

**MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
SPRING 2015-2016
SW 420 Methods of Social Work Practice III**

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

Academic Term and Year:

Course Prefix and Number: SW 420 HE-1

Course Title: Methods of Social Work Practice III

Days, Time and Location of class: William Sutton Administration

Professor:

Office Location: William Sutton Administration Suite 218

Office Hours:

Office Phone Number:

Main Office Number (662) 254-3365

Email Address:

Prerequisite: SW330, SW410

Required Technology Skills: Basic computer, internet skills and Web 2.0 technologies

CATALOG COURSE DESCRIPTION

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

COURSE DESCRIPTION

This Course is a continuation of SW410 with emphasis on values and problem solving method with organizations and communities. This course will involve lectures by the professor and students, student presentations, audio visual presentations, and work in the community and library.

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 2.1.	Identify as a professional social worker and conduct oneself accordingly	1. Readings: Chapters 1 and 11 of Kirst-Ashman and Hull 2. Exercises a. Critical Thinking b. Class discussions
EPAS 2.2	Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics.	1. Readings: Chapters 1 and 11 of Kirst-Ashman and Hull Text 2. Exercises: a. Critical Thinking exercises related to understanding role of values in macro practice. b. Discussion of ethical issues in practice with agencies, organizations, neighborhoods and communities. 3. Assignments: a. Examination of potential ethical issues in macro practice. b. Evaluating one’s own practice: Single subject design or program evaluation.
EPAS 2.1.3	Apply critical thinking skills to practice methods. Analyze models of assessment, prevention, intervention, and evaluation.	1. Readings: Kirst-Ashman and Hull, Chapters 2 and 3 2. Exercises: a. Applying micro and mezzo practice methods to macro settings b. Discussing how all levels of practice intersect in individual cases

		<p>3. <u>Assignments</u>:</p> <p>a. Identifying evidence-based practice interventions.</p> <p>b. Peer-reviewed journal article critique.</p> <p>c. Evaluating one's own practice: Single subject design or program evaluation.</p>
EPAS 2.1.4	Engage Diversity and Difference in Practice	<p>1. Readings: Kirst-Ashman and Hull Chapters 1, 2, 4, 6, 11</p> <p>2. Exercises</p> <p>a. Role plays related to interactions with diverse populations</p> <p>b. Discussions related to diversity at Macro level</p> <p>3. <u>Assignments</u></p> <p>a. Paper on work with diverse macro client systems</p>
EPAS 2.1.5	Advance Human Rights and Social and Economic Justice	<p>1. Readings: Kirst-Ashman and Hull 4, 6, 10</p> <p>2. Exercises:</p> <p>a. Paper on human rights and social and economic justice issues in macro practice settings</p> <p>b. Debate in class on social and economic issues related to larger client systems</p> <p>c. critical thinking exercises related to disproportionate representation of minority children in foster care</p> <p>3. <u>Assignments</u>:</p> <p>a. test questions to be completed</p> <p>b. letters to editor</p>
EPAS 2.1.6	<p>Use practice experience to inform scientific inquiry.</p> <p>Use research evidence to inform practice and practice to inform evidence</p>	<p>1. Readings: Kirst-Ashman and Hull Chapters 1, 8, 9 , 10 and 13</p> <p>2. Exercises:</p> <p>a. Development of single subject case study on macro setting</p> <p>b. Class discussion.</p> <p>2. <u>Assignments</u>:</p> <p>a. Identifying evidence-based</p>

		<p>practice interventions.</p> <p>b. Peer-reviewed journal article critique.</p> <p>Evaluating one's one practice: Single subject design or program evaluation.</p>
EPAS 2.1.7	Apply knowledge of human behavior in social environment	<p>1. Readings: Kirst-Ashman and Hull, Chapter 1 and 8</p> <p>2. Exercises:</p> <p>a. Online assignment related to human behavior in the social environment issues as they affect organizations and communities</p> <p>b. Sample questions related to HBSE content and practice</p> <p>2. Assignments:</p> <p>a. Students will complete an essay on how HBSE content integrates into practice with community interventions or with organizational interventions</p> <p>b. Students will complete sample questions to determine their understanding of content</p> <p>3. Evaluations:</p> <p>a. Students should earn at least 80 points on essay</p> <p>b. Students should successfully answer 80 of questions on sample test</p>
2.1.8	Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	<p>2. Readings: Kirst-Ashman and Hull chapters 1, 10, 11</p> <p>3. Exercises: Develop policy advocacy project that includes</p> <p>a. Detailing policy changes desired.</p> <p>b. Informing the public</p> <p>3. <u>Assignment</u>:</p> <p>a. Creating policy change proposal</p> <p>b. Calling town meeting</p> <p>c. Writing letters to editor</p>

		3. Evaluation: Completion of assigned tasks
EPAS 2.1.9	Respond to contexts that shape practice	<p>1. Readings: Kirst-Ashman and Hull, Chapters 3, 4, 5, 6, 7, 13</p> <p>2. Exercises: Use of assessment and evaluation techniques in macro practice.</p> <p>3. <u>Assignments:</u></p> <p>a. Evaluating one's one practice: Single subject design or program evaluation.</p> <p>b. Peer-reviewed journal article critique.</p> <p>Evaluation: Student must score a minimum of 80% on assignments</p>
EPAS 2.10	Engage, assess, intervene, and evaluate with agencies/organizations, neighborhoods and communities	<p>1. Readings: Kirst-Ashman and Hull Chapters 1, 6 and 8</p> <p>2. Exercise:</p> <p>a. Use of Generalist Intervention method</p> <p>3. <u>Assignment:</u> Evaluating one's one practice: Single subject design or program evaluation.</p>

COURSE REQUIREMENTS

Required Textbooks:

Generalist Practice with Organizations and Communities. Kirst-Ashman and Grafton Hull, Cengage Learning 2015

Supplemental Texts:

Community Practice: Theories and Skills for Social Workers. Hardcastle, Powers and Wenocur Oxford University Press, 2011

Social Work Macro Practice. Netting, Kettner, McMurtry and Thomas Pearson, 2012

Readings will be assigned from a volume on boards of directors new published by Lyceum Press (On reserve in library)

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:

Students will be expected to develop macro projects that involve either agencies or communities. These projects are intended to demonstrate the ability of students to employ generalist practice models with organizations and communities. Activities may include attendance at meetings of agency and organization boards of directors, meetings of boards of supervisors in the counties, meetings of municipal governing bodies or meetings of legislative subcommittees. Students may also initiate town meetings in rural delta communities. Students who are concurrently enrolled in field internship will complete an agency profile. Those who not in placement will complete a community profile.

Finally, students will be given a group of questions during the last 30 minutes of class throughout the semester. The purpose of the questions is to help prepare students to successfully take standardized exams related to social work.

Evaluation Procedures:

Quizzes

There will be mid-term and final exams valued at 100 points each.

Students will also be graded on the following:

Macro Project - 100 points

Community or agency profile – 50 points

Class attendance – 10 points
Discussion – 40 points
Total Points – 400

Performance Standards:

The following grade scale will be used to determine your final grade. As formerly stated, there are a certain number of points designated to each assignment in this course. Those weekly point totals will accrue throughout the course. At the end of the course, the total number of points you've earned will be expressed as a percentage of the total points that were possible during the course, and that percentage will determine your final grade according to the following formula. Total points earned during the course / Total points possible for the course = Percent of points earned

Grade	Percent
A	90% - 100%
B	80% - 89%
C	70%- 79%
D	60% - 69%
F	Below 60%

GRADING

Rubric for Grading Agency /Community Profiles

This Class Assignment uses a five point rubric. The rubric is as follows:

5 The Profile is very comprehensive, detailed and covers all questions with depth and clarity. The score of 5 is equivalent to a grade of A

4 The Profile is comprehensive and detailed to a high degree. It covers all questions with a high degree of depth and clarity. The score of 4 is equivalent to a grade of B

3 The Profile is comprehensive and detailed at no more than an acceptable level. It covers all questions with an intermediate degree of depth and clarity. The score of 3 is equivalent to a grade of C

2 The Profile demonstrates no more than a poor level related to being comprehensive and detailed. Depth and clarity are judged to be poor. A score of 2 is equivalent to a grade of D

1 The Profile is neither comprehensive nor detailed. There is likewise no discernible depth or clarity. A score of 1 means that the student receives an F

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	Initial class meetings Discussion of course outline and objectives. Initial plans for use of cutting edge technologies in working with and delivering social work services to rural areas. Lecture – Overview of Macro Social Work Practice	Class discussion of class project for Summit on Children in State Care in Mississippi
Week Two	Chapters 1 and 2 of text: Basic principles of macro practice; the relationship of macro practice to entire social work curriculum; the application of social work values and ethics in macro practice; Use of social work skills in practice	Class discussion of basic principles
Week Three	Chapters 3 and 4 Models of Community Organization – use of practice skills for systems of different sizes Class discussions will focus on social problems that exist in rural and small communities or in the agencies that serve them. Students will turn in initial plans for their macro project.	Class discussion on Organizations/Agencies Social Work Roles on Boards and Child Welfare in Mississippi Critiquing from a Macro Perspective

	Issues of Leadership and conflict in macro practice will be addressed	
Week Four	<p>Chapter 5 of Text: Working with agencies and organizations on planned changes and decision making.</p> <p>Students will receive feedback on proposed macro projects (initial approval with suggestions for strengthening)</p>	Class discussion looking at Child Welfare Agencies and needed changes
Week Five	Assigned Reading: Changing Agency Policy (Chapter 6 of Text)	Class discussion of assigned reading on Social Workers on Boards of Directors
Week Six	<p>Chapter 7 of text: Implementing the project for planned change with macro systems.</p> <p>Discussion on Thursday of macro projects</p>	Class discussion on macro systems
Week Seven	Completion of discussion on work with agencies/organizations – Assigned readings and written assignments online	Class discussion on work with agencies/organizations
Week Eight	<p>Understanding Changes in Neighborhoods and Communities – Chapter 8 of Text</p> <p>Class discussions will focus on concepts of community change</p>	Assessment
Week Nine	Child Welfare Summit	Presentations
Week Ten	<p>In-service on Agency and Community Profiles</p> <p>Evaluating macro practice – interpreting data and making decisions related to data.</p> <p>Making changes in macro practice approaches.</p> <p>Chapter 10 of text</p>	Class discussion on evaluating macro practice

Week Eleven	<p>Populations at risk in communities. Macro practice approaches</p> <p>Students will participate in projects designed to assess community needs for persons with disabilities.</p> <p>Advocacy for populations at risk</p> <p>Chapter 11 of text</p>	Class discussion on at-risk populations
Week Twelve	<p>Continuation of activities and discussions from Week XI</p> <p>Test on Thursday</p>	Class discussion Assessment
Week Thirteen	BREAK	
Week Fourteen	<p>Chapter 14 of text – Community resources</p> <p>MVSU Social Work Conference (Thursday and Friday)</p>	Class discussion Presentations
Week Fifteen	<p>Discussion of projects</p> <p>Reviews for finals and wrap – up.</p> <p>Final Exam</p>	Class discussion Presentations
Week Sixteen	Final Exam	Assessment

BIBLIOGRAPHY

- 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.)
- Davenport, J.A. & Davenport, J, III (2008) Rural Practice In *The Encyclopedia of Social Work* (20th ed.) (3) 536-541 NASW Press/Oxford Press.
- Dore, M.M (1999) "The Retail Methods of Social Work: The Role of the New York School in the Development of Clinical Practice." In The Social Service Review 73 (2) 169-190
- Fauri, D.P., Netting, F.N. & O'Connor. (2005) *Social Work Macro Practice Workbook: Exercises and Activities for Policy, Community and Organizations Interventions*. Belmont, CA: Thompson, Brooks-Cole
- Floeresch, J (2008) Social Work Practice: Theoretical Base. In *The Encyclopedia of Social Work* (20th ed.) (4) 141-144 NASW Press/Oxford Press.
- Hernandez, V.R. (2008). Generalist and Advanced Generalist Practice. In *The Encyclopedia of Social Work* (20th ed.) NASW Press/Oxford Press. 260-268
- Homans, M.S. (2008) *Promoting Community Change: Making it Happen in the Real World*. (4th 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, C. (2005). Demographic Characteristics of the Rural Elderly. From *Rural Social Work Practice*. Lohman, N. & Lohman, R.A. (eds.) New York: Columbia University Press.
- Kirst-Ashman, K.K. & Hull, G.H, Jr. (2001) *Generalist Practice with Organizations and Communities* (2001) Belmont, CA: Wadsworth, Brooks-Cole.
- Long, D.D., Tice, C.J. & Morrison, J.D. (2006). *Macro Social Work Practice: A Strengths Perspective*. Belmont, CA: Thompson, Brooks-Cole.
- McNut, J. (2008) Social Work Practice: History and Evolution. In *The Encyclopedia of Social Work* (20th ed.) (4) 138-141 NASW Press/Oxford Press.
- Miley, K.K., O'Melia, M. & DuBois, B (2007) *Generalist Social Work Practice: An Empowering Approach*. Boston: Allyn and Bacon.
- Miller, R.L., Jr. Gay Men: Practice Implications. In *The Encyclopedia of Social Work* (20th ed.) NASW Press/Oxford Press. 256-260.

- Munke, P.M. & Venturini, V.J. (2004) HIV/AIDS Among African-Americans in the Mississippi/Louisiana Delta Region: A Macro Practice Empowerment Model. In *Practice Issues in HIV/AIDS Services*. Mancoske, R.J., & Smith, J.D. (eds). Binghamton, New York: Haworth Press, Inc.
- Neely, C. (2005) Gay Men and Lesbians in Rural Areas: Acknowledging, Valuing and Empowering the Stigmatized Invisible People. From *Rural Social Work Practice*. (Lohman, N & Lohman, R.A., (eds.) New York: Columbia University Press.
- Netting, F.E. (2008) Macro Social Work Practice In *The Encyclopedia of Social Work* (20th ed.) (3) 139-144 NASW Press/Oxford Press.
- Neukrug, E. (2008) *Theory, Practice, and Trends in Human Services: An Introduction*. (4th Edition) Belmont, CA: Thompson, Brooks-Cole.
- 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
- Schriver, J.M. (1999) Harry Lawrence Lurie and Social Work's Questionable Commitment to Social and Economic Injustice in *The Professionalization of Poverty: Social Work and the Poor in the Twentieth Century*. Gary R. Lowe & P. Nelson Reid. Hawthorne, New York: Aldine de Gruyter
- Smith, J.D., and Mancoske, R.J. (eds.) (1997). *Rural Gays and Lesbian: Building on the Strengths of Communities*. New York: Haworth Press, Inc.
- Specht, H.& Courtney, M. (1994) *Unfaithful Angels: How Social Work Has Abandoned Its Mission*. New York: Free Press (On reserve)
- Shulman, L (2009) *The Skills of Helping Individuals, Families, Groups, and Communities* (6th Edition). Belmont, CA: Brooks/Cole Cengage Learning.
- Stuart, P.H. (1999) "In a World Gone Industrial: Specialization and the Search for Social Work Practice Above the Poverty Line. In *The Professionalization of Poverty: Social Work and the Poor in the Twentieth Century*. Gary R. Lowe & P. Nelson Reid. Hawthorne, New York: Aldine de Gruyter
- Wasko, N.H.(2005) Wired for the Future? The Impact of Information and Technology and Telecommunications Technology on Rural Social Work. From *Rural Social Work Practice*. Lohman, N. & Lohman, R.A. (eds.) New York: Columbia University Press.

Yoon, D.P. (2005) The Role of Religiousness/Spirituality and Social Support on Subjective Well-Being Among People Living with HIV/AIDS in Rural Communities. From *Rural Social Work Practice*. Lohman, N. & Lohman, R.A. (eds.) New York: Columbia University Press.