibid | “ | | |
| 14 Nov 26 | Exam #4 | Exam #4 | 1.1 – 3.2 | 1 - 7 |
| 14 Nov 28 | Thanksgiving | Thanksgiving | Thanksgiving | |
| 15 Dec 3 | Assessments | Assessments | Assessments | |
| 15 Dec 3 | Last day of Class | | | |

BIBLIOGRAPHY

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Cummins, L., Sevel, J., & Pderick, L. (2006). *Social work skills demonstrated*. Boston, MA: Allyn & Bacon.

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- DeJong, P. & Miller, S.D. (1995). How to interview for client strengths. *Social Work*, 40(6), 729-736.
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- Hampton, R. L. (1999). *Family Violence*. Thousand Oaks CA: Sage Publications.
- Hepworth, D. (1993). Managing manipulative behavior in the helping relationship. *Social Work*, 38(6), 674-682.
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- Kemp, A. (1998). *Abuse in the Family: An Introduction*. Pacific Grove, CA: Brooks/Cole.
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Sheafor, B., & Horesi, C. (2006). *Techniques and guidelines for social work practice*, (7th ed.). Boston, MA: Allyn & Bacon.

Thomlison, B. (2002). *Family Assessment Handbook*. Pacific Grove, CA: Brooks/Cole.

Thompson, R. A. & Amato, P. R. (1999). *The Post-Divorce Family*. Thousand Oaks CA: Sage Publications.

Tower, K.D. (1994). Consumer-centered social work practice: Restoring client self-determination. *Social Work*, 39(2), 191-196.

Zastrow, C. (2003). *The practice of social work; Applications of generalist and advanced content*. Pacific Grove, CA: Brooks/Cole.

WEB SITES

Behavior Online

<http://www.behavior.net>

Brooks/Cole online Psychology Study Center

<http://psychstudy.wadsworth.com>

Caregiver Survival Resources

<http://www.caregiver911.com/>

Center for Eating Disorders

<http://www.eating-disorders.com/>

Center for the Study of Group Processes

<http://www.uiowa.edu/~grpproc/>

Cognitive Therapy and Research

<http://www.sci.sdsu.edu/CAL/CTR/CTR.html>

Commission on Domestic Violence

<http://www.abanet.org/domviol/home.html>

Cyberpsychlink

<http://ctr.umkc.edu/user/dmartin/psych2.html>

DSM-IV Classification Headings

<http://134.68.135.89/abnormal/dsm/dsm-main.htm>

Empowerment Now

<http://www.empowerment-now.com/>

Updated version 12.12

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History of Psychology

<http://www.guam.net/home/bmarmie/history.html>

International Association for Cross-Cultural Psychology

<http://www.fit.edu/CampusLife/clubs-org/iaccp>

Internet Mental Health

<http://www.mentalhealth.com>

Internet Psychology Lab

<http://kahuna.cogsci.uiuc.edu/ipl/>

Megapsych Home Page

<http://members.gnn.com/user/megapsych.htm>

Personality Theorists

<http://www.wynja.com/personality/theorists.html>

Psychgrad Project

<http://aix1.uottawa.ca/~simpson/psychgrad.html>

Psychinfo

<http://www.apa.org/>

Psychoanalytic Connection

<http://psychoanalysis.net/>

Psychological Research on the Internet

<http://psych.hanover.edu/APS/exponnet.html>

Psychology in Daily Life

<http://www.apa.org/pubinfo/pubinfo.html>

Psychology

<http://www.princeton.edu/~harnad/psyc.html>

Psych Web

<http://www.gasou.edu/psychweb/psychweb.htm>

Racism and Prejudice: Psychological Perspectives

<http://www.bhs.mq.edu.au/aps/publications/racism/contents.html>

The Schedule is TENTATIVE.