ADVANCED SOCIAL WORK PRACTICE WITH INDIVIDUALS
Social Work 651
Minnesota State University, Mankato
Department of Social Work

PURPOSE OF THE COURSE

This course provides students with advanced generalist theories, knowledge, values, and skills for competent, ethical and evidence-based direct social work practice with individuals from diverse backgrounds. Students develop, analyze, integrate and apply social work practice theories to advance their knowledge and skills of comprehensive assessment and differential application of treatment approaches and intervention strategies in social work practice at the micro level with individuals. Emphasis is placed on current, evidence-based models of intervention used in a variety of direct social work practice settings with individuals from small and rural communities.

PLACE IN THE MSW CURRICULUM

SOWK 651 Advanced Social Work Practice with Individuals is the third in the sequence of five practice courses preparing graduates for advanced generalist social work practice. This course is the first of three practice courses in the concentration year of the graduate program and is designed to address advanced direct social work practice with individuals. This course is taken after students have completed the foundation year curriculum and specifically builds upon the direct practice content taught in SOWK 601 Foundations of Generalist Practice I, the values, ethics and diversity content taught in SOWK 607 Professional Competence I, and the theory content taught in SOWK 603 Human Behavior in the Social Environment I. SOWK 651 is taken concurrently with SOWK 669 Advanced Social Work Evaluation, and SOWK 657 Professional Competence Seminar II. Major emphasis in SOWK 657 is on ethics and issues of client diversity, both which will be integrated into and reinforced by the SOWK 651 course.

INSTITUTIONAL MISSION

The SOWK 651 Advanced Social Work Practice course contributes to the University and College of Social and Behavioral Science missions to promote learning through effective graduate teaching and scholarship. This graduate course also contributes to students’ skills for exploring, understanding, explaining and transforming of the social world and prepares them for social work practice in their local, state, regional and global communities.

MSW PROGRAM GOALS

This course supports the achievement of MSW Program goals, specifically: 1) to prepare graduates to become competent and effective advanced generalist social work practitioners with individuals; and 2) to prepare graduates to apply and promote at an advanced level the values, ethics, theory, and perspectives of the social work profession.
COURSE OBJECTIVES

1) Identify and describe relevant theories for social work practice with individuals (MSW 1.8C & 2.2).

2) Critically evaluate major theoretical perspectives for social work intervention with individuals, including historical context, values and assumptions, strengths and weaknesses, relevance to populations at risk, empirical support, attention to social justice, and the social worker's roles and behaviors in applying theory (MSW 1.5, 1.8C, 2.2, 2.4C, 2.5C, 3.3C).

3) Differentially select and use advanced practice skills and theoretical frameworks in complex situations with individuals, particularly those in small and rural communities (MSW 1.2, 1.4, 2.4C).

4) Design and implement a process of intervention with individual clients, including comprehensive assessment, intervention planning and implementation, selection of techniques, termination, evaluation, follow-up, and documentation that is grounded in empirically supported theory (MSW 1.5, 1.8C, 1.9C, 2.2, 2.4C).

5) Assess the use of self in practice, including strengths and deficits as a worker, develop skills to heighten effective use of self, enhance strengths, address deficits, and build self-awareness of potential personal and professional value conflicts, emphasizing ethical and boundary issues common to small and rural communities (MSW 1.4, 1.7, 2.3, 2.4C).

REQUIRED TEXTBOOKS


COURSE REQUIREMENTS

*Integrative Application Examinations (100 points each, total 200 points)*

The students will be given two examinations, one focusing on a child or adolescent and the other focusing on an adult or older adult case study. The examination will provide the student with the
opportunity to provide a complete social work assessment of client functioning, including mental health diagnosis where appropriate, along with the opportunity to demonstrate the relationship between the diagnostic assessment and recommendations for interventions based on at least one theoretical perspective and provide evidence for social work practice interventions.

**Cultural Self-Assessment Exercise (100 points)**
Culturally responsive social work practice with individuals begins with an assessment of the social worker’s self. This exercise requires students to examine their own cultural heritage, identify areas of privilege and potential implications for social work practice.

**Class Participation (20 points)**
Class participation will consist of participating in D2L discussions outside of class and in-class discussions, including discussions of required readings, as well as attendance.

**TEACHING METHODS**
A wide variety of teaching methods are used in this class including the use of lecture, discussion, guest presentations, videotapes, role-plays and other experiential learning activities, computer based technologies, case presentations, individual and group assignments as well as written and verbal journal/logs. This class uses large group, treatment group and individual activities for in class and out of class learning activities to facilitate learning. Students will also be expected to role play, engage in audio and video taping exercises, and present materials in class.

Additional assigned readings, as well as course requirement guidelines, supplemental resources, exercises, and research articles will be available via Desire2Learn (D2L) which can be accessed on the Internet.

**EVALUATION OF STUDENT LEARNING**
A total of 320 points can be earned in this course. Points will be accumulated through the following requirements: 1) Integrative Application Examinations (100 points each); 2) Cultural Self-Assessment Exercise (100 points); and 3) Class Participation (20 points).

Students will be evaluated in accordance with the following system of letter grades: A, B, C, D, and F.

- A – 90% to 100% of possible points represents work of definitely superior quality
- B – 80% to 89% of possible points represents a level of performance that is above average
- C – 70% to 79% of possible points represents a below-average performance
- D – 60% to 69% of possible points represents unacceptable performance
- F – 59% or below represents unacceptable performance

A grade of “incomplete” will only be awarded under rare circumstances. Students must meet with the instructor to request an “incomplete” as soon as possible in the semester, but at least two weeks before the last day of the semester. The request must include a plan with a timeline for completing and having evaluated all coursework prior to the first day of the subsequent semester.
COURSE, DEPARTMENT, AND UNIVERSITY POLICIES

NOTE: For complete policies please refer to the MSW Student Handbook as well as the College of Social and Behavioral Sciences, College of Graduate Studies and Research, and Minnesota State University, Mankato Policy documents for Graduate Students.

STATEMENT OF NON-DISCRIMINATION POLICY

The University and Department of Social Work is committed to providing equal education and employment opportunities to all persons and does not discriminate on the basis of race, religion, color, veteran’s status. National origin, sex, sexual orientation, age, marital status, physical and mental disabilities, creed, status due to receipt of public assistance, or any other groups against which discrimination is prohibited by Title VII of the Civil Rights Acts of 1964, Title IX of the Education Amendments of 1972, Minnesota Statute Chapter 363, and other applicable state or federal laws or State University System policy. Complaints of discrimination are filed with the Office of Affirmative Action located at 112 Armstrong Hall.

ACCESS FOR STUDENTS WITH DISABILITIES POLICY

In accordance with University Policy, the Department of Social Work is committed to ensuring equal educational opportunity and full participation for qualified persons with disabilities as is legally required under the Rehabilitation Act of 1973 including section 504 and the Americans with Disabilities Act. All students with a disability may request accommodation through the Office of Disability Services. Visit the Office of Disabilities Services at 132 Memorial Library or call 507-389-2825 (V/TTY). Student disability accommodations will be made by faculty based upon the advisement of the Office of Disability Services.

STUDENT RESPONSIBILITIES POLICY AND ACADEMIC HONESTY POLICY

Students are expected to comply with the Student Responsibility Policy and Academic Honesty Policy stipulated in the MSW Program Graduate Student Handbook.

APA STYLE WRITING POLICY

Students are expected to comply with the stylistic guidelines of the American Psychological Association, fifth edition. The APA manual is available at the MSU Memorial Library reference desk, call number BF 76.7.P83 2001). The reference for the APA manual is:

SOWK 651 COURSE SCHEDULE

Week 1
Topic: Introduction and overview of advanced generalist social work practice
Delivery Method: D2L
Required Readings
Course Syllabus

Week 2
Topic: Professional development, self-assessment, complexities of culture in practice, and ethics and values for rural practice
Delivery Method: In-class
Required Readings
Ginsberg (e-reserve articles), Chapter 8: Ethical practice in rural environments
Chapter 11: Dual relationships and rural social work: Is there a rural code?
Hays, Chapter 1 – Seeing the forest and the trees: The complexities of culture in practice
Chapter 2 – Becoming a culturally responsive therapist
Chapter 3 – Looking into the clinician’s mirror: Cultural self-assessment

Week 3
Topic: Thinking about theory and interviewing and assessment, connecting with your client, and culturally responsive assessment and diagnosis
Delivery Method: In-class
Required Readings
Hays, Chapter 4 – Entering another’s world: Understanding clients’ identities and contexts
Chapter 5 – Making meaningful connections: Establishing respect and rapport
Chapter 6 – Sorting things out: Culturally responsive assessment
Chapter 7 – Putting culture to the test: Considerations with standardized testing
Walsh, Chapter 1: Thinking about theory
Chapter 11: Motivational interviewing

Week 4
Topic: Assessment, interviewing, integrating theory, introduction to the DSM-IV TR
Delivery Method: In-class
Required Readings
Corcoran & Walsh, Chapter 1 – Introduction
Chapter 2 – Social work and the DSM: Person-in-environment versus the medical model
Hays, Chapter 8 – Making sense and moving on: Culturally responsive diagnosis and the DSM-IV-TR
Chapter 9 – How to help best: Culturally responsive therapy
Chapter 10 – Practice doesn’t make perfect, but it sure does help: A final case example
Chapter 11 – Conclusion: Looking into the future
Walsh, Chapter 2 – A social work perspective on clinical theory and practice

Week 5
Topic: Practice with children and psychodynamic theories

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Delivery Method: In-class
Required Readings
Corcoran & Walsh, Chapter 3 – Mental retardation
Chapter 4 – Autism
Chapter 5 – Oppositional defiant disorder and conduct disorder
Walsh, Chapter 3 – Psychodynamic theories I: Ego psychology

Week 6
Topic: Practice with children and psychodynamic theories
Delivery Method: In-class
Required Readings
Corcoran & Walsh, Chapter 6 – Attention-deficit/hyperactivity disorder
Chapter 7 – Posttraumatic stress disorder
Chapter 8 – Anxiety disorders
Walsh, Chapter 4 – Psychodynamic theories II: Object relations

Week 7
Topic: Practice with adolescents and behavior theory
Delivery Method: In-class
Required Readings
Corcoran & Walsh, Chapter 9 – Eating disorders
Chapter 10 – Depression
Walsh, Chapter 6 – Behavior theory

Week 8
Topic: Practice with adolescents and cognitive theory
Delivery Method: Online
Required Readings
Corcoran & Walsh, Chapter 11 – Substance use disorders
Chapter 12 – Sexual disorders: Pedophilia
Walsh, Chapter 7 – Cognitive theory

Week 9
NO CLASS: Fall Break

Week 10
Topic: Practice with adults and interpersonal therapy
Delivery Method: In-class
Required Readings
Corcoran & Walsh, Chapter 13 – Bipolar disorder
Chapter 14 – Schizophrenia and other psychotic disorders
Walsh, Chapter 8 – Interpersonal therapy

Week 11
Topic: Practice with adults and solution-focused therapy
Delivery Method: In-class

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Required Readings
Corcoran & Walsh, Chapter 15 – Personality disorders
Walsh, Chapter 10 – Solution-focused therapy

**Week 12**
Topic: Practice with older adults and narrative theory
Delivery Method: In-class
Required Readings
Corcoran & Walsh, Chapter 16 – Cognitive disorders
Walsh, Chapter 12 – Narrative theory

**Week 13**
Topic: Practice with older adults and crisis theory and intervention
Delivery Method: In-class
Required Readings
Walsh, Chapter 13: Crisis theory and intervention

**Week 14**
NO CLASS: Thanksgiving Holiday

**Week 15**
Topic: Conclusion
Delivery Method: In-class

**Week 16**
Topic: Reserved for schedule adjustments
Delivery Method: In-class
SUPPLEMENTAL READINGS


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