University of Cincinnati  
SCHOOL OF SOCIAL WORK  

COLLABORATION AND SOCIAL CHANGE  
21-SW-453  

Winter Quarter, 2001  

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Office hours: Mondays, 3-5; Tuesdays, 1-3; and by appointment  

PREREQUISITES:  
Senior Class standing  
Service in Organizations (SW 452)  
Field Learning I (SW 461)  

CO-REQUISITE:  
Field Learning II (SW 462)  

COURSE DESCRIPTION:  
This course serves to facilitate the integration of practice knowledge, skills, and values by encouraging students to explore their practice experiences encountered in the concurrent 16 hour per week field placement. Emphasis is placed on working on professional teams, the use of community resources, and ongoing professional assessment. Additionally, attention is given to social welfare policy and research as they relate to promoting social justice.  

COURSE OBJECTIVES:  
At the end of this course, students should be able to:  

1. use the unique resources of diverse groups to help them achieve life objectives;  
2. involve clients in planning and the setting of objectives of intervention;  
3. develop realistic, attainable intervention contracts in collaboration with clients and others; and  
4. identify the areas of research and policy that require further development which in turn would allow them to perform roles in a more competent fashion.
REQUIRED TEXTS:

The Course Reader for SW 453 is available only at DuBois Bookstore.

COURSE REQUIREMENTS AND GRADING:

Students are required to prepare for class by completing the assigned readings prior to class time, to participate in class discussions and activities, and to turn in assignments on time. Students are also expected to attend class each week and to notify the instructor in case illness or another emergency prevents attendance (trainings or other events at one’s field placement or place of employment are not valid reasons for missing class). Grades will be adjusted according to classes missed; by vote of the faculty, students must attend 80% of class sessions for this course to pass.

Assignments for this course include:

1) Weekly learning logs (20% of final grade). Students will complete a learning log based on the field experiences for each week of the quarter. Logs will be sent by email to the instructor. The format for these logs is provided in the syllabus.
2) Midterm examination (30%). Students will complete an assessment of a client based on a videotaped interview. The midterm will be written in class on January 31.
3) Case presentation. Students will present a case from their own practice in the field (15%) to their discussion group and will write a formal case review (35%). Papers are due March 5. More information about these assignments are contained in the syllabus. Students are encouraged to discuss their presentations with the instructor in advance.

Written assignments will be graded on style as well as content. Style means how well the assignment is written and includes such factors as orderly presentation of ideas, clarity, word usage, grammar, spelling, punctuation, and syntax. Students are strongly encouraged to consult the APA Publication Manual for assistance with writing style and to use the spell-and grammar-check functions of word-processing programs when proof-reading assignments.
COURSE OUTLINE:

Week 1 Introduction to the course
1/3/01

Week 2 Assessment: What information do I need?
1/10/01


Week 3 Assessment: Getting the information
1/17/01

Readings: Exploring: Ways of getting information


Week 4 1/24/01  Assessment: How theory fits in


Coping.

Erikson's stages of psychosocial development.


Week 5 1/31/01  Assessment: Writing it  

**Mid-term exam.**

Week 6 2/7/01  Assessment and diagnosis: The psychiatric interview


Week 7
2/14/01
Assessment: Special issues

Alcohol assessment instruments.

Week 8
2/21/01
Assessment: Special issues, cont.


Week 9
2/28/01
Goals and contracts


Week 10
3/7/01
Wrapping up

Case review paper due.
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Learning Logs

Students will continue with the weekly learning logs begun in Fall Quarter, using the same basic format. The logs should focus this quarter on your interactions with clients (individuals, families, groups, or communities) in your field work, and should answer the following questions:

1) Describe the task or interaction.
2) What did you actually do? What was your reason for doing this?
3) What did you think?
4) How did you feel?
5) What did you learn about the client?
6) What did you learn about yourself?
7) What did you learn about the process of social work?
8) What did you learn about the agency? What did you learn about social policy?
9) Critically analyze what you did.

This quarter, logs will be turned in electronically; i.e. they will be emailed to the instructor each week, either as an attachment or as text in the email. The instructor will provide feedback and return the logs by email.

Case Presentation

The case presentation assignment has two parts: an oral presentation to the student's discussion group and a paper that reviews the case presented.

Oral presentation

Students will be assigned to one of two discussion groups, which will meet during weeks 6 through 9 of the quarter. Facilitators for these groups will be the instructor and Jan Melcher, BSW Field Education Coordinator. Each student will have about 30 minutes to present a case from his/her own field work experience to the group. The presentation should include the following:

1) information about the setting and the role of the social worker in it.
2) who is the client.
3) your reason for working with the client (e.g. reason for referral; reason client sought help).
4) information about a) the client, including a brief history of the situation, the client's present condition and functioning, the client's strengths, and the ways the client has attempted to solve the problem; and b) the client's social network and other relevant factors in the environment.

5) your goals with the client and a summary of your work so far. Include in this your assessment of your relationship with the client.

6) at least two questions or issues this case raises. These can include a) practice questions, such as "what should I do next?", b) ethical questions, c) questions about your role, d) questions about the role, behavior, belief systems, etc. of other disciplines involved, and e) the impact of the setting or policies in this field of practice on the client's situation and/or your work. The presenter should be prepared to state these questions directly for the group to discuss.

Paper

The paper is a written case review, including the case information outlined above but expanded to present information on intervention. In writing about your interventions, you should consult the social work literature to provide evidence for the validity of your approach (e.g. if you are working with parents who have been cited for abuse or neglect and you are teaching parenting skills, then you should find articles or books which state that this is an effective intervention for this problem). At least two references are required.

The paper should follow the outline below:
1) description of the client.
2) reason you are working with the client and services your agency provides.
3) a brief history of the client/situation (including those factors in number 4 above).
4) your goals with the client.
5) your intervention approach and the reason you are using this approach (this is where the literature review comes in).
6) your evaluation of the relationship formed with the client and the effectiveness of the intervention.

Papers should be no more than 10 pages and should be typed and double-spaced. As with all papers based on field experience, identifying information about clients should be disguised to protect confidentiality. The APA editorial style should be used. The paper will be due on March 7.
BIBLIOGRAPHY


