

Indiana University
School of Social Work

Fall, 1984

S531
Bragiel
Fortner

SOCIAL WORK PRACTICE I

Annotated Bibliography Information

As you know one of your course assignments is an annotated bibliography of 15-20 items (minimum). A chapter in an edited book whose author is a social worker may be substituted for a journal article. The bibliography is to consist of articles from social work journals only and should be selected around a theme devised by the student. An example of themes might include: social work practice with low income, multiproblem families or social work practice with resistant or unmotivated clients. The completed bibliography is due the last class day, depending upon your section and will account for 20% of the final grade.

Each item included in the bibliography should include the following:

- (1) Article Citation: The source of each article should be identified completely including author(s), article, title, journal name and issue and page numbers. For the rules regarding articles (the mechanics) we suggest you consult with one of the various references on stylistic format.
- (2) Review of Article Content: The major thematic content of each article should be presented. This review does not need to repeat the entire article but should be a condensation/summarization of major points being made.
- (3) Analysis of Article: In this part of the assignment you are asked to evaluate the strengths and weaknesses of the article from your point of view. This part of the bibliography should reflect your independent analysis of the article and not a rehashing of the article content.

Length of each items should reflect the amount of space required to adequately cover each of the above areas.

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Purpose of Course

As a core, beginning practice course, the purpose of this course is to offer students the opportunity to begin the development of certain unique aptitudes and capabilities essential to performing basic social work tasks with various sized client systems and within various social systems. The course is constructed to offer students an opportunity to acquire certain knowledge, understandings and skills related to intervention processes and to offer an opportunity for the integration of attitudes, knowledge, and conscious use of self acquired in other courses and experiences that form the base of effective social work practice.

Description of Course

Social work practice skills represent a holistic expression of the practitioner's knowledge, values, understanding and commitment as demonstrated through action. Assuming that we define practice skill as situationally appropriate (what actions by whom are most effective for this individual with that specific problems under which set of circumstances) performance competencies, the use of skill in social work practice contains dimensions of knowledge, values, performance and consequences, representing the operational definition of commitment to clients and their goals. Many social work authors have attempted to classify practice skills. This is difficult because of the holistic and interactive nature of such skills, however, for the purposes of this course we have broken down practice skills into the following groups:

1. Communication skills including interviewing, observing, collecting information, recording, and writing;
2. Engagement skills including the ability to develop and use the helping relationship appropriate to the individual client system with which the worker is involved, appropriate problem definition, goal clarification and empathic responsiveness;
3. Assessment skills which include analyzing, interpreting and integrating information, being able to organize and prioritize a generalized knowledge so it is usable in specific individual situations, using understanding and knowledge to give meaning to information, ability to make judgements as to the meaning of information and systemic interactions, preparing an appropriate assessment statement;

4. Planning skills which include the ability to generate alternatives, to connect assessment to action, to predict possible costs and outcomes of alternatives;
5. Interventive skills such as providing practical help, advice, information, clarification, referral and linkage, emotional support, negotiating, advocacy, limit setting, etc.;
6. Termination and evaluative skills which include the ability to disengage from the helping process, assess own performance, as well as to assess outcomes of work with clients.

In a classroom setting, there are limits to the student's opportunity to actually practice certain skill development such as use of relationship. It is assumed that certain communication skills, engagement skills, and interventive skills will be taught within the laboratory and the field instruction course. The classroom experience should help a student gain a cognitive understanding of such skills and to assess such skills as they are seen in case recording or video tape. In addition, this course will concentrate heavily on the understanding and use of process skills: problem identification, assessment skills, planning skills, consideration of interventive actions, and termination/evaluation.

Course Objectives

Upon completion of course requirements the student is expected to:

1. Demonstrate a basic understanding of the purpose and nature of social work practice.
2. Demonstrate a beginning commitment to the disciplined use of self in professional relationships.
3. Demonstrate an understanding of interaction between people and environments as the context of social work practice.
4. Demonstrate a beginning awareness of the relationship between the student's own beliefs and social work values and ethics and of the implications of social work values and ethics for social work practice.
5. Demonstrate a basic understanding of the importance of relationships and of the variables that impact on the development and use of such relationships in different systems.
6. Demonstrate a beginning understanding of the relevance and use of socio-behavioral knowledge and practice wisdom as a base for social work practice.

7. Demonstrate a beginning understanding of and sensitivity to ethical, racial, gender, socio-economic and cultural factors, significant in social work practice to both the worker and the client.
8. Demonstrate a basic understanding of the relationships between the professional practitioner and organizations, particularly the agency within which one practices.
9. Demonstrate a basic understanding of the nature and use of the problem-solving process in social work practice, with special emphasis on maximizing client participation.

The student should demonstrate a beginning ability to:

1. Communicate effectively in classroom discussion and in written assignments.
2. Assess the engagement skills of practitioners as presented in case records and video recordings.
3. To develop reasonably complete and accurate assessments of situations as presented through case records and video recordings.
4. To develop a plan of intervention or evaluate the intervention plans and actions of others.
5. To assess the effectiveness of interventive actions.

Texts

Beulah R. Compton and Burt Galaway. Social Work Processes. Homewood, Illinois: Dorsey Press, 1979.

Anthony N. Maluccio (ed.). Promoting Competence in Clients. New York: Free Press, 1981.

Wynetta Devore and Elfriede G. Schlesinger. Ethnic-Sensitive Social Work Practice. St. Louis: The C.V. Mosby Co., 1981.

Harold Weissman, Irwin Epstein and Andrea Savage. Agency-Based Social Work. Philadelphia: Temple University Press, 1983.

For other readings see texts listed below, bibliography and mimeographed material.

Other Texts Recommended for Reading (on reserve)

Carel B. Germain and Alex Gitterman. The Life Model of Social Work Practice. New York: Columbia University Press, 1980.

- Charles S. Levy. Social Work Ethics. New York: Human Sciences Press, 1976.
- Anthony N. Maluccio. Learning from Clients. New York: Free Press, 1979.
- Helen Harris Perlman. Persona. Chicago: The University of Chicago Press, 1968.
- Lawrence Shulman. Skills of Helping. Itasca, Illinois: F.E. Peacock Publishers, Inc., 1979.
- Barbara Bryant Solomon. Black Empowerment: Social Work in Oppressed Communities. New York: Columbia University Press, 1976.
(Read Chapters 10-13)
- Suana J. Wilson. Confidentiality in Social Work. New York: Free Press, 1978.

Content and Method

The content of the course and its development will generally follow the Table of Contents found in Compton and Galaway. That text provides the basic material for the course and it will be supplemented by the readings found in the other three texts and the other reading material.

Learning and teaching in the course will generally be achieved through the use of the discussion method. Much of the discussion will be centered around actual case material. There will be written assignments developed around various aspects of the social work process.

Assignments

This course does not require a major research paper but will require a bibliography compiled through library research. The student will be required to complete certain brief written assignments designed to assess competence in meeting the objectives of the course. These assignments are specifically discussed in relation to their appropriate learning modules.

These assignments are designed to help both professor and student in assessing the learning progress of the student in achieving course objectives, and to allow the student an opportunity to consolidate learning. Therefore, it is critically important that they be done as assigned. If done as assigned, they will be graded promptly and returned with the instructor's assessment which should be used by the student as feedback on learning progress. If, for some acceptable reason, you cannot hand them in on time, see instructor. Late assignment will not be accepted if you have not seen your instructor.

There will be a mid-semester examination. It will be an objective test. There is no final examination but there will be a case analysis due the week of November 12. The last class day an annotated bibliography on an area of social

work practice selected by the student will be due. The bibliography is to be composed of 15-20 items as a minimum and must be only from social work sources. The bibliography and final case analysis (Dixon) will substitute for a final exam.

Evaluation

Grades will be determined by an average of the less tangibles, case analysis, the mid-semester exam, and the annotated bibliography weighted as shown below. The assignments must be turned in on dates indicated. Late assignments will not be accepted. It is expected that every student will attend each class session. Less tangibles reflect the following: Each student is expected to attend class, participate fully and expressively and to engage voluntarily in the various learning experiences offered throughout the course. In participating it is expected that the student reflect interest in and respect for the other class members in a manner which is congruent with the values of the social work profession.

S Case Analysis.....	20%
Mid-Semester Exam.....	30%
Annotated Bibliography.....	20%
Dixon Case Analysis.....	20%
Less Tangibles.....	10%

Due Dates

S Case Analysis.....	Week of October 1
Mid-Semester Exam.....	October 18 or 20
Dixon Case Analysis.....	Week of November 12
Annotated Bibliography.....	Last Class Session

Outline of Course

Unit I. Introduction and Overview of Course--The Nature of Social Work Practice--Knowledge and Value Base

Discussion of course purpose and objectives; the place of the course in the curriculum; social work as a profession; the elements of social work practice; the problem solving process; discussion of cases from Reader.

Required Reading: Compton and Galaway. Chapters 1-5.
Devore and Schlesinger. Chapters 1-2.
Maluccio. Chapter 1.
Weissman, Epstein and Savage. Chapter 1.

Reader: Case(s) to be Assigned

Unit II. Consideration of Development and Use of the Helping Relationship

Exploration of client/worker relationship in terms of purpose, development, and evaluation; discussion of the S Case.

Required Reading: Compton and Galaway. Chapter 6.
Devore and Schlesinger. Chapter 3.
Maluccio. Chapters 2 and 3.
Weissman, et al. Chapter 10 (pp. 300-309).

Reader: Nurturing the Unnurtured
Agency and Client Resistance
Case(s) to be Assigned

Suggested Reading: Perlman. Relationship.

Unit III. Engagement. Problem Definition and Clarification, Goal Setting

Consideration of the situations that bring the potential client system and the worker together; the meaning of the giving and taking of help; assumption of the client role; how clients' impressions and perceptions help to shape the process and outcome of client-worker engagement; goal-setting; practitioner responsibility; discussion of cases from Reader.

Required Reading: Compton and Galaway. Chapters 7 and 9.
Devore and Schlesinger. Chapters 5 and 6.
Maluccio. Chapters 5-7 and 12.

Reader: Practical Tips for Goal Setting
Practical Tips for Problem Identification
Negotiating Sound Contracts
Suggestions for Practice
Starting Where the Client Is
Giving and Taking Help
Case(s) to be Assigned

Suggested Reading: Learning from Clients. Part 1, Chapters 4, 8 and 9.
Black Empowerment. Chapters 10 and 11.

Unit IV. Assessment and Planning Intervention

A look at the importance and purpose of assessment; at the use of data in a relevant, salient and individualized way; at the connection between assessment and treatment planning; at client involvement and worker responsibility; discussion of cases from Reader.

Required Reading: Compton and Galaway. Chapter 10, 11 and 12.
Devore and Schlesinger. Chapters 7, 8 and 9
Maluccio. Chapters 4-7.
Weissman, et al. Chapters 2, 3 and 5.

Reader: Methods of Working
Family-Centered Project Revisited
Defense Mechanisms
Case(s) to be Assigned

Suggested Reading: Germain and Gitterman. The Life Model of Social Work Practice.

Unit V. Termination and Evaluation.

Consideration of termination and evaluation of the work done; the meaning of termination to worker and client.

Required Reading: Compton and Galaway. Chapters 14 and 15.

Reader: Perspectives of Social Worker and Clients on Treatment Outcome

Unit VI. An Organizational Perspective

Consideration and discussion of selected administrative roles in social work practice; consideration of the worker's responsibility and use of self in the workplace; implications of the organizational service delivery setting.

Required Reading: Compton and Galaway. Chapter 13.
Devore and Schlesinger. Appendix:
Community Profile
Weissman, et al. Chapters 4, 6, 7, 8 and 9.