Course Title: Social Work with Individuals and Families I
Course Number: BSW SOWK 301; MSW SOWK 503

Course Prerequisite(s):
BSW: BSW Major, Sr. Status or Permission of SSW Advisor or BSW Director
MSW: None

Semester/Year:
Class Time: TBA by section
Class Location: TBA by section

Instructor:
Office Location: TBA by Section Instructor
Office Hours: TBA by Section Instructor
Phone: TBA by Section Instructor
Email: TBA by Section Instructor

COURSE DESCRIPTION
Social work practice is based on a foundation of generalist social work. The course begins with an overview of the profession through its history and conceptual development and an examination of fundamental social work knowledge, values, and skills. A substantial aspect of the content also presents and provides structured practice in the fundamental interpersonal skills required for development as a professional social worker. The content focuses on skill development, specifically engaging the client, interviewing proficiency and critical thinking related to assessment processes and problem identification. Social work interventions appropriate at the macro environment, mezzo and micro levels of practice will be discussed. All aspects of practice will be presented in the context of cultural competence and social justice.

RELATIONSHIP TO OTHER COURSES
This is the first of two courses which establish the foundation for direct practice in generalist and advanced social work practice. This course is a generalist, foundation course that introduces students to the field of professional social work and to generalist practice. Social Work with Individuals and Families II (BSW 302; MSW 504) focuses on social work practice with individuals and families, more closely. Both courses utilize an Advanced Assessment Form which includes engagement, assessment, intervention, evaluation, and termination. Advanced, elective clinical courses build on the foundation established by these two courses, and focus on specific modalities, problems and/or populations.

LEARNING OBJECTIVES & EPAS RELATED COMPETENCIES1

1 The identified EPAS/PBs for the course may not be varied among sections for the same course. Assignments attached to specific EPAS/PBs are considered the standard assignments across all sections of the same course.
Through course materials and assignments, students are expected to demonstrate mastery of the following objectives, all of which are at the basic, foundation level. At the conclusion of this course, each student shall demonstrate competency in:

2.1.1 Identify with the social work profession, its mission and core values, and conduct oneself accordingly.

**PB:** Practice personal reflection and self-correction
**PB:** Attend to professional roles and boundaries.
**PB:** Use supervision and consultation as needed.

**Assignment:** Interview a Social Worker

2.1.2 Define and apply social work ethical principles to guide professional practice.

**PB:** Make ethical decisions by applying standards of the NASW Code of Ethics.
**PB:** Differentiate between personal and professional values in practice situations and apply the Code of Ethics.

**Assignment:** Interview a Social Worker

2.1.3 Apply critical thinking to inform and communicate professional judgments.

**PB:** Critically appraise and integrate multiple sources of knowledge, including research based knowledge and evidence-informed practice wisdom.
**PB:** Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**Assignment:** Engagement & Assessment

2.1.4 Engage diversity and difference in practice.

**PB:** Recognize the ways in which a culture’s structure and values may oppress, marginalize, alienate, or enhance privilege and power.
**PB:** Gain sufficient self-awareness to minimize the influence of personal biases and values in working with diverse groups.
**PB:** Recognize and communicate their understanding of the importance of difference in shaping life experiences.

**Assignment:** Engagement & Assessment

2.1.7 Apply knowledge of human behavior and the social environment.

**PB:** Integrate conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
**PB:** Critique and apply knowledge to understand the reciprocal interactions between people and their environments.

Section Instructors may add additional topics/materials/assignments to their section, but they may not change the basic course topics/materials/assignments.
Assignment: Engagement & Assessment; Theory File

2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

2.1.10a Engagement
PB: Substantively and effectively prepare for action with individuals, families, group, organizations, and communities.

PB: Use empathy and other interpersonal skills.
PB: Develop a mutually agreed-on focus of work and desired outcomes.

2.1.10b Assessment
PB: Collect, organize, and interpret client data.
PB: Assess client strengths and limitations.
PB: Develop mutually agreed-on intervention goals and objectives.

Assignment: Engagement & Assessment

CRITERIA FOR GRADING
Grades are based upon criterion-referenced grading. The Description of Assignments section of this document reviews the specific points for each assignment. In general, letter grades are assigned using the criteria below:

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<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
<th>Grades and Values</th>
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<tbody>
<tr>
<td>A</td>
<td>Overall performance is <strong>Exceptional</strong></td>
<td>A  4.00  96-100%</td>
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<td>A- 3.67  92-95%</td>
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<tr>
<td>B</td>
<td>Overall performance is <strong>Good</strong></td>
<td>B+ 3.33  88-91%</td>
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<td>B  3.0   84-87%</td>
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<td></td>
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<td>B- 2.67  80-83%</td>
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<tr>
<td>C</td>
<td>Overall performance is <strong>Acceptable</strong>. Work meets basic expectations set by Instructor. A grade of C- requires that BSW and MSW students retake the course.</td>
<td>C+ 2.33  76-79%</td>
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<td>C  2.0   72-75%</td>
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<td>C- 1.67  68-71%</td>
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<tr>
<td>D</td>
<td>Overall performance is <strong>Poor</strong> - student must retake course.</td>
<td>D+ 1.33  64-67%</td>
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<td>D  1.0   60-63%</td>
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<tr>
<td>F</td>
<td>Overall performance is <strong>Unsatisfactory</strong> - student fails course. See Student Handbook.</td>
<td>F  0    Below 60%</td>
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<tr>
<td>I</td>
<td>At the discretion of the section Instructor a temporary grade of <strong>Incomplete</strong> may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be on approved and on file with the BSW or MSW Program Director when grades are submitted. <strong>See Student Handbook.</strong></td>
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READING ASSIGNMENTS

Required Text(s)

**Recommended Text(s)**


*Social Work, 49, 2004*: This entire volume of *Social Work* is dedicated to discussions of social work practice in a multicultural society. *Full text e-journal.*

**Reserve Articles and Books**
All books and required book chapters are available in Lewis Library at the Reserve Desk. Some articles may be on reserve at Lewis Library; they will be identified on the syllabus.
DESCRIPTION OF ASSIGNMENTS [Section Instructors will indicate EPAS/PBs for relevant assignments as well as due dates, points and methods of submission for all assignments.]

All assignments must be submitted prior to/or on the date indicated on the course syllabus. All assignments have mandatory due dates. Students may request a one week extension under extenuating circumstances. After one week if the assignment is not received, zero points will be assigned. Assignments submitted after those dates may receive an appropriate reduction in grade.

Assignments are as follows:
- Reflection on Engagement Stage 30 points
- Assessment Outline 30 points
- Final Reflection 20 points
- Class Attendance and Participation 20 points

Additional assignments may include:
- Two In-Class Examinations, 20 points for each exam; 40 points total. Each examination will cover lectures, discussion, exercises, and assigned readings. One examination will occur in Week 6, covering material from weeks 1-5. One examination will occur in Week 12, covering weeks 6-11.

Assignment One: Reflection on Engagement Stage
30 points

Interview a social worker in your agency or someone you know with a focus on the process they use to engage a client. Ask the social worker to describe an experience when the engagement of the client was challenging as well as a time when it went smoothly. How does the social worker describe and explain the difference between the two situations? What are strategies social workers use to manage their internal responses to clients as they engage them?

Create an annotated bibliography on engagement, using five sources from professional journals. Describe the content of each article. Compare the points made in the article with your findings of the social worker’s experience.

Based on what you learned from the interview and your research, what steps would you take to engage a client in the initial sessions? Be specific about details regarding introductions, explanations of the proposed social work/client interaction. What is important to know about the client in the initial sessions? What strengths do you think you will bring to the engagement process? What concerns do you have about this initial stage of contact with clients? What strategies do you consider to manage your concerns?

Assignment Two: Engagement and Assessment Paper
30 points

This assignment is to facilitate the students’ conceptualization about assessment. Following and integrated with the engagement process, students are to address the following questions:
• What is the purpose of the assessment?
• What is the role of the social worker?
• How do the following factors impact the assessment:
  o Practice setting in which the assessment is conducted?
  o Who is the client?
  o What is the goal of the social work interaction?
• What methods will the student use for assessment?
• How will the assessment affect the next steps in the helping process?

Materials, notes, texts and other books may be used for reference. All quotations and paraphrases must be cited and the citation must be appropriately referenced and documented using APA Writing Style Manual. This assignment may be single spaced with 12-point font. Be sure to spell check as well as check for correct grammar and syntax.

Assignment Three: Final Reflection
20 Points

• What have you learned through this course over the semester? Please list five (5) bullet points and elaborate how these lessons will inform your progression through the program, both in the classroom and in the field.
• What has your personal experience been from this process?
  ▪ How have you changed your perspective(s)? Referring to the reflection you completed in the beginning of the semester, how would you assess your current strengths? Your current limitations?
  ▪ What knowledge or skills do you think you need to develop in order to develop as a professional social worker?
  ▪ How might your attention to your own strengths and limitations inform your future practice?

Assignment Four: Class Attendance/Participation/Discussion
20 points

Class attendance and participation are expected of all students. This includes taking an active role in a discussion of cases, student questions, and readings as well as simulated role plays. Situations may occur in the field, or among colleagues at your agency, or between you and your supervisor or client, for which you might want to get clarification or hear your colleagues’ comments or ask for guidance for a specific situation. In addition, as you read you may want to hear more discussion about how others in social work might respond to particular situations. Any or all of this could be brought up in class. The class discussion may give you new perspectives and ideas for how to handle different situations.

Class participation contributes and/or detracts from the general tone and level of comfort that everyone feels in the class. If one or two students do all of the talking, others may feel unsure, inadequate, or annoyed. If one or two students never speak up in class, it contributes to a feeling
of unease in the classroom. Participation means a proactive engagement in your own learning, which will be vital for you in gaining the knowledge and skills that you want to have for your career. Speak up! There are no wrong questions! Hear your own voice!!

Suggestions for general class discussion include the following:

- A general statement of the author’s message.
- Ask for and/or give clarification of terms and concepts.
- Ask about and/or comment on major themes.
- Discuss themes, integrate them with other knowledge and connect with the course content.
- Evaluate and/or respond to the ideas of an author or colleague.
- Ask about and/or respond to the ideas of a fellow student.
- Request that the class discuss a specific topic.
### COURSE SCHEDULE

**Date of class ______________________________ by section**

**Topics:**
- History of Social Work as a Profession
- Changing Definitions of Clinical Social Work
- Micro, Mezzo, and Macro Practice
- Issues of Power and Privilege

**Required Readings:**
- Chapter 1: Challenges of Social Work


**Additional Resources:**
**Web Sites:** *Use these for clarification and additional information*
- [http://www.uic.edu/jaddams/hull/hull_house.html](http://www.uic.edu/jaddams/hull/hull_house.html) - (excellent background information)Jane Addams Hull House, UIC, Chicago
- [http://www.boisestate.edu/SOCWORK/DHUFF/history/central/core.htm](http://www.boisestate.edu/SOCWORK/DHUFF/history/central/core.htm) - The History of Social Work, Boise State University, School of Social Work
- [http://socwork.ualaska.edu/history.htm](http://socwork.ualaska.edu/history.htm) - The Social Work History Station

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**Date of class ______________________________ by section**

**Topics:**
- Settings for social work practice
- Empowering the social worker in interdisciplinary collaborations (medical, legal, mental health, forensic, etc.)
- Person in Environment

**Required Readings:**
- Chapter 2: Domain, Philosophy and Roles


### Additional Resources:

*One Profession. Countless Possibilities.* (5 minutes) [http://50ways.socialworkblog.org/](http://50ways.socialworkblog.org/)

[http://www.youtube.com/watch?v=LGGIKZE0deU](http://www.youtube.com/watch?v=LGGIKZE0deU)

*On Any Given Day, Social Workers Help* (5 minutes) [www.bls.gov/oco/ocos060.htm](http://www.bls.gov/oco/ocos060.htm)


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<td><strong>Topics:</strong></td>
<td></td>
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<tr>
<td>- Engagement</td>
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<td>- Voluntary vs. Involuntary Clients</td>
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**Required Readings:**

- Chapter 3: Overview of the helping process


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<tr>
<td>- Cultural Issues in Communication</td>
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<td>- Building Blocks of Communication</td>
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<td>- Meta and Non-Verbal Communication</td>
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**Required Readings:**

- Chapter 5 – Building blocks of communication: conveying empathy and authenticity
- Chapter 6 : Verbal following, exploring and focusing skills


**Additional Resources:**

Web Sites:

- Clinical Social Work Association: http://www.clinicalsocialworkassociation.org/content/about-us
- Tarasoff vs the Regents of the University of California: http://en.wikipedia.org/wiki/Tarasoff_v._Regents_of_the_University_of_California

Date of class ___________________________ by section

Topics:

- Empathy
- Attuned Listening
- Levels of Listening
  - Listening with the “third ear”
  - Empathic responding and breakdowns in communication

Required Readings:


- Chapter 7: Eliminating counterproductive communication patterns


Additional Resources:

### Topics:
- Domains of assessment
- Assessing Risk Behavior
  - Suicide, violence, substance abuse
- Assessing Strengths

### Required Readings:
- Chapter 8: Exploring and understanding problems and strengths
- Chapter 9: Assessment: Intrapersonal, interpersonal and environmental factors


### Additional Resources:
- Podcast (Biopsych p 21)

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### Topics/Learning Objectives:
- Family Structure
- Family Functions
- Cultural issues in family assessment
- Family dynamics


### Required Readings:
- Chapter 10: Assessing family functioning in diverse family and cultural contexts.

- Chapters 3: Assessment of families (64-97)
• Chapter 4: Cultural issues, family structure and resiliency (109-152)

Additional Resources:
• Minuchin Family Systems Assessment - Example of working with a family system www.youtube.com/watch?v=mPWOUZd9eQ4&NR=1
• Multicultural Family Therapy Institute, New Jersey: http://www.multiculturalfamily.org/members/monica_mcgoldrick.html
• The Center for Family Health, Chicago http://www.ecfhchicago.org/courses.html
• The Family Therapy Institute, Evanston http://www.family-institute.org
• Explains Genogram Symbols http://www.multiculturalfamily.org/publications/

Date of class ____________________________ by section

Topics/Learning Objectives:
• Acute Trauma
• Shared Trauma
• Self Care

Required Readings:


Date of class ____________________________ by section

Topics/Learning Objectives:
• Administrative documentation (Agency Requirements, funding, legal, etc.)
• Clinical documentation (Case formulations, process recording, etc.)
• Reporting back to referral sources (Mandated follow-ups)

Required Readings:

Date of class ____________________________ by section

Topics/Learning Objectives:
• Determining and setting achievable goals
• Evaluating goals
Required Readings:
- Chapter 12: Developing goals and formulating a contract

Date of class ____________________________ by section

Topics/Learning Objectives:
- Role of case management
- Role of advocacy

Required Readings:
- Chapter 13: Planning and implementing change oriented strategies

Date of class ____________________________ by section

Topics/Learning Objectives:
- Short-term contracts (hospitals, schools, etc.)
- Managing self and client expectations

Required Readings:
- Chapter 13: Planning and implementing change oriented strategies
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<td><strong>Topics/Learning Objectives:</strong></td>
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<tr>
<td>• Types of termination (forced, planned, unanticipated)</td>
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<td>• Client initiated vs. worker initiated termination</td>
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<td>• Managing transitions and loss</td>
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<tr>
<td><strong>Required Readings:</strong></td>
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<tr>
<td>• Chapter 18: Managing barriers to change</td>
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<td>• Assessing outcomes</td>
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<td>• Future needs</td>
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<td>• Relapse prevention</td>
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<tr>
<td><strong>Required Readings:</strong></td>
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<tr>
<td>• Chapter 19: The final phase</td>
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