

**University of Arkansas at Little Rock
School of Social Work
Graduate Social Work Program**

**SOWK 7302. 01/SOWK 7302.02, Foundations II
Course Outline
Spring 2015**

3 Credits

SOWK 7302.01 (Tuesdays 9-12); SOWK 7302.02 (Wednesdays 1-4)

Prerequisite: Foundations I

Instructor: Dr. Rosalie V. Otters

Office Hours: Monday 1 to 4 or by appointment

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I. DESCRIPTION OF COURSE

The Foundations of Practice courses, taught in three courses, are designed to help students acquire a basic knowledge of principles, concepts and techniques that characterize a generalist approach. Together, the Foundation courses guide the student through social work generalist practice which is based on an ecosystems perspective that describes how people relate to their social and physical environments.

Social work practice from a generalist perspective embraces work with clients at all levels of systems: micro, mezzo and macro. It is concerned with more than linking clients to resources, facilitating organizational responsiveness to resource systems, advocating just social policies, affirming culturally competent practice, and researching practice activity. Understood from a strengths perspective, generalist social work seeks to develop the most important resource, that of the client, finding that each client has resources that can be used in creating change.

Foundations II builds on Foundations I content even while it looks to Foundations III as the last link to a generalist social work practice. Specifically, Foundations I emphasized social work's professional knowledge and value base, the helping process, interviewing, assessment and contracting; Foundations II focuses on practice interventions, termination and evaluation of practice with individuals, families and groups; Foundations III will concentrate on social work practice with organizations and communities.

II. OBJECTIVES OF COURSE

At the completion of Foundations II students will be able to:

1. Demonstrate the ability to apply the ecosystems perspective and generalist intervention techniques across client systems for problem identification and assessment as well as intervention development, deployment and evaluation through written assessments (Applying HBSE, practice behavior 7.1 for competency #7; engage, assess, intervene, evaluate with families and groups, practice behaviors 10.1 through 10.11 for competency #10).
2. The ability to utilize theories and models of practice to guide the processes of problem identification and assessment, as well as intervention development, deployment, and evaluation (Applying HBSE, practice behavior 7.1 for competency #7).
3. Demonstrate an ability to analyze group and family systems models of assessment, prevention, intervention, and evaluation (Applying critical thinking, practice behavior 3.2 for competency #3).
4. The ability to come to well-reasoned conclusions, implement a plan of action, review and reflect upon results (Applying critical thinking, practice behavior 3.3 for competency #3).
5. The ability to engage with groups and families by using empathy and other interpersonal skills (practice behavior 10.1 for competency #10) and by developing a mutually agreed upon focus of work (practice behavior 10.2 for competency #10).
6. The ability to assess groups and families (practice behavior 10.3 for competency #10; practice behavior 10.4 for competency #10).
7. The ability to intervene with groups and families by implementing appropriate intervention strategies that enhance client capacities to develop mutually agreed-on intervention goals and objectives, select appropriate intervention strategies, implement appropriate prevention and intervention strategies that enhance client capacities, help the client resolve problems, as well as re-evaluate and refine goals as part of the ongoing assessment process, negotiate, mediate, and advocate for clients, and facilitate transitions and endings (practice behaviors 10.5 through 10.10 for competency #10).
8. The ability to evaluate with families and (practice behavior 10.11 for competency #10).
9. The ability to engage in research informed practice (practice behavior 6.1 for competency # 6).

III. UNITS, CONTENT, AND REQUIRED READING ASSIGNMENTS

(See required books; Blackboard for articles and PowerPoints.)

Unit 1: Building on Foundations I

Practice Behaviors:

- 7.1 competency 7
- 10.1-10.10 for competency #10
- 10.11 competency #10
- 6.1 competency #6

Class 1

Summary of Foundations I and overview of where we are heading in Foundations II.

Reading:

Hepworth, Rooney, Rooney, Strom-Gottfried & Larsen (2013), Chapters 1-9, 12-13, 19 (see PowerPoints in Blackboard if you don't have text)

Hepworth text on solution focused brief therapy (review, pp. 421-428) Foundations 1)
NASW (1996), Code of Ethics of the National Association of Social Workers

<http://www.socialworkers.org>

Topics Areas for Lecture and Discussion:

- What is Professional Social Work?
- Ecosystems and Generalist Social Work
- Problem-Solving vs. Solution Focused Interventions
- Ethical Decision-making
- Exploring and Interviewing
- Assessment
- Contracting and Goal Development
- Course Outline for Foundations II

Unit 2: Solution Focused Interviewing

Practice Behaviors:

- 1.2 for competency #1
- 3.2 for competency 3
- 3.3 for competency #3
- 7.1 for competency #7
- 10.1-10.11 for competency #10

Classes 2 -4:

Class 2: Reading Due:

Class Matters, Chapter 1 (article)

De Jong & Berg, *Interviewing for Solutions* PowerPoints, for chapters 1-3

De Jong & Miller, *How to interview for client strengths* (review, F 1 article)
Strengths vs. Problems Comparison Chart
DeJong, *Learning Solution Focused Interviewing Skills: BSW Student Views*

Class 3: Reading Due:

Class Matters, Chapter 2 (article)

De Jong & Berg, *Interviewing for Solutions* PowerPoints, for chapters 4-6
Campbell, *Picturing the Future Exercise*
Milner, *Doing Something Different*

Class 4: Reading Due:

De Jong & Berg, *Interviewing for Solutions* PowerPoints, chapter 9
DeJong & Berg, *Co-constructing cooperation with mandated clients* (review, F 1)

Topics Areas for Lectures, Discussions and Exercises:

- Pesky variables: Race/ethnicity, class, gender....
- Strengths Perspective Theory and Solution Focused Practice
- Going from Problems to Solutions
- Solution Building
- Techniques: Miracle Question, Exceptions, Feedback, Evaluation
- Types: Voluntary, Involuntary (children, dyads, mandated)
- Social Structural Levels of Application (micro, mezzo, macro)
- Applications from Cases

Unit 3: Social Work with Groups

Practice Behaviors:

3.2 for competency #3

3.3 for competency 3

7.1 for competency #7

10.1-10.11 for competency #10

Classes 5 – 8

Class 5: Reading Due:

Zastrow, Chapters 1, 3

Class 6 Reading Due:

Zastrow, Chapters 4-5

Class 7 Reading Due:

Zastrow, Chapters 6, 12

Class 8 Reading Due:

Zastrow, Chapter 13

Clark, A. (2002) Scapegoating: Dynamics and interventions in group counseling. *Journal of Counseling & Development*, 80; pp. 271 – 276.

Topic Areas for Lectures, Discussions and Exercises:

- History of Social Work and Groups
- General Social Work and Groups
- Group Definitions
- Group Ethics
- Communication
- Group Dynamics
- How to Begin a Group
- Leading a Group
- Task Groups
- Process (Treatment, Therapy) Groups
- Group Evaluation and Termination

Unit 4: Family Social Work

Objective:

3.3, competency #3

3.2, competency 3;

7.1, competency #7

10.2-10.11, competency #10

10.1-10.11, competency #10

Classes 9 – 13

Class 9: Readings Due:

Angier, Natalie, The changing American family (2013, Nov.), *New York Times*.

Hull & Mather, pp.1- 38.

Jones, A.C. (2003). Reconstructing the stepfamily: Old myths, new stories.
Social Work. 48; pp. 228–236.

Class 10: Readings Due:

Hull & Mather, Chapters 3-4.

Class 11: Readings Due:

Hull & Mather, Chapters 5-6
Minuchin, Chapter 1 PowerPoints (see Blackboard)

Class 12 Reading Due:

Hull & Mather, Chapter 7 pp. 155-164, Chapter 8
Zastrow, chapter 9
Minuchin, Chapter 2 PowerPoints (see Blackboard)

Class 13 Reading Due:

Hull & Mather. *Understanding generalist practice with families*, Chapter 9-11.
Minuchin, Chapter 3 PowerPoints (see Blackboard)

Topic Areas for Lectures, Discussions and Exercises:

- Family Systems and Developmental Needs
- Family Assessment and Intervention
- Intergenerational Family Systems
- Linking Assessment and Interventions
- Developing Goals and Contracts with Families
- Implementing a Family Model in Service Systems
- Changing the System

Unit 5: Generalist Interventions for Practice Across Client Systems

Session 14

Practice Behaviors:

3.2-3.3, competency #3

7.1, competency #7

10.2-10.11, competency #10

Class 14: Reading Due:

Hull & Mather. *Understanding generalist practice with families*. Chapter 8 (pp.199-205).
Handouts on Case Management/Care Management

Topic Areas for Lectures, Discussions and Exercises

- Micro, Mezzo, Macro Generalist Interventions
- Termination and Follow-up
- Case Management/Care Management
- Planning: Medical Model and the Ecological (Social) Model

Class 15:

Review for Take Home Final
Evaluation

Class 16: Family Case Planning Report (Take Home Final)

IV. TECHNIQUES OF INSTRUCTION

All students are required to have access to a personal computer. If you do not own a computer, computers are available for your use throughout the UALR campus (Cyber Café, Donaghey Student Union, Student Lounge, School of Social Work, Computing Services Lab, Ottenheimer Library).

We will use **Blackboard 9.1 for all e-mail communication, PowerPoints, etc.** Plan to check **Blackboard several times a week** for postings. Instruction will include lectures, experiential and student-led teaching methods. All work is based on the readings and other class assignments. All students are expected to read and complete all due assignments **BEFORE** each class session.

There will be a variety of teaching methods that will be utilized including: both instructor and student-lead lectures and discussions; self-reflection and ethical dilemma papers, video based discussions, written dialogues and role plays; written reports (group and family assessments; contracting/ goals and objectives), a possible field trip and/or speaker

We will use Blackboard for all e-mail communication, PowerPoints and journal articles. Plan to check your Blackboard several times a week for postings. **Assignments should be submitted on time through Blackboard.** Class work and quizzes **CANNOT** be made up without an authorized excuse (as from ULAR, a doctor's note, the court, etc.). In extraordinary circumstances it is up to the discretion of the instructor to allow other arrangements for assignments.

V. REQUIRED TEXTBOOKS

* Hull, G. & Mather, J. (2006). *Understanding generalist practice with families*. Belmont, CA: Brooks/Cole.

* Zastrow, C.H. (2012). *Social work with groups*. Belmont, CA: Brooks/Cole.

- These books can be purchased as e-books (Course Smart in Brooks/Cole online). They will then cost less, but you have a limited time to use these books online. You can copy up to 150% of the book. Also consider getting used texts in the bookstore or online.

Note: Articles and PowerPoints are in Blackboard.

Recommended Books

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

De Jong, P. & Berg, I.K. (2013). *Interviewing for solutions*. Belmont, CA: Brooks/Cole.

Hepworth et.al. (2013). *Direct social work practice: Theory and skills*. Belmont, CA: Brooks/Cole.

Minuchin, P., Colapinto, J., & Minuchin, S. (2007). *Working with families of the poor*. N.Y.: Guilford Press.

Ritter, J.A., Vakalahi, H.F.O. & Kieernan-Stern, M. (2009). *101 careers in social work*. N.Y. Springer Publishing Co.

Also consider these websites for good writing:

apa.org (APA writing)

<http://grammar.ccc.commnet.edu/grammar/> (Guide to Grammar and Writing)

VI. WRITTEN ASSIGNMENTS

(See Blackboard for further information)

- A. Short Assignments as Dialogues/Role Plays/Evidenced Based Practice/ Ecomap/ Sociogram/ Genogram
- B. Solution Focused Intervention Dialogue
- C. Group Assessment Paper

D. Family Systems Paper

E. Case Planning Report (based on family systems assessment)

VII. METHOD OF EVALUATION

20% of all written work is a global writing grade which includes: spelling, grammar, sentence construction, formatting, following APA Style. 80% of all written work is a content grade which includes: organization, following direction, conceptual/theoretical understanding, complete answers, descriptions and examples as needed. Larger assignments may be further divided, with each question getting a separate content grade. At the top of the grading page will also be a summary of strengths and weaknesses of the written assignment.

VIII. GRADING SCALE

Grading on a Points System:

	Points	% of grade
Short Assignments	100	17
Quizzes	150	25
Solution Focused Dialogue	50	8
Group Assessment	100	17
Family Assessment Report	100	17
Family Case Planning	100	17

600 = 100% (approx..)

The grading scale for the Graduate Program is as follows:

FINAL GRADING SCALE BASED ON POINTS and PERCENTAGES

Points	Percentages
600 - 552	100 - 92 = A
551 - 492	91 - 82 = B
491 - 432	81 - 72 = C
< 432	Below 72 = F

Points needed for each grade (out of 600 points). You need the points to get the grade!

IX. CLASS ATTENDANCE POLICY

Learning in a professional program is based in large part on the interaction that occurs between the instructor and students in the classroom. Regular attendance at class is an expected professional responsibility of the student. **Absences of greater than 20 percent of the total class time may constitute grounds for course failure.**

X. HONOR CODE

All students registered for courses in the School of Social Work are expected to adhere to the rights, responsibilities, and behavior as articulated in both the UALR Student Handbook and the NASW (National Association of Social Workers) Code of Ethics. An essential feature of these codes is a commitment to maintaining intellectual integrity and academic honesty. This commitment insures that a student of the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby affirming personal honor and integrity.

Note: Quizzes are to be done on your own without outside help or any group effort.

XI. DISABILITY SUPPORT SERVICES

Students with Disabilities:

Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact me privately as soon as possible, so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at 501-569-3143 (V/TTY) or 501-683-7629 (VP). For more information, please visit the DRC website at www.ualr.edu/disability.

Major Due Dates for TUESDAY classes SOWK F 2 Spring 2015

(There are also short assignment due dates, which will be given in class)

Week	Date	
1	Jan. 13	
	19	Martin Luther King Day (Monday: NO CLASSES)
2	20	
3	27	
4	Feb. 3	Quiz 1 (on Blackboard)
5	10	Solution Focused Dialogue
6	17	
7	24	
8	Mar. 3	Quiz 2 (on Blackboard)
9	10	Group Assessment
10	17	
	23 – 29	SPRING BREAK
11	31	
12	April 7	Family Assessment (Part 1) draft
13	14	Quiz 3 (on Blackboard)
14	21	Family Assessment (Parts 2) draft
15	28	Family Assessment (Parts 1 & 2) Final Paper
	May 5	NO CLASS Submit in Blackboard Family Assessment Case Planning Paper (Part 3) No Late Papers

Major Due Dates for WEDNESDAY class SOWK F 2 Spring 2014

(There are also short assignment due dates, which will be given in class)

Week	Date	
1	Jan. 14	
	19	Martin Luther King Day (Monday: NO CLASSES)
2	21	
3	28	
4	Feb. 4	Quiz 1 (on Blackboard)
5	11	Solution Focused Dialogue
6	18	
7	25	
8	Mar. 4	Quiz 2 (on Blackboard)
9	11	Group Assessment
	11	Last day to drop a class
10	18	
	24 – 30	SPRING BREAK
11	April 1	
12	8	Family Assessment (Part 1) draft
13	15	Quiz 3 (on Blackboard
14	22	Family Assessment (Parts 2) draft
15	29	Family Assessment (Parts 1 & 2) Final Paper
	May 7	NO CLASS Submit in Blackboard Family Assessment Case Planning Paper (Part 3) No Late Paper

Foundations II SOWK 7302.01 or 7302.02 Spring 2014

Professor: Dr. Rosalie V. Otters Ph.D., M.S.W., D.Min. (LCSW)

Student Name _____ Alternate name? _____

Best way to reach you: E-mail Address _____

Phone _____

Address _____

Experience in helping professions:

What you hope to learn in this class:

What you can offer this class:

I have read/understand the Course Outline for this class and agree to abide by its requirements.

Please hand in with a hard copy to Dr. Otters no later than the second week of class.