Social Work 590: ANALYSIS OF SOCIAL WORK PRACTICE APPROACHES

PREREQUISITES: Admission to Ph.D. program or consent of instructor.

DESCRIPTION
This course provides a critical and comparative analysis of models/approaches for social work practice in current use. Attention is focused on each model's logical consistency, theoretical foundation, evidence base, utility in the range of practice situations, and implications for service delivery. The course is intended to advance the development of scholarship that contributes to social, racial, and economic justice and the ability of students to educate professional social workers, to develop knowledge and provide leadership in the development and implementation of practice, policies and services on behalf of the poor, the oppressed, racial and ethnic minorities, and other at-risk urban populations.

TEXTS
Required
Malekoff (2007). Group work with adolescents (2nd ed.). New York: Guilford. (you also may find this edition in hardcover for a reasonable price; publication date on that is 2004).

COURSE OBJECTIVES
1. To extend the student's knowledge of current models of intervention: their evolution and development, major proponents and theorists, major concepts, theory base, cultural world view, research base, and applicability in practice situations.
2. To make students aware of the historical and social context in which current practice models have developed.
3. To consider the service delivery implications of each model, including its responsiveness to the needs of oppressed populations.
4. To develop skills in the critical evaluation of practice models.
5. To increase the student's skill in relating theory and research to practice.
6. To appreciate the need for a range of practice theories and diverse theoretical orientations.
7. To understand the demand for and impact of evidence-based services on social work.

BASIS FOR EVALUATION:
1. Participation—15%. Students must attend every class session. If you must miss a class, please talk to me about how you might make up your absence. This seminar requires you to be actively engaged in the discussion about the current issues related to social work practice. Participation is defined by showing up
on time, asking critical questions during class, and making comments that contribute to the dialogue regarding the readings and your understanding of them.

2. Analytic Reflections—30%. Written reflections of 500-600 words that clarify applications of key concepts from the readings for the week must be submitted at the time of each class meeting. Reflections should be in excellent shape grammatically and conceptually, following strict APA (6th ed.) style. Since reflections are designed to prepare for class interaction, late submissions are not accepted. May be submitted either in hard copy at the beginning of class or as a pdf file by email submitted before the beginning of the class session.

3. Oral presentation and written analysis of a practice model or approach not covered in depth in class—30%. Individually or with one other member of the class, identify a specific practice approach not included in the class sessions listed below.
   - Present the approach to the class Presentations will begin the 4th week of class. Also,
   - Prepare an in-depth review and extension or critique of the selected practice approach, consisting of a 15-20 page, APA style, publishable quality paper, as well as an in-class discussion about the paper. Paper due at the 12th class session.

4. Final exam—25%. Take home final in the style of the comprehensive examination, distributed in the final class session and due one week later.

STUDENTS REQUIRING ACCOMMODATION FOR DISABILITIES
Students requiring accommodations for disability must follow established University procedures, as follows:
I. Go to the UIC Office of Disability Services to obtain confidential verification of the disability and a statement of accommodations recommended by that office.
2. Show the UIC Office of Disability Services accommodation letter to the instructor of the class for which the student requests accommodation. In the case of field instruction classes, the letter should be shown to the College field liaison or the Director of Field.
3. Accommodation letters are to be shown to the instructor at the beginning of the course or before the start of the course.

STUDENTS REQUIRING ACCOMMODATION FOR RELIGIOUS REASONS
Students needing accommodations for religious reasons should contact the instructor at the beginning of the semester to identify appropriate class work to make up any missed sessions or other work.

ACADEMIC INTEGRITY: Complete academic integrity is expected (please see Student Handbook for details). Plagiarism, self-plagiarism, leaving others to do what should be joint work, or other forms of dishonesty regarding work done are serious ethical concerns, and must be handled as such.

WRITING CENTER: Excellent writing skills are required for professional practice. Students requiring assistance in this area may self-refer to the UIC Writing Center, or may be referred by the instructor.

ELECTRONIC DEVICES: Cellular phones and pagers may not be used in class (please consult with your instructor regarding genuinely emergency situations). Computer use is permitted, so long as it does not disturb others and is not used in ways that distract the student from the class process.

TOPICAL OUTLINE

Payne Chapters 2 (Using Social Work Theory in Practice), & 7 (Systems and Ecological Perspectives).

Briggs

Session 4. Psychodynamic practice
Payne, Chapter 4 (Psychodynamic Perspectives)

Session 5. The strengths perspective/approach

Payne, Chapters 5, (Crisis intervention and task-centered models), & 8, (Social psychology and Social Construction)

Payne, Chapter 6 (Cognitive-behavioural theories)

Session 8. Ecobehavioral practice
Session 9. Anti-Oppressive, Afrocentric, Indigenous and Transformative Practice
Payne, Chapter 13 (Anti-discrimination and Cultural and Ethnic Sensitivity)

Payne, Chapter 14, Empowerment and Advocacy

Session 11. Group Work Practice
Malekoff, Part 1

Session 12. Group Work Practice
Malekoff, Part 2 (skim Part 3)

Session 13. Community Practice & Community Development.

Session 14. Community Practice and Community Development (Global)

Payne, Chapter 3, Issues in Social Work Practice Theory