University of North Carolina at Wilmington
Department of Social Work

SWK 501
SWK 501L

Clinical Practice: Solution-Focused/Client Directed Practice
Tuesdays (501) 5:25-7:10pm, (501L) 7:15-8:15pm
BT 102

Spring 2017
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Social Work Lab included in the SWK 501 course outline:

Course Description:
This course continues the content of the collaborative relationship course sequence by building further student skills in the basic Solution Focused brief interventions and collaborative relationship skills necessary for strengths based generalist social work practice with individuals, families, groups, organizations, and communities. Both direct and indirect social work practice depends upon collaborative relationships that enhance the quality of life and well being of those with whom they work as well as within social agencies, between agencies, and within communities and society. Students will be prepared to work within the complexities of this person/environment interface by engaging potentials, strengths, and resiliency through client-directed, solution-focused practice within agencies and community practice.

Students will focus on further developing skills with particular issues and contexts. Students will learn strengths-based/solution-focused case management, crisis intervention, trauma and loss; working with mandated and involuntary clients; using groups and supervision within settings that focus on individuals, couples and families.

Students will learn to engage in practice that is respectful and inclusive of the uniqueness and diversity of individuals, families, groups, and communities. Students will incorporate a set of skills and purposeful actions that promote social justice, expand opportunities to access and successfully negotiate needed environmental resources. Students will develop a critical perspective for deliberate and continuing examination of their own as well as the profession’s underlying knowledge base, values, and practice methods. Students will engage clients in feedback as to the efficacy and usefulness of the collaborative work being done together.

Course Objectives:
1. Students will understand and apply their knowledge of the strengths-based, solution-focused generalist practice framework and the uniqueness and complexities of the person in the environment into a multi-systemic practice. Reflects foundation year objectives 1, 3, 5, 6, 7, 8, 9, 10, 11, and 14.

2. Students will understand and apply their knowledge of the complexities of the helping relationship through initial contact, collaborative working relationship development, client-directed goal setting, building on strengths/resiliency, scaling progress, and transitioning out of services. Reflects foundation year objectives 1, 5, 6, and 14.

3. Students will understand the use of strengths-based and solution-focused practice in case management, crisis intervention, trauma, grief, and the use of groups in addressing these processes in individual, group, agency and community settings. Reflects foundation year objectives 1, 2, 3, 5, 6, 7, 8, and 14.

4. Students will understand and be able to apply their knowledge of the concepts of empowerment, social justice, values, and diversity in strengths/solution-focused practice. Reflects foundation year objectives 5, 10, and 11.

5. Students will demonstrate and implement knowledge of the collaborative nature of helping partnerships and empowerment in their practice by means of approaching client systems from a position of “not knowing” and awareness and use of one’s own values, beliefs, culture, and race. Reflects foundation year objectives 1, 2, and 3.

6. Students will demonstrate the ability to critically and deliberately engage in examining the knowledge and value assumptions underlying social work practice theory and methods in understanding and responding to human needs. Reflects foundation year objectives 2, 3, 5, 10, and 14.

7. Students will demonstrate an understanding of the impact of social justice and social policy as it affects the worker, client(s), working relationship, agency programs and policies, and resources available in the environment. Reflects foundation year objectives 2, 5, and 14.

8. Students will demonstrate an understanding of both ethical and fiduciary responsibilities in the working relationship. Reflects foundation year objectives 2, 5, and 10.

9. Students will demonstrate a beginning knowledge of constructing strengths-based assessments, collaborative understanding of client system situations, and recursive practice outcomes and evaluation. Reflects foundation year objectives 8 and 9.

Texts and Required Readings:
A major task of this course is the assigned readings and exercises. This class will move at the appropriate pace to insure meaningful coverage of the material. The value of the class discussions, exercises and your assignments will depend heavily on your having read the
assigned material and reacted to them critically. Exercises done in class will require that each student be prepared to participate by having readings and assignments completed when due.

**Required Texts:**


**Attendance Policy:**

Attendance will be taken each class period. Students are expected to attend each class session. This is particularly important with respect to class exercises and group experiences we will be engaged in during class time. Material from these class exercises and discussions are often used as questions on examinations.

The instructor will use attendance and participation as a guide to each student’s final grade. If attendance has been sporadic and there is minimal participation, the instructor will adjust the final grade at his or her discretion.

**Course Requirements:**

**A. Attendance and participation** will be considered when assigning the final grade for the course at the instructor’s discretion. Students must attend both the class and the lab.

(SWK 501-40 points)

(SWK 501L-50 points)

**B. Solution-focused group work**

This assignment will consist of participation in a solution-focused group session for two sessions (seated classes). Each student will keep a *case record* of materials and forms to be handed out in class that will track your work in the group. Place this in a folder and add *a short one-page statement* evaluating your experience in terms of learning. What do you think you *learned well* and what issues do you think *you need to work on further? This assignment covers objectives 1-9.*

(SWK 501L-100 points)

**B. Presentation to class** of a particular area of interest in social work, looked at from a solution-focused perspective. Presentation using Power Point.
Presentations will take place near the end of the semester. (SWK 501-100 Points)

D. Online Assignments

For non-seated classes you will be given an online assignment from the required reading for that week. (SWK 501-60 points)

501-Total Points 200
501L-Total Points-150

Grading Policy:

All tests and assignments will be graded according to the following criteria:

1. Clarity and flow of discussion or presentation.
2. Answering questions completely and thoughtfully (using concepts).
3. Obvious effort and attention to the material required for the assignment.
4. Writing (e.g., composition, grammar, punctuation, and spelling).
5. Neatness and organization.

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Please Note: A C- grade is not a final grade option in graduate school.

I will use “plus” and “minus” in the final grade to differentiate efforts made by students.
Academic Integrity and Honor Code
All members of the UNCW community are expected to follow the Academic Honor Code. Please read the UNCW Honor Code carefully (as covered in the UNCW Student Handbook). Academic dishonesty in any form will not be tolerated in the class. Please be especially familiar with the UNCW position on plagiarism as outlined in the UNCW Student Handbook. Plagiarism is a form of academic dishonesty in which you take someone else’s ideas and represent them as your own. Adherence to the Academic Honor Code is consistent with adherence with the NASW Code of Ethics.

Accommodations for Students with Disabilities
Students who have a disability and need accommodations should notify the instructor by the end of the second week of this semester. In order to obtain such accommodations, the student must officially register with the Office of Disabilities Services located in DePaulo Hall (962-3746) and the instructor with a letter of accommodation which specifies the student’s learning needs. Accommodations will be made based on the recommendations of Disabilities Services, and collaboration with the student, to determine how best to accommodate the student’s learning concerns.

Violence and Harassment
UNCW practices a zero tolerance policy for any kind of violent or harassing behavior. If you are experiencing an emergency of this type contact the police at 911 or UNCW CARE at 962-2273. Resources for individuals concerned with violent or harassing situation can be located at http://www.uncw.edu/wsrc/crisis.html.

The UNCW Statement on Diversity in the University Community
As an institution of higher learning, the University of North Carolina Wilmington represents a rich diversity of human beings among its faculty, staff, and students and is committed to maintaining a campus environment that values that diversity. Accordingly, the university supports policies, curricula, and co-curricular activities that encourage understanding of and appreciation for all members of its community and will not tolerate any harassment or disrespect for persons because of race, gender, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, political affiliation, marital status, or relationship to other university constituents. Diversity Resources.

Religious Observance Policy
North Carolina General Statute 116-11(3a) and UNC policy authorizes a minimum of two excused absences each academic year for religious observances required by the faith of a student. Students must submit a request for an excused absence, within SeaNet, seven days prior to the religious observance. The student shall be given the opportunity to make up any tests or other work missed due to an excused absence for a religious observance.

UNCW Student Gender-Based/Sexual Misconduct Policy
UNCW takes all forms of interpersonal violence very seriously. When students disclose (verbally or in writing) to faculty or staff about sexual misconduct, domestic violence, dating violence and/or stalking against themselves or another student, this information
must be reported to the administration in order to ensure that student’s rights are protected, appropriate resources are offered, and the need for further investigation is explored to maintain campus safety. This means that if you tell the instructor about this kind of misconduct, the disclosure cannot remain confidential and the instructor must share that information. This is required by federal law and UNCW policy.

The following three confidential resources do not need to report interpersonal violence: UNCW CARE, the Student Health Center, and the Counseling Center. If you want to speak to someone in confidence, these resources are available, including CARE’s 24-hour crisis line (910-512-4821). For more information, please visit www.uncw.edu/sexualmisconduct or www.uncw.edu/care.

Class Sessions:

1/10/17

We will review the basic steps of solution focused practice; Break into groups and answer small sets of questions and assignments to assure learning.

- Review Syllabus and Assignments
- Group assignments

1/17/17

Class will not be seated-BB assignment

Sharry (2001). Chapters 1-2 Basic Background

1/24/17

Review of Sharry Chapters 1-2
Lecture on Sharry Chapter 3
Lab-Group formation and brainstorming

1/31/17

Class will not be seated-BB Assignment

Sharry (2001). Chapters 4-5 lifecycle of solution-focused groups
2/7/17

Review and lecture on Sharry Chapters 4-5

Lab-Description of Presentation on SFBT Group Due on What population, Why, &Possible References

2/14/17

Class will not be seated-BB Assignment

Sharry (2001). Chapters 6-8 Managing Process-Keeping groups solution-focused

2/21/17

Due: In Class SFBT Group Sessions

2/28/17

Class will not be seated-BB Assignment-Solomon-Chapter 1 “SON”

Spring Break March 6-10

3/14/17

Mandated and Involuntary Clients{DSS/Schools}

Lab-Practice with dyads(Will plan to meet at my office)

3/21/17

Class will not be seated-BB Assignment-Solomon-Chapter 6 “Schizophrenia”
DUE: Outline of Presentation

3/28/17

Crisis and Suicide

Chapter 10: Interviewing in Crisis Situations, pp. 217-238

4/4/17

Class will not be seated-BB Assignment-Solomon-Chapter 10 “Crime”

4/11/17-No Class-CCCC Spring Break

4/18/17

Student Presentations: 15-20 minute power point presentations on the area of interest in Solution Focused Practice

4/25/17-LAST CLASS

Student Presentations: 15-20 minute power point presentations on the area of interest in Solution Focused Practice
**Additional Readings related SFBT:**


