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COURSE DESCRIPTION

This course is the second of a two-semester sequence preparing students for generalist practice guided by the values and ethics of the social work profession. Included are goal-setting and the planning, intervention and evaluation skills used with individuals, families, small groups, organizations and communities. Three lecture hours per week plus videotaping. Required of and open only to Social Work majors. Prerequisite: Minimum grade of B- in SWK301. Not open to students who have received credit for SWK300 or SWK302.

GLOBAL GOALS

1) The student will gain skills in the middle and end phases of the problem solving process with all system levels.

2) The student will be able to apply theoretical models to social work practice.

3) The student will be able to apply these skills differentially with diverse populations.

COURSE OBJECTIVES

1. The student is to become knowledgeable in the following subject areas:

   A) The theory and process of the middle phase of problem-solving with individuals, small groups, families, organizations and communities.

   B) Application of individual, group, organizational and family behavior theory relevant to social work intervention.

   C) Specific modalities of social work intervention such as counseling, case management, group work, family intervention, and community organizing.
2. **The student is to develop skills in:**

   A) Choosing intervention levels and developing plans of action.

   B) Working with client systems in the middle and end phases of intervention, including use of such modalities as case management, counseling, family counseling, organizing and working with a small mutual aid group, organizing and working with community groups and task forces; advocacy.

   C) Termination of work with client systems.

   D) Evaluation of one’s own practice: competency, effectiveness and application of values and ethics.

3. **The student will continue to refine skills of self-awareness and self-reflection.**

**METHODS USED:** The course objectives will be accomplished through the use of readings, class lecture and discussion, role-playing, discussion of case material, group exercises, videotaping and involvement in a community change project.

**ATTENDANCE:** Attendance is required for this course. The nature and substance of the course cannot be gained just from reading the texts. Class discussion, role plays, group dynamics and group exercises are an integral part of the course material. Unexcused absences will be penalized.

**STUDENT RESPONSIBILITY & INCOMPLETES:** Students are responsible for completing all course requirements and for keeping up with all that goes on in the course whether or not the students are present. Failure to do this will result in a grade of Incomplete (Incomplete) which turns into an F after a given period of time. Incompletes will be considered in the course under the following circumstances: 1) a substantial portion (usually at least 80%) of the course work has been completed; 2) the student’s record in the course is such that a passing grade can still be earned; 3) the student has made arrangement with the instructor prior to the time that final grades will be assigned; and 4) the instructor is satisfied that circumstances beyond her/his control prevented her or him from completing the required work.

**NOTICE OF NON-DISCRIMINATION:** Salem State College is committed to providing equal access to the educational experience for all students in compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act and to providing all reasonable academic accommodations, aid, or adjustments. Any student who has a documented disability requiring an accommodation, aid, or adjustment should speak to the instructor immediately. Students with Disabilities who have not previously done so should provide documentation to and schedule an appointment with the Office
for Students with Disabilities and obtain appropriate services.

**ACADEMIC DISHONESTY**: Salem State College assumes that all students come to the College with serious educational intent and expects them to be mature, responsible individuals who will exhibit high standards of honesty and personal conduct in their academic life. All forms of academic dishonesty, including plagiarism, are considered to be serious offenses against the College Community.

Definition of Academic Dishonesty: Submitting another person’s work as one’s own. This includes, for example, copying another person’s work during examinations; purchasing papers; copying papers, reports, journal articles or portions thereof; copying material from a website; copying laboratory or computer results; and presenting material from another course or paper without proper acknowledgment, citations and references.

Penalties for Academic Dishonesty: Penalties for plagiarism and academic dishonesty can include an automatic grade of F for the course as well as being reported to the Vice President, Academic Affairs, and can lead to suspension or expulsion from the College. See the current Salem State Undergraduate and Graduate Catalogues for complete descriptions of College policies on academic dishonesty and the appeals procedures.

**GRADING AND ASSIGNMENTS:**

1. Plan for a mutual aid group 15%
2. Midterm Exam 15%
3. Community Action Project 15%
4. Videotaping, skills analysis and critique 15%
5. Progress notes 5%
6. Termination Summary 5%
7. Process Recording 5%
8. Final 15%
9. Class Participation/Attendance 10%

**REQUIRED TEXTS:**


**READING PACKET:**

This must be purchased from the instructor for $15.00.
ASSIGNMENT #1: PLAN FOR MUTUAL AID GROUP

Students are to work in small work groups of 3-4 students and should submit a plan for a 10-session group which will meet for 1 1/2 hours per session. The plan should be organized into the following headings:

1. The type of group you plan to organize, target population

2. The major issues you anticipate that group members will be facing and the kind of preparatory empathy which you will have to do to prepare yourself to work with the group and these clients.

3. The major structural parameters for the group (e.g. time, place, open/closed, size etc).

4. The major obstacles you anticipate you might have in organizing the group and how you plan to overcome these obstacles.

5. Five-seven behaviorally stated goals for the group. What mechanism might you have for evaluating the goal attainment of the group?

6. An outline for the major themes of your planned 10 sessions.

7. A list of possible resources you might contact to get a program@ for the group.

8. An outline for the first group session planning out how you will spend your 90 minutes.

9. How you conceptualize the role of the social worker for and in the group.

The plan may be written in an outline fashion but should be typed and presented professionally. The group will submit a group paper for items 1-9. Each group member must submit her/his own assessment of item #10. These may be attached to the plan or submitted separately -- but should clearly identify the group and bear the name of the individual person submitting that assessment of group functioning.

10. Analyze the group process your small planning group went through to conduct the planning process. Who initiated? Who led? How did the group deal with different perspectives, ideas, conflict etc? How did decisions get made? Did each member of the group participate equally? What roles did each member
play? What micro skills were used to facilitate the group process? Did the group become a mutual aid system? Use theoretical concepts on group dynamics from the Kirst-Ashman and Hull book to illustrate your point(s). **Be forewarned:** Saying “we all worked together really well” is a woefully inadequate response.
ASSIGNMENT #2: MIDTERM

Your midterm will be entirely from the readings. It will consist of t/f, multiple choice, matching, definitions and short essay.
ASSIGNMENT #3: ON-GOING ROLE PLAY

Over the course of the semester, you will each be the social worker for a mock individual client. This assignment will entail that you meet with a classmate 10 times over the course of the semester for a 20 minute “session.” In actuality, you will meet 10 times with a classmate with you in the role of worker AND 10 times with a different classmate with you in the role of client. Hence, a total of 20 such meetings, one of which will be videotaped (see below). YOU SHOULD NOT DISCUSS THE CLIENT OR CLIENT LIFE EVENTS OR YOUR PROGRESS WITH THE CLIENT OUTSIDE OF THE “OFFICIAL” CLIENT-WORKER MEETINGS, except if you require “supervision” from the instructor. Observe the usual professional ethical principles of confidentiality and avoidance of extra-professional contacts with your “client.”

IN YOUR ROLE AS CLIENT: Choose a personal issue(s) that you would like to focus on. Be aware of the fact that you we will be role playing sessions in class so choose something that you are comfortable sharing.

IN YOUR ROLE AS WORKER: In this role, you will be responsible to organize and conduct ten 20-minute meetings with your client. During these meetings, you will try to work with the client on the presenting problem (and any other issues you pick up on that you think could be addressed.) Periodically, the instructor might ask that you spend some time in your next session focusing on some particular problem area or skill (like making a referral). You should be prepared for the fact that you will not know what the client will bring to the session each time and that there may be surprises or detours along the way.

DOCUMENTATION: After each session with your client, you will be responsible to write up and submit to the instructor a Progress Note. These will be returned to you with feedback from the instructor. Save your progress notes. At the end of the semester, you will be responsible to submit all 10 progress notes and a Termination Summary. You will be graded on this package. In addition, you will be responsible for scheduling a videotaping session in the TV studio and videotaping a session.
ASSIGNMENT #4: COMMUNITY ACTION PROJECT:

From the Community Assessment you did in Generalist Practice I, select an organization in your community that deals primarily with social change. Hopefully, you will have already identified such organizations in your community assessment. Examples of such organizations might be NSCAP, NOW, Voice of the Faithful, Mass NARAL or Mass. Citizens for Life (depending on which side of the abortion debate you support), Neighbor to Neighbor, groups lobbying around the current budget crisis or against the MCA’s exam etc. You can also contact Student Life to see if they are involved in a social change project that you can get involved in.

Contact this organization and get involved on some level. You will be responsible to find out enough about the organization to write a paper described below and to participate in one activity (attending/testifying at a hearing, picketing, making lobbying calls, collecting signatures, organizing a community education event etc.)

OUTLINE OF PAPER

1. Name, mission, general description of the organization and its goals
2. Organizational structure
3. Summary of last year’s activities: which models of community organization do they represent? What activities are planned for this/next year? Which models do these activities represent?
4. Where, how, does it get its members; recruitment?
5. Where does it get its funding?
6. What general strategies and tactics does it use
7. Who is the primary target, the secondary target(s)?
8. Describe the event you participated in. Describe the planning process for it. What micro, mezzo and macro skills did you use or did you see used? What was it like to participate in this activity? What was your affective response?
9. Evaluate the action and the organization according to theory found either in Kirst-Ashman and Hull or other readings.
ASSIGNMENT #5: VIDEOTAPING, SKILLS ANALYSIS AND CRITIQUE:

THE VIDEOTAPING SITUATION:

For this videotaping exercise, you will work with your “client” to do a 10-minute videotaping of your session. The worker is responsible to do the scheduling in the TV studio. (Note that you will be taped TWICE, once in your client role and once in your worker role.

In writing up the interview and critique, you should process record (that is, write up a word for word summary of what you consider to be the most important 5 minutes of the interview along with your thoughts & feelings about the session. The process recording, critique and videotape itself are due as indicated elsewhere in the syllabus.

In this videotaping, unlike the videotaping in Generalist Practice I, part of your grade on the assignment will be on how well you do the interviewing and demonstrate interviewing skills. The instructor will be looking for your ability to ask relevant questions, hold to focus, move the interview forward and respond on both the content and affective levels. You will NOT be graded on whether you “solve” the problem and this should not be your goal. You should be dressed professionally for your session.

CRITIQUE OUTLINE:

Use this outline to critique the videotaping experience

1. Thinking back to Generalist Practice I, what were your goals that you had for your skill development after the first videotaping you did in that class? In the work you have done with your “client” this semester, have you addressed your own goals for your skill development (these are different from the goals the “client” and you set for the work you do together.)

2. What were your session goals for this interview? How did those goals relate to what has been going on in the last several sessions and to the anticipation of termination?

3. Did you accomplish your session goals? If so, what did you do to make that happen? If not, what interfered? What might you have done differently?

4. What did you see/observe? How did the way you presented yourself physically affect the interview? How did that differ from the way you presented yourself on the first taping?
5. In what way did you assess the needs of the client at this moment? How did you accomplish that “middle-phase assessment” without starting from the beginning? In what way did you revise your assessment as you went along?

6. What did you hear? For instance:
   - Were your questions clear?
   - Did you keep the interview flowing in a direction?
   - Did you focus the interview?
   - Did you follow up the questions with other questions to reach out the interview?
   - What kinds of responses and leads did you use?

8. Elaborate on the work phase skills that you used (or should have used) including:
   - Problem-solving
   - Partializing
   - Operating on both the content level and the affective level
   - Clarifying
   - Summarizing
   - Reaching for affect
   - Moving to a deeper level of affect
   - Making the demand for work
   - Reaching for the other person’s frame of reference
   - Containment
   - Working with client ambivalence and resistance

9. What did you do, including your questioning, to help the interviewee feel at ease?

10. Evaluate your interview: What struck you most about the way you presented yourself on the tape? What, if anything, surprised you? What pleased you about the interview? What did not please you? Where did the interview falter? What did you miss?

11. If you had another interview with the “client,” what would your goals for future work be?

12. How did you see yourself improving from the first videotaping? In what ways do you think you need to continue to improve?
ASSIGNMENT # 6:

FINAL EXAMINATION:

Your final exam will be entirely from the readings. It will consist of true/false, multiple choice, matching, definitions and short essay.
BIBLIOGRAPHY


Randall-Davis, Elizabeth (1989) Strategies for Working with Culturally Diverse Communities and Clients (Bethesda MD: The Association for the Care of Children’s Needs).