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Advanced Generalist Micro Practice I Syllabus, MSW Program

Carolyn McAllister
mcalli37@gmail.com

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CSUSB | School of Social Work

College of Social and Behavioral Science



California State University, San Bernardino
College of Social and Behavioral Sciences
School of Social Work
SW 6023 Advanced Generalist Micro Practice I
Fall, 2020
Course and Instructor Information

Instructor:

Office:

Phone:

Office Hours:

Email and response policy:

Classroom and course meeting times:

School of Social Work Mission

CSUSB'S School of Social Work offers accessible, dynamic, and rigorous academic programs that prepare students with the professional values, knowledge and practice skills to effectively enhance the well-being of the diverse populations and communities of our region, state and world.

Course Catalogue Description

Advanced theories, models, and skills applied to practice with diverse populations of individuals, groups and families. Micro practice in complex, interprofessional, interagency contexts.

Course Overview and/or Rationale

SW 6023 is the first advanced generalist micro practice course and focuses on social workers as *change agents* who use empowerment models in implementing change with individuals, families and groups. Course content includes models that emphasize client empowerment at the micro level. Special emphasis is placed on the practice of and demonstration of skills in class. Through class assignments these skills are tailored to the student's *area of specialization* (social issue, client population or field of practice.)

Student Learning Outcomes and EPAS Coverage

Upon completion of this course, students will be expected to demonstrate:

1. Demonstrate knowledge of the overall scope of a particular social issue, client population or field or practice relevant to micro practice chosen by the student as an *area of specialization*.
2. Demonstrate knowledge of the history of the social work profession's involvement in that social issue, client population or field of practice.
3. Demonstrate knowledge of social work values or ethics that specifically apply to that social issue, client population or field of practice.
4. Demonstrate knowledge of diversity issues that specifically apply to that social issue, client population or field of practice
5. Understand the role of the social worker as a change agent in micro practice with individuals, families and groups within a specialization.
6. Demonstrate intervention skills with individuals, groups, and families using the models of crisis intervention, family meetings and/or self-help/support groups.
7. Apply the models of crisis intervention, family meetings and/or self-help/support groups to an area of specialization.
8. Apply one or more social work theories to the micro practice within an area of specialization in micro practice.

Coverage of CSWE 2015 Competencies in this Course

Competency Covered	Assignment/Readings	Dimensions
Competency 1: Demonstrate Ethical and Professional Behavior	Week 4 Readings, Lecture and Discussion (Ethical Issues in Crisis Assessment)	Knowledge, Values, Cognitive/ Affective Processes
	<i>Week 15 Readings, Lecture, and Discussion (Ethical Issues in Self-Help and Support Groups)</i>	<i>Knowledge, Values, Cognitive/ Affective Processes</i>
Competency 2: Engage diversity and difference in practice	Week 11 Readings, Lecture and Discussion (Family Group Decision Making)	Knowledge, Values, Cognitive/ Affective Processes
	Week 15 Readings, Lecture, and Discussion (Diversity Issues in Self-Help and Support Groups)	<i>Knowledge, Values, Cognitive/ Affective Processes</i>
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Week 9 Readings, Lecture, and Discussion (Brief Strategic Family Therapy)	Knowledge, Values, Cognitive/ Affective Processes

	Week 11 Readings, Lecture, and Discussion (Family Group Decision Making)	Knowledge, Values, Cognitive/ Affective Processes
	Week 12 Readings, Lecture and Discussion (Child and Family Team Meetings)	Knowledge, Values, Cognitive/ Affective Processes
<i>Competency 4: Engage in Practice-informed Research and Research-informed Practice</i>	Week 4 Readings on Evidence-Based Crisis Interventions	Knowledge
	Weeks 6 and 7 Readings reviewing research on Seeking Safety	Knowledge
<i>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</i>	Week 1 Readings, Lecture, Discussion on Crisis Intervention	Knowledge, Values, Cognitive/ Affective Processes
	Week 13 Readings, Lecture, Discussion on starting a Self-Help/ Mutual Aid Group	Knowledge, Values, Cognitive/ Affective Processes
<i>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</i>	Weeks 1 and 2 Readings, Lecture, Discussion on Assessment in Crisis Intervention	Knowledge, Values, Cognitive/ Affective Processes
	Week 11 Readings, Lecture, and Discussion on Family Group Decision Making	Knowledge, Values, Cognitive/ Affective Processes
	Week 14 Readings on Self-Help/ Mutual Aid Group Assessment of Members	Knowledge, Values, Cognitive/ Affective Processes
<i>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</i>	Week 5 Readings, Lecture, Discussion on Crisis Intervention with Special Populations	Knowledge, Values, Cognitive/ Affective Processes
	Week 7 Readings, Lecture, Discussion on Seeking Safety	Knowledge, Values, Cognitive/ Affective Processes

	Week 8 Readings, Lecture, Discussion on EMDR	Knowledge, Values, Cognitive/ Affective Processes
	Week 9 Readings, Lecture, Discussion on Brief Strategic Family Therapy	Knowledge, Values, Cognitive/ Affective Processes
	Week 11 Readings, Lecture, Discussion on Family Group Decision Making	Knowledge, Values, Cognitive/ Affective Processes
	Week 12 Readings, Lecture, Discussion on Child and Family Teams	Knowledge, Values, Cognitive/ Affective Processes
	Week 13 Readings, Lecture, Discussion on Self-Help/Mutual Aid Groups	Knowledge, Values, Cognitive/ Affective Processes
	Role-Play Assignment	Knowledge, Values, Cognitive/ Affective Processes, Skills
	Models of Practice Papers	Knowledge, Values, Cognitive/ Affective Processes, Skills
<i>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</i>	Week 16 Readings, Lecture, and Discussion on Evaluation of Crisis Intervention, Family, Intervention, and Self-Help Group Models	Knowledge, Values, Cognitive/ Affective Processes, Skills

Required Texts/Readings

Texts:

Steinberg, D. (2014). *A Mutual Aid Model for Social Work with Groups* (3rd ed). New York: Routledge.

Yeager, K.R., & Roberts, A.R. (2015). *Crisis Intervention Handbook: Assessment, Treatment, and Research* (4th ed.). Oxford: Oxford University Press. You can purchase this text, or borrow the online version of the book from the library:

<http://libproxy.lib.csusb.edu/login?url=http://site.ebrary.com/lib/csusb/detail.action?docID=11038111>

This is the link to the search for the book, which may work offline:

<http://xerxes.calstate.edu/sanbernardino/books/results?query=crisis+intervention+handbook>

Additional Required Readings:

Additional Required Resources, which will be a combination of readings and videos, as listed in the syllabus.

Assignments and Grade Policy

Grades for this course will be determined in the following manner.

Definition of specialization	15%	Week 3
Class Participation	10%	Throughout Term
Role Play Assignment		
Paper	15%	Week 5, 12, or 16
Role Play	20%	Week 5, 12, or 16
Reflections on Role Plays	10%	Throughout term, after role plays
Model Papers (write 2 of the 3, depending on your Role Play)		
	30%	(2 papers, 15% each paper)
Crisis Intervention/ Individual Treatment		End Week 5
Family Treatment/ Meeting		End Week 12
Self-Help/ Mutual Aid Group		End Week 16

<i>Total =</i>		<i>100% of final grade</i>

This course is based on a possible 100-point scale. The grading scale is as follows:

Percent	Letter grade
100-96	A Excellent
95-90	A- Very good
89-86	B+ Good
85-83	B Satisfactory
82-80	B- Poor
79-76	C+ Below course expectations
75-73	C Seriously below expectations
≤ 72	F Failed course

Late Assignments

Assignments must be turned in prior to or on the date listed in the course syllabus. Late assignments will receive an automatic reduction of 10% per day late from the total possible points. Assignments more than a week late may not be accepted. Any extension on an assignment must be discussed and approved prior to the due date.

Presentation of written assignments

Papers must be typed using Arial, Calibri, or Times New Roman #12 font, with one inch margins at the top and bottom of the page. Please remember to include your name in the paper. Either page numbers –or- a running head with page numbers (per APA style) should be on the paper. Headings and subheadings should be used to help the reader quickly find necessary information.

My expectation is that you will use APA Style for references/ citations for all class papers. For those of you with little experience using APA Style, there are a number of resources available for your use. First, you might think about purchasing the *Publication Manual for the American Psychological Association, Sixth Edition*. There are some good on-line resources for your use, as well. Here are a few:

CSUSB APA Style Guide: <http://libguides.csusb.edu/apa>

The OWL site at Purdue: <http://owl.english.purdue.edu/owl/resource/560/01/>

The University of Wisconsin site: <http://www.wisc.edu/writing/Handbook/DocAPA.html>

Writing Tutor: The School of Social Work has a writing coach especially for its students. Our coach, Francesca Astiazaran, will help you identify problems you might have with your writing and assist you in finding solutions. You can visit the writing coach at any stage in your writing: from as early as brainstorming and/or understanding your prompt to the final stages of your paper (and, of course, everything in between). While she is not an editor and cannot simply go through your paper and "fix" things, she can help you with issues such as grammar, sentence structure, and word choice as well. Francesca can meet with you on campus, online (Via Zoom), or by email. Whichever type of appointment you choose will require an appointment in advance. You can visit the calendar and find instructions for booking an appointment at <https://csbs.csusb.edu/social-work/coach>.

Class Attendance

This class is scheduled to meet twice a week. Attendance in class is expected, and absences from scheduled class sessions can adversely affect the course grade. Attendance will be taken by the instructor and being tardy will be noted. If you miss 30 minutes or more of class time you will be considered absent.

The attendance policy for this course is as follows: if you miss more than two classes you may risk a reduction of up to 10% on your final grade. If more than three classes are missed you may receive a C in the course unless circumstances warrant a repeat of the class. Missing additional classes (four or more) could result in a not passing grade in the course.

Class Participation

An MSW is a professional degree that leads to providing services to individuals, families, groups, organizations, and communities. Social workers help others through a professional use of themselves that frequently involves communicating in small groups. Students in this class are expected to participate in all class activities and discussion as directed.

Plagiarism

Students are expected to do their own work.

As stated in the *CSUSB Bulletin of Courses* (<http://bulletin.csusb.edu/academic-regulations/>) "Plagiarism and cheating are violations of the Student Discipline Code (see Appendix) and may be dealt with by both the instructor and the Judicial Affairs Officer...Plagiarism is the act of presenting the ideas and writing of another as one's own presentation as one's own...Plagiarism is academically dishonest and subjects the offending student to penalties up to and including expulsion. Students must make appropriate acknowledgements of the original source where material written or compiled by another is used."

Does this mean you are not going to talk about assignments with each other? Of course not! But it does mean that I expect you to turn in original, independent work. I also expect that you are using appropriate citations and references in your work (in APA format). If you have questions about how to appropriately cite work you are using in your paper, please feel free to ask me.

Student Conduct

Inappropriate conduct by students is subject to discipline as provided in Sections 41301-41304 of Title 5, California Code of Regulations. Following procedures consonant with due process established pursuant to Section 41304, any student of a campus may be expelled, suspended, placed on probation or given a lesser sanction for one or more of the following causes, which must be campus, related: A. Cheating or plagiarism in connection with an academic program at campus.

Cell phones

Cell phones should either be turned off or put on vibrate during class time. Multiple incidents of cell phone noise disrupting the class may result in the student being dismissed from the classroom for the day and marked as absent (see attendance policy).

University Policies

Plagiarism and Cheating

Students are expected to be familiar with the University's definition of and consequences for plagiarism and cheating (Under "Academic Regulations" in the Bulletin of Courses, <http://catalog.csusb.edu/>). Among the possible consequences for plagiarism and/or cheating is expulsion.

Campus Policy in Compliance with the American Disabilities Act

The faculty of CSUSB support the Americans with Disabilities Act (ADA). If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, etc. please let this instructor know and contact the Services to Students with Disabilities.

Support for Students with Disabilities

If you are in need of an accommodation for a disability in order to participate in class, please see the instructor and contact Services to Students with Disabilities at (909) 537-5238 or <http://ssd.csusb.edu/index.html>.

Cal State San Bernardino Statement of Commitment to Diversity Excerpt:

“In our commitment to the furthering of knowledge and fulfilling our educational mission, California State University, San Bernardino seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds and we seek to include knowledge and values from many cultures in the curriculum and extra-curricular life of the campus community... Dimensions of diversity shall include, but are not limited to, the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age. “(from the CSU San Bernardino University Diversity Committee Statement of Commitment to Diversity, <http://diversity.csusb.edu/>, 2010)

Dropping and Adding

It is the student’s responsibility to ensure that they have enrolled in their classes, or officially dropped then if they do not intend to attend, by Census Date (usually two weeks after the start of the quarter). There are increasing penalties for not dropping or being properly enrolled by the Census Date (refer to “Academic Regulations” in the Bulletin of Courses, <http://catalog.csusb.edu/>)

Emergency Evacuation Procedures

- Even though you are taking this class online, you may want to go to campus from time to time. Please make sure you have familiarized yourself with the campus evacuation site noted on the map posted closest to where you are and that you know where the nearest exit is. Should there be an emergency, please proceed to the nearest evacuation site. The phone number for public safety is (909) 537-5165. On a campus phone the number is 75165. <https://www.dhs.gov/options-consideration-active-shooter-preparedness-video>

Course Calendar

Subject to change with fair notice

Week	Dates	Topic and Reading Assignments
1	8/24-8/30	<p>Course overview, syllabus review, and defining areas of specialization in micro practice. Micro practitioner as change agent, strengths-based approaches, Empowering individuals, families and groups in micro practice settings.</p> <p><u>Required</u> Bransford, C.L. (2011). Reconciling paternalism and empowerment in clinical practice: An intersubjective perspective. <i>Social Work, 56</i>, 33-41. Focus on the first half of the article by comparing the Paternalistic Model versus the Empowerment Model.</p> <p>De Jong, P & Miller, S. (1995) How to interview for client strengths. <i>Social Work, 40</i>(6), 729-736. This (hopefully!) should be a review of strengths based approaches, but offers some great, concrete examples.</p> <p><u>Recommended</u> Lee, J.A.B., & Hudson, R.E. (2011). Empowerment approach to social work practice. In F.J. Turner (Ed). <i>Social work treatment: Interlocking theoretical approaches</i> (5th ed., pp. 157-178). New York: Oxford University Press.</p>
2	8/31-9/6	<p>Crisis intervention as an empowering model of intervention. Building on client strengths, lethality assessment, crisis intervention and mental health issues.</p> <p>Yeager & Roberts Text: Chapters 1-6</p> <p>SAMHSA-HRSA Center for Integrated Health Solutions. (n.d.) Suicide Prevention Materials. Please review at least one screening tool, and information on one special population. http://www.integration.samhsa.gov/clinical-practice/suicide-prevention.</p> <p>Vincent, N.J., McCormack, J., & Johnson, S. (2015). A comprehensive conceptual program model for supporting families surviving a homicide victim. <i>Child and Adolescent Social Work Journal, 32</i>, 57-64.</p>

3	9/8-9/13 (Monday, 9/7 is Labor Day, Campus Closed)	<p>Crisis Intervention with trauma: Child welfare, domestic violence, and traumatic events.</p> <p>Yeager & Roberts Text: Read and be ready to discuss one chapter from Parts II and III.</p> <p>U.S. Department of Health and Human Services. (1994). <i>Crisis intervention in child abuse and neglect</i>. https://www.childwelfare.gov/pubs/usermanuals/crisis/.</p> <p>Warshaw, C., Sullivan, C.M., & Rivera, E.A. (2013). A systematic review of trauma-focused interventions for domestic violence survivors. Washington, DC: National Center on Domestic Violence, Trauma & Mental Health. http://www.nationalcenterdvtraumamh.org/wp-content/uploads/2013/03/NCDVTMH_EBPLitReview2013.pdf.</p> <p>Definition of Specialization Paper Due</p>
4	9/14-9/20	<p>Crisis intervention and evidence-based practice.</p> <p>He, A. S., Fulginiti, A., & Finno-Velasquez, M. (2015). Connectedness and suicidal ideation among adolescents involved with child welfare: A national survey. <i>Child abuse & neglect</i>, 42, 54-62. Skim this article and think about the relevance of working with children involved in child welfare.</p> <p>Smith, N.J., & Greyber, L. (2013). Trauma-informed practice. In B. Thyer, C. Dulmas, & K. Sowers (Eds.), <i>Developing evidence-based generalist practice skills</i> (25-50). Chapter 2. Retrieved from https://ebookcentral.proquest.com/lib/csusb/reader.action?docID=1110301&ppg=47</p> <p>American Psychiatric Association (n.d.). Stress and trauma toolkit for treating historically marginalized populations in a changing political and social environment. Retrieved from https://www.psychiatry.org/psychiatrists/cultural-competency/education/stress-and-trauma.</p>
5	9/21-9/27	<p>Crisis intervention skills development. Ethical and diversity issues in crisis intervention.</p> <p>Heath, M.A., & Cutrer-Parraga, E.A. (2020). Healing after traumatic events: Aligning interventions with cultural background and religious and spiritual beliefs. <i>Psychology in the Schools</i>, 57, 718-734.</p>

		<p>Kalb, L.G., Beasley, J., Klein, A., Hinton, J., & Charlot, L. (2016). Psychiatric hospitalization among individuals with intellectual disability referred to the START crisis intervention and prevention program. <i>Journal of Intellectual Disability Research, 60</i>, 1153-1164.</p> <p>The National Child Traumatic Stress Network (n.d.). Conversations about historical trauma: Part one, two and three. Retrieved from https://www.nctsn.org/resources/conversations-about-historical-trauma-part-one.</p> <p>Serrata, J.V., Rodriguez, R., Castro, J.E., & Hernandez-Martinez, M. (2020). Well-being of Latina survivors of intimate partner violence and sexual assault receiving trauma-informed and culturally-specific services. <i>Journal of Family Violence, 35</i>, 169-180.</p> <p>Voisin, D.R., & Berringer, K.R. (2014). Interventions targeting exposure to community violence sequelae among youth: A commentary. <i>Clinical Social Work Journal, 43</i>, 98-108.</p> <p>Crisis Intervention Model Paper Due</p> <p>Crisis Intervention Role Play and Role Play Paper Due</p> <p>Reflection on Crisis Intervention Role Plays Due</p>
6	9/28-10/4	<p>Empowering Evidence-Based Practice: Seeking Safety</p> <p>Marsh, T.N., Cote-Meek, S., Young, N.L., Najavits, L.M., & Toulouse, P. (2016). Indigenous healing and Seeking Safety: A blended Implementation project for intergenerational trauma and substance use disorders. <i>The International Indigenous Policy Journal, 7</i>(2).</p> <p>Njavits, L.M., Gallop, R.J., & Weiss, R.D. (2006). Seeking Safety therapy for adolescent girls with PTSD and Substance Use Disorder: A randomized controlled trial. <i>Journal of Behavioral Health Services and Research, 33</i>(4), 453-463.</p> <p>Njavits, L.M., Enggasser, J., Brief, D., & Federman, E. (2018). A randomized controlled trial of a gender-focused addiction model versus 12-step facilitation for women veterans. <i>The American Journal on Addictions, 27</i>, 210-216.</p> <p>Schmitz, M. (2013). The case: Treating Jared through Seeking Safety. <i>Journal of Clinical Psychology, 69</i>(5), 490-493.</p>

7	10/5-10/11	<p>Empowering Evidence-Based Practice: EMDR (Eye Movement Desensitization and Reprocessing)</p> <p>Albright, D.L. & Thyer, B.(2010). Does EMDR reduce Post-Traumatic Stress Disorder symptomology in combat veterans? Behavioral Interventions, 25, 1-19.</p> <p>Brown, S.H., Gilman, S.G., Goodman, E.G., Adler-Tapia, R. & Freng, S. (2015). Integrated trauma treatment in drug court: Combining EMDR therapy and Seeking Safety. Journal of EMDR Practice and Research, 9(3), 123-136.</p> <p>Oren, E. & Solomon, R. (2012). EMDR therapy: An overview of its development and mechanisms of action. European Review of Applied Psychology, 62, 197-203.</p>
8	10/12-10/18	<p>Family Empowerment Model- Brief Strategic Family Therapy</p> <p>Adams, B.N. (2010). Themes and threads of family theories: A brief history. Journal of Comparative Family Studies, 41(4), 499-505.</p> <p>Robbins, M., & Szapocznik, J. (2000). Brief Strategic Family Therapy. Office of Juvenile Justice Prevention. Washington, D.C.: U.S. Department of Justice.</p>
9	10/19-10/26	<p>Family Empowerment Model- Brief Strategic Family Therapy</p> <p>Lindstrom, M., Filges, T., & Jorgensen, A.M.K. (2015). Brief Strategic Family Therapy for young people in treatment for drug use. Research on Social Work Practice, 25(1), 61-80.</p> <p>Valdez, A., Cepeda, A, Parrish, D., Horowitz, R. & Kaplan, C. (2013). An adapted Brief Strategic Family Therapy for gang-affiliated Mexican-American adolescents. Research on Social Work Practice, 23(4), 383-396.</p>
10	10/27-11/1	<p>Family Empowerment Model- Family Group Conferencing/Family Group Decision Making.</p> <p>CalSWEC. (2010). Family to Family: Key characteristics of family meetings. Retrieved from http://calswec.berkeley.edu/toolkits/team-decision-making-tdm-toolkit/social-workers.</p> <p>American Humane (2010). Guidelines for Family Group Decision Making in Child Welfare. Englewood, CO: Author. Retrieved from</p>

		<p>http://www.americanhumane.org/assets/pdfs/children/fgdm/guidelines.pdf.</p> <p>Nixon, P. (n.d.). Seen but not heard? Children and young people’s participation in Family Group Decision Making: Concepts and practice issues. American Humane. Retrieved from http://www.americanhumane.org/assets/pdfs/children/fgdm/pc-pc-article-fgdm-nixon.pdf.</p> <p>Waites, C., Macgowan, M.J., Pennell, J., Carlton-LaNey, I., & Weil, M. (2004). Increasing the cultural responsiveness of family group conferencing. <i>Social Work, 49</i>, 291-300</p>
11	11/2-11/8	<p>Family Meetings. Family Empowerment Models. Child and Family Team Model. Expanding Family Empowerment Models</p> <p>CDSS/DHCS. (n.d.). <i>Pathways to mental health services: Core Practice Model guide</i>. Please read p. 5-15.</p> <p>UNC School of Social Work (2012, May). <i>Fostering Perspectives: Views on foster care and adoption in North Carolina, 16(2)</i>. Please read pages 1-7.</p> <p>DeVance Taliaferro, J., DeCuir-Gunby, J., & Allen-Eckard, K. (2009). ‘I can see parents being reluctant’: Perceptions of parental involvement using child and family teams in schools. <i>Child & Family Social Work, 14</i>, 278-288.</p> <p>Range, B., Gutierrez, D., Gamboni, C., Hough, N.A., & Wojckiak, A. (2017). Mass trauma in the African American community: Using multiculturalism to build resilient systems. <i>Contemporary Family Therapy, 40</i>, 284-298.</p> <p>Stajduhar, K., Funk, L., Jakobsson, E., & Ihlen, J. (2010). A critical analysis of health promotion and “empowerment” in the context of palliative family caregiving. <i>Nursing Inquiry, 17(3)</i>, 221-230.</p> <p>Family Empowerment Models Paper Due</p> <p>Family Empowerment Model Role Play and Role Play Paper due Reflection on Family Empowerment Model Role Plays due</p>
12	11/9-11/15	<p>Self help and support group models in micro practice settings. How self-help and support groups empower clients.</p>

	(Wednesday, 11/11 is Veterans Day, Campus Closed)	<p>Steinberg, Chapters 1-4</p> <p>Alcoholics Anonymous website: http://www.aa.org/. Under the AA website, please look at the “Information for Professionals” page, specifically “Information for Professionals” and the video “AA Video for Healthcare Professionals” or “AA Video for Legal or Corrections Professionals” under the “Videos” link.</p> <p>Wituk, S., Shepherd, M.D., Slavich, S., Warren, M.L., & Meissen, G. (2000). A topography of self-help groups: An empirical analysis. <i>Social Work, 45</i>(2), 157-166.</p> <p>Powell, T.J. & Perron, B.E. (2010). The contribution of self-help groups to the Mental Health/ Substance Use services system. In L.D. Brown & S. Wituk (Eds.) <i>Mental health self-help: Consumer and family initiatives</i>. New York: Springer.</p>
13	11/16-11/22	<p>Self-help and support group skills development</p> <p>Steinberg, Chapters 5-8</p> <p>Polinsky, M.L., Pion-Berlin, L., Williams, S., Long, T., & Wolf, A.M. (2010). Preventing child abuse and neglect: A national evaluation of Parents Anonymous groups. <i>Child Welfare, 89</i>(6), 43-62.</p> <p>Powell, T.J. & Perron, B.E. (2010). The contribution of self-help groups to the Mental Health/ Substance Use services system. In L.D. Brown & S. Wituk (Eds.) <i>Mental health self-help: Consumer and family initiatives</i>. New York: Springer</p> <p>Wituk, S., Shepherd, M.D., Warren, M., & Meissen, G. (2002). Factors contributing to the survival of self help groups. <i>American Journal of Community Psychology, 30</i>, 349-366.</p>
14	11/23-11/29 (11/26-11/29 is Thanksgiving Holiday, Campus Closed)	<p>Ethical and diversity issues in self-help and support groups.</p> <p>Jalisi, A., Vazquez Guerero, M., Bucay-Harari, L., Giusti, F., Contreras, J., Batkis, D., Batkis, M., Polk, S., Cook, B., & Page, K.R. (2018). <i>Testimonios</i>, a mental health support group for Latino immigrants in an emergent Latino community. <i>Journal for the Poor and Underserved, 29</i>, 623-632.</p>

		Roush, S., Monica, C., Carpenter-Song, E., & Drake, R.E. (2015). First-person perspectives on Dual Diagnosis Anonymous (DDA): A qualitative study. <i>Journal of Dual Diagnosis, 11</i> , 136-141.
15	11/30-12/6	<p>Evaluation of crisis intervention, family intervention, and self-help group models. Termination in practice with individuals, families, and groups.</p> <p>Yeager & Roberts, Chapter 27</p> <p>Self Help/ Mutual Aid Model Paper Due Self Help/ Mutual Aid Role Play and Role Play Paper Due Reflection on Self Help/ Mutual Aid Role Plays due</p>
Finals	12/7-12/11	No Readings

Assignment 1: Definition of Specialization/ Literature for Use
Due, 15% of final grade

Remember, this is a Micro practice class: work with individuals, families and groups. Your specialization for this class needs to have a micro practice focus.

Area of Specialization (social work issue, client population or field of practice).

This can consist of one to a few sentences (if it needs a little more clarification). Please make sure this is not too narrow, nor too broad. This is not simply a replication of your research topic, but your research topic can and should be inclusive of your specialization. Example: If I am doing a research project looking at factors predicting educational success for persons with learning disabilities, my specialization, from a micro perspective, might be the impacts of learning disabilities on adolescents/ young adults and their families.

Determine the national and local scope of this issue, population or field of practice.

You should be doing some research to determine this. Websites are a good start, but you can also go into local offices or gather materials at your internship/ workplace. You should have *at least* a paragraph or two to discuss the national scope, and then another paragraph or two to discuss the local. Make sure you are citing your source(s)! For my specialization (see above), I might write about the national issues (services for persons with learning disabilities in K-12 and college settings) as well as the state level concerns (are there services for persons with learning disabilities in the area?)

Summarize Social Work's history of and current involvement with this issue, population or field of practice.

Again, you will need to do some research. Your texts from last year may have some of this information, but websites will also be available. You will want at least a paragraph on this. Again, make sure you are citing your source(s)! So in my case, I might talk about social work in school settings, as well as in mental health settings.

Identify and list the references for 10 micro practice resources related to your specialization.

For this section, I want you to create a reference page (in APA) that lists at least 10 micro practice resources related to your specialization. These might include resources you used in your literature review for your research project, but you might (and I recommend) finding resources about how micro practice is done in your specialization. Are there particular micro practice issues that your specialization focuses on? This will help you write the other papers for this and the other micro practice courses. In my case, I might talk about the issues related to learning challenges, but also self-efficacy and social skills, which are micro practice concerns that need to be addressed. After each reference, please write a sentence or two briefly describing the resource (article, webpage, book, etc.) This should not simply be a replication of an abstract.

The entire paper should be 4-5 pages. Please remember to use APA, and to find sources for the scope of the issue and SW involvement with the issues.

Instructions for Role Play Paper

Due Dates:

- Role Play (at least 30 minutes, in front of the class): Due Nov 28th or Nov 30th (you will sign up)
Paper (one per group): Due the day you do your role play
Reflections on Role Plays (done individually): Due

This assignment constitutes a major portion of the evaluation of this class. It is broken into several parts. Two of the three parts are done as a part of a group, while the third (reflections) will be done individually.

Part 1: Role Play: Due Tuesday, November 28th or Thursday, November 30th

This role play will be done, in a group, on one of the three models we will be covering in this class (crisis intervention, family meeting, or self-help group). The size of the role play will depend on the type of role play you want to participate in. We will choose groups and topics in the first two weeks. The types of role plays include:

1. Crisis Intervention: This could be 1:1, or a family with a therapist, or a few clients and a therapist. At most, 3-4 participants. You could also choose to do a role play on the Seeking Safety Model.
2. Family treatment/ meeting: This should be *either* Brief Strategic Family Therapy, Family Group Decision Making meeting, or a Child Family Team meeting. This should be as large of a group as possible (5-6 minimum).
3. Self-help group: There should be at least 4 group members and one therapist.

I want to make sure there is at least one group that will role play each model. There can be more than one group focused on the crisis intervention, but likely only one group for the other two models.

This role play will tie in very closely to the group paper.

To receive full credit for this portion assignment, your group must:

1. Create a scenario that is plausible and involves all the group members. You should gain approval from me before doing the role play in class.
2. Demonstrate the role play.
3. The role play should demonstrate a significant part of the intervention, and should not simply include engagement/ assessment. Your group should identify and implement particular techniques that *empower* the clients and are tied to theories/models we will be learning in this class through lectures and readings, and/ or theories/ models you learned in previous courses. If in doubt, please consult with me before doing your role play.
4. Show *at least* 30 minutes of the intervention. This may take quite a bit of preparation to ensure you are ready to demonstrate at least this much of the intervention. Although I do not expect nor want you to entirely script your role play, you should make sure you have created a scenario that will allow this much demonstration.

Part 2: Group Paper: Due the day your group performs the role play

This part of the paper should be worked on throughout the process of developing the role play and in reflection of what occurred during the role play. The portions of the paper include:

1. Written scenario. This will include the type of role play, the names and a brief description of each person's role (approximately a paragraph per person), and a few paragraphs of background on the scenario. You can use the cases we will discuss in class, or previous cases you have worked on in cases as a guide on the types of information you should provide.
2. An overview on the population that you will focus on during your role play. For example, if you are planning a self-help group focused on parents of children with schizophrenia, then what are some of the issues persons in this population that might come up in a group? How has this intervention been used with this population in the past? This should be about 2 pages in length, and should be using at least 5 resources (articles, books, websites, etc.)
3. Theories/ models that informed the group's approach to the intervention/ techniques that will be demonstrated. This should include the name and description of the theory/ model, and a discussion of how this will be presented during the video. I expect that you will use *at least* two theories or models, and that you will explain, in detail, what you intend to do to use each theory/ model and *why* your group has chosen each theory/ model. I expect this will take at least a page per theory/ model, and should include 2-3 references to support the information (These should be scholarly resources- no WikiHow or PsychCentral, please! Use your textbooks, or peer reviewed articles, or well respected websites such as NIH).

Part 3: Reflection

While you are watching these role plays in class, please reflect upon them. After watching the demonstration, please answer the following:

1. What techniques could you identify being demonstrated in the role play, based on what you have learned in previous classes and what we have learned in this class? Where did you see this technique demonstrated?
2. What worked well here? What did you like about the role play?
3. What would you recommend changing or adding to improve this intervention?

You should take notes on this while watching this role play, and then take the time to enhance your reflection. Each reflection should be labeled so I know which role play you are discussing. I will give each group the reflections for their group, so know the group will read what you write..

Instructions for Model Papers
Due (Crisis/ Individual Intervention)
(Family Treatment/ Meeting)
(end of finals time) (Self-Help/ Mutual Aid Group)

The purpose of this assignment is for you to explore how you might use a crisis intervention approach, family meeting, and self-help/mutual aid group within your area of specialization. You will do this by writing **two** papers. You will write on the models you do not focus on for the role play assignment. Each paper should follow this format:

- Specialization. Start with a statement of your area of specialization (edited from your first paper, no more than 1-2 sentences).
- Clients that would use the intervention and an agency that this intervention would be completed in. So this might be young adults with learning disabilities in a college psychological services office, or adults with a new cancer diagnosis in a hospital setting. This should link to your specialization.
- Literature on Micro Practice issues that impact this intervention. Discuss what the professional literature says about micro services that are applied to the clients you are intending to serve. For example, if you are planning on running a self-help group for overworked MSW students, then you would want to discuss the ways that self-help groups have been used in this population or populations like it. Use at least 3-4 resources for this.
- Theories/ Practice Approaches used in this Intervention. Discuss what theories and practice approaches (use what you learned last year as well) might be useful in this intervention. So you might talk about the use of cognitive behavioral methods as a later part of a crisis intervention in your population, or solution focused therapy in a self-help group for young adults with learning disabilities. You should both define the theory or intervention and explain why you would use it. You can discuss more than one theory, but you do not need to.
- Describe your role in the planning and delivery of these services. Be specific in describing your role as a change agent. So how would you facilitate a family meeting? What would be your role in a self-help group you have designed? How would you provide crisis intervention services?
- Describe any particular ethical issues that might be expected to arise in the intervention you are planning. Confidentiality is a given, but are there other ethical issues that might come up? How would you address them?
- Describe any particular diversity issues that might arise. (i.e. language, ways of interacting with others, family structure.) Discuss how diversity related issues would be addressed.
- Discuss how this intervention has been used in a way that empowers the intended clients. (i.e. at the conclusion of this group these foster parents will have a set of tools they can use to work with the children in their care and they can continue to rely on each other to provide some of the support they need in dealing with these difficult to manage children...").
- You can use these bullet points as overall guides for the paper. I prefer papers that have clearly defined sections to one flowing paper.

- Each paper will be at least 7-8 pages long, and will have at least 8 resources.