

**SOCIAL WORK 365-Spring 2021
SOCIAL WORK PRACTICE II
MARY BALDWIN UNIVERSITY
BALDWIN ONLINE ADULT PROGRAMS**

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Class Dates:

Saturday, January 23, 2021 -10:00 AM – 1:00 PM

Saturday, February 13, 2021 - 10:00 AM – 1:00 PM

Saturday, March 6, 2021 - 10:00 AM – 1:00 PM

Saturday, April 10, 2021 - 10:00 AM – 1:00 PM

Room: To be announced

-Web-based via Blackboard Collaborate-Google Meetings will be scheduled

Other Important Dates:

January 1, 2020 Undergraduate Spring Semester classes begin/Term III

April 13 – 19 Exams and all coursework due

May 11, 2021-Term Ends

GENERAL INTRODUCTION

Working with families and groups is not only a core practice within social work it often distinguishes social workers from other helping professions. This course is designed to assist students in developing knowledge and skills to practice social work with groups and families. Students integrate theory and practice into their learning through exploring their own families, diverse family situations in the text, and participating in groups in the community.

OBJECTIVES

Competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly

P.B.2.1.1.a Advocate for client access to the services of social work

P.B.2.1.1.b Practice personal reflection and self-correction to assure continual professional development

P.B.2.1.1.c Attend to professional roles and boundaries

P.B.2.1.1.d Demonstrate professional demeanor in behavior, appearance and communication

P.B.2.1.1.e Engage in career-long learning

P.B.2.1.1.f Use supervision and consultation

Competency 2.1.1 Apply social work ethical principles to guide professional practice

P.B.2.1.2.a Recognize and manage personal values in a way that allows professional values to guide practice

P.B.2.1.2.b Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, International Federation of Social workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.

P.B.2.1.2.c Tolerate ambiguity in resolving ethical conflicts

P.B.2.1.2.d Apply strategies of ethical reasoning to arrive at principled decisions

Competency 2.1.3 Apply critical thinking to inform and communicate professional judgments

P.B.2.1.3.a Distinguish, appraise, and integrate multiple sources of knowledge including research based knowledge and practice wisdom

P.B.2.1.3.b Analyze models of assessment, prevention, intervention and evaluation

P.B.2.1.3.c Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues

Competency 2.1.4 Engage diversity and difference in practice

P.B.2.1.4.a Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power

P.B.2.1.4.b Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

P.B.2.1.4.c Recognize and communicate their understanding of the importance of difference in shaping life experiences

P.B.2.1.4.d View themselves as learners and engage those with whom they work as informants

Competency 2.1.5 Advance human rights and social and economic justice

P.B.2.1.5.a Understand the forms and mechanisms of oppression and discrimination

P.B.2.1.5.b Advocate for human rights and social and economic justice

P.B.2.1.5.c Engage in practices that advance social and economic justice

Competency 2.1.9 Respond to contexts that shape practice

P.B.2.1.9.a Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

P.B.2.1.9.b Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

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

P.B.2.1.10.a Engagement

1. Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities
2. Use empathy and other interpersonal skills
3. Develop a mutually agreed-on focus of work and desired outcomes

P.B.2.1.10.b Assessment

1. Collect, organize, and interpret client data
2. Assess client strengths and limitations
3. Develop mutually agreed-on intervention goals and objectives
4. Select appropriate intervention strategies

P.B.2.1.10.c Intervention

1. Initiate actions to achieve organizational goals
2. Implement prevention interventions that enhance client capacities
3. Help clients resolve problems
4. Negotiate, mediate, and advocate for clients
5. Facilitate transitions and endings

P.B. 2.1.10.d Evaluation

1. Critically analyze, monitor and evaluate interventions

COURSE REQUIREMENTS

- The Practice of Generalist Social Work, 4rd Edition (2017) Birkenmaier, J; Berg-Wenger, M; and Dewees, Martha P. Dewees. New York: Routledge Publishing ISBN: 978-1-138-67604-6 (pbk) ISBN: 978-1-315-39490
- Used books may be considered at the following website: <http://www.isbns.net/isbn/>
- www.routledgesw.com
- Read Textbook chapters 6, 7, 8, & 9 and write summary of chapter readings for review in class.
- Complete a 3-generation genogram and ecomap on your own family – handouts to be provided
- Attend a Group and write a reflection paper on your experience
- Complete an assessment of a family based on scenario presented in class

January 23, 2021

- Review chapter 6, Social Work Practice with Families: Engagement Assessment, and Planning
- Family Therapy Models handout provided

February 13, 2021

- Review Chapter 7, Social Work Practice with Families: Intervention, Termination and Evaluation
- Review Genogram and Ecomap information
- Complete a 3-generation genogram and ecomap on your own family before the next class.
- Yalom presentation
- Personality Disorders: Review the following website- <https://medlineplus.gov/personalitydisorders.html>

March 6, 2021

- Review Chapters 8 & 9, Social Work Practice with Groups: Engagement, Assessment, Planning & Social Work Practice with Groups: Intervention, Termination, and Evaluation
- Genogram and Ecomap due
- Group Paper review
- Assessment Paper review

April 10, 2021

- Group Paper Due
- Assessment Paper Due
- Comprehensive Exam

GRADING

- Family Units-Chapter 6 & 7 (10% each) 20%
- Family Assessment with Genogram, Eco-map 10%
- Group Units Chapter 8 & 9 (10% each) 20%
- Group Paper report 5%
- Participation 5% (class attendance, discussion board participation, timely assignment completion)
- Assessment paper 20%
- Comprehensive exam 20%

Total: 100%

Family Genogram and Eco Map

This assignment is aimed at increasing your awareness and understanding of how your own experience of family-of-origin relationships are likely to influence your social work practice with families, and to gain practice in using genograms to map family structure and to assess salient themes and patterns in family roles, functioning, balance, resilience and resources.

This assignment requires you to construct an eco-map and a three-generation Genogram of your family-of-origin, and to develop a reflective narrative analysis that tracks family patterns and interprets family structure, including relational patterns. How do you anticipate the patterns and themes you identify may influence your work with families in constructive as well as inhibiting ways? What areas for personal growth emerge from your analysis? How have race, ethnicity, sexual orientation, social class and other cultural dimensions influenced your family and your own perspectives on family? This narrative should be about 4 pages in length. Course readings and lecture will provide basic concepts and information needed to construct the genogram.

Attending a Group

You will attend at least 1 group meeting before April 10. The purpose of this assignment is to expose you to group dynamics, politics and leadership styles. The group must be a treatment or task group. You will observe, participate if possible, and reflect on your experience. A two page reflection paper as outlined below in Group experience will be due following the group meeting experience.

Group Experience:

Apply Yalom's Therapeutic Factors to your group experience. What group did you attend? Which of these factors did you observe in your visit with a group? How were they relevant to the group's process? What areas could have been improved upon in terms of Yalom's Factors?

Assessment Paper:

For this assignment, you will complete a paper about one intervention model used in individual/group/ or family therapy. You will research this topic using additional journals, explain the theory behind it, apply it to an issue of concern, explain the role of the social worker and apply necessary assessment skills to this issue of concern. Finally, you will explain the treatment process used and explain your reason behind it. In this paper, you will act as a family social worker, completing all necessary steps one would use when working with families.

Grades will be computed as follows according to Mary Baldwin University's policy as stated in Catalog:

A 93-100 C 73-76
A- 90-92 C- 70-72
B+ 87-89 D+ 67-69
B 83-86 D 63-66
B- 80-82 D- 60-62
C+ 77-79 F 59
& below A

Exceptional
for

A
Exceptional for
college level work

Work is well written and argued effectively, adding new thought to the concepts and above the level expected of college students.

B
Above average for
college level work

Work is above college level in writing and argument, often thought provoking, insightful, and well reasoned.

C
Average participation for
college level work

Work is at the college level in general but meets only average expectations and shows little new thought or insight.

D
Below average
Participation

Work is poorly written and argued, often fails to grasp the concepts discussed.

F
Unacceptable level and
quality of participation

Work is poorly written, poorly thought through, and shows limited understanding of the concepts

Other Resources:

MBU Student Handbook: <http://www.marybaldwin.edu/ilearn/student-handbook-2015-2016/>

HONOR CODE

Believing in the principles of student government, I pledge myself to uphold the ideals and regulations of the Mary Baldwin University community. I recognize the principles of honor and cooperation as the basis of our life together. I shall endeavor faithfully to order my life accordingly. I will not lie, cheat, steal, plagiarize, or violate my pledge of confidentiality. I will not fail to report others who lie, cheat, steal, plagiarize, or violate their pledge of confidentiality. I will encourage others to fulfill the ideals of the Honor System.

ET policy How can you get an ET this class? It does not seem to be a good plan. The only way to get ET in this class is related to poor health/elements out of student's control and ongoing conversations with professor as soon as issues arise.

Using the Mary Baldwin University writing center as a resource: <https://mbc.mywconline.com/>

Correct citations: <http://www.citationmachine.net>

Gaining access to the Grafton Library and *The Encyclopedia of Social Work*:

Go to Grafton Library, you must be logged into the MBU network since it is a restricted resource.