

# Seminar in Foundations for Social Work Practice I (SWRK 220)

**INTRODUCTION TO COURSE:** The foundation practice content will include knowledge, values, and skills to enable students to assist clients to mobilize resources to solve their own problems and to facilitate change in the systems of which they are a part, in order to create a more responsive environment. The generalist, strengths-based approach to practice in this foundation course will focus on social problems and utilize differential roles taking across a continuum of points of intervention that span individuals, groups, families, organizations and communities. A special focus of this course is planning interventions that are appropriate for working with vulnerable populations. In keeping with the core values of the profession, generalist practice knowledge and skills are developed within an empowerment perspective with specific attention to diversity awareness and social justice.

<b>SYLLABUS FOR SEMINAR IN FOUNDATIONS FOR SOCIAL WORK</b>	
<b>Semester:</b> Fall 2019	<b>Department of Social Work Education, California State University, Fresno</b>
<b>Course Name:</b>	<b>Instructor Name:</b>
<b>Units:</b> 4	<b>Office Number:</b>
<b>Date and Times:</b>	<b>E-Mail:</b>
<b>Location:</b>	<b>Telephone:</b>
<b>Website:</b>	<b>Office Hours:</b>

## **Catalog Statement**

Seminar about the development of social work practice with an emphasis upon intervention with individuals, families, small groups, organizations and communities.

## **Prerequisites:**

Concurrent enrollment in SWRK 280 is required as SWRK 220 is taken simultaneously with field to allow for the integration of applying your classroom learning to the actual “real world” experiences/cases in field.

## **Required Textbooks and Materials:**

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills* (10<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.

Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2017). *Social work macro practice* (6<sup>th</sup> ed.). Boston: Pearson Education.

## Recommended Texts and References:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, D.C.: American Psychological Association.

**Before buying anything, STOP! Know that this course requires MindTap access.** When making your purchase of the Hepworth et al., textbook, please verify that MindTap is included. If it is not, you won't be able to access the appropriate materials for this textbook.

The materials required for this course and any others using Cengage products are included in ONE Cengage Unlimited subscription. For \$119.99 per semester, you get access to ALL Cengage online textbooks, platforms, study tools and more—in one place. \$7.99 print textbook rentals are also available. Ask for Cengage Unlimited in the Kennel bookstore or visit [cengage.com/unlimited](http://cengage.com/unlimited).

## Getting Registered

To access your course materials and explore Cengage Unlimited, log in to **Canvas** and navigate to **SWRK 220**. When prompted, create or log in with your Cengage account and follow the prompts to complete the registration process.

For step-by-step help getting registered, head to [cengage.com/start-strong](http://cengage.com/start-strong) and check out Cengage's training video and instructions. Just select that you are using **MindTap** in **Canvas**.

## Course Goals and Primary Learning Outcomes

### Course Goals

1. Students will develop an identity as a professional social worker guided by legal and ethical principles recognized by the profession. [Competency 1]
2. Students will develop foundation integrative practice and professional communication skills (written and oral) in engagement, assessment, intervention and evaluation within the context of the Department of Social Work Education's mission. [Competencies 6, 7, & 8]
3. Students will promote social justice by addressing the environmental conditions that adversely affect populations-at-risk. [Competency 3]
4. Students will develop foundation level knowledge and skills to assess integrative practice interventions and frameworks for the evaluation of practice. [Competency 7]

### Learning Outcomes

1. Demonstrate foundation level professional behavior and judgment consistent with core social work values and ethical principles.
2. Apply strategies of ethical reasoning guided by the NASW Code of Ethics to micro, mezzo, and macro practice.
3. Demonstrate an applied understanding of mandatory reporting laws regarding elder and dependent abuse, child abuse, and the duty to warn in social work practice.
4. Maintain professional roles and boundaries through the use of personal reflection and supervision.
5. Demonstrate an awareness of, and respect for, cultural differences and a beginning awareness of one's own cultural biases.

6. Demonstrate cultural humility by applying culturally appropriate foundation assessment skills at all systems levels.
7. Apply the principles of social justice and client empowerment to agency policies and procedures.
8. Describe the concept of becoming a client at all systems levels and be able to facilitate client/constituent participation and self-advocacy at all systems levels.
9. Use culturally appropriate methods to identify client/constituent needs, set goals, and plan interventions with specific, achievable objectives and outcome evaluation measures.
10. Engage clients/constituents by establishing rapport through the use of culturally competent interviewing skills.
11. Develop appropriate writing skills necessary to complete foundation social work tasks.
12. Demonstrate foundation skills in negotiation, advocacy mediation and brokering to help clients/constituents resolve problems and address their needs.
13. Describe the meaning of “dual focus” in social work practice and identify environmental changes needed in order to resolve problems of oppression and discrimination confronted by individuals, groups, organizations, and communities.
14. Utilize ecological and systems theories, the empowerment perspective, and foundation theories of organizational and community behavior to guide engagement, assessment, intervention and evaluation at multi-system levels.
15. Demonstrate respect for power differences between social workers and client/constituent systems by involving them in the problem-solving process.
16. Understand the evaluation of generalist practice as an ongoing process.
17. Identify and apply foundation evaluation methods and tools to critically analyze, monitor and evaluate interventions.

## Course Specifics

**Methods of Instruction Web-based Instruction/Canvas:** You can access Cengage Unlimited through the Cengage Unlimited Student Dashboard link in the Canvas course. There will be a combination of presentations by the instructor, guest speakers, readings, quizzes, and discussion with an emphasis on student participation and in-class activities. The course syllabus, calendar, assignments, and supplemental material are posted on Canvas. Power points for lectures, if any, will be posted after the lecture is presented in class. All students are expected to attend regularly, to read in preparation for class, and to contribute to seminar discussion. Students are encouraged to bring experiences with clients in their field placements for discussion in order to promote the integration of classroom learning to the world of practice. Additional case material will be introduced to illustrate and clarify discussions. Various teaching media such as audiotapes, videotapes, films, and role-playing may be used.

**Attendance and Participation:** SWRK 220 is a weekly seminar and therefore requires your active and meaningful participation. Students are expected to be present and on time for all classes and to notify the instructor in advance when compelling circumstances make attendance impossible. Students are expected to participate in practice/role play and contribute constructively to class discussions without monopolizing their group or activity. University, School, and Departmental policies require all students to attend class. Students will be allowed two (2) *excused* absences during the course of the semester. In order for the absence to be considered an excused absence, a doctor’s note must be presented at the class following the excused absence except in extenuating circumstances. **After two absences, students will lose 5**

points per missed class toward their final grade. Tardiness or early departures from class will be noted by the instructor. Arriving late or leaving early will represent missing half a class (1 hour per day). If you are absent or late to class, it is your responsibility to check on announcements that were made or any material that was distributed in your absence.

**Use of electronic devices:** To minimize class disruptions, please turn these devices off during the class. Smartphones, cellphones, and pagers are to be put away or remain in backpacks during class. If you are required to be “on-call,” please advise me at the beginning of class, turn the “audio” option off, and sit near the door, so you can exit with minimal disruption to the class, if needed.

**You are asked to consult with me if you would like to use your laptop in class;** laptops are acceptable for note taking. **Laptops are not to be used during class activities.** Non-Canvas, Internet, and email access during class are distracting to everyone; you are asked to use your best judgment rather than lose the privilege of using online access in class. Remember, this is a graduate course. You are preparing for your professional life; act accordingly.

**Make/up/Late Paper Policy:** *Assignments that are not turned in to the instructor on the due date and time specified on the syllabus will automatically be reduced by one whole letter grade. All assignments must be turned in within one week of due date or they will not be accepted by instructor.* Exceptions to this rule are at the discretion of the instructor and will be granted only for rare, extenuating circumstances of compelling reasons that can be documented. An assignment may be made up only if absence is due to extenuating circumstances of compelling reasons and at the instructor’s discretion. The student is responsible for notifying the instructor in advance regarding an absence and to make prior arrangements to turn in the assignment.

**Email:** You are expected to check your university email regularly (csufresno.edu or mail.fresnostate.edu account) or redirect e-mail to the regular mailbox you use. I send email to the account listed in Canvas and respond to all program/course related student e-mail during the week. In particular, I acknowledge receipt of any assignments/attachments I receive within two business days. Thus, if you do not receive a reply, it means I did not get your email and/or it got filtered as possible spam. You should resend the email (and perhaps give me a call to alert me to it). You should ALWAYS put SWRK 220 and the time of your class in the subject line or you may risk your email being deleted or unopened. This will also help me identify which time your class is scheduled.

## Examinations and Major Assignments

**Video activities, case studies, and exercises** Digital materials (MindTap) from Cengage for the Hepworth et al. textbook are to be completed on Canvas at home to supplement learning in the classroom.

**Assignment #1 (Three parts)** Applying the Generalist Intervention Model to a Macro System. Students will evaluate the structure, mission, policies and procedures of a social work agency, applying the problem-solving generalist model, and evaluating agency practice and procedure with respect to social work ethics and values, and the departmental mission statement.

<b>Assignment #2</b>	Applying analytical skills to a culturally sensitive practice situation. Students will conduct a self-evaluation of their personally held beliefs and values that may be challenged. Students will apply the empowerment perspective and compare and contrast systems and ecological theoretical application to this case. The Generalist Practice Model will be applied to this multi-faceted case situation at micro, mezzo and macro levels. (COMMON ASSIGNMENT)
<b>Take Home Assignment</b>	One take-home assignment will be used to connect class material to field.
<b>Final Exam</b>	You will apply generalist social work practice skills that you learned this semester in your paper with a case vignette and answering the questions provided in the final.

**Canvas Journal Entry (CJE):** Canvas Journal Entries assignments consists of three (3) reflective questions to document your learning process, which is to be uploaded to Canvas after class by the end of the day (11:59 p.m.). The criteria for evaluation of the journal assignments will be based on: (1) clarity of writing/presentation including headings in bold before each section of your entry; (2) quality of reflection in terms of analysis; and (3) uploading of your entry to the journal before each deadline. Each of the five entries should answer all of the following five questions:

1. At what moment, did you feel the most engaged or the least engaged during class?
2. What action (if any) did anybody take that you found most affirming/helpful?
3. What action (if any) did anybody take that you found most puzzling/confusing?
4. What was the most important information you learned during class?
5. Do you have any questions or suggestions about your classes since the last Canvas journal? (This question is to be used with the second and third CJE.)
6. Upload your journal entries before the deadlines indicated in the syllabus to qualify for extra points.

***All assignments must be submitted in Canvas and in APA format with the exception of the Take Home Assignment and CJE's.***

All papers must be typed and double-spaced. Papers should be clearly organized and written in APA format (2010). Two primary components of APA are in-text citations and the reference list. This includes author name and date and page number with direct quotation).

The following are examples of the correct use of a citation in a sentence:

According to Jones (1997), all social workers should learn administrative practice skills.

Gutierrez (1992) identifies a number of strategies that limit service utilization among people of color: “waiting lists, intrusive intake procedures, or rigid eligibility requirements” (p. 324).

The APA manual can be downloaded online and is also available on Canvas. A brief guide to APA, in the form of a cheat sheet, is also posted on Canvas for this course.

**Description of Writing Requirements:** Assignments involve both content and writing quality. Completion of assignments requires the student to give careful thought and consideration to each response. Equally important is the quality of the writing of the assignment.

A well-done work product should include one's ability to critically think about the assignment and to effectively apply one's knowledge of the major concepts taught in this course. It should also be a well written product that clearly conveys the content. All assignments must follow APA guidelines; contain proper grammar, spelling, punctuation and sentence structure. Assignments will be graded on both content and writing, with **20%** of the grade being based on quality writing.

If, during the course of grading an assignment, there are a significant number of writing errors, grading will be suspended. The paper will be returned to the student, who will be given a timeframe in which to re-write the assignment in an effort to correct the errors. No penalty will be given in this situation. The Grading Checklist will be used to identify writing criteria on which assignments will be graded.

It is not uncommon for students to face difficulties with writing skills. Students who find themselves in this situation would benefit from scheduling a conference with this instructor as soon as possible to discuss concerns and to offer strategies and suggestions for improvement in writing skills. Resources for assistance are also available.

## Assignment and Examination Schedule

Activity	Due Date	Points
Digital Video Activities, Case Studies and Exercises	Refer to course calendar on syllabus for due dates	100
Written Assignment #1, Parts 1, 2 & 3	9/20, 9/28, 10/19	150
Written Assignment #2 (Common Assignment)	11/11	100
Canvas Journal Entries	9/18, 10/30, 11/20	15
Take Home Assignment	10/6	35
Final Exam	12/16	100
<b>Total Possible Points</b>		<b>500</b>

### Grading

Final grades will be based on accumulated points from each assignment. Grades will be based on the following point spread:

90 – 100 %	450 – 500 pts.	A
80 – 89 %	400 – 449 pts.	B
70 – 79 %	350 - 399 pts.	C
60 – 69 %	300 – 349 pts.	D
Below 60%	≤ 299 pts.	F

**Plagiarism Detection:** The campus subscribes to Turnitin plagiarism prevention service through Canvas, and you will need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin Originality Reports **WILL** be available for your viewing.

### University Policies

**Students with Disabilities:** Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

The following University policies can be found at:

- [Adding and Dropping Classes](#)
- [Cheating and Plagiarism](#)
- [Computers](#)
- [Copyright Policy](#)
- [Disruptive Classroom Behavior](#)
- [Honor Code](#)
- [Students with Disabilities](#)
- [Title IX](#)

## University Services

The following University services can be found at:

- [Associated Students, Inc.](#)
- [Dream Success Center](#)
- [Learning Center Information](#)
- [Student Health and Counseling Center](#)
- [Writing Center](#)

**Subject to Change Statement:** This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements and assignments made while you were absent.



**Tentative Course Schedule**  
**Fall 2019**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Reading, Quizzes, and Written Assignments</b>
1	Wed 8/21	<p style="text-align: center;">~<b>The Challenges of Social Work</b>~  <b>Operationalizing the Cardinal Social Work Values</b>            Introduction to the Course, Social Work Practice and Each Other</p>	<p><b>Read:</b> Hepworth et al., Ch. 1 &amp; 4.  <b>Complete video activity and case study</b> on Canvas by 8/25 at 11:59 p.m.  <b>**</b> Review NASW Code of Ethics (available via NASW website and Canvas)</p>
2	Mon 8/26	<p style="text-align: center;">~ <b>Presentation</b> ~  <i>Effective Communication</i>            Interactive Workshop with Dr. Stephen Roberts</p>	<p><b>***Both classes (9 and 11 am) will meet in USU Room 312, 313, &amp; 314 from 8:00 to 10:50 a.m.</b>  <b>Read:</b> Two (2) articles, <i>Introduction to Use of Self in Field Placement, Clinical Social Workers' Use of Self and the Impact of Personal Therapy on Practitioner Development</i> and Hepworth et al., Ch. 2 &amp; 3.  <b>Complete video activity &amp; case study</b> on Canvas by 8/27 at 11:59 p.m.  <b>**</b> Review <i>Guidelines for Feedback</i> posted on Canvas under Week 2 before next class.</p>
	Wed 8/28	<p style="text-align: center;">~ <b>Direct Practice: Domain, Philosophy, and Roles; Overview of the Helping Process</b> ~</p> <p><b>Skill Exercise:</b> Introducing Oneself with Warmth, Respect, and Cultural Sensitivity</p>	
3	Mon 9/2	HOLIDAY – Labor Day	<p><b>Read:</b> Hepworth et al., Ch. 5, 6 &amp; 7. <b>Complete video activity and case study</b> on Canvas by 9/3 at 11:59 p.m.</p>

	Wed 9/4	<b>Skill Exercise:</b> Applying practice skills to a migrant farm family having experienced a trauma using multi-systems empathic listening, engagement, warmth, & genuineness	
4	Mon 9/9	~ <b>Building Blocks of Communication; Verbal Following, Exploring, and Focusing</b> ~	
	Wed 9/11	<b>Skill Exercise:</b> Obtain self-awareness, cultural knowledge & understanding in practice by interviewing person different than self.	<b>Read:</b> Netting et al., Ch. 1 & 2.
5	Mon 9/16	~ <b>Introduction to Macro Practice</b> ~ Applying Generalist Problem-Solving Skills to a Macro System	<b>Written Assignment #1, Part 1:</b> GETTING TO KNOW YOUR AGENCY (description, values, mission, access by diverse populations). <b>Due:</b> 9/20 by 11:59 p.m.
	Wed 9/18	<b>Skill Exercise:</b> Becoming a client: Understanding limited access to services; Putting an advocacy plan into action.	<b>Canvas Journal Entry #1</b> due <b>today</b> by 11:59 p.m. <b>Read:</b> Hepworth et al., Ch. 8 & 9 and Netting et al. Ch. 7. <b>Complete video activity</b> by 9/22 at 11:59 p.m.
6	Mon 9/23	~ <b>Assessment: Exploring and Understanding Problems and Strengths; Understanding Organizations</b> ~ Multi-systems Generalist Assessment	<b>Written Assignment #1: Part 2</b> COMMUNITY (Explore neighborhood, area, residents, interview key informants regarding life, values, and needs of the community). <b>Due:</b> 9/29 by 11:59 p.m.
	Wed 9/25	<b>Skill Exercise:</b> Using open and closed ended questions: Interviewing skills for conducting assessments.	<b>Read:</b> Article by Kirst-Ashman & Hull, Ch. 16 on Canvas and related materials on Canvas prior to completing Take Home Assignment.
7	Mon 9/30	~ <b>Effective Written Communication</b> ~ Developing a Multi-systems Generalist Intervention Plan	<b>Take Home Assignment:</b> Bring draft of assignment to class on 10/2. Post finalized assignment on

			Canvas by 10/6 by 11:59 p.m.
	Wed 10/2	<b>Skills Exercise:</b> Self-reflective writing; use of consultation to discuss self-awareness and utilize supervision/consultation. Writing progress notes and inter-agency memos on program development in child welfare	
8	Mon 10/7	<b>Developing a Multi-systems Generalist Intervention Plan</b>	
	Wed 10/9	<b>Developing a Multi-systems Generalist Intervention Plan</b>	<p><b>***One-Hour Class today: 10 am to 10:50 am and 11am to 11:50 am</b></p> <p><b>Read:</b> The Barrier of Fear, Beyond Empathy, &amp; CASCW Practice Notes articles; Hepworth et al., Ch. 12; Netting et al., Ch. 3 &amp; 5.</p> <p><b>Complete video activities</b> on Canvas by 10/13 at 11:59 p.m.</p>
9	Mon 10/14	<b>~ Developing Goals and Formulating a Contract; Engaging with Diverse Populations; Understanding Communities~</b>	<p><b>Written Assignment #1: Part 3</b></p> <p>COMMUNITY ANALYSIS (Research 3 agencies that field agency interfaces with to identify resources, expertise, needs for improving service delivery to residents)</p> <p><b>Due:</b> Post Written Assignment #1 with all 3 sections to Canvas on 10/19 by 11:59 p.m.</p>
	Wed 10/16	<b>Skill Exercise:</b> Analyzing written intervention plans. Writing measurable goals and objectives.	
10	Mon 10/21	<b>~ Eliminating Counterproductive Communication Patterns ~</b>  Applying Generalist Skills to a Micro System	<b>Read:</b> Three (3) Ethnographic Interviewing handouts on Canvas by 10/22
	Wed 10/23	<b>Skill Exercise:</b> Ethnographic interviewing, using interpersonal skills with a person of color, from gang culture, elder, single parent, or LGBTQ+	<b>Read:</b> Hepworth et al., Ch. 11 & 16.

11	Mon 10/28	~ <b>Forming and Assessing Social Work Groups &amp; Intervening in Social Work Groups</b> ~  Applying Generalist Skills to a Mezzo System I (Groups)	
	Wed 10/30	<b>Skill Exercise:</b> Forming and Norming in groups on topic of graduate admission criteria	<b>Canvas Journal Entry #2</b> due by 11:59 p.m. <b>today.</b> <b>Read:</b> Hepworth et al., Ch. 10 & 15 - <b>Complete video and case study</b> on Canvas by <b>11/3</b> at 11:59 p.m.
12	Mon 11/4	~ <b>Assessing Family Functioning in Diverse Family and Cultural Contexts; Enhancing Family Functioning and Relationships</b> ~  Generalist Social Work Practice Skills to Mezzo System II (Families)	
	Wed 11/6	<b>Skill Exercise:</b> Role play interviewing a family regarding concerns about explosive, aggressive teenage son and developing interventions.	<b>Written Assignment #2:</b> Theoretical Applications to Culturally Sensitive Practice Situation <b>Due:</b> <b>11/11</b> at 11:59 p.m.
13	Mon 11/11	<b>HOLIDAY</b> – Veteran’s Day	
	Wed 11/13	~ <b>Ethical and Legal Issues at Multi-systems Levels</b> ~	<b>View Video Activity</b> (Hanging with Haley: Video 2) by <b>11/17</b> at 11:59 p.m.
14	Mon 11/18	~ <b>Presentation</b> ~  <i>Depression and Suicide Prevention</i> Guest Speaker, Pamela Wing, MA, CCC-SLP	
	Wed 11/20	<b>Skill Exercise:</b> Suicide assessment; Discussing Tarasoff Duty to Warn or mandatory reporting; conducting an agency ethics audit; California Legal Codes	<b>Canvas Journal Entry #3</b> due by 11:59 p.m. <b>today.</b> <b>Read:</b> Hepworth et al., Ch. 17 and Netting et al., Ch. 4. <b>Complete video activity</b> by <b>11/23</b> at 11:59 p.m.
15	Mon 11/25	~ <b>Additive Empathy, Interpretation, and Confrontation; Assessing Community and Organizational Problems</b> ~	<b>Read:</b> Lee, Ch. 10 & 14 (posted on Canvas); Hepworth et al., Ch. 14 and 19.

		Conducting Strength-Based Interventions and Responding to Crisis or Unanticipated Events	
	Wed 11/27	HOLIDAY – Thanksgiving Recess	<b>Read:</b> Two Articles --Reamer’s Model of Agency Ethics Audit and Mattison’s Ethical Decision-Making Model; Hepworth et al., Ch. 13 & 18. <b>Complete video activity</b> by 12/1 at 11:59 p.m.
16	Mon 12/2	<b>Skill Exercise:</b> Constructive confrontation. Conducting a parent meeting connected with gang violence, a recent school abduction or similar crisis situation	
	Wed 12/4	<b>Planning and Implementing Change-Oriented Strategies; Managing Barriers to Change</b>  Case Management and Referral	
17	Mon 12/9	~ <b>Developing Resources, Advocacy, and Organizing as Intervention Strategies</b> ~  Advocacy for Social Justice: Working with Special Populations	<b>Final Paper available on Canvas at 1:00 p.m.</b>
<b>Finals week</b>		<b>Days</b>	<b>Dates</b>
Final Exam Preparation & Faculty Consultation Days:		Thursday and Friday	Dec. 12-13
Final Semester Examinations		Monday-Thursday	Dec. 16-19
<b>Final Written Assignment:</b> Submit Final Assignment on Canvas as well as a paper copy to professor before 2:00 p.m. in office PHS 144		Monday	Dec. 16 <sup>th</sup> by 2 p.m.

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**Written Assignment #2**  
**Theoretical Applications to a Culturally Sensitive Practice Situation**  
(Common Assignment - 100 points)

For this written assignment, you will be applying the Generalist Intervention Model to a case study at all systems levels. A scenario will be given to you as the basis for your answers to the questions found below:

1. Conduct a self-reflection regarding this case scenario and discuss the following questions:
  - a. What thoughts immediately come into your awareness about this family's situation? Elaborate on your thinking/thought process. With whom would you begin? Give examples of questions, and to whom you might ask to begin the engagement process. Defend your rationale.
  - b. Discuss which of your personal values and/or beliefs may be challenged by this situation. Include an elaboration on your reflection and how this reflective insight informs your practice.
  - c. Identify which of the six core values of the Social Work Code of Ethics apply to this situation and discuss how they apply?
  - d. Discuss how your personal values and the Code of Ethics intersect and how this interaction affects your work with this case. (20 points)
2. Critically think about how this case illustrates the Ecological Systems Model by responding to the following points:
  - a. Identify all systems in this case and describe how the interaction within and between these systems impact this situation.
  - b. Describe which of the five direct practitioner roles found in your text that you would employ as the social worker in this situation and describe what activities within those roles you would use and why. Be specific. (20 points)
3. Describe how you would utilize the Transtheoretical Model of Change as a framework for client engagement and assessment with each subsystem of the family.

Based on what stage of the model you have assessed each subsystem to be in, describe how you would professionally present yourself to each subsystem, incorporating key concepts of the model into your approach. (20 points)

4. Describe professional social work strategies of communication with the subsystems of this family, using authenticity and empathic responses.
  - a. Identify culturally competent techniques to engage each family subsystem.

- b. Provide a hypothetical example of dialogue between you and family members, using both of these communication techniques. (20 points)

5. Writing Quality of Paper based on following criteria: APA, Spelling, Grammar, Sentence Structure and Organization. (20 points)

*Use your texts, cite any and all references used. Your paper must be typed, double-spaced, using 12-point font. Your paper must follow APA guidelines, using appropriate English grammar, in-text citations, and a reference page.*

Page Limit	Citations
10 pages (excluding reference list).	Minimum of 3 citations (must use textbook for citations)

*Manuscript has a grading rubric. Maximum points are 100.*

**Case Scenario: Soledad**

You are a social worker in the Intensive Care Unit (ICU) at a community medical center. You have been assigned to see a newly admitted patient who is the victim of a drunk driving accident. She has suffered severe physical trauma that includes multiple broken bones, internal bleeding and a collapsed lung. You learn from the intake information that her name is Soledad, who is a 32 year- old Hispanic woman. Soledad’s religious affiliation is Roman Catholic. No one else was in her vehicle at the time of the accident. This is all of the information that you have at present.

When you go to meet Soledad, the nurse first informs you that she is heavily sedated and unable to speak at this time. However, she has periodically called out for Cecile, her partner. She then tells you that the patient’s parents and sister are seated in the waiting room. They have each gone in to briefly see Soledad. The nurse further tells you that the patient’s children and partner, Cecile, are standing in the hall. She has not permitted them to visit the patient due the hospital’s policy that states only family over age 12 may be permitted to visit ICU patients. The nurse does not acknowledge same sex relationships in her adherence to this hospital’s policy. You are aware of this policy but have never had the experience of addressing how the hospital views same sex relationships within the context of this policy.

After speaking with Soledad’s parents, you learn that they are estranged due to her lifestyle and choice of partner who is African American. They have not seen their grandchildren, Michaela, age 8 and Luis, age 4 in some time due to this estrangement. However, the patient and her sister have remained on good terms. You further learn that their grandchildren were born to Soledad and her former husband.

Upon speaking to Cecile, you quickly learn that she is very upset at the nursing staff and hospital and is extremely concerned for Soledad. She tells you that she is legally authorized to consent to medical treatment of her partner. However, no one has spoken to her or answered any questions she has regarding Soledad’s injuries or current condition.

**SWRK 220**  
**Grading Template for Common Assignment**

Student's Name: \_\_\_\_\_

	<u>Points Possible</u>	<u>Points Attained</u>
<b>1. Self-Reflection Section</b>	<b>20</b>	_____
<b>a. Transparency of responses regarding first thoughts; clarity of thinking processes; Rationale provided for selection of person(s) to begin the engagement process with examples of questions utilized</b>		
<b>b. Personal Values/beliefs challenged by case</b>		
<b>c. Identification and application of NASW Code of Ethics six core values</b>		
<b>d. Discussion of intersection of personal and professional values and impact on case work</b>		
<b>2. Ecological System Model Application</b>	<b>20</b>	_____
<b>a. Identification and description of systems and interactions in case scenario</b>		
<b>b. Description and application of selected direct practitioner roles and activities in case scenario; Rationale</b>		
<b>3. Application of Transtheoretical Model of Change</b>	<b>20</b>	_____
<b>4. Description of communication strategies</b>	<b>20</b>	_____
<b>a. Identification of culturally competent techniques With each family subsystem</b>		
<b>b. Hypothetical example of plausible dialogue using an authentic, empathetic, and culturally competent approach</b>		
<b>5. Writing quality/APA format</b>	<b>20</b>	_____
<b>a. Writing Quality</b>		
<b>b. APA formatting</b>		
<b>TOTAL</b>	<b>100</b>	_____