

**SW 500: Foundation Social Work Micro Practice
Skills and Interventions**

Instructor:

Telephone:

Office:

E-mail:

Office Hours:

Catalog Description

This foundation practice course provides basic knowledge and skills for interventions with children, adults, older adults, and families in the context of generalist practice. Emphasis is on engagement, assessment, and evidence-based interventions with a focus on multicultural perspectives. Letter grade only (A-F).

Course Description

This course provides the basic knowledge and skills for intervention with children, adults, older adults, and families. Emphasis is on assessment and evidenced-based interventions in a variety of social work settings. Cognitive-behavioral, family systems, bio-psycho-social-cultural-spiritual, and brief therapy approaches are examined in relation to the ecological systems framework with special emphasis on multicultural perspectives. Social work roles, ethics, and values will be explored as they apply to a variety of clients across the lifespan. Family system concepts will be introduced as a foundation for advanced concentration-specific practice courses.

Course Goals

The goal for this course is to provide a generalist/multicultural social work practice foundation with knowledge and skills, both for practice and as a base for the advanced concentration-specific practice courses.

Course Objectives

Upon successful completion of this course, students will be able to:

1. Identify the terminology, methods, ethical principles, values, and skills consistent with an ecological systems perspective with an emphasis on strengths-based and empowering approaches to client systems.
2. Demonstrate professional behaviors that include the ability to engage in personal reflection, self-correction, management of personal values, and ethical decision-making as ways to ensure ethical practice with clients and advance professional development.
3. Conduct and write a bio-psycho-social-cultural-spiritual assessment of an individual child, adolescent, adult, older adult, and/or family to include demographic information, reason for referral, history of the situation, and care plan.

4. Differentiate the various treatment modalities that are most effective with a specific client group and presenting situation.
5. Analyze the application of social work values, ethics, and advocacy to practice situations demonstrating multicultural awareness in performing the assessment and intervention phases.

Course Format

The implementation of adult education principles, in consideration of the developmental levels, types and styles of adult learners, will result in a dynamic active learning environment. In particular, lectures, discussions, readings, films, vignettes, case materials, class presentations, small group activities, and questions raised by students from their field activities (if applicable) will help direct the momentum of this course.

Class attendance and participation is required. It is expected that students will be active participants in the learning process. To do that, students are expected to participate in class activities and discussions and demonstrate behaviors that are both conducive to learning in the classroom and expected of a social work professional. Professional and ethical behavior is of prime importance for dealing with sensitive practice materials (confidentiality).

Textbook

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfreid, K. (2017). *Direct social work practice: Theory and skills* (10th ed.). Belmont, CA: Brooks/Cole. ISBN-10: 0495601675

Course Schedule

Date	Week	Topic	Assignments
	1	Introduction, course syllabus, assignments, and schedule Mission and purpose of social work Overview of key concepts: interviewing intentionality, cultural humility, and ethical practice—the professional use of self. Self-assessment of current strengths and challenges in interviewing.	
	2	Review of Generalist Intervention Model (GIM) Social Work Values & Ethics Overview of Helping Process The initial phase: Building the relationship <ul style="list-style-type: none"> • Engagement, empathy, assessment, and exploration Overview of Ecological Systems Theory	Hepworth, et al. Chapter 1-2
	3	Communicating with empathy and authenticity Exploring, assessing, and planning <ul style="list-style-type: none"> • Conducting interviews • Skills and techniques of assessment 	Hepworth, et al. Chapter 3

		<ul style="list-style-type: none"> • Conducting the bio-psychosocial-spiritual assessment 	
	4	<p>Collecting, organizing, and interpreting client data</p> <p>Open and closed questions</p> <p>Encouraging, paraphrasing, and summarization</p>	Hepworth, et al. Chapter 4-5
	5	<p>The bio-psycho-social-cultural-spiritual evaluation</p> <p>Culturally competent/strengths-based assessment</p> <p>Assess client's strengths and limitations</p> <p>Observing and reflecting feelings</p>	Hepworth, et al. Chapter 5
	6	Examination I	Examination I Review CH 1-5
	7	<p>Demonstrating levels of empathy</p> <p>The psychiatric interview</p> <p>The mental status exam</p> <p>Assessing children, families, and individuals in the context of diverse family and cultural contexts</p> <p>Working with adults and older adults</p> <p>Ethics, values, and laws impacting social work practice</p>	Hepworth, et al. Chapter 6-7
	8	<p>Negotiating goals and contracting</p> <p>Stages of change</p> <p>Planning and implementing practice models</p> <p>Reflection of meaning and influencing skills</p>	Hepworth, et al. Chapter 8
	9	<p>Mindfulness</p> <p>Exploring commonalities and discrepancies among multiple perspectives</p>	Hepworth, et al. Chapter 9
	10	<p>Overview of the models of clinical practice: Psychodynamic, Existential, Cognitive-Behavioral, and Post-Modern approaches</p> <p>Working with at-risk and involuntary clients</p>	Hepworth, et al. Chapter 12-13 Bio-psycho-social-cultural-spiritual Assessment due
	11	<p>Concepts and techniques of social work approaches include: Psychosocial, Problem-solving, Functional, and Socio-behavioral</p> <p>Approaches to intervention implementing change-oriented strategies</p> <p>Advocacy and empowerment</p>	Hepworth, et al. Chapter 14

	12	Termination, evaluation, and follow-up Self-reflection Effective use of supervision and consultation	Hepworth, et al. Chapter 17 Chapter 19
	13	High risk factors: suicidal, homicidal, domestic violence, child abuse, substance misuse	Hepworth, et al. Chapter 18
	14	Concepts and techniques of crisis intervention Stages of a crisis Intervention methods and approaches to clients and families	Hepworth, et al. Chapter 13 (focus on crisis intervention)
	15	Examination II	Examination II Review Chapters 6-9, 13-14, 17-19

Assignments and Examinations

Assignments and examinations are designed to help the student further integrate and apply to practice both classroom content and field activities. They are structured to facilitate sequential understanding of the subject matter. It is important to submit papers on the due date.

Assignment	Points	Weight
Bio-psycho-social-cultural-spiritual Assessment The student will be required to conduct a bio-psycho-social-cultural-spiritual assessment and document the result in a paper. The instructions for what to include will be provided by the instructor and will also be posted on BeachBoard.	30	30%
Examination I Examinations will cover the course readings. <i>The examination questions will come directly from the assigned readings.</i> The instructions will be provided by the instructor and will also be posted on BeachBoard.	30	30%
Examination II Examinations will cover the course readings. <i>The examination questions will come directly from the assigned readings.</i> The instructions will be provided by the instructor and will also be posted on BeachBoard.	30	30%
Class Participation Class participation is expected. This is a practice class and, as such, the class and the instructor serve as a proxy for clients. The expectation is that each student comes to each scheduled class on time and participates in the class activities throughout the class. Class participation is more than attendance. It involves coming to class prepared to engage in meaningful discussion based on having read the weekly required readings and interacting with others with respect based on NASW Code of Ethics. Participation also involves such activities as raising meaningful questions for discussion or clarification,	10	10%

Assignment	Points	Weight
offering critical thinking regarding issues under discussion, extending the discussion to related materials from other social work courses, and/or actively engaging in class exercises.		

Grading Scale

Percent Range	Letter Grade
90 – 100%	A
89 – 80%	B
79 – 70%	C
69 – 65%	D
Below 64%	F

Social Work Competencies

The Council on Social Work Education (CSWE) accredits the School of Social Work. Below are the specific social work competencies and behaviors in this course (SW500) that meet the Educational Policy and Accreditation Standards (EPAS).

EPAS Competencies and Behaviors Assessed in this Course*

Competencies Addressed	Course Objectives	Behaviors	Assignment
C1. Demonstrate Ethical and Professional Behavior	1, 2, 5	<p>Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</p> <p>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</p> <p>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</p>	<p>Exam I</p> <p>Exam II</p>
C2. Engage Diversity and Difference in Practice	4, 5	<p>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</p> <p>Apply self-awareness and self-regulation to manage the influence of personal</p>	<p>Bio-psycho-social-cultural-spiritual Assessment</p> <p>Exam I</p> <p>Exam II</p>

		biases and values in working with diverse clients and constituencies.	
C6. Engage With Individuals, Families, Groups, Organizations, and Communities	2	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Bio-psycho-social-cultural-spiritual Assessment
C7. Assess Individuals, Families, Groups, Organizations, and Communities	3	Collect and organize data and apply critical thinking to interpret information from clients and constituencies.	Bio-psycho-social-cultural-spiritual Assessment Exam I Exam II

*Includes knowledge, values, skills, and cognitive and affective processes.

Detailed Course Schedule and Reading Assignments

SSW PE 2.3 INTRODUCED

SSW PE 10.1 INTRODUCED

Week 1: Introduction, course syllabus, assignments, and schedule

- Mission and purpose of social work
- Overview of Ecological Systems Theory
- Overview of key concepts: interviewing intentionality, cultural competence, and ethical practice—the professional use of self

SSW PE 2.3 PRACTICED

- Self-assessment of current strengths and challenges in interviewing

SSW PE 1.1 INTRODUCED

SSW PE 7.1 INTRODUCED

Week 2:

Week 2:

- Social work values
- The initial phase: building the relationship
- Engagement, empathy, assessment, and exploration

Readings:

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfreid, K. (2017). *Direct social work practice: Theory and skills*. (10th ed.). Belmont, CA: Brooks/Cole.
Chapter 1: Challenges & Opportunities of Social Work;
Chapter 2: Direct Practice: Domain, Philosophy, and Roles

SSW PE 7.1 INTRODUCED

Week 3:

- Communicating with empathy and authenticity
- Exploring, assessing, and planning
- Conducting interviews
- Skills and techniques of assessment

Readings:

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfreid, K. (2017). *Direct social work practice: Theory and skills*. (10th ed.). Belmont, CA: Brooks/Cole.
Chapter 3: Overview of the Helping Process

SSW PE 4.1 INTRODUCED

Week 4: Topic

- Collecting, organizing, and interpreting client data
- Open and closed questions
- Encouraging, Paraphrasing, and Summarization

Readings:

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfreid, K. (2017). *Direct social work practice: Theory and skills*. (10th ed.). Belmont, CA: Brooks/Cole.
Chapter 4: Operationalizing the Cardinal Social Work Values
Chapter 5: Building Blocks of Communication: Conveying Empathy and Authenticity

SSW PE 2.1 INTRODUCED

SSW PE 7.1 ASSESSED

SSW PE 10.1 INTRODUCED

SSW PE 10.2 INTRODUCED

SSW PE 10.3 ASSESSED

Week 5:

Week 5:

Week 5:

- The bio-psycho-social-cultural-spiritual evaluation
- The bio-psycho-social-cultural-spiritual evaluation
- Culturally competent assessment
- Assess client's strengths and limitations
- Observing and Reflecting Feeling

Readings:

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfreid, K. (2017). *Direct social work practice: Theory and skills*. (10th ed.). Belmont, CA: Brooks/Cole.
Chapter 5: Building Blocks of Communication: Conveying Empathy and Authenticity

SSW PE 1.1 ASSESSED

SSW PE 2.1 ASSESSED
SSW PE 10.1 ASSESSED
SSW PE 10.2 ASSESSED

Week 6: Examination I
Week 6: Examination I
Week 6: Examination I

SSW PE 1.1 INTRODUCED
SSW PE 2.1 INTRODUCED
SSW PE 10.2 INTRODUCED

Week 7:
Week 7:
Week 7:

- Demonstrating levels of empathy
- The psychiatric interview
- The mental status exam
- Assessing children and individuals in the context of diverse family and cultural contexts
- Working with older adults: ethics, values, and laws impacting social work practice

Readings:

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfreid, K. (2017). *Direct social work practice: Theory and skills*. (10th ed.). Belmont, CA: Brooks/Cole.
Chapter 6: Verbal Following, Exploring, and Focusing Skills
Chapter 7: Eliminating Counterproductive Communication Patterns and Substituting Positive Alternatives
Chapter 15: Enhancing Family Functioning and Relationships

Week 8:

- Negotiating goals and contracting
- Stages of Change
- Planning and implementing practice models
- Reflection of meaning and influencing skills

Readings:

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfreid, K. (2017). *Direct social work practice: Theory and skills*. (10th ed.). Belmont, CA: Brooks/Cole.
Chapter 8: Assessment: Exploring and Understanding Problems and Strengths

Week 9:

- Mindfulness
- Exploring commonalities and discrepancies among multiple perspectives

Readings:

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfreid, K. (2017). *Direct social work practice: Theory and skills*. (10th ed.). Belmont, CA: Brooks/Cole.
Chapter 9: Assessment: Intrapersonal, Interpersonal, and Environmental Factors

SSW PE 8.1 INTRODUCED

Week 10:

- Overview of the models of clinical practice: Psychodynamic, Existential, Cognitive-Behavioral and Post-Modern approaches

Readings:

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfreid, K. (2017). *Direct social work practice: Theory and skills*. (10th ed.). Belmont, CA: Brooks/Cole.
Chapter 12: Developing Goals and Formulating a Contract
Chapter 13: Planning and Implementing Change-Oriented Strategies

SSW PE 8.1 INTRODUCED

Week 11:

- Concepts and techniques of Social Work Approaches including: Psychosocial, Problem solving, Functional, & Socio-behavioral
- Approaches to intervention implementing change-oriented strategies
- Advocacy and empowerment

Readings:

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfreid, K. (2017). *Direct social work practice: Theory and skills*. (10th ed.). Belmont, CA: Brooks/Cole.
Chapter 14: Developing Resources, Advocacy, and Organizing as Intervention Strategies

Week 12:

- Termination, evaluation, and follow-up
- Self-reflection
- Effective use of supervision & consultation

Readings:

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfreid, K. (2017). *Direct social work practice: Theory and skills*. (10th ed.). Belmont, CA: Brooks/Cole.
Chapter 17: Additive Empathy, Interpretation, and Confrontation
Chapter 19: The Final Phase: Evaluation and Termination

Week 13:

- High risk factors: suicidal, homicidal, domestic violence, child abuse, substance misuse

Readings:

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfreid, K. (2017). *Direct social work practice: Theory and skills*. (10th ed.). Belmont, CA: Brooks/Cole.
Chapter 18: Managing Barriers to Change

Week 14:

- Concepts and techniques of Crisis Intervention
- Stages of a crisis
- Intervention methods and approaches to clients and families

Readings:

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfreid, K. (2017). *Direct social work practice: Theory and skills*. (10th ed.). Belmont, CA: Brooks/Cole.
Chapter 13: Planning and Implementing Change-Oriented Strategies (focus crisis intervention section)

SSW PE 1.1 ASSESSED

SSW PE 2.1 ASSESSED

SSW PE 10.2 ASSESSED

Week 15: Examination II

Week 15: Examination II

Week 15: Examination II

Supplemental Bibliography

Journal Articles

- Adamson, C., Beddoe, L., & Davys, A. M. (2014). Never trust anybody who says “I don’t need supervision”: Practitioners’ beliefs about social worker resilience. *Practice: Social Work in Action*, 26(2), 113-130.
- Baker, B. L., Briggs, E. C., Fraynt, R., Lee, J., Ross, L., & Rystad, I. (2014). Predictors of treatment engagement in ethnically diverse, urban children receiving treatment for trauma exposure. *Journal of Traumatic Stress* 27, 66–73. doi:10.1002/jts.21889
- Barrera, M. Jr., Castro, F. G., Strycker, L. A., & Toobert, D. J. (2014). Cultural adaptations of behavioral health interventions: A progress report. *Journal of Consulting and Clinical Psychology*, 81(2), 196-205.
- Bazelais, K. N., Bruce, M. L., & Pickett, Y. R. (2013). Late-life depression in older African Americans: A comprehensive review of epidemiological and clinical data. *International Journal of Geriatric Psychiatry*, 28(9), 903-913.
- Bendall, S., Hulbert, C. A., Jackson, H. J., & McGorry, P. D. (2008). Childhood trauma and psychotic disorders: Critical review of the evidence. *Schizophrenia Bulletin*, 34(3), 568-580.
- Bevans, K., Davis, J. K., Guevara, J. P., & Mandell, D. S. (2008). Ethnic disparities in special education labeling among children with ADHD. *Journal of Emotional and Behavioral Disorders*, 16(1), 42-52.
- Cochran, B. N., Heck, N. C., & Flentje, A. (2013). Intake interviewing with lesbian, gay, bisexual, and transgender clients: Starting from a place of affirmation. *Journal of Contemporary Psychotherapy*, 43(1), 23-32.

- Dhanani, S., Henriques, D., Horning, S. M., & Wilkins, S. S. (2013). A case of elder abuse and undue influence assessment and treatment from a geriatric interdisciplinary team. *Clinical Case Studies, 12*(5), 373-387.
- Falicov, C. J. (2010). Changing constructions of machismo for Latino men in therapy: "The devil never sleeps". *Family Process, 49*(3), 309-329.
- Gorenstein, E. E., King, A., Mohlman, J., Papp, L. A., Sirota, K. G., & Staples, A. M. (2012). Clinical interviewing with older adults. *Cognitive and Behavioral Practice, 19*(1), 89-100.
- Hall, G. C., Hong, J. J., Meyer, O. L., & Zane, N. W. (2011). Culturally competent treatments for Asian Americans: The relevance of mindfulness and acceptance-based psychotherapies. *Clinical Psychology: Science and Practice, 18*(3), 215-231.
- Jones, C., & Singh, S. (2013). Compulsive hoarding syndrome: Engaging patients in treatment: Satwant Singh and Colin Jones describe a creative approach to the condition, which includes visual methods to improve outcomes. *Mental Health Practice, 17*(4), 16-20.
- Knopf, D., Park, M. J., & Paul Mulye, T. (2008). *The mental health of adolescents: A national profile*. San Francisco, CA: National Adolescent Health Information Center, University of California, San Francisco. Retrieved from http://nahic.ucsf.edu/index.php/data/article/briefs_fact_sheets
- Mennen, F. E. (2004). PTSD symptoms in abused Latino children. *Child and Adolescent Social Work Journal, 21*(5), 477-493.
- Pasquale, L. E., Sarmiento, T. L., & Strand, V. C. (2005). Assessment and screening tools for trauma in children and adolescents: A review. *Trauma, Violence, and Abuse, 6*(1), 55-78.
- Rhee, W., Merbaum, M., Strube, M., & Self, S. (2005). Efficacy of brief telephone psychotherapy with callers to a suicide hotline. *Suicide and Life-Threatening Behavior, 35*, 317-328.
- Tanner, D. (2007). Starting with lives: Supporting older people's strategies and ways of coping. *Journal of Social Work, 7*(1), 7-30.

Books

- Casas, J. M., Suzuki, L. A., Alexander, C. M., & Jackson, M. A. (Eds.). (2017). *Handbook of multicultural counseling* (4th ed). Thousand Oaks, CA: Sage.
- Cheung, M., & Leung, P. (2008). *Multicultural practice and evaluation*. Denver, CO: Love.
- Coles, R. (2006). *Race and family: A structural approach*. Thousand Oaks, CA: Sage.
- Ganong, L., & Coleman, M. (2017). *Stepfamily relationships: Development, dynamics, and Interventions* (2nd ed.). New York: Springer Publishing.
- Gladding, S. (2010). *Family therapy: History, theory, and practice*. Saddleback, NJ: Prentice Hall.
- McGoldrick, M., & Hardy, K. (Eds.). (2008). *Re-visioning family therapy: Race, culture, and gender in clinical practice*. New York: Guilford Press.
- Nichols, M., & Schwartz, R. (2012). *Family therapy: Concepts and methods* (10th ed.). Needham Heights, MA: Allyn & Bacon.
- Reamer, F. G. (2006). *Social work values and ethics* (3rd ed.). New York: Columbia University Press.
- Saleebey, D. (Ed.). (2012). *The strengths perspective in social work practice* (6th ed.). White Plains, NY: Longman Publishers, Inc.
- Satir, V. (1967). *Conjoint family therapy*. Palo Alto, CA: Science and Behavior Books.
- Sheafor, B. W., Horejsi, C. R., & Horejsi, G. A. (2011). *Techniques and guidelines for social work practice* (9th ed.). Boston: Allyn & Bacon.
- Shulman, L. (2011). *The skills of helping individuals, families, groups and communities* (7th ed.). Itasca, NY: F. E. Peacock.

Sue, D. & Sue, D. W. (2013). *Counseling the culturally diverse* (6th ed.). New York: Wiley.
Ungar, M. (2011). *Counseling in challenging contexts: Working with individuals and families across clinical and community settings*. Belmont, CA: Brooks/Cole.

SW 500 Overview of Assignments & Activities

In-class Activities

For the SW500 Foundation Social Work Micro Practice Skills and Interventions, small and large group discussions are used to explore course readings and concepts. During Week 1, each student completes a **self-assessment exercise of their personal challenges and strengths related to interviewing**. For PPSC students, this would be an opportunity to explore their experiences or questions related to working with children, youth and/or families.

Bio-psycho-social-cultural-spiritual Assessment

During Week 5, students are introduced to the bio-psycho-social-cultural-spiritual assessment tool and process. For the assignment, students conduct and write a bio-psycho-social-cultural-spiritual assessment of an individual child, adolescent, adult, older adult, and/or family to include demographic information, reason for referral, history of the situation, and care plan. Students will document the results of this exercise in a paper due in Week 10. Students will integrate lecture, readings and ecological systems theory into the paper. (Course Objectives 2-5)

Exams

Exams are given either In-class or online (depending on semester/campus guidelines). The two examinations will cover the textbook, lectures, and classroom discussions of course readings. The first exam covers Weeks 1-5 and the second exam covers Weeks 7-14. The test format uses objective questions. Students will demonstrate the ability to synthesize the material from the course, and to apply basic practice concepts and theory to beginning social work practice. (Course Objectives 1-5)

Textbook Notes

The primary readings for this course come from the Hepworth, et al. (2017) text. This is a generalist practice textbook that focuses on all age groups and a variety of practice and community settings. Key chapter readings that have school-specific context are listed below:

Chapters in **Week 2** cover ecological systems theory and ethics in practice.

Chapters in **Week 5** cover the bio-psychosocial-spiritual assessment.

Chapters listed for **Week 7** cover family functioning and engagement and assessment in the context of diverse family settings. There are several role play options in the chapter that could be used in the classroom that focus on school-related context (immigration and new students, grandparents as primary caregivers, for example).

Chapters listed for **Week 10** cover a variety of intervention models, including case management. The text discusses the effectiveness of school-based case management to address family needs, school performance and quality of life. There is also a section in the chapter that focuses on applying goal selection and development guidelines with minors.

Chapters listed for **Week 11** focus on developing resources, advocacy, and organizing as intervention strategies in a variety of settings.