HOWARD UNIVERSITY
SCHOOL OF SOCIAL WORK

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

Semester: Spring 2010
Day Class Meets: Thursday, Room 116
Class Time: 9:40 – 12:00 Noon
E-mail: ebertera@howard.edu or ebertera@aol.com

Instructor: Elizabeth M. Bertera, PhD, LCSW-C,BCD
Associate Professor
Telephone: 202-806-4731 (office, leave a message)
Office Location: Third Fl. 338
Office Hours: Tuesday (10:00 a.m.-2:00 p.m. and 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 Discussion Forum will count as class participation. 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


SUPPLEMENTAL TEXTS


• 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**

Style


Usage


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 at the beginning of the class on the due date; 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

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

Due to the highly interactive nature of this course, class participation is essential. It is not only the quantity of participation but also the quality of interaction, 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  

**Supplementary Readings:**  


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


Supplementary Readings:


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  

**Required Readings:**  
Hepworth et al 2010: Chaps. 5, 6, 7, & 17  

**Supplementary Readings:**  

**February 4, 2010: Managing Barriers to Change**  
**Video Presentation (Interviewing difficult clients)**  
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  

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


**Supplementary Readings:**

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


**Supplementary Readings:**


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
F. Examine risk and protective factors particularly related to the assessment phase
G. Explore the use of empirical based practice, including issues of loss and grief
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:


**Supplementary Readings**


**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

**Supplementary Readings:**


**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

**Required Readings:**
Hepworth et al 2010: Chapter 19


**Supplementary Readings:**


**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


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


PLEDGE OF ACADEMIC HONESTY

The Howard University School of Social Work

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.