



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

## **Course Prefix, Number and Title: SOWK 307 Practice with Individuals & Families**

**Course CRN # and Section: CRN 20215, Section 01**

**Semester Taught (including year): Spring**

**Credit Hours: 3**

**Prerequisites: None**

**Course Time (if applicable): TR 11:00-12:15**

**Building and Room Number (if applicable): Admin 300**

**Professor: Dr. Ida Mills**

**Office Location: Marsh Hall, A210**

**Office Hours: MW: 11-12 TR 1-2:30**

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**College/Department Website:  
[www.concord.edu/sws](http://www.concord.edu/sws)**

### **Course Description/Rationale:**

This is a generalist course that examines the basic knowledge, values, skills and techniques appropriate for generalist social work practitioners at the beginning professional level of social work practice. Focus is on methods of intervention appropriate to the one-on-one helping relationship.

Core principles are emphasized such as “starting where the client is”, “the worker’s conscious use of self”, and “social work as a planned change/problem solving process in which knowledge, value, skill and purpose determine professional action”. These provide the foundation for the development of specific practice skills such as communication, interviewing, relationship building, assessment, and problem-solving. The course will stress the environmental, social, cultural, economic, and psychological factors that affect clients’ lives and their capacities for seeking and using help, as well as those that affect workers’ capacities to provide the type of help and service needed.

**Due to the importance of adequate counseling skills, the student must earn at least a “C” in this class prior to field placement.**

**Course Management System (Blackboard/Moodle or other systems): Blackboard**

**Hardware/Software Needed (include privacy policies, if applicable): Microsoft Word Software**

**Text requirements:****Required:**

Kirst-Ashman, K. K., & Hull, G. (2012). *Understanding generalist Practice* (76<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.

Summers, N. (2016). *Fundamentals of case management practice: Skills for the human services*. Boston, MA: Books/Cole.

**Recommended:**

Szuchman, L. T. & Thomlison, B. (2010). *Writing with style: APA style for social work*, (4th ed.). New York: Cengage.

Perrin, R. (2007). *Pocket guide to APA style*. Houghton Mifflin: Boston.

OR

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

**Concord University Educational Goal(s):**

This course addresses the following Concord University Educational Goals:

Skills: 5. An ability to evaluate elements, information, and ideas on the basis of appropriate criteria.

Knowledge: 7. Self-knowledge, including awareness of one's own competencies, deficiencies, and optimal individual learning-styles.

Attitudes: 1. Habitual reflection on ethical/moral implications of actions when weighing decisions and evaluating outcomes.

**National Standards** (if applicable) For example, NCTM, IRA, CAEP, etc.

**Concord University Social Work Program****Core Competencies and Operationalized Practice Behaviors are as follows:****Competency 1: Demonstrate Ethical and Professional Behavior**

- 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
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
- Use technology ethically and appropriately to facilitate practice outcomes
- Use supervision and consultation to guide professional judgement and behavior

**Competency 2: Engage Diversity and Difference in Practice**

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels

- Present themselves as learners and engage clients and constituencies as experts of their own experiences
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- Engage in practices that advance social, economic, and environmental justice

### **Competency 4: Engage in Practice-informed Research and Research-informed Practice**

- Use practice experience and theory to inform scientific inquiry and research
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- Use and translate research evidence to inform and improve practice, policy, and service delivery

### **Competency 5: Engage in Policy Practice**

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- Assess how social welfare and economic policies impact the delivery and access to social services
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

### **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

- Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

### **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

### **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes

- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- Facilitate effective transitions and endings that advance mutually agreed-on goals

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

**Specific Learning Outcomes**

The focus of this course will build upon a liberal arts foundation to develop beginning relationship and assessment skills. By the conclusion of this course, students should be able to:

1. Demonstrate an awareness of self and incorporate the use of self in forming working relationships; (Competency 1)
2. Differentiate and apply systems and ecological theory to generalist practice; (Competency 7 and 8)
3. Demonstrate a beginning facility with the practice skills of the planned change/problem solving process of engagement, assessment, planning, implementation, evaluation, termination, and follow-up. (Competency 6, 7, and 8)
4. Evaluate the role of client values in the planned change/problem solving social work process with an emphasis on clients’ rights, client self-determination, and confidentiality. (Competency 1 and 9)
5. Evaluate the effects of sexism, racism, ageism, poverty, homophobia, and discrimination against those with physical and mental disabilities on the worker, the client, and the social work process; (Competency 2)

**Course Requirements**

Professional classroom behavior is expected of students at all times. This involves being respectful to others in the class and not acting in ways disruptive to the learning of other students. While in the classroom, all electronic digital communication devices must be turned off and out of sight. Laptop computers may be used only for course-related activities with instructor permission. There may be no conversations via electronic digital communication device, whether audible or text-messaging. In an emergency situation, the instructor may give a student permission to use an electronic digital communication device. Failure to comply with this policy will result in removal from the class.

Application Papers	variable points
Interviews with Social Worker	150 points
Cultural Interview	50 points
Putting it Together Application	100 points
Final Exam	100 points
Attendance/Participation (28X4)	112 points

**Application Papers:**

Frequent application papers will be required in response to course materials and/or discussions. Papers will be assigned as materials are covered in class.

These papers should be typed, double spaced with 12 point font. Check your paper for spelling and grammar before turning it in. There should be no extra spacing between paragraphs.

Papers which are turned in late will be dropped 10% for every day they are late, including weekends, up to 50% total deduction for lateness. Papers may be rewritten for an improved grade if desired.

**Interviews with Practicing Social Workers:** 50 points for each interview.

Students will conduct 3 interviews with a practicing social worker throughout the course of the semester. Specific questions to be addressed in the interview will be provided closer to when the interview is due. A short paper, 2-4 pages, will summarize what was learned in the interview and personal reactions. These interviews will be discussed in class and compared to what students are learning from the textbook. **The interviewee must have at least 3 years of practice experience. Current social work faculty should not be interviewed.**

**Cultural Interview – 50 points**

Students will interview an international student or an immigrant to this country. The purpose is to compare cultural differences and to gain an understanding of the experience and feelings of the interviewee. This interview will be recorded with an audio version submitted to the instructor. A rubric will be provided for what is expected to be covered in the 3-5 page paper.

**Putting it Together Application – 100 points**

This assessment expects students to apply all the skills learned for assessment and implementation to a client presented through video.

**Final Exam:**

The final exam is worth 100 points (50 multiple choice questions) and will be available online in Blackboard and must be completed by Tuesday, May 7 at 11:30.

**ATTENDANCE/PARTICIPATION:**

Regular class attendance is expected. This is a critical thinking class. Critical thinking clarifies goals, examines assumptions, discerns hidden values, evaluates evidence, accomplishes actions, and assesses conclusions **Absence from class does not excuse students from assignments due that class period.**

Students may earn 6 “attendance” points per class period. Points are awarded for being in class on time, general respect to fellow students and the instructor, not using the cell phone during class, listening quietly when another person is speaking, and participation in class discussions. Attendance and participation is worth 90 points (15 class periods X 6).

**Grading Policy and Scale, Make-up Policy, Late Work**

90-100% A, 80-89% B, 70-79% C, 60-69% D, Below 60% F

Any assignment turned in late will be deducted 10% per day up to 50%.

**Writing Expectations for Social Work Courses**

The following writing expectations will be required in SOWK 161 and all subsequent courses in the social work program.

Good writing is an important aspect of good social work. Knowledge and skills that are not demonstrated in logical, succinct, non-judgmental written language have little benefit for social workers. The reports that we write to judges, probation officers, schools, parents, social service agencies, and legislators reflect

the important work that we do with clients. Written reports are a reflection of the agency and of the worker's competence. Poorly written assessments, reports, analyses, and recommendations hurt the reputation of the agency, the worker, and the profession. Poorly written paperwork can lead to loss of referrals, funding, and the disregard for the efforts and recommendations of the social work service provider.

The NASW Code of Ethics requires that social workers enhance their professional expertise. We are expected to contribute to the knowledge base of the profession. That means that we conduct research, whether it be a community analysis, program assessment, focus group, or experimental research. The Code also directs social workers to challenge social injustice. That means that social workers can be expected to write letters to legislators, newspaper editors, or community organizations.

Because of the importance of good writing, Concord's Social Work program will teach students how to write effectively. Students will be expected to translate their knowledge and skills into effective papers and reports. All papers are to be double spaced and use 12 point, Times Roman font. Papers are expected to be carefully edited with an absence of spelling and grammatical errors. Sentences and paragraphs should be concise and clear for easy reading and comprehension.

The American Psychological Association (APA) writing style is the accepted method for social work. The basics of APA will be taught in early social work classes, and students will be expected to continue to use this system in all social work papers. APA basics for all papers will include (but not limited to): title page, abstract, running head, page numbers, headings, citations, and a reference page. Students are expected to properly use numbers, quotations and avoid contractions.

#### Course Timeline (Schedule of Assignments/Assessments/Presentations)

<b>Dates</b>	<b>Topics</b>
January 15, 17	Introductions, Syllabus, Self-Assessment Kirst-Ashman Chapter 1, Summers Chapter 1
January 22, 24	Practice Skills, Kirst-Ashman Chapter 2 Summers, Chapters 7-12
January 29, 31	<b>Social Work Day at Legislature 1/31</b> <b>Practice Skills</b> , Kirst-Ashman Chapter 2 Summers, Chapters 7-12 <b>Develop group client</b>
February 5, 7	<b>Engagement &amp; Assessment</b> , Kirst-Ashman, Summers, Chapters 14 & 15, Initial Inquiry, 1 <sup>st</sup> Interview <b>1<sup>st</sup> Social Work Interview Due</b>
February 12, 14	<b>Engagement &amp; Assessment</b> Summers, Chapters 16 & 18 (Social Histories)
February 19, 21	<b>Assessment</b> , Kirst-Ashman, Summers, Chapter 17 & 19 (Mental Status Exams, DSM, Release of Information)
February 26, 28	<b>Planning</b> , Kirst-Ashman, Chapter 6 Summers, Chapters 20-21 (Developing Service Plan, Preparing for Team Meeting) <b>2nd Social Worker Interview Due</b>

March 5, 7	<b>Planning &amp; Recording</b> , Kirst-Ashman, Chapter 6-16 (Making Referral, Documentation, Monitoring, Developing Goals & Objectives)
March 11-15	<b>Spring Break</b>
March 19, 21	<b>Planning &amp; Recording</b> Summers 22-25 <b>Cultural Interview Due</b>
March 26, 28	<b>Implementation and Application</b> Kirst-Ashman, Chapter 7
April 2, 4	<b>Putting It All Together</b>
April 9, 11	<b>Termination &amp; Follow-up</b> , Kirst-Ashman, Chapter 8 Summers, Chapter 26 (Terminating)
April 16, 18	<b>Families</b> , Kirst-Ashman, Chapter 9
April 23, 25	<b>Families</b> , Kirst-Ashman, Chapter 10 <b>3<sup>rd</sup> Social Worker Interview Due</b>
April 30, May 2	<b>Values, Ethics, Cultural Competence</b> Kirst-Ashman, Chapter 11-12, Summers, Chapters 2 & 4 (Ethics & Professional Responsibility, Cultural Competence) <b>May 2 – NASW Conference in Charleston</b>
Tuesday, May 7, 11:30	Final Exam

#### **Accessibility/Accommodations:**

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

#### **Academic Dishonesty:**

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

#### **Concord University Honor Code:**

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

*"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."*

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

### **Class/Online Attendance Policy**

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

### **Emergency Alert System**

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

### **Emergency Information**

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to:

<http://www.concord.edu/administration/office-public-safety>.

### **Inclement Weather Policy**

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

#### University Closure

No students or employees are to report.

#### Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

#### Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

*\*Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

### **Student Conduct**

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

### **Sexual Harassment & Assault**

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or [titleix@concord.edu](mailto:titleix@concord.edu). Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report

any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

### **Technology Services**

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail [cuhelpdesk@concord.edu](mailto:cuhelpdesk@concord.edu).

### **Syllabus Disclaimer**

**"This syllabus is subject to change based on the needs of the class. Please check it regularly."**

### **Miscellaneous (for example):**

### **BIBLIOGRAPHY**

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- Black, C. (2001). *It will never happen to me: Growing up with addiction as youngsters, adolescents and adults*. Bainbridge Island, WV: MAC Publishing.
- Cline, F., Fay, J. (2006). *Parenting with love and logic*. Colorado Springs, CO: NavPress. Devore, W. & Schlesinger, E. (1999). *Ethnic sensitive social work practice*, (5th ed.). Boston, MA: Allyn and Bacon.
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- Hepworth, D.H., Rooney, R.H., Rooney, G.D. & Strom-Gottfried, K. (2013). *Direct social work practice*. Belmont, CA: Cengage.
- Lerner, H. (1985). *Dance of anger*. New York: One Spirit.
- Lerner, H. (1993) *Dance of deception*. New York: One Spirit.
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- Papp, P. (1994) *Process of change*. New York: Guilford Press.
- Phelan, T. (2010). *1-2-3 Magic: Effective Discipline for Children 2-12*. Glen Ellyn, IL: ParentMagic, Inc.
- Satir, V., Stachowieck, J., Taschman, H.A. (2013). *Helping families to change*. New York: James Aronson, Inc.
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- Sheafor, B. & Horejsi, C. (2014). *Techniques and guidelines for social work practice*, (10th ed.). Upper Saddle River, NJ: Prentice Hall. Allyn and Bacon.
- Shulman, L. (2009). *The skills of helping individuals, families, groups, and communities*, (6th ed.). Belmont, CA: Brooks/Cole.
- Sue, D.W., & Sue, D. (2015). *Counseling the culturally diverse: Theory and practice*, (7th ed.). Hoboken, NJ: Wiley.
- Walsh, F. (2015) *Strengthening family resilience*, (3rd ed.). New York: Guilford. Weiner-Davis, M. (1993). *Divorce busting*. New York: Fireside.
- Weiner-Davis, M. (1995). *How to change your life and everyone in it*. New York: Fireside.