

Humboldt State University  
Department of Social Work

# Social Work Methods II

SW 341

Spring 2006

Class: Tuesdays and Thursdays, 12:30pm-1:50pm

Lab: Tuesdays *or* Thursdays, 2:00pm-3:20pm

Founders Hall 236

Instructor: Ronnie Swartz

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Office Hours:

Mondays, 2:00pm-4:00pm

Thursdays, 9:00am-11:00am

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**Course Description:** This second course in the social work methods sequence continues to introduce the student to beginning utilization of generalist methods in social work practice with particular emphasis on interventions for groups, communities, and organizations. Attention continues to be paid to utilization of a strengths and empowerment perspective in providing for culturally competent professional interventions. Prerequisite: SW 340.

**Learning Objectives:**

*Students will:*

1. Continue to use theoretical perspectives and conceptual frameworks, most notably ecological systems perspective, empowerment, and strengths models in order to design, deliver, and evaluate beginning generalist practice with groups, communities, and organizations.
2. Continue to develop awareness of and ability to engage in culturally relevant social services for diverse populations; particularly related to groups, community and organizational interventions.
3. Continue to engage in critical reflection of one's values, beliefs, attitudes, skills, and strengths for development of a professional use of self which can vary depending upon the characteristics of the client system.
4. Continue to understand and apply the essential values, ethics, and legal responsibilities incumbent of professional social workers with particular attention to implications for groups, community, and organizational interventions.
5. Continue to utilize empirically based knowledge so as to develop an understanding of components of effective group, community, and organizational practice as well as to begin to conceptualize ways to evaluate group, community, and organizational interventions.
6. Continue to demonstrate beginning competence in generalist skills related to preparation, relationship building, assessment, intervention, and evaluation processes with particular emphasis on group, community, and organizational interventions.
7. Continue to accept feedback, both on peer and professional level, related to engaging in a range of generalist group, community, and organizational skills.

### **Required Texts**

- Kretzmann, J. & McKnight, J. (1993). *Building Communities from the Inside Out*. Chicago: ACTA Publications.
- O'Melia, M. & Miley, K. (Eds.) (2002). *Pathways to Power: Readings in Contextual Social Work Practice*. Boston: Allyn and Bacon.
- Poulin, J. (2005). *Strengths-Based Generalist Practice: A Collaborative Approach, Second Edition*. Belmont, CA: Thomson.
- Saleebey, D. (Ed.). (2005). *The Strengths Perspective in Social Work Practice, Fourth Edition*. Boston: Allyn & Bacon.
- Themba, M. (1999). *Making Policy Making Change*. Oakland, CA: Chardon Press.

### **Other Readings and Blackboard**

Any other reading is accessible through Blackboard under “Readings”. You will need Adobe Acrobat Reader for some of them.

Blackboard is also a place to engage in discussions with each other if that interests you. There is a “General Thoughts and Reflections” Discussion Board available for posting messages, asking questions, raising concerns, making announcements, etc. There are also Discussion Boards for each week of class in which “Reading Reflections” are due. To use Blackboard, go to [blackboard.humboldt.edu](http://blackboard.humboldt.edu) and use your HSU email address (before the “@humboldt.edu” part) as your username and your *new HSU ID number* as your password (you can change this later).

*A Note About Posting to Blackboard Discussion Boards:* When you are posting something lengthy, it’s a good idea to write it in a word processing program and then cut and paste your submission into a Blackboard posting. That way you can spell-check it and you don’t run the risk of losing whatever you’ve been writing half way into it.

### **Activities:**

*Your grade for the course will be based on three activities and class engagement that total 100 “units”.*

#### **Activity #1: Reading Reflections**

On a weekly basis, post some thoughtful reflections related to each reading for the week on the Blackboard Discussion Board for “Weekly Reflections”. Please share with each other how well (or not so well) the reading resonates with your own lived experience and with what we are talking about in class; what ideas does the reading give you for thinking about or re-thinking about your personal experiences, the world, and your relationship to the world around you; how does the reading offer perspectives on the sort of social work you are interested in practicing? *You’ll need to respond to each reading for the week and submit your reflection by class time (12:30pm) on Thursday. 20 “units”*

**Activity #2: Facilitating a Group**

You will co-facilitate a group session in lab with a partner you have been paired up with. You will then review a videotape of the session and record yourself reflecting on the group process. This activity will be discussed at length in class, and you will be provided a handout that describes the activity in more detail.

Group facilitation for the Tuesday lab will be on March 7 and 21. Group facilitation for the Thursday lab will be on March 9 and 23. Your reflection on the group is due *two weeks after you have facilitated your group*. **30 “units”**

**Activity #3: Community Work**

There are three parts to the final graded activity for Methods II.

The first part offers you three (3) options:

1) Read one of the following five “Community Action Plans” [in Blackboard under “Course Documents”] or find one (I can help with this) for a geographic community that interests you:

- *Blue Lake Community Action Plan*
- *Bridgeville Area Community Action Plan*
- *Orick Community Action Plan*
- *Orleans/Somes Bar Community Action Plan*
- *Willow Creek Community Action Plan*

2) Get involved in *community work* locally.

3) Think about a *community-related* topic that interests you and find out what other people/communities are doing about it.

The second part is to read *all of* the following texts:

- Kretzmann, J. & McKnight, J. (1993). *Building Communities from the Inside Out*. Chicago: ACTA Publications.
- Themba, M. (1999). *Making Policy Making Change*. Oakland, CA: Chardon Press.
- White, M. (2003). Community Assignments: Notes by Michael White. [in Blackboard under “Course Documents”]
- Denborough, D. (Ed.) (2002). The Narrandera Koori Community Gathering. [in Blackboard under “Course Documents”]

The third part is to reflect on what the authors of the texts in part two of the activity have to say about values and strategies in relation to community work in general, and specifically how their ideas relate to or could inform what you have examined for part one of the activity.

The paper will probably be *around 5 pages*. Start early! Due May 9 at 12:30pm. **30 “units”**

**Engagement**

This second part of the sequenced practice courses is constructed to provide conceptual and interactive skill development through the consistent presence and participation of each student. The nature of developing social work practice skills in the class and the laboratory settings will require your consciousness to be thoughtful of others as well as yourself. You are valued as an important part of your classmates' learning experiences. Relationship building deepens with consistent presence and the opportunities for honest exchange. Peer feedback is a critical component of evaluating and reflecting on one's development.

The goal of a laboratory setting is to create a safe and supportive environment to take risks and cultivate an authentic presence in the learning process of beginning social work practice skills. Each lab group has an opportunity to support one another's growth in unique and diverse ways that can mirror the same processes one experiences with others in the social work field.

Much more importantly than relating to a grade, poor attendance in both class and lab may provide insufficient preparation for the social work field experience. Because of this, *you will not be able to pass the class if you miss more than 5 lectures or 3 labs. 20 "units"*

**Grades and General Guidelines**

Final grades for the course will be determined by the total number of "units" according to the following table:

95 – 100	= A
92 – 94	= A-
88 – 91	= B+
84 – 87	= B
80 – 83	= B-
75 – 79	= C+
70 – 74	= C
< 70	= No Credit

**Note: Any grade below a "C" in this major course will not be considered for progression in the social work program.**

I prefer to have all written activities be *single-spaced*, with standard 12 point Times New Roman font, and standard margins (1" top and bottom, 1¼" left and right). This format saves paper and is easy for me to read. If you can do this, great. If not, so be it, but *account for this when you write your paper*. In the end, please concern yourself more with content than length...a little bit shorter or a little bit longer is just fine if that's what it takes to convey your thoughts. Written activities can be emailed to me as attachments at [swartz@humboldt.edu](mailto:swartz@humboldt.edu) if you'd like. Activities are due **at the time class starts** on the date that they are due (of course!). Unless you make alternate arrangements with me I

will consider the lateness of your activity in generating the number of “units” you will receive for the activity. Late activities make things difficult for me as I have budgeted my time to address student work according to a specific schedule. I cannot, therefore, guarantee that a late paper will be reviewed with enough time for you to make revisions. *That’s right! You can make revisions to anything you write and also have your grade revised as long as I have enough time to review the revision. Please take me up on this offer as I am very interested in helping you have a meaningful experience exploring social work methods and earn the grade you prefer.*

When you make reference in written documents to any ideas or “facts” that are not your own or “common knowledge” you’ve got to—I mean really got to—cite your sources. If you are not familiar with generally accepted approaches to citing sources, you can find some guidelines at <http://www.lib.usm.edu/~instruct/guides/apa.html> (this is also linked on Blackboard under “Course Documents” as “Reference Style”). It is not sufficient to rely solely on websites for source material.

### **HSU Policies**

You are expected to adhere to all of Humboldt State University’s Policies, especially:

- Academic Honesty
- Nondiscrimination Policy
- Rights and Responsibilities for a Campus Community

These can be located at the beginning of your course catalog and can be found on Blackboard under “Course Documents”.

# Classes

*Note: Unless otherwise noted, all labs will focus on conversations in relation to the week's issue(s) and/or practice skills development.*

## **Re-introductions**

### **January 17**

- What this class is all about.

### **January 19**

- Go through Syllabus
- Talk about Waldegrave article
- ☞ Read: SW341: Introduction to Social Work Methods II Syllabus
- ☞ Read: Waldegrave, C. (2005). "Just Therapy" with Families on Low Incomes. *Child Welfare*, 84(2), 265-276.

## **Skills of Organizational Practice**

### **January 24**

- Watch *West 47th Street*
- ☞ Read: Chapters 1 & 2 (pp.1-34), *Pathways to Power*

### **January 26**

- Talk about *West 47<sup>th</sup> Street*
- Organizational structures and missions
- ☞ Read: Chapter 3 (pp.35-54), *Pathways to Power*
- ☞ Read: Pages 1-28, *Building Communities From The Inside Out*

### **January 31**

- Facilitation skills
- ☞ Read: Pages 29-68, *Building Communities From The Inside Out*

### **February 2**

- Reflections
- *Guest: Acacia O'Quinn, Social Worker IV, Humboldt County Department of Health and Human Services, Social Services Branch–Child Welfare Services*
- ☞ Read: Chapter 9 (pp.143-155), *Pathways to Power*
- ☞ Read: Pages 69-107, *Building Communities From The Inside Out*

## **Group Work**

### **February 7**

- Groups as Rites of Passage
- ☞ Read: O'Neill, M. & Stockell, G. (1991). Worthy of Discussion: Collaborative Group Therapy. *Australia and New Zealand Journal of Family Therapy*, 12(4), 201-206.
- ☞ (Re)Read: Pages 112-124 of Chapter 5 in *Strengths-Based Generalist Practice*

### **February 9**

- Group development
- ☞ Read: Carey, M. (1999). Escaping the effects of violence: Therapeutic gatherings with mothers and their children. In Morgan, A. (Ed.). *Once Upon A Time...Narrative Therapy with Children and their Families*. Adelaide, Australia: Dulwich Centre Publications. 110-124.
- ☞ Read: Pages 109-142, *Building Communities From The Inside Out*

### **February 14**

- Listen to *This American Life: Act V*
- ☞ Read: Kazan, Z. (1998). Deconstructing Ideas About Group Development. *Working Draft*, 1(1). 13-15.
- ☞ Read: Kelley, P., Blankenburg, L., & McRoberts, J. (2002). Girls Fighting Trouble: Re-Storying Young Lives. *Families in Society*, 83(5/6), 530-540.
- ☞ Read: Malekoff, A. (2004). *Group Work with Adolescents: Principles and Practice*. New York: Guilford. Chapter 3, "Strengths-Based Group Work with Adolescents," pp.35-59.

### **February 16**

- Talk about reading
- *Guest: Jamie Kerr, Social Worker, St. Joseph Hospital*
- ☞ Read: Kazan, Z. (1998). A Dialogue with Anxiety. *Working Draft*, 1(2). 15-23.
- ☞ Read: Carey, M. (1999). Reflecting on our reflections: The use of reflecting processes on gatherings.

### **February 21**

- Watch *Doing Time, Doing Vipassana*
- ☞ Read: Chapter 13 (pp.214-229), *Pathways to Power*
- ☞ Read: Pages 143-170, *Building Communities From The Inside Out*

### **February 23**

- *Guest: Meg Walkley, Department of Social Work, Humboldt State University*
- ☞ Read: Pages 171-208, *Building Communities From The Inside Out*

### **February 28**

- Group process exercise
- ☞ Lab: Work on Activity #2: Facilitating a Group
- ☞ Read: Pages 209-240, *Building Communities From The Inside Out*

**March 2**

- Work on Activity #2: Facilitating a Group
- 🕒 *Lab*: Work on Activity #2: Facilitating a Group
- 📖 Read: Pages 1-24, *Making Policy, Making Change*

**March 7**

- Watch “reflecting team” example
- 🕒 *Extended Lab [Starts at 1:30pm]*: Activity #2 Groups
- 📖 Read: Pages 241-274, *Building Communities From The Inside Out*

**March 9**

- Reflections
- 🕒 *Extended Lab [Starts at 1:30pm]*: Activity #2 Groups
- 📖 Read: Pages 25-54, *Making Policy, Making Change*

**[March 14, 16 – NO SCHOOL: Spring Break]**

**Community Work****March 21**

- Listen to *This American Life: Neighbors, Story 1*
- 🕒 *Lab*: Activity #2 Groups
- 📖 Read: Pages 55-80, *Making Policy, Making Change*

**March 23**

- Principles and strategies of community work in action
- Watch *A Place of Our Own*
- 🕒 *Lab*: Activity #2 Groups
- 📖 Read: Pages 275-310, *Building Communities From The Inside Out*

**March 28**

- *Guest: Meg Walkley, Department of Social Work, Humboldt State University*
- 📖 Read: Pages 311-344, *Building Communities From The Inside Out*

**March 30**

- Principles and strategies of community work in action
- Watch *POV: Fenceline*
- 📖 Read: Pages 345-376, *Building Communities From The Inside Out*

**April 4**

- Attend Humboldt Community NETwork (The NET) Meeting [1:00pm-3:00pm] at the Marshall Family Resource Center
    - Directions: Go South on 101 into Eureka. Take a left on H street. Take a left on Trinity (4 blocks or so past Wabash). The Marshall Family Resource Center is at the intersection of Trinity and I Street. Park where you can.
- 📖 *(Re)Read*: Chapter 12 (pp. 221-240) in *The Strengths Perspective in Social Work Practice*

**April 6**

- Reflect on group facilitation experience
  - Watch video on the Conservative Vice Lords
- 🕒 *Lab*: NO LAB
- 📖 *Read*: Pages 81-116, *Making Policy, Making Change*

**April 11**

- Inclusive communities
  - Watch video on Geel, Belgium
- 📖 *(Re)Read*: Chapter 13 (pp. 241-260) in *The Strengths Perspective in Social Work Practice*

**April 13**

- Reflections
  - *Guest: Helen L'Annunziata, Community Coordinator, First 5 Humboldt*
- 📖 *(Re)Read*: Chapter 14 (pp. 261-278) in *The Strengths Perspective in Social Work Practice*

**April 18**

- Visit United Indian Health Services' Potawot Health Village
- 🕒 *Lab*: NO LAB
- 📖 *Read*: Chapter 5 (pp.74-94), *Pathways to Power*


**Social Action****April 20**

- Watch *Alcatraz Is Not An Island*
- 🕒 *Lab*: NO LAB
- 📖 *Read*: Chapter 7 (pp.108-127), *Pathways to Power*

**April 25**

- Watch *To Do No Harm*
- 📖 *Read*: Chapter 4 (pp.55-73), *Pathways to Power*
- 📖 *Read*: Sherraden, M., Slosar, B., & Sherraden, M. (2002). Innovation in Social Policy: Collaborative Policy Advocacy. *Social Work, 47*(3), 209-221.

**April 27**

- *Guest: Martin Stephan, Mental Health Worker, Remi Vista Youth and Family Services*
-  Read: Pages 117-159, *Making Policy, Making Change*

**May 2**

- Preventing burn out
- Reflections

**May 4**

- Evaluate course

★ [May 9 – **\*\*Activity #3 (Community Work) Due by 12:30pm\*\***]