Eastern Washington University
School of Social Work

SOWK 461
Methods II
9:00 to 10:50/12500.
1:00 to 2:50/12504
Social Work Practice With Individuals and Families
SNR 304
4 credits

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Office Hours
By Appointment
Senior Hall 241

Use of Lap Tops in Classroom
This is a methods class and not a lecture course consequently you will not normally need to have your computer on during class time. Please see me if you need to use your lap top to enhance your learning or educational experience. Exceptions can be made on a case by case basis.

Course Description
This course provides students with an overview of the core concepts, values and skills in generalist social work practice with individuals and families. The course emphasizes a strength-based, family-centered and culturally competent approach to direct social work practice with diverse clients. The focus is on beginning practitioner roles and skills in working with individuals and families in their social environments, with specific attention to developing collaborative service plans and planning appropriate interventions with clients and their families.

Course Rationale
Social work as a profession requires that practitioners are competent helpers. The generalist and family-centered practice approaches presented in this course provide a valuable conceptual framework for practice. The ability to plan and intervene with individuals and families in a way that utilizes their strengths and promotes empowerment is essential for effective social work practice.

Course Objectives
Students will have successfully completed this course when they are able to:
1. Demonstrate knowledge of social work ethics and values related to intervention and evaluation techniques;
2. Demonstrate knowledge of collaborative goal setting, contracting and evaluation;
3. Demonstrate understanding of the unique strengths and challenges of diverse client groups and how this impacts the helping process;
4. Demonstrate emerging knowledge of practice models and intervention skills based on identified theoretical frameworks;
5. Demonstrate recognition of the micro and macro influence of service delivery systems on intervention and evaluation;
6. Demonstrate skill in critical thinking about ongoing assessment, intervention and evaluation in the helping process;
7. Demonstrate skill in oral and written communication;
8. Demonstrate skills in applying practice models and interventions based on identified theoretical frameworks supported by empirical research;
9. Demonstrate skills in collaboration during the intervention and evaluation phase of the helping process;
10. Demonstrate a continuously self-reflective stance.

**Required Texts** (APA format)


Other journal articles and materials may be added during the quarter. Assignments of this supplementary reading will be made in class. Some may be handouts, some may be on line, and some may be on reserve at the library. Location will be announced.

**Disability statement**

In compliance with the Americans with Disabilities Act of 1990 and section 504 of the Rehabilitation Act of 1973, Eastern Washington University provides services and Accommodations to students who experience barriers to the education setting due to learning, emotional, physical, mobility visual or hearing disabilities. For more information please contact Disability Support Services, 509-359-4706.

**Academic Integrity**

EWU Home page > Academics > Academic Resources > Student Academic Integrity Policy

Misrepresenting the quality or integrity of academic work by any means is a violation of academic integrity. Such academic dishonesty is a punishable offence.

Plagiarism, a common form of academic dishonesty, is the presentation of someone else’s ideas or words as your own. You plagiarize deliberately if you copy a sentence from a book or article and pass it off as your writing, if you summarize or paraphrase someone else’s ideas without acknowledging your debt, or if you buy or borrow a term paper to hand in as your own. You plagiarize accidentally if you carelessly forget quotation marks around another writer’s words or mistakenly omit a source citation for another’s idea because you are unaware of the need to acknowledge the idea.

Violations of academic integrity with respect to examinations include but are not limited to copying the work of another, allowing another student to copy from one’s own work, using crib notes, arranging for another person to substitute in taking an
Students committing academic dishonesty at EWU will be reported to the appropriate University officials and will receive a sanction according to the University policy on Academic Integrity. Sanctions range from failure of the paper to removal from the University.

Student Conduct

Student conduct refers to behaviors that include AND go beyond Academic Integrity. The Student Conduct Code is part of the Washington Administrative Code (Chapter 172-120 WAC). Many offenses subject to disciplinary action under the Code are also violations of law.

The Student Conduct Code addresses any behavior which deters the university from achieving its mission and purposes. These include matters impinging on academic achievement and integrity. Conduct that interferes with the rights of others, breaches the peace, causes disorder or disruption, imperils physical or mental health, damages property and theft is also included, as well as harassment, sexual misconduct, physical abuse (threatened or actual) and other specific offenses.

The university is supported by taxpayers in order to carry out a particular mission, that of providing educational opportunities to students, transmitting and advancing knowledge and serving the community. Basically, any behavior that interferes with the rights, opportunities and welfare of students, faculty and staff to carry out this mission is considered a violation of the Code.

Professional Accountability

Students enrolled in a professional social work program are also held accountable to the National Association of Social Workers Code of Ethics just as practicing professional social workers. The NASW Code of Ethics includes many types of misconduct also listed in the Student Conduct Code.

As with the Student Conduct Code and Academic Integrity, the instructor must establish by a preponderance of evidence – a reasonable probability – that the ethical violation in fact took place. A range of punishments may be applied such as verbal sanctioning, lowering a grade, failing the class, removal from the BASW program or even the University, etcetera.

As is the case with practicing social workers, claiming that “everyone else was doing it” is not an acceptable defense. Professional accountability is an individual responsibility regardless of the behavior of ones peers.

Course Format

The course will be taught in a lecture/discussion format complemented by in-class skills practice.
Evaluation and Grading

Assignment Completion:
All assignments, whether written or otherwise, must be completed in a *timely* manner. Points will be deducted for late assignments. Written assignments will be evaluated for clarity, comprehensiveness, organization, demonstration of the ability to integrate and apply course content, responsiveness to assignment, and correct grammar, spelling, punctuation, and referencing style (if references are utilized). All written papers should be double spaced and typed or word processed using **Times New Roman font with 12 point type and 1” margins** unless otherwise specified. Please include a title page with your name and the title of the assignment in the upper right hand corner. No e-mail submissions.

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<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>% of grade</th>
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<tbody>
<tr>
<td>1. Class participation and student skill development</td>
<td>Throughout the quarter</td>
<td>35%</td>
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</tbody>
</table>

This is a practice class in which you are expected to develop intervention skills. Attendance and participation are mandatory. (Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Students are required to attend all classes in this course. (Attendance is defined as prompt arrival and continual presence and participation during all class hours.) Multiple absences will result in a lowering of grades. Students who attend less than 75% of the classes (excluding finals week) will not pass this course.

Professional behavior is expected of all students in the classroom. This includes:
- Being responsible for your own learning and to being engaged in the learning process
- Coming to class prepared to do the work required of the day
- Using your fair share of air time during class discussions
- Asking questions when you don't understand
- Talking about mistakes as well as accomplishments
- Giving thoughtful, appropriate feedback to others during skill practice sessions
- Attending class and arriving on time
- Turning in assignments on time
- Considering the viewpoints and ideas of others with respect.
- Avoiding cross-talk and other distracting, disruptive behaviors
- Turning cell phones, and pagers to “silent”

2. Weekly Quizes. 15% 2 points each – with the exception of the last quiz which will be 1 point.
At the start of class on Thursday an open book quiz will be given on the text book assigned readings sound practice is built on an understanding of major concepts. These brief quizzes will make sure you have the basic principles will in hand. They form the foundation of all the rest of your classes. (Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
3. Service plan 20% due Feb 14

Use new case documents and design a new assessment or review and redesign an assessment completed in 460. In either case, complete a service plan with the client system in relation to the assessment. Use concepts provided in your required texts to complete your (new or used) assessment and design interventions.

4. Interviews with client systems [Final Presentations will be held on the last four class sessions] 30% the presentation/role playing will be held on the following dates, March 4, 7, 11, 13

Because this is a skill development class, you will be expected to role play interviews to develop interviewing skills throughout the quarter. In addition you will engage in an end-of-quarter interview with a simulated client in which you collaboratively work on the service plan you’ve written up in accordance with number 3 above.

5. Miscellaneous

Assignments are due at the beginning of a class session and are late thereafter. Additional assignments, quizzes, etc. may occur throughout the class. These may or may not be graded, and students will be advised of that when the work is assigned.

Students will read the assigned material and complete written assignments prior to class time. These assignments will relate to the content of the reading and how it may apply to social work practice. All written assignments will be typed, using 12-point font.

**Instructions for Intervention Skills Development Final Paper and Demonstration:**

Students will demonstrate their practice skills emphasizing interventions with individuals and families in a 10-15 minute role play of a simulated client interview.

**Paper:** A 1-2 page (maximum) evaluative paper of your final role play is also required. This paper should address:

- The goal(s) of your interview and whether or not they were achieved:
- The strengths of your interview
- Areas for growth, and
- How you will improve your skills.

**Presentation:** Final presentations to the class will consist of:

- A written outline/handout for the class.
- An introduction of your case scenario and the skills you are demonstrating
- The demonstration of your interview/practice skills (or portion thereof).

**Class Schedule**

Note: The course will proceed approximately as follows. Changes may occur in the printed class schedule to accommodate student learning needs and interests or unforeseen circumstances.
(Numbers in parenthesis below reading assignments are the number of the objectives addressed.)

Class 1
Jan 8th
Introduction to course: learning objectives, readings, assignments, expectations and grading. Discussion: working in groups

Class 2
Jan 10th
Reviewing micro practice skills: working with individuals.
Read Kirst-Ashman & Hull, Chapter 2, Micro practice skills;
Gambrill, Chapter 15, Interpersonal helping skills.
(Objectives 2, 4, 6, 8, 9) – Open Book Quiz – 2 points

Class 3
Jan 15th
Continue review of micro practice skills

Class 4
Jan 17th
Understanding families
Read Kirst-Ashman & Hull, Chapter 5, Engagement and assessment in generalist practice, pp. 156-66; Chapter 9, Understanding families;
(Objectives 3, 4, 5, 6, 8) – Open Book Quiz – 2 points

Class 5
Jan 22
Working with families
Read Kirst-Ashman & Hull, Chapter 10, working with families; Gambrill, Chapter 26, Working with groups and families, pp. 677-682
(Objectives 2, 3, 4, 5, 6, 7, 8, 9, 10)

Class 6 Working with families continued
Jan 24th
Open Book Quiz – 2 Points

Class 7
Jan 29th
Applying ethics in work with individuals and families
Read Kirst-Ashman & Hull, Chapter 11, Values, ethics and the resolution of ethical dilemmas, pp. 370-392; Gambrill, Chapter 26, Values, ethics, and obligations, pp. 43-56
(Objectives 1, 2, 4, 5)
Class 8
Jan 31st
Applying ethics in work with individuals and families, continued
Open Book Quiz – 2 Points

Class 9
Feb 5th
Planning & interventions
Read Kirst-Ashman & Hull, Chapter 6, planning in generalist practice; Gambrill, Chapter 21, Selecting and implementing service plans
(Objectives 2, 3, 8, 10)

Class 10
Feb 7th
Cultural competence in planning and intervening
Read Kirst-Ashman & Hull, Chapter 12, culturally competent social work practice, pp. 403-420.
(Objectives 2, 3, 9) – Open Book Quiz – 2 Points

Class 11
Feb 12
Gender competence in planning and intervening
Read Kirst-Ashman & Hull, Chapter 13, Gender-sensitive social work practice.
(Objectives 2, 3, 9)

Class 12
Feb 14th
Service Plan Due
Skills related to empowerment and strengths based generalist social work practice
Read Kirst-Ashman & Hull, various selections/examples of empowerment and strengths based perspective and interventions (read selections listed in subject index under key words Empowerment, Strengths, and Strengths perspective);
Gambrill, Chapter 24, helping clients enhance their strengths: providing information and skill building
(Objectives 2, 3, 4) – Open Book Quiz – 2 Points

Class 13
Feb 19th
Skills related to empowerment and strengths based generalist social work practice, continued

Class 14
Feb 21
Doing intervention in social work: examples from selected at-risk groups
Read Kirst-Ashman & Hull, Chapter 7, Implementation applications
(Objectives 1, 3, 4) – Open Book Quiz – 2 Points

Class 15
Feb 26th
Evaluating in social work practice
Read Kirst-Ashman & Hull, Chapter 8, Evaluation, termination, and follow-up in generalist practice; Gambrill, Chapter 22, Evaluating outcomes as integral to problem solving and Chapter 23, Planning for endings

(Objectives 2, 5, 6, 7, 8, 9)

Class 16
Feb 28th
Evaluating in social work practice, continued
Open Book Quiz – 1 Point

Class 17
March 4th
Process recordings, written records, completing forms, etc. written skills in social work practice
Read Kirst-Ashman & Hull, Chapter 16, recording in generalist social work practice.
(Objectives 6, 7)

Class 18
March 6th
Student of demonstrations of intervention skills

Class 19
March 11
Student demonstrations of intervention skills

Class 20
March 13th
Student demonstrations of intervention skills
Start of finals week

References


**Grading Scale:**

In general, grades reflect the instructor’s standards as follows:

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