

**MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
SW 615 ADVANCED SOCIAL WORK PRACTICE WITH CHILDREN AND
FAMILIES: INDIRECT PRACTICE**

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

Academic Term and Year: Fall 2018

Course Prefix and Number: SW 615-01

Course Title: Advanced Social Work Practice with Children and Families: Indirect Practice

Days, Time and Location of class: Thursday, 6:00-8:40 p.m.
Sutton Administration Building
Room 232

Professor: Dr. Moses Newsome

Office Location: Social Work Suite, Room 207

Office Hours: Monday 10:00 - 11:00 a.m.
Tuesday 10:00 - 11:00 a.m. &
4:00 - 6:00 pm
Wednesday 10:00 - 11:00 a.m. &
3:00 - 6:00 p.m.
Thursday 4:00 - 6:00 pm
Other times by appointment only

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Email Address: moses.newsome@mvsu.edu

Prerequisite: All Foundation Courses, SW 600, and SW 610

Required Technology Skills: Student in this class are expected to be efficient in the use of computers, the internet and PowerPoint.

CATALOG COURSE DESCRIPTION

Focuses on the development of advance practice skills in social work supervision, administration, and program development for children and families in rural areas.

Revised Fall 2018

EXPANDED COURSE DESCRIPTION

This is the second of two courses that prepares MSW students for advanced practice with children and families. The course is on indirect practice processes, particularly management and administration in child welfare agencies/organizations. Using the ecosystems perspective this course is designed to provide students with the knowledge and skills related to the management, improvement and development of child welfare programs, particularly within a rural context.

DEPARTMENT OF SOCIAL WORK/MSW PROGRAM MISSION STATEMENT

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 Master of Social Work (MSW) Program prepares students for professional social work practice at the micro, mezzo, and macro levels. Through the curriculum, the program instills in students advance 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. Within the framework of rural social work, the area of concentration is Child and Family Welfare.

PROGRAM GOALS

The goals of the Master of Social Work Program are:

1. Educate students for social work positions for advance level of 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 and the values and ethics of the profession.

COMPETENCIES

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Foundation Rural Competency 10: Utilize appropriate practice intervention within a rural setting.

MSW Rural Competency 11: Demonstrate knowledge and skills to apply a bio-psychosocial-cultural-spiritual perspective in advanced social work practice with children and families. (SW 600 level courses only)

MSW Rural Competency 12: Integrate knowledge of rural values and custom into autonomous social work practice with children and families. (SW 600 level courses only)

EXPECTED CORE COMPETENCIES & PRACTICE BEHAVIORS

Course Competencies	Practice Behaviors	Assessment of Course Objectives
1. Demonstrate ethical and professional behavior.	a. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; b. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; c. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; d. use technology ethically and appropriately to facilitate practice outcomes; and e. use supervision and consultation to guide professional judgment and behavior.	1. Assessment of the Delivery of Child & Family Welfare Services 2. Grant Proposal 3. Child Welfare Administrator Interview
2. Engage diversity and difference in practice.	a. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; b. present themselves as learners and engage clients and constituencies as experts of their own experiences; and c. apply self-awareness	1. Assessment of the Delivery of Child & Family Welfare Services 2. Grant Proposal 3. Child Welfare Administrator Interview

	and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	
3. Advance human rights and social, economic, and environmental justice.	<ul style="list-style-type: none"> a. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and b. engage in practices that advance social, economic, and environmental justice. 	<ul style="list-style-type: none"> 1. Class Discussion 2. Assessment of the Delivery of Child & Family Welfare Services 3. Role Plays
4. Engage in practice-informed research and research informed practice.	<ul style="list-style-type: none"> a. use practice experience and theory to inform scientific inquiry and research; b. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and c. use and translate research evidence to inform and improve practice, policy, and service delivery. 	<ul style="list-style-type: none"> 4. Assessment of the Delivery of Child & Family Welfare Services 5. Grant Proposal
9. Evaluate practice with individuals, families, groups, organizations, and communities.	<ul style="list-style-type: none"> a. select and use appropriate methods for evaluation of outcomes; b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; c. critically analyze, monitor, and evaluate intervention and program processes and outcomes; 	<ul style="list-style-type: none"> 1. Assessment of the Delivery of Child & Family Welfare Services 2. Child Welfare Administrator Interview

	and d apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	
10. Utilize appropriate practice intervention within a rural setting,	a. assess the impact of the rural environment on service delivery in rural communities.	1. Assessment of the Delivery of Child & Family Welfare Services for a Rural Community
11. Demonstrate knowledge and skills to apply a bio-psychosocial-cultural-spiritual perspective in advanced social work practice with children and families.	a. utilize a bio-psychosocial-cultural-spiritual perspective in the application of advanced social work practice with children and families.	1. Assessment of the Delivery of Child & Family Welfare Services for a Rural Community
12. Integrate knowledge of rural values and customs into autonomous social work practice with children and families.	a. synthesize knowledge of rural values and customs and apply to autonomous social work practice with children, and families.	1. Assessment of the Delivery of Child & Family Welfare Services for a Rural Community

COURSE REQUIREMENTS

Required Textbook

Potter, C.C. & Brittain, C.R. (2009). *Child welfare supervision: A Practical guide for supervisors, managers, and administrators*. New York: Oxford University Press

Supplemental Textbook

Smith, N.B. & Works, E. G. (2012). *The complete book of grant writing*. Naperville, Illinois: Sourcebooks.

Class attendance policy:

Students are expected to attend all class sessions.

More than three absences (whether excused or unexcused) may result in the loss of a letter grade. Excessive tardiness may also result in a reduction in the final grade.

Cheating and Plagiarism Policy:

When a faculty member responsible for a course has reason to believe that an action of a student involves cheating or plagiarism, the faculty member will initiate a conference with the student to present the student with the charge and the evidence. If the student admits to the charge, 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 event the student does not admit to the charge, or that no mutually agreeable settlement is reached between the faculty member and the student, the faculty member will refer the case to the department chair (MVSU Graduate Catalog, 2006-2008).

Teaching/Learning Strategies:

The teaching and learning strategies used in this course include lecture, discussion, and power point presentations, guest speakers, video presentations, role play and experiential exercises. Both the instructor and students will take the lead in employing these strategies.

Required Tasks/Activities:

1. Grant Proposal - Follow the guidelines in Chapter 6 of Smith, B.S. & Works, G. (2012). *The Complete Book of Grant Writing*.
 - a. Problem Statement (10 Points)
Due: Aug, 30
 - b. Letter of Inquiry (20 Points)
Due: Sept. 20
 - c. Complete Grant Proposal: Identify a problem or an issue within a rural community and identify possible funding source (public or private) which matches your approach to address this issue. Write a grant proposal to request funding to either start up a program for children and families in a rural area or to expand an existing program or services for this population. The finished proposal should be of a quality considered for submission to the actual funding source. (150 points)
Due: Oct. 25
2. Assessment of the Delivery of Child and Family Welfare Services for a Rural Community using an ecosystems perspective. Describe services that exist and propose ways to improve upon service delivery. Integrate a strengths perspective

into your assessment and show how the strengths of rural communities and families can be used to improve services. Pay attention to the specific needs of minorities, the poor and other populations at risk and discuss ways to empower these groups in your proposal. (100 points)

Due: Oct. 11

3. Written Summary of an Interview with a Child Welfare Administrator Who Serves Rural Populations. You should cover the following in your interview:

- a. Scope of services
- b. Specific difficulties in delivery of services in rural communities compared with non-rural populations
- c. Perspectives on improvement of service delivery to rural families and children. (50 Points)

Due: Nov. 8

4. Oral Presentation on interview. (50 points)

Due: Nov. 8

5. Attendance and participation (20 Points)

Evaluation Procedures:

Problem Statement	10 points
Letter of Inquiry	20 points
Complete Grant Proposal	150 points
Assessment of Rural Services	100 points
Written Summary of Interview	50 points
Oral Presentation	50 points
Attendance and Participation	20 points
TOTAL	400

Performance Standards:

- 360 - 400 points = A
- 320 - 359 points = B
- 280 - 319 points = C
- 240 - 279 points = D
- Less than 240 points = F

AMERICANS WITH DISABILITIES ACT (Special Needs Policy)

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 SCHEDULE
FALL 2018**

<p>Week One: August 23</p>	<p>Review of Course Syllabus and requirements</p> <p>Discussion of how class will be conducted and types of assignments to be given</p> <ol style="list-style-type: none"> 1. Experiential Learning – Interviews and self-directed learning; 2. Child welfare as a learning laboratory <p>Discussion of major points of “Child Welfare Supervision: An Overview” from Potter and Brittain (hereafter referred to as Potter Text)</p>	<p>Opening discussion on the parameters of child welfare management and supervision</p>
<p>Week Two: August 30</p>	<p>Perspectives on child welfare practice and administration</p> <p>Leadership approaches</p> <p>Supervision models</p>	<p>Assigned Readings: Potter Text, Chapters 1 and 2</p> <p>Due: Problem Statement</p>
<p>Week Three: September 6</p>	<p>Supervisors as leaders</p> <p>Management essentials</p> <p>Writing a Grant Proposal</p>	<p>Assigned Readings: Potter Text, Chapters 3 & 4 Smith Text, Chapters 1 - 3</p>
<p>Week Four: September 13</p>	<p>Child Welfare Practice in Rural Communities</p>	<p>Assigned Readings: Smith Text, Chapters 4 - 5</p>
<p>Week Five: September 20</p>	<p>Networking services for families and children in rural areas</p>	<p>Assigned Reading: Smith Text, Chapter 6</p> <p>Due: Letter of Inquiry</p>
<p>Week Six: September 27</p>	<p>Child Welfare Unit and Middle Management</p>	<p>Assigned Readings: Potter Text, Chapters 5 and 6</p>

<p>Week Seven: October 4</p>	<p>Dynamics styles of macro practice in child welfare</p> <p>Role Plays</p> <p>Interagency coordination</p>	<p>Assigned Reading: <u>GROUP 1</u> Potter Text, Chapters 6 and 7</p> <p><u>GROUP 2</u> Field Research</p>
<p>Week Eight: October 11</p>	<p>Dynamics styles of macro practice in child welfare</p> <p>Role Plays</p> <p>Interagency coordination</p>	<p>Assigned Reading: <u>GROUP 2</u> Potter Text, Chapters 6 and 7</p> <p><u>GROUP 1</u> Field Research</p> <p>Due: Assessment Paper</p>
<p>Week Nine October 18</p>	<p>Recruitment and Evaluation of Child Welfare Staff</p> <p>Resilience as a Strength</p>	<p>Assigned Reading: <u>GROUP 1</u> Wilson, G. (2010). Multifunctional ‘quality’ and rural community resilience. <i>Transactions</i>, 35, 364-381.</p> <p>Potter Text, Chapters 10 and 11</p> <p><u>GROUP 2</u> Field Research</p>
<p>Week Ten: October 25</p>	<p>Recruitment and Evaluation of Child Welfare Staff</p> <p>Resilience as a Strength</p> <p>Due: Grant Proposal</p>	<p>Assigned Reading: <u>GROUP 2</u> Wilson, G. (2010). Multifunctional ‘quality’ and rural community resilience. <i>Transactions</i>, 35, 364-381.</p> <p>Potter Text, Chapters 10 and 11</p> <p><u>GROUP 1</u> Field Research</p>

<p>Week Eleven November 1</p>	<p>Working in Changing Environments</p> <p>Personnel Considerations</p>	<p>Assigned Readings: <u>GROUP 1</u></p> <p>Potter Text, Chapter 8</p> <p><u>GROUP 2</u> Field Research</p>
<p>Week Twelve: November 8</p>	<p>Working in Changing Environments</p> <p>Personnel Considerations</p>	<p>Assigned Reading: <u>GROUP 2</u> Potter Text, Chapter 8</p> <p>Due: Paper - Interview of Child Welfare Administrator</p> <p>Oral Presentations on Interview of Child Welfare Administrator</p> <p><u>GROUP 1: Field Research</u></p>
<p>Week Thirteen: November 15</p>	<p>Review of Children's Services</p>	<p>Assigned Readings: <u>GROUP 1</u></p> <p>Denby, R.W. & Bowmer, A. (2013). Rural kinship caregivers' perceptions of child well-being: The use of attribution theory. <i>Journal of Family Social Work</i>, 16. 53-69.</p> <p>Edwards, M.E., Torgerson, M. & Sattem, J. (2009). Paradoxes of providing rural social services: The case of homeless youth. <i>Rural Sociology</i>, 74 (3) 330-355.</p> <p>Oral Presentations on Interview of Child Welfare Administrator</p> <p><u>GROUP 2: Field Research</u></p>

<p>Week Fourteen: November 22</p>	<p>Fall Break/Thanksgiving Holiday</p> <p>NO CLASS</p>	
<p>Week Fifteen: November 29</p>	<p>Review of Children's Services</p>	<p>Assigned Readings: <u>GROUP 2</u></p> <p>Denby, R.W. & Bowmer, A. (2013). Rural kinship caregivers' perceptions of child well-being: The use of attribution theory. <i>Journal of Family Social Work</i>, 16. 53-69.</p> <p>Edwards, M.E., Torgerson, M. & Sattem, J. (2009). Paradoxes of providing rural social services: The case of homeless youth. <i>Rural Sociology</i>, 74 (3) 330-355.</p> <p><u>GROUP 1</u> Field Research</p>

**Department of Social Work
Mississippi Valley State University**

SW 615 Advanced Social Work Practice with Children and Families: Indirect Practice

Grading Rubric: Service Delivery Assessment

Name:

Agency:

Location of Agency:

Total Points Scored/Grade:

Maximum Points = 100

Required Elements				
1. Services Provided: a. Identified b. Described c. Explained	Unsatisfactory Fails to adequately address 2 of the 3 components	Satisfactory Fails to adequately address 1 of the 3 components	Proficient Adequately addresses 2 of 3 components	Exceptional All of the components of element addressed adequately
Maximum of 20 points	0 - 13 points	14 - 15 points	16 - 17 points	18 - 20 points
Points Scored				
2. Application of the ecosystem perspective in assessment services using the following concepts: a. social environment b. person in environment fit c. energy d. adaptation e. stress	Unsatisfactory Less than half of the components of element addressed adequately	Satisfactory At least half of the components of element addressed adequately	Proficient All but 2 of the components of element addressed adequately	Exceptional All of the components of element addressed adequately

f. habitat g. niche				
Maximum of 20 points	0 - 13 points	14 - 15 points	16 - 17 points	18 - 20 points
Points Scored				
3. Integration of strengths perspective as it pertains to delivery of services to rural communities and families by identifying and describing how at least four (4) strengths are used or could be used to improve delivery of services. (Examples of community strengths are: community leaders, “religious, cultural, athletic and recreational organizations, service organizations, volunteer organizations private businesses, public institutions such as schools, libraries, parks, police and fire stations, hospitals, other social service agencies.)	Unsatisfactory Less than half of the components of element addressed adequately	Satisfactory At least half of the components of element addressed adequately	Proficient All but 2 of the components of element addressed adequately	Exceptional All of the components of element addressed adequately
Maximum of 20 points	0 - 13 points	14 - 15 points	16 - 17 points	18 - 20 points
Points Scored				
4. Recommendations for improvement of delivery of	Unsatisfactory Less than half of the	Satisfactory At least half of the	Proficient All but 2 of the	Exceptional All of the components

<p>services including:</p> <p>a. Rationale: need for improvement</p> <p>b. Goals and objectives</p> <p>c. Implementation plan</p> <p>d. Inclusion of strategies to facilitate the empowerment of minorities</p> <p>and/or</p> <p>populations at risk</p> <p>e. resources needed:</p> <ul style="list-style-type: none"> • Human • Physical • Fiscal • Equipment and supplies <p>f. evaluation methods</p>	<p>components of element addressed adequately</p>	<p>components of element addressed adequately</p>	<p>components of element addressed adequately</p>	<p>of element addressed adequately</p>
<p>Maximum of 30 points</p>	<p>0 - 16 points</p>	<p>17 - 19 points</p>	<p>20 - 26 points</p>	<p>27 - 30 points</p>
<p>Points Scored</p>				
<p>5. Grammar (Standard English) and spelling</p>	<p>Unsatisfactory Paper has 5 or more spelling and/or grammatical errors</p>	<p>Satisfactory Paper has 4 spelling and/or grammatical errors</p>	<p>Proficient Paper has 2 or 3 spelling and/or grammatical errors</p>	<p>Exceptional Paper has no more than 1 spelling and/or grammatical error</p>
<p>Maximum of 5 points</p>	<p>0 - 2 points</p>	<p>3 points</p>	<p>4 points</p>	<p>5 points</p>
<p>Points Scored</p>				
<p>6. Correct citation of references including a reference page using APA format</p>	<p>Unsatisfactory More than 5 errors and/or failure to use APA format</p>	<p>Satisfactory 3 or 4 errors</p>	<p>Proficient 1 or 2 errors</p>	<p>Exceptional No errors</p>
<p>Maximum of 5 points</p>	<p>0 - 2 points</p>	<p>3 points</p>	<p>4 points</p>	<p>5 points</p>
<p>Points Scored</p>				

BIBLIOGRAPHY

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- Vimont, M.P. (2012) Developmental systems theory and youth assets: A primer for the social work researcher and practitioner. *Child Adolescent Social Work Journal*. 29, 499- 514.
- Wilson, G. (2010). Multifunctional 'quality' and rural community resilience. *Transactions*, 35, 364-381.
- Zellmer, D.D. & Anderson-Meger, J.I. (2011). Rural Midwestern religious beliefs and help seeking behavior: Implications for social work Practice. *Social Work and Christianity*, 38 (1), 29-50.