

MOUNT ST. JOSEPH UNIVERSITY

**INTERVIEWING AND ASSESSMENT: (PRACTICE I) SWK 327 W7
3 CREDIT HOURS- SPRING 2019 (S219)
CLASS MEETS: CLASSROOM BUILDING ROOM 102**

PRE-ASSIGNMENT LOCATED WITHIN THIS SYLLABUS

DUE: JANUARY 23RD 2019 FIRST DAY OF CLASS

INSTRUCTOR: Beverly Massey, LISW-S, LICDC-CS, CMFSW, MAC (NCC ...AP) Asst. Prof. /Field Coordinator

CLASS TIME: WEDNESDAY 6:30 PM TO 9:20 PM

CLASS MEETS: 1/23, 2/6, 2/20, 3/6, 3/27, 4/10, 4/24

OFFICE: CL12

**OFFICE HOURS: PLAN C1 MONDAY: BY APPT.
TUESDAY: AFTER TRAD. WORK HRS. 6:00 PM TO 8:00
WEDNESDAY: BY APPT.
THURSDAY: BY APPT.
FRIDAY: 12 PM TO 6:00 PM
SATURDAY: 12 PM TO 1:00 PM AND 4:30 PM TO 7:00PM**

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PREREQUISITES: SWK 220 and junior class standing

COURSE DESCRIPTION:

The purpose of this course is to assist the beginning social work students to integrate the knowledge and values of social work as they learn interviewing skills, relationship skills, needs assessment, and planning within the context of a problem-solving approach. In addition, this course will assist the student to understand and apply social work ethics. This course will teach students to work with systems of all sizes and use intervention skills appropriate for individuals, groups, families, social service agencies both public and private.

COURSE OBJECTIVES:

Mount St. Joseph University learning outcomes and performance indicators associated with this course is provided in the table below in the right-hand column.

Graduates of the Social Work Program are expected to demonstrate the integration and application of the CSWE 2008 EPAS ten core competencies. Listed below (left column) are the course objectives that are associated with some of these core competencies and their associated practice behaviors.

Upon successful completion of this course, students should be able to demonstrate achievement of the expected knowledge, skills, and values-based learning outcomes associated with these selected core competencies/practice behaviors. Course content and assignments are designed to

introduce, reinforce and/or emphasize those practice behaviors associated with this course, and to assist social work students in developing the social work core competencies.

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

LEARNING OBJECTIVES	MSJ CORE LEARNING OUTCOMES AND PERFORMANCE INDICATORS
1. Demonstrate an ability to identify their values, traits, and personal experiences in order to effectively practice social work in an objective and non-judgmental manner. (C2.1.1, PB #2; C2.1.2, PB #1)	
2. Understand and apply the Social Work Code of Ethics to student's social work practice. (C2.1.2, PB #2)	Ethics
3. Identify and describe social work values by understanding a professional helping relationship characterized by empathy, concern for others, acceptance of difference, genuineness, and client self-determination. (C2.1.10(a), PB #2)	
4. Demonstrate effective communication through the use of such interviewing techniques as, active listening and probing that will be utilized in obtaining information and building the helping relationship. (2.1.10(b), PB #1)	Communication
5. Show awareness of personal prejudices, biases, and stereotypes and develop a plan to control for and work toward the elimination of those biases when interacting with clients. (C2.1.1, PB #2; C2.1.4, PB #2)	
6. Define human diversity, understanding various cultural strengths and protective factors for persons of color and identify the effects of oppression on various diverse populations. Be able to identify the effects of oppression on the diverse populations and appreciate the way in which social and economic forces affect human functioning for populations at risk. (C2.1.4, PB #1; C2.1.4, PB # 3)	Socio-cultural relationships
7. Demonstrate beginning ability to gather information and learn to interpret the data objectively in order to formulate an assessment of need/problem while treating clients with dignity and respect. (C2.1.10(b), PB #1; C2.1.10(b), PB #2)	Critical thinking
8. Demonstrate beginning ability to formulate goals and to assign the appropriate tasks to achieve the desired outcome in service to individuals and families, using a	

"Task-centered approach". (C2.1.10a, PB #3; C2.1.10(b), PB #3)	
9. Write succinctly and descriptively in order to communicate the assessment and plan for client service. (C2.1.3, PB #3)	Communication
10. Compare and contrast different models or conceptualizations for generalist practice and discern which model best fits specific types of interventions. (C2.1.3, PB #2)	
11. Understand and select appropriate generalist social worker practice roles used in a variety of client and agency contexts such as "advocate," "broker", "mediator", "facilitator" and "case manager". (C2.1.1, PB #1; C2.1.5, PB #2; C2.1.8, PB #1; C2.1.10(c), PB #4)	
12. Intervene with systems of all sizes on behalf of people of all ages, including care giving systems and kinship care. (C2.1.10(a), PB # 1; C2.1.10c, PB #5)	
13. Identify and describe key terms and concepts with ecosystems and systems theory to social work vignettes on individual and family assessment. (C2.1.7, PB #1)	

REQUIRED TEXT:

Sheafor, B.W., & Horejsi, C. J. (2012). TechniquesandGuidelinesforSocialWorkPractice. 10th ed. Allyn & Bacon.

NASW Code of Ethics, revised by the 2008 NASW Delegate Assembly

Handout: Reamer, F. (1998) "Evolution of Social Work Ethics." Social Work (43). 488-500)

COURSE FORMAT:

Format of class will utilize discussion, case presentation, group exercises, and role-play. All students are expected to participate actively in all exercises.

COURSE POLICIES:

1. Academic Honest Policy Statement: Please refer to:

<http://registrar.msje.edu/undergraduate-catalog/rights-policies/academic-policies/academic-honesty/>

in the current Mount St. Joseph University undergraduate catalog.

Cheating on any course work is unacceptable behavior and results in some form of disciplinary action. Plagiarism likewise is unacceptable. Plagiarism is using others' ideas without clearly acknowledging the source of that information. So, to avoid plagiarism, one must give credit whenever one uses another person's ideas, opinions, or theory; any facts, statistics, graphs that are not common knowledge; quotations of another person's actual spoken or written words; or any paraphrase of another person's spoken or written words.

2. **Special Needs:** If you need an accommodation for any type of physical or learning disability, please set up a time to meet with me to discuss what modifications are necessary. The following is the University Disability Policy:

- **Disability policy:** Students with documented disabilities are encouraged to speak to course faculty at the beginning of the semester. In compliance with Section 504 of the Rehabilitation Act of 1973, Mount St. Joseph University provides academic adjustments and auxiliary aids for students with physical or mental impairments that substantially limit or restrict one or more of such major life activities as walking, seeing, hearing, or learning. Students with disabilities should contact Meghann Littrell, Director of Learning Center and Disability Services, to present documentation and develop individualized accommodation plans. Phone: 244-4524 or email: meghann.littrell@msj.edu . Additional information can be found at: <http://www.msj.edu/view/academics/disability-services.aspx>

3. In the case of bad weather, listen to the radio. If the University is closed it will be announced.

4. **Incomplete Grade:** If you cannot complete the work for this semester and we have discussed this and I have approved you to request an Incomplete grade, you must follow the policy designated by the University and complete the appropriate paperwork. Please see the following MSJ undergraduate catalog link for specific details:

<http://registrar.msj.edu/undergraduate-catalog/rights-policies/academic-policies/grades/>

5. **Dropping the Course: 7 Week Term:** If you drop this course during weeks 1 – 3, there will be no record of it on your transcript. If you drop the course during weeks 4 & 5, you will be assigned a “W” grade. Beginning with week 6, you cannot drop the course.

<http://registrar.msj.edu/undergraduate-catalog/advising-registration/registration/course-withdrawal-policy/>

COURSE REQUIREMENTS

1. Attendance at all classes is required. Should serious illness or emergencies prevent a student from getting to one class, he/she should notify the instructor immediately so that arrangements may be made for missed class.
2. All assignments must be word processed using Microsoft Word with double line spacing, using APA 5th or 6th ed. Writing style unless otherwise instructed and no larger than 12-point font.

ASSIGNMENTS AND GRADING:

Typed explanations for all assignments are attached at the end of this syllabus.

- ☐ **Pre-assignment: 75 points**
- ☐ **Class Participation Exercises (Role Plays and Case Reviews): 100 points**
- ☐ **Social Worker Roles Assignment: 50 points**
- ☐ **Family Values Paper: 150 points**
- ☐ **Letter to Client Assignment: 50 points**
- ☐ **SOAP Assignment: 50 points**
- ☐ **Diversity Article Review Assignment: 100 points**
- ☐ **Student Presentations: 100 points**
- ☐ **Final Exam: 100 points**

GRADING SCALE: Scale is based on a maximum of 800 points available.

Pre-Assignment:	75 Points
Class Exercises	100 Points
Social worker Roles	50 Points
Family Values Paper	150 Points
Letter to Client	50 Points
SOAP Assignment	50 Points
Student Presentations	100 Points
Diversity Paper	100 Points
<u>FinalExam</u>	<u>100Points</u>

Total Point Earned: 775 Points

775 points - 694 points = A (89.5% - 100%)
 693 points – 616 points = B (79.5% - 89%)
 615 points - 539 points = C (69.5% - 79%)
 538 points – 461 points = D (59.5% - 69%)
 Below 461 points = F (below 59.5%)

If you are a social work major, you must receive a grade of “C” or better in this course in order for it to count as meeting the requirement for the major.

TENTATIVE COURSE OUTLINE *subject to change

DATE & TOPIC	READING S	CLASS ACTIVITIES; ASSIGNMENTS DUE
<p>January 23rd – Week 1 Introduction and review of syllabus and course. Discuss pre-assignment.</p> <p>Artistic and scientific factors in social work. Discuss the role of relationships, empathy, warmth, genuineness, creativity, and imagination in social work practice. Discuss NASW Code of Ethics. Small group discussion of relationship of Code of Ethics to social work practice.</p>	<p>Chapters 1, 2 & 3</p>	<p>Pre-assignment (75 points) is due. Bring to class and be prepared to discuss assignment in class.</p> <p>Role-play in class with the focus on ethical practice.</p>
<p>February 6th – Week 2 Roles and functions of social workers. Discussion of the generalist social work perspective. Discussion of various roles and boundaries of each.</p>	<p>Chapters 4 & 5</p>	<p>Speakers: Topic = Roles of Social Workers</p> <p><u>Social Work Roles Assignment (worth 50 points)</u> Write a 1-2 page analysis of current roles played by social workers. State areas you think might create problems. List the problems you think might occur. Type and double-space your</p>

<p>Discussion of interplay between various roles. Difficulties that may be encountered. Guiding principles for social work self-determination; respect for individuals; confidentiality; building on clients' strengths and accountability. Role that ethics play in social work practice.</p>		<p>Use of role plays to demonstrate generalist practice.</p>
<p>February 20th– Week 3 The practice frameworks for social work change process in social work practice. Phases of the change process. Using evidence to guide the change process. Joining with client. Understanding non-verbal communication. "I" message. Dealing with the defensive client. Basic communication and helping skills. Classroom discussion on professional and nonprofessional behavior.</p>	<p>Chapters 6,7, & 8</p>	<p>Role playing practice in applying communication skills correctly</p> <p><u>Family Values Paper (worth 150 points)</u></p>
<p>March 6th– Week 4 Basic skills for agency practice. Managing time, report writing, letter writing, and telephone communication. Handling stress. POR and SOAP. Intake and engagement. Conducting initial</p>	<p>Chapters 9, 10 & 11</p>	<p>.</p> <p>Discuss Family Values Movie Presentation Options: Trauma Informed Care ACES or Foo- Foo Dusk</p> <p>Activity: Case Discussion</p>

<p>interview. Making referral. Checking on other agencies. Consent forms. Engaging involuntary client and engaging hard to reach client. Dealing with chemically dependent client. Data collection and assessment. Nature of assessment. Social coping strategies. Problems in role performance. Family dynamics. Assessing mental status. Assessment of suicide risk. Assessing child safety.</p>		
<p>March 27- Week 5 Planning and contracting, the bridge between assessment and intervention. Client /worker contracting. Intervention and monitoring. Planning an interview. Selecting the appropriate practice framework and monitoring change. Dealing with working in an agency. Participation in meetings.</p>	<p>Chapters 12 & 13</p>	<p>Role play of agency meeting.</p> <p><u>Letter to Client Assignment (worth 50 points)</u></p> <p><u>S OAP Assignment (worth 50 points)</u></p>
<p>April 10th – Week 6 Evaluation and termination. Discussion of various scales of behavioral measurement. Peer review. Guidelines</p>	<p>Chapters 14 & 15</p>	<p>Diversity Article Review Topic Social Workers in our Community and context of Practice</p>

for working with vulnerable client groups. Working with the elderly. Assessing the risk of suicide, depression, and trauma.		
April 24- Week 7 Specialized techniques and guidelines. Learning about your community. Social policy analysis. Sensitivity to women and people of color. Guidelines for student internships.	Chapter 16	Student Presentations (100 points)
Finals Week		Final exams are due in the Social Work Department office or via email during exam week. (100 Points)

Note: Any part of this syllabus or schedule may be changed and/or revised to meet the class/student need at the discretion to the instructor. Any changes will be announced in class.

Bibliography (selected readings)

- Alle-Corliss, L. & Alle-Corliss, R. (1999). *Advanced practice in human service agencies, issues, trends and treatment perspectives*. Boston: Wadsworth
- Brill, N.I. & Levine, J. (2002). *Working with people: The helping process*. Boston: Allyn & Bacon.
- Briggs, H.E. & Corcoran, K. (2001). *Social work practice: Treating common client problems*. Chicago: Lyceum.
- Corcoran, J. (2006). *Cognitive-Behavioral Methods for Social Workers*. Boston: Pearson Education.
- Corey, M. S. and Corey, G. (2003). *Becoming a Helper*. Belmont, CA: Brooks/Cole
- Corey, G. (2005). *Case approach to counseling and psychotherapy*. Belmont, CA: Thompson/Brooks-Cole.
- Delgado, M., Jones, K. & Rohani, M. (2005). *Social Work practice with refugee and immigrant youth in the United States*. Boston: Pearson Education.
- Garvin, C.D. and Seabury, B.A. (1997). *Interpersonal practice in social work, promoting competence and social justice*, 2nd ed. Boston: Allyn and Bacon.
- Hardy-Desmond, S. (2003). *Social work practice innovation: The adaptive process*. Peosta, Iowa: Eddie Bowers
- Hebert, M. & Harper-Dorton, K.V. (2002). *Working with children, adolescents and their families*. (3rd ed.). Chicago: Lyceum.
- Hepworth, D.H., Rooney, R.H., Rooney, G.D., Strom-Gottfried, K. & Larsen, J. (2006). *Direct social work practice*. Belmont, CA: Thompson Learning.
- MacMaster, S.A. (2004). Harm reduction: A new perspective on substance abuse services. *Social Work*. 49, 3, 356-363.
- McInnis-Dittrich, K. (2005). *Social Work with Elders: A Biopsychosocial approach to assessment and intervention*. Boston: Pearson Education.
- Okun, B.F., Fried, J. & Okun, M.L. (1999). *Understanding diversity, a learning –as-practice primer*. Boston: Brooks/Cole.
- Petr, C.G. (1998). *Social work with children and their families, pragmatic foundations*. NY: Oxford Univ Press

- Rothman, J.C. (1998). *From the front lines: Student cases in social work ethics*. Boston: Allyn & Bacon.
- Sheafor, B.W. & Horejsi, C.R. (2003). *Techniques and guidelines for social work practice*. (6th ed.). Boston: Allyn & Bacon.
- Shulman, L. (1999). *The skills of helping individuals, families, groups and communities*. Itasca, Illinois: F.E. Peacock Publishers.
- Walsh, J. (2003). *Endings in clinical practice: Effective closure in diverse settings*. Chicago: Lyceum
- Walsh, J. (2006). *Theories for Direct Social Work Practice*. Belmont, CA: Thompson Brooks/Cole

GRADING AND ASSIGNMENTS

▣ **Pre-assignment: (75 points)**

DUE DATE: January 23rd, 2019-- First Night of Class

Write a 1-2-page paper (Writing Style APA 5th or 6th required) stating your own personal values with respect to becoming a social worker and how these relate to the core values of social work as defined by the National Association of Social Workers (NASW). Type and double-space your pre-assignment.

Read chapters 1, 2, and 3 in the Sheafor and Horejsi textbook.

Come prepared to discuss your pre-assignment and the readings.

▣ **Class Exercises (role plays and case reviews) (worth 100 points)**

DUE DATES: Throughout the semester. Please see the course outline. All students are expected to actively participate in role plays and case reviews distributed in class. One must be in class to participate; **NOTE: *There are no make-up assignments for these class exercises.**

▣ **Social Work Roles Assignment (worth 50 points)**

DUE DATE: February 06, 2019

Write a 1-2-page analysis of current roles played by social workers. State areas you think might create problems. List the problems you think might occur. Type and double-space your assignment.

□ **Family Values Paper (worth 150 points)**

DUE DATE: February 20, 2019

The purpose of this paper is to bring into focus the values conveyed to you by your family of origin and to examine how your family's dynamics and values have affected your present value system which may impact your work with other families as a social work practitioner. This assignment is intended to increase your awareness of your own family experiences and values in order to foster your growth as a social work practitioner guarding against counter-transference and transference issues. This project will require you to reflect on previous and present experiences, and may require you to consult with your family members. This paper should be typed using double spacing (Writing style APA 5th or 6th ed.), and approximately 4 – 6 pages long. The following outline should be followed:

Family History:

- What type of family structure were you raised in?
- What were your caregivers' parenting style?
- Do you think it was effective?

Family Strengths and Weaknesses:

- What did you like about how you were raised?
- What would you have changed?
- Flexibility, the balance between stability and change, is important in families. How do you think your family adjusted to change?
- Family cohesion: How have you balanced separateness and connectedness?

Personal Philosophy:

- What is your personal philosophy or belief system when it comes to "family?"
- How does your personal philosophy with family fit with how you were raised as a child? Is it similar or different?
- How do you think your philosophy came to being? From education or perhaps how you were raised? Explain your answer.

Family Values:

- What personal values, attitudes, or behaviors are a direct result of your experiences with your family of origin?
- How have these values and characteristics influenced you?
- What are the primary values and attitudes of your family of origin regarding: family, community, nationality, religion/spirituality, education, profession or career, gender roles, social class, politics, race/cultural identity, and other pertinent attitudes?
- What effects have your family and their values had on your personal identity? In relation to your choice of profession?
- Discuss the implications of these values, attitudes, or behaviors for your social work practice.

(assignment source: University of Georgia, School of Social Work, Generalist Practice I course, instructor: Dr. Margaret Robinson)

□ **Letter to Client Assignment (worth 50 points)**

DUE DATE: March 27th 2019

Write letter to client who has not been to see you in three weeks. Type and double-space your assignment. Note: APA 5th or 6th ed. WRITING STYLE IS NOTE REQUIRED FOR THIS ASSIGNMENT

□ **S OAP Assignment (worth 50 points)**

DUE DATE: March 27th, 2019 NOTE* APA 5th or 6th ed. Writing style IS NOT REQUIRED FOR THIS ASSIGNMENT

Using the SOAP format, prepare a progress note for the case record regarding the following interview. For this exercise, assume that you are a social worker with a family services agency.

On Monday of this week, you completed an interview with Mrs. O. The meeting occurred a few weeks after she had begun to receive daily hot meals through the meals-on-wheels program. For the first two weeks, she appeared to eat each of the meals. During the course of this meeting, however, you realized that the day's meal remained untouched. It was also evident that she had not eaten the meals for the previous two days. You asked her about the uneaten food, and she said she has not felt hungry. You asked whether she plans to eat tomorrow's meal. She said, "Oh, I don't know."

(source of this assignment: Cournoyer, B. R. (2011). TheSocialWorkSkillsWorkbook. 6th edition. Brooks/Cole. (pages 418-419).

□ **Diversity Journal Review (worth 100 points)**

DUE DATE: April 10th 2019

You are to select a peer-reviewed journal article that addresses a practice issue related to issues of diversity or cultural competence. If you are unsure how to select a peer-reviewed journal article, please consult with a Mount librarian. Submit a copy of the article along with your paper. Type a 2-3 page paper in which you share 3 major points from this article that relate to social work practice. Double-space your work (Writing Style APA 5th or 6th ed. Required).

(assignment source: University of Georgia, School of Social Work, Generalist Practice I course, instructor: Dr. Margaret Robinson)

□ **Student Presentations (worth 100 points)**

DUE DATE: April 24th 2019

You are to select a topic of your choice that is regarding generalist practice at the micro level. In a formal presentation to the class, you will present this topic in a 10-13-minute presentation. Topics must be approved by the instructor.

□ **Final Exam (worth 100 points)**

A take home final exam will be distributed the last night of class. It is due in the Social Work office on or before May 1st 2019.

Rev. 1/23/19