UNIVERSITY OF PENNSYLVANIA
SCHOOL OF SOCIAL POLICY & PRACTICE
M.S.W. PROGRAM

SWRK614 - FOUNDATIONS OF SOCIAL WORK PRACTICE & FIELD PRACTICE II

Spring 2019

Course Purpose

This foundation practice course is the second in a two-course sequence designed to provide M.S.W. students with foundational knowledge, values, and skills in social work practice with individuals, families, groups, organizations and communities. In the first course, the emphasis was on the development of practice knowledge and skills in the areas of engagement, assessment, goal setting, contracting, intervention and evaluation with individuals. In the second course, students further develop this knowledge and skill base and learn about its use in work with families, groups, organizations and communities. Attention to the implications of race, culture, ethnicity, gender, socioeconomic background, age, sexual orientation, religion, and disabilities in social work practice continues to be an integral part of foundation practice learning.

Students learn about how core professional values, including commitment to social change to meet socially recognized needs, respect and appreciation for individual and group differences, and promotion of social justice and economic, physical, and mental well-being of all in society, apply to practice with larger systems. Through the use of assigned readings and class discussion, emphasis is placed on principles of ethical practice, cultural awareness in practice, and promotion of access to services for people with greatest social and economic need. Throughout the course, the impact of inequality and oppression in the provision of services with families, groups, communities, and organizations and in the dynamics of practice settings is explored, and students develop an awareness of the impact of difference and diversity in assessment and ongoing social work practice with families, groups, organizations and communities. Students learn to apply a strengths perspective in social work practice occurring in family, group, organizational and community settings, with an emphasis on vulnerable and marginalized populations.

Educational Objectives

Upon completion of this course, students will demonstrate:

1. A foundational understanding of social work practice with families, groups, organizations, and communities.

2. The foundational skills necessary for beginning social work practice with families, groups, organizations, and communities.

3. An understanding and respect for differences based on age, race, culture, ethnicity, gender, sexual orientation, religion, (dis)ability, and socioeconomic background and ability to incorporate this understanding and respect in social work practice with families, groups, organizations, and communities.

4. Ability to apply a strengths perspective in social work practice with families, groups, organizations, and communities.

5. Increased awareness and ability to apply social work values and ethics in social work practice.

6.   Increased ability to engage in evidence-based practice.

7.   Increased ability to collect data, draw inferences from data, and think systematically about evidence in relation to social work practice and services.

8.   Increased ability to evaluate the outcomes and effectiveness of social work practice and programs.

9.   Increased ability to promote social justice at micro-, mezzo-, and macro-levels of practice.

Course requirements

Expectations

Classroom learning is a fundamental component of professional education. Students are expected to attend each class, arrive to class on time, and attend the full class. In the event that you are unable to attend class for any reason, please notify your instructor in advance. Excessive absenteeism (i.e., missing two or more classes) and excessive tardiness (i.e., being late more than three times) are considered serious concerns that instructors will address by meeting with the student and determining whether the student's academic advisor should be notified and how the student's grade will be affected. Excessive absenteeism could result in course failure.

Students are expected to: (a) participate substantively in class discussions; (b) read on a weekly basis and come to class prepared to discuss the reading assignments; (c) demonstrate professional behavior; and (d) submit written assignments by the due date and in accordance with the specified format. Some instructors may include written or verbal reading reflection assignments and/or additional process recordings as part of the class participation grade.

This course emphasizes the development of professional behavior. As such, unprofessional behavior can negatively affect a student's grade in the course. Professional behavior in field placement is required to pass this course.

Grading Policies

The final course grade is based on the student's activities and evaluations in both class and field placement. Students are required to have a passing grade in field placement in order to pass this course. Without a passing grade in field placement, the final grade in this course is an F, regardless of any other grades for assignments or class participation. A marginal passing grade in field placement is a serious concern, that, in general, will result in a 1/3 reduction in the final grade in this class (e.g., a B+ would become a B); however, the reduction may be greater at the discretion of instructor. A signed, completed learning contract is required to receive credit for field placement.

As described in the M.S.W. Student Handbook, "Grade categories used in SP2 follow those of the Graduate Division of the University of Pennsylvania: A, excellent; B, good; C, fair; D, poor but passing; and F, failure. The use of a plus or minus (+ or -) with a letter grade is at the discretion of the instructor."

A final grade of D+ or below is insufficient to pass this course and will yield a final course grade of F.

Students whose grade is minimal or failing in this course at midterm will be notified in writing.

The Bases for Evaluating Students' Work

1) Quality of written assignments: papers will be evaluated on the basis of their conceptual clarity, organization, attention to each component of the assignment, incorporation of course concepts, evidence of critical thinking, extensiveness of integration of relevant literature, and clarity in writing.

2) Class participation: attendance, quality and quantity of verbal participation, participation in experiential activities, evidence of preparation for class, and demonstration of analytical thinking regarding each week's reading assignments.

3) Satisfactory performance in the field: field performance will be factored into final grades. A passing grade in field is required to pass this course. A marginal passing grade in field will, in general, result in a reduced final grade in this course according to the instructor's discretion. Please see the prior section of this syllabus for additional information.

4) Integration of conceptual and empirical material and practice in the classroom and in field work.

Assignments

Students are responsible for submitting all written assignments, regardless of whether or not they are graded. The specific assignments and class participation will be weighted as specified in the table below.

Assignment	Due Date	Value
Revised Learning Contract	Due Week 3	Pass/Fail
Community Assessment Proposal	Due Week 5	Pass/Fail
Process Recording	Due Week 7	30 points
Community Assessment Project	Due Weeks 11-13	50 points
Class participation	Ongoing	20 points
	Total possible points:	100

Instructors may modify total possible points for each assignment within 5 points.

Academic Integrity

Students are expected to adhere to the University's Code of Academic Integrity, available at http://www.upenn.edu/academicintegrity/. Care should be taken to avoid academic integrity violations, including plagiarism, fabrication of information, and multiple submissions.** Students who engage in any of these actions will be referred to the Office of Student Conduct, which investigates and decides on sanctions in cases of academic dishonesty.

1. Plagiarism: using the ideas, data, or language of another person or source without specific or proper acknowledgment. Examples include: copying, in part or in its entirety, another person's paper, article, or web-based material and submitting it for an assignment; using someone else's ideas without attribution; not using quotation marks where appropriate; etc.

2. Fabrication: submitting contrived or altered information in any academic exercise. Examples include: making up data or statistics, citing nonexistent articles, contriving sources, etc.

3. Multiple submissions: submitting, without prior permission, any work submitted to fulfill another academic requirement.

**It is students' responsibility to consult the instructor if they are unsure about whether something constitutes a violation of the Code of Academic Integrity.

Format for Written Assignments

- All papers must be typewritten in 12-point font, double-spaced, and page-numbered with 1" margins on all sides. The first page should include the title of the paper, the student's name, course number, instructor's name, and the date. Papers should be stapled, not paper-clipped.

- Any information that is related to clients should be presented in ways that preserve confidentiality (e.g., names and identifying information should not be included); this expectation also applies to information shared in class. Please consult your practice instructor, field instructor, and/or field liaison if you have questions regarding confidentiality expectations.

- All ideas of others must be properly cited with the specific source, including authors' last names and year of publication. Please use in-text citations following APA style guidelines. Direct quotes must have the specific source and page number(s). Quotations longer than four typewritten lines must be single-spaced and indented. A list of cited references should be included at the end of each paper, using APA format.

- Please proofread all papers carefully for spelling, punctuation, and other similar errors.

- Papers written for other classes may not be submitted for written assignments in this course. Direct substitution of papers between courses may result in a failing grade for that assignment.

- You should keep a copy of each paper submitted.

- The instructor will gladly answer any questions regarding format.

Readings

It is expected that students will read and think analytically about the required readings for the class, as well as other materials of their own choosing.

Field Visit

In this second foundation practice course, field visits will only be held if previously scheduled, requested by the field instructor or student, or initiated as needed by the practice instructor/field liaison to address specific field-related concerns. All field instructors will be contacted by the instructor or field liaison by telephone during this term.

Required Texts

Hardcastle, D. A., Powers, P. R., & Wenocur, S. (2011). *Community practice: Theories and skills for social workers* (3rd ed.). New York, NY: Oxford University Press.
    Electronic version available through Van Pelt Library website.

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills* (10th ed.). Boston, MA: Cengage Learning.
    Copy available for reserve use at Van Pelt Library.

All other required readings are available online via Canvas.

<u>Recommended Text</u>

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

SWRK 614: Spring 2019
Class Schedule and Required Readings

<u>Week 1:</u> **<u>Course Introduction, Spring Term Goals for Course and Field Work, and</u>**
 <u>Engagement, Assessment, and Intervention with Families</u>

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills* (10th ed.). Boston, MA: Cengage Learning.
 Chapter 10, "Assessing family functioning in diverse family and cultural contexts," pp. 251-278.

Walsh, F. (2014). Family therapy: Systemic approaches to practice. In J. Brandell (Ed.), *Essentials of clinical social work* (pp. 160-185). Thousand Oaks, CA: Sage Publications.

<u>Week 2:</u> **<u>Engagement, Assessment, and Intervention with Families</u>**

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills* (10th ed.). Boston, MA: Cengage Learning.
 Chapter 15, "Enhancing family functioning and relationships," pp. 455-483.

Falicov, C. (1995). Training to think culturally: A multidimensional comparative framework. *Family Process, 34*(4), 373-388.

<u>Week 3:</u> **<u>Engagement, Assessment, and Intervention with Families</u>**
<u>DUE:</u> **<u>Revised Learning Contract</u>**
<u>Skills Lab:</u> **<u>Video</u>**

American Academy of Pediatrics (2003, September). Family-centered care and the pediatrician's role. *Pediatrics, 112*(3), 691-696.

Bredensteiner, S. (2009). Mitigating homeless children's risk for developmental delay. *Healing Hands, 13*(2), 1-6.

Gibson, P. A. (2002). African American grandmothers as caregivers: Answering the call to help their grandchildren. *Families in Society*, *83*(1), 35-43.

Home, A. (2008). All in a day's carework: A typical day mothering children with invisible disabilities. *Journal of the Association for Research on Mothering*, *10*(1), 146-159.

Malpas, J. (2011). Between pink and blue: A multi-dimensional family approach to gender nonconforming children and their families. *Family Process, 50*(4), 453-470.

Woodward, E. N., & Willoughby, B. (2014). Family therapy with sexual minority youths: A systematic review. *Journal of GLBT Family Studies, 10*(4), 380-403.

Week 4:   <ins>**Introduction to Group Work**</ins>
<ins>**Skills Lab:**   **Group Work**</ins>

Hannah, P. J. (2000). Preparing members for the expectations of social work with groups: An approach to the preparatory interview. *Social Work with Groups, 22*(4), 51-66.

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills* (10th ed.). Boston, MA: Cengage Learning.
     Chapter 11, "Forming and assessing social work groups," pp. 279-311.

Kurland, R. (2002). Racial differences and human commonality: The worker-client relationship. *Social Work with Groups, 25*(1/2), 111-116.

Week 5:   <ins>**Group Work: Beginnings and Assessment**</ins>
<ins>**DUE:**   **Community Assessment Proposal**</ins>

Middleman, R., & Wood, G. G. (1990). *Skills for direct practice in social work*. New York, NY: Columbia University Press.
     Chapter 8, "Skills for building groups," pp. 103-114.

Shulman, L. (2012). *The skills of helping individuals, families, groups, and communities* (7th ed.). Belmont, CA: Brooks/Cole.
     Chapter 10, "The preliminary phase in group practice," pp. 342-385.

Week 6:   <ins>**Stages of Group Development and Intervention**</ins>

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills* (10th ed.). Boston, MA: Cengage Learning.
     Chapter 16, "Intervening in social work groups," pp. 484-511.

Middleman, R., & Wood, G. G. (1990). *Skills for direct practice in social work*. New York, NY: Columbia University Press.
     Chapter 9, "Skills for facilitating the work of the group," pp. 115-134.
     Chapter 10, "Skills for non-talking groups and non-talking times with groups," pp. 135-151.

Birnbaum, M., & Cicchetti, A. (2000). The power of purposeful sessional endings in each group encounter. *Social Work with Groups, 23*(3), 37-52.

SPRING BREAK: MARCH 2-10, 2019

WEEK 7:   Task Groups, Interdisciplinary Teams, and Coalitions
DUE: Process Recording
Skills Lab: Video

Hardcastle, D. A., Powers, P. R., & Wenocur, S. (2011). *Community practice: Theories and skills for social workers* (3rd ed.). New York, NY: Oxford University Press.
>   Chapter 9, "Using work groups: Committees, teams, and boards," pp. 248-271.

Mizrahi, T., & Rosenthal, B. (1993). *Community organization and social administration*. New York, NY: The Haworth Press.
>   Part I, "Managing dynamic tensions in social change coalitions," pp. 11-40.

Week 8:   Termination in Social Work Practice

Gutheil, I. A. (1993). Rituals and termination procedures. *Smith College Studies in Social Work, 63*(2), 163-176.

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills* (10th ed.). Boston, MA: Cengage Learning.
>   Chapter 19, "The final phase: Evaluation and termination," pp. 568-584.

Week 9:   Introduction to Community Practice

Hardcastle, D. A., Powers, P. R., & Wenocur, S. (2011). *Community practice: Theories and skills for social workers* (3rd ed.). New York, NY: Oxford University Press.
>   Chapter 1, "Community practice: An introduction," pp. 1-36.
>   Chapter 2, "Theory-based, model-based community practice," pp. 39-68.
>   Chapter 4, "The concept of community in social work practice," pp. 94-129.

Schriver, J. (2011). *Human behavior and the social environment: Shifting paradigms in essential knowledge for social work practice* (5th ed.). Boston, MA: Allyn and Bacon.
>   Chapter 9, "Perspectives on communit(y)ies," pp. 498-544.

Week 10:   Community Assessment
Skills Lab: Community Practice

Hardcastle, D. A., Powers, P. R., & Wenocur, S. (2011). *Community practice: Theories and skills for social workers* (3rd ed.). New York, NY: Oxford University Press.
>   Chapter 3, "The nature of social and community problems," pp. 69-93.
>   Chapter 5, "Assessment: Discovering and documenting the life of a community," pp. 133-154.
>   Chapter 6, "Using assessment in community practice," pp. 155-181.

Week 11:   **Community Empowerment Practice and Evaluation**
DUE: **Community Project Group Presentations**

Chaskin, R. J., Brown, P., Venkatesh, S., & Vidal, A. (2001). *Building community capacity*. Hawthorne, NY: Aldine De Gruyter.
> Chapter 1, "Community capacity and capacity building: A definitional framework," pp. 7-26.

Stall, S., & Stoecker, R. (1998). Community organizing or organizing community? Gender and the crafts of empowerment. *Gender and Society, 12*, 729-756.

Mizrahi, T. (2000). Basic principles for organizing: Perspectives from practice. Retrieved from http://www.hunter.cuny.edu/socwork/ecco/bpfo.htm.

Week 12:   **Social Work Administration and Organizational Practice Skills**
DUE: **Community Project Group Presentations and Individual Group Process Papers**
DUE: **Community Project Individual 10-Page Papers**

Ghose, T., Swendeman, D. T., & George, S. M. (2011). The role of brothels in reducing HIV risk in Sonagachi, India. *Qualitative Health Research, 21*(5), 587-600.

Hanson, M. (1995). Practice in organizations. In C. H. Meyer & M. A. Mattaini (Eds.), *The foundations of social work practice* (pp. 205-224). Washington, DC: NASW Press.

Slattery, S. M., & Goodman, L. A. (2009). Secondary traumatic stress among domestic violence advocates: Workplace risk and protective factors. *Violence Against Women, 15*(11), 1358-1379.

WEEK 13:   **OPEN TOPIC—DETERMINED BY SECTION INTEREST**
DUE: **Community Project Group Presentations and Individual Group Process Papers**
DUE: **Community Project Individual Presentations**

Week 14:   **Course Review**
Skills Lab: **Direct Practice Review**

Assignment Summary

Revised Learning Contract
Due: Week 3—Ungraded—signed, completed contract is required to receive field placement credit

Use your first semester learning contract and field evaluation, as well as discussion with your field instructor, to identify learning needs and goals for the second semester. Objectives and content of the syllabus, the nature of the agency, practice competencies identified in the field evaluation, and individual learning objectives should be considered when updating your learning contract. As in the first semester, identify measurable goals, steps to achieve them, and plans for evaluating progress toward goals. Please incorporate work with families, groups and community in the revised learning contract. You and your field instructor sign the revised contract; keep a copy for yourself and provide copies for your field instructor, practice instructor, and field liaison (as applicable).

Community Assessment Proposal Abstract*   **Due: Week 5**
Maximum length: 1 page

*It will be necessary to read the following chapter to complete this assignment:

Schriver, J. (2011). *Human behavior and the social environment: Shifting paradigms in essential knowledge for social work practice* (5th ed.). Boston, MA: Allyn and Bacon.
> Chapter 9, "Perspectives on communit(y)ies," pp. 498-544.

and to at least skim:

Hardcastle, D. A., Powers, P. R., & Wenocur, S. (2011). *Community practice: Theories and skills for social workers* (3rd ed.). New York, NY: Oxford University Press.
> Chapter 4, "The concept of community in social work practice," pp. 94-129.
> Chapter 5, "Assessment: Discovering and documenting the life of a community," pp. 133-154.
> Chapter 6, "Using assessment in community practice," pp. 155-181.

Next, to complete the proposal abstract:
1) Review the outline for the Community Assessment Project.
2) Specify the members of your group, if applicable.
3) Using the chapter by Schriver (see above citation) as a guide, define the community that will be the focus of your proposed assessment and identify its relationship to the agency.
4) Specify the social problem you will address in the context of this community.
5) Briefly identify what you would like to learn in your proposed assessment.
6) Drawing upon the chapters by Hardcastle et al. (see chapters cited above), indicate the methods you propose to use to complete your assessment.
7) Specify permissions needed for this project and how they will be sought.

Process Recording   **Due: Week 7**
Total possible points: 30
Length: 6 single-spaced pages (excluding references) with 1-inch margins on all sides
This assignment does not involve video or audio recording clients. Please see the NASW Code of Ethics for additional information regarding video or audio recording in social work practice.

During this semester, it is expected that students will be involved in a group at their agencies. This involvement can include a therapeutic group, support group, a committee, task group, or team. Many students are also working with families and/or applying family systems concepts in their work with individuals.

This assignment is intended to develop and demonstrate the student's growing competence in social work practice with groups or with families.

In addition to the general guidelines, be sure to consider the following additional information for each option.

Option One: Therapeutic or Task Group
1. Provide a brief description of the agency setting.
2. Identify the purpose of the group, key elements involved in planning for the group, context of this meeting, and your role within the group.
3. Address the "tuning in" you did in relation to the group and yourself prior to this meeting.
4. Specify what you wanted to pay attention to in this meeting.
5. Provide the verbatim content in standard three-column format (i.e., column 1: dialogue; column 2: the worker's unspoken feelings and reactions to what is happening (as described in the first column); column 3: analysis of the interaction, the participants' feelings, your feelings and reactions, your verbal and nonverbal responses to the participants, other possible responses, and skills used). Please note that you will be graded on the quality of the analysis, not the quality of the practice, although the instructor may also provide feedback on your practice. The analysis is covered in the third column and in the conclusion.
6. In the conclusion, consider phases of group development, group member roles, leader roles, group functioning, diversity factors, and how they are addressed in the group. Provide analysis of the effectiveness of the group, including factors that appear to facilitate and hinder its effectiveness. Reflect on your professional use of self in this meeting, including your social identity in the context of practice in this meeting, lessons learned, next steps with the group, and anything you need to learn to facilitate the next steps.

You are expected to use a conceptual framework based on readings for this course to support your analysis of the group process and how you might proceed. Be sure to cite relevant literature to inform all sections of the paper.

Option Two: Social Work with a Family
1. Provide a brief description of the agency setting.
2. Provide a basic genogram of the family to identify family members (including age, gender, race/ethnicity, and socioeconomic background) and family structures. Specify who is participating in this meeting, while preserving client confidentiality.
3. Identify the context of this meeting within ongoing services and the context of the presented segment within the session.
4. Address the "tuning in" you did in relation to the family and yourself prior to this meeting.
5. Specify what you wanted to pay attention to in this meeting.

6. Provide the verbatim content in standard three-column format (i.e., column 1: dialogue; column 2: your unspoken feelings and reactions to what is happening (as described in the first column); column 3: analysis of the interaction, the participants' feelings, your feelings and reactions, your verbal and nonverbal responses to the family members, other possible responses, and skills used). Please note that you will be graded on the quality of the analysis, not the quality of the practice, although the instructor may also provide feedback on your practice. The analysis is covered in the third column and in the conclusion.

7. In the conclusion, consider the family's intergenerational relationships, belief systems, organizational patterns, communication processes, and problem-solving. Provide analysis of how these processes intersect with the presenting concern and how they may be addressed to resolve it. Reflect on your professional use of self in this meeting, including your social identity in the context of practice in this meeting, lessons learned, next steps with the family, and anything you need to learn to facilitate the next steps.

You are expected to use a conceptual framework based on readings for this course to support your analysis of the family processes and how you might proceed. Be sure to cite relevant literature to inform all sections of the paper.

General Guide for Preparation of Process Recording

◊ It is necessary to obtain your supervisor's permission to use agency material for class presentation. The process recording should be reviewed and initialed by the supervisor before submission to the instructor. Ample time will need to be allowed for this process.

◊ Names and other identifying information for clients and other people must be disguised. Do not use initials or humorous pseudonyms. Agency names do not need to be disguised.

◊ Material must be typewritten, single-spaced, using only one side of the paper. Material may be photocopied for classroom use; therefore, the paper must be submitted in this final form.

◊ **Be sure to integrate relevant literature in each section of the process recording.**

Community Assessment Project   **Due: Weeks 11-13**

There are two possible formats for this project. Students may select their preferred format. The general overview of the project, whether completed as a group presentation or individual paper, is provided below.

Format One: Group Presentation and Brief Individual Paper Analyzing the Group's Process
Presentation: 40 possible points
Individual Paper Due 1 Week after the Presentation: 10 possible points

If you select this option, you will work with a small group of students to conduct the community assessment based on a mutually agreed upon community, social problem, and agency. With this option, students will inform their field placement agencies of the project and inquire about specific interests of the agency that could be addressed with this project. The students in the group will decide upon the agency, community, and social problem and proceed with the assessment as described in this syllabus.

With this option, the group will provide a 30-minute class presentation of their community assessment project. Systematic methods, critical thinking, and creativity are especially encouraged; effective use of the allotted time is an important component of the presentation. Please provide a bibliography of cited sources and resources for further learning to be distributed to the class. <u>This project requires use of sources beyond the course readings</u>.

Drawing upon the group work readings and class material, each participant in the group will prepare an independent paper that analyzes the group's process to be submitted the week after the group presentation. Included in this 5-page paper should be discussion of the goals of the presentation, the degree to which they were met, and analysis of the group process, including ways in which working as a group influenced goal achievement. In the analysis of the group process, be sure to consider the composition of the group, communication and behavior patterns, leadership, participation, decision-making, conflict and its resolution, group member roles, observations regarding the group's developmental stages, and any other information relevant to understanding the group's functioning. **Be sure to cite relevant literature to inform your discussion and analysis.**

Format Two: Individual Paper and Brief Presentation
Paper Due Week 12: 40 possible points   **Presentation Due Week 13: 10 possible points**

If you select this option, you will write a 10-page, double-spaced paper (excluding references) that responds to each component of the assessment described in this syllabus. You will submit your paper in class during the 12th week of the semester. The following week (Week 13), you will provide a brief presentation (approximately 5-10 minutes) that includes an overview of the agency, community, social problem, methods, key findings, and primary implications of the assessment findings.

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PROJECT OVERVIEW

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You will identify a community served by your agency and examine a social problem that affects the community. For this assignment, a target community can include a geographic community your agency serves or in which your agency is located or a community of interest with which your agency is affiliated. You will be expected to conduct a comprehensive assessment of both the strengths and challenges experienced by this community in relation to this social problem. You should rely on readings from the class to assist in planning and conducting the assessment.

It will be important to consider the community from different perspectives. You will need to use existing data sources to understand the community, as well as conduct key informant interviews with either members of the

community and/or agency staff who have a comprehensive and historically grounded understanding of the community. Also, observations may be crucial to your understanding, which may mean that you'll want to attend a community-based informal association meeting or a formal meeting pertaining to the social problem.

Obtain necessary permission for any methods you wish to use from your field instructor and other appropriate officials.

The key elements to be addressed in this project are outlined below.

Be sure to cite relevant literature from the course and beyond throughout all sections of the presentation or paper.

I. Define the Community and the Social Problem

    A. Identify a community served by your agency, which could be:

        1. A geographic community where your agency is located (be sure to specify physical parameters of the community); or
        2. A community of interest (i.e., individuals who hold experiences, interests, goals and values in common and who actively engage with each other around them; be sure to specify the social identification boundaries of the community).

    B. Identify the social problem affecting the community and specify the importance of addressing it.

II. Assessment Design

    A. Describe the methods that you used to conduct the community and social problem assessment

        1. Data sources and sample (e.g., interviews, observation, existing data, etc.), methods (e.g., how data were gathered and analyzed), and reasons for choosing this approach.
        2. Address how you supported voluntary participation and confidentiality for participants.
        3. Consider strengths and limitations in your design, including strengths and gaps in information and any challenges in conducting the assessment.

III. Assessment Findings

    A. Describe the community (including, but not necessarily limited to, responses to the following questions):

        1. What are the demographic characteristics of the community? Include attention to race, ethnicity, income, age, gender, and other demographic characteristics as appropriate.
        2. What is the history of the community? How has the community changed over time (e.g., important historical events, changing patterns over time)?
        3. What values, traditions, or beliefs are important to members of the community?
        4. What formal and informal systems and networks exist in the community?
        5. How does the community function—what work can it do (consider production, distribution, consumption)?

    B. Describe the agency place/position within this community

        1. What is the role of the agency in this community?

2. How have the community and agency interacted in the past? In the present?
3. How do community members perceive the agency and vice versa?

C. Describe the social problem affecting the community and be sure to consider:

   1. Incidence, prevalence
   2. Groups affected
   3. Significance of the problem in this community, including consequences of inaction regarding the problem
   4. Factors associated with exacerbation and reduction of the problem
   5. Community members' perception of the problem
   6. The history of this community in relation to the problem
   7. Actions taken to date by the community and/or agency to address the problem
   8. Community assets, strengths, and challenges in relation to the identified problem
        a) What are the specific capacities and resources in this community in relation to this problem? How are/how might these strengths be mobilized to address this problem?
        b) What are the specific challenges for this community in relation to this problem? How might they be addressed?

IV. Implications of the Assessment Findings

A. For the community (what work needs to be done to build on strengths, enhance capacity, and address challenges in order to address this social problem in this community; what is the role of social work here?)

B. For the agency (what role can the agency play in addressing this social problem in this community; how might the agency need to adapt, e.g., to modify service provision, agency mission, etc.?)

C. For society (what do these assessment findings mean for society; what recommendations would you make for programmatic and/or public policy responses?)

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Skills Labs: Introduction

Skills labs for Foundation Practice and Field Practice are continuing to be implemented in 2017-2018 based on the request of the 2013-2014 MSW Governance Committee and in response to student feedback requesting additional attention to skill development in the Foundation Practice Sequence.

There are five modules included for 614:

1) Engagement, assessment and intervention with families: video demonstration (instructors choose one of the suggested videos or propose another option).

2) Group work (two modules):
   a. Instructors use the role play of their choice for 1-4 weeks of the group work sessions.
   b. Instructors may show the "Color of Fear" (Part 1), "Group Counseling with Children: A Multicultural Approach," or another video of their choice in the final week of focus on group work.

3) Community practice: instructors may choose to show a community practice video (options: "Laid to Waste: A Chester Neighborhood Fights for its Future," "How to Survive a Plague," or another video chosen by each instructor) or to ask students to conduct a community-based assessment exercise in small groups.

4) Review of direct practice learning: instructors will choose an activity or discussion that facilitates students' review of learning during the past year.

The modules are designed to provide opportunity for students to observe, discuss, and translate skills and concepts described in the readings into practice.

Discussion prompts are provided; however, instructors may choose to emphasize different points depending on the themes which emerge in each class.

The modules are included on the 614 syllabus; however, instructors may decide to complete them on different dates, according to what is optimal in each section of 614.

It is highly recommended that instructors preview videos and assess their potential usefulness with their section prior to showing them in class.

It is estimated that the modules will take approximately 90 minutes, depending on the length of the videos, role plays, and discussion. It is anticipated that the community-based assessment exercise will take additional time, including preparing students for it, completion of it by students, and discussion of it in class.

Module 1: Engagement, Assessment and Intervention with Families

Video Option 1:
"Tres Madres: Structural Therapy with an Anglo/Hispanic Family" (1990, with Harry Aponte)

Access:
Can be streamed from the Penn Library
(Go to library catalog [http://www.library.upenn.edu/], search video title, and you'll see link to connect to streaming video)

1) A brief overview of structural family therapy is useful prior to the start of the video.

2) Discussion prompts following the video:

    1) What is the presenting problem that the family brings to therapy?

    2) How does Harry Aponte explain what's fueling the presenting problem? How do these explanations influence his interventions with the family?

    3) What did you observe about Harry Aponte's professional use of self?

    4) In what ways did you observe elements of joining, enactment, assessment, and restructuring as described by Walsh (2014)?

    5) In what ways does Harry Aponte address developmental, cultural, and other ecological considerations?

    6) How effective is this approach in assisting the family? What's the basis for your assessment regarding the effectiveness of the approach?

    7) What do you see as strengths and limitations of this approach?

    8) When might you use this approach?

Video Option 2:
"Family Secrets: Implications for Theory and Therapy with Evan Imber-Black" (2006)

Access:
Can be streamed from the Penn Library
(Go to library catalog [http://www.library.upenn.edu/], search video title, and you'll see link on right side of page to connect to streaming video)

1) After the first family session, it may be helpful to stop the video and begin to draw a genogram on the board which can be finished later after additional information is shared.

2) At this point, it can also be helpful to ask students to talk about what they notice regarding where people sit, who talks to whom, nonverbal communication, timing of events.

Discussion prompts:

1) How does the therapist use her professional self?

2) How do individual and family therapy differ?

3) What patterns of behavior in the family emerged; what led the therapist to wonder about a family secret?

4) How does the therapist work with family members' reluctance to address certain issues?

5) What are the purposes and ramifications of secrets? (e.g., can create cut offs, alliances, triangles, loyalty issues, and regulate closeness and distance)

6) How do shameful and dangerous secrets differ?

Video Option 3:
"The Legacy of Unresolved Loss: A Family Systems Approach with Monica McGoldrick" (2006)

Access:
Can be streamed from the Penn Library
(Go to library catalog [http://www.library.upenn.edu/], search video title, and you'll see link on right side of page to connect to streaming video)

Discussion prompts:

1) How do we understand loss intergenerationally? What makes mourning losses and reconnecting to the past important?

2) How does the therapist use the genogram with the family?

3) How does the therapist understand each family member's cultural background? How is this understanding used in the work with the family?

4) How is the lens of loss useful in understanding the family dynamics?

5) How does the therapist work with family members' reluctance to address certain issues?

6) How does the therapist use her professional self in her work with the family? How is her style similar to/different from the styles of other therapists we've observed?

Modules 2 and 3: Group Work

Group Work: Role Play

Instructors will ask students to engage in role play exercises related to group work as determined by each individual instructor. The role play exercises will be held during a minimum of 1 class session and a maximum of 4 class sessions (for each of the four weeks in which group work is addressed).

Role plays will aim to connect concepts from the readings and class discussions to practice, with particular attention to planning for, initiating, facilitating, and ending groups in diverse practice contexts.

Group Work: Video

Each instructor will select and show a video that demonstrates group work practice; instructors may select either of the videos described here or another video of their choice. One option, which has been effective in prior years of Foundation Practice and which integrates themes related to racism and social justice, is "The Color of Fear" (Part One). The video is available in DVD format at Van Pelt Library, pay-per-view link ($12.00; http://www.diversitytrainingfilms.com/films-2/films/), or purchase ($300; http://www.stirfryseminars.com/store/cof1.php).

Prior to showing this video, it is helpful to let students know that some of the discussion is intense and powerful, and to highlight points for students to observe (e.g., facilitator's role, professional use of self, stages of group development, patterns of communication).

Discussion prompts:

1) Facilitator: what did you observe about his role, interventions, professional use of self?

2) Group process: what did you observe regarding the group's stages of development? What factors facilitated the group process? What factors created challenges?

3) What processes seemed to facilitate change?

4) Group content: what stays with you from the video? What types of microaggressions were raised in the video?

5) Personal reflections: what was it like for you to watch the video?

6) What are implications for direct practice, including community practice?

7) How do we effectively address race, racism, and diversity in direct practice? What are your observations and reflections from practice?

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A second option is "Group Counseling with Children: A Multicultural Approach" with Sam Steen & Sheri Bauman (2012). This video can be accessed through the Penn Library: go to the library catalog [http://www.library.upenn.edu/], search video title, and you'll see the link on the right side of the page to connect to streaming video.
Discussion prompts:

1) What concepts from the readings did you observe in action in the video?

2) What key elements of beginning groups did you observe?

3) How did the facilitators use their professional selves?

4) What did you observe about the co-facilitation of the group?

5) What are similarities and differences in groups with adults and children?

6) How do we effectively address cultural diversity in direct practice with children? What are your observations and reflections from practice?

7) What are implications for direct practice, including community practice?

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Module 4: Community Practice

For the community practice module, instructors may choose to show a community practice video (options: "Laid to Waste: A Chester Neighborhood Fights for its Future," "How to Survive a Plague," or another video chosen by each instructor) or to ask students to conduct a community-based assessment exercise in small groups.

Video Option 1: "Laid to Waste: A Chester Neighborhood Fights for its Future"
Access: SP2 owns a DVD; check with Emily McCully. Van Pelt Library has a DVD. Can be purchased for $250.00
(http://www.berkeleymedia.com/catalog/berkeleymedia/films/ethnic_studies_minority_americans/african _american_studies/laid_to_waste)

Discussion prompts:

1) How would you define the social problem(s) addressed in the film?

2) How did the social condition(s) in the film become social problem(s)?

3) What forms of community assessment were used?

4) What models of community practice were used?

<u>Video Option 2: "How to Survive a Plague"</u> (2012)
Access:
Van Pelt Library has the film on DVD; it is also available for purchase through Netflix or Amazon.

<u>Discussion Questions</u>

1. In "*Community Organizing or Organizing Community*," Stall & Stoecker (1998) write,

    > [Community] provides a free space (Evans & Boyte 1986) where members can practice "prefigurative politics" (Breines 1989; Robnett 1997), attempting to create on a small scale the type of world they are struggling for (p. 730).

    How does this statement relate to the dynamics among ACT UP members in the film?

2. In what ways did you see Mizrahi's (2000) "*Basic Principles for Organizing: Perspectives from Practice*" play out in the community organizing of early AIDS activists?

3. How did the activists define success?

4. What strategies and actions did activists use that you deemed effective? How can community members secure the attention and engagement of local, state, and national politicians?

5. How can you apply the lessons from the activists to your practice as a social worker?

Community Assessment Exercise

This exercise has typically involved dividing the class into four groups and assigning the groups to one of the following communities: Powelton Village, Mantua, Clark Park Area, and the 52nd Street District.

Prior to the group exercise, in which the groups walk around the communities and conduct a very brief community assessment, the instructor talks with the class about how to enter the community and considerations for being in the community in this way. The students should devise a strategy for how they will

collect their information, and they should identify a speaker for the group who will share the group's assessment during the class discussion following the exercise.

Groups are encouraged to walk around the community for at least half an hour and to generate questions to consider—in addition to the questions provided in the handout.

When the students return to the class, each group will report on what they learned, and the class will consider implications for practice.

Community Assessment Exercise
Student Handout

The goal of our community assessment exercise will be to use observation, listening, and questioning to get a quick glimpse into the life of a community. Using Hardcastle, Powers and Wenocur's (2011) chapter, "Assessment: Discovering and Documenting the Life of a Community," as a guide, each group will develop at least 5-6 questions to help inform a brief assessment of the community. Please consider the following possible elements in your assessment.

1) What strengths do you see in the community? Why do you consider them to be strengths of the community?

2) What functions do you see readily available in the community?
   - Socialization

   - Production, distribution, consumption of goods

   - Social control

   - Mutual support

   - Resident participation

3) Are there community resources you can see? If so, what resources?

4) Are there visible social problems? If so, what problems?

5) Who holds the power/influence in the community?

6) Who are you able to talk to during the walk?

7) How would you describe the sociodemographic characteristics of people who live and work in this neighborhood?

8) Other items worth noting during your walk?

9) Feelings or thoughts you had as you walked through the community?

10) Your collective assessment of the community through this very brief glimpse?

Module Five: Direct Practice Review

Direct Practice Review

This module aims to assist students with reviewing the work they have done and the concepts they have learned over the course of this year and reflecting on their ongoing professional development. Instructors may achieve these aims through discussion or an activity of their choice.

In relation to each item below, please ask students to consider their current strengths, areas for further growth, and how they will build on their learning next year and throughout their careers.

1. Practice frameworks and concepts, including evidence-based practice;
2. Social work values and ethics;
3. Diversity and cultural awareness in practice; and
4. Practice skills.