

NORTHEASTERN ILLINOIS UNIVERSITY
SOCIAL WORK PROGRAM
SWK-304: SOCIAL WORK PRACTICE I
Fall, 2009

Professor: Wanda R. Hosick

Office:

Office hours: By Appointment; the best way to contact me is by email: wandahosick@comcast.net. Cell number 773-848-8387 or Day time number 312-413-4947.

PREREQUISITES:

Liberal Arts: Social Work 200; Sociology 100, Psychology 100 and 110; Economics 215; Political Science 216; Anthropology 212; Biology 100.

Social Work Foundation: SWK-200 Introduction to Social Work; maybe taken concurrently with SWK-304-Social Work Practice I.

REQUIRED MATERIALS

- **TEXT:** Murphy, Bianca Cody and Carolyn Dillion, Interviewing in Action in a Multicultural World. Thomson: 2008
- **BLACKBOARD:** all lectures are posted in powerpoint form on blackboard as well as tutorials, learning objects and articles
- **ON-LINE DISCUSSIONS:** required on-line discussions on through our course blackboard site.
- Access to New York Times newspaper

Recommended:

Copies of the following books are on reserve in the Library:

- Sheafor, Bradford, and Charles Horejsi, Gloria Horejsi. (1997) Techniques and Guidelines for Social Work Practice, Boston: Allyn and Bacon, Inc.
- Miley, Karla, O'Melia, Michael and DuBois, Brenda. Generalist Social Work Practice (1998) Boston: Allyn and Bacon
- Cournoyer, Barry. The Social Work Skills Workbook. (1996). California: Brooks/Cole.
- Slattery, Jeanne, Counseling Diverse Clients: Bringing Context into Therapy. (2004). California: Brooks/Cole

COURSE DESCRIPTION

This is the first course of a two-part sequence designed to provide the student with a foundation in generalist social work practice: the knowledge, values and skills. The course's central premise is that generalist practice is about client empowerment that is comprised of personal and social empowerment. The students develop skills in client empowerment by learning how to prepare for client contact, how to dialogue across client systems, ways in defining directions with client systems, and in collaborating about the client needs and resources. In this course we will work on fostering students' ability to bridge knowledge from SWK 303: Human Behavior and the Social Environment I with practical application to practice situations while also developing a framework for the contexts of the ethical decision-making.

COURSE OUTCOMES

At the completion of this course students will demonstrate:

1. their process of aligning one's self to social work's commitment to human rights and social justice issues globally and internationally;
2. how to articulate one's own values and how they interface with their profession self
3. the integration of profession's values and ethical guidelines and be able to modify self to those values and ethics
4. the process of resolving ethical dilemmas with critical consciousness that include multiple perspectives, viewpoints and voices.
5. professional communication skills into one's interaction with others
6. how to form collaborative relationships across systems
7. the ability in assessing client-systems
8. the ability to use the generalist perspective to form collaborative empowering conversations across client-systems and with colleagues.
9. how to assess and form directions with clients that demonstrate a critical consciousness that include multiple perspectives, viewpoints and voices;
10. the ability to formulate professional judgments on appropriate courses of action based upon the standards of ethical conduct;
11. the ability to reflect on one's own practice as a means for using best practices to evaluate interventions.
12. level 2 proficiency in SWK Core Professional Identity

COURSE CONTENT

UNIT I: ESSENTIAL SOCIAL WORK SKILLS

Weeks: 1

Content: The objective of this unit is to examine the essential social work skills needed to practice from a generalist perspective. We will examine the basic components of the professional relationship, elements inherent within the relationships, and the values needed to support a strengths perspective in working with client-systems. The basic question to be addressed in this unit is: What must we as workers believe about people and ourselves in order to convey and maintain empathy, genuineness, respect and trust in the professional relationship? Instructional methods will include lecture/discussion as well as hands-on activities.

UNIT II: PREPARATION FOR SOCIAL WORK PRACTICE

Weeks: 2-4

Content: The objective of this unit is to review the basic knowledge about your role in the helping relationship, sanctions of the social work agencies and settings and the professional guidelines in ethical decision-making. Content in this unit will be on: examining the NASW Code of Ethics, developing a framework for how to think about and resolve ethical dilemmas in various practice situations, client rights and responsibilities, and legal boundaries. The basic question to be addressed in this unit is: What must we as professionals know in order to maintain appropriate boundaries in a working relationship? How can we develop a set of personal and professional guidelines in order to make practice decisions that are just and fair?

UNIT III: DIALOGUING ACROSS CLIENT-SYSTEMS

Weeks: 5-8

Content: The objective of this section is to enable students to acquire the skills needed to communicate effectively with clients-systems, co-workers and supervisors. Content in this area will cover: nature of communication, the cultural context of the professional relationship, domains of communication, and the art of effective listening, responding and questioning across client-systems. This section will include both lecture and skill building exercises. The basic question to be address is: how can we dialogue with people in a collaborative way in order to open up the change process? How can we form partnerships with clients that are open and meaning for them in their lives as they define it?

UNIT IV: DEFINING DIRECTIONS

Weeks: 9-13

Content: The objective of this section is to learn how to think about and collect “data” on a client-system while maintaining collaboration, equality and trust. Content areas to be covered are: defining problems from multiple realities, obtaining preliminary statements of goals, cultural variations in problem and goal definition, gathering information from voluntary and involuntary clients, the process of developing an hypothesis, and sources of information and record keeping with the basic skill of how to fill out agency/government forms. Issues of ethical decision-making will be examined. The basic question to be address is: How can we think about “reality” and “truth” in a way that is collaborative with the client and forms an equal power base in the working relationship?

UNIT V: COLLABORATIVE MEANING-MAKING

Weeks: 14-16

Content: The objective of this section is to enable students to develop skills in defining client’s needs and resources. Content in this area will be: the purpose and process of assessment in practice; assessing client capacity, motivation and opportunity; the use and consequences of DSM; drawing conclusions for assessment reports and organizing the written assessment report. Values and ethical decision-making will be infused throughout the unit. The basic question to be addressed here is: how can one maintain a mutual relationship while in the process of defining the self? How can power in the working relationship be equal or equitable? What do you have to do or think about the assessment to maintain a position of client empowerment?

ASSIGNMENTS AND CRITERIA FOR EVALUATION

During this course, students will complete the following assignments.

Assignment	Points
Client System Assessments (2 cases from CD or TV)	50 points
Application of Ethics	32 points
Client Conversation Analysis	50 points
Professional Identity Paper (including Individual Learning Contracts	32 points
8 mini reflection papers on-line based upon book CD	16 points (2 points each)
On-line project: Interactive Practice CD	10 points
Practice Application Presentation	10 points
Total points:	200 points

Grading Criteria:

200-180=A

180-160=B

160-140=C

140-120= D

Below 120 F

STUDENT CONDUCT AND RESPONSIBILITIES

- **ATTENDENCE:** Regular and on-time attendance: You are granted 3 unexcused absences for the term. After the third absence, or lateness 5 points will be deducted.
- **PLARIARISM:** Any form of plagiarism is not acceptable. If a paper, or presentation is plagiarized, including turning in work that someone else has completed for you, will be regarded as an ethics violation. If is the instructors right to decide the consequences of the plagiarized action. These consequences could include, but not limited to: failing the class, referral to the Dean of Students for University Academic involvement, review by Social Work Faculty for appropriateness

of retaining student as a Social Work major. The National Association of Social Workers (NASW) *Code of Ethics* is available online at: www.naswdc.org to review ethical conduct expected in this profession

- **ASSIGNMENTS:** All assignments are to be submitted on the due date unless prearranged with the instructor. Your written work is expected to show thoroughness, accuracy, clarity, and professionalism. Such writing generally requires first writing, then reviewing/proofreading (by a trusted resource or the writing lab), editing, and then rewriting. All papers (unless otherwise indicated by instructor) should be consistent with the Writing With Style: APA Style for Social Work. Papers should be typed using standard fonts. Please number your pages and use a header indicating your name and the paper's title. All papers MUST be stapled together with the appropriate rubric. Grammar, spelling, syntax, and organization are important and will be evaluated. You are highly encouraged to seek assistance on your papers from the NEIU Writing Lab at (773) 442-5480 with the location of CLS 2046. Re-writes: You are encouraged to re-write your papers for as many times as you would like. You must include the old rubric and attach as new rubric on top.
- **CLASS PARTICIPATION:** Appropriate class Participation. Participation is more than class attendance. It requires active and appropriate interaction in class activities. Preparation for class includes reading the assigned readings PRIOR to class, summarizing the content and being prepared to discuss it, listing questions or reactions to the material, and making connections between concepts in current reading and earlier readings.
- **SPECIAL NEEDS:** Students with special needs should notify the instructor immediately so that available accommodations can be made. Any student needing to arrange reasonable accommodation for a documented disability should contact Northeastern Illinois University's Disability Services Program at (773) 442-5496