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PREREQUISITE: None

COURSE DESCRIPTION:

This is the first of a two course sequence focused on the acquisition of competencies for direct work with individuals and families. Emphasis is placed on: social work values and ethics, the relationship between worker and client; the helping process; effective communication; multidimensional assessment with an emphasis on strengths as well as problem areas; the importance of environmental factors in contributing to individual concerns; the need for empirical information in the selection of assessment and treatment procedures; and a concern with individual differences. The course considers the variability and diversity among people with particular emphasis on ethnic minorities of color and women, and focuses on identification of populations at risk and considerations of social justice. The course emphasizes the need for students to continually assess, develop, and evaluate their own competencies in relation to both knowledge and performance.

COURSE OBJECTIVES:

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

1. develop and carry out assessments that are of value to clients, specific, and directly relevant to goals and objectives;

2. analyze their own interpersonal skills and determine specific areas for improvement;

3. use assessment techniques to identify clients' strengths;

4. assess both intrapersonal and environmental systems;
5. assess family functioning;

6. consider ethnic, cultural, gender, and other individual differences in the engagement and assessment processes;

7. consider the unique strengths and problems of populations at risk, e.g. traumatized clients and people living with HIV/AIDS.

8. understand the need for collaboration with other professionals;

9. engage client systems and develop helping relationships;

10. apply social work values to practice with individuals and families.

REQUIRED TEXTS:


Course Reader for SW 741 (available at DuBois Bookstore). Readings from the Course Reader are indicated with an asterick (*) on the course outline.

COURSE REQUIREMENTS:

Students are expected to read the required readings and come to class prepared to participate in class discussions. Attendance at all class sessions is expected. If you miss three sessions, you will lose one grade point from your final grade. If you miss four sessions, you will fail the class.

There will be two assignments due as indicated on the course outline. The take-home midterm exam will be due on February 19. The take-home final exam will be due March 12.

GRADING:

Each assignment is worth 15 points. The midterm exam is worth 30 points, and the final exam is worth 40 points. Final grades will be assigned as follows:

90 - 100 = A  
80 - 89 = B  
70 - 79 = C  
below 70 = F
COURSE OUTLINE:

Week 1 Introduction and overview
1/8/01  • The social work role
  • Introduction to the ecological approach; eco-maps and genograms
  • Oppression as a factor in people's lives


Assignment #1: Eco-map and Genogram
You are to do your own eco-map and genogram. For each, you are to write a 1-2 page paper.

For the eco-map, subtitle each system, identify and explain the connection between that system and yourself.

For the genogram, answer these questions:
• At the present time, what role(s) do you tend to play in family or family-like relationships in terms of caring for others and being independent?
• Do you see any patterns in your family over three generations?
• Looking back, how did your family reflect its ethnic and cultural heritage?
• Did you ever experience your family as being oppressed?
• What is your conception of the ideal family and how does it compare to your actual family experience?

Week 2 NO CLASS - Martin Luther King, Jr. Birthday
1/15/01

Week 3 Knowledge for social work practice:
1/22/01  Assignment #1 due.
  • systems theory
  • role theory
  • resilience
  • stress and coping
  • metatheoretical model of change

Readings:  Compton & Galaway, Chapter 2 (except Reading 2-2), "The ecosystem perspective and the use of knowledge."
Week 4  
1/29/01  
The helping process:  
• problem-solving approach  
• strengths perspective  
• cross-cultural curative factors  

Readings: Compton & Galaway, Chapter 3, "Problem solving," and Reading 1-2, "The strengths perspective."  
Harper & Lantz, Chapter 1, "Cross-cultural curative factors."

Assignment #2: Interviewing about values  
Interview a classmate for 1/2 hour, asking the following questions:  
• What values do you bring to social work that will help you in this field?  
• What in your experience led you to become a social worker?  
• What qualities do you think you bring?  
• Who recognized those?  
• Has there ever been a time in your life when you had to act on your values? Please describe this.  
[• What is the interviewee's feedback with regard to your interviewing skills? Be specific.]  
Summarize the answers to these questions in 3 pages.

Week 5  
2/05/01  
The worker-client relationship  
• examination of personal and professional values  
• sensitivity to difference  

Assignment #2 due.  

Readings: Compton & Galaway, Chapters 4, "Client-worker partnership," & 7, "Relationship in social work practice."  
Harper & Lantz, Chapter 3, "African American clients."

Week 6  
2/12/01  
Social work authority and ethics  
• ethical codes for social workers  
• ethical decision-making  
• using supervision and consultation  

Midterm distributed.  

Guest speaker: Ohio Counselor and Social Worker Board  

Readings: Compton & Galaway, Chapters 5, "Authority for social work practice," & 6, "Ethical practice."  
Ohio Counselor and Social Worker Board, Code of Ethical Practice and Professional Conduct (http://www.state.oh.us/csw/ethics.htm)  
NASW Code of Ethics (http://www.socialworkers.org/Code/ethics.htm)
tentative: Handout on Ethical Decision Making (Lowenberg & Dolgoff's Ethical principle screen) pp. 85-87

Week 7  Engagement
2/19/01  • motivational interviewing
         • engaging vulnerable populations
Midterm exam due.

Readings:  Compton & Galaway, Chapter 8, "Engaging potential clients."
Harper & Lantz, Chapters 8, "Vietnam veteran clients," & 9,
"Traumatized clients."
American women still remain invisible: Are mental health
professionals doing enough? Clinical cultural competence issues.
In Shernoff, M. (Ed.), AIDS and Mental Health Practice (pp.235-

Week 8  Assessment
2/26/01  • mental status exam
Final exam distributed.

Readings:  Compton & Galaway, Chapter 10, "Data collection and
assessment."
*Carlat, D.J. 1999.  Mental status examination. In The Psychiatric

Week 9  Family assessment
3/5/01
family functioning in diverse family and cultural contexts. In
Direct Social Work Practice (pp. 276-316). Pacific Grove:
Brooks/Cole.

3/12/01
Final exam due.
BIBLIOGRAPHY


