

**Indiana University
School of Social Work**

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Fall, 1996
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S540(R512) Social Work Practice I: Theory and Skills (5 credits)

I. Course Rationale and Description

This foundation practice course focuses on both theory and skills as a part of the lifelong process of developing competence as a professional social worker. Using a generalist perspective, directed at planned change, content is directed to fostering an understanding of the values and theoretical knowledge needed to effectively serve a wide variety of client systems - individual, family, small group, communities, and organizations. Supporting such a knowledge base is attention to a complementary set of skills that include such considerations as attending and responding behaviors, questioning and exploration, collaboration, and influencing strategies.

This course is designed to provide students with opportunities to learn about themselves and the implications of their personal beliefs and characteristics for professional social work; to learn about the fundamental values, ethics, and legal obligations of the profession; to learn the knowledge, theory, and skills associated with the processes of social work practice in a society of people with diverse backgrounds and characteristics.

II. Objectives

In this course, students are expected to demonstrate achievement of the following objectives:

1. Understand the fundamental values, ethics, and legal obligations of the profession.
2. Understand the connection among knowledge, theory, and skills necessary for generalist and ethnic-sensitive social work practice.
3. Understand of the purpose, nature, focus, tasks, dynamics, and issues associated with each of the fundamental phases or processes of generalist social work practice (i.e., preparing, beginning, exploring, assessing, contracting, working and evaluating, and ending).
4. Understand the application of the social work skills associated with each of the phases or processes of generalist social work practice.
5. Understand appropriate use of self in professional relationships, including self-awareness, empathy, respect, authenticity, and responsible assertiveness.
6. Communicate differentially and appropriately, including providing constructive feedback, in professional interactions with human beings of diverse backgrounds and characteristics (e.g., people of color, women, lesbians and gay men, and other populations-at-risk as well as those groups distinguished by age, ethnicity, culture, class, religion, and physical or mental ability).
7. Prepare clear and well organized professional social work case records (e.g., intake and

social histories; social work assessments of person-problem-situation, including strengths as well as problems; contracts and plans, including clear specification of interventive goals; progress and evaluation notes; and closing summaries).

8. Ability to assess one's strengths, limitations, and learning needs, including evaluation of the quality and appropriateness of skill selection and application.

III. Outline of Content

Wed., 8-21 A.M. Getting Acquainted; Overview of MSW Program & Course

P.M. Initial Videotaping

Homework (due next class): Read Miley, O'Melia & DuBois, Chapters 1-3; Cournoyer, Chapter 1 (pp. 1-11) and Chapter 4 (pp. 76-96). Complete exercises 4-1, 4-2, 4-3, and 4-4 in Cournoyer. Read over Exercise 4-5 (pp. 97-103) before next week's afternoon session.

Bring a audiotape recorder and audiotape to class next week. During the afternoon session, they will be used to complete Cournoyer's Exercise 4-5 (pp. 97-103).

Note: Purchase one (1) VHS Cassette Videotape - bring to class meetings on Wednesday, September 27 & November 15

Wed., 8-28 A.M. Self-Understanding - Exercises [Cournoyer's Chapter 2 Exercises (2-1 through 2-7) undertaken in the morning session.].

P.M. Talking and Listening: The Basis Interpersonal Skills - Laboratory Exercises

Homework: Read Miley, O'Melia & DuBois, Chapter 4; Devore & Schlesinger, Chapters 4-6; complete Cournoyer's Exercise 2-8 in Chapter 2 (pp. 49-52); read Cournoyer Chapter 3 (pp. 53-70) but do not complete Exercise 3-1 (pp. 70-73) which will be undertaken during next week's morning session. Read Cournoyer, Chapter 5 (pp. 104-130) and complete Exercises 5-1 through 5-8. Do not complete Exercise 5-9, which will be undertaken during the afternoon session next week.

Note: If you wish, please feel free to arrange an individual meeting the instructor to chat about yourself, your unique learning needs, and your readiness for professional social work.

Wed., 9-4 A.M. Values, Ethics, and Obligations: Hallmark of Professional Practice; Ethical Decision Making - Discussion and Exercises

P.M. Preparing Skills - Review and Exercises

Homework: Read Miley, O'Melia & DuBois, Chapter 5; Devore & Schlesinger, Chapter 7 (pps 183-193); Cournoyer, Chapter 6 (pp. 131- 158) and complete Exercises 6-1 through 6-7).

- Wed., 9-11 A.M. Overview of Social Work Practice Theory; Introduction to Generalist
P.M. Beginning Skills - Review and Exercises
Homework: Read Miley, O'Melia & DuBois, Chapter 6-7; Devore & Schlesinger, Chapter 7 (pps 194-235); Cournoyer, Chapter 7 (pp. 159-206) and complete the exercises except for Exercise 7-9 which will be undertaken later in class.
- Wed., 9-18 A.M. Forming Partnerships; Articulating Challenges
P.M. Beginning and Exploring the Person, Problem, and Situation; Laboratory Exercises
Homework: Use the Preparing Skills to prepare yourself for the videotaped interview next meeting
Begin review and preparation for **Mid-Term Exam**
- Wed., 9-25 A.M. **MID-TERM EXAM**
Submit: Completed written exercises from Chapters 1-7 of the workbook for the Instructor's Review.
P.M. **Videotaped Interview #1**
Homework: Complete Transcribed Recording and the Self-Evaluation of Performance in **Videotaped Interview #1**. Read Miley, O'Melia & DuBois, Chapter 8-10.
- Wed., 10-2 A.M. Review of the Mid-Term Exam; Identifying and Defining Strengths; Exploring Resources
P.M. Review and Analysis of Videotaped Interviews; Laboratory Exercises
Submit: Transcribed Process Recording and Critical Self-Evaluation of Performance as Reflected in **Videotaped Interview #1**.
Homework: Read Miley, O'Melia & DuBois, Chapter 11; Cournoyer, Chapter 8 and complete the exercises (except for DAC of yourself and the summary exercise [8-3] which will be implemented during class time in two weeks). Purchase: Three (3) audiotape cassettes for use during the five session work with a colleague-client (which begins next week) and arrange for the use of an audiotape cassette recorder;
- Wed., 10-9 A.M. Analyzing Resources
P.M. Assessing; Laboratory Exercises; Audiotaped Session #1 with Colleague-Client
Review (again) supplemental exercise 7-9 and engage in the first session with colleague-client (audiotaped). [Note: do not complete a transcribed process

recording of this first interview.]

Homework: Read Miley, O'Melia & DuBois, Chapter 12; Cournoyer, Chapter 9, complete remaining written portions of supplemental exercise 7-9 and complete the Chapter 9 exercises (except for the summary exercise [9-9] which will be implemented during class time in two weeks).

Wed., 10-16 A.M Framing Solutions

P.M. Contracting; Laboratory Exercises; Audiotaped Session #2 with Colleague-Client

Review (again) Cournoyer's summary exercise 8-3 and undertake the second session with colleague-client (audiotaped). [Note: do not complete a DAC of yourself. The DAC prepared as a part of your work with your colleague/client should be a sufficient learning experience.]

Homework: Read ; Miley, O'Melia & DuBois, Chapter 13-15; Complete remaining written portions of Cournoyer's summary exercise 8-3 and read Cournoyer, Chapter 10 complete the exercises (except for the summary exercise [10-13] which will be implemented during class time in two weeks).

Wed., 10-23 A.M Activating Resources, Expanding Opportunities, and Recognizing Success

P.M. Working and Evaluating; Laboratory Exercises; Audiotaped Session #3 with Colleague-Client

Review (again) Cournoyer's summary exercise 9-9 and undertake the third session with colleague-client (audiotaped).

Homework: Read Miley, O'Melia & DuBois, Chapter 16 & Epilogue; Devore & Schlesinger, Chapter 8-9. Complete remaining written portions of Cournoyer's summary exercise 9-9 and read Cournoyer, Chapter 11 and complete the exercises (except for the summary exercise [11-5] which will be implemented during class time in two weeks).

Wed., 10-30 A.M Integrating Gains, Preparing for Ending

P.M. Working and Evaluating(cont.); Laboratory Exercises; Audiotaped Session #4 with Colleague-Client

Review (again) Cournoyer's summary exercise 10-3 and undertake the fourth session with colleague-client (audiotaped).

Homework: Read Devore & Schlesinger, Chapter 10-11; Complete remaining written portions of Cournoyer's summary exercise 10-3.

Wed., 11-6 A.M Integrating Gains, Preparing for Ending; Audiotaped Session #5 (and final) with Colleague-Client

P.M. Ending; Laboratory Exercises

Review (again) Cournoyer's summary exercise 11-5 and undertake the fifth and final session with colleague-client (audiotaped).

Homework: Complete remaining written portions of Cournoyer's summary exercise 11-5 and prepare for next week's videotaped interview.

Wed., 11-13 A.M. Integrating Gains, Preparing for Ending

P.M. **Videotaped Interview #2**

Submit: The DAC and other written recordings related to the five sessions in which you served as a social worker with your colleague-client. [Essentially, these are workbook exercises 7-9, 8-3, 9-9, 10-13, and 11-5.]

Homework: Complete Transcribed Recording and Critical Self-Evaluation of Performance as Reflected in **Videotaped Interview #2**. Catch up on readings and begin to prepare for **FINAL EXAM**

Wed., 11-20 A.M. Overview of Generalist, Ethnic-Sensitive, and Strengths Perspectives

P.M. Review for Exam; Course summary; Evaluation of Course and Instructor

Submit: Transcribed Process Recording and Critical Self-Evaluation of Performance as Reflected in **Videotaped Interview #2**

Wed., 11-27 **THANKSGIVING HOLIDAY** - Class does NOT meet.

Wed., 12-4 **FINAL EXAM** (Time to be announced)

Submit: Completed written exercises from Chapters 8-11 of the workbook for the Instructor's Review.

Required and Recommended Readings

Cournoyer, B. R. (1996). *The social work skills workbook, 2nd ed.* Pacific Grove, CA: Brooks/Cole.

Devore, W., & Schlesinger, E. G. (1991) *Ethnic-sensitive social work practice, 3rd. ed.* New York: Merrill.

Miley, K.K., O'Melia, M., & DuBois, B.L. (1995). *Generalist social work practice: An empowering approach.* Boston: Allyn and Bacon.

IV. Course Format & Assignments

The major assignments from which the course grade is derived include:

1. **Homework Activities (25 points).** Students are expected to submit for the instructor's examination their written responses to the exercises in *The Social Work Skills Workbook*

and to other learning activities as described by the instructor. Students submit their workbook exercises to the instructor for review at about the midpoint and again toward the end of the semester. An especially important learning activity is the preparation of a **Description, Assessment, and Contract (DAC)** and other written recordings associated with your five-session work with a colleague-client. These submissions alone are valued at one-half of the 25 points allocated for all homework activities.

2. **Mid-Term Exam (25 points).** This exam is a written measure of the student's understanding of the skills addressed, content covered, and learning experiences completed through approximately the half-way point in the course. Items are derived from classroom lectures, discussions, films/videos, and exercises as well as from the required readings from the Cournoyer (1996), Devore and Schlesinger (1991), and Miley, O'Melia, and DuBois (1995) texts. The exam will include short response, short-essay, as well as multiple-choice type items.

Mid-Term Exam Date: Wednesday, September 25

3. **Videotaped Interviews (25 points).** Each student, serving in the role of social worker, conducts portions of two formal interviews with a simulated client. These are videotaped for systematic evaluation. As a part of these assignments, students submit transcribed process recordings of these two abbreviated interviews along with a critical self-evaluation of their own performance. Each interview is valued at 12 1/2 points.

Videotaped Interview #1 Date: September 25

Videotaped Interview #2 Date: November 13

4. **Final Exam (25 points).** As a final measure of student learning, this examination includes material addressed throughout the entire semester, although a greater number of items will come from the second, rather than the first, half of the course. As in the first exam, items are derived from classroom lectures, discussions, films/videos, and exercises as well as from the required readings from the Cournoyer (1996), Devore and Schlesinger (1991), and Miley, O'Melia, and DuBois (1995) texts. The exam will include short response, short-essay, as well as multiple-choice type items.

Final Exam Date: Wednesday, December 4

V. **Course Policies, Evaluation & Grading**

Formal grades for this course are assigned on an 'A' (Excellent) through 'F' (Fail) basis. As consistent with school policy, a grade of 'C-' or lower in this course represent grounds for dismissal from the Master of Social Work program. Students enrolled in the course may earn a potential 100 points. Final course scores generally conform to the following point ranges:

A	93.35-96.65	Excellent
A-	90.00-93.34	Superior
B+	86.76-89.99	Very Good
B	83.35-86.75	Good
B-	80.00-83.34	Satisfactory

C+	76.76-79.99	Acceptable
C	73.35-76.75	Fair
C-	70.00-73.34	Unsatisfactory

Due to the combined classroom and laboratory nature of the course, attendance at all class sessions is **required**. View this course as if it were **your social work job**. As will be the case when students engage in agency-based practicum experiences (beginning next semester) or are later employed as professional social workers, there are consequences for tardiness and absences. [Imagine the effects upon clients when their social worker fails to attend a session or is consistently late.] Students who are frequently late or absent will lose points toward their overall course grade. Similarly, assignments that are submitted after due dates may not be accepted. If they are, points will be deducted from the grade.

Students in the Indiana University School of Social Work Master of Social Work program are expected to reflect congruence with the fundamental values of the social work profession [see the *Curriculum Policy Statement of the Council on Social Work Education (1992)* and the *National Association of Social Workers Standards for the Classification of Social Work Practice (1981)*]; and to conform their behavior to the standards described in the *Indiana University Code of Student Ethics (1990)* and the *Code of Ethics of the National Association of Social Workers (NASW) (1994)*. Academic dishonesty such as plagiarism and cheating as well as behavior that is unethical or illegal may result in a failing grade in this course and expulsion from the School and University.

Consistent with University policy, the grade of T (Incomplete) is warranted only under exceptional circumstances (e.g., illness, family emergency) and when the student has satisfactorily completed two-thirds of the coursework. Students should contact the instructor if personal or familial circumstances negatively affect the quality of their academic performance.

Course and instructor evaluation is viewed as a fundamental and ongoing responsibility of the professor. Therefore, evaluative feedback will be sought periodically throughout the semester. Indeed, the instructor welcomes any and all comments about the course and its instruction. Toward the end of the semester, students will be provided a School of Social Work sponsored course/instructor evaluation instrument through which they may confidentially assess the overall quality of the course and the professor.

VI. Bibliography

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