SW 8441 -- INDIVIDUAL, FAMILY & GROUP
PRACTICE II
FALL, 2007*

**Instructor** KathyHeltzer,MSSW,LICSW  
**Office** 220 Bohannon Hall  
**Phone** 218-726-8935 
**E-Mail** kheltzer@d.umn.edu 
**Office Hours** by appointment

### BULLETIN DESCRIPTION

SW 8441. Advanced practice: individuals, families, and small groups. (3 cr; a-f only; prereq-8112 or advanced standing msw student). Examines a range of social work practice theories and their application to practice with individuals, families, and groups. Advanced skills in assessment and intervention in addressing complex problems with a focus on micro practice. Application to diverse populations and settings.

**LEARNING OBJECTIVES**

1. Demonstrate knowledge of several theories and models for advanced social work practice with individuals, groups, and families.
2. Demonstrate advanced skills for assessing complex direct practice situations within the context of an ecological-systems perspective.
3. Demonstrate intervention strategies for addressing complex direct practice situations.
4. Demonstrate advanced knowledge and skills for direct practice with clients from diverse backgrounds, particularly American Indian

**Required Text:**


**Additional Readings for this Course**

Additional REQUIRED course reading materials are on reserve at the UMD Library. Additionally, on-line materials included on web sites have been noted in the syllabus. One of these sites is the Social Work Educator Alcohol Curriculum Training Project which was developed in cooperation with the National Institute on Alcohol Abuse and Alcoholism, National Institute of Mental Health.

**Foundation Knowledge**

You will read from current texts and from the current literature, content on the various distinct and interrelated conceptual frameworks relevant to social work practice with individuals, families and groups. The material will come to life through video, role play and practitioner guest speakers. Part of your mastery of this material will involve teaching your classmates. You will also demonstrate your mastery in written papers and exams. All readings beyond the texts, will be available on electronic reserve at the UMD Library.

**Cultural Paradigms:**

1. Modern Paradigm
2. Post Modern Paradigm

**The “Four Forces” (Practice Theories):**

1. Psychodynamic
2. Cognitive/Behavioral
3. Experiential Humanistic
4. Transpersonal

**Traditional Social Work Practice Models:**


1. Problem Solving Model
2. Psychosocial Model
3. Life Model
4. Task Centered Model

Postmodern Social Work Practice Models:
1. Solution Focused Model
2. Narrative Model
3. Transpersonal Model

Practice Perspectives Used in Social Work:
1. Ecological/Social Systems Perspective
2. Strengths Perspective
3. Deficit Perspective
4. Aboriginal Perspective
5. Feminist Perspective
6. Constructivist Perspective

Practice Concepts:
- Practice Ethics
- Competency Based Practice
- Evidence Based Practice
- Practice Effectiveness
- Critical Thinking
- Cultural Competence
- Self Care
- Use of Self
- Advanced Generalist Practice
- Personal Practice Model

Application

Demonstrate application of major concepts/theories/models/perspectives/paradigms to social work practice on individual, family and small groups levels, with specific case situations. The course content from this class assumes that you have a thorough understanding of General Systems theory, the Ecological perspective, and the Task Centered approach, as well as a basic understanding of the dynamics involved in working with individuals, groups, and families.

- Demonstrate the ability to consciously apply theory to practice through class discussion, role plays, and written assignments.
- Demonstrate strength perspective to case situations.
- Demonstrate critical thinking concerning social work practice and the profession.
- Demonstrate the values, attitudes, and skills of culturally competent practice.
- Demonstrate ongoing efforts to evaluate the effectiveness of your practice on all levels.
- Maintain conscious awareness of the paradigms and practice perspectives within which you conduct your practice.

Integration

You will show the ability to place the above Foundational Knowledge into the context of Advanced Generalist Social Work Practice, recognizing the significance of micro, mezzo and macro factors, and the values and ethics of the profession. You will also identify interactions between social work practice on the micro level with mezzo and macro levels.

- Think about problems and issues in integrated ways.
- See connections between multiple concepts, theories, models, paradigms and perspective

Personal Dimensions of Practice

You will engage in reflection about your own history, personal qualities and skills that you bring to social work practice, and grow in your understanding of your innate and unique talents as a practitioner. You will demonstrate this in paper based on the Personal Practice Model (PPM) developed by Dr. Don Carpenter. You will also understand your own unique approach (personal practice model) as it relates to other social workers and the profession.

- Take pride in your social work knowledge and skills and your uniqueness as a practitioner.
- Stay positive regardless of challenges, setbacks, and disappointments.
**Interest/Caring**

Mastery of information is important but becomes meaningless in our profession, unless there is a spirit of compassion for and interest in our fellow human beings. In our profession we combine competence with compassion. It is important to know how to develop both. In class and in our readings we will explore how to express a genuine interest in and respect for our clients as growing and learning beings. We will look at the legitimate boundaries between ourselves and our clients and also at the ties that bind us all as human beings. Students will be encouraged to apply the same compassion toward themselves that they show for clients.

- Demonstrate a clear interest in social work practice and caring about social work clients.
- Demonstrate a professional curiosity about rapidly developing knowledge in social work practice.
- Demonstrate a deep curiosity about human behavior.
- Experience the satisfaction of learning.

**Learning How to Learn**

Students will gain exposure to traditional and non traditional learning tools in this course. Books, journals, and media materials will be available, and students will be expected to further their sense of themselves as lifelong learners in personal and professional arenas.

- Demonstrate familiarity with a number of major social work journals and books on theory & practice.
- Demonstrate the characteristics of an open learner
- Demonstrate that you value continuous professional improvement

**Course Assignments:**

**Class Participation/Role Plays**

The success of this graduate class is largely dependent upon a collaboration between the instructor and students. I have carefully selected reading materials and assignments to be completed BEFORE each class. Classroom activities, and even my lecture material will be prepared with the assumption that you have done the reading. Therefore, we share responsibility for the success of the classroom experience. In class you will be expected to fully participate in all classroom activities, discussions, role plays and other exercises designed to help enrich the assigned reading.

You are expected to be actively involved in class participation in this course. Class participation is defined by: 1) regular on-time attendance, 2) contributing to class discussion of reading assignments, as well as general class discussions, and 3) active participation in role-plays. You are expected to attend all scheduled class sessions, arriving on time, with excused absences granted only for reasons of extenuating circumstances as determined by the instructor. Role-plays will be utilized throughout the semester. Role-plays are the only real way that the Instructor gets to "observe" your practice skills. They also provide an opportunity for you to receive and give feedback with your fellow students.

You are expected to participate, with every effort made to protect your privacy and confidentiality. Simply stated, you cannot "make-up" a missed class where we are completing in-class activities such as role plays and class discussions.....you missed it and it will not be happening again....

**COMPARATIVE CASE ANALYSIS PAPER**

You will write an 10-15 page paper focused on a case of your choice. This paper will be an analysis of a case from two main theoretical perspectives, one of which will be the Task Centered Approach and the other chosen by you from the course content. You will provide an assessment, and potential intervention plan for a client from each of the perspectives chosen. The case study will include a written assessment based on DSM-IV criteria, a treatment plan, and individual session case notes. You will summarize in a critical discussion of the two approaches. I will provide a detailed assignment sheet with grading criteria. You may use a case from your current field practice or from your prior work/field experience.

This paper needs to be APA Style. Refer to the Department Writing Guidelines on the web or other APA Guidelines

**Personal Practice Model Assignment**

Using the Personal Practice Model, developed by Dr. Don Carpenter you will write a paper focused on your natural and acquired helping skills and practice values. The PPM is available on line in the Student Handbooks sections of our department website.

http://www.d.umn.edu/sw/MANUALS/MSWDepartmentHandbooks.htm
Note: For this course, you will be writing an “abbreviated version” of the full PPM, which is used as a Master’s Project Option in our program.

**St. Louis County Health and Human Services Conference Assignment**

All MSW students are required to attend the SLC Health and Human Services Conference at the DECC in Duluth October 18-19 in lieu of attending classes. Specific sessions will be identified that students must attend as a part of this course, and the specific course assignment is indicated on this web site. Registration information will be provided via e-mail. The 2007 St Louis County Health & Human Service Conference will be held Thursday and Friday, October 18 & 19 at the Duluth Entertainment Convention Center [DECC] The Health & Human Service Conference draws together 1600 health and human service practitioners from the public and private sectors for two days of training and networking. Our conference features more than 120 exhibits. This year’s conference theme is “Between Hope and a Hard Place”.

**ON-Line Discussions of Course Concepts/Readings**

Over the course of the semester you will be required to participate in an on-line "threaded discussion" using the WEBX threaded discussion format. The Instructor will post 6 topics for discussion over the course of the semester. Students will be required to post their comments the date indicated to receive credit. Discussions will generally be up for 2 weeks. Students are required to complete their initial posting by the time and date indicated on the WEBX discussion site and subsequent postings before the completion date indicated in order to receive credit.

**Quizzes**

Over the course of the semester, you will have occasional quizzes, either in class or on-line. These will focus on the assigned readings. The instructor will determine, based on class discussions and on-line participation, when a quiz will be given. (note to self: do the assigned readings and quizzes will be less frequent)

**Evaluation of Students/Grading**

In the MSW program, students are expected to maintain a 3.0 GPA and are evaluated on an ongoing basis with respect to the following: verbal and written communication skills; effective interpersonal skills; sensitivity to human diversity and special needs; conceptual skills to analyze situations; and other skills necessary for effective social work practice. (see MSW Student Handbook) In addition to these evaluative criteria, students in this class are graded on percentage of accumulated points on the assignments. Grades can be accessed in eGradebook.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-Line Discussion Topics (6)</td>
<td>30 points (5 points per topic)</td>
</tr>
<tr>
<td>St Louis County Human Services Conference</td>
<td>20 points</td>
</tr>
<tr>
<td>Class Participation/Role Plays</td>
<td>40 points</td>
</tr>
<tr>
<td>Class Presentation of Case Analysis</td>
<td>20 points</td>
</tr>
<tr>
<td>Comparative Case Analysis Paper</td>
<td>30 points</td>
</tr>
<tr>
<td>Personal Practice Model Assignment</td>
<td>30 points</td>
</tr>
<tr>
<td>Quizzes</td>
<td>30 points</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>200 POINTS</strong></td>
</tr>
</tbody>
</table>

A (190-200 points)
A- (180-189 points)
B+ (170-179 points)
B (160-169 points)
B- (150-159 points)
C (140-149 points)

**Course Policies**
Note 1. My highest priority is for our classroom and course work to facilitate participation and exchange. I am eager to make accommodations to guarantee to students with disabilities access to class sessions, course materials, and the activities of the class. You are encouraged to contact the Access Center—Disability Services to discuss and arrange reasonable accommodations (258 Kirby Center, tel. 726-8217). In addition, please let me know as soon as possible if you have a disability for which accommodations will be requested. Note that you are under no obligation to disclose the nature of your disability to me or other faculty.

Note 2. Students wishing to take an incomplete for the course must submit a departmental incomplete form to the Instructor for advance approval. Incompletes are discouraged, but if for some reason you are unable to complete the course requirements you must discuss this with the Instructor.

Note 3. Feedback is provided by both the instructor and other students. The class presentations and exercises encourage students to provide feedback to their classmates. This course encompasses adult learning techniques: the instructor and the students are partners in the teaching/learning process. Emphasis is placed on the students' being responsible for self-directed learning. Feedback on performance from all partners is valuable. Students with questions about their performance should make an appointment to discuss this with the Instructor.

Note 4. It is recognized that not all students have been provided extensive exposure to clients with cultural diversity, gay and lesbian issues, racial groups, etc., therefore, students are strongly encouraged to share multiple perspectives based on their experiences and backgrounds to enhance the learning of others.

Note 5. The following describes the ground rules for class discussion:

Since this course includes a variety of topics that could raise controversy or conflict, the following ground rules for how we discuss sensitive topics are proposed. These ground rules are adapted from Lynn Weber Cannon's "Fostering Positive Class, Race, and Gender Dynamics in the Classroom". which appeared in Women's Studies Quarterly, 1990. 18&2, 130-132.

We can assume that discrimination exists in many forms (e.g., sexism, racism, classism, ageism, homophobia, anti-Semitism, etc.). Any critical understanding of these various "isms" means that we need to recognize that we have been taught misinformation about our own group as well as about members of other groups. This is true for dominant (e.g., white, male, upper class, heterosexual, able-bodied, etc.) and oppressed (e.g., people of color, women, poor and working class, gay/lesbian/bisexual, disabled, Jewish, etc.) group members.

Based on these assumptions, then, let's agree that we cannot be blamed for misinformation we have learned, but we will be held accountable for repeating information after we have learned otherwise. People and groups are not to be blamed for their oppressed positions. Let's assume that people are always doing the best they can. Let's actively pursue information about our own groups and those of others. Let's share information about our own groups with other members of the class but never demean, devalue, or in any other way put down people for their own experiences. We each have an obligation to actively combat myths and stereotypes about own groups so that we can break down the walls which prohibit group cooperation and group gain. Let's create a safe environment for open discussion.

Policy Regarding Student Academic Integrity

Academic dishonesty tarnishes UMD's reputation and discredits the accomplishments of students. UMD is committed to providing students every possible opportunity to grow in mind and spirit. This pledge can only be redeemed in an environment of trust, honesty, and fairness. As a result, academic dishonesty is regarded as a serious offense by all members of the academic community. In keeping with this ideal, this course will adhere to UMD's Student Academic Integrity Policy, which can be found at www.d.umn.edu/assl/conduct/integrity. This policy sanctions students engaging in academic dishonesty with penalties up to and including expulsion from the university for repeat offenders.

Student Conduct Code

Appropriate classroom conduct promotes an environment of academic achievement and integrity. Disruptive classroom behavior that substantially or repeatedly interrupts either the instructor's ability to teach, or student learning, is prohibited. Disruptive behavior includes inappropriate use of
technology in the classroom. Examples include ringing cell phones, text-messaging, watching videos, playing computer games, doing email, or surfing the Internet on your computer instead of note-taking or other instructor-sanctioned activities.

### COURSE SCHEDULE

(All readings/web site reviews must be done BEFORE class)

<table>
<thead>
<tr>
<th>Class/Date</th>
<th>Topic/Assignment</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/6/07</td>
<td>Course Introduction Review Syllabus, course requirements, etc</td>
<td>None</td>
</tr>
<tr>
<td>9/13/07</td>
<td><strong>WEBX TUTORIAL IN COMPUTER LAB, MONT 239</strong></td>
<td>Text Chapters 1-3; NASW Code of Ethics; Stress and the Balance Within; Speaking of Faith (take a look at the web site before class; we will listen to the actual program in class...if not this week, soon)</td>
</tr>
<tr>
<td>9/13/07</td>
<td><strong>Assessment; Evidence-Based practice; Neurobiology for Clinical Social Work; DSM IV</strong></td>
<td>HIPPA site at the MN Dept of Human Services</td>
</tr>
<tr>
<td>9/20/07</td>
<td><strong>GUEST SPEAKER: LESLIE CHAPLIN, MSW, LICSW THERAPIST, SMDC</strong></td>
<td>HIPPA Law</td>
</tr>
<tr>
<td>9/20/07</td>
<td>Group discussion of material in the Surgeon General's report</td>
<td></td>
</tr>
<tr>
<td>9/27/07</td>
<td>Cross-Cultural issues in assessment and treatment</td>
<td>Text: Ch 5 Dept CulCom Packet</td>
</tr>
<tr>
<td>10/4/07</td>
<td>Practice Models: Cognitive, Behavioral, Cognitive-Behavioral; GUEST SPEAKER: RON LAKE, MSW, LICSW</td>
<td>Text: Ch 9-10 Berlin reserve Reading</td>
</tr>
<tr>
<td>10/4/07</td>
<td>ISD#709 MENTAL HEALTH TRAINER; SCHOOL SOCIAL WORK</td>
<td></td>
</tr>
<tr>
<td>10/11/07</td>
<td>Narrative Therapy; Task-Centered Model Feminist Theory and Social Work Practice</td>
<td>Text: Ch 11 Kelly Reserve Reading Turner pp 617-640 on reserve Valentich reading on Reserve</td>
</tr>
<tr>
<td>10/18/07</td>
<td>NO CLASS</td>
<td></td>
</tr>
</tbody>
</table>

It is quite possible that we may cover various topics on dates other than those specified based on availability of guest speakers, etc.

*This syllabus has been adapted from the syllabi of Geri Wilimek, MSW, LICSW and also Shirley Reierson, MSW, LICSW
SW 8441 Fall Semester 2006. Portions are also adapted from the syllabus of Mike Raschick, Ph.D.