GOVERNORS STATE UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS
DIVISION OF HEALTH AND HUMAN SERVICES

COURSE SYLLABUS

COURSE TITLE: THEORIES OF SOCIAL WORK PRACTICE
COURSE NUMBER: SOCW 355
CREDIT HOURS: Three (3)
INSTRUCTOR: Dr. Sonya Monroe-Clay
TRIMESTER: Spring/Summer, 1985
RECOMMENDED TEXTBOOK: Brill, Naomi. Working With People.

COURSE RATIONALE AND DESCRIPTION:

This course utilizes a lecture/discussion mode for teaching and learning. Students interested in the health and human services professions will benefit from becoming acquainted with the various theories which undergird the helping process. These include specific theories for intervention with individuals, families, groups, organizations and communities. In addition, students will be enabled to develop a generic core of practice knowledge and skills applicable in a wide variety of health and human services settings.

In this course students are introduced to major social work practice theories relevant to direct service generalist practice. It is designed to provide students with basic theoretical tools which will contribute to effective holistic oriented social work practice.

PREREQUISITES:

SOCW 320: Fields of Welfare Services
SOCW 350: Social Work Perspectives on Human Behavior

RELATED PROGRAM COMPETENCIES:

Social Work Practice - 3.8 (Major practice theories related to individuals, families, groups, organizations and communities)
COMPETENCIES: Upon completion of this course, the student should be able to:

1) Distinguish between the concepts of generic and generalist in relation to social work practice.
2) Identify and describe the generic principles, skills, ethics and values related to direct service social work practice.
3) Describe and analyze the generalist framework for microlevel social work practice.
4) Describe and analyze the generalist framework for macrolevel social work practice.
5) Describe and analyze the process for formulating and testing social work practice theories.
6) Describe and compare the psychosocial, problem-solving, functional and socio-behavioral theories for social work practice with individuals.
7) Describe and compare the psychoanalytic, integrative and communicative-interactive family group work theories.
8) Describe and compare the social goals, developmental, interactional, and social treatment theories of social work with organizations.
9) Describe and compare the rational-empirical, normative-reeducative, and the power-coercive theories of social work with organizations.
10) Identify and describe the locality-development, social planning, and social action theories for social work with communities.
11) Apply appropriate social work practice theories to selected social work cases.

ASSESSMENT AND EVALUATION OF STUDENT PERFORMANCE:

1. Class attendance and participation
2. Case analyses
3. Midterm examination
4. Weekly assignments - Review and discussion of questions related to reading assignments

GRADING EXPLANATION:

1. Midterm Exam............... 50
2. Two Major Case Analyses..... 100 (@ 50 points)
3. Weekly Assignments.......... 20
4. Class Attendance............. 15
5. Class Participation.......... 15

Total..............200

NOTE: Points will be deducted from your total for more than 2 absences (3 points each absence)
THEORIES OF SOCIAL WORK PRACTICE CALENDAR

TOPIC I : ORIENTATION

DATE : 5/7/85

PREPARATION : Register for Class

IN-CLASS : Discussion of administrative matters; introductions; orientation to subject of practice theories.

LEARNING OBJECTIVES : 1. To become familiar with the organization and plan of the course.
                       2. To become acquainted with classmates.
                       3. To understand the relationship between social theory and practice.
                       4. To create inner and middle circles.

TOPIC II : THE GENERIC FRAMEWORK: THE COMMON BASE

DATE : 5/9/85

PREPARATION : READ:
               Anderson - Ch. 1
               Brill - Ch. 1,5 (recommended)
               Handout - Code of Ethics

               PREPARE: One to one & one-half page written response to items 2, and 3, in Anderson, pp. 20-21.

IN-CLASS : 1. Class members share written responses to items 2 and 3, pp. 20-21.
            2. Discussion of reading, lecture.
            3. Discussion of Code of Ethics.

LEARNING OBJECTIVES : 1. To understand the meaning and significance of the generic base in social work practice.
                       2. Explore and relate specific elements of the generic base to personal beliefs and values.
TOPIC III : THE GENERALIST FRAMEWORK (MICROLEVEL)

DATE : 5/14/85

PREPARATION : READ: Anderson - Ch. 2
Brill - Ch. 3 (recommended)

IN-CLASS : 1. Lecture and discussion of readings, handout.
2. Brief role plays and discussion of case vignettes provided by instructor.

LEARNING OBJECTIVES: 1. To understand the concept of generalist social work practice.
2. To apply the generalist concept to the microlevel of social work practice utilizing a graphic analysis model.
3. To understand the usefulness of the generic base and the generalist approach for the direct-service worker.
4. To develop a beginning appreciation of the use of theoretical analysis in the selection of practice methods.

TOPIC IV : THE GENERALIST FRAMEWORK (MACROLEVEL)

DATE : 5/16/85

PREPARATION : READ: Anderson - Ch. 3
Brill - Ch. 2 (recommended)

PREPARE: FIRST MAJOR CASE ANALYSIS - Case provided by instructor. Turn in typewritten analysis following instructions given in items 1, 2, and 3, of Suggested Learning Experiences on p. 35 of Anderson.

IN-CLASS : 1. Lecture and discussion.
2. Role plays and discussion of case vignettes and reading.

LEARNING OBJECTIVES: 1. To apply the generalist approach to the macrolevel of social work practice.
2. To accurately describe the possible movement from an individual to an organizational unit of focus in one case.
3. To relate social policies of institutions or organizations to direct service social work practice.
TOPIC V : CORE PRACTICE PRINCIPLES

DATE : 5/21/85

PREPARATION : READ: Anderson - Ch. 4
Brill - Ch. 4, 5, 7 (recommended)

PREPARE: Written responses to items 1, 2, and 3, of the suggested learning experiences on pp. 69-70, Anderson.

IN-CLASS : 1. Lecture and discussion.
2. Sharing of responses to Suggested Learning Experiences 1, 2, and 3.

LEARNING OBJECTIVES : 1. To identify and understand the generic principles common to all direct service generalist social work practice.
2. To apply the principles to examples of social work practice.

TOPIC VI : CORE INTERACTIONAL SKILLS

DATE : 5/23/85

PREPARATION : READ: Anderson - Ch. 5
Brill - Ch. 9 (recommended)

WRITE: Response to item 2, pp. 88-89, Anderson.

IN-CLASS : 1. Inner Circle, Middle Circle presentations, discussion.
2. Share reactions to self-help exercise.
3. Film and discussion.

LEARNING OBJECTIVES : 1. To understand the Carkhuff Skill model, including goals, phases and skills.
2. To apply each dimension of the Carkhuff Skill model to interaction examples.
3. To understand the Shulman/Schwartz Skill model.
4. To understand the similarities and differences between the Carkhuff and Shulman/Schwartz Skill models.
5. To utilize an integration of the two models in a case analysis.
TOPIC VII: MIDTERM EXAMINATION

DATE: 5/28/85

PREPARATION: Review of previous assignments and classroom experiences.

IN-CLASS: Exam

LEARNING OBJECTIVES: 1. To demonstrate understanding of previous material presented in class.
2. To integrate the information presented in the class.
3. To relate the information acquired in the class to a variety of social work practice situations.

TOPIC VIII: BASIC THEORY AND PRACTICE THEORY

DATE: 5/30/85

PREPARATION: READ: Anderson - Ch. 6,7
Brill - Ch. 8 (recommended)

IN-CLASS: 1. Lecture and discussion of reading assignments.
2. Small group role plays applying basic concepts discussed in reading and lecture.
3. Film and discussion.

LEARNING OBJECTIVES: 1. To understand the relationship between basic biological and social science theory and direct service, generalist social work practice.
2. To apply theories of human development and social systems and group developmental stage theory to examples of social work practice.
3. To distinguish between basic theory and practice theory.

TOPIC IX: PRACTICE THEORIES

DATE: 6/4/85

PREPARATION: READ: Anderson - Ch. 8
Brill - Ch. 13.14 (recommended)

COMPLETE: The Argyris and Shon assignment as described in Anderson, pp. 145 (Theories in Use...) -146.

IN-CLASS: 1. Lecture and discussion of reading.
2. Share your work on the Argyris/Shon assignment.
LEARNING
OBJECTIVES: 1. To understand the process for the selection, use, testing, and building of social work practice theory.
2. To understand concepts and their relation to theory.
3. To distinguish between theories in use and espoused theories.

TOPIC X: SOCIAL WORK PRACTICE THEORIES: INDIVIDUALS - THE PSYCHOSOCIAL AND PROBLEM-SOLVING THEORIES

DATE: 6/6/85

PREPARATION: READ: Anderson - Ch. 9

COMPLETE: Charts 9.1 through 9.5, pp. 184-186 for psychosocial and problem-solving approaches.

IN-CLASS: 1. Lecture and discussion of psychosocial and problem-solving theories including the case illustrations of these theories.
2. Share your work with classmates on charts 9.1 - 9.5.
3. Small group applications to case vignettes provided by instructor.

LEARNING
OBJECTIVES: 1. To identify the major proponents of the psychosocial and problem-solving theories.
2. To understand the use of psychosocial and problem-solving theories in social work practice with individuals.
3. To develop beginning understanding of the appropriateness of a theory to specific practice situations.

TOPIC XI: COMM. INDIVIDUALS

DATE: 6/11/85

PREPARATION: REVIEW: Anderson - Ch. 9
Brill - Ch. 11, 12

COMPLETE: Charts 9.1 - 9.5 for functional and socio-behavioral approach

IN-CLASS: 1. Lecture and discussion of functional and socio-behavioral theories of social work practice.
2. Film and discussion of possible applications of functional and socio-behavioral theories.
3. Sharing of additional reading.

LEARNING
OBJECTIVES: 1. To identify the major proponents of the functional socio-behavioral theories.
2. To understand the use of the functional and socio-behavioral approaches in work with individuals.
3. To develop understanding of the appropriateness of a theory to a specific practice situation.
TOPIC XII : SOCIAL WORK PRACTICE THEORIES: FAMILIES

DATE : 6/13/85

PREPARATION : READ:
   Anderson - Ch. 10
   Brill - Ch. 10 (recommended)
   In Library - Orcutt, B.A. "Family Treatment of Poverty Level Families," Social Casework

IN-CLASS :
   1. Lecture and discussion of psychoanalytic, integrative and communicative-interactive family group work theories.
   2. Relating of library reading and additional reading to textbook material.
   3. Role-plays of psychoanalytic and integrative theories using case vignettes provided by instructor.
   4. Film illustrating communicative-interactive theory.

LEARNING OBJECTIVES :
   1. To become aware of the major practice theories for work with families.
   2. To compare the major family theories according to value emphasis, goal, theoretical base, practice focus, worker stance, intervention strategies, and empirical support.

TOPIC XIII : SOCIAL WORK PRACTICE THEORIES: GROUPS & COMMUNITIES

DATE : 6/18/85

PREPARATION : READ:
   Anderson, Ch. 11,13
   Brill - Ch. 10 (recommended)

IN-CLASS :
   1. Lecture and discussion of major group and community theories.
   2. Discussion of applications of group and community practice theories to group and community problems.
   3. Film and discussion.

LEARNING OBJECTIVES :
   1. To acquire general awareness of major social work practice theories relevant to groups and communities.
   2. To identify the major proponents of group and community theories.
TOPIC XIV : SOCIAL WORK PRACTICE THEORIES: ORGANIZATIONS

DATE : 6/20/85

PREPARATION : READ: Anderson - Ch. 12

PREPARE: SECOND MAJOR CASE ANALYSIS

IN-CLASS : 1. Lecture and discussion of reading in textbook.
2. Small group work on examples of use of each approach to work with organizations.
3. Film and discussion.
4. Turn in second major case analysis.

LEARNING OBJECTIVES : 1. To identify the proponents of major organizational practice theories.
2. To understand the basic elements in rational-empirical, normative-reeducative, and power-coercive theories for work with organizations.
3. To apply organizational change theories to social work practice situations.

TOPIC XV : EVALUATION

DATE : 6/25/85

PREPARATION :

IN-CLASS : 1. Student Evaluations
2. Discussion

LEARNING OBJECTIVES : Integration and synthesis of course content.