**THE UNIVERSITY OF THE WEST INDIES**

**ST AUGUSTINE**

**FACULTY OF SOCIAL SCIENCES**

**DEPARTMENT OF BEHAVIOURAL SCIENCES**

**(SOCIAL WORK UNIT)**

**Semester 1**

**Academic Year 2018/2019**

**COURSE CODE: SOWK 2002**

**COURSE TITLE: Theory and Practice of Social Work II**

**NO. OF CREDITS: 3**

**LEVEL: 3**

**INSTRUCTOR INFORMATION:**

**Lecturer: Camille Huggins, PhD**

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**Room Number: DOBS/Carmody Road**

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

 **And By Appointment**

**PREREQUISITES:**

SOWK 1002 Introduction to Social Work

SOWK 1002 Theory and Practice in Social Work I

**COURSE DESCRIPTION:**

Theory and Practice in Social Work II is a foundation course for the Social Work special major. The course is an introduction to the components of the Generalist Intervention Model (GIM) and case management model. This course introduces students to conducting interviews with the lifespan interview and understanding how to effectively assess and evaluate clients. During the course selected theories taught are: empowerment model, medical model, crisis theory, resiliency theory, lifespan theory, problem solving model and solution focused model for the assessment and intervention of clients.

This course is designed for learners in the social work programme and builds incrementally on the core theory and practice courses. It provides a forum for deeper interrogation of how to assess and evaluating clients.

**RATIONALE:**

The purpose of SOWK 2002 is to identify and examine the distinctive goals of assessment and intervention with clients (e.g., individual, families and group). It is a foundation course to help student identify, describe and apply theories specific to assessment and intervention in cases. Students will identify the social problems vulnerable client’s experience, assess all aspects of the client and their social and environmental circumstances. The student will identify the stages of the Generalist Intervention Model (GIM) and the case management. Students will be knowledgeable about theories to assist with assessment and intervention.

**COURSE AIMS**

SOWK 2002 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. Understand components of the Generalist Intervention Model (GIM).
	2. Understand components of the case management model.
2. Identify and recognize theories appropriate for social work practice
	1. Identify theoretical approaches for assessment.
	2. Identify theoretical approaches for intervention.
	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 interview clients.
4. Understand the components of a treatment plan.
	1. Apply appropriate theories for assessment
	2. Apply appropriate theories for evaluation.
	3. Demonstrate appropriate counseling interventions for clients.

# **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) midterm examination; (b) Lifespan interview; (c) treatment plan; c) final examination.

Students will be required to complete:

 LIFESPAN INTERVIEW: 10% of the final mark

 TREATMENT PLAN: 10% of the final mark

 MIDTERM EXAMINATION: 20% of the final mark

 FINAL EXAMINATION: 60% of the final mark

**Grading Rubric**

|  |  |
| --- | --- |
| Detail knowledge of the client- Comprehensive- answering most of the questions | 7-6 points- excellent 5-3 points- good 2-1 points- fair 0 points- poor  |
| Good grammar, concise and well written  | 3 points- excellent 2 points- good 1 points- fair 0 point- poor  |

**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** |
| **Midterm Examination** |  | **X** | **X** |  |  **20%** | **Examination**  |
| **Life Span Interview**  | **X** |  | **X** | **X** | **10%** | **Written Assignment**  |
| **Final Examination**  | **X** | **X** | **X** | **X** | **60%** | **Examination**  |
| **Treatment Plan**  |  | **X** | **X** |  | **10%** | **Presentation** **Written Assignment**  |

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

Conduct an interview with a client or a person of interest. A lifespan interview covers a client’s identifying information: Date of the interview, name, (need to make up a name), address, age, referral source. **Caution:** Remember confidentiality do not use the person's real name and disguise any other identifying information. Includes chronological developmental history including all major events from prenatal to present. (Where was the person born, who are the parents are they presently deceased or alive. What school did the client attend, what grade did they finish)? Include chronological history of the family and brief descriptive information about family members. (How many siblings does the client have? Are they close or distant?). Include at least two generations of family parents, including the client's own generation. Include information on: medical and psychiatric history; intellectual and emotional functioning; home and neighborhood environment, drug and alcohol usage if any including an assessment of addiction risk or history, past and current relationships, intimacy and sexuality issues, history of violence, legal issues, religion, recreation. It will review the person’s psychological, biological, spiritual and environment of the client (see attached) list of questions.

**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 points- good 5-4 points- fair 3-0 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? **Course of Treatment:** Describe how you expect the treatment to go? 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  | 5-4 points- excellent 3 points- good 2 points- fair 1-0 point- poor  |
| Presentation  | 5-4 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

[Kirst-Ashman](https://www.google.tt/search?tbo=p&tbm=bks&q=inauthor:%22Karen+Kirst-Ashman%22) & Hull (2006). *Understanding for Generalist Practice*. Cengage Learning.

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

**Course Calendar A**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Topic**  | **Required Readings**  | **Learning Activities**  |
| 3/9/2018 | Orientation to CourseImportance of a psychosocial assessmentLife span interview Writing a treatment plan Review of the GIM model  | [Kirst-Ashman](https://www.google.tt/search?tbo=p&tbm=bks&q=inauthor:%22Karen+Kirst-Ashman%22) & Hull (2006). *Understanding for Generalist Practice*. Cengage Learning. Powerpoint presentation | Powerpoint  Interactive classroom activities.  |
| 10/9/2018 | Review of the Case management Review of theories from Theory and Practice I  | Healy, Karen (2012). Social Work Methods and Skills. United Kingdom: Palgrave Powerpoint presentation | PowerpointDemonstration Case studies  |
| 17/9/2018 | Medical Model vs. the Ecological Theory  | Turner, F. (2017). Social Work Treatment. United Kingdom: Oxford University Press.  | PowerpointDemonstration Case studies |
| 24/9/2018 |  Feminist Theory | Healy, Karen (2012). Social Work Methods and Skills. United Kingdom: Palgrave Powerpoint presentation | Demonstration Case Studies  |
| 1/10/2018 | Empowerment Theory Resiliency Theory | Healy, Karen (2012). Social Work Methods and Skills. United Kingdom: Palgrave Powerpoint presentation | Flipped classroom Demonstration  |
| 8/10/2018 | Crisis Theory Lifespan interview guide is due  | Healy, Karen (2012). Social Work Methods and Skills. United Kingdom: Palgrave Powerpoint presentation | Role plays Framing for feedback  |
| 15/10/2018 | **Midterm Examination (25%)**  |  |  |
| 22/10/2018 | Lifespan Theory | Turner, F. (2017). Social Work Treatment. United Kingdom: Oxford University Press. Powerpoint presentation  | Demonstration Case studies  |
| 29/10/2018 | Behaviour Therapy  | Turner, F. (2017). Social Work Treatment. United Kingdom: Oxford University Press.  | Powerpoint  Interactive classroom activities. |
| 5/11/2018 | Problem-solving model | Turner, F. (2017). Social Work Treatment. United Kingdom: Oxford University Press.  | Powerpoint  Interactive classroom activities. |
| 12/11/2018 | Task-cantered model  | Turner, F. (2017). Social Work Treatment. United Kingdom: Oxford University Press.  | Powerpoint  Interactive classroom activities. |
| 19/11/2018 | Treatment plan Presentation  |  |  |
| 26/11/2018 | Treatment Plan presentation  |  |  |
| 3/12/2018 | Treatment Plan presentation |  |  |

**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>