Program Objectives:

1. Understand and relate the historical antecedents of the social work profession with contemporary issues and future trends. (CPS B5.7.5)

2. Apply the problem-solving and systems perspectives when intervening with individuals, families, small groups, organizations, and communities. (CPS B5.7.6)

3. Understand and apply social work values and ethics in the context of professional practice. (CPS B5.7.2)

4. Appreciate and exhibit professional use of self in generalist practice and the appropriate use of supervision. (CPS B5.7.3, B5.7.11)

5. Understand/assess/employ appropriate social and organizational change within a social work organization, and social work delivery system. (CPS B5.7.12)

6. Analyze social policies and services effecting clients, social workers, and social agencies. (CPS B5.7.8)

7. Apply principles, concepts, and theories of evaluation to undergraduate generalist social work practice. (CPS B5.7.9)

8. Understand and assess professional practice through the application of qualitative and quantitative research methodology. (CPS B5.7.9)

9. Employ social work interventions sensitive to diverse, oppressed and disenfranchised populations. (CPS B5.7.4)

10. Apply the strengths’s perspective when working with individuals, families, small groups, organizations, and communities. (CPS B6.9)
II. COURSE DESCRIPTION

A. This course will focus on social work intervention on a micro level. Theoretical material will be presented in the context of its usefulness to generalist practice. Lectures and discussions will focus on integrating theory with practice, and the development of oneself as a professional social worker involved with individuals, families, and groups.

B. Prerequisites for the course: SWK 261, 275, & 345

III. MATERIALS


Other readings, resources, and websites as noted below and in class.

IV. OBJECTIVES

A. Knowledge

1. To develop moderate understanding of the systems model, and its applications selective intervention in the appropriate system at the appropriate time. (PO 2, 4, 6)

2. To achieve moderate self-knowledge as related to your professional development, especially regarding your professional skills when working with diversity among individuals, families, and groups. (PO 4)

3. To integrate your knowledge of social work roles with a range of selected models of practice. (PO 4)

4. To understand your personal values and successfully integrate them into a professional style. (PO 3)

5. To acquire a moderate level of knowledge in at least four specific models of social work practice. (PO 4, 9, 10, 11)

6. To learn professional responsibility for your own strengths and limitations in the setting of appropriate professional goals. (PO 10)

7. To involve you in the use of resources such as professional literature, professional organizations continued educational opportunities and self-evaluation as a means for continued professional growth. (PO 4, 8)

8. To develop your understanding of the impact of managed care on the delivery of social work services. (PO 1)

9. To develop a moderated ability to integrate practice with knowledge of human behavior in the social environment. (PO 5, 7)
10. To develop your awareness of the need for evaluation in micro practice. (PO 8)

11. To develop your understanding of the impact of social welfare policy on professional practice. (PO 6)

12. To develop your understanding of one’s personal attitudes towards diverse racial, ethnic, cultural, and lifestyle groups, examining value conflicts and ethical dilemmas. (PO 9)

13. To develop your understanding of and commitment to social justice. (PO 1-12)

B. Skills

1. To demonstrate moderate skill in interpersonal and written communication. (PO 11)

2. To demonstrate moderate skill in the use of professional relationships in a purposeful manner. (PO 4)

3. To demonstrate critical thinking within the context of the Social Work Code of Ethics. (PO 3)

4. To deepen your understanding of the complex ethical and value related practice issues in relation to your personal and professional values. (PO 3, 4)

5. To deepen your awareness of and appreciation for diversity in client systems. (PO 9)

6. To develop a moderate level of understanding of the impact of social and cultural diversity on the helping relationship. (PO 9)

7. To develop a professional identity which incorporates the values and ethics of the profession. (PO 3, 4)

IV. REQUIREMENTS

A. Attendance

1. Attendance and informed class participation are required.

2. More than one absence consult the instructor.

B. Cancellation of Class

In the event of an unforeseen illness or emergency, class may be cancelled by the instructor. Students will be notified of the official class cancellation through email at their official … @creighton.edu email address.
C. Confidentiality

This is an advanced practice class. Information provided regarding a client, or personal information shared is to be held strictly confidential.

D. Assignments

This class will involve discussions, lectures, reading, writing, student presentations, and a student-prepared video.

To support critical reading and thinking, students will submit written papers that will include references to expected class readings and discussions given in class. In addition, students will prepare a video demonstrating professional skills developed in this and other classes. There will be two tests.

E. Grading

A grade for the class will be based on the following point system:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>Goals</td>
<td>50</td>
<td>9/11</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>Values</td>
<td>25</td>
<td>9/11</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>Geno/map</td>
<td>150</td>
<td>9/25</td>
</tr>
<tr>
<td>Assignment 4</td>
<td>Consult</td>
<td>100</td>
<td>10/30</td>
</tr>
<tr>
<td>Assignment 5</td>
<td>Agency</td>
<td>100</td>
<td>11/13</td>
</tr>
<tr>
<td>Assignment 6</td>
<td>Video</td>
<td>100</td>
<td>12/4</td>
</tr>
<tr>
<td>Assignment 7</td>
<td>Selfcare</td>
<td>50</td>
<td>12/11</td>
</tr>
<tr>
<td>Class participation</td>
<td></td>
<td>125</td>
<td></td>
</tr>
<tr>
<td>Midterm</td>
<td></td>
<td>100</td>
<td>Taken in class October 9</td>
</tr>
<tr>
<td>Final</td>
<td></td>
<td>200</td>
<td>Taken in class December 11</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td></td>
<td>1,000</td>
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</tbody>
</table>

F. Grading Scale

- 100-93% = A
- 92-87% = B+
- 86-83% = B
- 82-77% = C+
- 76-73% = C
- 72-67% = D
- <66% = F

G. Late Assignments

Assignments are due on the date listed below, unless agreed and clearly stated otherwise in class. Fifteen points will be subtracted for each day a written assignments is late.

H. Class participation

Class participation will be graded for each class for a total of 9 points per class. Students must demonstrate a familiarity with the readings through questioning and/or discussion (4 points). Students must participate in class exercises and presentations (5 points).
V. CLASS PLAN

1. **Monday, August 28, 2006**
   - Introductions and Course Overview
   - Goal-setting, assignments, and Critical Thinking
   - Introduce genogram/ecomap assignment
   - Reading: [www.criticalthinking.org](http://www.criticalthinking.org)

2. **Monday, September 11, 2006**
   - History, Presentations of values, and human rights
   - Hand in Assignment #1 My class goals
   - Student Present Value Discussion—Assignment #2.
   - Discussion on human rights and practice
   - Reading: Chapter 1 and 2 in text
     - Steen's editorial in Social Work journal

3. **Monday, September 18, 2006**
   - Working with families, and family systems; normality, stages and strengths.
   - Reading: Chapter 8 in text
     - Optional: Walsh, F. (2003) Clinical views of family normality, health and dysfunction from deficit to strengths, in Walsh Chapter 2

4. **Monday, September 25, 2006**
   - Genogram and ecomaps presentations
   - Family systems interventions

5. **Monday, October 2, 2006**
   - Principles of Case Management, Pincus Minahan model, and basic skills
   - Reading: Chapter 3 and 4 in text

6. **Monday, October 9, 2006**
   - Language and structure of work with individuals Psychodynamic, Person-Centered, and Transactional Analysis; MIDTERM TEST
   - Reading: Modules 1,2,3 in text.
7. Monday, October 23, 2006
How people change: stages and motivation.
Reading: Chapter 5 in text

8. Monday, October 30, 2006
Language and structure of CBT, Choice Theory and other approaches to working with individuals
Hand in Assignment #4 Professional Interview
Reading: Modules 4,5,6, and 7
Choice Theory  http://www.wglasser.com/whatisct.htm
Ellis:  http://www.rebt.org/WhatisREBT.htm

9. Monday, November 6, 2006
Working within an organization, collaborating with other professionals, referrals, supervision,
Reading: Chapter 9 in text

Hand in Assignment #5 Agency Analysis
Reading: Chapter 10 and 12 in text
OTOC website www.otoc.org
Optional:
National educational and organizational builder:
http://www.industrialareasfoundation.org/iafabout/aboutwhy.htm

11. Monday, November 20, 2006
Working with Groups
Reading. Chapter 7 in text.

12. Monday, November 27, 2006
Evaluation, Evidence Based Practice
Reading: Chapter 11 in text.
Social Work 51:2, 147-156.

Spirituality, survival in practice and self-care
Hand in Assignment #6 VIDEO
Reading: Chapter 13 and 14 in text.
14. Date and time to be determined
Omaha immersion and agency visit

15. Monday, December 11, 2006
Hand in Assignment # 7 Selfcare plan
FINAL EXAMINATION

VI. BIBLIOGRAPHY


