Course Number and Title: SW 620 – Social Work Methods with Individuals

Instructor:

Contact Information:

Office Hours (physical):

Office Hours (on-line):

Credits: 2

Time:

Location:

Prerequisite: Admission to the MSW Program

Co-requisite SW680 Foundation Practicum I

COURSE DESCRIPTION

SW 620 is one of a four-course sequence that emphasizes the competent application of skills, knowledge and values to social work practice. This course focuses on developing competency in intervening with individuals. Students will learn how to engage in each stage of the social work intervention process with individuals, including: rapport building, exploration, assessment, planning, implementation, goal attainment, evaluation and termination. This course furthers students' understanding of the strengths-based, generalist social work perspective, in particular students will learn the various roles social workers may play in work with individuals. Special emphasis is placed on analyzing the ways in which client characteristics (i.e., biological, psychological and socioeconomic
factors as well as class, gender, ethnicity, culture, and sexual orientation) interact with the resources and demands of the environment in identifying appropriate intervention strategies. Students will be asked to use critical thinking skills to identify and implement interventions with individuals that are evidenced-informed, as well as contextually and culturally relevant.

**COURSE LINKAGES**

This course compliments the practice content acquired in SW 624. To facilitate your understanding of evidenced-informed practice, it is taken with or after completion of SW 640—Principals of Evidenced Informed Practice I. This course also draws upon the knowledge you have gained in theory courses (e.g., SW 610 HBSE I and SW 611 HBSE II). Finally, this course provides valuable skills and knowledge needed for the SW 680 and SW 681: Field Practicum.

**Key MSW Program (Foundation) Competencies & Associated Practice Behaviors**

In accordance with the Council on Social Work Education’s (CSWE) 2008 Educational Policy and Accreditation Standards (EPAS), the program prepares MSW students who:

2.1.1 Identify themselves as professional social workers and conduct themselves accordingly
2.1.2 Apply social work ethical principles to guide their professional practice
2.1.3 Apply critical thinking to inform and communicate professional judgments
2.1.4 Engage diversity and difference in practice
2.1.5 Advance human rights and social and economic justice
2.1.6 Engage in research-informed practice and practice-informed research
2.1.7 Apply knowledge of human behavior and the social environment
2.1.9 Respond to contexts that shape practice
2.1.10 Engage, assess, intervene and evaluate their interactions with individuals, families, groups, organizations and communities

**Course Objectives / Educational Outcomes:**

At the conclusion of this course, students will be able to:

620.1 Identify as a developing professional social worker and conduct yourself accordingly
620.2 Apply social work ethical principles in guiding your professional interactions
620.3 Distinguish, appraise, and integrate multiple sources of information to inform and communicate professional judgments
620.4 Respect and critically assess the role of power, privilege, difference, marginalization, alienation, and discrimination on the life experiences of individuals and families
620.5 Use self-reflection and correction to eliminate the influence of personal biases and values in working with diverse clients
620.6 Advance human rights and social justice by advocating for client access to services, resources, and goods needed to assure human and social well-being
620.7 Use practice experiences to inform research, while employing evidenced-informed interventions.
620.8 Use theories and knowledge about a) human behavior across the life span and b) the social systems within which people live to guide the assessment and intervention processes
620.9 Create and maintain client records in accordance with agency, state, and federal policies (e.g., FERPA, HIPPA)
620.10 Proactively appraise and creatively attend to the revolving contexts (e.g., technological, societal, organizational, scientific) of practice
620.11 Substantively and affectively prepare for interactions with individuals and families
620.12 Effectively use empathy and other interpersonal skills in identifying a mutually agreed upon focus of work and desired outcomes
620.13 Assess the strengths, capacities and resources of individuals and families in determining appropriate intervention strategies
620.14 Identify strategies for promoting meaningful participation of those affected in processes of individual and family change
620.15 Critically analyze, monitor and evaluate intervention processes & outcomes
620.16 Use supervision and consultation to facilitate self-reflection, monitoring and correction

Instructional Methods

This course will implement a variety of collaborative learning techniques. Some of these techniques will include: lecture, class discussion, small group activities, role plays, fishbowl activities and videos.

Course Policies

- **Class Attendance and Participation:** As much of the learning in this class is dependent upon class member contributions, you will be expected to come prepared and ready to actively participate in every class meeting. Active participation will include: involvement in class activities and discussions, timeliness to class, and collegial conduct.
• **Disabilities**: Students who have documented disabilities that may affect their learning or performance in this class should contact the UNR Disability Services Office (Thompson Student Services Building, room 101). The instructor will make all those accommodations that are requested in writing by the aforementioned office.

• **Academic Success Services**: Your student fees cover usage of the Math Center (784-4433 or www.unr.edu/mathcenter/), Tutoring Center (784-6801 or www.unr.edu/tutoring/), and University Writing Center (784-6030 or www.unr.edu/writing_center). These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.

• **Academic Dishonesty**: “Cheating, plagiarism or otherwise obtaining grades under false pretenses” constitute academic dishonesty according to the code of this university. Academic dishonesty will not be tolerated and penalties can include canceling a student’s enrollment without a grade, giving an F for the course or for the assignment. For more details, see the [UNR General Catalog](#).

**Course Requirements**

**Required Readings**: You will be expected to have completed all assigned readings prior to the class session. Assigned readings can be found in the Course Calendar.


• In addition, selected articles, videos, audio clips, and excerpts from other texts will be used throughout the semester. These materials will be made available through hyperlinks incorporated within SW 620’s WebCampus environment and/or placed on electronic reserve at UNR’s Mathewson-IGT Knowledge Center.
Assignments

Course & Lab Participation (50 pts)
Participation in this class specifically refers to your participation in actual simulations in class and/or your provision of feedback to your peers. During each lab session, you will be asked to complete a feedback form. In addition, you will also be asked to participate in a role plays, simulations, and fish-bowls as mock clients. Ten points will be awarded based on your fulfillment of these roles.

Cases (200 pts)
There are 8 cases that students will use to answer a series of assessment / intervention / evaluation questions. The cases and questions will be found on the course web page, and we will use one to go into greater depth at each lab session with group discussion of the case. These cases reflect a variety of ages and client dilemmas, and are selected to help students understand that the Generalist Model can be used effectively with a variety of cases commonly encountered by social workers in case management settings.

Mini-Assignments (working toward final case plan assignment) (150 pts)
There will be three mini-assignments that will help students work toward their final Multidimensional Assessment and Case Plan assignment. Each of these assignments is worth 50 points. The details of the assignments will be provided, along with grading rubrics. The assignments will include a (1) Genogram & Ecomap assignment; (2) a documentation exercise; and (3) a draft of the final case assessment & plan, that will includes APA formatting, critical thinking, and evaluation (e.g. single system design)

Simulations & Video Recordings (200 pts)
As this class focuses largely on skill development, you will be graded on your demonstration of these skills in class. Each student will engage in two recorded simulations over the course of the semester. Students will be evaluated on their use of skills as well as their reflections on these skills. Additional instructions will be handed out during the class. Due to scheduling and limitations on time, make-up simulations will not be allowed.

Multidimensional Assessment and Case Plan (200 pts)
Each student will complete a psychosocial assessment on a client or consumer of his or her agency. Names and other identifying information should be altered to protect the client/consumer’s confidentiality. This assignment will involve interviewing, so a fictitious client will not suffice. The assessment must attend to psychological, biological, social, cultural, and spiritual factors influencing the client. The full assignment will be available via WebCampus. The due date is noted in the class calendar. This assignment is worth 200 points, and will include a case presentation to the class about your experience in assessing and case planning for this client.

Final Exam (200 pts)
There will be a final exam during the last lab session. It will contain a variety of multiple-choice and open-ended questions. The total points for this exam is 200.
Grading of Assignments:

- Lab & Course Participation = 50 pts
- Cases (8) - 25 pts each = 200 pts
- Mini-Assignments (3) = (working toward final case) - 50 pts each = 150 pts
  - (1) Genogram & Ecomap
  - (2) Documentation
  - (3) Draft of case assessment
- Video Recorded Interviews (2) - 100 pts each = 200 pts
- Final Multidimensional Case Assessment, Plan, Eval (with case presentation) = 200 pts
- Final Exam = 200 pts

TOTAL POINTS for the COURSE = 1000 pts.

Grading Scale:

- “A” 1000 – 950
- “A-” 949 – 900
- “B+” 899 – 870
- “B” 869 – 830
- “B-” 829 – 800
- “C+” 977 – 770
- “C” 769 – 730
- “C-“ 729 – 700
- “D+” 699 - 670
- “D” 669 - 630
- “D-“ 629 – 600
- Any grade below a 600 is failing and will receive an “F”
Bibliography


Gibelman, Margaret (2000). Say it ain’t so, Norm! Reflections on who we are. Social Work, 45, 463-466.


Sample Course Outline  SW 620
Proposed schedule of topics and assignments.
Instructor reserves the right to alter the following schedule as needed.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics, Activities and Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Topics:</strong></td>
<td>Acquaint yourself with the course</td>
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<tr>
<td>August 30th</td>
<td>- Introduction to course and syllabus review</td>
<td>Read beginning chapters of text</td>
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<td>- Discuss expectations and assignments</td>
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<td></td>
<td>- Grading</td>
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<td></td>
<td>- Domain, philosophy and roles</td>
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<td></td>
<td>- Overview of the helping process</td>
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<td></td>
<td>- Operationalization of social work values</td>
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<td><strong>Readings:</strong></td>
<td>- Hepworth, et al.  Chapters 2, 3, and 4</td>
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<tr>
<td><strong>Week 2</strong></td>
<td><strong>Report to Lab - Communication Skills Training (joint with SW 624)</strong></td>
<td>Read and prep for communication skills practice</td>
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<td>September 6th</td>
<td><strong>Topics:</strong></td>
<td>in Lab</td>
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<td></td>
<td>- Communication – Empathy and Authenticity</td>
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<td><strong>Readings to be completed for today:</strong></td>
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<td></td>
<td>Hepworth, et al.  Chapter 5</td>
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<tr>
<td><strong>Week 3</strong></td>
<td><strong>Report to Lab - Communication Skills Training (joint with SW 624)</strong></td>
<td>Read and prep for communication skills practice</td>
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<td>September 13th</td>
<td><strong>Topics:</strong></td>
<td>in Lab</td>
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<td></td>
<td>- Communication – Verbal following, exploring and focusing</td>
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<td><strong>Readings to be completed for today:</strong></td>
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<td></td>
<td>Hepworth, et al.  Chapter 6</td>
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<td><strong>Week 4</strong></td>
<td><strong>Topics:</strong></td>
<td>Case 1: Trent</td>
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<tr>
<td>September 20th</td>
<td>- Eliminating counterproductive communication patterns</td>
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<td><strong>Readings to be completed for today:</strong></td>
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<td>- Hepworth, et al.  Chapter 7</td>
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<td>Dates</td>
<td>Topics, Activities and Readings</td>
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| **Week 5**    | **Topics:**  Assessment  
**Readings to be completed for today:**  Hepworth, et al. Chapters 8 and 9 | ◆ Case 2:  Bea Rosen  
◆ Mini-Assignment One |
| September 27th|                                                                                               |                                                                            |
| **Week 6**    | **Topics:**  Goals and case planning  
**Readings to be completed for today:**  Hepworth, et al. Chapter 12 | ◆ Case 3:  Saundra Santiago |
| October 4th   |                                                                                               |                                                                            |
| **Week 7**    | **Report to the Simulation Lab**                                                               | ◆ Video Recording #1 |
| October 11th  |                                                                                               |                                                                            |
| **Week 8**    | **Topics:**  Planning and implementing change  
**Readings to be completed for today:**  Hepworth, et al. Chapter 13 | ◆ Case 4:  Mrs. Miller |
| October 18th  |                                                                                               |                                                                            |
| **Week 9**    | **Topics:**  Planning and implementing change  
**Readings to be completed for today:**  Hepworth, et al. Chapters 14 | ◆ Case 5:  Mary Carpenter (self disclosure and client discrimination)  
◆ Mini-Assignment Two |
| October 25th  |                                                                                               |                                                                            |
| **Week 10**   | **Topics:**  Additive empathy, interpretation and confrontation  
**Readings to be completed for today:**  Hepworth, et al. Chapter 17 | ◆ Case 6:  The Sutter Family (best interests of the child) |
<p>| November 1st  |                                                                                               |                                                                            |</p>
<table>
<thead>
<tr>
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<tr>
<td><strong>Week 11</strong></td>
<td><strong>Topics:</strong> Managing barriers to change</td>
<td>• <strong>Case 7:</strong> John Red Fox (personal growth and self-esteem: a Native American experience)</td>
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<td>November 8&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>Readings to be completed for today:</strong> Hepworth, et al. Chapter 18</td>
<td>• Mini-Assignment Three</td>
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<td><strong>Week 12</strong> Report to Simulation Lab</td>
<td>• Video Recording #2</td>
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<td>November 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>Topics:</strong> Termination and evaluation</td>
<td>• <strong>Case 8:</strong> Trent Revisited</td>
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<td><strong>Readings to be completed for today:</strong> Hepworth, et al. Chapter 19</td>
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<td><strong>Week 13</strong></td>
<td><strong>Topics:</strong></td>
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<td>November 22&lt;sup&gt;st&lt;/sup&gt;</td>
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<td><strong>Readings to be completed for today:</strong> Hepworth, et al. Chapter 19</td>
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<td><strong>Week 14</strong></td>
<td><strong>No Class</strong></td>
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<td>Thanksgiving</td>
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<tr>
<td><strong>Week 15</strong></td>
<td><strong>Case Presentations</strong></td>
<td>• Multidimensional Assessment, Case Planning and Evaluation Assignment</td>
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<tr>
<td>December 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>Review for final exam</strong></td>
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<td>• <strong>Final Exam</strong></td>
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