PRACTICE WITH PERSONS WITH PERSISTENT AND PERVASIVE NEEDS

Course Description
This course builds on the direct practice foundation established in SOWK 553, SOWK 550, and practicum. This course will focus on social work practice issues when dealing with individuals, families and communities with persistent and pervasive service needs. Students will examine specific strategies and techniques for direct practice provided by ecological systems, behavioral, and cognitive practice traditions and learn to use several assessment paradigms as they apply to service consumers with persistent and pervasive service needs. Each student will examine his or her strengths and weaknesses for conducting direct practice and identify the paradigms(s) and techniques he or she can apply most effectively in the service of clients. Each student will be required to apply appropriate assessment procedures and plan effective intervention strategies and techniques in class. A major component to the course focuses on client strengths and potential resources in the client’s immediate environment.

Course Rationale
The advanced social work generalist requires advanced direct skills. An MSW is expected to have the educational background for self-directed practice. Most MSWs find themselves quickly thrust into settings requiring knowledge and skills for self-directed practice and for supervising the practice of others. Nowhere is this more true than in formal and informal long-term care settings. In addition, nearly all MSWs practicing in rural setting are required to conduct some direct practice and/or provide supervision for direct practitioners. This course an advanced practice selective, permits students to deepen their understanding and sharpen their practice skills for working with persons with persistent and pervasive service needs. These persons may be in formal extended care setting such as retirement centers, nursing home or some mental health facilities, or they may be at home with primary service provided by informal and sometimes formal caregivers. The level of knowledge and skill required to for an MSW in long-term care settings goes far beyond academic understanding Social workers are expected to completely apply effective assessment paradigms and intervention strategies across a wide range of service consumers, environments and practice settings serving persons with long-term service needs. This course focuses on these professional functions and is designed to provide in, concert with the practicum, the level of direct practice knowledge and skill required of the advanced social work generalist in formal and informal long-term care settings.
Course Objectives

Students successfully completing the course will demonstrate the ability to:

1. Assess and diagnose clients through a bio-psycho-social-cultural paradigm utilizing (1) functional assessment, (2) psychosocial assessment, (3) clinical diagnosis (DSM-IV), the mental status exam, suicidal and homicidal risk assessment, (4) dual diagnosis and (5) assessment of consumer strengths and environmental resources.

2. Understand the role of specific treatment strategies with pervasive and persistent service needs including: (1) strengths-based interventions, (2) intensive/clinical case management, (3) network interventions (natural helping networks and formal professional networks), (4) cognitive-behavioral strategies and techniques, (5) crisis responses for crises and exacerbation of symptoms, (6) field of practice specific interventions for individuals and their families based on student learning needs such as psychoeducation, psychosocial rehabilitation, intervention with end of life issues, interventions related to physical illness and loss of physical functioning.

3. Apply and evaluate intensive clinical case management strategies and techniques from a strengths–based perspective.

4. Apply and evaluate social services to natural caregivers (such as family members and neighbors) and consultation and support to formal caregivers (such as home health workers, nursing home aides).

5. Apply culturally competent social work practice strategies with socioculturally diverse populations including such factors as race, ethnicity, ability, gender, sexual orientation, age, socioeconomic status and role as “service consumer.”

6. Understand and apply social work ethics and the law relative to social work practice in longer-term services such as (1) the least restrictive alternative, (2) the right to treatment, (3) the right to refuse treatment, (4) rights pertaining to medication, (5) retention of civil rights, (6) confidentiality and privileged communication, (7) self determination, (8) competency.

7. Apply and evaluated advanced generalist social work practice with consumers and their families in longer-term service settings: understand and apply the range of social work roles in such settings.

8. Apply understanding of rural, regional, and smaller urban setting issues such as (1) professional and geographic isolation, (2) paucity of specialized health and human service treatment resources, (3) natural helping networks; using the resources available, (4) developing professional support systems to avoid burnout, (5) inevitability of dual relationships, and (6) rapport building.

9. Apply knowledge and skills to work as a member of an interdisciplinary team in long-term care settings.
Course Content
1. The course focuses on the knowledge, skills, and ethics required for competent advanced social work direct practice.
3. Intervention strategies and techniques appropriate to long-term service settings within the ecosystems, cognitive, behavioral, and psychosocial practice traditions and in psychosocial-cultural context.
4. Use of case-intensive or clinical case management strategies and techniques in long-term care settings.
5. Strategies for using natural helping networks and informal caregivers as well as supporting formal caregivers in long-term social work services.
6. Culturally competent practice across a wide range of long-term service settings and presenting issues: seeing long-term services in varying cultural and social contexts.
7. Legal and ethical issues confronting professional social workers in providing long-term services in a variety of fields of practice and service settings.
8. The advanced generalist social work practitioner in long-term care settings: the skilled and knowledgeable application of generalist practice principles in long-term care settings.
9. Social work practice in rural, regional and smaller urban settings with special attention to the advantages these settings provide for the provision of long-term services.
10. Principles for working collaboratively with other professionals, multidisciplinary teams, consumers and communities in urban and rural contexts.

Methodology
The course will be taught through readings, writing and sharing of lectures, class discussions, and videos. Students are expected to actively participate during class. You will experience risks and opportunities to share test, refine, and otherwise develop your practice and assessment skills.

Required Text

Optional Text
Assignments

(1) **Resiliency Quizzes (mid-term and final).** Open book. Ten-question quizzes on resiliency, approximately seven questions multiple choice, and three essay/case assessment questions.

(2) **Case Presentation—between April 24 and May 22.** Write up a social work case explaining persistent or pervasive need and areas of vulnerability and resilience. **Genogram or ecomap (hand drawn is fine) will help.** Present the case in class for review and consultation. Be prepared with details about the case, and a central question you want to have answered. Cases may come from fiction, social work literature, work or practicums. Be sure to disguise information about real people to preserve confidentiality.

(3) **Persistent Needs Research Paper Due May 22.** (10 to 12 pages with APA citations, reference page, and **limited use of web source material**). Select an area of persistent need, and research your choice including:

- Theme and description of a persistent need
- Symptoms and Diagnosis
- Who is susceptible (age, population, location, other demographic or epidemiological information)
- Treatment and services
- Resiliency, strengths or available supports

Grades

Grades on assignments will be determined by evaluating content, style and organization. Content includes how thoroughly you have presented, developed, and substantiated the main ideas of your work. Style and organization include grammar, spelling, editing, and cohesiveness. Your ability to conceptualize, integrate, and present the complexities of social work practice in a diverse society will be evaluated as fairly as possible. Point sheets are provided to show what I am looking for when I grade your assignments. **To earn an A grade (3.8 in the EWU system), students must consistently exceed the standards set for each assignment (earn more than 100% on the point scale).**

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<tr>
<th>Numerical Grade and Approximate % of Total Points for Grading</th>
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<tr>
<td>4.0 &gt;110%</td>
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<td>3.9 &gt;105%</td>
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<td>3.8 100%</td>
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<td>3.7 98%</td>
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Failure to maintain academic integrity including misuse or misidentification of reference materials may affect grades, and will invoke use of the School of Social Work and Eastern Washington University Academic Integrity policy.

Academic Integrity (This statement adapted from the SOWK 525 syllabus of Althuler, Avery, and Byrnes.) Students can be academically honest by doing their own work on course assignments and examinations, providing proper identification of references used in papers, and being honest about who they are and what research they have done. Academic misconduct, including cheating, plagiarism, and disruptive behavior in the classroom will not be tolerated.
Taking personal credit for work written by someone else is plagiarism. Students will use appropriate citations when discussing other author’s works. Academic misconduct of any form will be subject to the penalties as set forth by the policies of the School of Social Work and Human Services and Eastern Washington University, which may include failing grades on assignments and a grade of 0.0 for this course.

Two essential parts to Academic Integrity are Seeking Unfair Advantage and Plagiarism. Seeking unfair advantage refers to behaviors designed to either (a) provide a student with an advantage that other students in the class do not have or (b) benefiting form the work of another student. These behaviors are commonly referred to as cheating. Plagiarism is presenting the written work of another as one’s own. If a student takes written material from an outside source, such as a website, an article or another student, and then submits it as her own work, then she has committed plagiarism. “Accidental copying” is still plagiarism. If a student uses the written words of another person as a part of his written work without using quotation marks and appropriate citation and referencing of the source of the quote, then he has committed plagiarism. If a student uses ideas of another, without directly quoting them and fails to appropriately cite and reference the source of the idea(s) then that student has plagiarized. The best way to avoid plagiarism is to always give ample credit where credit is due. Better to have copious citations than to fail to credit your sources.

SOWK 567 Course Outline

This is the planned schedule, subject to variation depending on student interest, guest speaker availability and/or unforeseen events.

Week 1 No live class-April 3
Check Blackboard for text information and assignments

Week 2 Course Introduction-April 10
  • Sign up for Case presentations
  • Discussion of syllabus and assignments.
  • Social work traditions of service to Persons with Persistent and Pervasive Challenges
  • Ethical issues with most vulnerable clients
  • Hunger, Poverty and Neglect

Readings:
Gitterman, Chapter 1 Social work practice with vulnerable and resilient populations
Week 3 Resiliency and Social Work Practice- April 17

Case Presentations
- Resilience in Clinical and Functional Assessments
  - Eco-grams and Genograms assessment
  - Community resources
- Strengths, Resources and Problems
- Mini mental status exam
- Fetal alcohol spectrum disorders, Autism and Asperger's Syndrome diagnoses
  - Habilitation and environmental change compared to rehabilitation

Readings:
- Gitterman, Chapter 1 Social work practice with vulnerable and resilient populations
- (Carlat, Chapter 3 The therapeutic alliance
- Carlat, Appendix Mini mental status exam)

Week 4 Resiliency, Resource Coordination and Case Management-April 24

Case Presentations
- Families and resilience
- Community and organizations and resilience
- Practice guidelines
- Supportive and brokering case management services
- HIV-AIDS

Readings:
- Gumpert & Saltman, Chapter 19: Families in sparsely populated areas
- Armstrong Chapter 11: Adolescent pregnancy
- Getzel & Willroth Chapter 2: Acquired Immune Deficiency Syndrome (AIDS)
- (Carlat, Section II The psychiatric history)

Week 5 Effective assessment and treatment planning in management and longer-term interventions-May 1

Resiliency Midterm Quiz
- DSM-IV (TR) Five Axis Diagnostic Criteria
  - Where social workers include strengths
- Using the DSM-IV (overview)
- Standard assessment instruments
- Risk assessments (Suicide/Harm to Others/Grave Disability)
- Anorexia and eating disorders

Readings:
- von Bulow & Braiman Chapter 8: Eating problems
- Callahan & Turnbull Chapter 6: Depression
- Ivanoff & Fisher Chapter 27: Suicide and suicidal behavior
- (Carlat Section III Interviewing for Diagnosis)
Week 6 Social Work, Health and Disability-May 8

Case Presentations
• Health care symbols, terms and SOAP charting
• Working with medical providers
• Developmental disabilities

Readings:
Christ, Sormanti & Francoeur Chapter 5 Chronic physical illness and disability
Moreno Chapter 7 Developmental disabilities
Pines Gitterman Chapter 9 Learning disabilities
(Carlat Appendix Rapid approximate intelligence test)

Week 7 Violence, Persistent Problems and Resilience-May 15

Case Presentations
• Interpersonal violence
• Sexual abuse, sexual assault
• Physical abuse, domestic violence
• Assessment, resilience and intervention

Readings:
Videka-Sherman & Mancini Chapter 13 Child abuse and neglect
Carlson & Choi Chapter 24 Intimate partner abuse
Roberts & Corcoran Chapter 15 Crime victims and victims’ services
(Carlat Chapter 23 Assessing anxiety disorders)

Week 8 Aging and Alzheimer’s-May 22

Persistent Needs Research Paper Due
Case Presentations
• Elder abuse and neglect
• Communicating with and assessing elders
• Differential diagnosis of conditions associated with aging--Alzheimer’s

Readings:
Toseland, Smith & McCallion Chapter 20: Family caregivers of the frail elderly
Berman-Rossi Chapter 25: Older persons in need of long-term care
(Carlat Chapter 26 Assessing dementia and delirium)

Week 9 Substance Abuse and Co-occurring Disorders-May 29

MEMORIAL DAY NO CLASS

Readings:
Hanson Chapter 3: Alcoholism and other drug addictions
McNeece & Roberts Chapter 12: Adult corrections
(Carlat Chapter 24 Assessing alcohol dependence and drug abuse)
Week 10 Substance Abuse, Youth in foster care, adults leaving foster care-June 5

Resiliency Quiz Final

- Substance abuse assessment and co-occurring conditions
- Involving and evaluating parents and foster parents
- Preparing for independent or interdependent living
- Transitioning from child systems to adult systems

Readings:
VanBergeijk & McGowan Chapter 14: Children in foster care
Akabas & Bikson Chapter 29: Work and job jeopardy

Finals Week Resilience and the social worker- June 12

- Self preservation, self care
- Vicarious trauma
- Codes of conduct and impaired social workers
- Review and summary
- End of class celebration