**THE UNIVERSITY OF THE WEST INDIES**

**ST AUGUSTINE**

**FACULTY OF SOCIAL SCIENCES**

**DEPARTMENT OF BEHAVIOURAL SCIENCES**

**(SOCIAL WORK PROGRAMME)**

**Semester 1**

**Academic Year 2019/2020**

**COURSE CODE: SOWK 6001**

**COURSE TITLE: Advanced Social Work Theory and Methods**

**NO. OF CREDITS: 3**

**LEVEL: 3**

**INSTRUCTOR INFORMATION:**

**Lecturer: Camille Huggins, PhD**

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**Room Number: DOBS/Carmody Road**

**Office Hours: Mondays 10:00 a.m.– 1:00 p.m.**

**And By Appointment**

**COURSE DESCRIPTION:**

Advanced social work theory and methods course is focused around risk, abuse and resilience that is applicable to the current social problems within the Caribbean region such as, abuse, neglect, trauma and the consequences of chronic diseases (e.g., HIV/AIDS). Course content will draw from international perspectives and its applicability and development for practice in the Caribbean. The focus of this course is on the importance of assessment such as; risk assessments tools, proper investigation and assessment techniques for diverse client types. During this course selected theories taught are: role theory, traumatic/complicated grief, trauma- related theories, behavioural theories and, resilience theories. This course is designed for learners in the Masters of social work programme and builds incrementally on the core theories of practice for today’s complex environment. It provides a forum for deeper interrogation of how to assess and evaluate clients.

**RATIONALE:**

The purpose of SOWK 6001 is to identify and examine the distinctive goals of assessment and intervention with clients (e.g., individual, families and group). It is a core clinical practice course for the Masters in Social Work. This course teaches students to identify, describe and apply theories specific to assessment and intervention in cases. It focuses on the risk and resilience components when working with diverse client types. Students will identify the social problems, vulnerable client’s experience, and well as learn to assess all aspects of the client and their social and environmental circumstances.

**COURSE AIMS**

SOWK 6001 aim is to provide theoretical, practice knowledge and insight about the profession of social work and theories applicable in the Caribbean region. The influence of human rights, culture and diversity should guide the learning and the acquisition of appropriate skill sets.

* Examine therapeutic theories used in social work practice.
* Apply therapeutic theories in social work practice in case scenarios.
* Demonstrate competence in applying theories via case scenarios.
* Assess case scenarios to better evaluate clients and social problems.

**UWI GRADUATE OUTCOMES**

This course concentrates on the following qualities of the distinctive UWI graduate:

1. A critical and creative thinker
2. An effective communicator with good interpersonal skills

**COURSE LEARNING OUTCOMES:**

On completion of this course, students will be able to:

1. Identify multilevel approaches that allows social workers to work within a variety of environments.
   1. Identify the roles when working with diverse populations.
   2. Appraise appropriate skills needed to assess clients appropriately.
   3. Apply competent assessment skills to clients.
2. Identify and recognize theories appropriate for social work practice
   1. Identify theoretical approaches for assessment.
   2. Identify theoretical approaches for risk assessment.
   3. Apply theoretical approaches appropriately to clients
3. Understand how to conduct an appropriate interview for diverse clients.
   1. Identify components of the lifespan interview.
   2. Apply appropriate theories to assess clients.

1. Understand the components of a treatment plan.
   1. Apply appropriate theories for assessment
   2. Apply appropriate theories for evaluation.
   3. Differentiate multicultural considerations in the treatment of forensic populations.

# **THE PROGRAM’S OBJECTIVES:**

1. To prepare graduates for generalist, professional Social Work practice with individuals, families, groups, organizations, and communities.
2. To ensure that graduates acquire professional competencies for functioning effectively in and across the Public, NGO and private sectors.
3. To develop the conceptual capacities, the practical, applied skills and a broad knowledge base, which includes national, Caribbean and international perspectives that would enable graduates to identify and engage with the institutional and structural causes of problems.
4. To equip the learners with the relevant expertise, ethical grounding and human relations skills to work with diverse client systems in the promotion of individual and community well-being and social justice.
5. Through the integration of human development issues into the curriculum, to provide the student with a foundation in developmental Social Work, i.e., Social Work that is concerned with appreciation of the relationship between individuals and the transitional nature of the environment in developing countries.
6. To prepare academically qualified students for advanced Social Work education.
7. Through teaching, research and outreach, to develop the knowledge base that must underpin Social Work education, practice and social policy in the Caribbean region.
8. To develop the capacity to engage with and contribute to the body of scientific knowledge in the field, through research and ongoing learning.

**Programme Goals and Course Learning Outcomes Matrix**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program level learning outcomes** | **Course Learning Outcomes** | | |  |
|  | **1** | **2** | **3** | **4** |
| To prepare graduates for generalist, professional Social Work practice with individuals, families, groups, organizations, and communities. | **X** | **X** | **X** | **X** |
| To ensure that graduates acquire professional competencies for functioning effectively in and across the Public, NGO and private sectors. | **X** | **X** | **X** | **X** |
| To develop the conceptual capacities, the practical, applied skills and a broad knowledge base, which includes national, Caribbean and international perspectives that would enable graduates to identify and engage with the institutional and structural causes of problems. | **X** | **X** | **X** | **X** |
| To equip the learners with the relevant expertise, ethical grounding and human relations skills to work with diverse client systems in the promotion of individual and community well-being and social justice. | **X** | **X** | **X** |  |
| Through the integration of human development issues into the curriculum, to provide the student with a foundation in developmental Social Work, | **X** | **X** | **X** |  |
| To prepare academically qualified students for advanced Social Work education. | **X** | **X** | **x** |  |
| Through teaching, research and outreach, to develop the knowledge base that must underpin Social Work education, practice and social policy in the Caribbean region. |  | **X** |  |  |
| To develop the capacity to engage with and contribute to the body of scientific knowledge in the field, through research and on-going learning. | **X** | **X** |  | **X** |

**COURSE ASSESSMENTS DESCRIPTIONS:**

The assignments in this course have been designed so that the student builds upon the social work foundation courses. Three key areas have been created as formative and summative assessments; (a) on-line written assignments (b) Lifespan interview; (c) treatment plan presentation; (c) final examination.

Students will be required to complete:

ON-LINE ASSIGNMENTS: 20% of the final mark

LIFESPAN INTERVIEW: 10% of the final mark

TREATMENT PLAN PRESENTATION: 10% of the final mark

FINAL EXAMINATION: 60% of the final mark

EXTRA POINTS ATTENDANCE: 2% of the final mark

**UNIVERSITY GRADING SCHEME**

*A-to A+ (A- 75-79; A 80-89; A+ -90-100)*

*B-to B+ (B- 60-64; B 65-69; B+ 70-74)*

*C-to C+ (C - 50-54; C+ 55-59)*

*F1: 40 to 49*

*F2: 30 to 39*

*F3: 0-29*

**COURSE ASSESSMENT TYPE AND COURSE LEARNING OUTCOME MATRIX**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Assessment Type** | **Course Learning outcomes** | | |  | **Weighting % Assessment Description** | |
| **1** | **2** | **3** | **4** |
| **On-line Assignments** | **X** | **X** |  | **X** | **20%** | **Four (4) short written assignments five (5) points each** |
| **Lifespan interview** | **X** | **X** |  | **X** | **10%** | **Written assignment** |
| **Treatment plan presentation** | **X** | **X** | **X** | **X** | **10%** | **Presentation**  **Written Assignment** |
| **Final Examination** | **X** | **X** | **X** | **X** | **60%** | **Examination** |

**Lifespan Interview:** 10% of the final mark

Conduct an interview with a client or a person of interest **(paper will follow shortly)**. A lifespan interview covers a client’s identifying information. The importance is to understand the components of investigation and gathering information. The complete a problem list.

**Problem List:** What are the problems which you and the client feel are relevant? Consider physical, spiritual, emotional, relational, educational, job related family and others.

**Grading Rubric**

|  |  |
| --- | --- |
| Details of knowledge-  Comprehensive understanding of clients | 7 points- excellent  6-5 points- good  4-3 points- fair  2-0 points- poor |
| Writing | 3 points- excellent  2 points- good  1 point- fair  0 point- poor |

**Treatment Plan and Presentation**: 10% of the final mark (see Attached sheet)

After you have completed the lifespan interview you will present the case to the class in a 10-minute presentation. This is an opportunity to present a client to the class with all their life history and presenting problems. Using one or more of the theories in the course to assess the client. This will be your analysis of the client on the following levels: individual interpersonal relations, the family unit and the family's interchange with the social network and other environmental or ecological factors. The client’s presenting problems as they see it and your analysis of the presenting problem.

**Strengths**:  What are the client's strengths? Think of how the person has coped to date with the problem. Do they have social, intellectual, physical, emotional resources?

**Assessment:** Provide a comprehensive assessment of the client. Describe the risk assessment tools you would use. Identify each problem and how it was assessed. How do you best suggest that the problems are handled, how long might it take to resolve the problems? What resistance from the client do you foresee? Why?

**Grading Rubric**

|  |  |
| --- | --- |
| Application of theory for assessment and intervention | 6-5 points- excellent  4-3 points- good  2 points- fair  1-0 point- poor |
| Presentation | 4 points- excellent  3 points- good  2 points- fair  1-0 point- poor |

**TEACHING STRATEGIES:**

|  |  |
| --- | --- |
| **Method** | **Description** |
| Lecture | Educational talk to students |
| Problem-based teaching | Students learn about a subject through the experience of solving an open-ended problem found in trigger material |
| Multimedia | Technology to help students learn more deeply from words and pictures than from words alone |

**LEARNING RESOURCES:**

**Required Texts:**

Healy, Karen (2012). Social Work Methods and Skills. United Kingdom: Palgrave

Turner, F. (2017). Social Work Treatment. United Kingdom: Oxford University Press.

**Course Calendar A**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Topic** | **Required Readings** | **Learning Activities** |
| One | **Orientation to Course**,  expectations and assignments.  **Overview of vulnerable populations**  **Overview of the GIM model, Medical Model**  **Overview of the types of Assessment**  **Overview of the theories used to assess diverse client types.** | Powerpoint presentation | Powerpoint    Interactive classroom activities. |
| Two | **Overview of vulnerable populations**  **Overview of the DSM-V** | Healy, Karen (2012). Social Work Methods and Skills. United Kingdom: Palgrave  Risk assessment and management--a busy practitioner's perspective  Davison, Sophie. *International Review of Psychiatry;* Jun-Sep 1997; 9, 2/3; | On-line assignment is due week of 15/9  (5 points) |
| Three | **Vulnerable populations at risk**  **Assessment for populations**  **Review of risk assessment tools** | USEFULNESS OF SELF-REPORT INSTRUMENTS IN ASSESSING MEN ACCUSED OF DOMESTIC**.** Helfritz, Laura E;Stanford, Matthew S;Conklin, Sarah M;Greve, Kevin W;et al  *Teresa Jaśkiewicz-Obydzińska,*  *Ewa Wach*  Institute of Forensic Expert Opinions, Kraków  The Cognitive Interview of Children  The Association Between Intimate Partner Violence Perpetration, Victimization, and Mental Health  Among Women Arrested for Domestic Violence  PERCEPTIONS OF DOMESTIC VIOLENCE: A Dialogue with African American WomenBent-Goodley, Tricia B*Health & Social Work;* Nov 2004; 29, 4; ProQuest Central |  |
| Four | **Suicide and complicated grief** | Violent Death:  Understanding the Context  of Traumatic and Stigmatized Grief  Marilyn Armour  Powerpoint presentation | On-line assignment is due week of 30/9  (5 points) |
| Five | **Suicide and complicated grief** | The Underlying Structure of Grief: A Taxometric Investigation of Prolonged and Normal Reactions to Loss  Jason M. Holland & Robert A. Neimeyer &  Paul A. Boelen & Holly G. Prigerson  Powerpoint presentation | Powerpoint presentation |
| Six | **Trauma-focused theory** | Healy, Karen (2012). Social Work Methods and Skills. United Kingdom: Palgrave  PowerPoint presentation | On-line assignment is due week of 15/10  (5 points) |
| Seven | **Trauma-focused theory** | PowerPoint presentation | Life span interview due week of 20/10 |
| Eight | **Working with people with chronic Illnesses** | Turner, F. (2017). Social Work Treatment. United Kingdom: Oxford University Press.  Powerpoint presentation | Demonstration  Case studies |
| Nine | **Behaviour Theories** | Turner, F. (2017). Social Work Treatment. United Kingdom: Oxford University Press. |  |
| Ten | Treatment plan Presentation |  | On-line assignment is due week of 10/11  (5 points) |
| Eleven | Treatment plan Presentation |  | Powerpoint    Interactive classroom activities. |

**University Policies and Expectations**

* 1. **Academic Integrity**

*You should be explicit with students about your expectations for citation of outside sources in written work, bearing in mind that different disciplines follow different conventions for scholarly citation. You should include a clear statement about the academic integrity standards for your field.*

* 1. **Accommodations for students with disabilities**

Students should refer to the University of the West Indies St Augustine Campus, Student Disability policy <https://sta.uwi.edu/resources/policies/Student_Disability.pdf>

* 1. **Class Presence and Participation**.

Class presence and participation points are given to encourage your active class participation and discussion. *Presence:* Although it is not required, most students send their professor a brief e-mail to explain their absence in advance. Students who repeatedly arrive late to the lecture or recitation will have their Class Participation grade lowered. *Participation:* The instructor’s role during a case discussion is that of a moderator. During the lecture there is a less emphasis on “right” or “wrong” answers than thoughtful contributions which follow the discussion and either add to the debate or move it in a new direction. Participation is encouraged.