General Description:

SW 204C/D represents the third and fourth semester practice courses in the Social Work curriculum. It builds upon and expands the SW 204A/B in substantial ways. Where the SW204A/B course sequence provided an opportunity for you to achieve competence in the provision of direct and indirect services within an agency setting, it is recognized that the advanced generalist sequence will generally move toward more autonomous practice, supervisory levels of practice, and even administrative roles within organizations. Conceptually SW 204 A/B provided you with increased awareness and knowledge about generalist practice, which was then primarily shaped by the field setting in which you were placed. SW 204C/D extends this learning conceptually by demanding integration of the foundation content into the skillful independent application of social work intervention strategies within at least two levels of intervention simultaneously. To support this expected change in sophistication and function, SW 204 C/D provides advanced knowledge or skills in at least five areas: 1) Concepts, and models needed to understand concurrent practice with individuals, families, groups, organizations, and communities; 2) Exposure to and expectation of mastery of advanced practice skills to address complex contemporary practice situations including individual/family/group techniques; 3) Increased skills to concurrently address more complex indirect practice situations including supervision/administration/program evaluation techniques; 4) Ability to conduct disciplined and systematic practice based on clearly articulated theoretical principles through exploration, synthesis, and refinement of generic and generalists competencies; and 5) Ability to engage in theoretical and practice research and evaluation activities necessary to display accountability and evidence of effective practice.

SW 204 C/D requires you to draw upon your awareness and knowledge gained in SW 202 into this course when considering the socio-political context of the problem presentation, and the potential range of interventions that dignify and fit that particular social political client’s system. SW 204 C/D requires you to have an integrated knowledge of the theories of human behavior, particularly developmental-systems-biological, small group dynamics, and the complex theories
of community and organizational behavior, so that when considering complex intervention alternatives it is being done within the context of basic theory mastery in each of these areas. In this way SW204C/D extends the SW235A/B series into concurrent level practice application.

**Specific Knowledge, Skills, and Values Competencies**

At the conclusion of this yearlong practice sequence you should be able to demonstrate mastery via written probed response, behavioral display in laboratory role-play, and behavioral display in the field practicum site of the following:

1. Knowledge of the Multi-Level relationship between social conditions, ethnic/sexual identity, economic resource availability, biological predisposition/current state and impact, psychological patterns of coping and adapting to stress and challenge, as they simultaneously impact the presentation of the client’s system’s story;

2. Knowledge of the various cycles, stages, phases, and sequences through which individuals, families, groups, communities, and organizations develop from inception/beginning through death/termination and how that impacts/informs the social work decision making process at the time of client system contact;

3. Knowledge of multiple theoretical perspectives (ecological, humanistic/existential, cognitive, ego, and learning & attachment at the micro with individuals, families-training group(s), task group, support group leadership and process theory for groups-communication, conflict, role, and quality control role theory for community and organizations) and how each influences the structure and methods of assessment & intervention;

4. Knowledge of the specific characteristics that differentiate functional/adaptive behavior(s) from non-functional/maladaptive behavior(s) in individuals, families, groups, and communities and organizations;

5. Knowledge of multiple methods, techniques, strategies of intervention, and how to determine which methods are related to which theoretical models and the timing for those strategies in the support/change process;

6. Knowledge of the interrelationship between social condition ecologically, human behavior presentation, social policy, and accountable research methodology and how to integrate your knowledge from these areas into your practice framework;

**Skills Objectives:**

Demonstrated behavioral competence (skills) in the classroom laboratory, the field practicum, and in written probes:

1. Initiating and completing accurate, in depth bio-psycho-social assessments and complex family, group, organizational, and community needs evaluations and the phenomena related to such problems as they occur within individuals, groups, families, communities, and organizations. These assessments will address at least two levels of concurrent areas of intervention (individual at the micro level and school personnel/administrators at the messo level);

2. Skill in gathering, utilizing, and evaluating data on client systems and problems as a basis for understanding their complex characteristics (i.e. assessing the individual, family, or small
group within the context of the neighborhood/organization and specifically identifying supports and barriers in those meso/macro contexts;

3. Skills in developing in collaboration with the client’s system(s) realistic goals, objectives, and techniques designed to prevent problems, promote change, and improve the quality of the transaction within/between the client’s system and the ecology in which it exists (i.e. developing collaborative linkages to address and support micro level client systems change efforts);

4. Skills at developing realistic contractual agreements and relationships with client systems that permit the coordination of interventions while encouraging and protecting the rights of the client’s system to determine its own destiny (i.e. using advocacy, brokerage, mediation skills with meso and macro systems to address and facilitate supportive commitments on behalf of the micro client system);

5. Demonstrated skillful application of intervention(s) in client systems and complex problem situations in consistent and deliberate ways that will improve, modify, or prevent dysfunction/maladaptive coping (i.e. apply a trauma specific intervention with a foster child while simultaneously training the foster parent to understand the etiological sources of trauma and intervene in reliable and supportive as in the natural environment, as well as how to advocate for the child in the mental/health system for adequate clinical services);

6. Demonstrated skills in the areas of advocacy, brokering, and networking at the meso/macro level as well as coach, a mediator, a counselor, a teacher at the micro/mezzo levels.

7. Skills at determining and using the most appropriate strategies and tools for evaluating the effectiveness of intervention in relation to those problems identified across two of the micro/messo/macro levels concurrently;

8. Skills in gathering, recording, understanding, and utilizing primary and secondary data and research findings as a basis for change in practice techniques and strategies and as a means of evaluating movement (or lack thereof) in the client’s system;

9. Skills in the effective termination of service, as well as the practice strategies necessary to increase the probability of maintenance and generalization of intervention gains post intervention. This is the essence of **EMPOWERMENT**...teaching the client to apply strategies of micro and meso intervention when faced with a life challenge in the future.

_These skills will be assessed in the professional journal, in the in-class simulations and laboratories, in the practice vignettes, in the field placement, and in the class presentations of cases from the field._

**Value Objectives**

Student/consumers are expected to have internalized, and display in their practice, as well as written probed assignments, the following values upon completion of this advanced generalist course:

1. Respect for the inherent worth and dignity of the individual, group, family, community, organization;

2. Acceptance of the client’s right to self-determination, direction, and autonomy;
3. Acceptance of the legitimacy of efforts to improve existing social conditions, institutions, systems, and policies for the welfare of the individual or group served;

4. Respect for the differences in culture, gender, race, age, ethnicity, class, and disability and an acceptance of their inherent value in practice.

Format of the Course
Student/consumers are in multiple placements, with varying degrees of autonomous concurrent (micro/messo/macro) practice opportunities, and each section of this course is made up of a mixture of student/consumers at different levels of competence in the expected areas. Realizing this reality, this course is structured within a process/experiential “laboratory type” framework. Every week is devoted to a practice demonstration/simulation using specific case material relevant to that section of the course.

Accommodation Policy
In accordance with University Policy related to support for students with a disability, every effort will be made to accommodate the multiple learning needs of students with disabilities. If you have a disability which requires some accommodation please present your request directly to Dr. Demetral to facilitate your needs in this class.

Methods of Evaluation:
Demonstration of competence is insured using the following methodologies in this course:

1. Professional Practice Journal:
Every sixth (6) week you are expected to submit a reflection journal for review and critique. You will receive feedback on a student feedback sheet completed by the professor who considers the breadth and depth of your ability to integrate the material into the field practicum, as well as style of presentation, and quality of writing. You are to:

   1. reflect on practice situations within multiple levels of intervention, collaboration experiences,
   2. address any ethical dilemmas observed,
   3. address issues related to practice with diverse populations throughout Northern California, and
   4. address particular problems experienced in the application of the advanced generalist model within your setting.

Your entries must reflect input from the field supervisor, thus insuring an integration-cross communication between the field and the classroom. This journal must be typed, and each previous cluster of entries must be kept in a cumulative folder, which will represent the year portfolio experience within the practice context. Grading 75 points each x 2 each semester. 150 points. Due October 5th & November 30th, 2006.

2. Participation in class assignments, discussions, and exercises. This includes the
completion of the readings, and the Questions Sets developed and attached to this course Outline as well as those indicated on the outline coming from either Summers or Mears. The sets for that week should be done prior to the class for which they are due. Your responses are to be handed in and graded after the discussion. **Your responses must be typed up.**

- ♦ Minimal effort/quality = 1 (equivalent to 70% or C)
- ♣ average effort/quality = 5 (equivalent to 80% or B)
- ♠ maximum effort/quality = 10 (equivalent to 90/95% or A).

In order to determine your grade on these response sets just multiply your total by the number of question sets (i.e. 9/10 x 10 = A) 100 points.

These response sets are due on 9/14, 9/21, 9/28, 10/19 (optional extra credit), 11/2 (optional extra credit), 11/9, and 11/16. You may drop your lowest, or choose one week to not hand in a response set. The grade is based on five sets (50 points).

3. **Practice Probe:**
   
   You will be provided a take-home examination/probe. This probe will be handed out on October 12th, 2006. This probe is divided into three sections. The first is definitions and clinical implication questions. The second section is four short answers. The third section examines the treatment of trauma. You will receive feedback via a printed feedback sheet. It is due on October 26th, 2006. **You will be able to break into small discussion groups on October 19th to dialogue about your outlines and approach to answering the questions.** It is intended to probe autonomous thinking, and your depth of understanding before moving on, so you need to hand it in, typed no later than October 26th. **Late examinations will be penalized one full letter grade if handed in by Friday October 27th, and two letter grades if handed in during the week of November 2nd:** Grading 150 points.

4. **Participation in class assignments, discussions, and exercises.**
   
   If you miss two (2) classes your grade will automatically be lowered one full letter grade. If you miss three (3) classes you will be dropped from the course. The class meets at noon, and a break for getting a small drink or small item for eating will be provided between 1:00 and 1:30. Please try to remain in the classroom during class as frequent disruptions resulting from students getting up and leaving are not considerate to the group and process. **Attendance Grade is determined as follows:**
   
   10 = Present, verbal and non-verbal language represent that you are psychologically supportive of classmates, the professor and their opinions, respectful of the process, prepared and sharing in the class; not frequently leaving the room; Not arriving late.
   
   8 = Present, verbal and non-verbal language represent that you are psychologically supportive of classmates, the professor and their opinions, respectful of the process, do not actively participate in the process/discussion; left room often; were late to class.
   
   6 = Leaves room excessively; attitude is less than supportive; appears to be dis-interested, not participating and avoiding contributions supportive of class; leaves class often, chronic pattern of lateness (must see Professor Demetral).

   Total possible: 130 points.

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**Texts:**

Development Project (Required for SW204C) (approx. $12.70)
2. Van Soest, D., The Global Crisis of Violence, NASW Press, 1997. (Required for SW204C) (Approx. $35.95)

Violence and Trauma as a Vulnerable Life Condition (Eight Weeks)

Module One:
Overview of the Philosophy of the Module: Introduce concepts on the multiple levels of violence and cycles of violence developed by the Violence and Development Project of the NASW. These concepts, as well as the integrated conceptual frameworks presented in the other readings assigned for this module, include a full range of the levels of interventions which may be applied to problem-solving in cases involving violence and trauma. Theories on short and long term consequences of violence and trauma will be examined in this module. There is growing recognition that acts of violence and resultant trauma produce multi-generational cycles of violence.

Session One: September 7th, 2006
* Introductions
* Course Overview & Expectations
* Assignments
* Advanced Generalist Conceptual Model Explained and Processed
* Group Process Reflection

Field Reading: Please read the second chapter of the Summers Book, Fundamentals for Practice with High Risk Populations, (pages 9-20) on “Writing the Social History” to help you formulate a social history framework for application to your field work setting.

Session Two: September 14th, 2006 (Macro) The Multi-Level Nature of Violence
* The Global Crisis of Violence and Mal-development
* Violence and Development: Understanding the Connections


Required Readings:

Answer Question Set One (four Questions) in Student Journal

Session Three: September 21st, 2006 Poverty, Violence, and Development
* Poverty as a Structural Form of Violence
*Poverty Defined
*Poverty, Violence, and Development: Making Connections
*Sustainable Human Development: A Way to Reduce Poverty and Related Forms of Violence

**Required Readings:** (Macro/Messo/Micro)
   (135 pages of Reading)

**Answer Question Set Two in Student Journal**

**Session Four, Five, & Six: September 28, October 5th & October 12th, 2006**

Violence Against Women and Children: Beyond a Family Affair
*Gender Violence
*Violence Against Children: Physical & Sexual Abuse and Neglect
*Connecting the Dots between Development and Violence against Women and Children

**Readings:** (Macro/Messo/Micro*)

September 28th (Assessment focus is on Trauma & Intervention focus on Play & Art Therapy & Projective developmental Techniques)
2. Allen-Mears, *Intervention with Children and Adolescents*, Chapter 7-8 (pages 130-174);
3. Smith and Howard, *The Impact of Previous Sexual Abuse on Children’s Adjustment in Adoptive Placement*, HANDOUT.

**Answer Question Set Three in the Student Journal**

**October 5th - Field Integration and Peer Support Session**

You have all be in your placements for a month (or some even longer). Students have found that this is the ideal time to focus on field related integration issues and provide each other with peer support. You will be provided focused questions to consider during this class devoted to field integration and peer support.

**October 5th the Field Practice Journal is Due**

October 12th Domestic Violence
1. Summers, *Fundamentals for Practice with High Risk Populations*, Chapter 4 (pages 79-141). *Case Management with Survivors of Rape and Domestic Violence*

***Dr. Shelia Bollenbach, WEAVE Guest Presentation *****

**October 5th the Field Practice Journal is Due**
Note: If you wish to have a Domestic Violence Certificate of Competency you can log onto http://www.simmons.edu/ssw/dvtraining/ and complete the seven quizzes for the seven units. Attached to this course outline is a description of the Domestic Violence Training Course at this URL site. Present your pre-test/post-test scores to Dr. Demetral for the Certificate.

Probe One will be Handed Out

Session Seven: October 19th, 2006 Ethno-Violence and Development
* Connecting the dots between Ethno-violence and Development
* Sustainable Human development as an Antidote to Ethno-violence
* Hate Issues & Ethno-violence and Ethnic Conflict at Different Levels

Readings:

Complete Question Set Four in Student Journal for Extra Credit
Video: “Can’t We All Just Get Along”
Small Group Support Session for the Mid-Term examination.

Session Eight & Nine: October 26th and November 2nd, 2006
Drug & School Violence and Development
* The Relationship of Drug-Related Violence to Development
* Reducing Drug-Related Violence through Sustainable Human Development Strategies

October 26th the Take Home Examination is due

*****Guest Speaker(s) on Teens and Addiction********

October 26th Readings: Adolescent Chemical Dependency: Assessment & Treatment

November 2nd Readings (School Violence Interventions)
2. Answer questions 3, 6, & 7 in Mears on page 469 for EXTRA CREDIT.
   The second half of this class session will be devoted to Field Peer Support

Module Two: Vulnerable Families
Strategies for Counseling Children & Their Families

Session Ten & Eleven: November 9th and November 16th, 2006
An Ecological-Developmental Framework for Helping Children
* Differential Assessment of Children’s Problems and Needs
* Necessary Background for Helping Children
* Building Relationships with All Relevant Systems
* The Bio-Psycho-Social Assessment of the Child
* Contracting, Planning Interventions, and Tracking Progress

November 9th focus is on Diagnosis and Treatment of Childhood “Behavioral Disorders”
* Behavioral assessment and treatment
* DSM IV Models of Differential Assessment & Childhood Disorders

November 16th focus is on Adolescent Depression and Suicide
* Differential Diagnosis of Mood Disorders in Adolescents
* Assessment and treatment of suicide risks

**** Assignment: 1) Answer Exercise Questions on page 63 of Summers for November 9th; 2) Answer question 1 & 4 (pg. 303 & 304) in Mears for November 16th.

Readings:
3. Read the Section of the DSM IV on Disorders in Infancy, Childhood, & Adolescence

Session Twelve: November 23rd - NO CLASS THANKSGIVING BREAK

Session Thirteen: November 30th Helping Children in Special Circumstances
* School Dropouts
* Lost childhoods: Runaway and Homeless Youth

**** Assignment: Answer Questions 2 & 5 & 6 on page 393 & 394 of Allen-Mears.

Video “Legacy of Childhood Trauma”
Field Journals Are Due on November 30th

Readings:
1. Allen-Mears, Intervention with Children and Adolescents, Text, Chapter 14 & 17. Video “Legacy of Childhood Trauma”
Session Fourteen & Fifteen: December 7th & 14th, 2006
Law & Ethics: Developing a Legally Safe Best Practice Base

Dr. Patricia Clark-Ellis, Associate Dean of the College of Health and Human Services, and Attorney at Law will facilitate two weeks of applied practice with the law. Session Fourteen will focus on the laws of child welfare and social work practice, how to develop court reports, how to write legally safe notes, etc. Session Fifteen will focus on a “hands on” role play experience of “testifying in court”. How to prepare, how to handle yourself in the courtroom context, and how to respond to subpoenas.

Reading:
1. To be provided by Dr. Demetral.

Have an excellent winter break!!!
Social Work 204C
Question Sets

Dr. David Demetral, Ph.D., LCSW

Fall 2006

Question Set One: September 14th, 2006
1. How do you define violence? What are some implications of the broadened definition of violence presented in part 1 of your educational resource (page 2 in your student version) for individual and social development?
2. Can you provide at least one example of a form of violence at each of the three levels—personal, institutional, and structural—and discuss the impact of such violence on individual development across the life span. (See part one of the educational resource p.3 for a description of the three levels of violence).

3. What are some parallels between the United States and countries of the global south in relation to the impact of violence on individual and social development? How do you define development?

4. What are the implications of the broadened definition of violence in part 1 of the Educational Resource (pg.2-3) for social work intervention(s)?

**Question Set Two: September 21st, 2006**

1. Part 2 of the Educational Resource Guide (pg.10) lists several causes of poverty. What are the implications of those factors for social work practice interventions?

2. What are the implications of a definition of poverty as a form of passive violence for social work intervention?

3. Case Study 2, in The Educational resource Guide (pg. 12) describes the struggles of two families with conditions of poverty in Missouri and in Mexico. How are these two families connected, both directly and indirectly?

4. Read Case Study 4 about the Grameen Bank in part 2 of The Educational Guide (pg.14) and answer the following:
   - What strengths do poor people bring to the credit scheme described in this case study?
   - How does the Grameen Bank differ from a traditional bank?
   - Why do you think the Grameen Bank has been so successful?
   - Hundreds of micro-enterprise programs have sprung up around the world, including in the United States. Do you think that such a program would work in your community? Why or Why not? What modifications would you need to make?

**Question Set Three: September 28th, 2006**

1. Social workers often work with families in which violence (battering, child abuse, and incest) is an issue. What are the implications for practice of expanding the analysis of domestic violence as a problem that is “not just a family affair”? What new strategies would be suggested?

2. In the Educational Resource Guide (pg. 22) presents examples of violence against children that are not usually considered to be child abuse. What are some of these forms of violence, and what impact, if any, would they have on practice of US social workers?

3. In working with refugee women and children, what are some of the factors that should be considered when assessing their situation(s)?

**Question Set Four: October 19th, 2006**

(Complete for Extra Credit as your Probe is being done during this week)

1. What are some ways that social workers can get involved in grassroots organizing, intervention, and advocacy in ethnic communities?

2. How can social workers help prevent an anti-immigration backlash in their agencies and the
3. Which intervention strategies can social workers use to reduce ethnoviolence at the personal, institutional, and structural levels of society?