

UNIVERSITY OF NORTH CAROLINA WILMINGTON

DEPARTMENT OF SOCIAL WORK

SWK 240 Basic Working Relationship Skills for Generalist Practice

FALL 2009
MW 9:30-1045
ROOM Leutze Hall 108

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962-3438 OR 395-8386

Course Description:

This course is the first of a four-part generalist practice course sequence. It introduces students to the basic working relationship skills necessary for generalist social work practice with individuals, families, groups, organizations, and communities within a diverse and multicultural society. It introduces students to an empowerment/strengths perspective for generalist practice. The course provides an introduction to basic social work record making tasks, ethics and fiduciary responsibilities, as well as policy and research implications for practice.

Purpose:

This course will be the first of a sequence of courses organized to prepare students to think and engage others from the perspectives of the generalist practice framework, thinking contextually and working within the complexities of the social environment/person interface. Utilizing a solution-focused model, it will focus on students learning and practicing the basic skills of building collaborative partnerships and working relationships necessary at all levels of generalist practice. Course content and process will cover the basics of building a collaborative relationship: starting where the client(s) is, learning to listen to the client's story and desired outcomes, collaboration with the client(s), and consideration of the client(s) situation from a generalist framework and in terms of an empowerment/strengths perspective within the context of the social environment. Students will practice the first steps in process recording and collaborative understanding of client situations. They will start the process of integrating issues of cultural diversity and individual uniqueness, as well as ethical and fiduciary responsibilities into their working relationships with others. They will begin to think in terms of a collaborative recursive evaluation of the work they are engaged in with others.

Course Objectives:

1. Students will demonstrate a basic understanding of the foundation skills for a generalist practice framework, recognizing the complexities of the person in the environment.

2. Students will have a beginning understanding of the complexities of the helping relationship and forming collaborative partnerships.
3. Students will demonstrate a beginning understanding and ability to use the concepts of empowerment, social justice, values, and strengths/solution focused practice.
4. Students will understand the importance of the collaborative nature of helping and empowerment.
5. Students will demonstrate a basic understanding and use of attending and listening skills.
6. Students will demonstrate a basic understanding and use of questions and collaborative probing.
7. Students will demonstrate a basic understanding and use of a strengths perspective/solution-focused perspective through “not knowing”, paying attention to what the client wants, identifying concrete goals, exploring for exceptions, building on client strengths/resiliency/successes, formulating feedback , monitoring what is better and working relationship.
8. Students will demonstrate a beginning understanding and use of both problem management strategies and the empowerment/strengths perspective on collaborative solution focused work.
9. Students will demonstrate a beginning understanding of the impact of social justice and social policy as it affects the worker, client(s) and the working relationship.
10. Students will demonstrate a beginning understanding of the impact of diversity on the basic working relationship in generalist social work practice.
11. Students will demonstrate a beginning understanding of both ethical and fiduciary responsibilities in the working relationship.
12. Students will demonstrate a beginning knowledge of constructing process recordings, collaborative understanding of client system situations, and recursive practice evaluation.

Required Readings:

A major task of this course is the assigned readings and exercises. This class will move at the appropriate pace to insure meaningful coverage of the material. The value of the class discussions, exercises and your assignments will depend heavily on your having read the assigned material and reacted to them critically. Exercises done in class will require that each student be prepared to participate by having readings and assignments completed when due.

Required Text:

1. DeJong, P., & Berg, I.K. (2008). **Interviewing for Solutions** (3rd Edition). Pacific Grove, CA: Brooks/Cole

Additional readings will be on reserve in the library:

Miley, O'Melia, & DuBois (2007). Generalist Social Work Practice: An Empowering Approach (5th Edition). Boston: Allyn & Bacon. Miley Text: **Appendix A** "NASW Code of Ethics (1996). Pp. 470-489. Miley Text: **Chapter 3**, Values and Multicultural Competence pp.51-76, Miley Text: Chapter 4, Strengths and Empowerment, pp. 77-99, Miley Text, **Chapter 9, Identifying Strengths**, pp. 213-240

Saleebey, D., (Ed.). (2006). The Strengths Perspective in Social Work Practice. Boston: Allyn & Bacon. **Chapter 1**, Introduction: Power to the People, **pages 1-24; Chapter 5**, The Strengths Approach to Practice, **pages 77-92.**

Cox, A. L. (2001). BSW students favor strengths/empowerment-based generalist practice. *Families in society: The journal of contemporary human services*, 82,3, pp. **305-313.**

Office Hours:

My office is located in Lakeside, room 216. I will be available at any time. If you know in advance that you would like to talk with me, it would be helpful if we could set up a convenient time for us both to meet. I am usually in my office from 7:30am to 11:30am and 1:00pm to 4:30pm every day. Please feel free to call me at home if you need to do so.

Attendance Policy:

Attendance will be taken each class period. Students are expected to attend each class session. This is particularly important with respect to class exercises and group experiences we will be engaged in during class time. Material from these class exercises and discussions are often used as questions on examinations.

The instructor will use attendance and participation as a guide to each student's final grade. If attendance has been sporadic and there is minimal participation, the instructor will adjust the final grade at his or her discretion.

Course Requirements:

A. Attendance and participation will be considered when assigning the final grade for the course at the instructor's discretion. Students must attend both the class and the lab.

B. Both in class and out of CLASS EXAMINATIONS will be given through out the semester. These will be small examines on material to be covered and material already covered. They will be worth 30 points each. The total will depend upon how we move through the material during the semester.

D. TWO RECORDINGS OF INTERVIEWS will be made by each student and turned in according to the course outline. Each student will, in addition, **WRITE UP A SERIES OF CRITIQUES** described below in “E” in his or her CASE RECORD.

E. A CASE RECORD will be kept by each student. The CASE RECORD will be used as follows:

1. Each student will write out a **brief commentary** of the readings assigned by the instructor, as well as a brief description of his or her **own reaction** to the content as to its **implications for his or her future practice** as a social worker. Readings are on RESERVE in the library. Dates for completed each of these will be determined in class. They will be turned in as they are covered during the semester.

2. A **PROCESS RECORDING** of the *FIRST INTERVIEW* done at the start of the semester and a **PROCESS RECORDING** of the *SECOND INTERVIEW* done at the end of the semester will be included in the CASE RECORD

IN ADDITION: each student will critique his or her efforts:

The *FIRST INTERVIEW* will have **TWO CRITIQUES:**

The **FIRST** will be your own personal evaluation immediately following the first interview. Base this on your concept or idea of what you think a meaningful interview should look like. Include your own personal experience (feelings and thoughts of how you felt during the interview).

The *SECOND INTERVIEW* will be at the end of the semester. **Using the material learned from the course**, please critique your effort. Make sure you include an evaluation of your skills **(1) coming from a “not knowing” position which entails: attending and listening; checking your assumptions, use of questions, open and closed; use of encouragers, paraphrasing, summarizing; echoing client’s key words; eliciting, clarifying and reflecting meanings and details of actions taken or thoughts; use of silence; affirming client’s perceptions, normalizing; self-disclosing; exploration of client’s present context and meaningful relationships of client; noticing hints of possibilities; and amplifying solution talk;** as well as paying attention to **(2) what the client wants (the problem); focusing on outcomes desired by the client and developing well formed goals; use of the miracle question; exploring for exceptions, formulating feedback; finding, amplifying and measuring client progress (like scaling), and transitions/endings. YOU WILL BE GRADED ON YOUR USE AND UNDERSTANDING OF THESE CONCEPTS.** Each concept must be addressed separately in final record.

IN ADDITION, write a **COMPARISON** of the *FIRST INTERVIEW* and the *SECOND INTERVIEW* based on **the same list of concepts and skills used for the critiques.** You must demonstrate your awareness of your skills and abilities and how they may or may not have changed over the semester.

G. Other assignments for the **CASE RECORD** will be given during class.

An example of how your CASE RECORD folder will be organized will be shown in class. All case records will be organized in the same manner. All PROCESS RECORDINGS should be typed. ALL OTHER ENTRIES should be hand written. It is important to write succinctly, thoroughly (including the essence of what needs to be communicated), and legibly to insure that others reading your case record can get the information they need.

The **CASE RECORD** with your **CRITIQUES** and **COMPARISON CRITIQUE** will be worth **200 points** (this WILL BE CONSIDERED YOUR FINAL EXAMINATION) THE NOTEBOOK SHOULD REFLECT PROFESSIONAL STANDARDS SUCH AS COMPETENT PRACTICE, SELF-REFLECTION, SOCIAL WORK KNOWLEDGE, NEATNESS, GOOD ORGANIZATION, EVIDENCE OF THOUGHTFULNESS AND ATTENTION, AS WELL AS COMPOSITION, GRAMMAR, AND SPELLING (THIS WILL COUNT FOR **30 POINTS** OF YOUR CASE RECORD **GRADE**).

TOTAL POSSIBLE POINTS FOR COURSE: TOTAL POINTS WILL BE DETERMINED BY THE NUMBER OF SMALL EXAMINATIONS GIVEN, AND CASE RECORD points.

Grading Policy:

All tests and assignments will be graded according to the following criteria:

1. Clarity and flow of discussion or presentation.
2. Answering questions **completely and thoughtfully (using concepts)**.
3. Obvious effort and attention to the material required for the assignment.
4. Writing (e.g., composition, grammar, punctuation, and spelling).
5. Neatness and organization.

NOTE: EXAMINATIONS WILL BE ACCUMULATIVE.

Grading will based on the following scale: A=90-100; B=80-89.9; C=70-79.9; D=60-69.9
F= scores below 59.9

I will use “plus” and “minus” in the final grade to differentiate efforts made by students.

The University of North Carolina at Wilmington academic honor code:

“No form of dishonesty among faculty or students will be tolerated...Academic dishonesty takes many forms, from blatant cheating, stealing, or similar misdeeds to the more subtle forms of plagiarism...” *UNCW University Catalog and Student Handbook and Code of Student Life.*

Class days
**19& 24
Aug.**

**Introduction: How easy is it to listen and to hear another person?
Social Construction/Language/Cultural context and what we hear.**

IMPORTANT: Each student will complete an initial **15 min. INTERVIEW** with a fellow classmate. It is important that these interviews be done as quickly as possible. Please do not try to look ahead in the class material to prepare for this interview. You will not be graded on your level of skill **BUT ON** your process recording, critique and comparison with the second video tape interview you will do at the end of the semester.

Taped interview and case record entry is DUE on Friday, September 5, 2008.

Class day
26 Aug

Social Work Ethics and Fiduciary Responsibilities

Readings:

Miley_Text: *Appendix A* “NASW Code of Ethics (1996). Pp. 470-489.

Cox, A L.: BSW students favor strengths/empowerment-based generalist practice. pp. 305-313.

Case record and video interviews are DUE by Friday, 11th of Sept.

Week of
31 Sept.

**Learning to Attend and to Listen to the People We Work With/
Values and Cultural Competence**

Readings: Saleebey, D. (2006). *The Strengths Perspective in Social Work Practice*. Boston: Allyn & Bacon.

Chapter 1, Introduction: Power to the People, pages 1-22;

Chapter 5, The Strengths Approach to Practice, pages 80-94.

Miley Text: *Chapter 3*, Values and Multicultural Competence pp.51-76

Week of
7 Sept.

**Continue Attending and Listening and Forming Collaborative
Partnerships**

Readings:

DeJong & Berg Text: *Chapter 1&2*, pp. 1-20

Week of
14 Sept

Opening Communication: Basic Interviewing Skills

Readings:

DeJong & Berg Text: *Chapter 3*, pp.20-51.

Week of
21 Sep

**Putting it Together with Practice: Attending/Listening/Questions
and Collaboration.**

Readings: Continue Readings From DeJong and Miley Texts:

Week of
28 Sep.

Paying Attention to What the Client Wants:

Readings: Miley Text: *Chapter 4*, Strengths and Empowerment, pp. 77-99

DeJong & Berg Text: *Chapter 4*, *Getting Started*, pp.52-75.

Fall Vacation Monday and Tuesday, October 5-6

Week of 5 Oct. Amplifying What Clients Want: Well Formed Goals

Readings:

DeJong & Berg Text: **Chapter 5**, The Miracle Question, pp. 76-101

Week of 12 Oct. Continue Paying Attention to What the Client Wants:

Readings : Continue readings

Add Miley Text, **Chapter 9**, Identifying Strengths, pp. 213-240.

Week of 19 Oct. Exploring Exceptions: Building on Client Strengths

Readings: DeJong & Berg Text: **Chapter 6**, pp103-115.and **Chapter 7**, pp.116-140

Week of 26 Oct Continue Exploring Exceptions & Formulating Feedback

Continue Readings

STARTING Next Week you will make your **SECOND** interview. PLEASE SIGN UP EARLY. Remember:

Week of 2 & 9 Nov. Continue Exploring Exceptions and Formulating Feedback

Readings: Continue the readings

Readings: Dejong & Berg ***Chapter 8***, pp. 141-172.

Week of 16 & 23 Nov. Integrating Interviewing Skills.

Readings: Continue readings and review

Thanksgiving Break starts at 10:30 PM Tuesday Night, November 24

Week of 30 Nov and 2 Dec

Readings Continue review

Wednesday, December 2nd is the last day of classes.

YOUR Final CASE RECORD IS DUE ON Friday DECEMBER 4th

Recommended Readings for further understanding and use in assignments during the course:

Araoz, D. L., & Carrese, M. A. (1996). *Solution-oriented brief therapy for adjustment disorders: A guide for providers under managed care*. New York: Brunner/Mazel.

Berg, I. K., & Kelly, S. (2000). *Building solutions in child protective services*. New York: W.W. Norton.

Berg, I.K., & Miller, S.D. (1992). *Working with the problem drinker: A solution focused approach*. New York: W.W. Norton.

Christensen, D.N., Todahl, J., & Barrett, W.C. (1999). *Solution-based casework: An introduction to clinical and case management skills in casework practice*. New York: Aldine De Gruyter.

DeJong, P., & Berg, I.K. (2002). *Interviewing for solutions* (2nd edition). Pacific Grove, CA: Brooks/Cole.

Donlan, Y. (2000). *One small step: Moving beyond trauma and therapy to a life of joy*. San Jose, CA: Authors Choice Press.

Duncan, B.L., Hubble, A.A., & Miller, S.D. (1997). *Psychotherapy with "impossible" cases: The efficient treatment of therapy veterans*. New York: W.W. Norton.

Duncan, B.L., & Miller, S.D. (2000). *The heroic client: Doing client-directed, outcome-informed therapy*. San Francisco: Jossey-Bass Publishers.

Hubble, M.A., Duncan, B.L., & Miller, S.D. (1999). *The heart and soul of change: What works in therapy*. Washington, DC: American Psychological Association.

Metcalf, L (1998). *Solution focused group therapy: Ideas for groups in private practice, schools, agencies, and treatment programs*. New York: Free Press.

Metcalf, L. (1995). *Counseling toward solutions: A practical solution-focused program for working with students, teachers, and parents*. West Nyack, NY: The Center for Applied Research in Education.(school social work)

Miller, S. D., Hubble, M.A., & Duncan, B.L. (1996). *Handbook of solution-focused brief therapy*. San Francisco: Jossey-Bass Publishers.

Nardone, G. (1996). *Brief strategic solution-oriented therapy of phobic and obsessive disorders*. Northvale, NJ: Jason Aronson, Inc.

Pichot, T., & Dolan, Y.M. (2003). *Solution-focused brief therapy: Its effective use in agency settings*. New York: Haworth Press.

Rowan, T., & O'Hanlon, B. (1999). *Solution-oriented therapy for chronic and severe mental illness*. New York: John Wiley & Sons.

Turnell, A., & Edwards, S. (1999). *Signs of safety: A solution and safety oriented approach to child protection*. New York: W.W. Norton.

Walter, J.L., & Peller, J.E. (2000). *Recreating brief therapy: Preferences and possibilities*. New York: W.W. Norton.

Walter, J.L., & Peller, J.E. (1992). *Becoming solution-focused in brief therapy*. New York: Brunner/Mazel

Webb, W, (1999). *Solutioning: Solution-focused interventions for counselors*. Philadelphia, PA: Accelerated Development.