<u>Concurrent Fall Practice Assignments from SWRK 282 from SWRK 224, 225 and/or 246</u>

SWRK 282 - Field Assignment

1. Applying an Ethical Decision Making Model (224) [EPAS 2.1.2, PB 1]

In the foundation year of the MSW program, you were introduced to the NASW Code of Ethics and the social work ethics audit (Reamer, 2000). Building on this foundation knowledge, identify an ongoing ethical dilemma in your field placement practice. Utilize the following ethical decision making model (Mattison, 2000) to guide your resolution of the dilemma and determine the most appropriate practice response.

<u>Steps in Ethical Decision Making (Mattison, 2000):</u>

1. Gather additional background information and assess the case details.
2. Separate practice considerations from the ethical aspects of the case.
3. Explicitly identify the value tensions.
4. Consult relevant codes of ethics, supervisors and colleagues.
5. Identify alternative intervention strategies and targets for intervention.
6. Weigh the costs and benefits to various stakeholders.
7. Clarify and make explicit personal values.
8. Determine which priority or obligation to meet foremost and justify one's choice of action.
9. Document the process of decision-making.

References:

Mattison, M. (2000). Ethical decision making: the person in the process. Social Work, 45, 201-212.

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

NASW Code of Ethics

2. **Outline for Multi-Dimensional Assessment (224) [EPAS 2.1.3, PB 1; EPAS 2.1.10 (b), PB 1]**

Following the outline below, complete TWO multi-dimensional assessments for clients/consumers you are working with in your field placement agency this semester. For the diagnostic formulation, use the formats and descriptions for DSM-5, Mental Status Exam (MSE), and Person-In-Environment (P-I-E) that are included in SWRK 224 and the MSW 2 Field Manual. Utilize either an agency assessment form or the sample assessment form included in the MSW 2 Field Manual.

Review your assessments in supervision with your field instructor. This field assignment will help you with the formal oral and written case presentation in your SWRK 224 practice class.

I. Identifying Information

A. Briefly describe the client/consumer – name, age, gender, ethnicity, and level of education, occupation, with whom client/consumer is living, relationship status, and spiritual identification.

II. Referral/Presenting Problem(s)/Concern(s)

B. Summarize how the client/consumer was referred to you.

C. What were the needs or problems the client/consumer came to you about? List in order of priority, and reframe each problem/concern in terms of an unmet need.

III. History of Presenting Problem(s)/Concern(s)

D. Summarize relevant historical information about the presenting problems(s)/concern(s).

IV. Current Functioning

E. Strengths, special talents, cultural and spiritual identities and strengths.

F. Educational

G. Occupational

H. Social

I. Emotional

J. Health, including any relevant medical history.

V. Family and Support System Information

A. Family in the household.

B. Extended family and/or support systems.

C. Summary of family interaction.

VI. Community Context

A. Home and neighborhood environment.

B. Describe the client/consumer's relationship(s) with community and other macro systems, such as schools, workplace, social welfare agencies and programs.

VII. Diagnostic Formulation

A. DSM-5 diagnosis.

B. Mental Status Exam.

C. Person-In-Environment (P-I-E) description.

2a. Outline of Mental Status Exam for Multi-Dimensional Assessments (224)

The Mental Status Exam, or MSE, is a way of organizing and documenting information about the mental state of a client/consumer based on guidelines established by medical schools in the United States. The MSE includes the following categories (Cooper and Lesser, 2015, p. 50-51):

1. Appearance – Is the client well groomed or disheveled? Is manner of dress appropriate? Is presentation appropriate, flamboyant, or bizarre?

2. Attitude – Is the client cooperative? Guarded? Suspicious? Aggressive or belligerent?

3. Motor Activity – Is the client calm or agitated? Are tremors, tics or muscle spasms present? Hyperactive?

4. Affect – This refers to the client's tone. Is it appropriate to and congruent with the conversation? Is affect flat, blunted, apathetic, labile, expansive or constricted?

5. Mood – Depressed or anxious? Variability?

6. Speech – Is tone of voice loud or soft, whiny or high pitched? Are there unusual characteristics of the speech? Rapid, pressured?

7. Thought Processes – Do thoughts flow logically? Are the thoughts organized or

disorganized? Is the client coherent? Are there perseverations, thought blocking or loose associations?

8. Thought Content – Are hallucinations or delusions present? Is the content of thoughts grandiose, bizarre, circumstantial or tangential?

9. Perception – Is view of reality accurate or are there distortions in thinking?

10. Orientation – Is client oriented to person, place and time? How is memory for recent and past events? How is concentration level and attention span?

11. Cognitive Function – What is the client's general fund of knowledge? Is it intact? (ask client to count backwards serially by 7's).

12. Abstraction – Is the client an abstract or concrete thinker?

13. Judgment – Are there any disturbances in judgment? Does the client understand the consequences of his/her behavior, and to what extent?

14. Insight - Does the client have insight into his/her difficulties? Is the insight intellectual, emotional, or both?

Cooper, M. G. & Lesser, J.G. (2015). Clinical Social Work Practice (5th Edition). Boston: Pearson

Additional resources for using the MSE or shortened version, Mini-Mental State Exam, can be found at: http://urbanhealth.udmercy.edu/mentalstatus/video-pg1.html or www.chcr.brown.edu/MMSE.PDF

2b. Outline for DSM-5 Diagnosis (224)

The Diagnostic Manual of Mental Disorders, 5th edition. (American Psychiatric Association, 2013) contains criteria for diagnosis using a dimensional diagnostic approach. The DSM-5 classification system is based on the medical model and is symptom driven. Many social workers object to its use because of its lack of fit with a strengths perspective. Nevertheless, it is important for professional practice to understand this diagnostic classification system and to be able to communicate with other professionals using its terminology. Please refer to the DSM-5 for specific descriptions of disorders and their corresponding codes.

2c. Outline for Person-In-Environment Classification (224)

Factor I: Social Functioning Problems

A. Social role in which each problem is identified

a. Family (parent, spouse, child, sibling, significant other)

b. Other interpersonal (lover, friend, neighborhood, other)

c. Occupational (worker/paid, worker/home, worker/volunteer, student, other)

B. Type of problem in social role

a. Power

b. Ambivalence

c. Responsibility

d. Dependency

e. Loss

f. Isolation

g. Victimization

h. Mixed

i. Other

C. Severity of problem

a. No problem

b. Low severity

c. Moderate severity

d. High severity

e. Very high severity

f. Catastrophic

D. Duration of problem

a. More than 5 years

b. 1-5 years

c. 6 month to one year

d. 2-4 weeks

e. 2 weeks or less

E. Ability of client to cope with problem

a. Outstanding coping skills

b. Above average

c. Adequate

d. Somewhat inadequate

e. Inadequate

f. No coping skills

Factor II: Environmental Problems

A. Social system where problem is identified

a. Economic/basic needs

b. Education/training

c. Judicial/legal

d. Health, safety, social services

e. Voluntary association

f. Affectional support

B. Specific type of problem within each social system

C. Severity of problem

D. Duration of problem

Factor III: Mental Health Problem

A. Clinical syndromes

B. Personality and developmental disorders

Factor IV: Physical Health Problem

A. Disease diagnosed by a physician

B. Other health problem reported by client and others

Reference:

Karls, J.M. & Wandrei, K.W. (Eds.) (1994). Person-in-environment system: The PIE classification system for social functioning problems. Washington, D.C.: National Association of Social Workers.

3. Observation of an Administrative Meeting (246) [EPAS 2.1.9, PB 2]

Attend a Board of Directors meeting or other administrative meeting at your field placement agency. Use the following questions as a guideline for your observation and analysis of the meeting. In supervision with your field instructor, discuss your observations regarding budget, personnel, decision-making and external relations.

1. What sources of power and influence does the board as a whole possess?
2. How were decisions made during the meeting?
3. In what way did these decisions pertain to organizational mission, goals, services, structure, policies, funding, or people served by the organization?
4. Does the group appear to operate by consensus or conflict? Why?
5. Who were the people who appeared most able to influence decisions?
6. Do board members appear to function as a cohesive team? Please explain.
7. What was the role of the executive director or lead staff person (for example, the city manager or county administrative officer during the meeting)?
8. What provisions, if any, were made to allow for input from staff members, service consumers, or the general public? If there is an established process (seats for consumers, or public testimony at government hearings) does it appear to be sufficient for soliciting input from a diverse group of people?

4. Organizational Assessment (246) [EPAS 2.1.5, PB 1; 2.1.9, PB 1]

Conduct a brief assessment of your field placement agency as an organization using the questions in Part I as a guideline. Identify an organizational challenge, problem, need or change opportunity that emerges as a result of your assessment. Provide a summary of the identified problem/issue in Part II. Discuss your findings in supervision.

I. <u>Organizational Assessment</u>

Sources of information for this assignment include: field instructor, agency director, other staff members, policy manuals, grant proposals, or state and federal legislation and policies.

1. <u>Mission:</u> What are the organization's primary purpose and its goals?

2. <u>Funding:</u> How does the organization obtain funds, what are its major funding sources, and what procedures are used by the organization to set its annual budget?

3. <u>Policy Parameters:</u> How do government regulations and policies affect a social worker's discretion and autonomy in implementing policies and serving clients?

4. <u>Program Planning:</u> What steps are taken, if any, to make sure that services are culturally competent? What impact does this have on service delivery?

5. <u>Decision-Making:</u> What people in the organization make decisions about policies, how funding is used, and how services are offered? What procedures, if any, are used to involve staff members and clients in decision-making?

6. <u>Leadership:</u> What actions does management take to promote collaboration and team building among organization staff? How effective are these practices and how do they affect service delivery?

7. <u>Staff Development:</u> How would you assess job satisfaction in this organization? What actions does management use to improve worker satisfaction? What additional steps could be taken?

8. <u>Public Relations:</u> How does the organization manage its external environment? For example, how does the organization collaborate or network with other groups or organizations? How does it inform others about the organization? Are there groups in the community that compete with the organization for money, clients, or other resources? If so, what are they? What does the organization do to remain competitive?

9. <u>Evaluation of Outcomes:</u> How does the organization determine whether or not it is doing a good job? Describe any procedures or methods used to assess staff performance or evaluate programs

10. <u>Challenges:</u> What do participants see as the biggest challenge or problem facing this agency? Are there ethical implications inherent in these challenges or problems?

II. <u>Summary of Identified Organizational Problem/Challenge/Issue</u>

Provide a brief summary of the organizational issue identified as a result of your assessment of the field placement agency.

5. Organizational Planning: Identifying Challenges, Setting Goals, and Developing Evaluation Criteria (246) [EPAS 2.1.9, PB 2]

Develop a plan for an organization to use that will improve service delivery, increase the motivation or skills of staff members, help the organization adapt to demands of its external environment, or develop capacity in a specific field of practice, program, or skill. This plan should be related to information that you gathered in the Field Assignment: Organizational Assessment. You should also consult with your field instructor, faculty field liaison, and other key people in your organization in order to identify how the information gathered or plan you develop can be used to assist the organization. Types of plans can include, but are not limited to, funding proposals, program design, cultural competency plans, performance evaluation, and staff training, fundraising, or marketing plans.

Present a written copy of your plan for review in supervision with your field instructor. Plans should include the following items:

- Statement of a problem or issue that should be addressed by the organization. You are encouraged to use the problem or issue identified in your organizational assessment.
- A list of goals and objectives. Remember that objectives should be measurable and time- limited.
- A budget for the proposed program or activity. Review the current budget of your agency in terms of its salary and fringe benefit structure and current expenditures in order to get a sense of what actual costs would be.
- Potential funding sources.
- A time-line that lists major program activities.
- Specific evaluation criteria and an evaluation plan

6. Group Work Guidelines for Field Internship (225)

Address the following 3 group practice guidelines in your field practice:

1. Identify the Four systemic properties of groups in relation to your group.
   a. Purpose
   b. Structure

c. Function

d. Process

2. Identify the beginning, middle and end stage dynamics and tasks of group practice.

3. Identify the type of group work (i.e., Task or Treatment?) that you are engaged in and the goals of that group that designate it as a Task or Treatment group.

Concurrent Spring Practice Assignments in SWRK 283 from SWRK227 and 247

SWRK 283 – Field Assignment

1. Multi Dimensional Assessment with Couples/Families (227)

Complete a minimum of two multi dimensional assessments with couples/families utilizing the following tools: an intergenerational genogram; an ecomap; and a family time line. Information and related resources for each tool are listed below. Additional information is also available in the course materials for SWRK 227, Advanced Social Work Practice with Couples/Families. Review your assessments in supervision with your field instructor.

Intergenerational Genogram

The intergenerational family genogram is a graphic presentation of at least three generations of a family that provides a visual summary of assessment information. There are three aspects of constructing a family genogram. First, the family structure is mapped using the standard symbols pictured on the next page. Second, family information is recorded on the map. Third, family relationships and patterns of interaction are represented by using the relevant symbols. Be sure to identify the names of all family members across three generations and include dates of significant events such as births, deaths, marriages, divorces, adoptions, immigrations, etc.

The following links may be useful in the construction of your genogram;

1. Constructing a Genogram, Ecomap or Sociogram on Microsoft

   Word or Excel: http://socwel.ku.edu/jimk/810handouts/9.2.htm

2. Basic Genogram Components: http://www.genopro.com/genograms/symbols/

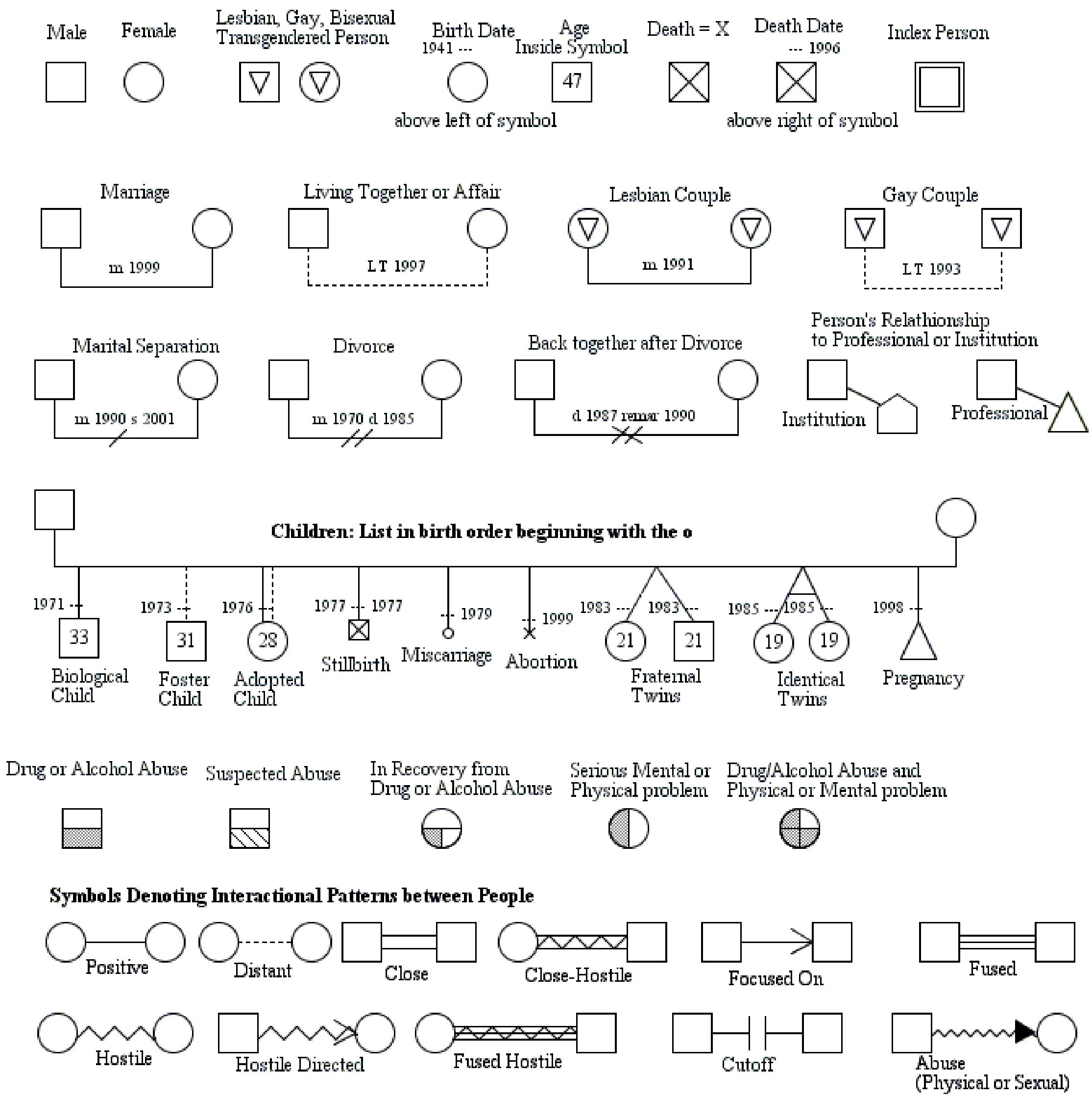
Family Ecomap

The family ecomap provides a visual representation of the systems that interact with the family as well as the balance between the demands and resources of the family. The family is represented by a large circle in the center of the page. A simple genogram can be drawn within this circle to represent the immediate family members. Smaller circles are drawn around the family to represent the various systems that are part of the family environment: school; work; church; extended family; friends; community; recreation; health care, etc. The lines drawn between the family and each system follow the same standard symbols for interaction patterns in genograms pictured on the next page.

Family Timeline

The family timeline is another assessment tool that depicts the history of significant family events over three generations. The timeline begins with the birth of the first generation and notes the year and event for all significant nodal events over three generations.

Standard Symbols for Genograms



The Standard Symbols for genograms pictured above were retrieved from:

http://courses.wcupa.edu//ttreadwe/courses/02courses/standardsymbols.htm

2. Community Needs Assessment (247) [EPAS 2.1.8, PB 1]

Conduct an analysis of community needs and/or assets in your field placement agency. "Community" can include a neighborhood, people who receive services from an individual organization or group of agencies, a specific demographic group (i.e., children, the elderly, Hmong immigrants), or a group of people who identify themselves as belonging to a community or who experience common problems.
Gather information from at least three sources. Use the following assessment areas as a guideline. Discuss your findings in supervision with your field instructor.

1. Define the community your field placement agency serves (location, geographic boundaries, and target population).
2. Gather statistical data (economic, demographic, education; other indicators of community needs) about the community. Use at least one Internet data source (i.e., Census data or reports posted on the Web from advocacy groups or government agencies). Other sources can include agency publications or caseload records, and information obtained from published reports.
3. Assess the diversity or lack of diversity in the community.
4. Identify community problems that emerge from the assessment of the areas above.
5. Describe actions that your agency, other community agencies, institutions, and local government are taking to address these problems.
6. Identify service networks and/or alliances among agencies and consumer groups that could be used to address the problem.
7. What in your opinion should be the outcome of any social change/social justice effort in this community? What groups should the social change process empower? Use the data you've collected to justify your recommendation.

3. Plan to Influence Social Change (247)

Starting with the community problem you identified in your community needs assessment, identify one model of community practice to apply to the problem. Develop a written action plan that includes the following components. Discuss this plan in supervision with your field instructor.

1. Propose a solution for a problem identified in your community assessment. (Note: make sure that you discuss your perceptions of community needs and proposed solutions with your field instructor).

2. Identify the community organization model used to develop the plan (for example, social action, community development, social planning, feminist organizing, multicultural organizing, and the transformative model.)

3. Identify the strategies and tactics to be utilized. (They must be consistent with the model of practice identified in item #2).

4. Identify both the target system and the action system.

5. Identify the power resources associated with both the target system and the action system.

6. Identify action outcomes in terms of goals and objectives.

7. Specify a time-line for each action to be taken.

8. Identify the resources needed to carry out the plan (money, facilities, constituents, members, technical expertise, media, influential decision-makers, etc).

9. Identify the criteria for evaluating action outcomes and processes. At least one of the criteria must be related to empowerment, social justice, or cultural diversity/competence.