SOCIAL WORK 204C: MULTILEVEL PRACTICE WITH PERSONS EXPERIENCING VULNERABLE LIFE CONDITIONS
FALL, 2006

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 SW 204A/B provided an opportunity for the student to achieve competence in the provision of direct and indirect services within an agency setting, it is recognized that the multilevel practitioner will generally move toward more autonomous practice, supervisory levels of practice, and even administrative roles within organizations. Conceptually SW204A/B provided increased awareness and knowledge about generalist practice, which was then primarily shaped by the field setting in which the student was placed. SW204C/D extends this learning by demanding integration of the foundation content into the skillfully independent application of social work intervention strategies with at least two levels of intervention simultaneously.

To support this expected change in sophistication and function, SW204 C/D provides advanced knowledge or skills in at least five areas. 1) Concepts, 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 direct 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 generalist 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 focuses on developing the student's capacity to think critically and systematically so that they can select from a broader range of theoretical concepts and methods, appropriate intervention strategies likely to be productive in a given time and place. This course teaches students to address complex challenges through synthesis of multilevel analysis and action.

SW 204C/D requires the student to draw upon their awareness and knowledge gained in SW 202 into this course when considering problem presentation, and the potential range of interventions that dignify and "fit" that particular social political client's system. SW 204C/D requires the student 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 these areas. In this way SW 204C/D extends the SW 235A/B series into concurrent level practice application.
Theoretical Framework:


“Social workers in practice today deal with profoundly vulnerable populations, overwhelmed by oppressive lives, and circumstances and events they are powerless to control. There problems are often intractable because they are chronic and persistent, or acute and unexpected. When community and family supports are weak or unavailable and when internal resources are impaired, these populations are very vulnerable to physical, cognitive, emotional and social deterioration. Yet, in spite of numerous risk factors and vulnerabilities, a surprisingly large number of children, for example, mature into normal, happy adults...To more fully understand the human experience, this book examines both vulnerability and risk factors as well as resilience and protective factors...”(Gitterman, p. 1)

Gitterman defines resilience as “the tendency to rebound or recoil, to return to prior state, to spring back...the study of resilience lies in the power of recovery and the protective factors that cushion” adversity. The concept of “life circumstances and events” is further developed with the focus on desperate life conditions faced by individuals, families, groups, cultures, whole communities and nations.

These courses are organized around Social Work Practice with Vulnerable Human Conditions Related to Life Circumstances and Events. Life conditions examines social work practice with vulnerable and resilient populations who essentially have to cope with chronic life conditions that have dynamic, genetic, biochemical, and physiological bases. Life circumstances and events examine social work practice with populations that often confront desperate life circumstances. The most helpful facet of this model is that it does not predict specific responses to life events, but instead emphasizes the dynamic relationship between persons and their environments and the need to recognize that a wide range of responses may be forthcoming based on coping measures, personal resources and the availability of external resources.

A second framework is focused on Trauma, whose definition continues to evolve in theory and practice. Judith Herman, in Trauma and Recovery (1992) examines post-traumatic stress disorder as a complex experience involving one or more of the following: 1) A history of subjection to totalitarian control over a prolonged period including prisoners of war, survivors of domestic violence, childhood neglect, abuse, molestation and/or sexual exploitation, 2) alterations in affect regulation, consciousness, self-perception, interpersonal relationships, and systems of meaning. (p. 121).

COURSE OBJECTIVES

Knowledge Based Objectives

1. Apply the concepts and methods of advanced multilevel practice and relate those concepts and methods to the mission and purposes of the profession; and demonstrate their application in assessments, interventions and class assignments. (C) (Meets CPS Standards-M5.4. 1, M5.7.6)

2. Understand the impact of social policy on target populations and clients and develop strategies for social action, aiming to change policy and to impact service development and delivery as demonstrated by in class exercises and assignments.(D) (Meets CPS Standards-M5.7.9)
3. Demonstrate the ability to skillfully apply and provide a rational for the use of multiple methods, techniques, strategies of intervention that are informed by theoretical models and appropriate to diverse client systems as demonstrated by class assignments. (D) (Meets CPS Standards-M5.7.8, M5.7.1)

Values Based Objectives

By the conclusion of these two courses the student is expected to be able to:

1. Internalize the social work role, its ethics, responsibilities and privileges as demonstrated by in class experiential exercises and assignments. (C & D) (Meets CPS Standards-M5.7.2, M5.4.4)

2. Apply culturally competent practice sensitive to the needs of diverse client groups and applicable to different-sized systems within a multicultural society and world as demonstrated by role plays and in class exercises. (C) (Meets CPS Standards-M5.7.4, M5.4.1)

3. Demonstrate a heightened sense of self-awareness of strengths and limitations, development of professional boundaries, awareness of transference and counter transference reactions, and ability to appropriately seek and utilize feedback as evidenced through in class exercises and class assignments. (C) (Meets CPS Standards-M5.7.3)

4. Demonstrate competence in the use of self in expediting practice interventions, based on personal reflection and accurate self-awareness as evidenced through class assignments. (D) (Meets CPS Standards-M5.7.3)

5. Consistently demonstrate skills in the various roles of multilevel practice which include, but are not limited to those of advocate, broker, coach, mediator, counselor, teacher, manager and administrator as evidenced through role plays, in class exercises, and assignments. (D) (Meets CPS Standards-M5.4.1)

Skills Based Objectives

By the conclusion of these two courses the student is expected to be able to:

1. Demonstrate leadership and decision making skills in initiating developing, and following through on a service or project as demonstrated by course assignment. (C) (Meets CPS Standards-M5.7.14)

2. Differentiate "functional/adaptive" behaviors from non-functional/maladaptive" behaviors in individuals, families, groups, organizations and communities as evidenced through in class discussions and assignments. (C) (Meets CPS Standard-M5.7.8)

3. Fully develop and articulate an integrated practice model and have the ability to apply that model informed and supported by research as evidenced through class discussions and assignments.(C) (Meets CPS Standard-M5.7.8)

4. Select and apply practice monitoring and evaluation strategies that are appropriate to the needs of the situation and are grounded in social work theory and research (both qualitative and quantitative methods), as evidenced through in class assignments and class discussions. (D) (Meets CPS Standard-M5.7.11)

Specific Competencies

By the conclusion of these two courses the student is expected to be able to:
1. Assess and intervene with multi-organizational systems with specific reference to such issues as services integration, inter-organizational cooperation, coordination and collaboration as demonstrated by in class exercises, discussions and role plays. (Meets CPS Standard-M5.7.14)

2. Apply at least three of the above theoretical perspectives, demonstrating an ability to examine the helping relationship integrating ethics, values, integrity, use of self, concepts of self-development, mutuality and social justice; with an individual, family, group and/or community as evidenced through written assignments. (Meets CPS Standards-M5.7.1, M5.7.2)

3. Demonstrate ability to critically analyze a multilevel case example from beginning to end using the theoretical models identified in this course. Based on this analysis, the student is able to coherently articulate and explain the social work process involved in the assessment and intervention plan, intervention theories to be used, intervention skills employed; develop administer and identify use of outcome measures in the process, and be able to demonstrate competence in engagement with transition/termination. The student demonstrates integration of knowledge from HBSE, Policy, Diversity and Research into the formulation. (Meets CPS Standards-M5.7.8, M5.4.4)

4. Choosing at least one of the identified theoretical models, demonstrate through in class exercises and discussions the ability to assess the relationships between community and family systemic components in vulnerable life conditions and be able to formulate interventions to address prevention of community and family dysfunction, enhance functioning of communities and families, and help remedial community and family needs. (Meets CPS Standards-M5.)

5. Utilize case and community data for needs assessment to inform program and resource development, maintenance, and enhancement; develop structures to improve delivery; and to choose, design, implement and use appropriate process and outcome evaluation methods for all levels of intervention. (Meets CPS Standards-M5.7.11)

6. Demonstrate ability to articulate a coherent and integrated understanding of violence and its traumatic consequences at the following levels: institutional, interpersonal, structural/cultural which is manifested both globally and locally. Ability to intervene at multiple levels using the four theoretical models. (Meets CPS Standards-M5.7.8, M5.4.1)

7. Demonstrate ability to select, describe, explain and apply theoretical models in the context of a leadership role in an interdisciplinary team/environment to interpret the social work role/perspective, inform decisions about program and service delivery, and plan and implement a continuum of care and interventions for users of services focusing on vulnerable life conditions, events and circumstances. (Meets CPS Standards-M5.7.14, M5.7.9)

8. Demonstrate ability to describe, explain and apply integrated health and mental health intervention strategies which promote well-being, access to services and strengthen community prevention efforts. (Meets CPS Standards-M5.7.8)

**Course Format:**

The class will be conducted as a seminar with a combination of lecture, discussion, videos, exercises, group work with each other, and the possibility of guest speakers. Student preparation and participation are integral parts of this learning experience.
The analytical case method approach will be the primary technique used for translating and applying theory into practice. The detailed case studies as well as the cases brought in by faculty and students will provide means for students to develop critical thinking and practice skills in a classroom setting. The case material presented in class may be used for class discussions, in class experiential exercises and for written and oral assignments. The cases will not only provide a bridge between the classroom and the student's field experience, but will allow the student to explore a wider variety of client systems and practice settings than may be encountered through field placements alone.

**Required Texts for SW 204C:**


**Highly Recommended**


**Course Format**

This course is conducted on a lecture-discussion-laboratory basis. Students are expected to have read all assigned readings prior to class sessions. Student preparation and participation are integral parts of this learning process. Students will lead and participate in exercises and group discussions about practice and practice issues. This will provide a special opportunity to integrate the field experience with classroom learning. Role-plays, small group discussions, one-to-one exercises, and case presentations from field sites will be utilized. Students presenting field material should safeguard client confidentiality. Students are required to share the course outline with the field instructors in order to provide guidance and integration for both field instructors and students during the field experience. I will be your field liaison this year. Please contact me if you do not believe that your needs are being met in your field placement. I take your Field Placement very seriously. Field is the heart of social work education.
Course Expectations

This course demands your active participation. In order to enhance feelings of safety and to create a positive learning environment the following must apply:

- Know your classmates. They will be your learning partners and your peer support.
- Be prompt. Attend class, the whole class period.
- Read the assigned materials.
- Do all your work.
- Get your needs met by interacting with classmates and by raising your concerns and criticism with the instructor.
- Conduct yourself in a professional, productive, respectful, and non-violent manner.

Specifically, you are expected to adhere to the following requirements.

1. **Attendance.** Attendance of the complete class period and participation in discussion are expected and will be graded. Your interest, time, and commitment to the course as well as personal/professional development are highly valued. Attending all scheduled class sessions for the full period and being prepared for class discussion and activities is required. There is no substitute or make-up for attendance and participation. As a matter of fairness and equity, missing three (3) scheduled class sessions or the equivalent loses a minimum of one (1) letter grade on the final course grade. Missing (4) four scheduled class sessions or the equivalent will result in a failure from the course and will require the student to make arrangements to meet with the Directors of the Graduate Program Director and the Division of Social Work if s/he is to continue in the MSW program.

2. **Plagiarism.** Any form of cheating or plagiarism will result in a failing grade for the course.

3. **Assignments.** It is expected that all assignments will be due on the date indicated on the syllabus, unless a decision is explicitly made and announced in class to change the due date or due to very special and unexpected circumstances. Late assignments will only be accepted with prior permission from the professor. The assignment will be reduced two full letter grades for each week the paper is late. More than 2 weeks late constitutes a failure for the assignment. Papers are to be handed in to the professor in class. If late, they are to be placed in her mailbox with a stamped date by the staff in the Division of Social Work.

4. **Assigned Readings.** Assigned readings should be completed as they correspond with the class schedule.

5. **Writing Style.** Other than those specify in the assignment requirements, apply the basic APA (American Psychological Association) style for all written assignments both in the main text and in citing references. Copies of the APA manual (5th edition) are available in the library. All written assignments should be typed and double-spaced. They must be mechanically and stylistically acceptable. Serious deficiencies in areas such as spelling, punctuation, sentence structure, and coherent organization will result in lower grades.

6. **E-mail.** All students are expected to obtain an e-mail account and to check their e-mail regularly. Some class communications will be through e-mail. You may apply for a student account through the university.

7. **Cellular phone or pager.** Unless you are expecting important phone calls (i.e., family or on-call responsibilities), please turn off your cellular phone or pager during class meeting.

8. **Field Integration:** The course outline is to be shared with your field instructor and field liaison as soon as possible after the student’s entry into the field placement. This provides guidance for us in supporting the fullest possible integration of field and class learning.

9. **Tardiness:** Being tardy is unacceptable.

10. **Class break:** We will take a 10 – 15 minute break. You are required to return to class within 10 - 15 minutes of the break, as announced daily by the professor. Chronic tardiness after break will be noted.

Ethical Practice

As developing social work professionals, it is expected that students will become familiar with and adhere to the NASW Code of Ethics. This code for professional behavior and conducts should guide your actions in class and
in the field agency setting. Ethical violations (e.g., disrespect for colleagues) may result in failure of this course, particularly if the instructor or the field instructor has previously advised a student of the violation(s).

**Students with Special Needs**

Students with disabilities that may require special accommodations are encouraged to contact the Services to Students with Disabilities. (Lassen Hall 1008, phone: 278-6955).

**Course Assignments and Grading**

In addition to the assignment specific instructions, the following criteria are applied:

- **Effective use of knowledge:** the integration of concepts, theories, and information from readings, lectures, class discussions, as well as personal points of view that are presented in professional, rational, and logical manners.

- **Organization:** An introduction, smooth relationship between ideas and between paragraphs, overall structure, and integrative conclusion.

- **Clarity:** understandability, good style and form. Syntax, grammar and spelling. References in appropriate format (use of APA format).

Please remember to always retain a duplicate copy of all your written assignments prior to submitting them for grading in the event of accidental loss or destruction.

Students are expected to complete all the work for the course on time when they are due. When special circumstances arise, the student should seek special permission from the instructor. If you need help or have questions, do not hesitate to contact the instructor.

A grade of "Incomplete" is not given automatically. The grade may be assigned only in cases of illness, accident, or other occurrences clearly beyond the student's control. It is the student's responsibility to fulfill the University's and/or Division's policies and procedures for obtaining an Incomplete for a course grade. Students who fail this policy will automatically be assigned a grade of FAIL for the course.

Each student's final grade will result from combining the grades obtained from all the assignments required by the course:

1. Oral Participation: 10% of final grade
2. Case Presentation: 10%
3. 4 Short Assignment write-ups: (5% each) 20%
4. Two Field Journal Critiques: 20%
5. Final Paper: 40%

1. **Oral Participation:** 10% of final grade. You are expected to participate in classroom discussion by integrating material from the readings of the day. While I recognize that some of you are quiet/reserved individuals, I am asking you to become more vocal and engaging. All of you have much to offer each other. I take all your questions as valid and sincere. If you have a question or input to offer regarding the content of the readings, current discussion, or field placement, assume that you have at least one other colleague who has a similar question/input to offer. I will not be measuring your participation each day. Rather, I will examine patterns and quality of your input.
2. **Case Presentation -- A detailed outline will be provided.** The assignment will be an oral presentation in class (approx 20 min). You will present a case from your work in the field.

3. **Short Assignments (Total 4)**
   The purpose of these short assignments (approx. 3–4 pages) is to integrate the class readings with your FIELD WORK. For each assignment choose 2 readings (on similar topic) and discuss how they relate to your field experience. Due: September 28, October, 19th, November 16, & December 7th. or earlier.

4. **Two field journals.** October 19th & Nov 30. Approx. 3-4 pages discussing issues in your field placement.

5. **BIOPSYCHOSOCIAL ASSESSMENT, INTERVENTION & TREATMENT PLAN.**

   **Integrative Skills Assessment Protocol** - Due: Thursday December 15, 2006
   Requirements: Use a client/client system from your field placement for this assignment. Discuss this assignment with your field instructor at the beginning of the semester. Outline for the biopsychosocial assessment, intervention and treatment plan will be handed out later in the semester. The paper will be in outline form, approximately 10-12 pages using 12 point type and one inch margins.
Course outline

Sessions 1 and 2: September 7 & 14

Topics:
Course Overview: Requirements, Expectations, and Evaluation
Field Placements
Professional Ethics
Review of conceptual Frameworks
  Ecological perspective/Risk & resilience
  Biopsychosocial framework
The role of theory in informing practice.
SW with vulnerable populations.
Trauma, violence, attachment theory.

Required Readings:


  Chapter 1. Attachment disorder as an antecedent to violent and antisocial patterns in children

  Chapter 3: A biopsychosocial conceptual framework
  Chapter 4: The biopsychosocial assessment

Session 3: September 21

Topics:  The Professional Relationship.
  Professional Self-awareness.
  Transference and counter transference.
  Use of self
  Key ethical issues
  Working with diverse client populations

Required Readings:

  Chapter 2: Key issues in clinical practice
  Chapter 3: The clinical interview and the process of assessment

  Chapter 4, 5, & 6. (reader)


**Sessions 4 & 5: September 28 & October 5**

Topics:  
Assessment and intervention with children and their families  
Child maltreatment

**Required Readings:**

Chapters 1, 2, 4 & 7

Chapter 2: Treating ADHD as attachment deficit hyperactivity disorders pp 27-63.  
Chapter 6: Permanency planning and attachment: A guide for agency practice pp147-166.  
(reader)

Chapter 14: Child Abuse & Neglect.

Allyn & Bacon. Chapter 8: The process of diagnosing, assessing, and interviewing in child abuse.

maltreatment. *Journal of Marital and Family Therapy*, 32, 221-237.

**Session 6: October 12**

Topics: Working with adolescents

**Required Readings:**


Boston MA


Watson, D., Bisesi, L & Tanamly, S. (2004). Substance use HIV intervention Program (SHIP): A school- 
based indicated prevention model for juvenile offenders in the alternative school setting *The  
Journal of Correctional Education*, 55, 236-258.

Chapter 15: Eating disorders in adolescents and young adults.

*Recommended*

**Session 7: October 19**

*Topics:* Overview of DSM IV TR  
Clinical Interventions with families and individuals affected by persistently mentally ill

*Required Readings:*

Chapter 6: Schizophrenia (pp. 63-102). Lyceum, Chicago, Ill.


**Session 8; October 26**

*Topics:* Clinical Interventions with families and individuals affected by substance abuse

*Required Readings:*

Chapter 6: Substance abuse and dependence (pp.103-145). Lyceum, Chicago, Ill.

Chapter 13: Children from substance using families

**Session 9: November 2**

*Topics:* Clinical Interventions individuals and families affected by anxiety and OCD  
*ADHD*  
*Cognitive therapy*

*Required Readings:*

Chapter 7: Panic disorder with agoraphobia and obsessive compulsive disorder (pp.146-190).  
Chaper13: Conduct disorder and attention deficit hyperactivity disorder in children and adolescents

Session 10: November 9  
Topics: Clinical Interventions individuals and families affected by depression, loss and suicide

Required Readings:

Chapter 9: Depression  
Chapter 12: Anxiety and depression in children and adolescents

Chapter 12: Children in families affected by illness and death


Session 11: November 16  
Topics: Middle phase of therapy

Required Readings

   Chapter 5: The Middle Phase -- Part 1  
   Chapter 6: The Middle Phase -- Part 2.


Thanksgiving Break

Session 12: November 30  
Topics: Social work in health settings; HIV and AIDS as a vulnerable life condition.

Required Readings:


Session 13: December 7

Topics: Social Work & Health

Required Readings:

Gitterman, A. Chapter 5: Chronic Physical Illness and Disability, 124-162. (reader)


Session 14: December 15

Topics: Termination & Wrap up