

INDIANA UNIVERSITY
School of Social Work

Spring, 1991
ES2100
Saturdays, 9:00 - 11:40 A. M.

S532/D874
Hollingsworth

Social Work Practice II: Interpersonal

Course Rationale and Description

The Social Work Practice II: Interpersonal course builds upon the practice theories and principles addressed in Social Work Practice I, the knowledge bases explored in the Human Behavior and the Social Environment courses, the content examined in the initial Social Policy course, and the values, experiential knowledge and interactional skills developed in Practicum I. For those students pursuing the interpersonal track on the MSW curriculum, Social Work Practice II: Interpersonal constitutes the first of several direct social work practice courses; for students who will follow the planning and management track, S532 represents the final required direct practice course.

The description of S532 which is found in the 1991-1993 Bulletin of the Indiana University School of Social Work is as follows: "Presentation of knowledge and principles for differential social work practice with individuals, families, and small groups across a range of practice settings."

According to Compton and Galaway, Social Work Processes, social work intervention is utilized when there is a lack of fit between and individual and her or his environment. Various theories, from social work and related disciplines, explain that lack of fit and advance corresponding tools to correct it. This course presents each of those theories and advances concepts which, if considered, will facilitate the implementation of those theories in successful social work practice with individuals, small groups, and families. Actual advanced practice skill development is emphasized in the 3rd semester of the MSW program, in such courses as Interpersonal Practice Emphasis, as well as in the ongoing participation in the Social Work Practicum. However, students in the present course will have ongoing opportunity to observe, experience, and evaluate practice skills. This will be accomplished through videotapes and through participation in role plays in individual, small group, and family practice situations, utilizing methods of the theories covered in this course. Learning experiences will also include readings, lectures, discussions, case presentations, simulated staff conferences, written assignments, and examinations.

Emphasis will be placed on assessing the applicability of practice theories covered to social work with members of disadvantaged and oppressed groups, including women, in American society. Attention will also be given to the utilization of the values and ethics of the social work profession in practice. Finally, continued encouragement will be given to evaluating one's own practice to the empirical usefulness of the various theories in practice.

Course Objectives

It is anticipated that through regular attendance, participation in class activities, including role plays, completion of readings and assignments, that the student should demonstrate ability, upon completion of this course, to:

1. Compare and contrast the various theories of social work intervention in relation to underlying belief system, goals, assessment framework, intervention methods, and evaluation.
2. Question the adherence to social work values and ethics of the various theories studied;
3. Consider the societal and environmental systemic factors in applying these theories to assess client problems, set goals, and formulate intervention plans.
4. Consider theories of human behavior in applying various social work theories to assessment and intervention in client problems.
5. Decide, upon collection of all data and information, which social work theory is most appropriate in assessing and intervening with a particular client problem.
6. Conduct a comprehensive analysis of a client problem presented.
7. Determine and theoretically support the use of individual, group, or family intervention in a particular client situation.
8. Develop a plan for intervention, demonstrating and supporting use of a particular theory or theories of social work treatment.
9. Utilize professional literature in decision-making regarding when to utilize a particular theory.
10. Make professional oral and written conceptual and informational presentations.
11. Evaluate the effectiveness of a certain theoretical approach with a particular client problem.
12. Consider specific information known about a societally disadvantaged or oppressed group in applying a given social work treatment theory to assessing and planning intervention with a particular client problem.

Assigned Readings

Required Text:

Turner, Francis J. (ed.) Social Work Treatment: Interlocking Theoretical Approaches. 3rd edition. (New York: The Free Press, 1986).

Recommended Texts:

Garvin, Charles. Contemporary Group Work. (2nd edition) Englewood Cliffs, New Jersey. Prentice Hall, 1987.

Hartman, Ann and Joan Laird. Family-Centered Social Work Practice. New York. The Free Press, 1983.

Devore, Wynetta and Elfriede G. Schlesinger. Ethnic-Sensitive Social Work Practice. New York. McMillan Publishing Company, 1991.

Journals

Clinical Social Work Journal
 Smith College Studies in Social Work
 Social Work Research and Abstracts
 School Social Work Quarterly
 Journal of Social Work Research
 Journal of Gerontological Social Work
 American Journal of Orthopsychiatry
 Child and Family Behavior Therapy
 Journal of Independent Social Work
 Social Casework
 Child Welfare
 Health and Social Work
 Practice Digest
 Social Work
 Social Work with Groups
 Social Service Review
 Family Process
 Journal of Multicultural Social Work

Course Design and Procedures

The major emphasis in this course is on developing and broadening knowledge of practice theory and applicability. Course content will be delivered through a combination of didactic and experiential components. Students must attend class regularly to derive full learning benefit. Prompt arrival is encouraged out of courtesy to classmates and the instructor, as well as for usefulness to the student. Neither instructor nor class members need assume responsibility for reviewing information or providing material to those arriving late or choosing not to attend.

Students should return promptly from breaks to avoid unnecessary disruptions of the class.

All written work should be typewritten, of professional quality, and meet minimal standards with regard to substance, clarity, grammar, sentence structure, and general editorial condition. Work submitted in poor editorial condition will be lowered one-half letter grade. Students with deficiencies in writing skills should independently obtain assistance necessary to meet these requirements for written work.

It is expected that written assignments and examinations be submitted on time. Late submissions on examinations or papers will be lowered one-half letter grade and one full letter grade if more than five days late. Incompletes for the course will be given only under unusual and unexpected circumstances and must conform to University guidelines which require that three-fourths of the required course work be completed and at a passing level at the time of the request. Requests for Incompletes should be submitted to the instructor in writing at the earliest possible date.

Major Assignments and Requirements

1. Written assignment # 1:

From one of your new client assignments, develop a proposed plan. The write-up should include presenting problem, a summary of relevant data collected (including your observations), goals (yours and client's), and strategies. The write-up must include your decision of which social work treatment theory will be applied to the above. IT IS IMPERATIVE THAT YOU PROTECT THE IDENTITY OF THE CLIENT OR CLIENTS INVOLVED. PLEASE DISGUISE ANY REVEALING CHARACTERISTICS AND USE FIRST NAMES OR PSEUDONYMS AND FIRST INITIALS OF SURNAMES IN ORDER TO MAINTAIN THE PRIVACY OF THE FAMILY MEMBERS INVOLVED. Please consult with your field instructor in order to insure that the privacy protections are adequate. (Due Date: February 22, 1991. Maximum points - 20).

2. Written assignment #2:

Please develop a prospectus for work with a small group which would be useful and relevant in the setting of your current practicum. The prospectus should be original and should be based on theory presented in the Turner or Garvin texts or in another reference of the student's choosing. Theoretical bases should be referenced, using Turabian or APA standards. (Due Date: April 18, 1991. Maximum points - 20).

3. Mid-term examination. This exam will contain multiple choice and/or matching questions from the Turner text, required readings, class presentations and discussions from the course up to the time of the mid-term. (Due Date: February 29, 1991. Maximum points - 30).

4. Final examination. This exam will contain multiple choice and/or matching questions from the Turner texts, required readings, class presentations and discussions from the class following the mid-term up to the point of the final exam. (Due Date: May 2, 1991. Maximum points - 30).

Evaluation and Grading

Points will be added from each assignment/examination to determine a final grade. Students may expect to be graded according to the following final scale. (Mid-term letter grades may be calculated on the basis of 1/2 the following number of points):

A+	98-100
A	94-97
A-	90-93
B+	86-89
B	83-85
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69
F	59 and below.

Students are encouraged to provide feedback to the instructor regarding the course throughout the semester. An opportunity will be provided to formally evaluate the class at the end of the last class session prior to the final examination.

Course schedule and Required reading assignments:

January 11	Review of the Problem-Solving Model (Turner, Chapter 10) and Review of Course Syllabus
January 18	Theoretical Underpinnings (Turner, Chapters 1, 3, 22)
January 25	Historical Theories: Psychoanalytic Theory/Object Relations Theory and Ego Psychology (Turner, Chapters 2 and 14)
February 1	Learning Theories: Cognitive Theory and Behavioral Theory (Turner, Chapters 5, 6)
February 8	Client-centered therapy (Turner, Chapter 15) and Transactional Analysis (Turner, Chap. 17)
February 15	Humanistic Theories: Gestalt Treatment, Meditation, and Existential Therapy (Turner, Chapters 4, 7, 8)
February 22	Brief therapy theories: Task-Centered and Crisis Theory (Turner, Chapters 11, 12) First Written Assignments Due
February 29	MID-TERM EXAMINATION

- March 7 Neurolinguistic Programming and Communication
Theory (Turner: Chapters 9 and 13)
- March 14 Psychosocial theory, Systems Theory, Role Theory
(Chapters 18, 19, 20)
- March 21 SPRING BREAK (No Class)
- March 28 Application of Social Work Treatment Theories to Small Groups
(Review Turner; Garvin, Chapter 1)
- April 4 Theories for conceptualizing and forming small groups (Garvin,
Chapters 2 and 3)
- April 11 Methods of achieving change through groups and evaluating group
work practice (Chapters 5 and 8)
- April 18 Family Treatment Theory (Turner, Chapter 16; Hartman and Laird,
Chapter 1) SECOND WRITTEN ASSIGNMENTS DUE
- April 25 Assessment and Intervention Planning from a Family Systems
Perspective (Hartman and Laird, Chapters 8, 10, 12)
- May 2 FINAL EXAMINATION