HWC 513 – 514

3 Credits per term

COURSE DESCRIPTION

HWC 514, Foundation Social Work Practice II - This course is taken concurrently with HWC 501, Field Education II and HWC 504 – Human Behavior and the Social Environment. Prerequisites are: HWC 500 and HWC 513.

This course is part of the two-semester required foundation practice sequence which introduces students to foundations of social work practice. Together HWC 513 and HWC 514 provide the foundation for generalist practice with a variety of client systems and social contexts. The values, knowledge and skills necessary for effective social work practice are emphasized. This social work practice sequence links knowledge building in the foundation year with the field education practicum by integrating theories and practice within the context of professional purpose and values. The courses are designed to be consistent with the School’s mission and professional values that emphasize service, human dignity, social and economic justice, human rights, and the development of professional integrity and competence. A strengths perspective and empowerment model for practice are emphasized.

HWC 514 Foundation Social Work Practice II is a continuation of HWC 513 – Foundation Social Work Practice I. HWC 514 revisits the helping process in greater depth with reference to the special considerations for work with groups, families, communities and organizations. It builds upon the first course in the sequence and considers the broad range of social work roles across client systems. This course deepens knowledge of generalist practice and promotes continued skill development.

This focus enhances and consolidates practice skills required to function in a variety of social work roles and activities. That is, a) foster empowerment and self-determination within individual, family, group, organizational and communities; b) enhance the quality of life for individuals, families and communities through strengthening coping mechanisms; c) identify and help secure needed resources and equitable treatment from heath, education and human service organizations; and d) advocate for social, political and economic change at the case and organizational levels to redress social and economic injustice, inequality and oppression.

EPAS – Core Competencies

2.1.1 – Identify as a professional social worker and conduct oneself accordingly
2.1.2 – Apply social work ethical principles to guide professional practice
2.1.3 – Apply critical thinking to inform and communicate professional judgments
2.1.4 - Engage diversity and difference in practice
2.1.5 - Advance human rights and social and economic justice
2.1.6 –Engage in research-informed practice and practice-informed research
2.1.7 - Apply knowledge of human behavior and the social environment
2.1.8 –Engage in policy practice to advance social and economic well-being and to
deliver effective social work services

2.1.9 - Respond to contexts that shape practice
2.1.10 (a-d) - Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities

Course Objectives
HWC 514 builds on the Values, Knowledge and Skills introduced in Social Work Practice I. Specific HWC 514 course objectives are listed below.

Values:  Students will gain an appreciation of and convey attitudes that demonstrate:
1. individual, family, group and community strengths as the basis upon which efforts towards change are best achieved
2. personal reflection as vital to self correction, ethical practice and professional identity development
3. the significance of a culture’s structures and values and how these may oppress, marginalize, alienate or create or enhance privilege and power
4. the importance of a systems assessment for effective goal planning and change
5. the significance of assuming a leadership role in professional practice

Knowledge:  Students will demonstrate comprehension and evaluation of:
1. empowerment-oriented and progressive practice models applicable across client systems (e.g. dynamics of mutual aid, family systems theory, consciousness-raising processes, political aspects of issues and egalitarian worker-client relationships)
2. the objective and subjective manifestations of oppression and how these permeate the psychosocial, political, economic and cultural aspects of people’s lives and how they impact delivery of services
3. professional social work language across a variety of intervention modalities
4. the helping process across client systems
5. structural factors, such as group, community and organizational contexts, as positive or negative influences on change
6. how organizations and agency factors affect practice and how they can be influenced
7. the way in which program evaluation knowledge and methods can be applied to practice
8. the complex factors involved in establishing and maintaining purposeful relationships when services are sought, proffered or imposed

Skills:  Students will demonstrate acquisition of the following abilities:
1. analyzing, from a strengths perspective, individual, family, group, community, and organizational capacities and potential barriers to the helping process
2. beginning skills in collaboration toward organizational and community efforts to bring social change in the direction of greater social justice and human dignity
3. establishing and maintaining purposeful relationships with client systems, community resources, other disciplines and administrative bodies for client system’s benefit
4. developing introductory skills in task groups, leadership and collaboration
5. fulfilling practice roles such as advocate, family centered counselor, case manager, group facilitator and community organizer
6. deepening capacities in critical self-reflection and commitment to social work values and principles

TEXTS FOR HWC 513-HWC 514

These texts are used for both HWC 513 and HWC 514

A. REQUIRED TEXTS

B. Supplementary Readings:
Supplemental Readings are listed for some sessions.

C. CLASS FORMAT
Classes will be conducted in a seminar format; additionally lectures, class discussions; audio-visual material, small group discussion and role-plays will be used. Students are expected to participate in these educational activities.

D. COURSE REQUIREMENTS:
A. Attendance is taken. Students are expected to attend all classes on time and remain for the entire session. Students will be graded “F” if more than three sessions are missed for unavoidable emergencies (this includes medical absences).
B. Students are expected to do the assigned readings throughout the semester.
C. There will be written assignments. All written assignments are due on the assigned date. Absence is not an excuse and late assignments will be accepted at the discretion of the instructor. A half-a-grade per week will be deducted for late assignments.
D. Students are expected to participate in class discussion.
E. Students are expected to adhere to the Stony Brook University Student Code of Conduct, the School of Social Welfare Student Code of Conduct; and to embrace the NASW Code of Ethics.

Americans with Disabilities Act:
If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

Academic Integrity:
Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report and suspected instances of academic dishonesty to the Academic Judiciary. Please refer to your graduate handbook, "To Help You Manage" for information on specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

Critical Incident Management:
In addition, Stony Brook University expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws and University regulations; and to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, and/or inhibits students’ ability to learn.

Electronic communication
COURSE GRADING:

A. CRITERIA AND COMPONENTS FOR HWC 514:
   1. Written work, including timely submission .................. 70 points
      a. Mutual Aid Group Work Assignment 15 points
      b. Process Recording 15 points
      c. Final 40 points
   2. Group Presentation ........................................ 15
   2. Quality, degree of class participation and attendance ........ 15 points

   Total ..................... 100 points

B. GRADES:

   Points       Grade
   100 – 95     A
   94 – 90      A-
   89 – 85      B+
   84 – 80      B
   79 – 75      B-
   74 – 70      C+
   69 – 65      C
   64 – 60      C-
   59 – 00      F

HWC 514 SOCIAL WORK PRACTICE II Spring Term, 2013

CLASS SCHEDULE

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HWC 514 COURSE OUTLINE

1. Systems and Ecological Perspectives
   - Review of course objectives

   **Readings:**
   Shulman Chapter 15 (p. 603-647) “Professional Impact and Helping Clients Negotiate the System.”

2. Group Work
   - Groups
     a. types – strengths and weaknesses
     b. function and purpose of group intervention
   - Review of Tuckman’s (1965) Group Stages
     a. Initiating group service - dynamics and tasks involved in forming a group
   - Micro skill application to Group work – overcoming obstacles to effective work
     a. Group assessment, mutual goal setting and evaluation of progress toward group autonomy
     b. Awareness of cultural components and role of oppression in group work
     c. Legal considerations (e.g. confidentiality, duty to warn)

   **Readings:**
   Shulman Chapter 10 (p. 341 – 386): The Preliminary Phase in Group Practice: The Group as a Mutual Aid System”
   Shulman, Chapter 13 : Working with the Individual and the Group (p. 502-572)
Assignment: The Mutual Aid Group assignment is distributed. Due on the fourth session.

Students are required to attend a mutual aid group (e.g. AA/NA/AA) and to write a report telling what happened and how the process of the group was influenced by members of the group. Student self-reflection is reinforced by asking students to examine how the assignment affected their own beliefs about alcoholism and drug addiction and Alcoholics Anonymous.

3. Group Work Processes
   - Group roles – Formal and informal, scapegoat, “deviant” member, internal leader, gatekeeper, defensive member, quiet member, monopolizer.
   - Skill development in group interventions: mediation, demand for work, clarification, reaching for feeling, thinking group, scanning, fostering cohesion, working with the individual in group, conflict resolution, universalizing experience.
   - Recognizing strengths, capacities & resources of group members.

   Readings:
   Shulman, Chapter 11 (p. 387- 435): The Beginning Phase in the Group
   Shulman, Chapter 12 (p. 436-501): The Middle Phase of Group Work

4. Family Centered Practice
   The Mutual Aid assignment is due.
   - Family life cycle
     - Social and economic influences of family life
   - Family as a system - lines of communication, confidentiality
     - The client in the family and the family in its community
     - Family/environment transactions
     - Cultural/ethnic influences
     - Roles and family structure.
     - Family dynamics – power, tracking sequences, communication patterns, coalitions, family rules, myths and secrets, boundaries.
   - Dealing with special situations – young children, the reluctant member, home visits, violence, abuse, neglect.
5. Family Centered Practice

- Models of Family Work
- Resilience
- Interviewing
- Assessment
- Goal planning
- Interventions – Models of Family Work

Readings:

6. Community Assessment

*Process Recording is due.*

- Defining and Understanding Communities
  - Profile of Community Characteristics
  - Profiles of domains of living
- Knowledge and Utilization of Services
  - Barriers to service utilization
- Existing community information system
  - Resource assessment
  - Political resources assessment

Students view “A Day’s Pay for A Day’s Labor. WEP workers organize against workfare and understand the effort required for poor and working people to transform themselves from victims of the system to fully empowered citizens who take control of their own lives.

Reading


7. Community Organizing

- Case to cause and private trouble/public issues
  - Commitment to identify unmet needs and gaps in services
- Rothman’s Three Models of Community Organization
- Influential’s, networking and environmental manipulation
  - The use of influence in persuasion, confrontation, bargaining and coercion
  - “Opportunity seizing”
  - Influence of formal and informal system functioning on coordination and the planning process
- Strategies for Intervention
  - Building consensus and communication for addressing the problem
  - Identifying goals, strategies, lobbying
  - Families of Empowerment Approaches – Social Mobilization and Power, Civic Engagement, Administrative Engagement, Civic and Service Partnerships

After reading and discussing Rothman’s “Three Models of Community Organization” (in Shulman, 2012, p. 652-653) the class is divided into three groups. Each group uses a different model – who would be at the meeting and how the problem is approached and examine the usefulness and appropriateness of each model.

Readings:
Shulman Chapter 16 (p. 649-696): Social Work Practice in the Community"
Saleebey, Chapter 6 (p. 108-121) : Key Dimensions of the Strengths Perspective in Case Management, Clinical Practice & Community Practice.

8. Understanding Organizations

- Systems theories, classic scientific management theories and human relations theories, cultural perspective, economics perspective and contingency perspective
- Social agencies as systems - boundaries, eligibility, access, channeling, interventive repertoire, adequacy of service, case integration, policy
coordination, reporting and feedback, consumer protection mechanisms, accountability

- Organizational dynamics – power structure, hierarchy, technologies, processes, goals, domains
- Theories of power and leadership
- How organizations and agency factors affect practice and how they can be influenced

Reading
Shulman, Chapter 15 (p. 603-647): “Professional Impact and Helping Clients Negotiate the System”

9. Preparing for Organizational Change
- Critically evaluate agency policies
- Forming partnerships & coalitions, mediation, conflict resolution
- Identification of system strengths and obstacles
- Weighing risks and benefits
- Strategic planning and tactics- Force field analysis, Gantt Chart

Reading

10. Difficult Situations
- Manifestations of oppression
- Power and Authority
- Becoming an Agent of Change.
- Review Code of Ethics

Students view and discuss “Farmingville,” an award-winning 79-minute documentary on the attempted murder of two Mexican day laborers in Farmingville, New York. Large
class discussion focuses on the role of social workers in ameliorating violence and discrimination.

Reading:
Lum (2004). Chapter 3 (p. 64-86): Culturally Diverse Values; Chapter 4 (p. 87-121): Social Work Knowledge theory.

11. Focus on Special Populations
- Working with LGBT individuals and couples
- Working with Elderly and their families
- Working with Children and their families
- Working with Children and Adults with Disabilities
- Working with Veterans
- Working with Immigrants

Discussion of NASW’s Social Work Core Standards for Social Workers (http://www.naswintl.org/standards.htm) with an emphasis on social worker responsibility to provide competent social work services.

Readings:
Shulman Chapter 17 (p. 697-752): Evidence Based Practice and Additional Social Work Models.

12. Social Worker Self-care and Termination – Disengagement and stabilization of change in both individual and group practice.
- Feelings about separation and loss
The many types and phases of endings (e.g. forced, planned, unplanned, voluntary, involuntary)

Factors that affect client’s capacity to disengage

Timing and Pacing

- Helping the Client to take ownership of change
  - Review and evaluation of work done
  - Anticipation of future obstacles and challenges
  - Recognition of danger signs and triggers
  - Referrals and Transfers

- Recognizing our own growth and growth points

Readings:
Shulman, Chapter 14 (p. 574-599): Endings and Transitions with Groups,
Shulman, Chapter 6 (p. 221-255):(review), Endings and Transitions.

13. **Student group presentations**

14. **Student group presentations**

15. **Student group presentations**

End of Outline
HWC 514 FINAL ASSIGNMENT

1. Students volunteer to form seven (7) groups of four students per group. Each group chooses one of the following seven assignment options. Working as a group, the four students work together to develop a creative and interactive 30-minute presentation that is performed in front of the class.

2. AND submit an 8-page group paper with a minimum of 6 APA-style citations using at minimum three (3) citations selected from assigned course readings.

3. AND prepare a 2 to 3-page Study Guide on their chosen topic for distribution to student peers in class.

The due date of the presentation and the material submission will be determined in the first class by the instructor. Each group is expected to integrate the role of oppression and discrimination in the lives of clients into presentations and papers.

1. **General Systems Theory.** Use Saleebey’s (2009, p. 192) four-quadrant framework for Assessment to develop an understanding of the case of Hari Bindranath. **Group Work. Dr. Spiegel’s Breast Cancer Group Study.**

   Using the 88-minute Core Skills of the beginning phase in group work Couples Group Work segment of Shulman’s (2009) DVD, identify the clarifying purpose and role, discuss how the social worker encourages feedback and interaction, develops consensus, encourages the emergence of internal leadership and evaluates the session. Discuss how the group developed a “culture” for sharing and risking and for providing mutual aid to one another. Explore topics such as avoiding manipulation (the secret use of power) and potential difficulties enacting Shulman’s (2009) concept of “being with both clients at the same time.”

   View the film and answer the following questions:
   
   1. What is the purpose of the group, according to Dr. Spiegel?
   2. What is the group type and structure – using Boston University’s types (Shulman, p. 305).
   3. Which of Shulman’s dynamics of mutual aid were observed within the group?
   4. Which of Shulman’s dynamics of mutual aid was referenced by Martha?
   5. What question does Dr. Spiegel hope that this study will answer?
   6. Explain the “helper therapy principle.”
   7. What effect did Debbie’s death have on the group?
   8. Identify formal and informal roles demonstrated in the group.
   9. Describe the ways in which Dr. Spiegel functioned as a caring and giving group leader.
   10. Lastly, locate Dr. Spiegel’s articles and summarize the findings from his studies. Be sure to address the question of what benefits were gained from participation in this group? Does participation in group therapy prolong survival in metastatic breast cancer patients?
2. **Understanding Organizations.** Compare¹ two dissimilar social service agencies (e.g. public vs. private, child vs. elderly clients, etc.) on the following dimensions: financing/funding sources, clientele characteristics, service provision, mechanisms for evaluating effectiveness of services. Discuss the ways in which the organizations could improve service delivery. Describe how the agencies strive to act on the ideals of social work in the less than ideal real world.

3. **Family Centered Practice.** Develop a role play, including one social worker, assigning the other three students to common family roles. Identify a field of practice as a focus (e.g. school social work, child welfare, juvenile justice) with the family. Demonstrate foundation family work skills, member roles, norms of behavior and taboo subjects. Include contracting and evaluation skills. Explore how the group attempts to influence a change toward a more constructive family culture that meets the common needs of all members while respecting individual needs of each member.

4. **Community Organizing.** In a community with which you are familiar, identify a need you believe either a community task force can address, a grassroots movement can address, or an activist movement can address (choose ONE). How would you go about working to provide a needed service or meet a community problem? Explore the critical components of empowerment oriented practice approaches (consciousness raising with respect to personal, interpersonal, organizational and political aspects of issues) and include the ways in which technology (e.g. internet) can be used.

5. **Conduct a Community Needs Assessment.** Using a community with which you are familiar, identify information you should obtain if you are to develop greater understanding of the community. Identify the ways in which you would assess how well the community carries out the functions of socialization, social control and mutual support. Pay special attention to strengths and resources. Where would you go to obtain the needed information? What data sources would you seek?

**Termination.** Create a role play the last interview with a family using Jacobs’ (2001) article “Taking Sides: A White Intern Encounters an African American Family” (see Shulman, 2012, p. 309). Summarize the key terms and concepts exemplified in the article and develop a competing scenario that illustrates culturally competent social work practice.