



University of Michigan-Flint  
Department of Social Work  
Social Work 440  
Fall 2009



Course Title: Social Work 440: Social Work Intervention 1  
Pre-requisite Knowledge: SWR 340 and 360, Concurrent enrollment in SWR 460

Course Time: Tues. & Thurs. – 12:30 - 1:45 p.m.

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### Course Description

SWR 440 is a methods course concentrating on practice skills in service delivery agencies and systems. It uses a generalist perspective for assessing and intervening with the problem change efforts for individuals and families.

Taken concurrently with a student's field practicum, it is a reflection of SWK 311/SWR 340, and students are expected to start demonstrating socialization and professionalism which identifies them as social workers (NASW Code of Ethics: *Compartment*).

As the first method course in a two method course sequence for social work students who are starting their field practicum, this course focuses primarily more on the micro and mezzo content of generalist practice (individual and family systems). The macro content of this course is a secondary focus and infused with issues consistent for individual and family interventions. (The second course in this two course methods sequence SWR 441, focuses primarily on macro systems with mezzo content secondary).

### Course Objectives

The Social Work curriculum at the University of Michigan-Flint is accredited by the Council on Social Work Education to prepare students for a bachelor degree in social work. The BSW curriculum is structured by 4 goals and seventeen objectives to assure students who graduate with the accredited BSW degree are prepared for successful practice as a generalist social worker. Each core course in the curriculum is designed to provide particular content, socialization to social work values and ethics, and direct instruction in specific skills necessary for successful practice as a generalist social worker.

SWR 440 is the eighth course in the core curriculum and the second in practice methods sequence. Although students are likely to learn something about each of the seventeen program objectives, your primary focus of study will be on to techniques for working with clients. Please notice how these expectations are also linked directly to the course calendar

Program Objective 1.2: Embody the values and ethics of the social work profession. (CSWE 2001, EP3.0.2)

Upon successful completion of the course, the student will be able to:

- a. Compare values exemplified in the placement agency vision, mission, goals and programs with social work values and purpose.
- b. Identify ethical dilemmas that may arise in professional relationships with colleagues and clients.
- c. Describe potential ethical dilemmas arising in their agency.
- d. List sources of information for resolving ethical dilemmas that arise.
- e. Describe potential ethical dilemmas arising from communications within and outside of their agency.
- f. Identify means of protecting client rights within the agency context.
- g. Describe how confidentiality applies to documents gathered or generated in the course of an assessment.
- h. Describe ways in which client strengths are integrated in an agency service plan.

Program Objective 1.3: Exhibit a consistent sense of professionalism in interactions with others. (CSWE 2001, EP3.0.2)

Upon successful completion of the course, the student will be able to:

- a. Apply self-awareness to building and maintaining appropriate relationships with clients and colleagues within the agency structure.
- b. Develop a personal fitness plan to include physical, cognitive, affective, social, and spiritual dimensions.
- c. Engage in self-reflection and express observations of personal and professional change during the last year of classes.
- d. Evaluate how elements of professional comportment help a client engage in services in their agency.

Program Objective 1.4: Demonstrate an appreciation of the tradition and history of the social work profession as well as a working knowledge of important emerging professional trends. (CSWE 2001, EP3.0.5)

Upon successful completion of this course, the student will be able to:

- a. Describe the purpose and scope of social work.
- b. Differentiate social work practice from other helping professions.

Program Objective 1.5: Adapt the knowledge and skills of generalist social work to practice settings of varying sizes and approaches. (CSWE 2001, EP3.0.6)

Upon successful completion of the course, the student will be able to:

- a. Describe data collection and assessment techniques in terms of their applicability to different practice settings.
- b. Describe how assessment techniques correspond to intervention theories used in their agencies.

- c. Describe the match between problem identification and planning for service delivery.
- d. Apply concepts of systems equilibrium to the process of setting goals and contracting for services.
- e. Describe how to implement appropriate intervention strategies with individuals, families and groups.

Objective 1.6: Utilize knowledge of bio-psycho-social characteristics as they apply to individual behavior as a means to understand interactions among and between individuals and the various social structures they encounter. (CSWE 2001, EP3.0.7)

Upon successful completion of the course, the student will be able to:

- a. Describe types of groups used in interventions.
- b. Recognize behaviors associated with each stage of group development.

Objective 1.7: Demonstrate the ability to respond to appropriate supervision in the practice settings. . (CSWE 2001, EP3.0.11)

Upon successful completion of the course, the student will be able to:

- a. Identify situations for which seeking supervision is appropriate.
- b. Identify skills for seeking and utilizing supervision and consultation.

Program Objective 2.1: Demonstrate an understanding of and respect for the positive value of diversity. (CSWE 2001, EP3.0.3)

Upon successful completion of the course, the student will be able to:

- a. Examine the impact of personal dimensions of diversity on building relationships with colleagues and clients.

Program Objective 2.2: Understand the origins and workings of oppression and discrimination and demonstrate the ability to implement change in order to advance social and economic justice. (CSWE 2001, EP3.0.4)

Upon successful completion of the course, the student will be able to:

- a. Identify how oppression and social injustice are considered as they assess clients' needs in their agencies.

Program Objective 2.3: Communicate appropriately and effectively with the variety of audiences regularly encountered in social work practice. (CSWE 2001, EP3.0.10)

Upon successful completion of this course, the student will be able to:

- a. Apply interviewing skills to information gathering.

- b. Demonstrate appropriate use of professional writing.
- c. Apply oral and written communication skills with clients, colleagues, supervisors, and external constituents of the agency.
- d. Evaluate appropriate level of communication within an agency context.

Program Objective 2.4: Exhibit the ability to differentially assess and apply appropriate interventions skills necessary to serve diverse populations. (CSWE 2001, EP3.0.3)

Upon successful completion of the course, the student will be able to:

- a. Evaluate the match between practice frameworks and the needs of the clients served by the agency.
- b. Describe how to identify whether referral to a group intervention is appropriate.

Program Objective 3.1: Exhibit the ability to operate successfully within a complex organization and to successfully utilize appropriate change strategies as necessary. (CSWE 2001, EP3.0.12)

Upon successful completion of the course, the student will be able to:

- a. Describe the interaction of student/agency/university expectations for field placement.
- b. Integrate skills for building and maintaining helping relationships within the mission and focus of a given agency.
- c. Identify practice perspectives, theories, and models used in the placement agency.

Program Objective 4.1: Evaluation and apply current research findings to one's personal practice and the practice of other relevant professional systems. (CSWE 2001, EP3.0.9)

Upon successful completion of the course, the student will be able to:

- a. Identify professional literature related to an area of practice.
- b. Define evidence-based practice.
- c. Describe 3 sources for finding evidence-based practices.

Program Objective 4.2: Demonstrate quality within one's personal practice and continuous growth in the knowledge and skills of the profession. (CSWE 2001, EP3.0.9)

Upon successful completion of this course, the student will be able to:

- a. Locate and utilize on-line databases of evidence-based practice.
- b. Evaluate practice frameworks using evidence-based practice.
- c. List means of monitoring and assessing progress toward client's goals.
- d. Select appropriate means for evaluation of goal attainment.

### **Syllabus Changes**

From time to time there may be changes made in the course calendar or other elements of the syllabus. All such changes will be announced in class. If a student is unable to attend a class, it is his/her responsibility to check with the instructor or a classmate to determine what announcement may have been made in the missed session.

## Professional Expectations of Social Work

### Standards of Academic Integrity

The fundamental value of your education and degree is based on the knowledge and skills you acquire from the learning process. The foundation of this value is the basic integrity of you as an individual and the integrity of the course of study. Without integrity, the degree has no meaning. Therefore, we have a professional obligation to uphold the strongest criteria of integrity, and you have a personal obligation to yourself to do likewise.

In light of this obligation, traditional standards of academic integrity are the minimum expectation of the course. Integrity is achieved when credit is given to the appropriate activities or plagiarism (copying another author without crediting the source). Violations of academic integrity will not be tolerated, and will be processed to the full extent. This process can include failure of the assignment, removal from the class, social work program, and/or University. Evidence of academic misconduct can inhibit your eligibility for further study.

### College Level Report Writing

Traditional standards for college level report writing is the expectation of all social work classes. Accordingly, all materials turned in must meet high writing standards. Begin your professional writing career with a writing manual. APA is the standard manual in the social work profession.

Minimum expectations of written work include: correct spelling, proper use of standard English vocabulary and grammar, neatness, appropriate structure and form (use of headings and subheadings). Writing assignments must be typed, double spaced, with appropriate margins, and accurate punctuation. All written assignments must include a cover sheet containing the report writer's name, assignment name, assignment title, course name, date and instructor's name.

Assignments, which require references to text, course content, other literature (e.g. journals, books, movies) or interviews MUST include citations in the text and a reference section in the back of the paper. Refer to the style manual for details of appropriate citations & references.

### Course Policy on Attendance & Professional Conduct

As the fundamental course teaching social work practice methods and intervention models that are used in student field practicum, a gate keeping responsibility for the course will be maintained according to the following standards.

- Repeated (more than 2) absences or lateness will be identified to the department's field director as questionable for intern appropriateness, and professional responsibility, student's grade for this course will be lowered.
- Students are expected to act in ways that are consistent with and advance the NASW Code of Ethics at all times of professional study. Pre-majors in social work will be provided direct instruction to remediate behavior that violates the Code of Ethics, with the accompanying expectation of immediate and full compliance. The violation of the Code of Ethics by pre-majors will be recorded by faculty and incorporated in deliberations on decisions about admission to the program. Serious, significant, intentional and/or unresolved violations of the code of ethics will be considered in the deliberations of an admission to the program of a pre-social work candidate.
- Admitted students must maintain the NASW Code of Ethics. Violation of the NASW Code of Ethics by students admitted to the major, is considered as grounds for academic dismissal.
- Students will fully engage in class activities. Students are expected to be attentive, remain on task, and fully participate in discussions, group activities and assignments as directed by the faculty.
- Cell phones use, private conversation and texting are not acceptable activities during class. Students in urgent situations who need to be reached by phone, may request permission to receive calls during class.

- Student may use a lap-top computer to review lecture material or take notes from lecture. Checking e-mail, surfing the web, gaming, or otherwise miss-using computers during class will result in loss of computer privileges
- Professional Comportment – Students are expected to present themselves (i.e., appropriate dress), maintain professional behavior, demonstrate enthusiasm for the content, and maintain respectful and collegial interactions with clients, peers and faculty at all times. When challenging ideas or behaviors are presented by others, each student is expected to demonstrate personal composure and act in ways that advance social work values and maintain the NASW Code of Ethics.

### **Course Policy on Late Papers/Assignments**

Papers, exercises and assignments that are turned in late without authorization will not be accepted.

### **Diversity Statement**

It is my intention to honor and respect the diversity of students in attendance in this class. In developing the course, I may have overlooked events of significance to a student. In the event that a class lecture, exam or paper is due on a secular or religious holiday of significance to a student, I will make reasonable accommodations that maintain equity among students. In order to facilitate this action, the student must inform me by the end of the second week of class of the conflict. In this manner, reasonable accommodations can be planned and implemented.

### **ADA Statement**

It is my intention to support the full participation of all students in the learning process of this class. To this end, I have incorporated a variety of instruction techniques and evaluation methods in the course process. Despite these efforts, situations may occur in which the learning style of individual students is not met by the instructional climate.

It is my expectation that students who require specific or additional support in acquiring the course content or demonstrating their achievement of the objectives will inform me of such needs at the beginning of the semester. Anyone in this course who might be entitled to special accommodations must register with the Office of Accessibility Services, Student Development Center, 264 UCEN, 810-762-3456).

## **Course Assignments and Learning Evaluation**

### **Exams**

There will be two (2) exams for this course, mid-term and final. Both are essay exams in which students are expected to give comprehensive answers and follow the guidelines for college level writing.

### **Article Review**

Review an article in a professional social work journal on your area of agency practice. Include a summary of the findings, a review of methodology reported in the article, and comment on whether the concepts described in the article are or are not observed in the field placement agency. Writing must conform to guidelines for college level writing.

### **Evidence-based Practice Report**

Identify a client's problem appropriate to your agency practice. Present at least 2 options for evidence-based practice related to that problem. Describe the way in which these would support the theoretical orientations used in your agency. Describe the database(s) you used. Writing must conform to guidelines for college level writing.

## **Exercises in Class**

Triadic interviews. Students will practice interviewing techniques including verbal and non-verbal communication, engaging and terminating an interview appropriately, basic and elaborative questioning, and writing a summary note. The student interviewer will write a summary of the content disclosed by the student being interviewed. The student who was interviewed will write a reflection on the experience of being interviewed. The student observer will write a reflection on the process and techniques noted in the interview.

Framework presentation. Students will present a description of the practice frameworks used in their field placement agencies. This will include the degree to which strengths-based practice and systems perspective are observed, as well as describing which theories of practice are used with examples to support that assertion. Students will describe their placement as either in a social service agency or a host organization and justify that label. All students will create a chart including the name of their student colleagues, agencies of placement, and theories used.

Assessment presentation. Students will present a description assessment practices used in their field placement agencies and how these correspond to the theories of intervention used in the agencies.

## **Evaluating Learning**

In this class, evaluating learning is directly related to the determination of a letter grade at the end of the semester. Grades are assigned based on the accumulation of points.

Grading for this course will be based on the following point accumulations:

Total Points = 320

320-305 = A

304-289 = A-

288-273 = B+

272-257 = B

256-241 = B-

240-225 = C+

224-209 = C

208 & below = C- (not passing)

### \* Notes:

1. Social Work majors must receive a C or better to continue in the program. Students earning less than a C will need to repeat the course or consider a change in major.
2. This is a professional core course, and each assignment has been created to provide you with an opportunity to practice a pre-requisite skill and acquire foundational knowledge for a particular employment expectation. Successful completion of all assignments is a necessary indicator of your readiness to advance in your professional studies. To this end, it is expected that each student will earn a grade of C or better on each of the major assignments (paper, discussion boards, attendance and exams) to successfully complete the course with a C or better. Although it is technically possible to earn enough points on the scale for a C grade without attempting one or more of the major assignments, students who fail to complete all papers, group work, and exams will receive an "I" (incomplete grade) until all major assignments have been submitted reflecting a passable performance.

## Text Book and Reference Materials

(used both fall and winter):

Sheafer & Horejsi. (2008). *Techniques & guidelines for social work practices (8<sup>th</sup> ed.)*. (may use 7<sup>th</sup> edition)  
Allyn & Bacon. ISBN 13: 978-0-205-57809-2

Reid, K. *Social work practice with groups (2<sup>nd</sup> ed.)*. Thomson ISBN: 0-534-34548-4

Netting/Kettner. *Social work macro practice (4<sup>th</sup> ed.)*. Longman/Pearson 020549607-5

Thomlison, B. & Corcoran, K. (2008). *The evidence-based internship: A field manual*. NY: Oxford press.

American Psychological Association. (2009). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: Author.

NASW Code of Ethics available at: <http://www.socialworkers.org/pubs/code/default.asp>

## Supplements

Supplements and exercises will be distributed in class or put on BlackBoard and assigned as the course content warrants it.

Course Calendar

Date	Class Topic Preparation- Course Reading	Class Activity	Learning Objectives	Learning Assessment
Week 1	1) Review syllabus 2) H&S ch 1 <i>The Domain of the Social Work Profession</i> 3) T&C ch 2 <i>Learning the Ropes of the Internship Setting</i>	Lecture, discussion on the purpose of the profession of social work as exemplified in differing agencies and fields of practice	Describe the purpose and scope of social work.	Midterm
			Differentiate social work practice from other helping professions.	Midterm
			Describe the interaction of student/agency/university expectations for field placement.	Midterm
			Compare values exemplified in the placement agency vision, mission, goals and programs with social work values and purpose.	Midterm
Week 2	H&S Ch 2 <i>Merging Person with the Profession</i> Ch 3 <i>Merging the Person's Art with the Profession's Science</i>	Lecture, discussion on professional comportment in agency practice; setting and maintaining appropriate boundaries, role of the social worker's membership in diverse groups in cultural competence; planning for stress-resistance & personal well-being	Apply self-awareness to building and maintaining appropriate relationships with clients and colleagues within the agency structure.	Midterm
			Examine the impact of personal dimensions of diversity on building relationships with colleagues and clients.	Midterm
			Identify ethical dilemmas that may arise in professional relationships with colleagues and clients.	Midterm
			Identify situations for which seeking supervision is appropriate.	Midterm
			Develop a personal fitness plan to include physical, cognitive, affective, social, and spiritual dimensions.	Midterm
Week 3	Reflection on personal/professional growth	Lecture, discussion on purposeful use of self in the helping relationship.	Apply interviewing skills to information gathering.	Summary notes of interview
			Engage in self-reflection and express observations of personal and professional change during the last year of classes.	Summary notes of interview

		Triadic interview groups		
Week 4	H&S Ch 5 <i>Guiding Principles for Social Workers</i>	Lecture, discussion on social work ethics and values in various practice settings	Integrate skills for building and maintaining helping relationships within the mission and focus of a given agency.	Midterm
Week 5	H&S Ch 6 <i>Practice Frameworks for Social Work</i>	Lecture, discussion on systems & strengths-based perspectives, personality theories and practice models	Identify practice perspectives, theories, and models used in the placement agency.	Oral Presentation
			Evaluate the match between practice frameworks and the needs of the clients served by the agency.	Oral Presentation
Week 6	NASW journal article	Lecture, discussion on reviewing parts of an article and research methodologies	Identify professional literature related to an area of practice.	Article review
			Demonstrate appropriate use of professional writing.	Article review
Week 7	1) H&S Ch 7 <i>Using Evidence to Guide the Social Work Process</i> 2) T&C Ch 1 <i>What are Evidence-Based Practices?</i>	Lecture on foundation and use of evidence based-practice. Hands-on with computer databases	Define evidence-based practice.	Report
			Describe 3 sources for finding evidence-based practices.	Report
			Locate and utilize on-line databases of evidence-based practice.	Report
			Evaluate practice frameworks using evidence-based practice.	Report
Week 8	1) H&S Ch 8 <i>Basic Communication &amp; Helping Skills</i> 2) T&C Ch 5 <i>Evidence-Based Skills for</i>	Lecture and discussion on use of interviewing techniques, selecting techniques based	Apply oral and written communication skills with clients, colleagues, supervisors, and external constituents of the agency.	Final exam
			Describe potential ethical dilemmas arising in their agency.	Final exam
			Identify skills for seeking and utilizing supervision and consultation.	Final exam
			List sources of information for resolving ethical dilemmas that arise.	Final exam

	<i>Interviewing</i>	on client characteristics and needs, ethical standards for practice, utilization of supervision		
Week 9	H&S Ch. 9 <i>Basic skills for Agency Practice</i>	Lecture and discussion on professional communication within agencies and in collaboration with outside contacts, ethical concerns with written and electronic communication	Evaluate appropriate level of communication within an agency context.	Final exam
			Describe potential ethical dilemmas arising from communications within and outside of their agency.	Final exam
			Identify means of protecting client rights within the agency context.	Final exam
Week 10	H&S Ch 10 <i>Intake &amp; Engagement</i> Ch. 11 <i>Data Collection &amp; Assessment</i>	Lecture and discussion on techniques for increasing client self-determination; identifying and engaging clients and other providers of information; formal and informal techniques for assessment, the Mental Status Exam as a source of information for the generalist practitioner	Evaluate how elements of professional comportment help a client engage in services in their agency.	Final exam
			Describe data collection and assessment techniques in terms of their applicability to different practice settings.	Final exam
			Describe how confidentiality applies to documents gathered or generated in the course of an assessment.	Final exam

Week 11	T&C Ch 6 <i>Evidence-based Skills for Assessment</i>	Lecture and discussion on engaging mandated or resistant clients; connection of assessment techniques with assumptions of various practice theories	Describe how assessment techniques correspond to intervention theories used in their agencies.	Oral Presentation
Week 12	H&S Ch 12 <i>Planning &amp; contracting</i>	Lecture and discussion on strengths-based planning and service contracts, viewing “resistance” as strength; linking problem identification, goal setting and service planning	Identify how oppression and social injustice are considered as they assess clients’ needs in their agencies.	Final exam
			Describe the match between problem identification and planning for service delivery.	Final exam
			Describe ways in which client strengths are integrated in an agency service plan.	Final exam
			Apply concepts of systems equilibrium to the process of setting goals and contracting for services.	Final exam
Week 13	1) H&S Ch 13 <i>Intervention and Monitoring</i>  2) Reid Ch 1 <i>Groups to Help People</i>	Lecture and discussion on monitoring service plans, selecting or modifying goals or strategies for achieving them; introduction of groups as potential intervention tools	Describe how to implement appropriate intervention strategies with individuals, families and groups.	Final exam
			List means of monitoring and assessing progress toward client’s goals.	Final exam
			Select appropriate means for evaluation of goal attainment.	Final exam
			Describe types of groups used in interventions.	Final exam
Week 14	Reid Ch 1 <i>Therapeutic Factors in Groups</i> Ch 4 <i>The Group Cauldron</i>	Lecture and discussion on intervention via	Describe how to identify whether referral to a group intervention is appropriate.	Final exam
			Recognize behaviors associated with each stage of group development.	Final exam

		groups in different practice settings; review of the stages and processes of group development, deciding which clients might benefit from group intervention		
Final				