HOWARD UNIVERSITY
SCHOOL OF SOCIAL WORK

DIRECT SERVICE PRACTICE (Methods II)
SWDS 305-01 (3 Credit Hours)

Semester: Spring 2010	Instructor: Elizabeth M. Bertera, PhD, LCSW-C,BCD
	Associate Professor
Day Class Meets: Thursday, Room 116	Telephone: 202-806-4731 (office, leave a message)
Class Time: 9:40 – 12.00 Noon	Office Location: Third Fl. 338
E-mail: ebertera@howard.edu or	Office Hours: Tuesday (10:00 a.m.-2:00 p.m. and
ebertera@aol.com	Thursday (12-3 p.m.), and by appointment

COURSE OVERVIEW

    A. Course Description

Direct Services Practice (Methods II) is the first course in a sequentially planned curriculum developed as a specialization in social work practice with, and on behalf of, individuals, families and small groups.   It builds upon, deepens understanding of, and facilitates integration of values and ethics, knowledge, skills and practice principles introduced in Social Work Practice and Processes.

This course must be taken with Field Instruction II. Field integration allows students to apply knowledge and enhance competencies in the areas identified in the syllabus. This course is designed to increase understanding of, and skill development in, all phases of the assessment process with a special focus on using the strengths based approach within the context of problem-solving process.   The approaches selected in this course are both evidence based and consistent with the empowerment perspective. A case study as the final paper will address various life components including theoretical underpinnings derived from ego psychology, cognitive-behavioral, solution-focused, motivational interviewing and the ecological systems theory. Assessment within this context is crucial because it forms a direct link with intervention that guides the selection of appropriate helping strategies. Attention to competencies drawn from the Council on Social Work Education (CSWE) Policy and Accreditation Standards (EPAS) will be highlighted. Our frame of reference is guided by our commitment to the Black perspective and its relevance for African Americans and other oppressed groups including women and other people of color.

B. Course WebPages Using Blackboard

The use of technology continues to be explored as a way to enhance learning in the classroom. Students can become more informed about social work issues that may not be addressed during face-to-face class time. Students taking this course will also be in field practice. This class will introduce WebPages to aid in students' exploration of the difficult issues in social work practice. Within the WebPages, a Forum will be used for exchanging ideas, opinions and unique

perspective about class content and field practice issues. Participation in the <u>Discussion Forum</u> will count as <u>class participation</u>. WebPages for this course will have several links to stimulate students,' own self-paced exploration of their concerns and issues related to this course. Students will enter the forum identified to stimulate honest discussions.   The WebPages will be password protected to limit participation to students taking this course.

Virtual Skill Laboratory (VSL)

The Direct Service Practice Virtual Skills Lab (VSL) is an interactive online application for learning the clinical skills that are at the heart of the social work curriculum and the profession. It will be a self-paced, self-enrolled activity.

The Objectives of the Virtual Lab are:

- To support a unified clinical skills teaching approach at Howard University School of Social Work

- To improve the teaching of clinical skills

- To better prepare students for their client encounters

- To provide a learning environment accessible independent of time and place

- To evaluate its utility in aiding students to further master social work skills.

Prerequisites
The prerequisites for this course are Social Work Practice and Processes, Field Instruction I and Human Behavior and the Social Environment I. Direct Services Practice interfaces appropriately with content from other related courses, such as human behavior, field instruction, and research.

The co-requisite for this course is Field Instruction II.

COURSE OBJECTIVES

- To apply and assess interviewing skills, with a focus on strong communication, interpersonal and critical thinking skills.

- To critically analyze and apply social work values and ethics, with a focus on resolving ethical dilemmas.

- To critically evaluate and apply self-awareness and professional use of self.

- To critically evaluate and apply strengths based and ecological approaches, considering the problem solving process, to assessment with individuals, families, and small groups.

- To identify and analyze empirically based knowledge and technological advances in the field of social work.

- To critically evaluate diversity within and across oppressed populations with a focus on people of African ancestry.

- To critically evaluate practice effectiveness.

- To critically examine goal setting and contracting techniques, particularly as it relates to the intervention phase.

- To critically examine the referral and termination processes in direct service practice.

- To critically examine risk and protective factors in the assessment process with a focus on opportunities for advocacy in direct service practice and the promotion of social and economic justice.

EXPECTED OUTCOMES

By the end of this course, students should be able to:

- Demonstrate strong interviewing skills with a focus on critical thinking, strong communication and interpersonal skills.

- Demonstrate the ability to resolve ethical dilemmas and integrate social work values and ethics in practice.

- Demonstrate self-awareness and the ability to engage in professional use of self.

- Demonstrate the ability to assess individuals, families and small groups using strengths based perspective and ecological framework with an understanding of the problem solving process.

- Demonstrate awareness of empirically based knowledge and technology within the assessment phase.

- Demonstrate respect and skill for assessing diversity within and across oppressed populations, with a focus on people of African ancestry.

- Demonstrate the ability to evaluate one's practice throughout the assessment process.

- Demonstrate goal setting and contracting techniques.

- Demonstrate an understanding of the referral and termination processes.

- Demonstrate knowledge of risk and protective factors and the use of advocacy to promote social and economic justice.

REQUIRED TEXTS

Hepworth, D., Rooney, R.H., Rooney, G.D. Strom-Gottfried, K., & Larsen, J. (2010). *Direct social work practice* (8th ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.

Goldstein, E. G. (1995). *Ego psychology and social work practice* (2nd ed). New York: The Free Press.

SUPPLEMENTAL TEXTS

Miller, William R, & Rollnick, Stephen (2002). *Motivational Interviewing: Preparing People for change.* Hardcover.

Boyd-Franklin, N. (2003). *Black families in therapy: Understanding the African American experience* (2nd ed). New York: The Guilford Press.

- *Selected articles and book chapters are also available on electronic reserve.*

COURSE REQUIREMENTS

Academic Integrity: Howard University Academic Code of Conduct:
"Howard University is a community of scholars composed of faculty and students both of whom must uphold the pursuit of learning and search for truth in the highest regard. Such regard requires adherence to the goal of unquestionable integrity and honesty in the discharge of teaching and learning responsibilities. Such regard allows no place for academic dishonesty regardless of any seeming advantage or gain that might accrue from such dishonesty." To better assure the realization of this goal, any student enrolled for study at the University may be disciplined for the academic infractions defined in the H-Book, 2009-2010, pp. 15-16. *Plagiarism* is a serious offense. A link to the HU Library lecture on plagiarism will be available through Blackboard. Students are required to sign a pledge of academic honesty. **The H-Book** 2009-2010 is available in CD-ROM/flash drive.

Howard University Statement on Americans with Disabilities Act Procedures
Howard University is committed to providing an educational environment that is accessible to all students. In accordance with this policy, students in need of accommodations due to a disability should contact the Office of the Dean for Special Student Services for verification and determination of reasonable accommodations as soon as possible after admission to the University, or at the beginning of each semester. The Dean of the Office of Special Student

Services can be reached at (202) 238-2420. Additional information about this policy may be obtained from the Howard University Student Handbook (H-Book), page 46.

Teaching-Learning Environment
The following are issues, which compromise the teaching-learning environment: latecomers, eating in class, unexcused absences, uninvited guests, beepers (pagers), text messaging and cellular telephones.
Consequently, you are asked to:
- Attend weekly class sessions on time.
- Complete all assigned readings and any other assignments PRIOR TO THE CLASS.
- Disengage the use of cellular phones (can place on vibration mode) and pagers, such that they do not disrupt classroom activities. No text messaging during class. Use of personal laptops is limited to note taking in class.

Instructional Methods
- Lecture presentations by the Professor
- Reading and Writing assignments
- Peer learning and group exercises
- Role plays and experiential exercises
- Use of technology for assessment/Virtual Lab
- Participation in an Online Discussion Forum/Blackboard

- Unannounced Quizzes. It is advised that you keep up with the readings as there will be unannounced quizzes that will count for your final grade.

- For final papers submitted in this course, *Turnitin.com* will be utilized to detect plagiarism.

Evaluation of Student Performance
Management and Completion of Assignments: Standards of presentation will be strictly enforced to foster the development of good academic and professional habits. All papers and written work are to be done on a computer. Papers must be presented professionally and academically sound, through use of the APA Style Manual. In addition to presentation and content, assignments must be submitted on time.

Should you need assistance in developing stronger writing skills, you can contact the Howard University Program for Academic Support Services (PASS) at 806-6971. The program is located in Room 315, Graduate School of Arts and Sciences Building (Annex III). It is critical that you secure strong writing skills. The texts that can assist you in this area are as follows:
Grammar

Hodges, J.C., & Whitten, M.E. (1984). Harbrace college handbook (9th edition) New York: Harcourt Brace Jovanovich.
Corbett, E.P. The Little English Handbook: Choices and Conventions (4th edition) (1984). Glenview, Illinois: Scott, Foresman and Company

Style

Strunk, W., Jr. & White, E.B. (1979). <u>The elements of style</u> (3rd ed). New York: Mcmillan
Williams, J.M. (1990). Style. Chicago: The University of Chicago Press.

Usage

Bernstein, T.M. (1965). The careful writer: A modern guide to English usage. New York:
Atheneum.

American Psychological Association. (2001). *APA Manual* (5th Ed.). Washington, D.C.: Author.
Szuchman, L.T. & Thomlison, B. (2000). *Writing with style: APA style for social work.*
     Belmont,CA: Wadsworth Publishing. See resources posted on Blackboard.

Mutual Aid: The exchange of telephone numbers with at least two cohorts is strongly
recommended for keeping up with assignments if you do have to miss a class (absence is not an
acceptable excuse for not knowing or accomplishing tasks). Students must receive permission
from class members and the Professor in order to tape class sessions.
Grading Criteria:
A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=<60%
Papers will be judged on clarity of writing, clear organization of ideas, ability to incorporate
class readings and lectures, demonstration of additional research, and analysis of content. All
assignments should be written using the APA Manual, unless otherwise specified. All
assignments are due <u>at the beginning of the class</u> on <u>the due date</u>; late assignments automatically
will incur a deduction of 5 points per week that they are late. Final grade determinations are in
accordance with the Student Manual. Incomplete grades are given only in extenuating
circumstances (see page 24 in H Book).

Major Assignments

Assignment	Percentage	Due Date
In class Participation, participation in Online Forum, Virtual Social Work Practice Skills Lab, class presentations, class attendance, quizzes and Experiential Assignments	33%	Ongoing
Midterm Examination	33%	March 3, 2010
Final Paper(Case Analysis)	34%	April 22, 2010

<u>Class Participation</u>
Due to the highly interactive nature of this course, class participation is essential. It is not only
the quantity of participation but also the <u>quality of interaction</u>, questions, and feedback. The
Blackboard Discussion Board will be another vehicle for class participation, especially for
students who may be shy. All Discussion Board will be identified to stimulate an honest
dialogue.

In-Class and Experiential Assignments: These assignments will augment classroom requirements and can include a demonstration of your ability to produce or participate in the following, genograms, eco-maps culturegram, case study reviews, and role plays.

Final Paper --A case study selected by professor. (Due April 22, 2010)
   1. Based upon your knowledge of human development and assessment, complete the following:
      A. Using ego psychology, Black perspective and the strengths perspective as well as your knowledge of assessment explain how you may approach the problems being experienced by the client. (**15 points**)
      B. Age, gender and race/ethnic/culture are factors that can enhance or impede mastering developmental and life tasks. Speculate about the role that you think these variables play for the client. (**10 points**)

   2. Using the information available identify and explain the following:
      A. Identify appropriate ego functions demonstrated by all members of the client. Discuss how these functions are adaptive or maladaptive. (**15 points**)
      B. Identify defense mechanisms employed by each client. Discuss how these defense mechanisms impact their lives. (**20 points**)
      C. Diagram a **genogram** or **ecomap** and **culturegram** of this client. Using the accepted symbols, indicate the relationship between family members. Explain how you would use this data in assessment and intervention activities. (**20 points**)
      D. Based on your current knowledge of the client, what would you suspect for projected ego functioning. (**10 points**)
   3. End with an evaluation of your practice using Logic Modeling. (**10 points**)

COURSE OUTLINE AND CALENDAR

Part I: Introduction to the Helping Process

January 14, 2010: Introduction to Course
A. Introduction - Diagnostic test
B. Review course syllabus
C. Define assessment
D. Overview of the Helping Process

Required Readings:
Hepworth et al 2010: Chaps. 1, 2, & 3
Reid, W.J. (2002). Knowledge for direct social work practice: An analysis of trends. *Social Service Review, 76,* 6-34.

Supplementary Readings:
Meyer, C.H. (1995). Assessment. In R.L. Edwards, L. Beebe, & J. Gary Hopps (Eds.), *Encyclopedia of social work* (19th ed., Vol. #1 A-E, p. 260-270). Washington, D.C.: NASW Press.

Morris, R. (2000). Social work's century of evolution as a profession: Choices made, opportunities lost - from the individual and society to the individual. In J.G. Hobbs & R. Morris (Eds.), *Critical reflections on the future of the profession: Social work at the millennium (*pps. 42-70). New York: The Free Press.

Miller, William R, & Rollnick, Stephen (2002). *Motivational Interviewing: Preparing People for change.* Hardcover.

January 21, 2010: Social Work Values and Ethics
A. Examine and engage in application of values clarification and self awareness
B. Examine the process of resolving ethical dilemmas (Blackboard Exercise)
C. Explore the use of technology and ethical responsibilities
Assignment: Go to the Blackboard for this course and complete a Values exercise and bring to class.
Required Readings:
Hepworth et al 2010: Ch. 4
Boyd-Franklin: Ch. 9

Landau, R. (1999). Professional socialization, ethical judgment and decision making orientation in social work. *Journal of Teaching in Social Work, 25,* 57-64.

Linzer, N. (1999). *Resolving ethical dilemmas in social work practice.* Boston, MA: Allyn and Bacon. *Ch. 6*

Supplementary Readings:
Gelman, S.R., Pollack, D. & Weiner, A. (1999). Confidentiality of social work records in the computer age. *Social Work, 44,* 243-252.

Potter, C.C. & East, J.F. (2000). Developing reflective judgment through MSW education. *Journal of Teaching in Social Work, 20,* 217-

Reamer, F.G. (2001). *The social work ethics audit: A risk management tool.* Washington, D.C.: NASW Press. Pps. 1-36

Strom-Gottfried, K. (1999). Ensuring ethical practice: An examination of NASW code violations, 1986-97. *Social Work, 45,* 251-261.

Part II: Exploring, Assessing and Planning

January 28, 2010: Interviewing Techniques and Interpersonal Skills
A. Examine the elements of the engagement phase
B. Examine interpersonal skills and how it impacts assessment
C. Explore and apply critical thinking skills to the assessment phase
E. Examine disciplined and creative use of self
F. Explore the nature of the client-worker relationship

G. Explore motivational interviewing
H Assessing Children and older adults
I. Employing confrontation

<u>Required Readings:</u>
Hepworth et al 2010: Chaps. 5 , 6, 7, & 17

<u>Supplementary Readings:</u>
Boud, D. (1999). Avoiding the traps: Seeking good practice in the use of self-assessment and
      reflection in professional courses. *Social Work Education, 18,* 121-132.

February 4, 2010: Managing Barriers to Change
<u>Video Presentation (Interviewing difficult clients)</u>

    A. Examine diversity within and between oppressed groups
    B. Explore and define cultural competence
    C. Discuss the implications of cultural competence in the assessment phase

<u>Required Readings:</u>

Hepworth et al 2010: Chapter 8, pages 175-177, Ch. 18, pages 547-550

Bertera, E.M. (2005) Cultural competence in health care social work in <u>Cultural competence in</u>
      <u>health care social work practice,</u> National Society for Social Work Leadership in Health
      Care: publishers.

Bertera, E.M. Bertera, RL, Shankar, S. (2003). Acculturation, socioeconomic factors, and
obesity
      among immigrants from El Salvador living in the Washington, D.C. area, <u>Journal of</u>
<u>Ethnic</u>
      <u>& Cultural Diversity in Social Work, 12:</u> 43-59.

Bertera, E.M., Littlefield, M.B. (2003). Evaluation of discussion forums in social work diversity
      education: A comparison of anonymous and identified participation, <u>Journal of Technology</u>
      <u>in Human Services 21:</u> 53-71

Fong, R. & Mokuau, N. (1994). Not simply "Asian Americans": Periodical literature review on
      Asians and Pacific Islanders. *Social Work, 39,* 298-306.

Green, R. G. & Colleagues (2005). The multicultural counseling inventory: A measure for
      evaluating social work student and practitioner self- perceptions of their multicultural
      competencies. *Journal of Social Work Education 41.2* 191-208.

Howard University School of Social Work. (2003). *Field instruction manual: Master of social*
      work program. Washington, D.C.: Author. Pps. V-vi *Mission statement and the Black*
      perspective.

Hodge, D.R. (2005) Social Work and the House of Islam: Orienting Practitioners to the Belief and Values of Muslims in the United States. *Journal of Social Work, 50, 162-173.*

Malgady, R.G. & Zayas, L.H. (2001). Cultural and linguistic considerations in psychodiagnosis with Hispanics: The need for an empirically informed process model. *Social Work, 46,* 39-50.

Nguyen, P.V. (2008). Perceptions of Vietnamese fathers' acculturation levels, parenting styles, and mental health outcomes of Vietnamese American adolescent immigrants. Social Work, 53, 337–346.

Schiele, J.H. (1997). The contour and meaning of Afrocentric social work. *Journal of Black Studies, 27,* 800-819.

Weaver, H.N. (1999). Indigenous people and the social work profession: Defining culturally competent services. *Social Work, 44,* 217-227.

Supplementary Readings:

Monges, M.M.K. (1999). Candace rites of passage program: The cultural context as an empowerment tool. *Journal of Black Studies, 29,* 827-840.

Ross-Sheriff, F., Jones, N. & Ibraham, F. (1997). Is the therapeutic process more effective if the client and the helping professional are of the same ethnic/cultural group? In D. De Anda (Ed.), *Controversial issues in multiculturalism* (pp. 181-199) . Boston, MA: Allyn & Bacon.

Part III: The Change Oriented Phase

February 11, 2010: Multidimensional Assessment and Assessing Family Functioning
Retrieve the Howard University School of Social Work Guide for Case Assessment off of the electronic reserve in preparation for this class session.
   A. Defining, Assessing Family Functioning in Diverse Family
   B. Family Assessment Instruments
   C. Family Rules
   D. Family Strengths
   E. Family Decision-making styles
   F. Family Life Cycle
   G. Enhancing Family Relationships
   H. Planning and Implementing Change-Oriented Strategies
   I. Crisis Intervention (Process and Procedures)
Required Reading:
Hepworth et al 2010: Chap. 10, 15, & 13
Examine assessment within family systems, with a focus on understanding familial roles
 A. Explore the different types of family community styles and structures

Boyd-Franklin: Ch. 3, 4

Early, T. & GlenMaye, L. F. (2000). Valuing families: Social work practice with families from a strengths perspective. *Social Work, 45,* 118-130.

Billingsley, A. & Morrison-Rodriguez, B. (2007). The Black family in the twenty-first century and the church as an action system: A macro perspective. In L.E. See (Ed).Human behavior in the social environment from an African American perspective. Binghamton, NY: The Haworth Press, Inc.

Bisman, C.D. (1999). Social work assessment: Case theory construction. *Families in Society, 80,* 240-256.

Hill, R. B. (2007). Enhancing the resilience of African American families. In L.E. See (Ed).Human behavior in the social environment from an African American perspective. Binghamton, NY: The Haworth Press, Inc.

Hodge, D. R. (2005). Spiritual life maps: A client –centered pictorial instrument for spiritual assessment, planning and intervention. Social Work 50 1 77-87.

Lee, J.A.B. (2001). *The empowerment approach to social work practice: Building the beloved community.* New York: Columbia University Press. *Chapter 8: Assessment for Empowerment: Content and Process.*

Rapp, C.A. (1998). *The strengths model: Case management with people suffering from severe and persistent mental illness.* New York: Oxford. *Chapter 5: Strengths assessment.*

Supplementary Readings:
Bisman, C.D. (2001). Teaching social work's biopsychosocial assessment. *Journal of Teaching in Social Work, 21*, 75-90.

Brun, C. & Rapp, R.C. (2001). Strengths based case management: Individuals' perspectives on strengths and the case manager relationship. *Social Work, 46,* 278-288.

Saleebey, D. (2002). *The strengths perspective in social work practices* (3rd Ed.). Boston, MA: Allyn & Bacon. *Chapters 5 and 7: The strengths approach to practice (5) and Assessing client's strengths: Individual, family and community empowerment.*

Carter, C.S. (1997). Using African centered principles in family preservation services. *Families in Society, 78,* 531-538.

Thomlison, B. (2002). *Family assessment handbook: An introductory practice guide to family assessment and intervention.* CA: Brooks/Cole. Chapters, 3 and 4

February 18, 2010: Ego Functions and Assessment (DSM-IV)

A. Engage in the application of Ego Psychology
B. Understand and apply the Ego and Its Functions
C. Understand and apply the Ego and Its Defenses
D. Explore the use of Ego Mastery, Adaptation and Coping
E. Examine how to conduct Ego Oriented Assessment and Interventions
E. Examine risk and protective factors particularly related to the assessment phase
F. Examine spirituality in social work practice, including issues of loss and grief
G. Explore the use of empirical based practice and evidence in assessment
H. Understand and Apply Charles D. Cowger Framework for Assessment
H. Know what the DSM-IV-TR is and how it is organized
H. Examine the Howard University School of Social Work Guide for Case Assessment (online)

Required Readings:
Hepworth et al 2010: Chaps. 8 & 9
Goldstein: Chaps, 2-5, 7

 February 25, 2010: Multidimensionality Assessment and Termination Phase
Retrieve the Howard University School of Social Work Guide for Case Assessment off of the electronic reserve in preparation for this class session
Required Readings:

Hepworth et al 2010: Chapter 19

Recommended Readings:
Bisman, C.D. (1999). Social work assessment: Case theory construction. *Families in Society, 80,* 240-256.

Lee, J.A.B. (2001). *The empowerment approach to social work practice: Building the beloved community.* New York: Columbia University Press. *Chapter 8: Assessment for Empowerment: Content and Process.*

Rapp, C.A. (1998). *The strengths model: Case management with people suffering from severe and persistent mental illness.* New York: Oxford. *Chapter 5: Strengths assessment.*

Bisman, C.D. (2001). Teaching social work's biopsychosocial assessment. *Journal of Teaching in Social Work, 21*, 75-90.

Brun, C. & Rapp, R.C. (2001). Strengths based case management: Individuals' perspectives on strengths and the case manager relationship. *Social Work, 46,* 278-288.

Cowger, C.D. (1994). Assessing for clients strengths: Clinical assessment for client empowerment. *Social Work, 39,* 262-269.

Saleebey, D. (2002). *The strengths perspective in social work practice* (3rd ed.). Boston, MA: Allyn & Bacon. *Chapters 5 and 7: The strengths approach to practice (5) and Assessing client's strengths: Individual, family and community empowerment.*

Gambrill, E. (1999) Evidence based practice: an alternative to authority-based practice. *Families in Society, 80,* 341 - 358.

Hodge, D.R. (2001). Spiritual assessment: A review of major qualitative methods and a new framework for assessing spirituality. *Social Work, 46,* 203-214.

MacDonald, G. (2001). *Effective interventions for child abuse and neglect: An evidence-based approach to planning and evaluating interventions.* New York: John Wiley and Sons. *Chapters 12 and 13: Assessment and Evidence Based Practice (12) and Strategies to Support Evidence Based Assessment (13)*

Supplementary Readings
Faul, A.C., McMurtry, S.L. & Hudson, W.W. (2001). Can empirical clinical practice techniques improve social work outcomes? *Research on Social Work Practice, 11,* 277-299.

Fraser, M.W. (Ed.). (1997). *Risk and resilience in childhood: An ecological perspective.* Washington, D.C.: NASW Press. Chs. 7 and 8

Gotterer, R. (2001). The spiritual dimension in clinical social work practice: A client perspective. *Families in Society, 82,* 187-194.

Kuhn, C.C. (1988). A spiritual inventory of the medically ill patient. *Psychiatric Medicine, 6,* 87-100.

Maguire, L. (2002). *Clinical social work: Beyond generalist practice with individuals, groups and families.* CA: Brooks/Cole. *Chapter 11, pps. 299-305: Putting It All Together: Documentation, Assessments, and Treatment Plans*

Witkin, S.L. & Harrison, W.D. (2001). Whose evidence and for what purpose? *Social Work, 46,* 293-296.

March 4, 2010: Midterm Exam – In class

March 11, 2010: Assessment with Small Groups

    A. Examine assessment within small groups, with a focus on understanding group roles
    B. Explore the different types of groups and methods of establishing groups

Required Readings:
Hepworth et al, 2010: Ch. 11

Harvey, A. R. & Rauch, J.B. (1997). A comprehensive Afrocentric rites of passage program for Black male adolescents. *Health and Social Work, 22,* 30-37.

<u>Supplementary Readings:</u>
Corey, G., Corey, M.S. & Haynes, R. (2000). Evaluation *of groups; Ethics in action; The art of integrative counseling.* Brooks/Cole:USA.

Toseland, R.W. & Rivas, R.F. (2001). *An introduction to group work practice* (4th ed). Boston, MA: Allyn & Bacon. Chs. 3, 6, 8

Saturday, March 13th – Sunday, March 21st – Spring Break

Part V: Practice Evaluation

March 25, 2010: Practice Evaluation
    A. Examine methods of evaluating your practice
    B. Examine evaluation as an ongoing process

<u>Required Readings:</u>
Hepworth et al 2010: Chapter 19

Alter, C. & Murty, S. (1997). Logic modeling: A tool for teaching practice evaluation. *Journal of Social Work Education, 33,* 103-118. (online)

Baer, J. (2001). Evaluating practice: Assessment of the therapeutic process. *Journal of Social Work Education, 37,* 127-136.

Bisman, C.D. & Hardcastle, D. (1999). A model for using research methodologies in practice. *Journal of Teaching in Social Work, 219,* 47-64.

<u>Supplementary Readings:</u>
Burgess, H., Baldwin, M., Dalrymple, J. & Thomas, J. (1999). Developing self-assessment in social work education. *Social Work Education, 18,* 133-146.

Garcia, J. A. & Floyd, CE (1999). Using single system design for student self assessment: A method for enhancing practice and integrating curriculum. *Journal of Social Work Education, 35,* 451-461.

Oles, T. P., Black, B.M. & Cramer, E. P. (1999). From attitude change to effective practice: Exploring the relationship. *Journal of Social Work Education, 35,* 87-113.

Part VI: Social Justice and Advocacy

April 1, 2010: Social Justice and Advocacy (Field Visit to St. Elizabeth Psychiatric Hospital, combined class with Dr. Mapson's.)

A. Examine the social and economic justice implications of direct service practice
B. Examine methods for direct service practitioners to engage in social justice and advocacy
C. Wrap-up and summarize course content

Required Readings:
Hepworth et al, 2006: Chapter 14

Bent-Goodley, T.B. (2001). Ida B. Wells-Barnett: An uncompromising style. In I.B. Carlton-LaNey's (Ed.), *African American leadership: An empowerment tradition in social welfare history* (pps. 87-98). Washington, D.C.: NASW Press.

Brown, A.W. & Gourdine, R. (2001). Black adolescent females: An examination of the impact of violence on their lives and perceptions of environmental supports. *Journal of the Human Behavior and the Social Environment, 4 (*4) 275-298.

Davis, K. E. & Bent-Goodley, T.B. (Eds.) (2004). The color of social policy. Council on Social Work Education.

Hoefer, R. (2005). Altering state policy: Interest group effectiveness among state – level advocacy groups. *Social Work 50* 3 219-227.

Jackson- Elmore, C. (2005). Informing state policy makers: Opportunities for social workers. *Social Work 50* 3 251-261.

Pelton, L.H. (2001). Social justice and social work. *Journal of Social Work Education, 37,* 433-439.

Stuart, P.H. (1999). Linking clients and policy: Social work's distinctive contribution. *Social Work, 44,* 335-348.

Swenson, C.R. (1998). Clinical social work's contribution to a social justice perspective. *Social Work, 43,* 527-538.

Swenson, C.R. (1998). Clinical social work's contribution to a social justice perspective. *Social Work, 43,* 527-538.

Vakalahi, H.F. O., Starks, S. H., Hendricks, C.O. (2007). Women of color as educators: Strengths and survival. Council on Social Work Education.

Van Voorhis, R. M. Hosteller, C. (2006). The impact of MSW education on social worker empowerment through social justice advocacy. *Social Work 42* 1 105-121.

Class Presentations
Students will be randomly assigned to groups

April 8, 2010: Class presentations begin (Two groups)

April 15, 2010: Class presentations continue (Two groups)

April 22, 2010 Class presentations continue – Last day of class (Two groups)

April 22, 2010- Paper is due (5 Points deduction for lateness)
Formal Classes end

Selected Bibliography

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The Howard University School of Social Work is a community of scholars, both faculty and students, set apart to discover, preserve, and impart truth in all its forms. In fidelity to this academic mission total dedication to truth and truthfulness properly marks each faculty member and student at the Howard University School of Social Work. Thus, joining the community of scholars at Howard University entails accepting the standards of academic honesty proper to the university and remaining in good standing in the community means living by those standards and upholding them.

Academic dishonesty includes but is not limited to failure to obey rules of fairness and honesty in taking examination or writing papers, plagiarism, fabrication, cheating, and facilitation of the foregoing. The HU *Student Handbook* contains a more complete description of academic dishonesty.

> The minimum disciplinary penalty imposed upon a student found to have committed an infraction(s) of the academic code of student conduct shall be no credit for the course assignment or examination in which the infraction(s) occurred; however, a more severe penalty, such as failure in the course involved or suspension from the university, may be imposed depending upon the nature and extent of the infraction(s).

I, _____, understand and accept the commitment to academic honesty and the penalties for failing to observe it, as indicated in this statement. As a student at the Howard University School of Social Work, I pledge to fulfill and uphold the obligation to academic honesty that I share with all the members of my academic community.