MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
FALL 2015-2016
SW 410 METHODS OF SOCIAL WORK PRACTICE II

This document does not constitute a contract with the University. It contains guidelines only.

Academic Term and Year:

Course Prefix and Number: SW 410

Course Title: Methods of Social Work Practice II

Days, Time and Location of class: Sutton Administration Building

Professor:

Office Location: William Sutton Administration Suite 218

Office Hours:

Office Phone Number:

Main Office Number   662-254-3365

Email Address:

Prerequisite: SW 210; SW 302; SW 320; SW 330

Required Technology Skills: Basic skills

CATALOG COURSE DESCRIPTION

The study of generalist social work practice model with emphasis on mezzo systems.

COURSE DESCRIPTION
Course instruction will foster the integration of ethics and values into the knowledge and skills used in micro level practice. The range of social systems emphasized in this course includes individuals, families and small groups, although environmental issues related to the problems confronting these systems are incorporated into data collection, assessment and intervention activities. This course continues the emphasis of Social Work Practice I.

DEPARTMENT OF SOCIAL WORK/BSW PROGRAM MISSION

The mission of the Department of Social Work at Mississippi Valley State University is to prepare graduates to practice with individuals in need and populations at risk in rural areas. The Bachelor of Social Work (BSW) Program prepares students to apply the knowledge and skills of generalist social work practice with individuals, families, groups, organizations and communities. Through the curriculum, the program instills in students social work knowledge, values, and skills in a manner which enables students to work with diverse populations in a wide range of settings. Concurrently, special emphasis is placed on social work practice with impoverished minorities living in rural regions, such as the Mississippi Delta in which the University is located and committed to serve, as well as rural areas globally.

BSW PROGRAM GOALS

1. Educate students for entry level social work positions for generalist practice with individuals, families, groups, organizations and communities.

2. Provide students with the necessary knowledge and skills for working with diverse populations, including oppressed, minority and rural populations.

3. Instill in students a professional social work identity which incorporates the values and ethics of the profession.

COMPETENCIES

EPAS Competency: 2.1.1 Identify as a professional social worker and conduct oneself accordingly.

EPAS Competency: 2.1.2 Apply social work ethical principles to guide professional practice.

EPAS Competency: 2.1.3 Apply critical thinking to inform and communicate professional judgments**.**

EPAS Competency: 2.1.4 Engage diversity and difference in practice.

EPAS Competency: 2.1.5 Advance human rights and social and economic justice.

EPAS Competency: 2.1.6 Engage in research-informed practice and practice-informed research.

EPAS Competency: 2.1.7 Apply knowledge of human behavior and the social environment.

EPAS Competency: 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work practice.

EPAS Competency: 2.1.9 Respond to contexts that shape practice.

EPAS Competency: 2.1.10(a)–(d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Rural Competency: 2.1.11: Use interventions that recognize the needs and strengths present in rural communities.

Rural Competency: 2.1.12: Coordinate interventions with social workers, related professions, leaders and citizens in rural areas in order to develop resources and programs that enhance services for rural clients.

EXPECTED PRACTICE BEHAVIORS

Course Competencies	Course Practice Behaviors	Assessment of Practice Behaviors
EPAS Competency: 2.1.1 Identify as a professional social worker and conduct oneself accordingly.	Gen 1.1 Advocate for client access to the services of social work. Gen 1.2 Practice personal reflection and self-correction to assure continual professional development. Gen 1.3 Attend to professional roles and boundaries. Gen 1.4 Demonstrate professional demeanor in behavior, appearance, and communication. Gen 1.5 Engage in career-long learning. Gen 1.6 Use supervision and consultation.	Group analysis and development projects
EPAS Competency: 2.1.2 Apply social work ethical principles to guide professional practice.	Gen 2.1 Recognize and manage personal values in a way that allows professional values to guide practice. Gen 2.2 Make ethical decisions by applying standards of the National Association of Social	Group process analysis

	Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/ International Association of Schools of Social Work Ethics in Social Work, Statement of Principles. Gen 2.3 Tolerate ambiguity in resolving ethical conflicts. Gen 2.4 Apply strategies of ethical reasoning to arrive at principled decisions.	
EPAS Competency: 2.1.3 Apply critical thinking to inform and communicate professional judgments**.**	Gen 3.1 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. Gen 3.2 Analyze models of assessment, prevention, intervention, and evaluation. Gen 3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	Paper assignments
EPAS Competency: 2.1.6 The students will perform research-informed practice and practice-informed research.	Gen 6.1 Use practice experience to inform scientific inquiry. Gen 6.2 Use research evidence to inform practice.	Paper assignment and group development project.
EPAS Competency: 2.1.7 The students will apply knowledge of human behavior and the social environment.	Gen 7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. Gen 7.2 Critique and apply knowledge to understand person and environment.	Group analysis Assignment
EPAS Competency: 2.1.10(a)–(d) (a) Engage, **(b)** assess, **(c)** intervene, and **(d)** evaluate with individuals, families, groups, organizations, and communities	(a) Gen 10.1 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities. Gen 10.2 Use empathy and other interpersonal skills.	Capstone Portfolio

	Gen 10.3 Develop a mutually agreed-on focus of work and desired outcomes. (b) Gen 10.4 Collect, organize, and interpret client data. Gen 10.5 Assess client strengths and limitations. Gen 10.6 Develop mutually agreed-on intervention goals and objectives. Gen 10.7 Select appropriate intervention strategies. (c) Gen 10.8 Initiate actions to achieve organizational goals. Gen 10.9 Implement prevention interventions that enhance client capacities. Gen 10.10 Help clients resolve problems. Gen 10.11 Negotiate, mediate, and advocate for clients. Gen 10.12 Facilitate transitions and endings. (d) Gen 10.13 Social workers critically analyze, monitor, and evaluate interventions.	
Rural Competency: 2.1.11 The students will **use** interventions that recognize the needs and strengths present in rural communities	(c) Gen 10.8 Initiate actions to achieve organizational goals. Gen 10.9 Implement prevention interventions that enhance client capacities. Gen 10.10 Help clients resolve problems. Gen 10.11 Negotiate, mediate, and advocate for clients. Gen 10.12 Facilitate transitions and endings.	Group analysis and development project
Rural Competency: 2.1.12 The students will **coordinate** interventions with social workers, related professions, leaders and citizens in	Gen 9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	Group analysis and development project

rural areas in order to develop resources and programs that enhance services for rural clients		

COURSE REQUIREMENTS

Required Textbooks:

Tosland & Rivas. An Introduction to Group Work Practice. (7th edition) Belmont, CA:
    Brooks/Cole Empowerment Series.

Supplemental Texts:

American Psychological Association.   (2001). *Publication manual of the American Psychological Association* (Latest ed.). Washington, DC: Author.

Beebe, L. (1993). *Professional writing for the human services* (Latest ed). Washington,
    D.C.: NASW Press

Class Attendance Policy:

Class attendance is required. Students are expected to attend all class sessions. If a class is missed, the student is still responsible for any announcements, handouts, or material presented in class.

Policy and Procedure on Cheating and Plagiarism:

Philosophy
Honesty and integrity are essential values of Mississippi Valley State University's mission to pursue truth and knowledge. All persons – administrators, faculty, staff, and students – share the responsibility for achieving high standards of excellence. Academic dishonesty of any kind negates this mission and is antithetical to the development of morally and ethically sound human beings. Therefore, Mississippi Valley State University will not tolerate cheating or plagiarism in any form. Cheating and plagiarism compromise the process of fair and equitable evaluation conferred by the University. Students who engage in such activities deny themselves the opportunity to benefit from accurate assessment and feedback and prevent full academic and personal development.

Responsibility
Although the faculty of Mississippi Valley State University is responsible for establishing the standards for moral and academic excellence in teaching and learning, these standards can be reached only with the cooperation and support of students. Each student is expected, therefore, to accept responsibility for maintaining honesty and integrity in all endeavors inside and outside the classroom, studio, or laboratory. Faculty encourages ethical behaviors by: establishing an

atmosphere of respect in the classroom; stating clearly on the syllabus their standards and expectations for academic performance, structuring learning situations that encourage honesty and deter cheating and plagiarism; and for presenting and enforcing the University's policy on academic dishonesty.

Definitions

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit. Such behavior also includes assisting another student in such practice. Although cheating is often associated with examinations, it is the intent of this definition that the term "cheating" not be limited to examination situations only, but also that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

Plagiarism is a specific type of cheating which consist of the misuse of the published and/or unpublished works of others by misrepresenting the intellectual property of others as one's own ideas or works.

Academic Sanctions for Cheating or Plagiarism

When a faculty member responsible for a course has reason to believe that an action of a student falls within one or both of the aforementioned definitions, the faculty member should initiate a conference with the student to present the student with the charge and the evidence. If the student admits to the wrong doing, the instructor shall impose an academic sanction. The instructor has the prerogative of lowering the grade, assigning a grade of "0" or "F" for the work submitted, assigning an "F" for the entire course, or recommending another penalty, including dismissal from the University. In the advent that the student does not admit wrong doing or that no mutually agreeable settlement is reached as a result of the faculty-student conference, the faculty member will consult the department chair.

Make-up Examination Policy:
It is the responsibility of the student to request to make up an examination within one week following the missed examination. The decision rests with the class instructor as to whether a student will be allowed to make up the test. The decision will be based on whether the instructor considers the reason for missing the examination to be justifiable.

Teaching/Learning Strategies:
Various teaching methods will be used to meet the course objectives and stimulate discussions in the class. Students are expected to participate in discussion and share their thoughts regarding issues being discussed. This class will be formatted in order to accommodate the use of videos, assigned readings and presentations as well as lecturing. guest speakers who are experienced in mental health assessment will present information to help students to understand the progression of mental illness and the cutting edge intervention to help those diagnosed with mental illness to live and maintain a healthier emotional being.

Required Tasks/Activities:

A. <u>Class Attendance and Participation</u>: In order for the class to discuss the readings, it is

essential for students to read assigned material before coming to class, to attend class regularly, and to participate in class discussion. Students are responsible for all material covered in class and assigned in the syllabus, whether or not they have attended class. Students are expected to attend all classes. At the beginning of the semester each student is awarded 100 points for attendance. Each time a student misses a class they will lose 10 points for attendance. Each time a student comes late or leaves early he/she will lose 5 points.

B. Cell Phones/Pagers/Electronic Devices: Such devices are disruptive to the classroom environment and students are expected to refrain from using them during class. All such devices are to be placed on silent mode, or turned off, and put away during class. Repeated interruptions may result in a deduction of points from the final grade.

C. PowerPoint Presentations: The class will be divided into groups. Each group will be assigned chapters from the textbook. Groups are required to complete PowerPoint presentations about the content of their assigned chapters. PowerPoint presentations are worth 100 points each. *Each group member will be graded individually based upon the rubric provided for PowerPoint Presentations.* PowerPoint presentation should be presented to the class at their designated due date, failure to do so will result in the loss of a letter grade. Everyone in the class should receive an electronic copy of the presentation before midnight of the day of the in class presentation. The grade for the PowerPoint presentation will be *an individual grade. Failure to submit your PowerPoint assignment prior to the in class presentation will result in the loss of a letter grade.*

D. Exams: Six exams will be given during the term. The exams will consist primarily of multiple choice and true/false questions, based on content presented in the required textbook chapters.

The student is expected to take all exams at the scheduled time. *Missing an exam without either prior permission or an excused absence will result in a grade of "0" on that exam.* Make up exams will be given at the instructor's discretion. If given, the instructor will schedule make-up exams. It is the student's responsibility to take all make-up exams at the designated time.

E. Assignments: The student is responsible for completing assignments in accordance with the specific guidelines identified in the assignment description in the syllabus or the in class handouts.

Late or incomplete assignments will result in the loss of a letter grade of the total possible points for the assignment. A letter grade will be deducted from the total points earned for each day the assignment is late. The only exception is an excused absence.

F. Utilization of computer assisted instruction: This course is set up for computer enhanced instruction. As such, all power point, paper and extra credit assignments should be submitted electronically, by the designated due date and time. **The online introduction**

and picture should be submitted by 8:00 pm *1/24/16.   Late submissions of this assignment will not be accepted.   Submitted assignments must be clearly identified. (Your name, class, & date.)*

Evaluation Procedures:

Attendance	=	100
PowerPoint Chapter Assignments 2@ 100 pts each	=	200
Exams 6@ 100 pts each	=	600
Task group project	=	100
Task group PowerPoint presentations	=	100
Total Points		1100

Performance Standards:

Grading Scale:
A   990 – 1100
B   880 – 989
C   770 – 879
D   660 – 769
F   < – 659

AMERICANS WITH DISABILITIES ACT: Services for Students with Disabilities (SSD)

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester. If you are determined to be eligible after your confidential consultation, you will be provided with a Memo of Accommodations that must be submitted to each of your instructors.

For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or billy.benson@mvsu.edu.

COURSE ACTIVITIES

Week One	Course Introduction syllabus review and group formation	Class Discussion
Week Two	Chapters 1, Text. Presentation by group 1	Group Powerpoint Presentation Class Discussion
Week Three	Chapter 2, text PowerPoint presentation by group 2	Group Powerpoint Presentation Class Discussion
Week Four	***Test 1, chapters 1 & 2*** Chapter 3, Text PP presentation by group 3	Group Powerpoint Presentation Class Discussion
Week Five	Chapter 4, text and PP presentation by group 4	Group Powerpoint Presentation Class Discussion
Week Six	***Test 2, chapters 3 & 4*** Chapter 5 of the text PP presentation group 5	Group Powerpoint Presentation Class Discussion
Week Seven	Chapter 6 textbook and PP by group 1	Group Powerpoint Presentation Class Discussion
Week Eight	***Test 3, chapters 5 & 6*** ***Task Group Paper Due Via Email 3/3/16 @ 8:00 am***	Assessment
Week Nine	Chapter 7 text and PP by group 2	Group Powerpoint Presentation Class Discussion
Week Ten	Chapter 8 of text and PP by group 3 Task group presentations	Group Presentation Class Discussion
Week Eleven	***Test 4, Chapters 7 & 8.***	Assessment
Week Twelve	Chapter 9 of text and PP by group 4	Group Presentation Class Discussion

	Task group presentations	
Week Thirteen	Chapter 10 of text PP by group 5	Group Presentation Class Discussion
Week Fourteen	**BREAK**	
Week Fifteen	Task group presentations & Reading Day	Group Presentation Class Discussion
Week Sixteen	Final Exams. Chapters 9 & 10.	Assessment

BIBLIOGRAPHY

Becvar, D.S. & Becvar, R.J. (2006) *Family Therapy: A Systemic Integration*. (6th Edition) Pearson, Allyn and Bacon

Bentley, K.J. (Ed.) (2002) *Social Work Practice in Mental Health: Contemporary Roles, Tasks and Techniques*. Belmont, CA: Thompson, Brooks-Cole.

Briggs, H.E. & Corcoran, K. (2001) *Social Work Practice: Treating Common Client Problems*. Chicago: Lyceum Books, Inc.

Brown, J.C. (1933) *The Rural Community and Social Casework.* New York: Family Welfare Association of America. (This book will be made available under controlled circumstances due to its age and value.)

Coady, N. & Lehmann, P., editors (2008) *Theoretical Perspectives for Direct Social Work Practice: A Generalist-Eclectic Approach*. New York: Springer Publishing Company.

Compton, B.R., Galaway, B., Cournoyer (2005) *Social Work Processes*. (7th Edition) Belmont, CA: Thompson: Brooks-Cole.

Cournoyer, B (2005) *The Social Work Skills Workbook*. (4th edition) Belmont, CA: Brooks-Cole.

Davenport, J.A. & Davenport, J, III (2008) Rural Practice In *The Encyclopedia of Social Work* (20th ed.) (3) 536-541 NASW Press/Oxford Press.

D'Cruz, H., Gillingham, P. Melendez, S. (2007). "Reflexivity, Its Meanings and Relevance for Social Work: A Critical Review of the Literature." In The British Journal of Social Work, 37, (1)

De Jong, P. & Berg, I.K. (2008) *Interviewing for Solutions*. Belmont, CA: Thompson, Brooks-Cole

Delucia-Waack, J.L. & Donigan, J. (2004) *The Practice of Multicultural Group Work: Visions and Perspectives from the Field*. Belmont, CA: Thompson, Brooks-Cole

Diagnostic and Statistical Manual of Mental Disorders, (4th edition, text Revised) (DSM IV-TR). (2000) Arlington, VA: American Psychiatric Association.

Floeresch, J (2008) Social Work Practice: Theoretical Base. In *The Encyclopedia of Social Work* (20th ed.) (4) 141-144 NASW Press/Oxford Press.

Freeman, E.M. (2008) Methods of Practice Interventions In *The Encyclopedia of Social Work* (20th ed.) (3) 256-264 NASW Press/Oxford Press.

Germain, C. & Gitterman, A. (1996) *The Life Model of Social Work Practice: Advances in Theory & Practice*. New York: Columbia University Press

Gibbs, L.E. (2003) *Evidence-Based Practice for the Helping Professions: A Practical Guide with Integrated Multimedia*. Belmont, CA: Thompson, Brooks-Cole

Green, R.R. (2007) *Social Work Practice: A Risk and Resilience Perspective*. Belmont: CA: Thompson, Brooks-Cole.

Hernandez, V.R. (2008). Generalist and Advanced Generalist Practice. In *The Encyclopedia of Social Work* (20th ed.) NASW Press/Oxford Press. 260-268

Ivey, A.E. & Iven, M.B. (2003) *Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society*. (5th edition) Belmont, CA: Thompson: Brooks/Cole.

Jackson, R.L. (2001) *The Clubhouse Model: Empowering Applications of Theory to Generalist Practice*. Belmont, CA: Thompson, Brooks-Cole.

Johnson, J.L. & Grant, G., Jr. (2005). *Foster Care*. Boston: Pearson, Allyn and Bacon.

Johnson, L.B. & Staples, R. (2005) *Black Families at the Crossroads: Challenges and Prospects*. San Francisco: Josey Bass

Lewis, H. (1982) *The Intellectual Base of Social Work Practice: Tools for Thought in a Helping Profession*. New York: The Lois and Samuel Silberman Fund, The Haworth Press.

Meyer, C.H. (1993). *Assessment in Social Work Practice*. New York: Columbia University Press.

Meyer, C.H. & Mattaini, M.A., editors. (1995) *The Foundations of Social Work Practice: A Graduate Text*. Silver Springs: NASW

McNut, J. (2008) Social Work Practice: History and Evolution. In *The Encyclopedia of Social Work* (20th ed.) (4) 138-141 NASW Press/Oxford Press.

Miller, R.L., Jr. Gay Men: Practice Implications. In *The Encyclopedia of Social Work* (20th ed.) NASW Press/Oxford Press. 256-260.

Minuchin, P, Colapinto, J & Minchin, S. (1998) *Working with Families of the Poor*. New York: Guilford Press

Neukrug, E. (2008) *Theory, Practice, and Trends in Human Services: An Introduction*. (4th Edition) Belmont, CA: Thompson, Brooks-Cole.

Plionis, E.M. (2007) *Competency in Generalist Practice: A Guide to Theory and Evidence-Based Decision Making*. New York: Oxford University Press.

Ragg, D.M. (2001) *Building Effective Helping Skills: The Foundation of Generalist Practice*. Boston: Allyn and Bacon

Reid, K.E. (1997) *Social Work Practice with Groups: A Clinical Perspective* (2nd Edition) Belmont, CA: Thompson, Brooks-Cole

Saleeby, D (2002) *The Strengths Perspective in Social Work Practice* (3rd Edition) Boston: Allyn and Bacon

Shulman, L (2009) *The Skills of Helping Individuals, Families, Groups, and Communities* (6th Edition). Belmont, CA: Brooks/Cole Cengage Learning.

Timberlake, E.M., Zajicek-Farber, M.I. & Sabatino, C.A. (2008). *Generalist Social Work Practice: A Strengths-Based Problem Solving Approach*. (5th Edition). Boston: Pearson, Allyn and Bacon

Wilson, S. J (1980). *Recording Guidelines for Social Workers*. New York: Free Press.

Yanca, S. & Johnson, L. (2008) *Generalist Social Work Practice with Families*. Boston: Pearson, Allyn and Bacon