

Concurrent Practice Assignments for SRWK 220

1. SWRK 280 Outline for Ethics Audit [EPAS 2.1.2, PB 1]

Read the article on the social work ethics audit (Reamer, 2000) that is posted on the DSWE website under SWRK 280 Concurrent Field Assignments. In this article, the following key areas of risk assessment are outlined:

- client rights
- confidentiality and privacy
- informed consent
- service delivery
- boundary issues
- conflicts of interest
- documentation
- defamation of character
- supervision
- training
- consultation
- referral
- fraud
- termination of services
- practitioner impairment

Using these areas outlined by Reamer, work with your supervisor to conduct an “ethics audit” in your own internship agency. Understand that there may be some areas/issues that might be awkward to address or even off-limits. If so, explain why these areas are sensitive in this system. Provide a written summary for your supervisor/agency that identifies:

1. Areas of strength.
2. Areas of concern.
3. Prioritize areas of concern by the degree of “risk” (seriousness of ethical issue or balance of competing issues).
4. Propose ways to address (improve or correct) the areas of concern; if there is reason to allow the risk (i.e., a competing ethical demand) explain your thinking.
5. Share this document in SWRK 220 and/or with your faculty liaison.

References

Reamer, F. G. (2000). The social work ethics audit: A risk-management strategy. *Social Work, 45*, 355-366.

NASW Code of Ethics

2. SWRK 280 Organizational Assessment Guidelines: Getting to know your Agency

Developing clarity about the social work role and purpose in your field placement agency setting requires understanding how your agency functions. It is helpful to gather information from many different sources in your process of learning about your agency (e.g., other students, staff, field faculty, agency literature, etc.). You may want to speak with other professionals within the agency as a way to gather the needed information. The process of gathering and assessing this information, as well as discussing it in supervision, should take place as part of your internship. The formal write-up of the assessment is expected to be one of your class assignments for SWRK 220 and will facilitate integration of field placement experience and practice course content.

I. Name of agency:

II. Type of Field of Practice (e.g., mental health, health, family and children's services, corrections/forensic, etc.):

III. Describe the following:

- Brief description of the agency setting, (e.g., hospital, rural/urban, department of adoptions, child protective services, etc.)
- Organizational Auspices: Is the organization a public agency, a nonprofit organization, or a for-profit (private business) organization
- Location
- Service Area: Does the agency serve the surrounding community, a portion of a city or town, the entire city or town, the county, or an entire region.
- Access to public transportation, parking, etc.
- Ambience of the reception area

IV. Describe the following:

- What is the philosophy of the agency?
- What assumptions does it hold regarding their client population?
- What values are reflected in the services to clients in the agency?

V. Describe the following about the agency purpose:

- What are the agency's specific, identified goals and objectives?
- What is the mission statement?
- Is this information readily available?
- In what form is it available (e.g., brochure, policy manual)?

- If it is not available, what did you do to gather the needed information?
- What is the role of social workers in this agency?

VI. Describe the following regarding services:

- What services are provided to what populations (identify)?
- What geographical areas are served?
- How services are provided (e.g., free for eligible applicants; fee for service, sliding scale fee)?
- Describe service accessibility and availability to people of color.

3. SWRK 280 Field Assignment on Ethnographic Interviewing [EPAS 2.1.4, PB 1 & EPAS 2.1.10 (a), PB 1]

Goal: Deepened understanding and empathy (not advice-giving or problem-solving)

Conduct one ethnographic interview with a client, referring to resource material from SWRK 220 and the following guidelines:

1. Set the stage: Set the tone with friendly conversation; state the explicit purpose and goal of the interview.
2. Express ignorance: Acknowledge lack of knowledge about client's culture (or other lived experience) and desire to learn from client.
3. Ask open-ended questions: Prepare ahead of time. Focus on client's perception of how his/her community regards problem or issue; group norms and help-seeking, problem-solving patterns. How does client relate to these patterns?
4. Follow up open-ended questions, using cover terms: Use language frequently used by client.
5. Use descriptors: Follow up on cover terms by asking client to describe what they mean. Examples: *space questions* (physical setting of client's world); *time questions* (sequence of activities in social relationships); *actor questions* (who people are in relationships and their titles); *evaluation questions* (ask client to evaluate people or things mentioned factually); *example questions* (example of single action or event); *experience questions* (ask client to describe experiences in particular setting); *language questions: hypothetical* (role play interactive situation in client's world); *typical sentence* (ask client to take a cover term and use it in a typical way).

Write up a summary of the interview, illustrating your use of steps 1 through 5, above. Include your feelings and reactions. Discuss with supervisor.

4. SWRK 280 Guidelines for Observing the Dynamic of a Group Meeting

Conduct an analysis of a board or committee meeting at your field placement agency. Discuss your findings during supervision with your field instructor.

In your analysis address the following questions:

1. What is the demographic composition (age, social class, education, gender, ethnicity, sexual orientation, disability status) of the board or committee? How does it differ from the demographic profile of the people who actually attended the meeting, the organization's staff, and the clients?
2. What types of decisions does this board or committee make for the organization? Where does this board or committee "fit" in the organization's organizational chart? Based on the board or committee's location in terms of the organizational chart, how much power do you think it has to determine policies or procedures for the organization?
3. Based on what you've observed (for example, body language or patterns of communication) or what you've learned from agency documents or personal interviews with organization participants, are there obvious conflicts or alliances among board members?
4. How were decisions made during the meeting? Did it appear that specific rules were used to guide the decision process?
5. In what way did these decisions pertain to organizational mission, goals, services, structure, policies, funding, or people served by the organization?
6. What was the role of the executive director or lead staff person (for example, the city manager or county administrative officer during the meeting)?
7. Did specific individuals or groups appear to have more input from others into the decisions made during this meeting? Please explain.

Concurrent (Spring) Practice Assignments from SWRK 221

1. **SWRK 281 Field Assignment on Multi-Dimensional Assessment** [EPAS 2.1.7, PB 1 & EPAS 2.1.10 (b), PB 1]

Complete a minimum of two foundation multi-dimensional assessments, utilizing 2 different assessment models from SWRK 221.

Goal: Foundation skill in applying assessment tools with clients

DSM-5

1. Select one client/consumer from your fieldwork placement.
2. Write a brief paragraph describing client's demographic information and reason for relationship with agency.
3. Using DSM-5, diagnose the client, using a multidimensional diagnostic approach.
4. Write one paragraph, illustrating how your client met criteria for the diagnosis given, referring to criteria listed in DSM-5.
5. Describe in writing at least three ways you would use this diagnostic understanding of client to formulate an intervention plan from an empowerment, strengths perspective.
6. Describe in writing at least one macro policy/agency administrative issue related to this diagnosis.
7. Discuss with your supervisor.

P.I.E. (Person-in-Environment)

1. Review Person-in-Environment System article and Mini-PIE instrument handed out in SWRK 221.
2. Write a brief paragraph describing client's demographic information and reason for relationship with agency.
3. Guided by the four factors in the PIE system (Factor I: Social Relationships; Factor II: Problems Outside the Individual; Factor III: Psychopathology – DSM-5 Axis I and II Diagnoses; Factor IV: Medical Diagnosis and Source), conduct assessment interview(s) with client.
4. Using Mini-PIE reporting and coding form, write up your assessment of the client.
5. Describe in writing at least three ways you would use this assessment of your client to formulate an intervention plan from an empowerment, strengths perspective.
6. Describe in writing at least one macro policy/agency administrative issue related to this

assessment.

7. Discuss with your supervisor.

**2. SWRK 281 Assessment of Organizational Structure Client Access to Services
[EPAS 2.1.5, PB 2; 2.1.8, PB 1 & EPAS 2.1.9, PB 1]**

Conduct an observation at your field placement agency to assess the following components of client access to agency services. Use at least five of the following criteria:

- 1) Wait time for service (in waiting area; length of time between application and first provision of service).
- 2) Social stigma, if any, associated with applying for the service.
- 3) Clarity and restrictiveness of eligibility requirements. Does the agency serve all in need, refuse services to some groups of people, or refer prospective clients elsewhere.
- 4) Complexity and length of application. Documentation required (if any) to be submitted with application.
- 5) Accessibility for people with disabilities (both physical accessibility and availability of special services such as interpreters for the deaf or Braille translations of documents).
- 6) Transportation (availability of parking and public transportation; urban/rural location; access from highways and main roads).
- 7) Hours of operation. How are these hours likely to affect specific groups of clientele (for example, working people, families with children, etc.).
- 8) Costs (service fees and whether clientele are likely to need to spend own funds to produce documents or otherwise obtain service).
- 9) Language. Are documents available in languages other than English? Are workers who speak languages other than English available to serve clients? Does the organization rely on translators to provide service?
- 10) Do services appear to be culturally appropriate? (Hint: you will need to define cultural appropriateness for specific groups in order to address this question).

Make a recommendation to your field supervisor about how the agency can improve access in at least one of these areas.

3. SWRK 281 Field Assignment: Providing Foundation Social Work Services to Individuals from Selected Theoretical Frameworks

Provide foundation social work services to a minimum of 3 individual clients/consumers using selected theoretical frameworks and practice skills from SWRK 221.

Goal: Foundation practice in linking theory to practice with individuals.

1. Select from the following theoretical approaches: systems; strengths/empowerment; learning theories, (i.e. psychodynamic/attachment; social learning theory) cognitive behavioral; conflict theory.
2. After discussing with your supervisor, and utilizing material from SWRK 221, plan the use of three of these theoretical modes of practice with selected individual clients.
3. Write up the results of your intervention, including the following:
 - a. Your rationale for the appropriate use of the particular theoretical orientation with the particular client (match between client's problems and needs and theory selected).
 - b. Your experience with use of theory in practice, and client's response.
 - c. Your assessment of the strengths and weaknesses of this approach for the client.
 - d. Your goals for further professional growth in application of theory to practice.
4. Discuss with your supervisor.

4. SWRK 281 Field Assignment: Providing Foundation Social Work Services to Families

Provide foundation social work services to a minimum of 2 families, using selected theoretical frameworks and practice skills from SWRK 221.

Goal: Foundation practice in linking theory to practice with families.

1. Select from the following theoretical approaches: systems; strengths/empowerment; learning theories (i.e. social learning); cognitive behavioral, psychodynamic/attachment; multi-systemic family therapy; and culture-specific approaches.
2. After discussing with your supervisor, and utilizing material from SWRK 221, plan the use of two of these theoretical models of practice with selected families.
3. Write up the results of your intervention, including the following:
 - a. Your rationale for the appropriate use of the particular theoretical orientation with the particular family (match between family's problems and needs and theory selected).
 - b. Your experience with use of theory in practice, and family's response.

- c. Your assessment of the strengths and weaknesses of this approach for the family.
 - d. Your goals for further professional growth in application of theory to practice.
4. Discuss with your supervisor.

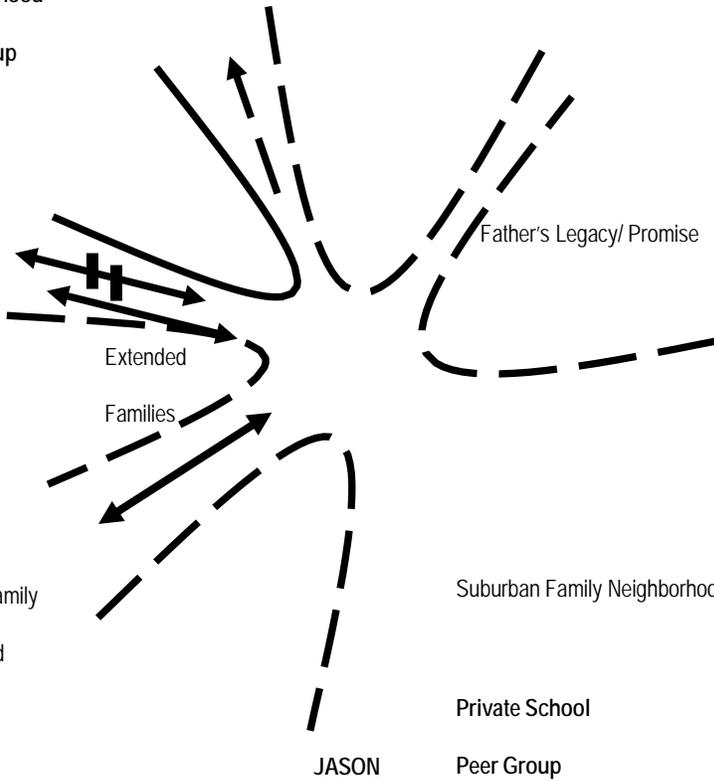
5. SWRK 281 Community Mapping Assignment

1. Collect data for the community served by your field agency and obtain a community map. Tip: “American Fact-Finder” on the U.S. Census Bureau website provides good maps of local neighborhood – broken down into census tracts or individual blocks. These maps show physical boundaries of the communities and can be set up to indicate specific characteristics of community residents. You can just enter the address of your field agency to obtain a map. You can also ask your field supervisor, other agency representatives, or community residents for help in finding an appropriate map. Agencies such as the California Department of Health sometimes create and publish maps to indicate the location of people in need in communities. The census website is: <http://www.census.gov> and you may be able to search the web for additional maps. Do these maps indicate any physical barriers that might serve to keep people apart? Do the census maps indicate that specific population groups or people with certain problems are concentrated in certain areas of the community?
2. In addition to a map, use the U.S. Census website or other data sources to obtain the following information:
 - Percentage of Children Under 18 Median Family
 - Income
 - Percentage of People with Incomes below the Poverty Line Ethnic
 - Composition of the Community
3. Getting to know the area and its residents: Drive around the area to get an impression of buildings, social interaction, businesses that characterize the neighborhood. Describe your observations. Does the community seem to be thriving or appear disorganized/unsafe? Describe your rationale for your response. What are your general impressions of the neighborhood?
4. Identify the community’s strengths and assets. Working by yourself or with a group of clients or community residents, create a map of community assets or resources that can be used to address these problems. Assets could include: community agencies, churches, recreational facilities, businesses, block clubs, and community leaders. Identify healthy businesses, homes in good repair, social clubs, churches/synagogues/temples and other strengths observed. These assets could provide such things as food, shelter, or services for community residents, referrals for assistance, volunteers, political activists, skills, transportation, and meeting space.

5. Other. You may want to supplement your work with pictures of specific aspects of the community or a map that indicates the location of assets.

Neighborhood

Peer Group



Mother

Current Family

Household

Father's Legacy/ Promise

Extended

Families

Suburban Family Neighborhood Identity

Private School

Peer Group

JASON

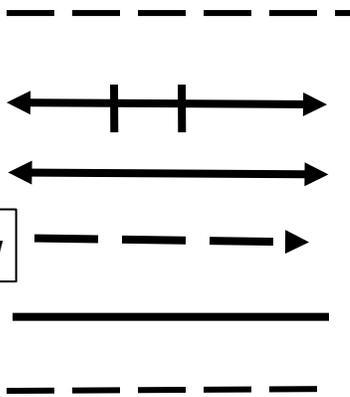
Current Inner-City Apartment Complex

Coach Team Members

Current Urban

Peer Group

Multicultural Community Peer Group



Symbol Key

	Rigid Boundary
	Open Boundary
	Diffuse Boundary
	Conflictual Relationship
	Affiliation
	Unidirectional Relationship

1. Place client/constituent in the circle; represent the self anyway that client/constituent chooses. Examples of different types of representation might be:

- [Name]
- Me
- I/We (sense of feeling connected v. isolated, e.g. in past, present, socially)
- Low self esteem
- Senior Adult
- Young Adult
- Adolescent
- Establishing New Identity
- Survivor
- Immigrant
- Determined, optimistic, hopeful

2. Write in facets of community such as family ties, add any other persons, groups, ideas, that are important or influential in his/her life (e.g., employment, neighbors, school, mentor). Examples include:

- Friends, Former friends
- Financial difficulties
- Children, e.g., youngest daughter
- Children, living at a distance
- Therapist (physical, mental, rehab), physician
- Family legacies and dynamics
- Religious affiliation
- Coach/Team members
- Classmates
- Father's legacy/Mother's legacy
- Childhood neighborhood
- Spouse
- Parents' divorce/separation
- Threats or history of violence and/or abuse
- Literature
- Music
- Art
- Exercise

3. Draw lines to connect those groups or individuals; choose different kinds of lines to demonstrate the unique kinds of relationships as depicted below:

- If your relationship is primarily unidirectional, insert arrows to indicate the direction of influence
- Add significant events, influences, ideas in his/her life. For example, it could be a family member's illness, feeling different in the community (e.g., the

- Latina, Asian, African American), significant ideas/experiences in childhood.

During or after the development of the community genogram, discuss what you found, what stands out for the client/constituent. Explore the following:

- Have you had the support that you needed in your past or present?
- Who/where was the support? What feelings did presence or lack of support create in you as you reflect on this?
- How has your support changed over time (e.g., sources, access)?
- What about places where you would have liked support and it wasn't there?
- What does this say about what you want or don't want in your life?
- How does the presence or lack of support, life events, influential ideas and their consequences in your life support you as well as challenge/motivate you?
- How did these challenges promote growth, initiative?

(Modified from Rigazio-DiGilio, Ivey, Kunkler-Peck & Grady, 2005)