BA Concurrent Assignment Descriptions

Concurrent SWRK 181 Practice Assignments

SWRK 181 Field Assignment

1. Agency Assessment [EPAS 2.1.10 (b), PB 1]

Students enrolled in SWRK 181, Field Instruction A, are required to complete an analysis of the field placement agency in conjunction with the requirements for their concurrent macro practice course, SWRK 180. While there may be variation among sections of SWRK 180 regarding the course assignment, the field placement component of the agency analysis should include the minimum areas listed below. Refer to your current SWRK 180 syllabus and course materials for additional information. Share your assessment of the agency with your field instructor/agency supervisor.

Areas to Include in Agency Assessment:

1. The agency's mission and goals.

2. A description of the organizational structure of the agency.

3. A description of the community context in which services are delivered by the agency.

4. Information on specific vulnerable populations served by the agency.

5. A description of agency services.

6. Discuss how social work values are implemented by the agency.

7. Conduct research on an international agency and compare the agency to your field placement: what are the differences in agency structures and approaches to target populations and communities?

2. Meeting Analysis [EPAS 2.1.10 (b), PB1]

Students enrolled in SWRK 181, Field Instruction A, will attend a formal meeting related to his/her field placement agency. This meeting should consist of community members, or an organization or political body such as the Board of Supervisors or City Council. The purpose of this assignment is to understand how formal meetings function as venues of decision-making. Use the observations from the questions below to write a paper for SWRK180 and share the paper with your field instructor/agency supervisor.

Conduct an ethnographic observation of an agency or public decision-making meeting. As you observe this formal, decision-making, focus your observation according to the following questions:

1) Who are the participants?

2) What is the agency agenda?

3) What are the main issues being presented?

4) Who are the decisions makers and how does the decision-making process function formally at this meeting?

5) How do you see power at work in the meeting?

6) How was the meeting used to address the needs of vulnerable populations?

7) What happened during the meeting in term of the decisions made?

3. Gathering Data for a Grant Proposal [EPAS 2.1.3, PB3]

Students enrolled in SWRK 180 will be required to prepare a 5 page grant proposal. This grant proposal will focus on developing a program or action within the community. It is recommended that the proposal is completed in conjunction with the field placement setting. If not, the student is to discuss the process and learning from the class assignment in supervision to connect it to the placement agency. The following areas need to be researched at the field placement agency in order to develop the written grant proposal assignment for SWRK 180:

1) **Overview:** The project in a nutshell (aim, goals, means, practices, projected outcomes)

2) **Population Served:** Provide information about the people that will be served by the project.

3) **Needs Statement:** The needs statement must include the problem or needs to be addressed, the target population, the cause of the problem or need, the cost of the problem, the current barriers to solving the problem, and the reasons why the proposal will work.

4) **Project Description:** The description must include the goals and objectives of the project and specific activities of the project including some type of time table (Gantt Chart).

5) **Budget:** A budget breaking down personnel costs and operational costs. The budget must include a budget narrative explaining the rationale for both personnel and operational costs.

6) **A list of potential funding sources**: A detailed description of 3-4 funding sources to which the proposal will be submitted.

7) **Evaluation Section:** The proposal must include an evaluation section discussing how the project will be evaluated.

4. Community Assets Map

Community assets mapping is the process of identifying resources (human, financial, material, social) among vulnerable populations in communities. It focuses on assets, rather than solely on deficits, in vulnerable populations and communities. Refer to course material from SWRK 180 for additional information.

The field internship portion of this assignment requires the intern to gather information about a community served by the placement agency. The required areas of information include:

1) A description of the community in terms of place, population, demographic data, and other basic identifying information.

2) Information about the community's history (the influence and power of residents, any problems or issues experienced by residents):

3) Identification and classification of the strengths and assets of the community (e.g. churches, banks, grocery stores, community groups, etc.) How can assets be used for community improvement, how organizations which serve the community together or should work together and major challenges faced by the community.

4) Formulate a brief strategy for community betterment based on the Horman text.

Concurrent SWRK 182 Practice Assignments

SWRK 182 Field Assignment

1. Assessment of an Individual Client/Consumer [EPAS 2.1.7, PB 1; EPAS 2.1.10 (b), PB 2]

Conduct an assessment of an individual client/consumer from your field placement agency using content learned in SWRK 183. The assessment may be completed using the sample assessment form in the BA Field Manual (See DSWE website) or the agency form if one is available. The assessment should include the following content areas:

1) **Identifying Information:** Basic identifying information such as the name of the client/consumer (fictitious to maintain confidentiality), age, ethnicity, marital status, occupation, etc.

2) **Reason for Referral:** A brief description of the problem(s)/need(s) that brought the consumer/client to the agency in which you are placed (this should include the individual/agency who referred the client/consumer to your agency)

3) **History of Presenting Problem(s)/Need(s):** A brief history of the presenting problem(s)/need(s). If you have permission, gather information from other relevant sources such as family, school, etc. Be sure to include specific information about the onset, frequency, duration and severity of the presenting concern(s).

4) **Current Functioning:** A description of the client's strengths and functioning in major domains such as school, occupation, social, emotional and health. Include cultural aspects of the client that may be pertinent such as religion/spirituality, disability, sexual orientation etc.

5) **Family and Support System:** A description of the client's family and support systems (this should include extended family, relevant cultural information and other support systems such as human services/ legal system, etc.)

6) **Community Context:** A description of the home, neighborhood and community context.

7) **Goal(s):** List the goals for service mutually identified with the client/consumer and specifically linked to the presenting needs/concerns.

2. Culturally Relevant Intervention/ Action Plan [EPAS 2.1.10 (c), PB 2]

Develop a culturally relevant intervention/action plan with an identified client/consumer *to address the needs identified in an assessment* that you completed in your field placement agency. The plan should include content learned in SWRK 183 and should be developed mutually with the client/consumer. The plan may be completed using the sample in the BA Field Manual (see DSWE website) or using an existing form at your placement agency if one is available. The plan should include the following components:

1) A list of identified needs to be addressed.

2) A minimum of three specific and measurable goals for the client/consumer that were developed mutually. *The goals must be specifically linked to the assessment information: identified concerns, history, etc.*

3) An outline of who will be involved in the plan; the specific roles and tasks that each person involved in the plan will be expected to complete; where the tasks will be completed; the length of time it will take to complete the tasks.

4) An evaluation plan that specifies the method by which goal attainment will be evaluated.

3. Three Generational Genogram

Meet with an individual client/consumer of your field placement agency and develop a three generational genogram as part of the assessment process. The genogram is completed for a client, and is not based on the student intern and his/her family. You may refer to information from SWRK 160 and SWRK 183. Be sure to include the following components:

1) Include grandparents, parents, siblings and the client/consumer. If the client/consumer has children or grandchildren, include them as part of the three generations.

2) Carefully draw the genogram on a separate piece of paper, using information from SWRK160 and SWRK 183 and available resources such as: http://www.genopro.com/family-tree-software/

3) Carefully print all relevant information regarding the following: names and birth dates of family members, and dates and descriptions of significant events.

4) The genogram should include relationships and family life cycle events such as births, adoptions, deaths, marriages, intimate relationships, and separations/divorces.

4. Eco Map [EPAS 2.1.3, PB1]

Meet with an individual client/consumer of your field placement agency and develop an Eco Map as part of the assessment process. You may want to refer to information from SWRK 160, SWRK 183, and other available resources such as: https://www.smartdraw.com/ecomap/

The Eco Map should include the following components:

Identify and characterize the significant social systems and influences in the life of the client/consumer. Include the following domains:

1. Neighborhood – The physical area in which the home exists (not a house or apartment, but the area in which the house or apartment exists).

2. Community Services – Includes Medical, Mental Health, Substance Abuse, Domestic Violence, Child Welfare, Legal, Court, etc.

3. Social Groups – Church, Civic, YMCA/YWCA, Faith/Culture, etc.

4. Education

5. Significant Personal Relationships (can include friends, family, etc)

6. Employment

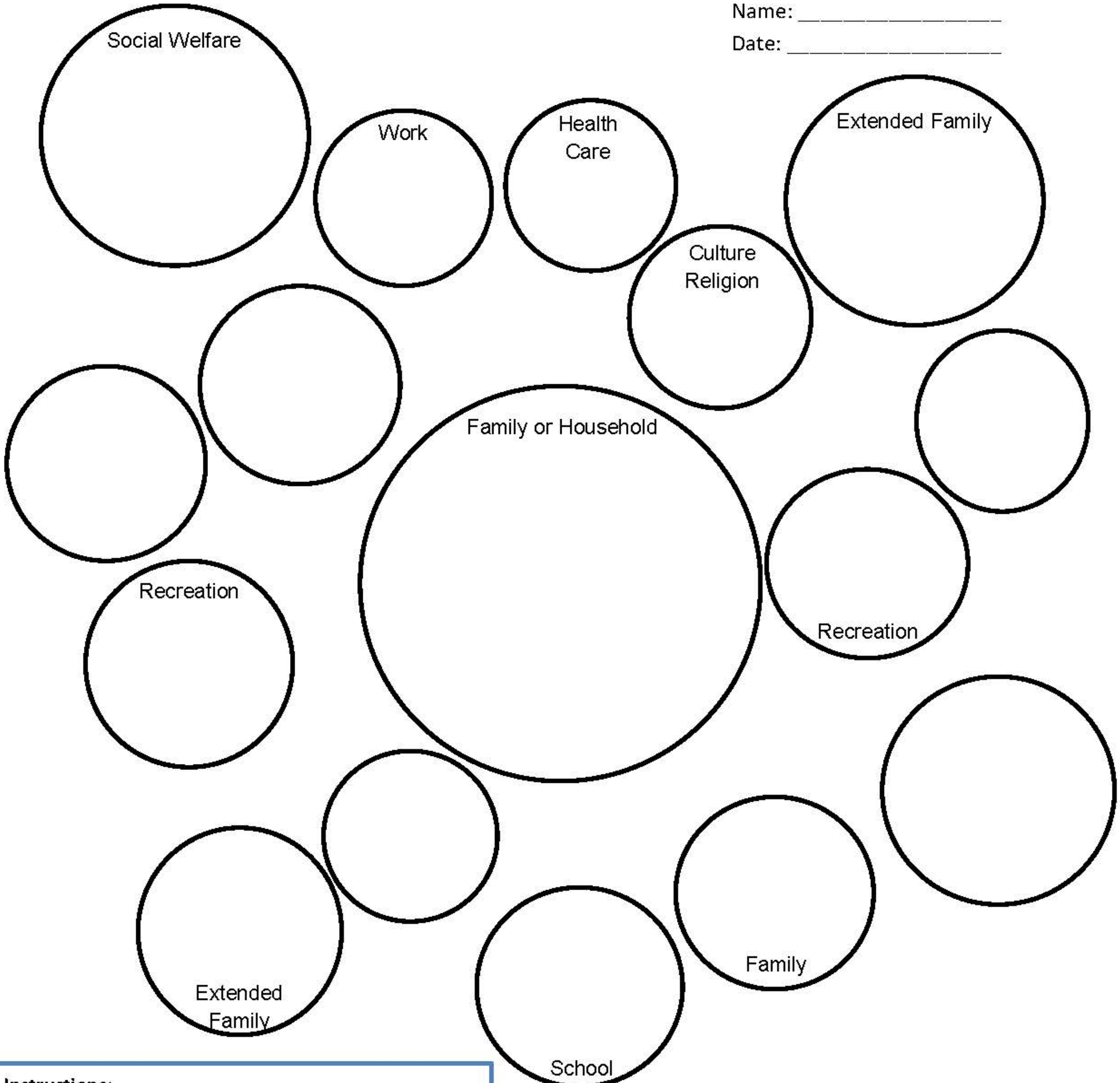
Indicate the direction of energy or resource flow between the client/consumer and other people and systems.

Depict the information gathered using an Eco Map format such as the one on the following page:

Eco-Map

Name: ___________________

Date: ____________________



Instructions:

Fill in connections where they exist.
Indicate the nature of the connection with a descriptive word or by drawing different kinds of lines (See legend at right).

Draw arrows along lines to signify flow of energy, resources, etc.

Identify significant people and fill in circles as needed.

Legend:

________________________ Strong

. . . . Weak

++++++++++++++++++++++++ Stressful

5. Process Recording Format

The following format and example of process recording is taken from Wilson (1981).*

Supervisor's Comments	Dialogue	Student's Gut Level
In this column, the supervisor enters his comments opposite the material recorded in t dialogue" column. He may point out technique used by the student, comment on the meaning of a client's response, raise questions for the student to think about, suggest alternate responses or techniques, and so forth.	This is where the student records the content of what took place in the interview, using style described on p 118-119.	The recorder puts down any feelings he was aware of as the dialogue was taking place. For example, "I felt anxious."
EXAMPLE:		
I'm sure your being more comfortable affected interview positively.	Mrs. B: I got a letter from my husband on Monday and he said to go ahead and file for divorce.	I felt a little more confident that last time.
I wonder why the sudden change?	W (Worker): So you are filing for divorce?	I was surprised – Mrs. B. was very willing to talk this
I'll believe it when I see it!	Mrs. B.: Yeah – I'm going to go ahead and do it. W: Are you planning on filing soon, or are you going to wait a while?	I'm feeling more at ease.
I wonder what other feelings she has about what's happened?	Mrs. B: Pretty soon, I hope I may as well get a divorce since he's going to be in jail for 15 years.	
What are the four kids doing while you all are talking?	Sister: I think she out to go ahead and get one. W: Where is your husband now? Mrs. B.: In Puerto Rico. W: What jail is he going to? Mrs. B: I don't know.	
Your bias is showing (for her to get the divorce!)	W: Would transportation to Legal Aid be a problem – if so, I'll be glad to take you.	
She should know if she's filed before.	Mrs. B: How much would the divorce cost me? W: I'm not real sure-probably nothing or maybe just a small amount. I'll check on it for you Mrs. B.: OK. I've filed for divorce once before.	
I wonder if she filed thru Legal Aid?	W. When did you file? Mrs. B: Back in 1973.	I feel like I'm getting somewhere-not far, but somewhere.

Note: Names and identifying details in all recording examples have been altered to preserve confidentiality.

** Wilson, S (1981). Field Instruction. New York: The Free Press, pp. 119-20.*

6. Approaches to Evaluation of Practice

Evaluation is an important component of professional social work practice. In order to deliver effective services, one needs to gather information, assess whether or not the social work interventions provided have helped to address the identified goals, and then make necessary changes based on this evaluation. There are a variety of approaches to evaluation of practice. Two specific strategies are presented here. Regardless of the method, it is important to remember to conduct evaluation of practice in a collaborative manner with clients/consumers so that they are mutually involved in the process.

Goal Attainment Scaling

This approach to evaluation of one's own practice is very specific to the individual (or system) with whom you are working. The procedure is to identify a goal and then create a "scale" with anchors that the practitioner and client/consumer use to reflect how the client/consumer is doing and/or how close he/she is to attaining the goal on a regular basis over a period of time.

For example, a client has a problem with feeling anxious in situation X. The goal is to be anxiety-free. During weekly visits, the client rates on a scale of 1-10 how he/she felt during the week when faced with situation X. A scale may be as follows:

10) Extreme anxiety, sweaty palms, heart racing, thoughts racing, immobilized; just thinking about situation
X leads to symptoms, client avoids situation X

9) Thinking about situation X DOES NOT lead to symptoms, as situation X nears extreme anxiety builds:
sweaty palms, heart racing, thoughts racing, immobilized; client would like to avoid situation X

8) High anxiety, begins experience, quits early (this may be part of intervention plan)

7) High anxiety, has to stop before halfway point

6) High anxiety makes it to halfway point

5) Moderate symptoms ongoing in situation X, has to stop experience half way through

4) Moderate symptoms ongoing in situation X, fear that I can't complete, but does complete

3) Symptoms ongoing in situation X but can ignore them and complete experience

2) Intermittent feelings (heart beating faster, some sweating) while in situation X

1) No anxiety symptoms throughout experience of situation X

Another example could be with an agency where the goal of intervention is to fundraise. Here one can set the fundraising goal and use a "thermometer" at regular intervals to mark progress of the effort.

Single System Design

This approach to evaluating progress for a single client system requires that the social worker, in collaboration with the client/consumer, identify a target for change and a way to measure that change over the course of the intervention. Then one determines a suitable interval for taking measures and tracks that change over time. The pattern of change gives one an idea of how the client/system is doing regarding the target and, potentially, if the intervention worked. Targets must be observable by others or client/self, measurable and occur frequently enough to offer a picture of change over time.

<u>Example #1</u>: A client/consumer is seeing a social worker for depression. A common depression scale is used to measure level of depression. A baseline is obtained from intake measure and in first session with the social worker. Thereafter, the client/consumer completes the measure on a weekly basis while intervention is ongoing. The results are plotted on a chart and discussed as part of client's progress.

<u>Example #2</u>: Client is a child who has frequent tantrums (e.g., 10/week). Measure is based on number of tantrums observed; note that what constitutes a tantrum has to be defined by social worker, parents and teacher. Baseline of tantrums determined from teacher/parents. Intervention applied and parents/teacher keeps track of tantrums. Charted on a weekly basis for change.