



Soc
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SOCIAL WORKER SECTION,
MARRIAGE AND FAMILY THERAPY, PROFESSIONAL COUNSELING
AND SOCIAL WORK JOINT EXAMINING BOARD
Room 121A, 1400 E. Washington Avenue, Madison
Contact: Dan Williams - 608-266-2112
February 27, 2013

The following agenda describes the issues that the Board plans to consider at the meeting. At the time of the meeting, items may be removed from the agenda. Please consult the meeting minutes for a description of the actions and deliberations of the Board.

9:00 A.M.

FULL SECTION MEETING

OPEN SESSION – CALL TO ORDER – ROLL CALL

- A. Adoption of Agenda (1-4)**
- B. Approval of Minutes of October 24, 2012 (5-8)**
- C. Approval of Minutes of November 7, 2012 (9-10)**
- D. Approval of Minutes of December 21, 2012 (11-12)**
- E. Secretary Matters**
- F. Administrative Matters – Discussion and Consideration (13-14)**
 - 1) Section Elections
 - 2) Chair Appointments **(15-16)**
 - 3) Liaison Authority and Signature Process
 - 1) Credentialing
 - 2) DLSC **(17-18)**
 - 4) Paperless Update
 - 5) Staff Update
- G. Daryl Wood Letter – Discussion and Consideration (19-20)**

H. School Requests for Approval – Discussion and Consideration

- 1) Ottawa Request for Approval of the Seminar in Human Services **(21-32)**
- 2) St. Norbert Request for Approval **(33-100)**
- 3) Kaplan Request for Approval **(101-110)**

I. ASWB Information – Discussion and Consideration (111-120)

J. Section Goals for 2013- Discussion and Consideration

K. Potential Loss of Institutional Knowledge Upon Section Member Departures – Discussion and Consideration

L. Screening Panel Report – Discussion and Consideration

M. Social Worker Training Certificate (SWTC) Rules – Status of Implementation

N. Legislation/Administrative Rules Matters – Discussion and Consideration

- 1) Scope to Amend MPSW 2 and 3 Related to Licensure **(121-122)**
- 2) Executive Order 61 **(123-128)**
- 3) Executive Order 50

O. Process for Submitting and Processing Social Worker Applications – Discussion and Consideration (129-130)

P. Items Received After Printing of the Agenda:

- 1) Introductions, Announcements and Recognition
- 2) Division of Legal Services and Compliance Matters
- 3) Presentations of Petition(s) for Summary Suspension
- 4) Presentation of Proposed Stipulation(s), Final Decision(s) and Order(s) (*Upon Request*)
- 5) Presentation of Proposed Final Decision and Order(s)
- 6) Education and Examination Matters
- 7) Credentialing Matters
- 8) Class 1 Hearings
- 9) Practice Questions/Issues
- 10) Legislation/Administrative Rule Matters
- 11) Liaison/Committee Report(s)
- 12) Informational Item(s)
- 13) Speaking Engagement(s), Travel, or Public Relation Request(s)

Q. Informational Items

R. New Business

S. Public Comments

CONVENE TO CLOSED SESSION to deliberate on cases following hearing (s. 19.85(1) (a), Stats.; consider closing disciplinary investigation with administrative warning (s. 19.85(1)(b), Stats. and 440.205, Stats., to consider individual histories or disciplinary data (s. 19.85 (1)(f), Stats.; and, to confer with legal counsel (s. 19.85(1)(g), Stats.)

T. Application Matters:

- 1) **11:00 A.M. APPEARANCE** – Christina Warden, Applicant **(131-152)**
- 2) **11:30 A.M. APPEARANCE** – Holly McAbee, Applicant **(153-154)**
- 3) **12:00 P.M. APPEARANCE** – Jacqueline Zager, Applicant **(155-156)**
- 4) **12:30 P.M. APPEARANCE** – Linda Waddell, Applicant **(157-158)**
- 5) **1:30 P.M. APPEARANCE** – Barbara J. Williams – Application Review **(159-170)**

U. Request for Medical Waiver or Exemption of Continuing Education Requirements

- 1) C.P. **(171-172)**

V. Request for Waiver of the Continuing Education Distance Learning Restriction

- 1) A.VE **(173-178)**
- 2) A.V. **(179-194)**
- 3) M.S. **(195-206)**

W. Request for Extension of Time to Complete the CE Required for 2013 Renewal

- 1) A.W. **(207-230)**
- 2) K.R. **(231-236)**
- 3) K.T. **(237-238)**

X. Monitoring Matters:

- 1) Dan G. Feaster – Requesting Removal of Limitation and Return of Full Licensure **(239-250)**

Y. Deliberation of Proposed Final Decisions and Orders including any received after printing of the agenda

- 1) Joel D. Rynders – 12 SOC 035 **(251-258)**
- 2) Vicki LaFountain, LCSW – 12 SOC 080 **(259-264)**
- 3) Heather J. Retzlaff – 12 SOC 092 **(265-270)**
- 4) Cheryl K. Rotterham, LCSW – 08 SOC 011, 09 SOC 028, & 09 SOC 041 **(271-278)**

Z. DLSC Matters

- 1) Case Closings
- 2) Case Status Report

AA. Deliberation on Items Received After Printing of the Agenda

- 3) Case Closings
- 4) Case Status Report
- 5) Proposed Decisions
- 6) Summary Suspensions
- 7) Objections and Responses to Objections
- 8) Complaints
- 9) Administrative Warnings
- 10) Matters Relating to Costs
- 11) Monitoring Cases
- 12) Credentialing Matters
- 13) Class 1 Hearings
- 14) Appearances from Requests Received or Renewed
- 15) Examination Matters
- 16) Application Matters
- 17) Professional Assistance Program Cases
- 18) Motions

BB. Consult with Legal Counsel

RECONVENE TO OPEN SESSION IMMEDIATELY FOLLOWING CLOSED SESSION

CC. Vote on Items Considered or Deliberated Upon in Closed Session, if Voting is Appropriate

ADJOURNMENT

**SOCIAL WORKER SECTION
MEETING MINUTES
OCTOBER 24, 2012**

PRESENT: Eric Alvin, Nicholas Smiar, Barbara Viste-Johnson

STAFF: Dan Williams, Executive Director; Yolanda McGowan, Legal Counsel; Matt Niehaus, Bureau Assistant; Sharon Henes, Paralegal; and other Department staff

CALL TO ORDER

Eric Alvin, Chair, called the meeting to order at 9:15 a.m. A quorum of three (3) members was present.

APPROVAL OF AGENDA

Amendments to the Agenda:

- **Item “S” (closed session)** Under the item titled “S. Deliberation of Proposed Final Decisions and Orders including any received after printing of the agenda” **REMOVE:**
 - “Melissa Napiorkowski – DHA # SPS-12-0017/DLSC 11 SOC 048”
 - “James J. Roche – DHA # SPS-12-0030/DLSC 12 SOC 036”

MOTION: Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to approve the agenda as amended. Motion carried unanimously.

APPROVAL OF MINUTES OF SEPTEMBER 19, 2012

MOTION: Barbara Viste-Johnson moved, seconded by Nicholas Smiar, to approve the minutes of September 19, 2012 as published. Motion carried unanimously.

ASSOCIATION OF SOCIAL WORK BOARDS (ASWB)

9:20 a.m. Appearance – Dwight Hymans

MOTION: Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to extend Dwight Hymans and the ASWB the Section’s gratitude for attending the Section meeting and providing assistance to the Section. Motion carried unanimously.

MOTION: Barbara Viste-Johnson moved, seconded by Nicholas Smiar, to obtain access to ASWB’s Public Protection Database site for members of the Section. Motion carried unanimously.

REVIEW REQUEST FOR APPROVAL OF OTTAWA UNIVERSITY HUMAN SERVICES SYLLABI FOR SOCIAL WORKER TRAINING CERTIFICATE (SWTC)

MOTION: Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to approve HUS 30063: Human Behavior in the Social Environment, HUS 30253 Social Policy and the Community HUS, 40553: Skills & Techniques in Human Services I, and HUS 40554: Skills & Techniques in Human Services II. Motion carried unanimously.

MOTION: Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to place on the agenda for the next meeting “Approval of the Capstone for Ottawa University

and consideration of Approval for another Human Services Degree Program”.
Motion carried unanimously.

REVIEW OF SCOPE STATEMENT REGARDING MPSW 8, WIS. ADMIN. CODE, RELATING TO CONTINUING EDUCATION - TENTATIVE

MOTION: Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to approve the Statement of Scope of Practice regarding Rule MPSW 8 for publication. Motion carried unanimously.

MOTION: Barbara Viste-Johnson moved, seconded by Nicholas Smiar, to designate the Section Chair to approve the Scope for the Section related to MPSW 8 for implementation purposes. Motion carried unanimously.

ITEMS RECEIVED AFTER PRINTING OF THE AGENDA

Legislation/Administrative Rule Matters

MOTION: Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to request that the MPSW Joint Board address MPSW 20 and ethical practice relating to services provided online and across state lines at the next Joint Board meeting. Motion carried unanimously.

MOTION: Barbara Viste-Johnson moved, seconded by Nicholas Smiar, to request that DSPS staff create a Statement of Scope for MPSW 2 and 3 regarding credentialing and clinical practice. Motion carried unanimously.

CONVENE TO CLOSED SESSION

MOTION: Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to adjourn to closed session pursuant to Wisconsin Statutes 19.85(1)(a)(b)(f) and (g), to review applications, deliberate on proposed stipulations, deliberate on administrative warnings; deliberate on hearings or appearances for denial of applications; review monitoring cases; review DSPS cases, and consult with legal counsel. Roll Call Vote: Eric Alvin-yes; Nicholas Smiar-yes; and Barbara Viste-Johnson-yes. Motion carried unanimously.

The Section convened into Closed Session at 12:30 p.m.

RECONVENE TO OPEN SESSION

MOTION: Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to reconvene into open session. Motion carried unanimously.

The Section reconvened into Open Session at 3:30 p.m.

VOTING ON ITEMS CONSIDERED OR DELIBERATED ON IN CLOSED SESSION IF VOTING IS APPROPRIATE

MOTION: Barbara Viste-Johnson moved, seconded by Nicholas Smiar, to reaffirm all motions made in closed session. Motion carried unanimously.

APPLICATION MATTERS

12:45 P.M. Appearance – Erin Mottinger, Applicant

MOTION: Barbara Viste-Johnson moved, seconded by Nicholas Smiar, to grant Erin Mottinger a Licensed Clinical Social Worker credential once all application requirements are met. Motion carried unanimously.

1:08 P.M. Appearance – Lee Woodward, Applicant

MOTION: Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to encourage Lee Woodward to convert her Licensed Clinical Social Worker application to an Advanced Practice Social Worker application. Section grants the APSW once all other application requirements are met, without further review. Motion carried unanimously.

1:30 P.M. Appearance – Kristin Sparkman, Applicant

MOTION: Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to indicate to Kristin Sparkman that the Section will not accept her supervised hours as being clinical and provide an opportunity for her to accumulate clinical hours elsewhere before making a final decision on her Licensed Clinical Social Worker application. Motion carried unanimously.

1:45 P.M. Appearance – Parini Tolat, Applicant

MOTION: Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to grant Parini Tolat a Licensed Clinical Social Worker credential once all application requirements are met. Motion carried unanimously.

2:00 P.M. Appearance – William Stewart, Applicant

MOTION: Barbara Viste-Johnson moved, seconded by Nicholas Smiar, to grant William Stewart a Licensed Clinical Social Worker credential once all application requirements are met. The Section recognizes Applicant is a Mark Hale Letter Holder. Motion carried unanimously.

REVIEW OF ADMINISTRATIVE WARNING(S)

2:40 P.M. Appearance – K.B., Respondent & DLSC Representative

Administrative Warning(s):

- *12 SOC 029*

MOTION: Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to rescind administrative warnings in the matter of the case number 12 SOC 029 and record of the administrative warning will be removed from the website. The case will be closed for No Violation. Motion carried unanimously.

Case Closings

MOTION: Barbara Viste-Johnson moved, seconded by Nicholas Smiar, to defer deliberation of case closings to the October 2012 meeting. Motion carried unanimously.

Request for Waiver of the Continuing Education Distance Learning Restriction – E.P.

MOTION: Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to grant a waiver of continuing education distance learning restriction for E.P. because the individual requesting the waiver is out of country and is not able to attend continuing education in person. Motion carried unanimously.

Eric Alvin recused himself from voting.

DIVISION OF LEGAL SERVICES AND COMPLIANCE

Case Status Report

The Section received and reviewed its case status report.

Case Closing(s)

MOTION: Barbara Viste-Johnson moved, seconded by Nicholas Smiar, to close the following case.

- 11 SOC 016 – Insufficient Evidence

Motion carried.

Eric Alvin abstained from voting on 11 SOC 016.

MOTION: Barbara Viste-Johnson moved, seconded by Nicholas Smiar, to close the following cases.

- 12 SOC 059 – No Violation
- 12 SOC 062 – Prosecutorial Indiscretion (P1)
- 12 SOC 073 – Insufficient Evidence

Motion carried unanimously.

OTHER BOARD BUSINESS

MOTION: Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to recognize six cases reviewed, five not opened with one opened. Motion carried unanimously.

ADJOURNMENT

MOTION: Barbara Viste-Johnson moved, seconded by Nicholas Smiar, to adjourn the meeting. Motion carried unanimously.

The meeting adjourned at 3:31 p.m.

**SOCIAL WORKER SECTION
TELECONFERENCE MEETING MINUTES
NOVEMBER 7, 2012**

PRESENT: Eric Alvin

PRESENT VIA TELECONFERENCE: Nicholas Smiar, Barbara Viste-Johnson, Daryl Wood

STAFF: Dan Williams, Executive Director; Matt Niehaus, Bureau Assistant; and other Department staff

CALL TO ORDER

Eric Alvin, Chair, called the meeting to order at 12:08 p.m. A quorum of four (4) members was present.

APPROVAL OF AGENDA

MOTION: Barbara Viste-Johnson moved, seconded by Nicholas Smiar, to approve the agenda as published/amended. Motion carried unanimously.

CONVENE TO CLOSED SESSION

MOTION: Daryl Wood moved, seconded by Barbara Viste-Johnson, to adjourn to closed session pursuant to Wisconsin Statutes 19.85(1)(a)(b)(f) and (g), to review applications, deliberate on proposed stipulations, deliberate on administrative warnings; deliberate on hearings or appearances for denial of applications; review monitoring cases; review DSPS cases, and consult with legal counsel. Roll Call Vote: Eric Alvin-yes; Nicholas Smiar-yes; Barbara Viste-Johnson-yes, and Daryl Wood-yes. Motion carried unanimously.

The Section convened into Closed Session at 12:10 p.m.

RECONVENE TO OPEN SESSION

MOTION: Daryl Wood moved, seconded by Nicholas Smiar, to reconvene into open session. Motion carried unanimously.

The Section reconvened into Open Session at 12:15 p.m.

**VOTING ON ITEMS CONSIDERED OR DELIBERATED ON IN CLOSED SESSION IF
VOTING IS APPROPRIATE**

MOTION: Barbara Viste-Johnson moved, seconded by Nicholas Smiar, to affirm all motions made in closed session. Motion carried unanimously.

DELIBERATION OF PROPOSED FINAL DECISIONS AND ORDERS

MOTION: Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to adopt the Findings of Fact, Conclusions of Law, Proposed Decision and Order in the matter of disciplinary proceedings against Melissa Napiorkowski, Respondent – DHA Case # SPS-12-0017/DLSC Case # 11 SOC 048. The Section authorizes DSPS staff to modify Paragraph #11 on page 3. The Section authorizes Eric Alvin to approve these modifications. Motion carried unanimously.

MOTION: Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to adopt the Findings of Fact, Conclusions of Law, Proposed Decision and Order in the matter of disciplinary proceedings against James J. Roche, Respondent – DHA Case # SPS-12-0030/DLSC Case # 12 SOC 036. DSPS staff will send a copy of the Final Decision and Order to the British Columbia College of Social Workers. Motion carried unanimously.

The meeting adjourned at 12:17 p.m.

DRAFT

**SOCIAL WORKER SECTION
TELECONFERENCE MEETING MINUTES
DECEMBER 21, 2012**

PRESENT: Eric Alvin, Nicholas Smiar, Barbara Viste-Johnson

EXCUSED: Daryl Wood

STAFF: Dan Williams, Executive Director; Sharon Henes, Paralegal; Kimberly Wood, Program Assistant Supervisor; and Sandra Nowack, DLSC Attorney

CALL TO ORDER

Eric Alvin, Chair, called the meeting to order at 9:05 a.m. A quorum of three (3) members was present.

ADOPTION OF AGENDA

MOTION: Barbara Viste-Johnson moved, seconded by Nicholas Smiar, to approve the agenda as published. Motion carried unanimously.

DISCUSSION AND CONSIDERATION OF EXECUTIVE ORDER 61

MOTION: Barbara Viste-Johnson moved, seconded by Nicholas Smiar, to authorize the Chair to write a letter to the Governor and the Small Business Regulatory Review Board in response to Executive Order 61, requesting that the Governor accept Medicaid expansion under the Affordable Care Act as a way to help small businesses. Motion carried unanimously.

CONVENE TO CLOSED SESSION

MOTION: Barbara Viste-Johnson moved, seconded by Nicholas Smiar, to adjourn to closed session pursuant to Wisconsin Statutes 19.85(1)(a)(b)(f) and (g), to review applications, deliberate on proposed stipulations, deliberate on administrative warnings; deliberate on hearings or appearances for denial of applications; review monitoring cases; review DSPS cases, and consult with legal counsel. Roll Call Vote: Eric Alvin-yes; Nicholas Smiar-yes; and Barbara Viste-Johnson-yes. Motion carried unanimously.

The Section convened into Closed Session at 9:22 a.m.

RECONVENE TO OPEN SESSION

MOTION: Nicholas Smiar moved, seconded by Barbara Viste-Johnson, to reconvene into open session. Motion carried unanimously.

The Section reconvened into Open Session at 10:04 a.m.

**VOTING ON ITEMS CONSIDERED OR DELIBERATED ON IN CLOSED SESSION IF
VOTING IS APPROPRIATE**

MOTION: Barbara Viste-Johnson moved, seconded by Nicholas Smiar, to affirm all motions made in closed session. Motion carried unanimously.

DELIBERATION OF PROPOSED STIPULATIONS, FINAL DECISIONS AND ORDERS

MOTION: Barbara Viste-Johnson moved, seconded by Nicholas Smiar, to adopt the Findings of Fact, Conclusions of Law, Stipulation and Order in the matter of disciplinary proceedings against:

- 1) Lynn K. Nienas (12 SOC 010)
- 2) Amy S. Mehlberg (11 SOC 012)
- 3) Patti J. Nelson-Gill (12 SOC 004)
- 4) Linda L. Syverson-Kerr (12 SOC 020)
- 5) Mitchell J. Parchem (12 SOC 071)
- 6) Elizabeth Boeck (12 SOC 102)
- 7) Tom Beu Xiong (12 SOC 103)
- 8) Evie K. LaFountain (12 SOC 058)

Motion carried.

(Eric Alvin abstained from deliberation in the matter of disciplinary proceedings against Tom Beu Xiong - 12 SOC 103. The motion carried unanimously for all other cases.)

MOTION: Barbara Viste-Johnson moved, seconded by Nicholas Smiar, to reject the Findings of Fact, Conclusions of Law, Stipulation and Order in the matter of disciplinary proceedings against:

- 1) Cynthia L. Weiss (11 SOC 060)

Motion carried unanimously.

ADJOURNMENT

MOTION: Barbara Viste-Johnson moved, seconded by Nicholas Smiar, to adjourn the meeting. Motion carried unanimously,

The meeting adjourned at 10:05 a.m.

**State of Wisconsin
Department of Safety & Professional Services**

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request: Dan Williams		2) Date When Request Submitted: 2/12/13 Items will be considered late if submitted after 4:30 p.m. and less than: <ul style="list-style-type: none"> ▪ 10 work days before the meeting for Medical Board ▪ 14 work days before the meeting for all others 	
3) Name of Board, Committee, Council, Sections: SOCIAL WORKER SECTION			
4) Meeting Date: 2/27/13	5) Attachments: <input type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? Administrative Matters – Discussion and Consideration	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	8) Is an appearance before the Board being scheduled? If yes, who is appearing? <input type="checkbox"/> Yes by <input type="checkbox"/> No	9) Name of Case Advisor(s), if required: N/A	
10) Describe the issue and action that should be addressed: <ol style="list-style-type: none"> 1) Section Election 2) Chair Appointments 3) Liaison authority and signature process Credentialing / The DSPS credentialing staff will appear and provide the Board with an overview of the credentialing process for the credentials under its purview. Additionally, the Board should work to define the role(s) of its credentialing liaison(s) in an effort to clarify its expectations in terms of credentialing liaison work. DLSC / DLSC monitoring staff will appear and discuss the attached document. 4) Paperless update 5) Staff update 			
11) Authorization			
Signature of person making this request			Date
Supervisor (if required)			Date
Executive Director signature (indicates approval to add post agenda deadline item to agenda) Date			
Directions for including supporting documents: 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Board Services Bureau Director. 3. If necessary, Provide original documents needing Board Chairperson signature to the Executive Assistant prior to the start of a meeting.			

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SOCIAL WORKER SECTION
2012 SECTION MEMBER ASSIGNMENTS
(UPDATED 7/18/2012)

Screening Panel: Nicholas Smiar, Eric Alvin – alternate

Credentialing Liaison: Barbara Viste-Johnson, Nicholas Smiar

Continuing Education Liaison: Nicholas Smiar

Division of Enforcement – Monitoring Liaison: Eric Alvin

Professional Assistance Program (PAP) Liaison: Eric Alvin

ASWB Exam Issues: Nicholas Smiar

Travel Liaison: Eric Alvin

Examination Liaison: Nicholas Smiar

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Psychology Examining Board

Roles and Authorities Delegated to the Monitoring Liaison

Board Monitoring Liaison's Roles

The Board Monitoring Liaison is a board designee working with department monitors to carry out the Board's orders. The roles of the Board Monitoring Liaison include but are not limited to:

1. Granting stay of suspension as provided under the Board's order when the Respondent demonstrates sufficient proof of compliance;
2. Removing stay of suspension as provided under the Board's order when the Respondent repeatedly or substantially violates the order, such as positive drug screen results, concerned work reports, etc;
3. Approving any supervisors, monitors, etc. as required by the Board's order;
4. Granting or denying the Respondent's requests for approval as provided under the order, such as proposed courses submitted to fulfill education requirements, approving treatment provider, change of employment, etc.

Current Delegated Authorities to Department Monitor and Board Monitoring Liaison

The Department Monitor may draft and sign the Board's orders on behalf of the Board Monitoring Liaison **ONLY** under the following circumstances:

1. To remove the CE limitation on Respondent's license if he/she has completed the required hours and the CE is sole condition of the limitation. A petition may be required for the CE limitation to be removed.
2. To suspend the license if the Respondent does not pay costs and/or forfeiture or does not complete CE course(s) within the time specified by the Board order. When the licensee is in compliance with the order, the Department Monitor may remove the suspension.
3. To grant a stay of suspension (*with permission from the Board Monitoring Liaison*).
4. To remove the stay of suspension if there are repeated or substantial violations of the Board order (*with permission from the Board Monitoring Liaison*). The stay may be reinstated when the Board Liaison determines that the Respondent is in compliance with the order.
5. To grant a temporary reduction in random drug screen frequency if the Respondent is unemployed and is otherwise compliant with the Board's order (*with permission from the Board Monitoring Liaison*). The reduction is temporary until such time the Respondent secures employment in the profession.
6. To grant an extension of time to complete the Board-ordered CE for a maximum of 90 days (*with permission from the Board Monitoring Liaison*).
7. To grant up an extension of time to pay proceeding costs for a maximum of 90 days (*with permission from the Board Monitoring Liaison*).

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**State of Wisconsin
Department of Safety & Professional Services**

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request: Dan Williams		2) Date When Request Submitted: 5/12/13 Items will be considered late if submitted after 4:30 p.m. and less than: <ul style="list-style-type: none"> ▪ 10 work days before the meeting for Medical Board ▪ 14 work days before the meeting for all others 	
3) Name of Board, Committee, Council, Sections: SOCIAL WORKER SECTION			
4) Meeting Date: 2/27/13	5) Attachments: <input type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? Daryl Wood letter – Discussion and Consideration	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	8) Is an appearance before the Board being scheduled? If yes, who is appearing? <input type="checkbox"/> Yes by <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required: N/A	
10) Describe the issue and action that should be addressed: February 14, 2013 Dear Darryl, On behalf of the Social Work Section of the Marriage and Family Therapy, Professional Counseling, and Social Work Examining Board, I would like to thank you for your many years of dedicated service to the Section, to the Board, to the profession of Social Work, and particularly to the citizens of this state. In your role as Public Member, you have been a terrific advocate for the interests of the public and of clients who are served by members of the social work profession. You have consistently brought insight, dedication, and creativity to your role. Your hard work on screening panel, in application reviews, and in both Board and Section meetings has been exemplary, and the Social Work profession is extremely fortunate to have benefitted from your time and energy in this role. Thank you!! I believe I speak for Nick and Barb, as well as past members Mary Jo Walsh and George Kamps, when I say that it has truly been an honor and a privilege to have served with you on the Section and the Board. I personally have very much appreciated your pragmatism, your ability to clearly focus on the important issues, and your dedication to the interests of the public. I have learned much from working with you, and I am grateful for the experience. Best wishes to you and your family as you seek other outlets for your time and creativity. I hope our paths will cross in the future. Sincerely, Eric Alvin Chair, Social Work Section Marriage and Family Therapy, Professional Counseling, and Social Work Examining Board			

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**State of Wisconsin
Department of Safety & Professional Services**

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request: Dan Williams		2) Date When Request Submitted: 2/5/13 Items will be considered late if submitted after 4:30 p.m. and less than: <ul style="list-style-type: none"> ▪ 10 work days before the meeting for Medical Board ▪ 14 work days before the meeting for all others 	
3) Name of Board, Committee, Council, Sections: SOCIAL WORKER SECTION			
4) Meeting Date: 2/27/13	5) Attachments: <input type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? Ottawa request for approval of the Seminar in Human Services – Discussion and Consideration	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	8) Is an appearance before the Board being scheduled? If yes, who is appearing? <input type="checkbox"/> Yes by <input type="checkbox"/> No	9) Name of Case Advisor(s), if required: N/A	
10) Describe the issue and action that should be addressed: <p>From: Miller, Rhoda [mailto:rhoda.miller@ottawa.edu] Sent: Friday, February 08, 2013 2:53 PM To: Remy, Jill M - DSPS Cc: Bartels, Laurie Subject: Agenda item for Social Work Section meeting in February</p> <p>Hello Jill,</p> <p>At the October 2012 meeting of the Social Work Section, Ottawa University presented and received approval of, the four human services syllabi. Previously, we had received approval of the syllabus for HUS 40555: Skills & Techniques in Human Services III. At the October meeting, it was recommended by the Section that we request approval of our Seminar in Human Services syllabus so that our program would qualify as “another human service program approved by the Social Worker Section”, the program shall award a bachelor’s degree and be one of the following: 1. An organized course of study recognized by the Section to contain all five (5) social worker equivalency courses and a course designated as a senior seminar or capstone course.”</p> <p>I am hoping that our request for approval of the Seminar in Human Services can be put on the agenda for the meeting on Wednesday, February 27, 2013. Please let me know if there is anything else I should provide.</p> <p>Thank you,</p> <p>Rhoda Miller, Ph.D., Coordinator of Human Services</p> <p>Associate Professor of Psychology</p> <p>Adjunct Faculty Coordinator</p>			



HUS 49000: Seminar in Human Services

Mission Statement: The mission of Ottawa University is to provide the highest quality liberal arts and professional education in a caring, Christ-centered community of grace which integrates faith, learning and life. The University serves students of traditional age, adult learners and organizations through undergraduate and graduate programs.

Prerequisite Advisory: Please be advised that you (the student) are responsible to have completed all course prerequisites necessary for this course prior to participating in the course. Not completing required prerequisites may negatively impact your ability to successfully complete this course.

Ottawa Student Email: Ottawa e-mail is the official account to be used for e-mail communication. It is the responsibility of the student to check his or her e-mail account on a regular basis for the duration of the course. Failure to read one's email will not be a valid excuse for lacking information communicated via e-mail. In addition, any campus emergencies will be announced via the Ottawa email system. If you are encountering difficulties with your e-mail, please contact the 24/7 helpdesk at 855-268-4357.

Course Number:	HUS 49000
Course Title:	Seminar in Human Services
Credit Hours:	4 credits
Prerequisites:	Students should have completed all core requirements in the major

Textbook: *Social work skills for beginning direct practice*
 2012 (3rd edition)
 Cummins, et. al.
 Pearson
 ISBN-100-205-05522-2 or ISBN-13978-0-205-05522-7

Additional Resources: APA Publication Manual, 6th edition or another APA reference manual

Course Description: Seminar in Human Services is the capstone course that provides students the opportunity to integrate and synthesize key concepts and theories through analysis and evaluation of current topics and issues impacting the human services profession and its clients. Examines policy and legislation, agency mandates, trends in treatment, and evaluates the same for sustainability in society from three areas: equity, economic and environmental.

Course Objectives: Upon successful completion of this course, students will:

- 1) Assess their comprehension and achievement of the outcomes of the human services major in a written statement of learning

- 2) Complete a statement of professional philosophy summarizing the impact the student's academic, professional, and personal development have had on clarification and pursuit of career goals
- 3) Demonstrate case analysis skill and oral presentation skills by doing two in-class presentations on a micro and mezzo or macro case study
- 4) Synthesize and summarize research on a selected topic and provide evidence of this synthesis in the form of an oral presentation.

Statement of Teaching & Learning in the Adult Curriculum:

Ottawa University's philosophy of teaching and learning supports the theories and principles of the andragogical model, whereby education for students becomes a shared experience amongst the students and facilitators of instruction. Ottawa's learning community fosters a social climate of respect and collaborative modes of learning that draw on the adult students' previous life, work, and academic experiences, while encouraging active involvement in what and how the adult learns. Ottawa University believes learning is a cooperative endeavor requiring a shared commitment, positive attitude, strong work ethic, and the responsibility of all participants within the community of learning and classroom. All adult students are expected to actively contribute to the classroom learning environment by introducing and sharing new content related to the course, analysis and reflection from personal and professional experiences.

Homework Requirement:

Homework for accelerated courses requires 12-15 hours of independent work each week (outside of class). Some students may complete homework study in fewer hours and some students may require additional hours beyond the estimate. Careful consideration should be given to this estimate when planning your personal schedule for this course. Online students should also follow this expectation beyond the time he/she spends interacting within the online course.

Editorial Format for Written Papers:

Unless otherwise informed by your instructor, all written assignments are to follow the APA writing style guidelines for grammar, spelling, and punctuation unless an alternative style is mandated by the discipline or instructor. This course includes information regarding APA style. Additional information may be found under "Writing and Research Resources" in the online **Resource Room** located on the course menu in Blackboard.

Information Literacy:

Ottawa University is dedicated to helping both faculty and students effectively utilize library resources. Ottawa believes that it is imperative faculty guide students on accessing and utilizing text and data resources presently housed within the University's Myers' Library system, and believes it is critical that students actively and continually engage research resources, both online and through the main campus library facility. Students receive early training in the use of academic resources through new student orientation and from faculty instruction. Faculty are advised to utilize the Myers' Library online databases for class preparation and student assignments, and students are

encouraged to incorporate research materials from the many Myers' Library online databases when fulfilling general course assignments. Each database in the Myers' Library collection offers a tutorial for its use. Additionally, an online tutorial regarding research is available for all academic disciplines. Please enjoy Ottawa University's rich and deep library resources, available to you 24 hours a day, seven days a week, through the Myers' Library system.

If you have any questions, please contact Gloria Creed-Dikeogu, Ottawa University Librarian or any other University librarian.

Sensitivity and Confidentiality:

It is intended that the professor and all learners will maintain an atmosphere of safety and freedom in order for all to feel comfortable in expressing ideas and reactions. It is imperative that we are all respectful of one another and mindful of difference during discussion periods. While there may be disagreements about topics of discussion, it is expected that students use critical thinking in expressing opinions, as well as listen to others with respect and an eagerness to consider alternative viewpoints. If at any time during the course, you feel unable to express yourself or to participate fully, please make an appointment with the professor to discuss the situation.

At times in the educational process, certain subject matter may be emotionally difficult or offensive to some learners. If a learner believes that a class activity may be personally disturbing, s/he should notify the instructor in advance to obtain a substitute assignment.

Blackboard:

When a Blackboard shell is available for this course, you are expected to participate in the additional activities, resources and discussions as directed by your instructor. Blackboard engagement will be approximately one to one-and-one-half hours per week.

Blackboard Technical Support:

The Resource Room in Blackboard contains links to student tutorials for learning to use Blackboard as well as information about whom to contact for technical support. Ottawa University offers technical support 24 hours/day for all students, staff, and faculty at no cost.

Policies:

All course-specific policies for this course are spelled out in this syllabus. You are responsible for reading and understanding all of these policies. Failure to understand or abide by these policies could have negative consequences on your experience in this course.

Attendance Policy:

Pending – University-wide attendance policy

Late Submission Policy: With instructor approval, assignments may be accepted for up to one week after the due date, but a minimum automatic deduction of 10% of the points will be assessed. The instructor also has the option of increasing this deduction percentage up to a maximum of 20%. Extenuating circumstances may be determined on rare occasions and an extension allowed without a deduction, but only at the sole discretion of the instructor.

No assignments will be accepted after the last day of the course (end of term) unless arrangements have been made and “approved” by the instructor at least one week in advance.

Student Handbook: Please refer to your student handbook for all university regulations. The **Resource Room** on the course menu in Blackboard contains information about where to find the student handbook online for your campus. Please see **Policies** in Blackboard for additional university policies.

Classroom Conduct: For additional information concerning student conduct, please see the Student Handbook, which is available on the Ottawa University Web site. As stated in the Student Handbook, the University has developed clear statements of institutional expectations and standards related to student behavior and conduct. The University assumes that students will behave in a responsible manner when attending or participating in course-related activities. Therefore, students must act in such a manner as to reflect consideration and respect for honesty and the rights and welfare of fellow students, faculty and of the community as a whole. The University reserves the right to impose sanctions up to and including expulsion from the course or the Institution when behavior is dishonest, disruptive, threatening, or in any way compromises the productive educational environment of the University, as determined by the University. Specific policy and explanation of the University’s expectations of student conduct are available in the Student Handbook.

Academic Integrity: Academic dishonesty includes: cheating on examinations, plagiarism, and the supplying of false information pertaining to the learner’s academic program. Another form of academic dishonesty is using the same paper or significant parts thereof for more than one class without permission from all instructors involved. It is recognized that it is a normal part of professional development to have a common theme of interest that may be explored in different classes. However, each paper should present an appreciable expansion of the thought, research, and interpretation beyond prior papers on the topic, with special appreciation for the specific assignment goals of the current class.

Cheating will not be tolerated in this course. The instructor considers plagiarism a form of cheating. Plagiarism is defined as presenting the work of another as one’s own. *More than four consecutive words from a source other than the writer constitute plagiarism when the source is not clearly identified in appropriate (APA) documentation format.*

Plagiarism and cheating will not be tolerated at any level on any assignment. The reality of cyberspace has made academic dishonesty even more tempting for some, but be advised that technology can and will be used to help uncover those engaging in deception. If you ever have a question about the legitimacy of a source or a procedure you are considering using, ask your instructor. As the University Academic Council approved on May 29, 2003, *“The penalty for plagiarism or any other form of academic dishonesty will be failure in the course in which the academic dishonesty occurred. Students who commit academic dishonesty can be dismissed from the university by the provost/director.”*

Statement on Diversity:

Diversity is defined as that incredible and beautiful variety of personal identities, experiences, values and world views that result from differences of origin, culture and circumstance. Ottawa University defines and appreciates diversity in all of its forms including age, ability or disability, ethnicity, national origin, race, religion, sex, gender, sexual orientation, and family and marital status.

Ottawa University celebrates and prizes the diversity of its students, faculty staff and Board of Trustees. In keeping with its Mission Statement, the University is called to actively foster an environment of awareness, appreciation, and intentional inclusivity. We hold this as essential in an institution which declares that it will conduct its affairs in a caring, Christ-centered community of grace. We believe we must embrace diversity because to do so is just, powerful, personally enriching and intelligent and because we believe Christ has called us to do so through His teachings and His example.

Services for Students**With Disabilities:**

Reasonable accommodation for persons with known disabilities will be made in accordance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. No person with a known disability will be intentionally excluded from participation in, be denied the benefit of, or otherwise be subject to discrimination under any University policy, program, service, or in relation to employment because of a disability. University programs and facilities are intended to be accessible to persons with disabilities. Students must declare their accommodations Request Form, as well as necessary documentation, to their campus Disabilities Services Coordinator. The University requires reasonably recent documentation of a disability and reserves the right to request additional information and documentation if needed; confidential medical information will remain confidential to the extent required and allowed by state and federal law. Requests for accommodation and documentation of a disability must be received for evaluation at least one to two weeks prior to implementation of accommodations. Additional time may be required for some accommodations requests. To assure timely provision of services, students should initiate their requests early. Ottawa University provides detailed information on the principles and practices governing disabilities-related accommodations in its ADA 504, Title III Policies and Procedures. This document is available in its entirety through the local Disabilities Services Coordinator, the University ADA Coordinator, and the University website. The University's ADA Coordinator oversees all disabilities-related issues concerning students.

Withdrawal: Please note that if you decide to drop this class, you should do so early in the semester. This will appear as a “W” on your transcript, with no negative effect on your GPA. The later the withdrawal, the less the amount of reimbursement of tuition possible. Please check with Registration and/or the Business Office if you have questions. Failure to continue to attend without formal Withdrawal may result in a grade of “F.”

Additional Information: Important notice for Wisconsin students who plan to apply for the Social Worker Training certificate (SWTC) after graduating. You should keep all of your syllabi from your Human Services course work, as well as syllabi from courses in Developmental Psychology and Abnormal Psychology. There is a good chance that the Department of Safety and Professional Services will require you to submit these as part of the application process.

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Last Updated: »February, 2013
Lead Faculty: «Rhoda Miller, Ph.D. Lead Faculty for Human Services»

Disclaimer: *Course content and schedule may vary from this outline to meet the needs of a particular group of students. The instructor will explain the rationale for any variance as it occurs.*

Grading /Evaluation:**A = 92 – 100%****B = 82 – 91%****C = 72 – 81%****D = 62 – 71%****F = <62****Students must earn a final grade of C or higher to successfully complete this course.**

Assignments	Points
Attendance & Participation (4 pts. per class X 8 weeks)	32
Essay Demonstration of Achievement of Outcomes in the Major	42
Professional Philosophy and Professional Development Plan	20
Case Analysis at the Micro Level	6
Case Analysis at the Mezzo or Macro Level	6
Informational Interview with HUS Professional	10
Oral Presentation of Research Project	20
Optional (to be determined by instructor)	??
TOTAL	???

Online Grade Book: Professors may use the Blackboard online grade book (TBA)

Submissions: Professor may advise student on submission of coursework online (TBA)

Course Outline: Seminar in Human Services

Week 1

Topic Course Overview and Syllabus, possible guest speaker
 Assignments Due Week 2:
 Reading assignments due: each student will volunteer to find information and give a report on one of the following:

- (1) Job descriptions in human services from a variety of sources
- (2) professional organizations for human service workers, social workers, and counselors
- (3) types of graduate degrees
- (4) graduate degrees in southeastern Wisconsin and online
- (5) types of state certifications and licenses

Writing assignments due:

- (1) Handouts to share with classmates and instructor
- (2) Current resume
- (3) Cover letter
- (4) Preferences for Case Studies—choose one micro-level case (rank two) and one mezzo OR macro case (rank two)

»

Additional Info

«

Week 2

Topic » Careers in Human Services

Classroom Activities: possible guest speaker

Discussion of jobs/careers in human services

Resume construction

Cover letter construction

Importance of volunteer work, internships, or paid work experience

Professional Organizations

Graduate degrees

State certifications and licenses

Case Analysis: guidelines and an example (the Young Bears, p. 14)

Assignments	«Due for Class 3: Case Studies at the micro level, to be announced in class»
Additional Info	«For students presenting micro case studies, the outline is due week 3»

Week 3

Topic	Micro case studies»
Assignments	Due week 4:

»Report on Informational Interview with a HUS professional: Make an appointment to meet with a professional who is in a career/job that you would like to do. Spend about 30 minutes with this individual finding out such things as: (1) their career development, (2) job responsibilities, (3) a typical day, (4) what they like about their job, (5) what is stressful about their job, (6) any advice they can give you for your professional development? You will report on this interview during week 4.

Additional Info	«F26»
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Week 4

Topic	Informational Interviews with HUS professional»
Assignments	Due week 5:

»Professional Philosophy and Professional Development Plan: Students will write a professional philosophy that provides a summary of personal beliefs, attitudes, and values related to their current and/or future role as a human services professional. Students will also develop a plan of professional development that reflects the following: (a) a self-evaluation of strengths in knowledge, attitudes, skills, ethical behaviors, and belief systems that serve as a foundation for effective delivery of human services; (b) a self-evaluation of weakness or areas that need further development; (c) future academic and professional development after the completion of the Bachelor of Arts degree (including discussion of membership in a preferred professional organization); and (d) a recently updated resume and (e) cover letter. This assignment is worth 20 points and should be approximately four to six pages long.

Additional Info	«F29»
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Week 5

Topic	«Professional Development Plans Case studies continued (mezzo or macro)»
Assignments	Due week 6

Written Assignment Due: **Essay Demonstration of Achievement of Outcomes in the Major**: Students will write an essay in which they provide evidence (in narrative form) of how they have demonstrated the achievement of each of the learning outcomes in the major (refer to the syllabus for outcomes in the major). For each of the learning outcomes, identify at least two assignments that reflected the outcome. Discuss what you did to show

that you have satisfactorily achieved each outcome. Additional guidelines will be provided by the instructor.

»
Additional Info «F32»

Week 6

Topic «Achievement of Outcomes of HUS Major»
Assignments «Due week 7
to be determined by instructor»
Additional Info «F35»

Week 7

Topic to be determined by instructor»
Assignments «Due week 8:

Oral Presentations: Each student will provide an organized well thought out, professional, oral presentation on a student-chosen topic. Each student will identify a human services issue of particular interest (e.g. homelessness, juvenile offenders, AODA, etc. The primary focus of the research will be on intervention programs at the local (Milwaukee area or Wisconsin) national (United States) and global (outside U.S). The presentation should last approximately 15 minutes. After the presentation, the student will remain at the front of the classroom and facilitate a discussion. The rubric that will be used to evaluate the presentation will be provided during class.

»
Additional Info «F38»

Week 8

Topic Presentations of research projects»
Assignments «»
Additional Info «F41»

Final Examination: The final examination in the Seminar is the Presentation of Research Project»

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**State of Wisconsin
Department of Safety & Professional Services**

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request: Dan Williams		2) Date When Request Submitted: 2/5/13 Items will be considered late if submitted after 4:30 p.m. and less than: <ul style="list-style-type: none"> ▪ 10 work days before the meeting for Medical Board ▪ 14 work days before the meeting for all others 	
3) Name of Board, Committee, Council, Sections: SOCIAL WORKER SECTION			
4) Meeting Date: 2/27/13	5) Attachments: <input type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? St. Norbert request for approval – Discussion and Consideration	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	8) Is an appearance before the Board being scheduled? If yes, who is appearing? <input type="checkbox"/> Yes by <input type="checkbox"/> No	9) Name of Case Advisor(s), if required: N/A	
10) Describe the issue and action that should be addressed: <p>From: Kim Kaczmarowski [mailto:kim.kaczmarowski@snc.edu] Sent: Monday, February 04, 2013 2:40 PM To: Remy, Jill M - DSPS Subject: Social Work Section Meeting</p> <p>I was hoping on submitting syllabi for several classes for your upcoming Social Work Section Meeting in February. I would like to "attend" via conference phone if possible to answer any questions the board has.</p> <p>There are three classes I am seeing approval for the Social Work Training Certificate: SOCI 238 Human Behavior in the Social Environment SOCI 243 Social Work Practice with Individuals SOCI 241 Social Work Practice with Organizations and Communities (with added content of social institutions)</p> <p>I have attached Syllabi, resume's for each instructor (including myself), textbook materials and supplemental reading contents for HBSE. Textbook materials for SW Practice with Individuals.</p> <p>I will follow-up with an additional email with textbook materials for SOCI 241 Please let me know if you have any questions. Thank you!</p> <p>Kim Kaczmarowski, MSW Instructor and Director of the Human Services Concentration/Minor St. Norbert College 100 Grant Street Boyle 445 De Pere, WI 54115 Phone: (920) 403-2935 Fax: (920) 403-4086 kim.kaczmarowski@snc.edu</p>			

SOCI 238-Human Behavior in the Social Environment

Instructor.....Kim Kaczmarowski, MSW
Office.....Boyle 445
Office Phone/ voice mail.....(920) 403-2935 (leave a voice message anytime)
E-Mail..... kim.kaczmarowski@snc.edu
(E-mail is the best way to contact me outside of class)
Office Hours.....Mon 1:30 P.M. – 3:00 P.M. and Wed 1:30 P.M. – 2:00 P.M., by appointment

COURSE INFORMATION

SOCI 238, Human Behavior in the Social Environment

Required Textbook: Human Behavior in the Social Environment, 2nd Edition, by Rogers

COURSE DESCRIPTION

This course examines theories and knowledge of human biological, sociological, cultural, psychological, and spiritual development across the lifespan. The range of social systems are explored, including individual, family, group, organizational, and community in which people live and the ways these social systems promote or deter people in maintaining or achieving health and well-being.

COURSE OBJECTIVES

Upon successful completion of this course, students will be able to:

1. Explain and apply basic principles of learning theories and the systems/ecological and psychosocial frameworks and analyze individuals, families, groups, organizations, communities, and societal dynamics from each of these perspectives.
2. Describe biological, psychological, social, spiritual and cultural aspects of childhood, adolescent, adulthood and older adult developmental states within the context of the broader environment.
3. Describe the dynamics of social groups, organizations, communities, and societies and the ways that they can impact on individual development and behavior.
4. Explain ways that ethnicity, culture, gender, sexual orientation, class, disability, and other factors contribute to human development and their implications for social work practice.
5. Apply information and theories related to human behavior and the social environment to life situations in a manner consistent with social work values and the promotion of social and economic justice.
6. Apply standards of professional social work practice.

TEACHING-LEARNING METHODS

This course will be conducted using a wide variety of traditional and nontraditional, interactive, cooperative teaching and learning methods. Brief lectures, demonstrations, videos, role playing, and student presentations are common.

COURSE REQUIREMENTS/EXPECTATIONS

1. Attend all scheduled class meetings. Attendance is MANDATORY.
2. Read all assigned class material before the class begins. I will call on students to share their thoughts on the current material.
3. Do not disrupt class. Absolutely NO use of cell phones during class (including text messaging). Turn your cell phone and MP3 players off during class.
4. Respectfully participate in all class activities and actively share your insights and examples that may pertain to the topic being discussed. Demonstrate respect to your classmates when discussing sensitive topics.
5. Complete all exams on the scheduled exam dates. Exam questions will be taken from the assigned readings and in-class materials. It is your responsibility to learn both.
6. Complete all individual and group assignments *prior to the beginning* of the class on the due date.

ATTENDANCE and ASSIGNMENTS

This is a pre-professional course approved by the State of Wisconsin Board of Regulation and Licensing for the Social Work Training Certificate (which may be obtained by application and exam through the State of Wisconsin). Therefore, attendance is MANDATORY. A portion of your grade includes a participation component. If you are not present in class, you will not earn participation points that day. Participation, under no circumstances, may be made up.

Assignments are due at the beginning of class on the day they are due. If you hand in a written assignment late, your paper will receive a **20 percent reduction** in grade, *regardless* of the reason why the assignment was late. If you are not present on the day of a quiz or exam without prior approval, it will also receive a **20 percent reduction** in grade. Missed exams and make-up work are due within ONE WEEK of the missed due date. NOTE: Emailed assignments will not be accepted in place of a printed copy and will automatically be considered late even if emailed prior to class on the due date.

Exceptions must have PRIOR approval by the instructor. I reserve the right not to accept late assignments, examinations or papers.

ASSESSMENT ITEMS

10% Class Preparedness and Participation. Throughout the semester there will be many in-class exercises that may include, but are not limited to, discussion questions regarding assigned readings, in-class writing, or bringing in an article related to the current topic. These elements, along with your general participation and preparedness will account for 10% of your grade. If you miss a class, you will not be able to complete these assignments. **Participation may not be made up.** Attendance in this class is essential to understanding the material. **I reserve the right to lower your grade by one half a letter grade for missing more than three classes, and every successive class thereafter.**

5% Research Article Summary/Analysis Paper and Presentation. During the semester you will be responsible for choosing a recent research article that addresses a variety of issues related to human behavior and the social environment, and writing a summary/analysis of that article. You will make a brief, informal presentation of the article in class and be prepared to facilitate discussion regarding the issue it raises. Specific guidelines regarding this assignment will be handed out in class.

10% Developmental and Environmental Influences Paper. For this assignment, you will write a 4-5 page paper that addresses the impact of various issues on your personal and professional development. You will be using a bio-psycho-social-cultural-spiritual approach to analyze your development. Specific guidelines regarding this assignment will be handed out in class.

15% Life Event Paper. For this assignment, you will write an 8-10 page paper using a life course perspective. You will identify a life event that will be your primary area of focus and interview three people representing different stages of development about the same life event. You will then apply several developmental theories in understanding the life event and its impact on the people you interviewed. Specific guidelines regarding this assignment will be handed out in class.

60% Three exams during the semester, each worth 20%. Specific information regarding exams will be handed out in class.

GRADING SCALE

Grades will be assigned utilizing the following grading scale:

A=100-93	AB=92-89	B=88-84	BC=83-80
C=79-74	CD=73-70	D=69-67	F=66-below

ACADEMIC HONOR CODE

The learning process succeeds only when students perform honestly on assignments and examinations. All students are expected to abide by the Academic Honor Code. It defines academic dishonesty and sets forth the responsibilities of faculty and students in the event of alleged dishonesty. Possible penalties for dishonesty include reduction of a grade, failure in the course, failure and suspension, or failure and dismissal. It is each student's responsibility to be familiar with and abide by the Honor Code. Please refer to the current Student Handbook or the Registrar's Office Website for the text of the Academic Honor Code.

ACADEMIC ACCOMMODATION

In keeping with the St. Norbert College mission to help students develop their full potential, and in compliance with the Americans with Disabilities Act, the college provides supportive services to students with disabilities. For enquiries and further details, please visit the Academic Support Services Office located on the lower level of the John Minahan Science Building (JMS) or contact **Karen Goode-Bartholomew**, Coordinator of Services to Students with Disabilities (Phone: 403-1326), or visit the website www.snc.edu/academicsupport/disabilities.html.

Tentative Schedule of Topics and Assignments

Week 1 Introduction to the Course

Lens of Conceptualizing Problems & Interventions

Readings Rogers Chapter 1
Imre: *The nature of knowledge in social work*
Blom: *Knowing or un-knowing? That is the question: In the era of evidence-based social work practice*
Strom-Gottfried: *Ethics in Human Behavior and the Social Environment: A Primer*

Week 2 The Person in the Social Environment

Readings Rogers Chapter 2
Von Bertalanffy: *Introduction and The Meaning of General Systems Theory*
Chetkow-Yanoov: *Social Systems and Their Environments*
Saleebey: *The Strengths Perspective: Putting Possibility and Hope To Work in Our Practice*

Week 3 The Biopsychosocial Dimension

Readings Rogers Chapter 3
Rogers: *Some Hypotheses Regarding the Facilitation of Personal Growth and The Characteristics of a Helping Relationship*
Ellis: *The Theory of Rational-Emotive Psychotherapy*
Dean & Poorvu: *Assessment and Formulation: A Contemporary Social Work Perspective*

Week 4 The Sociocultural Dimension

Readings Rogers Chapter 4
Hall, Neitz, & Battani: *Culture, self, and society*
Van Wormer: *Restorative justice for victims of gendered violence: A standpoint feminist perspective*
Gentlewarrior, Martin-Jearld, Skok, & Sweetser: *Culturally competent feminist social work*

Week 5 The Social Change Dimension

Readings Rogers Chapter 5
Blumenfeld & Raymond: *Prejudice and discrimination*
Pincus: *Discrimination comes in many forms: Individual, institutional, and structural*
Young: *Five faces of oppression*
Bernasconi: *The Invisibility of racial minorities in the public realm of appearances*
Gambrill: *Evidenced-based (informed) macro practice: process and philosophy*

Week 6 Pre-pregnancy and prenatal issues

Readings Rogers Chapter 6
Simonds & Katz Rothman: *Laboring on: Birth in transition in the United States*
Longhurst: *Maternities: Coming out as pregnant at work*
Alzate: *The role of sexual and reproductive rights in social work practice*
Ely & Dulmus: *A psychosocial profile of adolescent pregnancy termination patients*

Week 7 Infancy and early childhood

Readings Rogers Chapter 7
Karson & Sparks: *Introduction, Patterns of Child Abuse*
Bregman: *Definitions and characteristics of the spectrum*
Goldberg, et.al: *The origins of attachment theory: John Bowlby and Mary Ainsworth,*

attachment theory

VanBberqueijk & Shtayermman: *Asperger's syndrome: An enigma for social work*

Kimberlin, et al: *Re-entering foster care: Trends, evidence, and implications*

Wright: *The long-term impact of emotional abuse in childhood: Identifying mediating and moderating processes*

Week 8 Development in Middle Childhood

Readings Rogers Chapter 8
Preiss, et al: *The Effects of Advertising on Children and Adolescents: A Meta Analysis, Mass Media Effects Research.*
Gates: *Diversity among same sex couples and their children*

Week 9 Development in Adolescence

Readings Rogers Chapter 9
Howes & Lee: *Peer relations in young children*

Week 10 Development in Adolescence

Readings Milner: *Freaks, geeks, and cool kids: Teenagers, status, and consumerism*
Mazur-Abel & Greco: *A Preliminary Evaluation of an Abstinence-Oriented Empowerment Program for Public School Youth*
Saewyc, et al: *Hazards of Stigma: The Sexual and Physical Abuse of Gay, Lesbian, and Bisexual Adolescents in the United States and Canada*

Week 11 Development in early adulthood

Readings Rogers Chapter 10
Hurst: *Disability and spirituality in social work practice*
Lightfoot & Williams: *Domestic Violence and People of Color with Disabilities: An Overview*

Week 12 Development in middle adulthood

Readings Rogers Chapter 11
Oliver: *The Times of Our Lives: Temporality and the Life Course*
Perz & Ussher: *"The horror of this living decay": Women's negotiation and resistance of medical discourses around menopause and midlife*

Week 13 Development in late adulthood

Readings Rogers Chapter 12
Calasanti & Slevin: *Age Matters: Age As a Basis of Inequality*
Werth, Gordon, & Johnson: *Psychosocial issues near the end of life*

**Week 14 The role of religion and spirituality in human behavior & development
Fowler's theory of faith development
Humanistic and Existential Perspectives**

Readings Rogers Chapter 3 (pages 73-75)
Rogers Chapter 10 (pages 266-270)

Week 15 Class wrap-up



New Directions
in Social Work

Human Behavior in the Social Environment

Second
edition



Anissa Taun Rogers

New Directions in Social Work is an innovative, integrated series of texts, website, and interactive cases for generalist courses in the social work curriculum at both undergraduate and graduate levels. For more on this exciting series please visit www.routledgesw.com, or for more information on *Human Behavior in the Social Environment* please visit www.routledgesw.com/hbse.

"What an excellent introduction to *Human Behavior in the Social Environment*. This book combines a comprehensive overview of the theoretical premises that help inform practice with lifespan development. The use of case studies at the beginning of each chapter helps students to learn how to apply the theoretical frameworks and concepts to situations that they could face in the field."

—Sara Sanders, *University of Iowa*

"Dr. Rogers' textbook facilitates student learning about *Human Behavior in the Social Environment* by stimulating critical thinking about theory as applied to social work practice. Core issues in social work including oppression, diversity, social and economic justice, social change, spirituality and social action are well addressed at points across the lifespan."

—Scott Meyer, *Plymouth State University*

"The website tools on-line are invaluable, cutting-edge educational resources that match the diverse learning styles of current college students."

—Nancy Kelley-Gillespie, *University of Nebraska at Omaha*

"This textbook provides a relief to my apprehensions about utilizing and recommending a compelling, high quality, timely reference book on the foundational topic of human behavior and the social environment. As a professor who teaches HBSE at the undergraduate and graduate levels I very much appreciate the publication of this text."

—Sandra Owens, *University of Nevada, Las Vegas*

"Rogers' text is a valuable addition to this series. The author does an excellent job demonstrating how theory is used in practice and in capturing issues related to each stage of the lifecycle. Students will enjoy the common sense format enhanced by the variety of case studies provided as illustrations."

—Peggy Pittman-Munke, *Murray State University*

"The author creatively presents the theoretical foundation necessary to understand human development in social context. Intersecting explanatory theories paired with empirical information on human development over the lifespan prepares students for multi-level practice by fostering an understanding of the evolving interactions between individuals and their social environments."

—Cynthia Garthwait, *University of Montana*

Anissa Taun Rogers, PhD, LCSW, MA, is Associate Professor of Social Work at the University of Portland in Portland, Oregon. She also serves as the director of the Practicum Program. She teaches courses across the social work curriculum as well as courses on the body, human sexuality, and interviewing and counseling.

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New Directions
in Social Work

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B R I E F C O N T E N T S

Preface xxi

About the Author xxix

- CHAPTER 1 *Theory: The Foundation of Social Work* 1
- CHAPTER 2 *Lenses for Conceptualizing Problems and Interventions: The Person in the Environment* 19
- CHAPTER 3 *Lenses for Conceptualizing Problems and Interventions: Biopsychosocial Dimensions* 48
- CHAPTER 4 *Lenses for Conceptualizing Problems and Interventions: Sociocultural Dimensions* 79
- CHAPTER 5 *Lenses for Conceptualizing Problems and Interventions: Social Change Dimensions* 109
- CHAPTER 6 *Pre-Pregnancy and Prenatal Issues* 134
- CHAPTER 7 *Development in Infancy and Early Childhood* 166
- CHAPTER 8 *Development in Middle Childhood* 198
- CHAPTER 9 *Development in Adolescence* 224
- CHAPTER 10 *Development in Early Adulthood* 260
- CHAPTER 11 *Development in Middle Adulthood* 288
- CHAPTER 12 *Development in Late Adulthood* 316

References R-1

Credits C-1

Glossary/Index I-1

DETAILED CONTENTS

Preface xxi

About the Author xxix

CHAPTER 1

Theory: The Foundation of Social Work 1

Defining Human Behavior in the Social Environment 2

Knowledge, Theories, and Social Work 3

Use of Theories and Empirical Knowledge in Social Work 4

The Debate over Theory in Social Work 5

What It Means to Be Eclectic 8

The Single Theory Argument 9

The Argument for Eclecticism 10

Evaluating the Quality of Knowledge and Theory 11

Relating Knowledge of Human Behavior to Other Social Work Content Areas 15

Using This Book to Think about Human Development and Social Work Practice 16

Conclusion 16

Main Points 17

Exercises 18

CHAPTER 2

Lenses for Conceptualizing Problems and Interventions: The Person in the Environment 19

Micro, Mezzo, and Macro Levels of Conceptualization 20

Applying the Micro, Mezzo, and Macro Levels of Conceptualization 24

Critiquing the Micro, Mezzo, and Macro Levels of Conceptualization 25

The Biopsychosocial Approach 26

Applying the Biopsychosocial Approach 27

Critiquing the Biopsychosocial Approach 27

Systems Theory 29
 Applying Systems Theory 32
 Family Subsystems and Boundaries 32
 Roles and Homeostasis 33
 Input and Output 33
 Entropy 33
 Critiquing Systems Theory 34
Ecological Theory 34
 Applying Ecological Theory 39
 Critiquing Ecological Theory 40
 Combining Ecological and Systems Theories: An Ecosystems Approach 40
The Strengths Perspective 41
 Applying the Strengths Perspective 43
 Critiquing the Strengths Perspective 44
Conclusion 45
Main Points 46
Exercises 47

CHAPTER 3

***Lenses for Conceptualizing Problems and Interventions:
Biopsychosocial Dimensions* 48**

The Disease Model 49
 The Medical Model 49
 Applying the Medical Model 53
 Critiquing the Medical Model 53
Theories of Cognitive Development 55
 Piaget's Theory of Cognitive Development 55
 Applying Piaget's Theory 57
 Critiquing Piaget's Theory 58
Psychodynamic Theories 59
 Freud's Theory of Psychosexual Development 59
 Applying Freudian Theory 62
 Critiquing Freudian Theory 63
 Erikson's Theory of Psychosocial Development 64

Applying Erikson's Theory 66
Critiquing Erikson's Theory 67
 Behavioral and Learning Theories 68
 Classical Conditioning 68
 Operant Conditioning 69
 Social Learning Theory 70
 Applying Learning Theory 70
 Critiquing Learning Theory 72
 Humanistic and Existential Perspectives 73
 Person-Centered Therapy and Transactional Analysis 74
 Applying and Critiquing Humanistic and Existential Perspectives 75
 Conclusion 76
 Main Points 76
 Exercises 77

CHAPTER 4

***Lenses for Conceptualizing Problems and Interventions:
 Sociocultural Dimensions*** 79

Sociological Theories 80
 Conflict Theory 80
 Marx and Conflict Theory 80
 Conflict Theories since Marx 83
 Applying Conflict Theory 84
 The Family 84
 Health Care 85
 Conflict Theory and Social Work 86
 Aisha's Case Revisited 87
 Critiquing Conflict Theory 87
 Functionalist Theory 88
 Manifest Functions, Latent Functions, and Dysfunctions 89
 Functionalist Theorists: Durkheim and Parsons 89
 Applying Functionalist Theory 90
 Education and Language 90
 Functionalist Theory and Social Work 91
 Aisha's Case Revisited 91

Critiquing Functionalist Theory 92

Symbolic Interaction Theory and Social Constructionism 93

 George Herbert Mead 94

 Erving Goffman 95

 Charles Horton Cooley 95

Applying Symbolic Interaction Theory 95

 Body Piercing 96

 Aisha's Case Revisited 96

Critiquing Symbolic Interaction Theory 96

Feminist Theory 97

Branches of Feminist Theory 98

Applying and Critiquing Feminist Theory 100

Cultural Perspectives 101

Defining Culture 101

Cultural Perspectives and Social Work 103

Applying and Critiquing Cultural Perspectives 105

Conclusion 107

Main Points 107

Exercises 108

CHAPTER 5

***Lenses for Conceptualizing Problems and Interventions:
Social Change Dimensions* 109**

Theories of Racism, Discrimination, and Oppression 110

Racism 112

Discrimination and Prejudice 113

 Theories of Prejudice 114

 Prejudice and Social Work 116

Oppression 116

Applying Theories of Racism, Discrimination, and Oppression 117

Critiquing Theories of Racism, Discrimination, and Oppression 118

Social and Economic Justice Perspectives 119

Applying Social and Economic Justice Perspectives 121

Critiquing Social and Economic Justice Perspectives 122

Social Change and Social Action Perspectives 122
 Contemporary Social Action Perspectives 124
 Applying Social Change and Social Action Perspectives 125
 Critiquing Social Change and Social Action Perspectives 126
 Community Organization Theory 126
 How Social Work Defines and Perceives Community 127
 Community and Social Work Practice 128
 Applying and Critiquing Community Organization Theory 130
 Conclusion 131
 Main Points 132
 Exercises 133

CHAPTER 6

***Pre-Pregnancy and Prenatal Issues* 134**
 Developmental Milestones in the Fetus 135
 Growth Processes from Conception through Birth 135
 Low Birth Weight 137
 Pregnancy, Birth, and the Individual 139
 Planned and Unplanned Pregnancy 139
 Pregnancy in Later Life 140
 Fertility Issues 141
 Parents' Biological, Psychological, and Emotional Health 141
 Hazards to Fetal Development 143
 Birth Defects 144
 Alcohol and Drugs 144
 Rh Incompatibility 145
 Environmental Toxins 146
 Paternal Age 146
 Maternal Diseases 146
 Genetic Disorders 147
 Pregnancy, Birth, and the Family and Immediate Environment 148
 Access to Health Care 149
 The Relationship between the Birth Mother and Her Care Providers 150

Control over the Childbirth Environment 151

- Episiotomies 151
- C-Sections 151
- Breastfeeding 152
- Doulas and Midwives 153
- Birthing Classes 153

Adoption 155

Workplace Policies 156

Pregnancy, Birth, and the Larger Social Environment 157

- Effects of Poverty on Pregnancy and Birth* 157
- Maslow's Hierarchy of Needs Model 157
- Poverty, Pregnancy, and the Hierarchy of Needs 159
- Social Policies Related to Pregnancy and Birth* 159
- Medical Leave Laws 160
- International Family Planning 160
- Environmental Issues Related to Pregnancy and Birth* 162

Conclusion 163

Main Points 163

Exercises 164

CHAPTER 7

***Development in Infancy and Early Childhood* 166**

Developmental Milestones in Infants and Young Children 166

- Language Acquisition* 167
- Biological vs. Behavioral Perspectives on Language Development 168
- Balancing the Biological and Behavioral Perspectives 169
- Emotional Development* 170
- Motor Development* 171

The Individual in Infancy and Early Childhood 173

- Attachment* 173
- Secure Attachments: The Debates 174
- Insecure Attachments: The Causes 175
- Temperament* 176
- Autism* 178
- Other Considerations in Individual Development* 179

The Family and Immediate Environment in Infancy and Early Childhood 180

- Parenting* 181
- Grandparenting* 182
- Siblings* 184
 - Personality Traits and Birth Order 184
 - Family Size 185
- Day Care* 186
- Child Abuse and Neglect* 187

The Larger Social Environment in Infancy and Early Childhood 189

- Child Protection* 189
- Permanency Planning: Foster Care, Adoption, and Family Support* 190
- Health Care* 192
- Educational Policy: Head Start* 193
 - Head Start: Current Debates 193
 - Educational Policy from an Ecological Perspective 194

Conclusion 195

Main Points 195

Exercises 196

CHAPTER 8

***Development in Middle Childhood* 198**

- Developmental Milestones in Older Children 198
- The Individual in Middle Childhood 201
 - Intelligence and Intelligence Testing* 201
 - Standardized Intelligence Tests 203
 - Critiques of Standardized Intelligence Tests 203
 - Learning Disabilities* 204
 - Attention Deficit Hyperactivity Disorder* 205
- The Family and Immediate Environment in Middle Childhood 207
 - Peer Groups in Middle Childhood* 207
 - Play* 208
 - Parental Discipline* 210
 - Discipline in Middle Childhood 210
 - The Debate over Physical Punishment 211

Separation, Divorce, and Alternative Family Forms 212
 Stepfamilies and Blended Families 214
 Gay and Lesbian Parents 214

The Larger Social Environment in Middle Childhood 216
 The Mass Media 216
 The Mass Media and Violence 217
 The Mass Media and Physical Inactivity 218
 The Educational Context 219
 Special Education and the Least Restrictive Environment 219
 School Vouchers 220

Conclusion 221

Main Points 221

Exercises 222

CHAPTER 9 *Development in Adolescence* 224

Developmental Milestones in the Teen Years 225
 Physical Development 225
 Cognitive Development 226
 Theories of Moral Development 228
 Kohlberg's Theory of Moral Development 228
 Gilligan's Theory of Moral Development 228

The Individual in Adolescence 231
 Early and Late Maturation 231
 Self-Esteem 232
 Eating Disorders 233
 Anorexia Nervosa 233
 Bulimia Nervosa 234
 Sexuality and Sexual Identity Development 236
 Sexual Development in Heterosexual Teens 237
 Sexual Development in Gay, Lesbian, and Bisexual Teens 238
 STIs, HIV, and AIDS 241

Substance Abuse 243
 Factors Associated with Substance Abuse 243
 Research with Teens: An Ethical Dilemma 244
Suicide 245
 The Family and Immediate Environment in Adolescence 247
 Peer Groups in Adolescence 247
 Teen Pregnancy 248
 The Larger Social Environment in Adolescence 250
 Runaway and Homeless Teens 250
 Deviance, Crime, and Violence 251
 Sex Education 253
 The Debate over Sex Education 253
 A Critique of Sex Education 253
 Heterosexism and Homophobia 255
 Conclusion 257
 Main Points 257
 Exercises 258

CHAPTER 10 ***Development in Early Adulthood* 260**
 Developmental Milestones in Young Adults 260
 The Individual in Early Adulthood 262
 Mental Illness 262
 Schizophrenia: Possible Causes 262
 Mental Illness and Social Work Strategies 263
 Disability 265
 Spirituality 266
 Fowler's Theory of Faith Development 267
 Incorporating Spirituality into Social Work Practice 269
 The Family and Immediate Environment in Early Adulthood 270
 Domestic Violence 270
 Theories of Domestic Violence 271
 Domestic Violence and Social Work 272
 Alternative Relationships and Living Arrangements 272

The Larger Social Environment in Early Adulthood 274

Sexism 274

Sexism in the Workforce 275

Sources and Theories of Sexism 277

Sexual Harassment 279

Sexual Harassment and Popular Culture 279

Strategies to Prevent Sexual Harassment 280

Civil Rights Laws and Affirmative Action 281

The Affirmative Action Debate 281

Theoretical Bases of Affirmative Action 282

Affirmative Action and Social Work 283

Higher Education 284

Conclusion 285

Main Points 285

Exercises 286

CHAPTER 11

***Development in Middle Adulthood* 288**

Developmental Milestones in Middle Age 289

Physical and Cognitive Developments in Middle Adulthood 289

Levinson's Theory of Adult Development 291

The Individual in Middle Adulthood 293

Menopause 293

Reactions to Menopause: The Psychological Dimension 294

Reactions to Menopause: The Cultural Dimension 294

Carmen's Case Revisited 295

The Male Climacteric 296

Midlife Crisis 296

Chronic Illness and Disease 298

Health Disparities 299

The Family and Immediate Environment in Middle Adulthood 301

Marriage and Love 301

Reasons for Marriage 302

Sternberg's Theory of Love 303

Divorce 304

Remarriage and Other Familial Patterns 305

 Adult Children and the Empty Nest Syndrome 305

 Other Familial Patterns 306

 Social Work with Families 306

 Carmen's Case Revisited 307

Retirement 308

 Planning for Retirement 309

 Theoretical Perspectives on Retirement 310

 Retirement and Carmen's Case 310

The Larger Social Environment in Middle Adulthood: Ageism 311

Conclusion 313

Main Points 313

Exercises 315

CHAPTER 12

***Development in Late Adulthood* 316**

Developmental Milestones in Older Adults 317

Physical Changes in Late Adulthood 317

 Osteoporosis 318

 Loss of Muscle Mass 319

 Arthritis 319

 Changes in Appearance 320

 Hearing-Related Problems 321

 Vision-Related Problems 321

 Reaction Time and Coordination 322

 Social Workers and the Physical Changes of Late Adulthood 322

Psychological Changes 323

 Dementia in Late Adulthood 323

 Personality and Aging 325

 Depression and Suicide in Late Adulthood 325

 Social Workers and the Psychological Changes of Late Adulthood 327

The Individual in Late Adulthood 328

Psychosocial Theories of Aging 328

 Disengagement Theory 328

Activity Theory	328
Continuity Theory	329
Aging Well	330
Judy's Case Revisited	330
<i>Spirituality and Aging</i>	331
<i>Sexuality in Late Adulthood</i>	332
<i>Gay, Lesbian, Bisexual, and Transgendered Older Adults</i>	332
<i>Grief and Loss</i>	333
The Family and Immediate Environment in Late Adulthood	336
<i>Grandparenting Issues in Late Adulthood</i>	336
<i>Older Adults and Their Caregivers</i>	338
Effects of Caregiving on Caregivers	338
Caregiving and Social Work	339
<i>Elder Abuse and Neglect</i>	340
The Larger Social Environment in Late Adulthood	341
<i>Long-Term and Alternative Care</i>	341
Managed Care and LTC Insurance	343
Housing Options	343
Judy's Case Revisited	344
<i>Poverty and Older Adults</i>	345
<i>Policies Linked to Services for Older Adults</i>	346
Social Security	346
Older Americans Act	346
Medicare	349
Medicaid	350
<i>End-of-Life Considerations</i>	350
Conclusion	352
Main Points	352
Exercises	353
<i>References</i>	R-1
<i>Credits</i>	C-1
<i>Glossary/Index</i>	I-1

Social Work Practice with Individuals: Spring Semester 2013

Instructor: Blanca Ortiz, MSW, LCSW

Email: blanca.ortiz@snc.edu

Cell: 920-251-2882 (I do text)

Office: Boyle 445

Office phone: 920-403-2983

Skype: ortiz.blanca2@gmail.com

Office hours: By appointment, however I will typically be on campus Tuesday before class.

Course Information:

Sociology 243, Social Work Practice with Individuals

Meeting times/ 6:30pm-7:50 p.m.

Boyle Room 114

Required Text Books: **Direct Social Work Practice :Theory and Skills**. 8th Edition, by Hepworth, Rooney, Dewberry Rooney, Strom-Gottfried, and Larsen

Framework For Understanding Poverty. By Ruby K. Payne

NASW CODE OF ETHICS: www.socialworkers.org

Please follow this link and print a copy of the code of ethics.

Course Description: This course presents the generalist practice approach in social work focusing on individual practice methods. Students will learn the evidenced-based approach, generalist intervention model, and develop skills to engage with, assess, intervene with, and evaluate individuals, with particular emphasis on client strengths and problems in the interaction among individuals and between people and their environments. Content will include social work values and ethics, including the application of the standards of the National Association of Social Workers Code of Ethics, and cultural competence in social work practice.

Course Objectives:

Upon the successful completion of this course, the student will demonstrate competency in the following areas of knowledge and practice skills:

1. Describe social work values and ethics and critically analyze their application in the context of generalist social work practice with individuals.
2. Use empathy and other interpersonal skills with clients.
3. Select appropriate intervention strategies.
4. Knowledge, values and skills to enhance human well-being and amelioration of the environmental conditions that affect people adversely.

5. Learn approaches and skills to practice with clients of different social, cultural, religious, spiritual, and class backgrounds.
6. Understand poverty, including norms and values.

Course Requirements/Expectations:

1. Attendance is mandatory.
2. Read all assigned class material *prior* to class, as you will be expected to know the material for class participation.
3. **NO cell phone use!!!** Please keep your phone on silent or turn it off.
4. Participate. This is necessary for your attendance and participation grade. It is important for class participants to share their thoughts, questions, opinions, and feelings associated with the material.
5. Respect each other and opinions. Please don't interrupt or have side discussions while I am talking or while another student is talking.
6. Complete all assignments on time. No late work will be accepted. All students are expected to complete the exams on exam dates.
7. Components of final grade are as follows:

Attendance/Participation 25%

Reaction Paper 15%

Reaction Paper 15%

Midterm 20%

Final exam 25%

ATTENDANCE AND PARTICIPATION:

This is a pre-professional course approved by the State of Wisconsin Board of Regulations and Licensing for the Social Work Training Certificate (which may be obtained by application and exam through the State of Wisconsin). Therefore, attendance is mandatory, and passing the class will require you to attend. A portion of your grade includes attendance AND participation. I reserve the right to lower your grade by half a letter grade after missing more than 3 classes. If you miss 5 classes, I will lower your letter grade by a full letter grade.

Late work is not accepted, unless you have a documented medical reason or an extenuating circumstance.

Course Method:

This course will be conducted in a variety of ways. I believe that much of class should be used to put into practice what you read in the text book. Class will frequently consist of group work, in class assignments, role playing, and discussion. I will also use videos, lectures, scenarios, etc to make sure you learn the material.

Grading Scale:

100-93: A	92-89: AB	88-84: B	83-80: BC	79-74: C
73-70: CD	69-67: D	66 and below: F		

Academic Honor Code

The Preamble to the St. Norbert College Academic Honor Code begins:

“The pursuit of wisdom and truth is the very reason for the existence of St. Norbert College. It is manifested especially in the curriculum. St. Norbert utilizes Abbot Pennings' philosophy of education in that it commits itself to the personal, moral, and intellectual development of its students and it dedicates itself to a climate conducive to academic excellence. The goal of St. Norbert College is to perfect individuals in their intellectual and moral dimensions and to promote academic integrity and honesty. Since these are the goals or objectives of the College, it will not tolerate any form of academic dishonesty.”

The student is expected to know and abide by the Academic Honor Code to which he or she has pledged. Failure to adhere to the policies governing academic dishonesty may result in reduction of grade, failure of course, failure and suspension from the College, failure and dismissal from the College. Please refer to the Office of the Registrar or your Student Handbook for further information or clarification.

Academic Accommodation

In keeping with the St. Norbert College mission to help students develop their full potential, and in compliance with the Americans with Disabilities Act, the College provides supportive services to students with disabilities. For enquiries and further details, please visit the Academic Support Services Office located in Todd Wehr Hall or contact Karen Goode Bartholomew, Coordinator of Services to Students with Disabilities (403-1326), or visit the website www.snc.edu/academicssupport/disabilities.html

01/22/2013: Review of class expectations and syllabus. Introductions, overview of class structure.

Assignment: Download code of ethics and review for next class. Read text by Hepworth, Rooney, Dewberry Rooney, Strom-Gottfried, and Larsen, Chapter 1.

01/24/2013: Review of social work ethics, boundaries, and values. The challenges of social work.

Assignment: Read chapter 2 in text by Hepworth, Rooney, Dewberry Rooney, Strom-Gottfried, and Larsen.

01/29/13: Direct Practice: Domain, Philosophy, and Roles. Generalist Practice

Assignment: Read Chapter 1 in Payne text book.

01/31/13: An introduction to poverty.

Assignment: Read chapter 3 in Hepworth, Rooney, Dewberry Rooney, Strom-Gottfried, and Larsen text. Read chapter 2 in Payne text.

02/05/13 The helping process phases. The interviewing process and goal attainment.

Negotiating goals and contracts. Special focus on individuals in poverty.

Read chapter 5, pages 83-99 in Hepworth, Rooney, Dewberry Rooney, Strom-Gottfried, and Larsen text.

02/07/13: Video: Southern Comfort. Focusing on LGBTQ community struggles.

Reaction paper on this video. 5-7 pages.

Read chapter 5 100-127 in Hepworth, Rooney, Dewberry Rooney, Strom-Gottfried, and Larsen text.

02/12/13: Role of empathy. Roles of participants.

Assignment: Reaction paper

02/14/13: **Reaction Paper due.** Types of self disclosure, Positive feedback, interrupting dysfunctional process. Saying No. Motivational interviewing. Dealing with anger in clients.

Assignment: Chapter 3 in Payne text. Chapter 6 in Hepworth, Rooney, Dewberry Rooney, Strom-Gottfried, and Larsen

02/19/13: Exploring client's problems. Closed vs. open ended responses. Use of motivational interviewing. Review of problems with individual's in poverty.

Assignment: Read Chapter 8-9 in Hepworth, Rooney, Dewberry Rooney, Strom-Gottfried, and Larsen text.

02/21/13: Assessment of clients: Review AODA, dual diagnosis, Interviewing skills. Cognitive and perceptual functioning.

Assignment: continue to review chapter 8-9 in Hepworth, Rooney, Dewberry Rooney, Strom-Gottfried, and Larsen

02/26/13: Assessing continued and assessing motivation. Introduction to stages of change.

Assignment: Read chapter 10 in Hepworth, Rooney, Dewberry Rooney, Strom-Gottfried, and Larsen text

02/28/13: Video: Dying to Live by the University of Notre Dame. Focus on Mexican undocumented immigrants and their struggles. In class group work and discussion after video regarding advocacy and social action. Assessing family/individual in cultural context.

03/05/13 Review for midterm.

03/07/13 Midterm exam

03/12/13 NO CLASS SPRING BREAK
03/14/13 NO CLASS SPRING BREAK

03/19/13: Return exam, review if questions.

Assignment: Read Chapter 12 in Hepworth, Rooney, Dewberry Rooney, Strom-Gottfried, and Larsen text

03/21/13 Self-awareness. Feelings, thoughts and behaviors. Goals and client strengths.

Guidelines in confrontation. contracts

Assignment: Continue with chapter 12.

03/26/13 Self-awareness. Feelings, thoughts and behaviors. Goals and client strengths.

Guidelines in confrontation continued. In class role playing with confrontation.

Assignment: Chapter 13 in Hepworth, Rooney, Dewberry Rooney, Strom-Gottfried, and Larsen text

03/28/13 Change oriented strategies. Problems and goals. Models and techniques (task centered model). Crisis intervention, Cognitive restructuring, Solution focused brief treatment.

Assignment: Read chapter 14 Hepworth, Rooney, Dewberry Rooney, Strom-Gottfried, and Larsen text

04/02/13 Micro and Macro practices. Empowerment, strengths, social problems. Support systems, Advocacy and social action.

Assignment: Continue with Chapter 14

04/04/13 Video: Trembling before G-d video. Review the relationship between religion, spirituality and homosexuality.

04/09/13 Micro and Macro practices. Empowerment, strengths, social problems. Support systems, Advocacy and social action continued.

Assignment: Reaction paper. Read chapter 16 Hepworth, Rooney, Dewberry Rooney, Strom-Gottfried, and Larsen text

04/11/13 **Reaction Paper 2 due.** Leader's role in group development. Interventions in groups. Problem identification.

Assignment: Read Chapter 17 Hepworth, Rooney, Dewberry Rooney, Strom-Gottfried, and Larsen text

04/16/13 Advisement Day

04/18/13 Client self-awareness, feelings thoughts and behaviors. Empathy.

Assignment: Chapter 9 in Payne text.

04/23/13 Creating relationships with individuals in poverty.
Assignment: Chapter 18 in Hepworth, Rooney, Dewberry Rooney, Strom-Gottfried, and Larsen text.

04/25/13: Barriers to change. Burnout, Transference, Counter transference, Cross-cultural barriers and cross racial barriers. Compassion fatigue. Managing opposition.
Assignment: Chapter 18 in Hepworth, Rooney, Dewberry Rooney, Strom-Gottfried, and Larsen text continued.

04/30/13 Barriers to change. Burnout, Transference, Counter transference, Cross-cultural barriers and cross racial barriers. Compassion fatigue. Managing opposition.

05/02/13 LAST DAY OF CLASS. Review for final exam. Exam is a take home exam.
Assignment: Final exam

05/07/13 Final exams are due by 6:30 p.m.

Fall 2008

Instructor: Laurie Resch, MSW, LCSW

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Social Work Practice with Individuals and Families
SOCIOLOGY 240, Section A

I. Course Description

Social Work Practice with Individuals and Families will focus on the generalist model of social work practice which uses a strengths perspective and an empowerment approach. Students will develop an understanding of the knowledge, values and skills necessary for the development of the bachelor's level social work competencies. The instruction will focus on practice with individuals and families. Students will learn how to conduct a situation specific assessment, to develop a contract, and describe how to plan and carry out a social work intervention and evaluation. The course will focus on the knowledge, values and skills that may enhance the well-being of individuals and families and will discuss conditions that adversely affect specific populations. Included in this course is a discussion of the values and ethics associated with individual and group social work practice.

The course is not only concerned with knowledge-building, but also with skill building. Class sessions will be devoted to developing practice skills in the areas of critical thinking, relationship skills, communication skills, and interviewing and assessment skills.

II. Course Objectives

At the conclusion of this course, students should be able to demonstrate knowledge and skill in the following areas:

- Discuss observations of how knowledge is used by professionals from other disciplines to explain individual, social and systems challenges.
- Produce a written assessment of an actual social work challenge that is consistent with beginning professional social work practice and discuss the implications of that assessment for planning interventions.

- Critically analyze social work situations involving moral or ethical dilemmas and problems.
- Explain and give examples of conscious, professional use of self.
- Describe and role play basic skills, methods and strategies for empowering clients.
- Identify feelings, values and behaviors that enhance or impede the student's effectiveness in the role of social work practice.
- Demonstrate the understanding of and the ability to apply principals of intentional and multiculturally competent interviewing.
- Be able to apply the strengths perspective in identifying human problems, in selecting and collecting data, forming assessments and planning interventions.
- Demonstrate beginning skill levels in interviewing, exploring, identifying client strengths, and assessing data, specifying problems and goals, and planning basic interventions.

III. Course Format

Class will include lecture/discussion focused on applying textbook related concepts to social work practice, role playing and skill rehearsal exercises. Some lectures and skills assignments will be developed from materials other than the required texts.

IV. Required Textbooks

Kirst-Ashman, Karen K. & Hull, Grafton H. Jr. (2006) Understanding Generalist Practice. 4th Edition. Belmont, CA. Brooks/Cole.

Ivey, Allen E. & Ivey, Mary Bradford (2007) Intentional Interviewing and Counseling. 6th Edition. Pacific Grove, CA. Brooks/Cole.

V. Assignments & Exams

1. Wellness Assessment and Wellness Plan Assignment: Students will conduct a wellness assessment and develop a wellness plan for themselves utilizing the 17 dimensions of wellness basic to optimal

health. The format for the assessment is located on pages 50-53 in the Ivey and Ivey text. **Due date 9/15/07**

2. Heritage Assignment: Select some aspect of your own heritage (national origin, tribal affiliation, culture/ethnicity, gender, sexual orientation, religion, or family socio-economic status) and based on library research, identify a time and place when this heritage group was in a nondominant status in the United States. Describe in detail how this group was treated by the dominant group(s). What successful survival strategies did the group develop? The assignment should include all of the following: a description or aspect of the heritage you are focusing on; description of time and place when this heritage group was in a nondominant status in a community in the United States; a detailed description of how this group was treated by the dominant group; a detailed description of successful survival strategies the group developed; a detailed description of key values, beliefs, strengths, and customs that helped this group to survive; a detailed description of how the insights that you gained from this exploration of your heritage may influence your social work practice with nondominant groups.

The 8-10 page paper should include a minimum of 3 professional resources, other than your texts, from the literature (books or journals, not web sites). Grammar and writing skills will also be considered when grading. **Due date October 29, 2008.**

3. The Midterm Exam will explore several scenarios and ask students to determine if an ethical issue or dilemma exists. Utilizing the NASW Code of Ethics students will be asked to determine whether or not the issue is addressed within the Code of Ethics and to employ a problem-solving approach to resolving the dilemma. **Take home. Due date 11/19/08**

VI. Course Expectations and Grading

Students are expected to come to class prepared to discuss the readings and to actively participate in the practice of assigned skills. Written assignments will be discussed in class at length to ensure an understanding of assignment

expectations. Academic dishonesty will be handled according to College policy. The nature of the course and how it is taught make attendance especially important. Attendance will be taken at the beginning of each class. Receiving more than (4) absences will result in deduction of (2) points per absence from the final grade.

Grading will be based on:

Classroom participation/practice skills	20%
Wellness Assessment	20%
Heritage Paper	20%
Midterm	20%
Final Exam	20%

Class Schedule

August 25th – Introductions, discuss course expectations, and review syllabus. Ivey & Ivey Chapter 1.

August 27th- Kirst-Ashman & Hull Chapter 1

September 1st - No class- Labor Day

September 3rd- Ivey & Ivey Chapter 2

September 8th- Ivey & Ivey Chapter 3

September 10th-Ivey & Ivey Chapter 4

September 15th- Ivey & Ivey Chapter 5 **Wellness Assessment and Plan due**

September 17th- Ivey & Ivey Chapter 6

September- 22nd Ivey & Ivey Chapter 7

September 24th Kirst-Ashman & Hull Chapter 2

September 29th- Kirst-Ashman & Hull Chapter 3

October 1st –Ivey & Ivey Chapter 8

October 6th- Responding to the Threat of Suicide- Risk Assessment

October 8th- Kirst-Ashman & Hull Chapter 5

October 13th- Ivey & Ivey Chapter 9

October 15th- Ivey & Ivey Chapter 10

October 20th –Ivey & Ivey Chapters 12 and 13

October 22nd- Kirst-Ashman & Hull Chapter 6

October 27th- Kirst-Ashman & Hull Chapter 7

October 29th- Kirst-Ashman & Hull Chapter 8 **Heritage Paper Due**

November 3rd- Kirst-Ashman & Hull Chapter 9

November 5th- Advisement- no classes

November 10th- Kirst-Ashman & Hull Chapter 10

November 12th- Video- Counseling Gay and Lesbian Youth

November 17th – Video- Cultural Competency When Working With Hispanic Clients

November 19th – Kirst-Ashman & Hull Chapters 12&13 **Midterm Take home exam due.**

November 24th- Catch up on any material not covered

November 26th- No class Thanksgiving break

December 1st- Kirst-Ashman & Hull Chapters 14 and 15

December 3rd– Last day of class

Week of Dec 8th – Final Exams

INSTRUCTOR'S EDITION

This is your personal copy for use in textbook evaluation. Sale or resale is prohibited and will contribute to higher student textbook costs.

Direct Social Work Practice

.....
Theory and Skills

EIGHTH EDITION

Dean H. Hepworth

Ronald H. Rooney

Glenda Dewberry Rooney

Kimberly Strom-Gottfried

JoAnn Larsen

Brief Contents

Preface xv
About the Authors xvii

PART 1

INTRODUCTION 1

- 1 The Challenges of Social Work 3
- 2 Direct Practice: Domain, Philosophy, and Roles 23
- 3 Overview of the Helping Process 33
- 4 Operationalizing the Cardinal Social Work Values 53

PART 2

EXPLORING, ASSESSING, AND PLANNING 81

- 5 Building Blocks of Communication: Communicating with Empathy and Authenticity 83
- 6 Verbal Following, Exploring, and Focusing Skills 129
- 7 Eliminating Counterproductive Communication Patterns 155
- 8 Assessment: Exploring and Understanding Problems and Strengths 171
- 9 Assessment: Intrapersonal, Interpersonal, and Environmental Factors 199
- 10 Assessing Family Functioning in Diverse Family and Cultural Contexts 227
- 11 Forming and Assessing Social Work Groups 273
- 12 Developing Goals and Formulating a Contract 303

PART 3

THE CHANGE-ORIENTED PHASE 353

- 13 Planning and Implementing Change-Oriented Strategies 355
- 14 Developing Resources, Organizing, Planning, and Advocacy as Intervention Strategies 411
- 15 Enhancing Family Relationships 455
- 16 Intervening in Social Work Groups 491

- 17 Additive Empathy, Interpretation, and Confrontation 519
- 18 Managing Barriers to Change 539

PART 4

THE TERMINATION PHASE 567

- 19 The Final Phase: Evaluation and Termination 569

Bibliography 585
Author Index 629
Subject Index 637

Contents

Preface xv
 About the Authors xvii

PART 1

INTRODUCTION 1

CHAPTER 1

The Challenges of Social Work 3

The Mission of Social Work 4

Purposes of Social Work 5

Social Work Values 6

Values and Ethics 8

Social Work's Code of Ethics 9

Orienting Frameworks to Achieve Competencies 15

Deciding on and Carrying out Interventions 18

Guidelines Influencing Intervention Selection 20

Summary 21

CHAPTER 2

Direct Practice: Domain, Philosophy,
 and Roles 23

Domain 23

Generalist Practice 23

Direct Practice 25

A Philosophy of Direct Practice 26

Roles of Direct Practitioners 26

Direct Provision of Services 26

System Linkage Roles 27

System Maintenance and Enhancement 29

Researcher/Research Consumer 30

System Development 30

Summary 31

CHAPTER 3

Overview of the Helping Process 33

Common Elements among Diverse Theorists and Social
 Workers 33

The Helping Process 34

Phase I: Exploration, Engagement, Assessment,
 and Planning 34

Phase II: Implementation and Goal Attainment 39

Phase III: Termination 41

The Interviewing Process: Structure and Skills 42

Physical Conditions 43

Structure of Interviews 43

Establishing Rapport 44

The Exploration Process 47

Focusing in Depth 48

Employing Outlines 49

Assessing Emotional Functioning 49

Exploring Cognitive Functioning 49

Exploring Substance Abuse, Violence,
 and Sexual Abuse 49

Negotiating Goals and a Contract 49

Ending Interviews 50

Goal Attainment 50

Summary 51

Notes 51

CHAPTER 4

Operationalizing the Cardinal Social Work
 Values 53

The Interaction between Personal and Professional
 Values 53

The Cardinal Values of Social Work 53

Challenges in Embracing the Profession's Values 61

Ethics 61

The Intersection of Laws and Ethics 62
Key Ethical Principles 63
What Are the Limits on Confidentiality? 68
Understanding and Resolving Ethical Dilemmas 73
Summary 76
Related Online Content 76
Skill Development Exercises in Managing Ethical Dilemmas 76
Skill Development Exercises in Operationalizing Cardinal Values 77
Client Statements 78
Modeled Responses 78
Notes 79

PART 2

EXPLORING, ASSESSING, AND PLANNING . . . 81

CHAPTER 5

Building Blocks of Communication: Communicating with Empathy and Authenticity 83
Roles of the Participants 83
Communicating about Informed Consent, Confidentiality, and Agency Policies 87
Facilitative Conditions 87
Empathic Communication 88
Developing Perceptiveness to Feelings 89
Affective Words and Phrases 90
Use of the Lists of Affective Words and Phrases 92
Exercises in Identifying Surface and Underlying Feelings 94
Accurately Conveying Empathy 95
Empathic Communication Scale 95
Exercises in Discriminating Levels of Empathic Responding 99
Client Statements 99
Responding with Reciprocal Empathy 100
Constructing Reciprocal Responses 100
Leads for Empathic Responses 101
Employing Empathic Responding 102
Multiple Uses of Empathic Communication 102
Teaching Clients to Respond Empathically 105
Authenticity 106
Types of Self-Disclosure 107
Timing and Intensity of Self-Disclosure 108
A Paradigm for Responding Authentically 108
Guidelines for Responding Authentically 109
Cues for Authentic Responding 112
Positive Feedback: A Form of Authentic Responding 116

Relating Assertively to Clients 118
Making Requests and Giving Directives 118
Maintaining Focus and Managing Interruptions 119
Interrupting Dysfunctional Processes 119
“Leaning Into” Clients’ Anger 120
Saying No and Setting Limits 120
Summary 122
Related Online Content 122
Notes 127

CHAPTER 6

Verbal Following, Exploring, and Focusing Skills 129
Maintaining Psychological Contact with Clients and Exploring Their Problems 129
Verbal Following Skills 130
Furthering Responses 130
Minimal Prompts 130
Accent Responses 130
Paraphrasing Responses 130
Exercises in Paraphrasing 131
Closed- and Open-Ended Responses 132
Exercises in Identifying Closed- and Open-Ended Responses 133
Discriminant Use of Closed- and Open-Ended Responses 133
Seeking Concreteness 135
Types of Responses That Facilitate Specificity of Expression by Clients 136
Specificity of Expression by Social Workers 141
Exercises in Seeking Concreteness 142
Focusing: A Complex Skill 143
Selecting Topics for Exploration 143
Exploring Topics in Depth 144
Blending Open-Ended, Empathic, and Concrete Responses to Maintain Focus 146
Managing Obstacles to Focusing 148
Summarizing Responses 150
Highlighting Key Aspects of Problems 150
Summarizing Lengthy Messages 151
Reviewing Focal Points of a Session 152
Providing Focus and Continuity 152
Analyzing Your Verbal Following Skills 152
Summary 154
Modeled Responses to Exercise in Paraphrasing 154
Answers to Exercise in Identifying Closed- and Open-Ended Responses 154
Modeled Open-Ended Responses 154
Notes 154

CHAPTER 7

Eliminating Counterproductive Communication Patterns 155

Impacts of Counterproductive Communication Patterns 155

Eliminating Nonverbal Barriers to Effective Communication 155

- Physical Attending 155
- Cultural Nuances of Nonverbal Cues 156
- Other Nonverbal Behaviors 156
- Taking Inventory of Nonverbal Patterns of Responding 157

Eliminating Verbal Barriers to Communication 158

- Reassuring, Sympathizing, Consoling, or Excusing 159
- Advising and Giving Suggestions or Solutions Prematurely 159
- Using Sarcasm or Employing Humor Inappropriately 160
- Judging, Criticizing, or Placing Blame 161
- Trying to Convince Clients about the Right Point of View through Logic, Lecturing, Instructing, or Arguing 161
- Analyzing, Diagnosing, or Making Glib or Dramatic Interpretations 162
- Threatening, Warning, or Counterattacking 163
- Stacking Questions 163
- Asking Leading Questions 164
- Interrupting Inappropriately or Excessively 164
- Dominating the Interaction 164
- Fostering Safe Social Interaction 165
- Responding Infrequently 165
- Parroting or Overusing Certain Phrases or Clichés 166
- Dwelling on the Remote Past 166
- Going on Fishing Expeditions 166

Gauging the Effectiveness of Your Responses 167

The Challenge of Learning New Skills 168

Summary 170

Notes 170

CHAPTER 8

Assessment: Exploring and Understanding Problems and Strengths 171

The Multidimensionality of Assessment 171

Defining Assessment: Process and Product 172

Assessment and Diagnosis 174
 The Diagnostic and Statistical Manual (DSM-IV-TR) 174

Culturally Competent Assessment 175

Emphasizing Strengths in Assessments 177

The Role of Knowledge and Theory in Assessments 179

Sources of Information 181

Questions to Answer in Problem Assessment 184

- Getting Started 185
- Identifying the Problem, Its Expressions, and Other Critical Concerns 186
- The Interaction of Other People or Systems 187
- Assessing Developmental Needs and Wants 187
- Typical Wants Involved in Presenting Problems 188
- Stresses Associated with Life Transitions 189
- Severity of the Problem 189
- Meanings That Clients Ascribe to Problems 189
- Sites of Problematic Behaviors 190
- Temporal Context of Problematic Behaviors 190
- Frequency of Problematic Behaviors 191
- Duration of the Problem 191
- Other Issues Affecting Client Functioning 191
- Clients' Emotional Reactions to Problems 192
- Coping Efforts and Needed Skills 192
- Cultural, Societal, and Social Class Factors 193
- External Resources Needed 194

Assessing Children and Older Adults 194

Maltreatment 195

Summary 196

Skill Development Exercises in Exploring Strengths and Problems 196

Related Online Content 197

Notes 197

CHAPTER 9

Assessment: Intrapersonal, Interpersonal, and Environmental Factors 199

The Interaction of Multiple Systems in Human Problems 199

Intrapersonal Systems 199

Biophysical Functioning 200

- Physical Characteristics and Presentation 200
- Physical Health 201

Assessing Use and Abuse of Medications, Alcohol, and Drugs 202

- Alcohol Use and Abuse 202
- Use and Abuse of Other Substances 203
- Dual Diagnosis: Addictive and Mental Disorders 205
- Using Interviewing Skills to Assess Substance Use 206

Assessing Cognitive/Perceptual Functioning 206

- Intellectual Functioning 206
- Judgment 207
- Reality Testing 207
- Coherence 208
- Cognitive Flexibility 208
- Values 208
- Misconceptions 209
- Self-Concept 209

Assessing Emotional Functioning 209
 Emotional Control 210
 Range of Emotions 211
 Appropriateness of Affect 211
 Affective Disorders 212
 Suicidal Risk 213
 Depression and Suicidal Risk with Children and Adolescents 214
 Depression and Suicidal Risk with Older Adults 215

Assessing Behavioral Functioning 215

Assessing Motivation 217

Assessing Environmental Systems 217
 Physical Environment 218
 Social Support Systems 220
 Spirituality and Affiliation with a Faith Community 221

Written Assessments 222
 Case Notes 225

Summary 225

Skill Development Exercises in Assessment 226

Related Online Content 226

Notes 226

CHAPTER 10

Assessing Family Functioning in Diverse Family and Cultural Contexts 227

Social Work Practice with Families 227

Defining Family 227

Family Functions 228

Family Stressors 230
 Public Policy 230
 Poverty 231
 Who are the Poor and Why? 232
 Impact on Children 232
 Life Transitions and Separations 233
 Extraordinary Family Transitions 233
 Work and Family 234
 Resilience in Families 235

A Systems Framework for Assessing Family Functioning 235
 Family Assessment Instruments 236
 Strengths-Based and Risk Assessments 237

Systems Concepts 237
 Application of Systems Concepts 238
 Family Homeostasis 238

Family Rules 239
 Functional and Rigid Rules 240
 Violation of Rules 241
 Flexibility of Rules 241

Content and Process Levels of Family Interactions 242
 Sequences of Interaction 243
 Employing "Circular" Explanations of Behavior 245

Assessing Problems Using the Systems Framework 246

Dimensions of Family Assessment 247
 Family Context 248
 Family Strengths 251
 Boundaries and Boundary Maintenance of Family Systems 252
 Family Power Structure 256
 Family Decision-Making Processes 259
 Family Goals 261
 Family Myths and Cognitive Patterns 263
 Family Roles 264
 Communication Styles of Family Members 265
 Family Life Cycle 269

Summary 270

Related Online Content 270

Skill Development Exercises 270

Notes 271

CHAPTER 11

Forming and Assessing Social Work Groups 273

Classification of Groups 273

Formation of Treatment Groups 275
 Determining the Need for the Group 275
 Establishing the Group Purpose 275
 Deciding on Leadership 277
 Establishing Specific Individual and Group Goals 278
 Conducting a Preliminary Interview 278
 Deciding on Group Composition 280
 Open versus Closed Groups 281
 Determining Group Size and Location 281
 Setting the Frequency and Duration of Meetings 282
 Formulating Group Guidelines 282

Assessing Group Processes 286
 A Systems Framework for Assessing Groups 286
 Assessing Individuals' Patterned Behaviors 287
 Assessing Individuals' Cognitive Patterns 290
 Assessing Groups' Patterned Behaviors 291
 Assessing Group Alliances 292
 Assessing Power and Decision-Making Styles 294
 Assessing Group Norms, Values, and Cohesion 295

Formation of Task Groups 297
 Planning for Task Groups 297
 Beginning the Task Group 298

Ethics in Practice with Groups 298
 First Session 299

Summary 301
 Related Online Content 301
 Skills Development Exercises in Planning Groups 301
 Notes 302

CHAPTER 12
Developing Goals and Formulating a Contract . . . 303

Goals 303
 The Purpose and Function of Goals 303
 Linking Goals to Target Concerns 303
 Program Objectives and Goals 305
 Factors That Influence the Development of Goals 306
 Types of Goals 309
 Guidelines for Selecting and Defining Goals 310
 Motivational Congruence 311
 Agreeable Mandate 312
 Let's Make a Deal 312
 Getting Rid of the Mandate 313
 Partializing Goals 315
 Involuntary Clients' Mandated Case Plans 317

Applying Goal Development Guidelines with Minors 321
 School-based Group Example 322
 Process of Negotiating Goals 325

Measurement and Evaluation 331
 Methods of Evaluation and Measuring Progress 332
 Evaluation Resources 332
 Cautions and Strengths 333
 Quantitative Measurements 333
 Qualitative Measurement 338

Contracts 341
 The Rationale for Contracts 342
 Formal and Informal Contracts 342
 Developing Contracts 343
 Sample Contracts 346

Summary 346
 Skill Development Exercises 349
 Notes 351

PART 3
THE CHANGE-ORIENTED PHASE 353

CHAPTER 13
Planning and Implementing Change-Oriented Strategies 355

Change-Oriented Approaches 355
 Planning Goal Attainment Strategies 356
 What is the Problem and What are the Goals? 356
 Is the Approach Appropriate to the Person, Family, or Group? 356

Child Development and Family Lifecycle 357
 Stressful Transitions 357
 Minority Groups 358
 What Empirical or Conceptual Evidence Supports the Effectiveness of the Approach? 360
 Is the Approach Compatible with Basic Values and Ethics of Social Work? 360
 Am I Sufficiently Knowledgeable and Skilled Enough in this Approach? 363

Models & Techniques of Practice 363
 The Task-Centered System 363
 Tenets of the Task-Centered Approach 363
 Theoretical Framework 363
 Empirical Evidence and Uses of the Task-Centered Model 363
 Application with Diverse Groups 364

Procedures of the Task-Centered Model 364
 Developing General Tasks 364
 Partializing Group or Family Goals 365
 General Tasks for the Social Worker 366
 Developing Specific Tasks 366
 Brainstorming Task Alternatives 367
 Task Implementation Sequence 368
 Maintaining Focus and Continuity 375
 Failure to Complete Tasks 375
 Monitoring Progress 378

Crisis Intervention 379
 Tenets of the Crisis Intervention Equilibrium Model 379
 Definition and Stages of Crisis 380
 Duration of Contact 381
 Considerations for Minors 381
 Theoretical Framework 383
 Application with Diverse Groups 384
 Process and Procedures of Crisis Intervention 385
 Strengths and Limitations 389

Cognitive Restructuring 390
 Theoretical Framework 390
 Tenets of Cognitive Behavioral Therapy-Cognitive Restructuring 391
 What are Cognitive Distortions? 391
 Empirical Evidence and Uses of Cognitive Restructuring 393
 Application of Cognitive Restructuring with Diverse Groups 394
 Procedure of Cognitive Restructuring 395
 Strengths, Limitations, and Cautions 402

Solution-focused Brief Treatment 403
 Tenets of Solution-Focused 403
 Theoretical Framework 403
 Empirical Evidence and Uses of Solution-Focused Strategies 403
 Application with Diverse Groups 404
 Solution-Focused Procedures and Techniques 404
 Strengths and Limitations 406

Summary 408
 Trends and Challenges in Problem-Solving Intervention Approaches 409
 Skill Development Exercises 410
 Related Online Content 410
 Notes 410

CHAPTER 14
Developing Resources, Organizing, Planning, and Advocacy as Intervention Strategies 411

Social Work's Commitment 411
 Defining Macro Practice 412
 Linking Micro and Macro Practice 412
 Macro Practice Activities 413
 Intervention Strategies 414
 Empowerment and Strengths 414
 Analyzing Social Problems and Conditions 415
 Developing and Supplementing Resources 418
 Supplementing Existing Resources 420
 Mobilizing Community Resources 422
 Developing Resources with Diverse Groups 424
 Utilizing and Enhancing Support Systems 424
 Community Support Systems and Networks 425
 Organizations as Support Systems 426
 Immigrant and Refugee Groups 427
 Cautions and Advice 428
 Advocacy and Social Action 428
 Policies and Legislation 429
 Cause Advocacy and Social Action 430
 Indications for Advocacy or Social Action 430
 Competence and Skills 431
 Techniques and Steps of Advocacy and Social Action 432
 Community Organization 433
 Models and Strategies of Community Intervention 433
 Steps and Skills of Community Intervention 434
 Organizing Skills 435
 Organizing and Planning with Diverse Groups 435
 Ethical Issues in Community Organizing 436
 Improving Institutional Environments 437
 Change within Organizations 437
 Organizational Environments 439
 Staff 439
 Policies and Practices 441
 Institutional Programs 448
 Service Coordination and Interorganizational Collaboration 449
 Organizational Relationships 450
 Case Management 450
 Collaboration: A Case Example 452

Macro Practice Evaluation 453
 Summary 454
 Related Online Content 454
 Skill Development Exercises 454
 Notes 454

CHAPTER 15
Enhancing Family Relationships 455

Approaches to Work with Families 455
 Initial Contacts 456
 Managing Initial Contact with Couples and Families 457
 Managing Initial Contacts with Parents 459
 Orchestrating the Initial Family or Couple Session 460
 The Dynamics of Minority Status and Culture in Exploring Reservations 462
 Intervening with Families: Cultural and Ecological Perspectives 467
 Differences in Communication Styles 467
 Hierarchical Considerations 468
 Authority of the Social Worker 468
 Engaging the Family 469
 Understanding Families Using an Ecological Perspective 470
 Twanna, the Adolescent Mother 470
 Anna and Jackie, a Lesbian Couple 471
 Intervening with Families: Focusing on the Future 472
 Communication Patterns and Styles 473
 Giving and Receiving Feedback 473
 Engaging Clients in Assessing How Well They Give and Receive Positive Feedback 473
 Educating Clients about the Vital Role of Positive Feedback 473
 Cultivating Positive Cognitive Sets 474
 Enabling Clients to Give and Receive Positive Feedback 475
 Intervening with Families: Strategies to Modify Interactions 477
 Metacommunication 477
 Modifying Family Rules 478
 On-the-Spot Interventions 480
 Assisting Clients to Disengage from Conflict 482
 Modifying Complementary Interactions 483
 Negotiating Agreements for Reciprocal Changes 483
 Intervening with Families: Modifying Misconceptions and Distorted Perceptions 485
 Intervening with Families: Modifying Family Alignments 486
 Summary 488
 Skill Development Exercises 489
 Related Online Content 489

CHAPTER 16
Intervening in Social Work Groups 491
Stages of Group Development 491
 Stage 1. Preaffiliation: Approach and Avoidance Behavior 492
Stage 2. Power and Control: A Time of Transition 493
 Stage 3. Intimacy: Developing a Familial Frame of Reference 494
 Stage 4. Differentiation: Developing Group Identity and an Internal Frame of Reference 495
 Stage 5. Separation: Breaking Away 496
The Leader's Role in the Stages of Group Development 497
Intervention into Structural Elements of a Group 497
 Fostering Cohesion 499
 Addressing Group Norms 500
 Intervening with Members' Roles 501
 Addressing Subgroups 502
 Purposeful Use of the Leadership Role 502
Interventions Across Stages of Group Development 503
 Common Mistakes: Overemphasizing Content and Lecturing in the HEART Group 504
 Interventions in the Preaffiliation Stage 504
 Seeking Concreteness 505
 Interventions in the Power and Control Stage 506
 Interventions in the Intimacy and Differentiation Stages 510
 Unhelpful Thoughts from the HEART Group Selectively Focusing 511
 Interventions in the Termination Stage 512
New Developments in Social Work with Groups 513
Work with Task Groups 515
 Problem Identification 515
 Getting Members Involved 515
 Enhancing Awareness of Stages of Development 516
Summary 516
Related Online Content 516
Skills Development Exercises in Group Interventions 516
Client Statements 517
Modeled Responses 517
Notes 517
CHAPTER 17
Additive Empathy, Interpretation, and Confrontation 519
The Meaning and Significance of Client Self-Awareness 519
Additive Empathy and Interpretation 519

Deeper Feelings 521
 Underlying Meanings of Feelings, Thoughts, and Behavior 522
 Wants and Goals 523
 Hidden Purposes of Behavior 523
 Unrealized Strengths and Potentialities 524
 Guidelines for Employing Interpretation and Additive Empathy 525
 Confrontation 526
 Guidelines for Employing Confrontation 530
 Indications for Assertive Confrontation 531
Summary 533
Skill Development Exercises in Additive Empathy and Interpretation 533
Client Statements 533
Modeled Responses for Interpretation and Additive Empathy 534
Skill Development Exercises in Confrontation 534
Situations and Dialogue 535
Modeled Responses for Confrontation 536
Notes 537
CHAPTER 18
Managing Barriers to Change. 539
Barriers to Change 539
Relational Reactions 539
 Under- and Over-Involvement of Social Workers with Clients 541
 Burnout, Compassion Fatigue and Vicarious Trauma 544
 Pathological or Inept Social Workers 546
 Cross-Racial and Cross-Cultural Barriers 547
 Difficulties in Establishing Trust 550
 Transference Reactions 551
 Countertransference Reactions 555
 Realistic Practitioner Reactions 557
 Sexual Attraction toward Clients 557
Managing Opposition to Change 558
 Preventing Opposition to Change 559
 Transference Resistance 560
 Manifestations of Opposition to Change 560
 Exploring and Managing Opposition 561
 Positive Connotation 562
 Redefining Problems as Opportunities for Growth 562
 Relabeling 562
 Reframing 563
 Confronting Patterns of Opposition 563
Summary 564
Related Online Content 564
Skill Development Exercises - 564

Skill Development Exercises in Managing Relational
Reactions and Opposition 564
Client Statements 565
Modeled Responses 565
Notes 566

PART 4

THE TERMINATION PHASE 567

CHAPTER 19

The Final Phase: Evaluation and Termination . . 569
Evaluation 569
Outcomes 569
Process 571
Satisfaction 571
Types of Termination 572

Understanding and Responding to Clients' Termination
Reactions 577
Social Workers' Reactions to Termination 579
**Consolidating Gains and Planning Maintenance
Strategies 580**
Follow-Up Sessions 580
Ending Rituals 581
Summary 582
Related Online Content 582
Skills Development Exercises in Evaluation and
Termination 582
Notes 583

Bibliography 585
Author Index 629
Subject Index. 637

Social Work Practice: Organizations, Communities & Social Institutions Spring Semester 2013

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Office Hours.....By appointment

COURSE INFORMATION

SOCI 241A, Social Work Practice: Organizations, Communities & Social Institutions

Beginning/ Ending Date: January 21, 2011 – May 1, 2013

*No class on: March 11, March 13, or Monday April 1

Meeting Times/ Location: Mon/Wed 7pm-8:50pm Boyle Rm

Required Textbook: Generalist Practice with Organizations and Communities, 5th Edition by Karen K. Kirst-Ashman

COURSE DESCRIPTION

This course focuses on generalist social work practice with groups, organizations, communities and social institutions. Throughout the course students will also be developing cultural competence in social work practice. Students will learn about organizational culture, agency policy, developing and managing agency resources and implementing agency change. The course will also cover approaches to community change, evaluating macro practice, advocacy and social action. Content will emphasize professional relationships that are characterized by mutuality, collaboration, respect for the client system and incorporate use of social work supervision within macro practice. The course will also cover the knowledge, values and skills to enhance human well-being and amelioration of the environmental conditions that affect people adversely. Emphasis is placed on practice skills by working with clients of differing social, racial, religious, spiritual and class backgrounds and with systems of all sizes, including an understanding of differential assessments and intervention skills to serve diverse at-risk populations.

COURSE OBJECTIVES

Upon successful completion of this course, students will be able to:

1. Describe the history, mission, and philosophy of macro social work practice.
2. Practice content which emphasizes professional relationships that are characterized by mutuality, collaboration, respect for the client system and incorporates use of professional social work supervision.
3. Practice assessment which focuses on the examination of client strengths and problems in the interaction among individuals and between people and their environments.
4. Describe the knowledge, values and skills needed to enhance human well-being and to ameliorate the environmental conditions that affect people adversely.
5. Identify the approaches and skills for practice with clients from differing social, cultural, racial, religious, spiritual and class backgrounds and with systems of all sizes.
6. Identify social work values and ethics related to macro practice.
7. Utilize differential assessments and intervention skills to serve diverse at-risk populations.
8. Understand how to collect & interpret data and outcomes with clients and organizations
9. Gain an understanding of how actions for macro practice align with organizational goals.

TEACHING-LEARNING METHODS

This course will be conducted using a wide variety of traditional and nontraditional, interactive, cooperative teaching and learning methods. Brief lectures, demonstrations, videos, role playing, and student presentations are common.

COURSE REQUIREMENTS/EXPECTATIONS

1. Attend all scheduled class meetings. Attendance is MANDATORY.
2. Read all assigned class material before the class begins. I will call on students to share their thoughts on the current material.
3. Do not disrupt class. Absolutely NO use of cell phones during class (including text messaging). Turn your cell phone and MP3 players off during class.
4. Respectfully participate in all class activities and actively share your insights and examples that may pertain to the topic being discussed. Demonstrate respect to your classmates when discussing sensitive topics.
5. Complete all exams on the scheduled exam dates. The exams may include multiple choice, T/F, matching, and essay questions taken from the assigned readings and in-class materials. It is your responsibility to learn both.
6. Complete all individual and group assignments *prior to the beginning* of the class on the due date. Homework will be collected at the beginning of the class.
7. Homework and papers should be typed. Your Macro Project should be written in APA format including cover page, reference page, and abstract.

ATTENDANCE and ASSIGNMENTS

This is a pre-professional course approved by the State of Wisconsin Board of Regulation and Licensing for the Social Work Training Certificate (which may be obtained by application and exam through the State of Wisconsin). Therefore, attendance is MANDATORY. A portion of your grade includes a participation component. If you are not present in class, you will not earn participation points that day. Participation, under no circumstance, may be made up.

Homework including papers are due at the beginning of the class time and will not be accepted late. I have a no late homework policy.

Exceptions must have PRIOR approval by the instructor.

ASSESSMENT ITEMS

28% Class Preparedness and Participation. Throughout the semester there will be many in-class exercises that may include, but are not limited to, discussion questions regarding assigned readings, in-class writing, or bringing in an article related to social work. These elements, along with your general participation and preparedness will account for 28% of your grade. If you miss a class, you will not be able to complete these assignments. **Participation may not be made up.** Attendance in this class is essential to understanding the material. **I reserve the right to lower your grade by one half a letter grade for missing more than three classes, and every successive class thereafter.**

12% Civic Awareness Projects. 2 projects-but 1 reflection paper. During the semester you must participate in one volunteer experience such as Relay for Life, volunteering at a shelter or at some other community organization or event. The second project will be a class project of picking a local organization in which to sponsor a donation drive for. Ideas of organization that a drive could be sponsored for include; Harbor House, Salvation Army, or St. John's Homeless Shelter. As a class you will decide which organization to sponsor. You will prepare a short paper discussing your reflection and the experience of being a volunteer and assisting with an organized drive. Both awareness projects must be completed in order to write your paper which is due April 10. See handout for details.

50% Macro Project. During the semester you will work in a small group to prepare two papers and presentations focusing on macro-level change. This project will consist of two parts. Part one will focus on conducting a needs assessment of a target population, including research regarding challenges facing this group and available services within the community. Part two will focus on development of a proposal to address the problems identified in part one, including identification of gaps in services and suggestions for development of new services or improvement of existing services.

15% Final Exam. This will be a comprehensive examination given or due during the designated final exam time.

**If you have a question or concern regarding your grade on an assignment or exam, you must contact me within 7 days after graded material has been returned to you.

Summary of Assignments/Point Values:

28	Class Preparedness and Participation
25	Macro Project-Part 1
12	Civic Awareness Project
25	Macro Project-Part 2
10	Final Exam

Due Dates:

March 27
April 10
April 24
May-TBD

100 Total

GRADING SCALE

Grades will be assigned utilizing the following grading scale:

A=100-93	AB=92-89	B=88-84	BC=83-80
C=79-74	CD=73-70	D=69-67	F=66-below

ACADEMIC HONOR CODE

The learning process succeeds only when students perform honestly on assignments and examinations. All students are expected to abide by the Academic Honor Code. It defines academic dishonesty and sets forth the responsibilities of faculty and students in the event of alleged dishonesty. Possible penalties for dishonesty include reduction of a grade, failure in the course, failure and suspension, or failure and dismissal. It is each student's responsibility to be familiar with and abide by the Honor Code. Please refer to the current Student Handbook or the Registrar's Office Website for the text of the Academic Honor Code.

ACADEMIC ACCOMMODATION

In keeping with the St. Norbert College mission to help students develop their full potential, and in compliance with the Americans with Disabilities Act, the college provides supportive services to students with disabilities. For enquiries and further details, please visit the Academic Support Services Office located on the lower level of the John Minahan Science Building (JMS) or contact **Karen Goode-Bartholomew**, Coordinator of Services to Students with Disabilities (Phone: 403-1326), or visit the website www.snc.edu/academicsupport/disabilities.html.

Tentative Schedule of Topics and Assignments**WEEK 1:** Introduction to Macro Practice

Reading Assignments: Chapter 1 in Generalist Practice

WEEK 2: Micro Skills in the Macro Environment

Reading Assignments: Chapter 2 in Generalist Practice

WEEK 3: Group Skills for Organizational & Community Change

Reading Assignments: Chapter 3 in Generalist Practice

WEEK 4: Understanding Organizations & Decision Making for Organizational Change

Reading Assignments: Chapter 4 & 5 in Generalist Practice

WEEK 5: Implementing Macro Intervention

Reading Assignments: Chapters 6 in Generalist Practice

WEEK 6: Project Implementation & Evaluation

Reading Assignments: Chapters 7 in Generalist Practice

WEEK 7: Understanding Neighborhoods & Communities, Macro Practice in Communities

Reading Assignments: Chapter 8 & 9 in Generalist Practice

WEEK 8: SPRING BREAK

WEEK 9: Evaluating Practice in Communities

Reading Assignments: Chapter 10 in Generalist Practice

DUE: Macro Project-Part 1, Wednesday, March 27

WEEK 10: Advocacy & Social Action with At Risk Populations

Reading Assignments: Chapter 11 in Generalist Practice

DUE: Civic Awareness Project, Monday, April 10

WEEK 11: Ethics & Ethical Dilemmas in Macro Practice

Reading Assignments: Chapter 12 in Generalist Practice, Download and Read the NASW Code of Ethics

WEEKS 12, 13 & 14: Working with Social Institutions; Courts, Health Care Systems, Educational Systems, Political Systems/Economy & Family Systems

Reading Assignments: Chapter 13 in Generalist Practice, Other articles will be provided by instructor

DUE: Macro Project-Part 2, Monday, April 24

WEEK 15: Review

FINAL EXAM: TBD

***Note: Additional reading assignments and in-class assignments (yet TBD) will be handed out during class.**

Human Behavior in the Social Environment, Second Edition
Anissa Taun Rogers

Companion Readings
Contents

Chapter 1, Theory: The Foundation of Social Work

- 1.1. Imre, R. W. 1984. The nature of knowledge in social work. *Social Work*, 41–45.
- 1.2. Blom, B. 2009. Knowing or un-knowing: That is the question: In the era of evidence-based social work practice. *Journal of social work*, 9(2), 158–177.
- 1.3. Strom-Gottfried, K. 2010. *Ethics primer*. New York: Routledge.

Chapter 2, Lenses for Conceptualizing Problems and Interventions: The Person in the Environment

- 2.1. Chetkow-Yanoov, B. H. Social systems and their environments. In *Social work practice: A systems approach* (2nd ed., pp. 5–19). New York: Haworth.
- 2.2. Von Bertalanffy, L. 1976. Introduction and The meaning of general systems theory. In *General systems theory* (pp. 3–54). New York: George Braziller.
- 2.3. Saleebey, D. (unpublished ms.). The strengths perspective: Putting possibility and hope to work in our practice.

Chapter 3, Lenses for Conceptualizing Problems and Interventions: Biopsychosocial Dimensions

- 3.1. Dean, R. G., & Poorvu, L. L. 2008. Assessment and formulation: A contemporary social work perspective. *Families in Society*, 89(4), 596–604.
- 3.2. Ellis, A. 1991. The theory of rational-emotive psychotherapy. In *Reason and Emotion in Psychotherapy* (pp. 35–60). Kensington.
- 3.3. Rogers, C. 1961. Some hypotheses regarding the facilitation of personal growth and the characteristics of a helping relationship. In *On becoming a person* (pp. 31–59). New York: Houghton-Mifflin.

Chapter 4, Lenses for Conceptualizing Problems and Interventions: Sociocultural Dimensions

- 4.1. van Wormer, K. 2009. Restorative justice for victims of gendered violence: A feminist standpoint. *Social Work*, 54(2), 107–116.
- 4.2. Hall, J., Neitz, M. J., & Battani, M. 2003. Culture, self, and society. In *Sociology on culture* (pp. 19–43). New York: Routledge.
- 4.3. Gentlewarrior, S., Martin-Jearld, A., Skok, A., & Sweetser, K. 2008. Culturally competent feminist social work. *Affilia*, 23(3), 210–222.

Chapter 5, Lenses for Conceptualizing Problems and Interventions: Social Change Dimensions

- 5.1. Blumenfeld, W., & Raymond, D. 2000. Prejudice and discrimination. In Adams et al. (Eds.), *Readings for diversity and social justice* (pp. 21–30). New York: Routledge.

- 5.2.** Pincus, F. L. 2000. Discrimination comes in many forms: Individual, institutional, and structural. In Adams et al. (Eds.), *Readings for diversity and social justice* (pp. 31–34). New York: Routledge.
- 5.3.** Young, I. M. 2000. Five faces of oppression. In Adams et al. (Eds.), *Readings for diversity and social justice* (pp. 45–49). New York: Routledge.
- 5.4.** Bernasconi, R. 2001. The invisibility of racial minorities in the public realm of appearances. In Bernasconi (Ed.), *Race* (pp. 284–299). Hoboken, NJ: Wiley-Blackwell.
- 5.5.** Gambrill, E. 2008. Evidence-based (informed) macro practice: Process and philosophy. *Journal of Evidenced-Based Social Work*, 5(3/4), 423–452.

Chapter 6, Pre-Pregnancy and Prenatal Issues

- 6.1.** Alzate, M. M. 2009. The role of sexual and reproductive rights in social work practice. *Affilia*, 24(2), 108–119.
- 6.2.** Ely, G. E., & Dulmus, C. N. 2008. A psychosocial profile of adolescent pregnancy termination. *Social Work in Health Care*, 46(3), 69–83.
- 6.3.** Simonds W. & Katz Rothman, B. *Laboring on: Birth in transition in the United States*. In *Routledge Social Issues Collection*, www.socialissuescollection.com.
- 6.4.** Longhurst, R. 2008. *Maternities: Coming out as pregnant at work*. In *Routledge Social Issues Collection*, www.socialissuescollection.com.

Chapter 7, Development in Infancy and Early Childhood

- 7.1.** Bregman, J. 2004. Definitions and characteristics of the spectrum. In Zager (Ed.), *Autism spectrum disorders*. New York: Routledge.
- 7.2.** Bretherton, I. 2000. The origins of attachment theory: John Bowlby and Mary Ainsworth. In Goldberg, S., et al. (Eds.), *Attachment theory* (pp. 45–84). New York: Routledge.
- 7.3.** VanBergeijk, E. O. & Shtayermman, O. 2005. Asperger’s syndrome: An enigma for social work. *Journal of Human Behavior in the Social Environment*, 12(1), 25–37.
- 7.4.** Sparks, E. 2001. Introduction. In Karson, M., *Patterns of child abuse: How dysfunctional transactions are replicated in individuals, families, and the child welfare system* (pp. 1–16). New York: Haworth.
- 7.5.** Kimberlin et al. 2009. Re-entering foster care: Trends, evidence, and implications. *Children and Youth Services review*, 31(4), 471–481.
- 7.6.** Wright, M. O. 2008. The long-term impact of emotional abuse in childhood: Identifying, mediating, and moderating. In *Childhood emotional abuse: Mediating and moderating processes affecting long-term impact*. New York: Routledge.

Chapter 8, Development in Middle Childhood

- 8.1.** Desmond & Horvath. 2007. The effects of advertising on children and adolescents: A meta analysis. In Preiss et al. (Eds.), *Mass media effects research*. New York: Routledge.
- 8.2.** Gates, G. 2008. Diversity among same-sex couples and their children. In Coontz (Ed.), *American families* (pp.372–405). New York: Routledge.

Chapter 9, Development in Adolescence

- 9.1.** Howes, C., & Lee, L. 1999. Peer relations in young children. In Balter (Ed.), *Child psychology* (pp. 143–157). New York: Routledge.

- 9.2. Mazur Abel, E. & Greco, M. 2008. A preliminary evaluation of an abstinence-oriented empowerment program for public school youth. *Research on Social Work Practice*, 18(3), 223–230.
- 9.3. Milner, M. *Freaks, geeks, and cool kids: Teenagers, status, and consumerism*. In *Routledge social issues collection*, www.socialissuescollection.com.
- 9.4. Saewyc, E. M., et al. 2006. Hazards of stigma: The sexual and physical abuse of gay, lesbian, and bisexual adolescents in the United States and Canada. *Child Welfare*, 85(2), 195–213.

Chapter 10, Development in Early Adulthood

- 10.1. Hurst, J. 2007. Disability and spirituality in social work practice. *Journal of Social Work in Disability and Rehabilitation*, 6(1&2), 179–194.
- 10.2. Lightfoot, E. & Williams, O. 2009. Domestic violence against people of color with disabilities: An overview. *Journal of Aggression, Maltreatment, and Trauma*, 18(2), 129–132.

Chapter 11, Development in Middle Adulthood

- 11.1. Oliver, C. 2004. The times of our lives: Temporality and the life course. In *Retirement migration* (pp. 22). New York: Routledge.
- 11.2. Perz, J., & Ussher, J. M. “The horror of this living decay”: Women’s negotiation and resistance of medical discourses around menopause and midlife. *Women’s Studies International Forum*, 31(4), 293–299.

Chapter 12, Development in Late Adulthood

- 12.1. Werth, J. L., Gordon, J. R., & Johnson, R. R. 2002. Psychosocial issues near the end of life. *Aging and Mental Health*, 6(4), 402–412.
- 12.2. Calasanti T. & Slevin, K. 2008. Age matters: Age as a basis of inequality. In *Routledge Social Issues Collection*, www.socialissuescollection.com.

Summary of Qualifications

Accomplished professional with a background in post-secondary instruction, academic advisement, and counseling. Superior communication skills, easily interacts with community professionals, clients, and students. Proficient in multiple computer operations.

Education

Master of Social Work, 1999

University of Wisconsin, Milwaukee, WI.

Bachelor of Arts in Psychology, Minor in Education & Broad Field Social Sciences, 1997

St. Norbert College, De Pere, WI.

Professional Certifications

- Certificate in Marriage and Family Therapy, August 1999
- Divorce Mediator, June, 2004
- Accelerated Learning Instructor, August, 2004
- Wisconsin Approved Provider Status (3000 hours), October, 2004
- Social Work Certification, March, 2005
- WTCSB Provisional Certification, March, 2007

Other Training

- Flexnet Online Instruction Training Program, January, 2005
- Critical Thinking Workshop, January, 2005
- APA Workshop, March, 2005
- Instructional Strategies Workshop, April, 2005
- Emotional Intelligence Workshop, April, 2006
- Teaching Methods, August, 2006
- Curriculum and Course Construction (WIDS), December, 2006
- Blackboard Basics, April, 2007
- Teaching Online, Part 1, December, 2007
- Teaching Online, Part 2, May, 2008

Courses Taught

- Social Welfare Policy and Services, *St. Norbert College*
- Social Work Practice with Communities and Organizations, *St. Norbert College*
- Human Services Internship, *St. Norbert College*
- Introduction to Sociology, *Chippewa Valley Technical College*
- Introduction to Psychology, *Chippewa Valley Technical College, University of Phoenix*
- Abnormal Psychology, *Chippewa Valley Technical College*
- Race, Ethnic, and Diversity Studies, *Chippewa Valley Technical College*
- Communication Skills for Career Growth, *University of Phoenix*
- Skills for Professional Development, *University of Phoenix*
- Teamwork, Collaboration, and Conflict Resolution, *University of Phoenix*
- Introduction to Popular American Culture, *University of Phoenix*
- Psychology of Personality, *University of Phoenix*
- Organizational Psychology, *University of Phoenix*
- Human Motivation, *University of Phoenix*
- Cultural Diversity, *University of Phoenix*

Professional Experience

Instructor and Director of the Human Services Concentration/Minor 2008 - present

St. Norbert College, De Pere, WI

- Provide instruction in undergraduate Social Work courses.
- Direct program implementation to ensure compliance with Wisconsin State Statutes for Social Work education.
- Advise current and prospective students.
- Coordinate all aspects of student internship placement and supervise ongoing student internships.
- Complete all administrative tasks of the program.

Behavioral Science & Civic Effectiveness Instructor 2006 - 2008

Chippewa Valley Technical College, Eau Claire, WI

- Provided group instruction in Behavioral Science undergraduate courses, including Introduction to Psychology, Introduction to Sociology, Abnormal Psychology, and Race, Ethnic, and Diversity Studies.
- Developed curriculum utilizing various delivery methods, including face to face, online, and ITV formats.
- Coordinated the delivery of Youth Options courses with CESA and eight area high schools.
- Monitored student progress and assess student performance.
- Advised students in academic procedures.
- Served as a member of the CVTC E-learning committee.

Community Support Worker 2003 - 2006

Oconto County Department of Human Services, Oconto, WI

- Provided ongoing supportive services to a caseload of clients.
- Mediated custody disputes between parents involved in family court.
- Coordinated and monitored an array of services.
- Provided case management, counseling, and crisis intervention.
- Partnered with the Division of Vocational Rehabilitation to provide career and vocational counseling.

Program Coordinator 2000 - 2002

Northwest Counseling & Guidance Clinic- Green Bay Day Treatment, Green Bay, WI

- Supervised program staff and student interns.
- Served as liaison to professionals at seven area school districts.
- Developed and supervised a BSW field instruction program in cooperation with UWGB.
- Lead recruitment efforts for potential students.
- Ensured program compliance with Wisconsin State Statutes.
- Served on a multidisciplinary team.

Counselor 1999 - 2000

Utech Counseling & Consulting, De Pere, WI

- Counseled youth and families.
- Coordinated treatment with other organizations involved with the client system.
- Promoted programs to external agencies.
- Served as member of various advisory boards.
- Conducted community seminars.

Graduate Student Advisor 1998 - 1999

University of Wisconsin School of Social Welfare, Milwaukee, WI

- Advised students in academic procedures, such as course sequencing, registration, and program admission.
- Served as liaison between students, academic faculty, and other university departments.
- Presented at recruitment lunches.
- Participated in new student orientations.

Master of Social Work Network Coordinator 1998 - 1999
University of Wisconsin School of Social Welfare, Milwaukee, WI
•Worked with a team to plan and coordinate professional presentations and seminars for MSW students.
•Collaborated with Alumni Board to organize presentation schedule and select speakers.

Other Experience

Associate Faculty, Contracted 2004 - Present
University of Phoenix, Appleton, WI

Medical Social Worker 2008 - 2009
Heartland Hospice, Green Bay, WI

Contract Social Worker 2005 - 2006
Adoption Services, Inc., Appleton, WI

Field Instructor 2000 - 2002
University of Wisconsin-Green Bay, Green Bay, WI

Computer Experience

- Microsoft Office, including Live Meeting, Word, Excel, Outlook, Access, Internet Explorer, and PowerPoint
- Moodle
- Outlook Web Access (OWA)
- Blackboard Academic Suite
- Computer Programming in Pascal and Basic Computer Languages

April Schmidt

1102 Matthew Lane • Kaukauna, WI • 54130

(920) 858-1752

energybee@hotmail.com

Summary of Qualifications

- Masters prepared & Licensed Social Worker
- Micro & Macro Practice Knowledge
- Experienced Case Manager
- Formal & Informal Teaching Experience

Professional Experience

Globe University. Appleton, WI

03/12- present

Program Chair-Health Care Management

- Overseeing and leading Program Advisory Committee
- Developing and implementing program marketing strategy for growth and retention of students
- Classroom instruction focused on aligning learning activities with course objectives
- Advising students including scheduling and ensuring they are meeting program requirements
- Participating in new student orientation and campus events

Adjunct Faculty-General Education

- Classroom instruction focused on aligning learning activities with course objectives
- Participating in campus events
- Created Evaluations for Guest Speaker Feedback and Instructor Performance

Affinity Health System-Network Health Plan. Menasha, WI

05/07-01/12

Director Strategic Initiatives

- Created review process for Initiatives and Projects including; business case template, business plan template, monthly reporting template, closing report and flow chart
- Designed annual project plan, committee charter template and deployment matrix
- Developed and managed Living Well with Chronic Conditions project including; creating the project objectives and outcomes, supervising the summer employee and overseeing the project
- Coached and educated coworkers on Lean/Continuous Improvement Processes

Commercial Behavioral Health Coordinator

- Provided Case Management support to members
- Conducted Outpatient Utilization Review for medical necessity
- Assessed members needs and made referrals to providers
- Developed proposal for newly diagnosed Chronic Conditions Case Management program
- Selected as 1 of 20 Affinity Employees to complete WCM Lean Lead Facilitator training

Medicare Behavioral Health Coordinator

- Conducted Inpatient and Outpatient Utilization Review for medical necessity
- Reviewed Pended Claims to determine if they could be paid
- Provided Case Management support to members
- Developed Medicare Depression Care Management protocol and program
- Participated on team to build Special Needs Plan and Medicare Care Management Programs

Professional Experience-Continued

ThedaCare. Appleton, WI

05/07-07/08

Office Team Lead

- Completed job requisitions and conducted interviews
- Developed orientation schedule for new employees
- Worked with office team to revise job descriptions and create standard work guides
- Led a project team to redesign office layout to increase efficiency and work flow processes
- Assisted in supervision of 10-13 employees

Team Lead

- Completed performance evaluations and supervisory visits
- Led Interdisciplinary team meetings
- Triage calls from patients, families and team members
- Selected to participate in ThedaCare's 40 hour Lean training program
- Assisted in supervision of 8-10 employees
- Participated on EPIC build team for Hospice/Home Care Application

Unity Hospice & Palliative Care. Green Bay, WI

10/03 -05/07

Team Coordinator

- Mentored new employees
- Facilitated new employee orientation sessions
- Triage calls from patients, families and team members
- Conducted patient visits and admissions, including documentation and care plan development
- Prepared for Interdisciplinary team meetings and moderated as needed
- Assisted in supervision of 20 team members including supervisory visits

Social Work Case Manager

- Maintained a caseload of patients, including initial and ongoing assessments, documentation and care planning sessions
- Created personalized care plans from Person-Center and Strength based perspectives
- Explained Hospice and Palliative care programs
- Built relationships with service providers
- Mentored new employees

Internships

- National Alliance on Mental Illness Fox Valley (NAMI). Appleton, WI *01/08- 08/08*
- Ramsey Action Programs-Head Start. St. Paul, MN *09/01-05/02*
- American Red Cross-Minneapolis Chapter. Minneapolis, MN *10/00-04/01*

Education

- Bachelor of Science-Social Work, College of St. Catherine, St. Paul, MN, *05/02*
- Masters-Social Work, University of Wisconsin-Oshkosh, Oshkosh, WI, *08/08*
- Masters-Management & Organizational Behavior, Silver Lake College, Manitowoc, WI, *04/12*

Professional Licenses

- State of Wisconsin Certified Advance Practice Social Worker-CAPSW
- Fellowship in American Academy of Case Management-FAACM

Continuing Education Certificates

- End of Life Care
- Gerontology
- Case Management
- Advanced Case Management
- Older Adults and Mental Health

Community Involvement

- NAMI Fox Valley Board Member
- American Academy of Case Management Advisory Board Member
- United Way Fox Cities Strengthening Families Committee Member

2009- 2010
2010-present
2012- present

References:

Sue Laux, RN

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INSTRUCTOR'S EDITION

This is your personal copy for use in textbook evaluation. Sale or resale is prohibited and will contribute to higher student textbook costs.



Karen K. Kirst-Ashman and Grafton H. Hull, Jr.

GENERALIST PRACTICE WITH ORGANIZATIONS AND COMMUNITIES



Table of Contents

Council on Social Work Education Educational Policy and Accreditation Standards by Chapter	xix
Preface	xxiii
CHAPTER 1: Introduction to Generalist Practice with Organizations and Communities	
Why Do You Need the Content in This Book? 1	
Learning Objectives 3	
The Generalist Intervention Model 3	
A Micro Approach 5	
A Mezzo Approach 5	
A Macro Approach 6	
What Does Generalist Practice Mean? 6	
Defining Generalist Practice:	
1. Acquisition of an Eclectic Knowledge Base 8	
Systems Theories 9	
Human Behavior and the Social Environment (HBSE) 11	
Social Welfare Policy and Policy Practice 11	
Social Work Practice 12	
Research-Informed Practice and Practice-Informed Research 12	
Values and Principles That Guide Generalist Practice 13	
2. Acquisition of Professional Values and Application of Professional Ethics 13	
National Association of Social Workers (NASW) Code of Ethics 14	
International Federation of Social Workers/International Association of Schools of Social Work <i>Ethics in Social Work, Statement of Principles</i> 14	
Awareness of Personal Values 15	
Management of Ethical Dilemmas 15	
3. and 4. Mastery of a Wide Range of Practice Skills to Target Any Size System 15	
Before Macro Practice: Three Models of Community Organization 16	
5. Emphasis on Client Empowerment, Strengths, and Resiliency 17	
6. The Importance of Human Diversity 19	
7. Advocacy for Human Rights and the Pursuit of Social and Economic Justice 20	
8. Effective Work within an Organizational Structure 22	
9. A Wide Range of Roles 23	
Enabler 24	
Mediator 24	
Integrator/Coordinator 24	
Manager 25	
Educator 25	
Analyst/Evaluator 26	
Broker 26	
Facilitator 26	
Initiator 27	
Negotiator 27	
Mobilizer 27	
Advocate 28	
Professional Identity and Professional Roles 28	
10. Use of Critical Thinking Skills 29	
A Formula for Critical Thinking 29	
Fallacies to Avoid 30	
A Final Note on Critical Thinking and Generalist Practice 30	
11. Incorporation of Research-Informed Practice 30	
12. Use of a Planned Change Process 31	
Engagement 32	
Assessment: Identifying Issues and Collecting Information 32	
Planning in Macro Practice 34	
Implementation and Evaluation in Macro Practice 34	
Termination in Macro Practice 34	
Follow-Up in Macro Practice 34	

Specific Steps for Pursuing Planned Change in Macro Practice 34

The Importance of Historical Perspectives 35

Chapter Summary 35

Competency Notes 40

On the Internet 41

HIGHLIGHTS

1.1 Dimensions in the Definition of Generalist Practice 8

1.2 Core Values of the NASW Code of Ethics 14

1.3 Updating Traditional Models of Community Organization 18

1.4 Resiliency: Seeking Strength amid Adversity 20

1.5 Variables of Human Diversity 21

1.6 Empowerment of Lesbian and Gay People at the Macro Level 22

1.7 More Fallacies to Avoid When Using Critical Thinking 31

1.8 The History of Generalist Practice with Organizations and Communities in the Professional Context 36

CHAPTER 2: Using Micro Skills in the Macro Environment 43

Introduction 44

 Assertiveness 44

 Conflict 44

 Working with Supervisors 45

 Learning Objectives 45

Beginning Relationships in Macro Practice 45

A Review of Basic Micro Skills 46

Verbal and Nonverbal Behavior 47

 Eye Contact 47

 Attentive Listening 48

 Facial Expressions 50

 Body Positioning 50

 Multicultural Sensitivity and Nonverbal Behavior 51

Warmth, Empathy, and Genuineness 52

 Warmth 52

 Empathy 52

 Genuineness 55

Communicating with Other People in Macro Contexts 55

 Simple Encouragement 55

 Sensitivity to Cultural Differences 57

 Paraphrasing 57

 Reflective Responding 57

 Clarification 57

 Interpretation 58

 Providing Information 58

 Emphasizing People's Strengths 58

 Summarization 58

 Eliciting Information 59

 The Use of "Why?" 59

 Overlap of Techniques 60

Appropriate Assertiveness in the Macro Environment: Empowering Yourself and Others 60

Nonassertive, Assertive, and Aggressive Communication 61

 The Advantages of Assertiveness 67

 Assertiveness Training 67

 A Final Note on Assertiveness Training 68

Conflict and Its Resolution 68

 The Pros of Conflict 68

 The Cons of Conflict 69

 Personal Styles for Addressing Conflict 69

 Steps in Conflict Resolution 70

Working under Supervisors 75

 Administrative Functions of Supervisors 75

 Educational Functions of Supervisors 77

 Other Functions of Supervisors 77

 Using Supervision Effectively 78

 Problems in Supervision 79

Chapter Summary 84

Competency Notes 86

On the Internet 86

HIGHLIGHTS

2.1 Nonverbal Behavior, Communication, Empowerment, and People Who Have Physical Disabilities 53

2.2 Practicing Empathic Responses in Macro Practice Contexts 56

2.3 Each of Us Has Certain Assertive Rights 62

2.4 What Would You Do? 67

2.5 Workers' General Expectations of Supervisors: Keys to Empowerment 76

2.6 Games Supervisors and Supervisees Sometimes Play 80

2.7 What Would You Do? 82

CHAPTER 3: Group Skills for Organizational and Community Change 87

Introduction 88

 Learning Objectives 88

Leadership and Leadership Skills 88

 Identifying Targets for Change 89

 Capacity to Inspire 89

 Assertiveness 89

 Communication Skills 89

 Leading by Example 89

 Bringing New Perspectives 89

 Use of Self 90

 Understanding the Media 90

- Task Group Leadership Skills 90
- Managing Conflict 90
- Leadership and Administration 90
- Leadership and Power 90
- Networking 91**
 - Importance of Networking 91
 - Types of Networks 95
- Problems with Networks 96**
 - Worker Roles in Networking 98
- Working in and with Teams 98**
 - Characteristics of Effective Teams 99
- Planning and Conducting Meetings 102**
 - Plan Ahead 102
 - Clarify Purpose and Establish Objectives 102
 - Select Participants 103
 - Select a Time and Place 103
 - Prepare an Agenda 103
 - Start Meetings on Time 104
 - State Ending Time at the Start 104
 - Let People Know How Much of Your Time They Can Have 105
 - Keep the Group on Target 105
 - End the Meeting on Time 106
 - Plan for Follow-Up Meetings 106
- Parliamentary Procedure 106**
 - Advantages and Disadvantages of Parliamentary Procedure 108
 - Basic Parliamentary Concepts 108
 - Main Motions 109
- Managing Conflict 112**
 - Types of Conflict 114
 - Advanced Conflict Management: Guidelines and Strategies 116
 - Conflict Management by Indirect Means or Procedural Measures 120
- Chapter Summary 120**
- Competency Notes 122**
- On the Internet 123**
- HIGHLIGHTS**
 - 3.1 Networking in Action 91**
 - 3.2 Networking for Latchkey Kids 94**
 - 3.3 Worker Roles in Self-Help Groups 98**
 - 3.4 Example of an Agenda 104**
 - 3.5 Ending Meetings 107**
 - 3.6 Minutes of a Meeting 107**
 - 3.7 Common Parliamentary Definitions 109**
 - 3.8 Classes of Motions 110**
 - 3.9 Conflict in the Hospital 113**
 - 3.10 Steps in Managing Conflict 114**
- CHAPTER 4: Understanding Organizations 125**
- Introduction 125**
 - Learning Objectives 126
- Defining Organizations, Social Services, and Social Agencies 126**
 - Organizations 126
 - Social Services 127
 - Social Agencies 127
- Organizational Theories and Conceptual Frameworks 128**
 - Classical Organizational Theories 129
 - Neoclassical Organizational Theories 130
 - Human Relations Theories 131
 - Feminist Theories and Organizations 132
 - The Cultural Perspective 134
 - Political-Economy Theory 135
 - The Institutional Perspective 135
 - Contingency Theory 136
 - Culture-Quality Theories 136
 - Systems Theories 137
 - Which Organizational Theory Is Best? 137
- Social Agencies as Systems 137**
- Viewing Organizations from a Systems Perspective 141**
 - Resource Input 141
 - Process through Organizational Technology 141
 - Output 142
 - Outcomes 142
- The Nature of Organizations 142**
 - Agency Settings 142
 - Organizational Mission Statements 144
 - Organizational Goals 144
 - Organizational Culture 150
 - Organizational Structure 150
 - Power and Politics in Organizations 154
 - Centralized versus Decentralized Organizations 157
- The Macro Context of Organizations 158**
 - The Shifting Macro Environment and Shrinking Resources 158
 - Legitimation 158
 - Client Sources 161
- Social Work Organizations in National and International Contexts 161**
 - ACOSA 161
 - IASSW 164
 - IFSW 165
 - ICSW 165
- Methods of Management 165**
- Working in a Traditional Bureaucracy 166**
 - Value Discrepancies between Workers and "The System" 166
 - How to Survive in a Bureaucracy 167

Newer Approaches to Management and Worker Empowerment 169
 Constructing a Culture of Caring 169
 The Learning Organization 170
 Teamwork and Team Empowerment 171
 Managing Diversity 172

Specific Management Approaches 173
 Total Quality Management 173
 Servant Leadership 179

Common Problems Encountered in Organizations 180
 Impersonal Behavior 180
 Lack of Rewards and Recognition 180
 Agency Policy and Worker Discretion 181
 Traditions and Unwritten Rules 181

Looking Ahead 181

Chapter Summary 182

Competency Notes 184

On the Internet 184

HIGHLIGHTS

4.1 Faith-Based Social Services 146

4.2 Organizational Objectives Indicate How to Achieve Goals 148

4.3 Goal Displacement: Process Superseding Progress 149

4.4 Dynamics Contributing to Political Behavior in Agencies 155

4.5 Managed Care and Service Provision: Problems and Ethical Issues 159

4.6 Organizations in a Global Context: Helping Immigrants and Refugees 162

4.7 Orientation Conflicts between Helping Professionals and Bureaucracies 167

4.8 "Learning Disabilities" Working against Learning Organizations 171

4.9 The Seven Sins of Service 174

4.10 Empowerment of Clients on a Macro Level 177

CHAPTER 5: PREPARE—Decision Making For Organizational Change185

Introduction 186
 Learning Objectives 187

Change in Organizations 187
 Undertaking Specific Projects 188
 Initiating and Developing Programs 188
 Changing Agency Policies 190

Beginning the Change Process 193

The Process of Organizational Change 194

Step 1: PREPARE—Identify Problems to Address 196
 Substep 1: Decide to Seriously Evaluate the Potential for Macro Level Intervention 196

Substep 2: Define and Prioritize Problems 197
 Substep 3: Translate Problems into Needs 197
 Substep 4: Determine Which Need or Needs You Will Address 199

Step 2: PREPARE—Review Your Macro and Personal Reality 200
 Substep 1: Evaluate Macro Variables Working for or against You in the Macro Change Process 200
 Substep 2: Review Your Personal Reality—Strengths and Weaknesses That May Act for or against Successful Change Efforts 202

Step 3: PREPARE—Establish Primary Goals 204

Step 4: PREPARE—Identify Relevant People of Influence 205
 Rationales for Internal Advocacy 208

Step 5: PREPARE—Assess Potential Costs and Benefits to Clients and Agency 208

Step 6: PREPARE—Review Professional and Personal Risk 209
 Could I Lose My Job? 209
 Will My Career Path Be Affected? 210
 Will I Strain Interpersonal Relationships at Work? 210
 A Strengths Perspective on Risk 211

Step 7: PREPARE—Evaluate the Potential Success of a Macro Change Process 212
 Substep 1: Review the PREPARE Process and Weigh the Pros and Cons of Proceeding 212
 Substep 2: Identify Possible Macro Approaches to Use, Estimate Their Effectiveness, and Select the Most Appropriate One 213

Looking Ahead 213

Chapter Summary 213

Competency Notes 214

On the Internet 215

HIGHLIGHTS

5.1 A Word about Innovations 187

5.2 Case Example: "Hidden" Informal Policies 192

5.3 Leadership Styles of Decision Makers 207

5.4 Consider "Covert Operations" 211

5.5 Summary Outline of the PREPARE Process 214

CHAPTER 6: IMAGINE—How to Implement Macro Intervention: Changing Agency Policy217

Introduction 217
 Learning Objectives 217

The Planned Change Process and Organizational Change 218

IMAGINE: A Process for Organizational Change 218
 IMAGINE: Start with an Innovative Idea 219

IMAGINE: *Muster* Support and Formulate an Action System 220

IMAGINE: Identify *Assets* 225

IMAGINE: Specify *Goals*, Objectives, and Action Steps to Attain Them 226

IMAGINE: *Implement* the Plan 228

IMAGINE: *Neutralize* Opposition 228

IMAGINE: *Evaluate* Progress 233

Application of IMAGINE to Macro Intervention 234

 Changing Agency Policy 234

 Formal and Informal Agency Policies 234

 Types of Changes in Agency Policy 235

 Using IMAGINE to Change Agency Practice Procedures 235

 IMAGINE: Start with an Innovative *Idea* 240

 IMAGINE: *Muster* Support and Formulate an Action System 240

 IMAGINE: Identify *Assets* 241

 IMAGINE: Specify *Goals*, Objectives, and Action Steps to Attain Them 241

 IMAGINE: *Implement* the Plan 241

 IMAGINE: *Neutralize* Opposition 241

 IMAGINE: *Evaluate* Progress 241

Looking Ahead 242

Chapter Summary 242

Competency Notes 243

On the Internet 243

HIGHLIGHTS

6.1 A Word about Engagement 219

6.2 Memos versus E-mails 225

6.3 Being an Adversary and Pressuring 232

6.4 Using PREPARE and IMAGINE to Establish a Culturally Competent Empowering Organization 236

CHAPTER 7: IMAGINE—Project Implementation and Program Development245

Introduction 245

 Learning Objectives 245

Initiating and Implementing a Project 246

 IMAGINE: Start with an Innovative *Idea* 246

 IMAGINE: *Muster* Support 246

 IMAGINE: Identify *Assets* 249

 IMAGINE: Specify *Goals*, Objectives, and Action Steps to Attain Them 249

 IMAGINE: *Implement* the Plan 250

 IMAGINE: *Neutralize* Opposition 254

 IMAGINE: *Evaluate* Progress 255

Developing a Program 255

 IMAGINE: Start with an Innovative *Idea* 255

 IMAGINE: *Muster* Support 259

 IMAGINE: Identify *Assets* 262

 IMAGINE: Specify *Goals*, Objectives, and Action Steps to Attain Them 263

 IMAGINE: *Implement* the Plan 264

 IMAGINE: *Neutralize* Opposition 265

 IMAGINE: *Evaluate* Progress 266

Program Development: A Case Example 267

 IMAGINE: Start with an Innovative *Idea* 267

 IMAGINE: *Muster* Support 271

 IMAGINE: Identify *Assets* 271

 IMAGINE: Specify *Goals*, Objectives, and Action Steps to Attain Them 272

 IMAGINE: *Implement* the Plan 277

 IMAGINE: *Neutralize* Opposition 277

 IMAGINE: *Evaluate* Progress 277

Looking Ahead 277

Chapter Summary 278

Competency Notes 279

On the Internet 280

HIGHLIGHTS

7.1 Examples of Projects in Macro Practice 247

7.2 A Project Example: Substance Abuse Prevention for Puerto Rican Adolescents 256

7.3 Why Program Development Is Relevant to You 258

7.4 Ethical Questions and Critical Thinking about Public Assistance: Empowerment or Oppression for Women? 260

7.5 Program Development Ideas Are Endless 268

7.6 What Is Sexual Harassment? 270

CHAPTER 8: Understanding Neighborhoods and Communities281

Introduction 282

 Learning Objectives 283

The Role of Social Workers in Neighborhoods and Communities 283

Defining Community and Neighborhood 286

 Functions of Communities 287

 Types of Communities 288

Using the Systems Perspective 291

The Community as an Ecological and Social System 292

 Ecological Perspective 292

 Social Systems Perspective 293

 Social Structural Perspective 293

 Human Behavior Perspective 294

Additional Perspectives on the Community 294

 Competition 295

 Centralization 296

 Concentration 296

 Invasion 296

 Gentrification 296

Succession 296
 Concepts Characterize Real Life 297
Community Resource Systems 297
Demographic Development of Communities 299
 Urbanization and Suburbanization 299
 Gentrification 300
 Rural Communities 300
 Where Is the Best Place to Live? 302
Social Stratification 302
Community Economic Systems 303
Community Political Systems 305
 Formal Organizations and Informal Political Processes 305
Power in the Community 307
 Defining Power 307
 Types of Power 308
 Sources of Power 308
 Power and Conflict 309
Neighborhoods 309
 Functions of Neighborhoods 310
 Types of Neighborhoods 311
 Neighborhoods as Helping Networks 313
 Neighborhood Organizations 313
 Community and Neighborhood Resources 314
Putting It All Together: Assessing Communities and Neighborhoods 316
Chapter Summary 319
Competency Notes 321
On the Internet 321

HIGHLIGHTS

8.1 Examples of Two Communities 289
 8.2 Key Concepts for Understanding Communities 295
 8.3 Social Work in Rural Areas 302
 8.4 Governmental Activities in the Community 306
 8.5 Power at Work 307
 8.6 Goodbye to Geneva 311
 8.7 Two Effective Neighborhood Associations 315
 8.8 Neighborhood Organizations 315
 8.9 Neighborhood Resources 316
 8.10 A Model for Community Assessment 318
 8.11 KidsPlace 319

CHAPTER 9: Macro Practice in Communities323

Introduction 324
 Learning Objectives 324
Change in Communities 325
 Philosophical Perspective on Macro Practice: Pursuit of Social and Economic Justice 325

Philosophical Perspective on Macro Practice: Empowerment 327
Perspectives on the Community 329
 Approaches to Community Change 330
Beginning the Change Process 330
 Engagement in the Community 330
PREPARE: Assessing Potential for Community Change 331
 Step 1: PREPARE—Identify *Problems* to Address 331
 Step 2: PREPARE—Assess Your Macro and Personal *Reality* 336
 Step 3: PREPARE—*Establish* Primary Goals 340
 Step 4: PREPARE—Identify Relevant *People* of Influence 341
 Step 5: PREPARE—*Assess* Potential Financial Costs and Benefits 342
 Step 6: PREPARE—Review Professional and Personal *Risk* 343
 Step 7: PREPARE—*Evaluate* the Potential Success of a Macro Change Process 344
IMAGINE: A Process for Community Change 344
 IMAGINE: Start with an Innovative *Idea* 344
 IMAGINE: *Muster* Support and Formulate an Action System 345
 IMAGINE: Identify *Assets* 347
 IMAGINE: Specify *Goals*, Objectives, and Action Steps to Attain Them 347
 IMAGINE: *Implement* the Plan 348
 IMAGINE: *Neutralize* Opposition 349
 IMAGINE: *Evaluate* Progress 353

Chapter Summary 355

Competency Notes 356

On the Internet 357

HIGHLIGHTS

9.1 Community Change Activities 325
 9.2 Social Workers in the Community 326
 9.3 Empowering Clients' Participation in Decision Making 329
 9.4 Gang Graffiti 332
 9.5 Geri's Force Field Analysis 340
 9.6 Identifying People of Influence 341
 9.7 Gathering People of Influence 342
 9.8 Evaluating Potential Success 345
 9.9 An Innovative Idea 346
 9.10 Goal, Objectives, and Action Steps: Reducing Gang Activity 347
 9.11 Getting Things Done 348
 9.12 Goal, Objective, and Action Steps: Obtaining a Permanent Shelter 349

- Guidelines for Macro Level Advocacy 406
- Advocacy Tactics 407
- Legislative Advocacy 411**
 - Factors Affecting Legislative Advocacy 413
 - Steps in Legislative Advocacy 413
 - Other Political Activities 419
- Social Action 420**
 - Alinsky's Social Action Approach 420
 - Concerns about Social Action 422
 - Legal Action 422
 - Participatory Action Research 425
- Empowerment 426**
- Chapter Summary 426**
- Competency Notes 428**
- On the Internet 429**
- HIGHLIGHTS**
 - 11.1 Key Terms 395
 - 11.2 Advocacy Produces System Change 396
 - 11.3 Coordinated Social Action Efforts 396
 - 11.4 Caveats in Empowerment 397
 - 11.5 Advocacy for Change—Thinking Big about Child Care 405
 - 11.6 Advocacy in Action 409
 - 11.7 Embarrassing the Target 410
 - 11.8 A Petition Form 412
 - 11.9 Steps in the Legislative Process 414
 - 11.10 Communicating with Elected Officials 417
 - 11.11 Social Action on Behalf of the Homeless: Some Considerations 423

CHAPTER 12: Ethics and Ethical Dilemmas in Macro Practice431

- Introduction 432
 - Learning Objectives 432
- Professional Values and Ethics in Macro Contexts 432
- The NASW Code of Ethics 434
 - Social Workers' Ethical Responsibilities to Clients 435
 - Social Workers' Ethical Responsibilities to Colleagues 441
 - Social Workers' Ethical Responsibilities in Practice Settings 442
 - Social Workers' Ethical Responsibilities as Professionals 444
 - Social Workers' Ethical Responsibility to the Social Work Profession 447
 - Social Workers' Ethical Responsibilities to the Broader Society 448
- International Ethical Principles 449
 - Human Rights and Social Justice 449
 - What Can You Do? 450

- Personal Values 450
- Types of Ethical Issues Confronting Agency Practitioners 451
- Ethical Absolutism versus Ethical Relativism 451
- Ethical Dilemmas 453
 - Facing an Ethical Dilemma: Decision-Making Steps 453
- Ranking Ethical Principles 454
 - Reamer's Guide to Ethical Decision Making 454
 - Dolgoff, Loewenberg, and Harrington's "Ethical Principles Screen" 456
- Ethical Dilemmas in Macro Contexts 457
 - Distribution of Limited Resources 457
 - Community Support (or the Lack Thereof) for Service Provision 459
 - Relationships with Colleagues 461
 - Conforming to Agency Policy 467
 - Breaching Confidentiality in a Macro Context 469
 - Co-optation versus Cooperation 472
 - Conflict of Interest 472
 - Potential Harm to Participants 473
 - Stigmatization Tactics 473
 - Furthering Ethical Practice in Agency Settings 473

- Looking Ahead 474
- Chapter Summary 474
- Competency Notes 475
- On the Internet 475

HIGHLIGHTS

- 12.1 A Summary of the Ethical Standards in the NASW Code of Ethics 435
- 12.2 Ethical Boundaries and Spirituality 438
- 12.3 Combating Your Own Stereotypes and Prejudices 445
- 12.4 Whistle-Blowing 462
- 12.5 Negative Responsibility 466
- 12.6 Agency Policy and Ethics in a Multicultural Context 470

CHAPTER 13: Working with the Courts477

- Introduction 478
 - Learning Objectives 479
- Functions of Professional Terminology 479
- Important Legal Terms and Concepts 479
 - Laws 480
 - Criminal Law 480
 - Civil Law 480
 - Violations 480
 - Jurisdiction 481
 - Allegation 482
 - Court Process 482
 - Due Process 482
 - Stipulation 483
 - Burden of Proof 483

9.13 Implementing the Plan	350	Quality Assurance Reviews	376
9.14 Confronting a Bad Idea	351	Summary of Evaluation Designs	376
9.15 Bargaining and Negotiating	352	Stages in Evaluation	376
9.16 Evaluating Progress and a Follow-Up	355	Stage 1: Conceptualization and Goal Setting	377
CHAPTER 10: Evaluating Macro Practice359	Feedback Systems	378
Introduction	360	Stage 2: Measurement	378
Learning Objectives	360	Stage 3: Sampling	379
Overview of Evaluation	361	Systematic Random Sampling	380
Purposes of Program Evaluation: A Summary	362	Stratified Random Sampling	380
Key Concepts in Evaluation	362	Stage 4: Design	380
Control Group	362	Stage 5: Data Gathering	381
Experimental Group	362	Instruments, Tests, and Scales	381
Dependent Variable	362	Stage 6: Data Analysis	385
Independent Variable	362	Stage 7: Data Presentation	385
Sampling	362	Part 1: Introduction	386
Random Sample	362	Part 2: Literature Review	386
Experimental Design	363	Part 3: Methodology	386
Quasi-Experimental Designs	363	Part 4: Results	386
Baseline	363	Part 5: Discussion	386
Mean	364	Part 6: References and Appendices	387
Median	364	Summary of Data Presentation	388
Mode	365	Ethics and Values in Evaluation	388
Standard Deviation	365	Chapter Summary	389
Reliability	365	Competency Notes	391
Validity	365	On the Internet	392
Descriptive Statistics	365	HIGHLIGHTS	
Inferential Statistics	365	10.1 Guidelines for Planning an Evaluation	379
Outcome	366	10.2 Six Common Evaluation Designs	382
Outcome Measures	366	CHAPTER 11: Advocacy and Social Action	
Statistical Significance	367	with Populations-At-Risk393
Chi-Square Test	367	Introduction	394
Problems and Barriers in Program Evaluation	367	Learning Objectives	394
Failure to Plan for Evaluation	367	Defining Advocacy, Social Action, Empowerment, and	
Lack of Program Stability	368	Populations-at-Risk	394
Relationships between Evaluators and Practitioners	368	Defining Advocacy	395
When Evaluation Results Are Unclear	369	Defining Social Action	395
When Evaluation Results Are Not Accepted	369	Defining Empowerment	397
When Evaluation Is Not Worth the Effort	369	Defining Populations-at-Risk	397
Kinds of Evaluations	370	Populations-at-Risk	398
Formative (or Monitoring) Evaluations	370	Factors Contributing to Putting Populations	
Summative (or Impact) Evaluations	371	at Risk	398
Effectiveness and Efficiency Evaluations	371	Examples of Populations-at-Risk	399
Evaluation Approaches	372	Immigrants and Refugees	400
Quantitative Methods	372	The Role of Social Workers with	
Qualitative Methods	372	Populations-at-Risk	401
One-Group Post-Test Designs	372	Advocacy	402
Pre-Test/Post-Test Designs	373	The Values and Limitations of Advocacy	402
Client Satisfaction Surveys	373	Agency Commitment to Advocacy	403
Goal Attainment Scaling	373	Opportunities for Macro Level Advocacy	403
Target Problem Scaling	374	Concerns about the Use of Advocacy	405
Case Studies	375	Principles of Macro Level Advocacy	406
Group Comparisons	375		

Standards of Proof 483
 Evidence 483
 Witnesses 484
 Guardian *Ad Litem* 484
 Confidentiality and Privileged Communication 485
 Subpoenas 486

Differences between Courtroom Protocol and Social Work Practice 486
 Adversarial versus Conjoint Problem Solving 486
 Formal versus Informal Atmosphere 487
 Legal Due Process versus Client Rights 488
 Outcome: Determination of the Charge versus Rehabilitation 489

Presentation in Court 489
 Preparation for Testimony 489

Phases in the Adjudication Process 491
 Direct Examination of Witnesses 491
 Cross-Examination of Witnesses 498

Strategies in Cross-Examination 498
 Attacking Direct Examination Testimony 498
 Attacking Credentials 499
 Attacking You as a Person 499
 Attacking the Profession 500
 Other Confrontational Tactics 500
 Suggestions for Cross-Examination Testimony 500

Stages in the Juvenile Court Process 501

Developing Issues in Social Work and the Law 501

Chapter Summary 505

Competency Notes 507

On the Internet 507

HIGHLIGHTS

13.1 Legal Terminology in Your Area of Practice 480
 13.2 Court Is Like a Stage 487
 13.3 Summary: Your Role in Court 489
 13.4 A Court Petition 492
 13.5 Questions for Direct Examination 497
 13.6 Cross-Examination 499

CHAPTER 14: Developing and Managing Agency Resources509

Introduction 510
 Learning Objectives 511

Working with the Media 511
 General Guidelines for Using the Media 511
 Contacts with the Media 513
 Media Interviews 513
 Letters to the Editor and Editorials 513

Using Technology in Your Agency 515
 Understanding Computer Hardware 515
 Understanding the Software 515

Agency Software Usage 517
 Using the Internet 519
 General Observations about Computers 520
 Other Macro Uses of Technology 520

Fundraising 521
 Sources of Funds 522

Grants and Contracts 527

Finding Out about Grants and Contracts: Where Are They? 528
 Government Grants 530
 Foundation Grants 530
 Business and Corporate Grants 531

How to Apply for a Grant 532
 Pre-Application Phase 532
 Application Phase 532

Chapter Summary 549

Competency Notes 551

On the Internet 551

HIGHLIGHTS

14.1 The Media's Influence 512
 14.2 Example of a News Release 514
 14.3 Example of a Newspaper Editorial 515
 14.4 Management Information Systems 518
 14.5 Fundraising 522
 14.6 My First Grant 530
 14.7 Critical Topics Regarding Grant Applications 533
 14.8 Example of a Cover Page 536
 14.9 Example of a Summary or Abstract 537
 14.10 Example of a Problem Statement of a Grant Application 538
 14.11 Examples of Goals and Objectives 540
 14.12 Example of a Description of the Method 541
 14.13 Example of an Evaluation Section 543
 14.14 Example of a Bibliography 544
 14.15 Example of a Line-Item Budget 545
 14.16 Example of a Functional or Program Budget from a Peer Counselor and Drug Education Program 545
 14.17 Example of Allocating Time and Space Costs 546
 14.18 Example of a Budget Narrative 547

CHAPTER 15: Stress and Time Management ...553

Introduction 554
 Learning Objectives 554

Stress and Stress Management 554
 General Adaptation Syndrome 555
 Macro Context for Stress 556

Perceptions of Stress 556
Confronting Stress: Flight or Fight 558
Managing Your Stress 558
Managing Your Time 564
How Poor Time Management Causes
Stress 564
Styles of Dealing with Time 566
Time-Management Approaches 566
An Ending Thought 576
Chapter Summary 576
Competency Notes 576
On the Internet 577

HIGHLIGHTS

15.1 Time "Troublers" and Controllers 565
15.2 Time-Tracking 568
15.3 Planning Time-Management Goals 569
15.4 Prioritized Plan for "A Day in My Life" 570
15.5 Prioritized Plan for a Professional Workday 570
15.6 Self-Analysis of Procrastination 575

References579
Name Index597
Subject Index603

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**State of Wisconsin
Department of Safety & Professional Services**

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request: Dan Williams		2) Date When Request Submitted: 2/5/13 Items will be considered late if submitted after 4:30 p.m. and less than: <ul style="list-style-type: none"> ▪ 10 work days before the meeting for Medical Board ▪ 14 work days before the meeting for all others 	
3) Name of Board, Committee, Council, Sections: SOCIAL WORKER SECTION			
4) Meeting Date: 2/27/13	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? Kaplan request for approval of Human Service courses – Discussion and Consideration	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	8) Is an appearance before the Board being scheduled? If yes, who is appearing? <input type="checkbox"/> Yes by <input type="checkbox"/> No	9) Name of Case Advisor(s), if required: N/A	
10) Describe the issue and action that should be addressed: February 8, 2013 Mr. Aaron Knautz Licensing Exam Specialist Department of Safety and Professional Services Dear Mr. Knautz, I am writing to seek approval for our Human Services curriculum to be eligible to meet the educational requirements of your Social Worker Training Certificate. At KU, we provide students with in-depth practical human services knowledge as well as solid foundation in developmental theory. We are members of the Council for Standards in Human Services Education and our curriculum closely follows their suggested guidelines. Upon graduation from our program and after they have completed their required work or volunteer hours in the field, our students are granted the permission to sit for the Human Services Board Certified Practitioner Exam. Our curriculum is closely assessed and monitored according to students meeting the course and program outcomes. I have attached a copy of the course descriptions and course outcomes for all of our Human Service courses. Please let me know if you need any additional information. Thank you. Sara Sander, PhD Dean, School of Arts and Sciences Kaplan University 309-798-6792			

Course Descriptions:

HN 115: Human Services Program and Profession

Course Description:

The course introduces students to the human services field and the Kaplan University human services degree programs. The field of study, skill sets, and the various human service agencies and diverse populations encountered in the field will be discussed. Students will research the human services degree and class offerings along with their professional and personal goals in order to map out their specific degree plan and career goals.

Course Outcomes:

HN115-1: Identify key social issues that contribute to the need for human services.

HN115-2: Describe the needs of the various populations served in the human services profession.

HN115-3: Explain the role of the human service professional in serving clients' needs.

HN115-4: Apply basic knowledge of the human services field to program and professional goals.

HN 144: Human Behavior and the Social Environment

Course Description:

Working as a human service professional demands an understanding of the differences and similarities in human development. This course will focus on the basic systems or influences that help to define identity and explain behavior. Students will examine how family structures, institutions, organizations and communities contribute to the complex issues facing diverse populations in the twenty-first century. Students will examine ways to incorporate these theories to help them develop practical intervention skills.

Course Outcomes:

HN144-1: Discuss human behavior from various theoretical approaches

HN 144-2: Analyze the relationship between the environment and behavior

HN 144-3: Explain how human service professionals and clients influence each other's behavior

HN 200: Social Problems

Course Description:

This course exposes students to a broad array of social problems that affect the lives of many Americans. Students will gain insights and tools to analyze social problems, potential solutions, and the effects of these problems on individuals and society. Students will also reflect on their role as change agents for the clients with whom they work.

Course Outcomes:

Upon successful completion of this course, students will be able to:

HN200-1: Explain the role of the human services professional in solving social problems

HN200-2: Identify the influence of social problems on individuals and society

HN200-3: Analyze social problems using multiple perspectives

HN 205: Applied Skills for Human Services

Course Description:

Students will gain an understanding of the basic interviewing skills and documentation techniques required of a human service worker. Students will learn how to respond to a variety of situations involving clients with different needs and backgrounds; ask probing questions to elicit the required information; and document the client's needs correctly, considering confidentiality, legal and ethical implications. The course also addresses a number of other issues critical in human services such as problem solving, avoiding self-disclosure, and cultural sensitivity in verbal and non-verbal communications

Course Outcomes:

Upon successful completion of this course, students will be able to:

HN205-1: Describe appropriate interventions based on client needs

HN205-2: Apply interviewing skills to collect information from clients

HN205-3: Explain the legal and ethical requirements of professional human service practice

HN 220: Prevention and Crisis Intervention

Course Description:

Students will learn appropriate and ethical prevention and intervention strategies. Using case studies and scenarios, students will identify risk factors that contribute to crises and distinguish between intervention and prevention strategies. Particular attention is given to crises involving youth, families, and the elderly in a variety of settings.

Course Outcomes:

Upon successful completion of the course, the student will be able to:

HN220- 1: Differentiate risk factors that contribute to crisis situations in a global society

HN220- 2: Apply ethical prevention and intervention strategies to crisis situations

HN 299: Associate's Capstone in Human Services

Course Description:

This capstone course is the culminating experience for the Associate of Applied Science in Human Services. This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program.

Course Outcomes: By the end of this course, you should be able to:

HN299-1: Demonstrate foundational knowledge of the theoretical bases, best practices, historical and current trends related to the Human Services profession.

HN299-2: Demonstrate an understanding of the application of theory and skills to identify, plan, implement, and evaluate interventions involving client needs and delivery systems in the Human Services profession.

HN299-3: Use the professional, ethical, and legal values, standards inform the Human Services profession.

HN299-4: Use information and skills appropriate to the management and support of Human Services delivery.

HN299-5: Demonstrate an understanding of the importance of culture, gender, diversity, and global perspectives in the delivery of Human Services.

HN 300: Human Services and Social Policy

Course Description:

Students will explore the relationships between social policies, government and the services provided by human service agencies. They will also analyze these relationships and their influence on service delivery. Students will gain an understanding of the history of social policies that have influenced ethical interventions with diverse populations.

Course Outcomes: Upon successful completion of this course, students will be able to:

HN300-1: Analyze the effects of public policy on human services

HN300-2: Analyze the relationship among social policies, government and the ethical delivery of human services in a global society

HN300-3: Explain the historical influence of social policy on ethical interventions

HN 330: Case Management

Course Description:

Students will learn the importance of time management and how to prioritize and organize data, skills critical for working effectively with human services clients. Through the use of case studies, students will assess client needs and determine the types of data necessary to ensure the ethical delivery of services. Students will practice essential interviewing skills and explore best practices in recording data from these interviews.

Course Outcomes:

Upon successful completion of this course, students will be able to:

HN330-1: Apply effective case management skills to deliver ethical services

HN330-2: Summarize effective interviewing skills for diverse populations in a global society

HN330-3: Assess client needs to determine the delivery of ethical services

HN 345: Public Relations in Not for Profit Organizations

Course Description:

Students will acquire the skills administrators use to develop successful relationships with the community and media. They will develop effective public relations strategies for not for profit organizations. This will include distinguishing between audiences and tailoring the strategies appropriately. Students will also analyze the influence of the media on providing ethical services to clients.

Course Outcomes: By the end of this course, you should be able to:

HN345-1: Integrate ethical public relations strategies that benefit human services agencies.

HN345-2: Analyze the impact of public relations on the delivery of ethical services.

HN 347: Public Personnel Administration

Course Description:

Students will examine the complexities of public personnel issues faced by human services administrators. Through the use of case studies and activities, students will differentiate between the issues affecting the public and private sectors. Students will also create solutions to these issues.

Course Outcomes:

HN347-1: Analyze current issues in public personnel

HN347- 2: Generate solutions to public personnel issues in accordance with ethical and professional standards

HN 360: The Aging Population and Society

Course Description:

This course will focus on the fastest-growing population in the United States. Students will examine research in the field of gerontology and analyze the effects on society of serving the aging population. Topics include the healthcare system, the economy, legislation and social action, and the media's influence on society's perception of the elderly. Students will analyze the current issues that have shaped ethical interventions for the elderly in a global society.

Course Outcomes:

HN360- 1: Analyze research focused on the elderly in contemporary society

HN360- 2: Examine the effects of ageism on the elderly population

HN360- 3: Create ethical interventions to serve the elderly

HN 365: Psychology of Aging

Course Description:

This course focuses on developmental research about the psychological characteristics of aging. Students will explore common perceptions and misconceptions about development in later life as well as the social and biological factors that contribute to the maturation of the aging person. Students will evaluate psychological theories that will aid them in developing ethical interventions.

Course Outcomes:

Upon successful completion of this course, students will be able to:

HN365-1: Explain the stages of development in later life based on available theory and research

HN365-2: Analyze perceptions and misconceptions of the elderly

HN365-3: Develop ethical interventions appropriate to the elderly

HN 370: Child Welfare and Family

Course Description

This course will assist students who will be working with children and their families in a human services setting. Students will examine how the family functions as a system and they will use this information to develop proper communication techniques and intervention skills for working with children and families. Students will design a list of resources and materials that will assist human service workers that choose to work with this population.

Course Outcomes:

Upon successful completion of this course, students will be able to:

HN370-1: Analyze the social problems specific to children and families throughout the world

HN370-2: Evaluate the intervention resources available to children and families

HN370-3: Create ethical interventions to serve children and families

HN 377: Studies in Child and Adolescent Development

Course Description: This course explores the various aspects of child and adolescent development, including the psychological, social, emotional, cognitive and biological changes specific to these age groups. Students will identify milestones of development, typical and atypical behavior, and the interrelationship between the person, family and community. Using real-world scenarios, students will design ethical interventions based on the theoretical understanding of this population.

Course Outcomes: Upon successful completion of this course, students will be able to:

HN377-1: Examine the developmental stages of children and adolescents

HN377-2: Evaluate developmental milestones of behavior based on psychological theories

HN 377-3: Design ethical interventions to serve children and adolescents

HN 400: Proposal Designs for Human Services

Course Description

Students will be introduced to a variety of proposal models used in human services. They will research potential funding opportunities that meet predetermined criteria. Students will analyze existing proposals and design a proposal with a focus specific to human services delivery programs.

Course Outcomes: By the end of this course, you should be able to:

HN400-1: Research funding opportunities

HN400-2: Design a proposal specific to a human services delivery program

HN400-3: Analyze existing funding proposals

HN 410: Human Service Delivery

Course Description

This course focuses on a strategic approach to planning and evaluating the services delivered to clients. Topics will include the systems and practices found in human service agencies. Students will learn the skills and knowledge necessary to interpret the data they collect. Using real-world scenarios, students will design and evaluate ethical interventions for clients.

Course Outcomes: By the end of this course, you should be able to:

HN410-1: Identify data necessary for human services delivery.

HN410-2: Analyze data that informs the development of human services delivery.

HN410-3: Design ethical evaluations and interventions based on data analysis.

HN 420: Social and Healthcare Issues in Aging

Course Description:

This course explores the effects of aging on the elderly population's social, emotional, and physical health. Students will examine the influences of health, nutrition, and social relationships on adults in the later stages of life. Topics will include retirement, housing and transportation, leisure and recreation, family life, social support, elder abuse, bereavement, and death and dying. Using real-world scenarios, students will develop solutions to some of the dilemmas faced by this growing population.

Course Outcomes:

HN420-1: Examine the physiological effects of aging on the elderly

HN420-2: Evaluate the factors that contribute to the quality of life for the elderly

HN420-3: Create ethical solutions to serve the social needs of the elderly

HN 430: Advocacy for Families and Youth

Course Description:

Very often, human services professionals are called upon to be advocates for children and families in need. Advocates must know how to help others that cannot, for one reason or another, help themselves. In this course, students will be introduced to the roles and skills necessary to intervene on behalf of children and families as a human service professional. Students will analyze the influence of biological, social, economic and cultural forces on children and their families. As a result, students will design ethical interventions that will aid them in their role as an advocate for those in need.

Course Outcomes:

HN430-1: Evaluate the role of the child family advocate

HN430-2: Analyze the various influences on children and families in a global society.

HN430-3: Design ethical interventions for children and families

HN 450: Legal and Ethical Issues in Human Services

Course Description:

Students will distinguish between the legal and ethical issues faced by the human service worker in a global society. Through activities and case studies, students will create solutions that adhere to legal and ethical guidelines in human services. The solutions will align with issues found in the administration, gerontology or child and family welfare emphasis area.

Course Outcomes:

HN450-1: Evaluate the legal issues that influence the work of human service professionals

HN 450-2: Evaluate the ethical issues that influence the work of human services professionals

HN450-3: Generate legal and ethical solutions to issues particular to administration, gerontology or child and family welfare

HN 499: Bachelor's Capstone for Human Services

Course Description

This capstone course is the culminating experience for the Bachelor's of Science in Human Services. This course builds on the concepts of all the courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program.

Course Outcomes:

HN499-1 Demonstrate foundational knowledge of the theoretical bases, best practices, historical and current trends related to the Human Services profession

HN499-2 Apply theory and skills to identify, plan, implement, and evaluate interventions involving client needs and delivery systems in the Human Services profession

HN499-3 Use the professional, ethical, and legal values, standards and practices of the Human Services profession

HN499-4 Apply the information and skills necessary to manage and deliver Human Services

HN499-5 Demonstrate an understanding of the importance of culture, gender, diversity, and global perspectives in the delivery of Human Services

**State of Wisconsin
Department of Safety & Professional Services**

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request: Dan Williams		2) Date When Request Submitted: 5/12/13 Items will be considered late if submitted after 4:30 p.m. and less than: <ul style="list-style-type: none"> ▪ 10 work days before the meeting for Medical Board ▪ 14 work days before the meeting for all others 	
3) Name of Board, Committee, Council, Sections: SOCIAL WORKER SECTION			
4) Meeting Date: 2/27/13	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? ASWB information – Discussion and Consideration	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	8) Is an appearance before the Board being scheduled? If yes, who is appearing? <input type="checkbox"/> Yes by <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required: N/A	
10) Describe the issue and action that should be addressed: <p>From: J Hoffman [mailto:JHoffman@aswb.org] Sent: Monday, January 07, 2013 3:55 PM To: J Hoffman Subject: 2013 Board Member Training</p> <p>Greetings and Happy New Year!</p> <p>2013 seems to have snuck up rather quickly. Attached please find both the formal invitation letter for 2013, along with a registration form. Online registration should be available on our website www.aswb.org by tomorrow with any luck. As a reminder, ASWB will pay all travel expenses for up to three attendees from each member board in good standing per calendar year. The current ASWB Travel Policy is included as a reminder of the expenses covered by ASWB.</p> <p>The overall meeting calendar for 2013 is also included. Because the Spring Meeting is being held a bit earlier than usual - from April 11-14 in Austin, Texas - please be on the lookout for details about that meeting around the third week of January.</p> <p>As always if you have any problems opening any of the documents or you would prefer to have the documents either faxed or sent via snail mail just let me know by email to jhoffman@aswb.org or by phone at 800-225-6880 x3007.</p> <p>I hope to see many of you or at least representatives from your board before the year is over.</p> <p>Thanks, Jennifer</p> <p>Jennifer Hoffman Convention & Meetings Manager Association of Social Work Boards 400 Southridge Parkway Ste B Culpeper, VA 22701 800-225-6880 Ext. 3007 Fax: 540-829-0562</p>			

11)	Authorization
<div style="display: flex; justify-content: space-between; padding: 5px;"> Signature of person making this request Date </div>	
<div style="display: flex; justify-content: space-between; padding: 5px;"> Supervisor (if required) Date </div>	
<div style="display: flex; justify-content: space-between; padding: 5px;"> Executive Director signature (indicates approval to add post agenda deadline item to agenda) Date </div>	
<p>Directions for including supporting documents:</p> <ol style="list-style-type: none"> 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Board Services Bureau Director. 3. If necessary, Provide original documents needing Board Chairperson signature to the Executive Assistant prior to the start of a meeting. 	



Board of Directors

President

Patricia Heard, MSW, MBA, LCSW
North Carolina

President-Elect

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Texas

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Québec

Executive Director

Mary Jo Monahan, LCSW

To: Board Administrators, Chairs, Executive Directors, and Staff

From: Richard Silver, SW, Lawyer
Chair, Board Member Training

Date: January 7, 2013

Re: Board Member Training 2013

Board Member Training will be offered in three sessions in 2013.

1. March 1-3, 2013, Crystal City Marriott, Arlington, VA
2. July 12-14, 2013, Crystal City Marriott, Arlington, VA
3. August 23-25, 2013, Hôtel de l'Institut, Montréal, QC

Space and funds are limited so we must go by a "first-come-first-served" policy. Priority will be given to new board members from jurisdictions that have not sent a member to a recent training.

The association will pay all expenses for one board member per jurisdiction, per meeting. If you have more than one board member you would like to send to one of the sessions, please include a list of additional candidates and their preferred training date. If there is space for additional participants, ASWB Convention & Meetings Manager Jennifer Hoffman will contact you. Funding for additional participants will be determined on a meeting-by-meeting basis.

Topics to be covered during the training include the role and responsibilities of board members, the licensure examinations, political realities of boards, adjudication/discipline/enforcement, and other current regulatory issues.

Please complete and mail/fax the enclosed registration form to the association office to reserve a space at least 60 days in advance of the preferred session date. The registration form is also available online at www.aswb.org under the Meetings section of the website. After the participants are determined, they will be mailed additional information about the training session. In the meantime, please feel free to contact Jennifer Hoffman at the association office at 800-225-6880 Ext. 3007 or by email at jhoffman@aswb.org if you have questions.

RS:jah

Enclosures: Board Member Training registration form, ASWB Meetings Policy, and ASWB Future Meetings

FUTURE ASWB MEETINGS

Please mark your calendars with the following dates:

Board Member Trainings

March 1-3, 2013	Crystal City Marriott	Arlington, VA
July 12-14, 2013	Crystal City Marriott	Arlington, VA
August 23-25, 2013	Hôtel de l'Institut	Montréal, QC

Spring Education Meeting

April 11-14, 2013	Omni Austin Hotel Downtown	Austin, TX
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Annual Meeting

November 7-9, 2013	Loews Vanderbilt Hotel Nashville	Nashville, TN
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**BOARD MEMBER TRAINING
2013
REGISTRATION FORM**

NAME: _____ CELL: _____
COMPANY _____ OFFICE: _____
MAILING _____ HOME: _____
ADDRESS: _____ FAX: _____
_____ E-MAIL: _____

NAME AND ADDRESS OF REGULATORY BOARD:

Please check all that apply:

- Board Member ()
- Public Member ()
- Board Chair ()
- Board Staff Member ()

Date of Initial Appointment: _____

Expiration Date of Current Term: _____

First term () Second term () (check one)

Number of Board Meetings Attended: _____

PREFERRED DATES OF TRAINING: indicate first, second and third choice:

March 1-3, 2013 (____) July 12-14, 2013 (____) August 23-25, 2013 (____)

Please indicate if there are any topics or areas that you wish to have covered during this training period:

**Mail or Fax the completed form to
ASWB
400 Southridge Parkway Ste B
Culpeper, VA 22701
Fax: (540) 829-0562**

**At least 60 days before preferred training session
(Training spots are assigned on a first-come-first-served basis so register early.)**

III. Policies - Meetings and Travel

3.5 TRAVEL ARRANGEMENTS AND EXPENSES

INTRODUCTION:

The association is committed to providing for travel expenses incurred while conducting association business. This includes attending association meetings and representing the association at other functions.

This travel policy shall apply to the Board of Directors, members of association committees and task forces, and association staff. It does not apply to the funding of delegates to attend the fall business meeting. (see policy 3.2, "Funding of Annual Meeting Participants")

POLICY:

1. Members of the Board of Directors, committees, and association staff will be reimbursed for travel expenses while traveling on association business.
2. All travel must be cleared through the association office if the association is to be billed for the expenses, or is expected to reimburse the expenses.
3. When arranging for association meetings, hotel accommodations shall be made using blocks of rooms for group rates. When travel is for other approved purposes, individual hotel accommodations must be made at the most reasonable rate, either through the association office, or with the approval of the association office. Additional persons sharing the traveler's room are the responsibility of the traveler.
4. Any costs incurred by additional persons accompanying a funded participant are the responsibility of the person being funded. These costs include any meals taken in the hotel with the exception of opening dinners at the Annual Meeting or Spring Education Meeting, for which ASWB will fully fund all attendees and their guests. Attendees who wish to bring a guest to any other meals sponsored by ASWB must notify ASWB of this intent at least two weeks before the event. The cost of this meal will be billed to the attendee.
5. Reimbursement will be made for room and taxes. Incidental expenses such as in-room movies, mini bar charges, laundry, or cleaning services will not be reimbursed. Hotel receipts must accompany any request for reimbursement.

6. Travelers are expected to take the least expensive flight available, within reason. In order to get the most economical rates, all airline tickets should be purchased at the earliest possible time, but in all cases no less than 30 days in advance of previously scheduled meetings. Tickets may be purchased through the travel service selected by the association, and charged to the association's corporate account. Travelers may make their own arrangements, especially if they are able to get a lower fare. In these situations, they must send confirmation of their flight arrangements to the meeting planner at the association office. Tickets that will be purchased less than 21 days before the start date of travel are subject to prior approval by ASWB.
7. The association will reimburse up to the standard cost for one piece of checked luggage per flight, accompanied by receipt.
8. A person who wishes to cancel travel for which ASWB purchased an airline ticket must contact the ASWB association office before cancellation.
9. Volunteers are expected to reserve electronic tickets when available. If a volunteer prefers a paper ticket when an electronic ticket is available, the volunteer will be responsible for any additional fees administered by the airline or travel agency for the issuance of paper tickets.
10. If automobile transportation is used instead of air or rail transportation, reimbursement will be at the current federal government rate for mileage, up to the cost of the lowest round trip airfare.
11. If ground transportation is furnished through the hotel, it must be used for transportation to and from the airport and, if available, for any ground transportation in the area. If such services are not available, ground transportation to and from the airport will be reimbursed at the current federal government rate. Receipts must accompany any request for reimbursement.
12. Because it is usually the least expensive mode of transportation, it is expected that airport shuttle services will be used. Taxi service may be used if shuttle service is not available, or if there is no difference in cost. If more than one person is to be traveling at the same time, it may be less expensive to share the cost of a taxi.
13. Automobile rental is reimbursable only if such expense is approximately equal to or less than public transportation charges for the entire travel period. This may be the least expensive alternative when the automobile is to be shared by a number of people. To be reimbursable, rentals must be preapproved by the association office. Whenever possible, rental cars should be returned with a full tank of gas.

14. In cases where an attendee is renting a vehicle for personal use, the cost of the cheapest round-trip ground transportation will be reimbursed by the association with proof of the rental purchase. Hotel parking charges for rental cars will be reimbursed only if the rental car is being entirely financed by the association.
15. Mileage at the Federal government reimbursement rate will be paid to and from home and the airport or other mass transit point of departure. Parking expenses for the days of association business trips will be reimbursed. Receipts must accompany any request for reimbursement.
16. Three meals per day will be provided or reimbursed, when accompanied by receipts, up to \$75 per day for the duration of the meeting. The cost of food should be kept comparable to what meal expenses would be if the costs were personal. In cases where some meals are provided by the association through the hotel where a meeting is being held, the following guidelines for additional necessary meal expenditures apply: Breakfast, \$10; lunch, \$20; and dinner, \$45. Receipts are required for reimbursement. For those attendees who choose to extend their stay on either side of the meeting, the meal allowance will only apply on the official travel days as designated by the association office.
17. Reasonable tips for luggage service, transportation providers, food servers, etc., are reimbursable when itemized. Reimbursement is not provided for maid service tips.
18. The association will not reimburse or directly pay participants for any special activities that may take place during a meeting, such as sightseeing tours.
19. If daily Internet access charges are made by the hotel, they will be reimbursed. Receipts are required if the charge does not appear on the hotel bill.
20. Requests for reimbursement of telephone calls made on association business must be accompanied by an itemized listing of the purpose of the call, the time of the call, the persons involved, and the contact points.
21. Request for reimbursement must be accompanied by an ASWB Request for Reimbursement of Travel Expenses form. Receipts for hotel, ground transportation, rental cars, parking, and meals must be provided, or the expenses may not be reimbursed.
22. Requests for reimbursement should be made as soon as possible, but in all cases within 30 days of the time when the expenses were incurred.

Reimbursement will not be made for requests received after the close of the fiscal year for expenses incurred during that fiscal year.

23. Reimbursement will be made by the association as soon as possible, but in all cases within 30 days after the request is received.
24. Corporate credit cards shall be obtained for members of the Board of Directors, the Examination Committee chairperson, the executive director, and staff as designated by the executive director. Receipts documenting credit card charges must be submitted to the association office.
25. Such charge cards shall be used exclusively for association business, and should be used as though the expense would have to be justified on a voucher for reimbursement. If a cardholder must make a personal charge on an association card, the association must be reimbursed within seven days. A written explanation must be submitted with the reimbursement. All individuals issued a charge card, phone card, or other association resource must sign a statement of compliance regarding the responsible use of the resources.
26. Credit cards will be returned to the association office immediately at the end of service on the Examination Committee or Board of Directors, or in the case of staff, at the request of the Executive Director or immediately at the end of employment with ASWB.
27. When renting vehicles in the course of association business, volunteers should remember that they are covered only by liability insurance. Volunteers should purchase collision and damage insurance offered by the rental car agency to protect them and their own personal auto insurance. Members of the Board of Directors and other ASWB card holders do not need to take additional insurance, provided they use the corporate credit card issued to them by the association to pay for the rental.

Confirmed by the Executive Committee April 1995, revised October 1995. Revised by the Board of Directors, September 1998, April 2002, May 2003, October 2004, April 2005, February 2007, August 2007, August 2010, January 2011.

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**State of Wisconsin
Department of Safety and Professional Services**

AGENDA REQUEST FORM

Name and Title of Person Submitting the Request: Dan Williams		Date When Request Submitted: 2/7/13	
		Items will be considered late if submitted after 5 p.m. and less than: ▪ 10 work days before the meeting for Medical Board ▪ 14 work days before meeting for all other boards	
Name of Board, Committee, Council: SOCIAL WORKER SECTION			
Board Meeting Date: 2/27/13	Attachments: <input type="checkbox"/> Yes <input type="checkbox"/> No	How should the item be titled on the agenda page Scope to amend MPSW 2 and 3 as it relates to licensure - Discussion and consideration	
Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	Is an appearance before the Board being scheduled? <input type="checkbox"/> Yes <input type="checkbox"/> No	Name of Case Advisor(s), if required:	
Describe the issue and action the Board should address: See attached Scope.			
If this is a "Late Add" provide a justification utilizing the Agenda Request Policy:			
<u>Directions for including supporting documents:</u> 1. This form should be attached to any documents submitted to the agenda. 2. Documents submitted to the agenda must be single-sided. 3. Only copies of the original document will be accepted. 4. Provide original documents needing Board Chairperson signature to the Bureau Director or Program Assistant prior to the start of a meeting.			
Authorization:			
Signature of person making this request		Date	
Supervisor signature (if required)		Date	
Bureau Director signature (indicates approval to add late items to agenda)		Date	

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**State of Wisconsin
Department of Safety & Professional Services**

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request: Dan Williams		2) Date When Request Submitted: 2/8/13 Items will be considered late if submitted after 4:30 p.m. and less than: <ul style="list-style-type: none"> ▪ 10 work days before the meeting for Medical Board ▪ 14 work days before the meeting for all others 	
3) Name of Board, Committee, Council, Sections: SOC Section, Marriage and Family Therapy, Professional Counseling, and Social Work Examining Board			
4) Meeting Date: 2/27/13	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? Discussion and Consideration of Executive Order 61	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	8) Is an appearance before the Board being scheduled? If yes, who is appearing? <input type="checkbox"/> Yes by <input type="checkbox"/> No	9) Name of Case Advisor(s), if required: N/A	
10) Describe the issue and action that should be addressed: Section Discussion and Consideration of Executive Order 61.			
11) Authorization			
Signature of person making this request		Date	
Supervisor (if required)		Date	
Executive Director signature (indicates approval to add post agenda deadline item to agenda)		Date	
Directions for including supporting documents: 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Board Services Bureau Director. 3. If necessary, Provide original documents needing Board Chairperson signature to the Executive Assistant prior to the start of a meeting.			



EXECUTIVE ORDER # 61

Relating to Job Creation and Small Business Expansion

WHEREAS, creating jobs and growing our state's economy is dependent on a vibrant small business sector; and

WHEREAS, small businesses have generated 64% of net new jobs over the past fifteen years and employ over half of all private sector employees; and

WHEREAS, according to recent U.S. Census data, 86% of Wisconsin business employ fewer than 20 workers, and 74% have ten workers or less; and

WHEREAS, small businesses spend 80% more per worker than large employers to comply with government regulations and, according to a recent National Federation of Independent Business survey of Wisconsin employers, 91% said it was impossible to know about, comply with, and understand all of government's regulations; and

WHEREAS, according to the U.S. Small Business Administration, complying with government regulations costs small businesses \$10,585 per worker, which discourages investment and hiring by small businesses; and

WHEREAS, government regulations are regularly cited as one of the top three concerns for small business growth, according to NFIB's Small Business Optimism Index; and

WHEREAS, 2011 Wisconsin Act 46 strengthened Wisconsin's Small Business Regulatory Review Board (Board) empowering small business owners and giving them the ability to judge the economic impact of government regulation; and

WHEREAS, 2011 Wisconsin Act 46 requires state agencies to submit any rule with an economic impact to the Board for review and allows the Board to suggest changes to the agency that will improve compliance and reduce the rule's burden on small businesses; and

WHEREAS, pursuant to Wis. Stat. § 227.30, the Board has the authority to review rules and guidelines of any agency to determine whether any of those rules or guidelines place an unnecessary burden on the ability of small businesses to conduct their affairs; and

WHEREAS, state agencies and the Board should not only be reviewing new rules but collaborating to reform existing rules that hinder job creation and small business expansion and that this effort would help further the state's goal of creating 250,000 jobs by 2015.

NOW THEREFORE, I, SCOTT WALKER, Governor of the State of Wisconsin, by the authority vested in me by the Constitution and laws of this State, specifically Wis. Stat. § 227.10(2m), do hereby:

1. Require all state agencies to review 2011 Wisconsin Act 46 to ensure they are in compliance, ready to assist small business owners, and properly submitting any proposed rules with an economic impact to the Board;
2. Require all state agencies to cooperate with the Board to identify existing rules hindering job creation and small business growth;

3. Require all state agencies to work with the Board to recommend changes to these rules that will both reduce their burden on job creators while continuing to comply with the intent of the statutes that created them;
4. Require all state agencies to work with the Board to identify strategies that will increase compliance with existing rules;
5. Request that the Board engage small business owners and their representative organizations to gather input on any rules hindering job growth;
6. Request that the Board provide a report and analysis of these rules, in a manner similar to Wis. Stat. § 227.30(1), to the Governor's Office of Regulatory Compliance and the agency with the authority to amend the rules, which details the rules they have identified for modification.



IN TESTIMONY WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Wisconsin to be affixed. Done in the City of Eau Claire this twenty-second day of February, in the year two thousand twelve.


SCOTT WALKER
Governor

By the Governor:


DOUGLAS LA FOLLETTE
Secretary of State

110 Richland Lane
Madison, WI 53705

January 11, 2013

Governor Scott Walker
115 East Capitol
Madison, WI 53702

Dear Governor Walker:

In response to Executive Order 61, the Department of Safety and Professional Services has requested that the regulatory boards housed within the agency review administrative rules to review existing rules and identify provisions that could reduce the impact of the rule on small businesses. On behalf of the Social Work Section of the Marriage and Family Therapy, Professional Counseling, and Social Work Examining Board, I would like to formally respond to this request.

The Social Work Section supports re-examining administrative rules to look for efficiencies and to minimize the impact of those rules on social work credential holders, small businesses, and agencies that provide critical social work services to the citizens of this state, as long as the rules continue to serve the primary goal of protecting the public. In 2011, the Section completed significant revisions to the rules around the Social Work Training Certificate. These changes clarified the requirements and should reduce potential delays for applicants and assist employers in making hiring decisions. The Joint Marriage and Family Therapy, Professional Counseling, and Social Work Examining Board has recently begun a process to review and streamline continuing education requirements. The Social Work Section applauds the Administration's stated purpose of creating an improved climate for social work businesses and services in this state, and I would like to thank you for your efforts in this area.

However, any that the Section could make to the rules directly under its authority will have a **minimal** impact on the small business climate for social workers or other businesses in this state. The overall burden of credentialing is negligible, and the benefits of certification and licensure are extremely important to consumers, social workers, and the business climate in the profession.

With this in mind, the Social Work Section has identified an area where State policy can potentially have an extremely significant impact on the health of small business in Wisconsin (both social work businesses and businesses in general). Due to a 2012 ruling by the U.S. Supreme Court, states have the ability to determine whether or not to participate in the expansion of the Medicaid program authorized under the Affordable Care Act. I believe that your administration has not yet indicated whether or not Wisconsin will participate in this expansion. The Social Work Section strongly supports expansion of Medicaid services under the ACA, and we ask that you include expanded Medicaid services in your next budget.

No other action by the State of Wisconsin could possibly have as profound an impact on the viability of small businesses in the Social Work profession as the expansion of Medicaid. There are hundreds of thousands of residents of this state who currently are unable to access social work mental health services due to lack of health insurance. Other residents cannot afford the insurance they have been offered by

employers (particularly those that work part time). Many of the residents in this situation are precisely the residents who could most benefit from social work services – these are often persons who are unable to maintain employment because of addiction, mental health issues, or disabilities. Social work services can assist these persons in meeting these challenges.

A healthier workforce is a more productive workforce. Assisting persons in obtaining access to health care services will bring additional federal money into our state, improve employment opportunities for social workers and other health care professionals, and will reduce absenteeism and improve worker productivity for all businesses statewide. On the other hand, opting out of the expansion will place Wisconsin at a significant disadvantage compared to other Midwest states, many of which are already creating jobs at a faster rate than Wisconsin. Accepting the Medicaid expansion is exactly the sort of action that the State can take in order to meet your stated goals in Executive Order 61. It is also the moral and ethical thing to do for Wisconsin residents who need health services. I trust that your decision on the potential Medicaid expansion will be made with full consideration of its potential to benefit small business owners in Wisconsin, including those who are credentialed by the Social Work Section.

Sincerely,

Eric Alvin
Chair, Social Work Section
Marriage and Family Therapy, Professional Counseling, and Social Work Examining Board

CC: Dan Williams, Executive Director, DSPS; Secretary Dave Ross, DSPS; Katie Koshnick, Administrator, DSPS; Social Work Section

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STATE OF WISCONSIN
Department of Safety and Professional Services
1400 E Washington Ave.
Madison WI 53703

Mail to:
PO Box 8935
Madison WI 53708-8935

Email: dps@wisconsin.gov
Web: <http://dps.wi.gov>
Phone: 608-266-2112

Governor Scott Walker Secretary Dave Ross

**PROFESSIONAL ENGINEERS SECTION
EXAMINING BOARD OF ARCHITECTS, LANDSCAPE ARCHITECTS,
PROFESSIONAL ENGINEERS, DESIGNERS, AND LAND SURVEYORS
Room 121B, 1400 E. Washington Avenue, Madison
Contact: Tom Wightman (608) 266-2112
January 30, 2013**

**APPLICATION REVIEW MEETING
8:30 a.m.**

OPEN SESSION – CALL TO ORDER – ROLL CALL

A. Adoption of Agenda

CONVENE TO CLOSED SESSION to deliberate on cases following hearing (s. 19.85(1)(a), Stats.; consider closing disciplinary investigation with administrative warning (s. 19.85(1)(b), Stats. and 440.205, Stats., to consider individual histories or disciplinary data (s. 19.85 (1)(f), Stats.; and, to confer with legal counsel (s. 19.85(1)(g), Stats.)

B. Review of Applications for Licensure

RECONVENE TO OPEN SESSION IMMEDIATELY FOLLOWING CLOSED SESSION

ADJOURNMENT

MEETINGS AND HEARINGS ARE OPEN TO THE PUBLIC UNLESS OTHERWISE NOTED. IF A BOARD ADJOURNS TO CLOSED SESSION, RECONVENES IN OPEN SESSION TO VOTE ON ITEMS CONSIDERED IN CLOSED SESSION, AND DURING VOTING DETERMINES THAT ADDITIONAL DELIBERATIONS ARE NECESSARY FOR VOTING, THE BOARD MAY ADJOURN TO CLOSED SESSION TO CONTINUE DELIBERATIONS AND THEN RECONVENE INTO OPEN SESSION FOR VOTING.

Meetings and hearings may be cancelled without notice. Times listed for meeting items are approximate and depend on the length of discussion and voting. The board may also consider in closed session, stipulations filed after the printing of this notice. Meetings may be confirmed by a telephone call to the listed contact person. Examinations are open only to authorized candidates. Times listed for the commencement of disciplinary hearings may be changed by the examiner for the convenience of the parties. All meetings are held at 1400 East Washington Avenue, Madison, Wisconsin, unless otherwise noted. For a complete copy of the board's agenda, contact the board listed above. Interpreters for the hearing impaired provided on request. Contact the Affirmative Action Officer, (608) 266-2112.

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