University of Minnesota School of Social Work

Syllabus

SW 5909-Technology and Communication in Social Work

Part I: Course information

SW 5909-Social Work with Involuntary Clients
2 credits

Faculty contact:
Name:
Email:
Phone:
Office Location:

Course descriptions:

a. Short Version:
This course includes an analysis of involuntary transactions experienced by social workers in a variety of settings. The course also includes theory, ethics and strategies for intervention. This course is about understanding and intervening in involuntary transactions. It is about working in a legal, ethical and effective manner with involuntary individuals, families and groups, many of whom are members of oppressed groups and/or persons of color. The course is also about survival strategies for the involuntary practitioners who often make constrained choices to continue such work. Finally, the course is about the reform of helping systems to become more legal, ethical and effective settings in which clients are helped to change and rights to self-determination are preserved to the degree possible.

b. Long Description:
This course includes an analysis of involuntary transactions experienced by social workers in a variety of settings. The course also includes theory, ethics and strategies for intervention. This course is about understanding and intervening in involuntary transactions. It is about working in a legal, ethical and effective manner with involuntary individuals, families and groups, many of whom are members of oppressed groups and/or persons of color. The course is also about survival strategies for the involuntary practitioners who often make constrained choices to continue such work. Finally, the course is about the reform of helping systems to become more legal, ethical and effective settings in which clients are helped to change and rights to self-determination are preserved to the degree possible.

This course is offered featuring blended learning. That means that the course will meet in person four times and will include eleven weeks of on-line instruction. In person instruction will be designed to maximize interaction, practice and discussion. On-line instruction will require engagement with the web site through moodle several times per week so you should plan your preparation to occur over several days.
Clinical Licensure Hours:
This course contains some clinical content, as required by the Minnesota Board of Social Work for eligibility for the Licensed Independent Clinical Social Worker (LICSW). The number of hours in each required category is listed below:

<table>
<thead>
<tr>
<th>Area</th>
<th>Differential Diagnosis</th>
<th>Assessment Based Treatment Planning</th>
<th>Clinical Intervention Methods</th>
<th>Evaluation Methodologies</th>
<th>SW Values and Ethics</th>
<th>Culturally Specific Clinical Assessment</th>
<th>Other Areas</th>
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<tr>
<td>Hours</td>
<td>2</td>
<td>4</td>
<td>10</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>6</td>
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Part II: Course outcomes

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

- Define categories of involuntary clients including legally mandated and nonvoluntary contact under pressure with helping professionals.
- Understand the importance of sensitivity to diversity in ethnic, racial, cultural, class, gender and sexual orientation in work with involuntary clients.
- Realize how membership in an oppressed group influences relationships between clients and agencies. Oppressed groups include, but are not limited to, persons of color, groups identified by gender, sexual orientation, poverty, and special mental and physical abilities.
- Explain how the concepts of deviance, resistance and reactance can be used in understanding behaviors which occur during involuntary transactions.
- Apply ethical principles to practice with involuntary clients, identifying when practitioners have a legal and ethical right to pressure change and when they do not.
- Identify advantages and disadvantages of various influence methods and when to use them most effectively.
- Identify intervention principles from four sources (Trotter’s problem solving approach, solution-focused, motivational interviewing and Rooney) and be able to assess their empirical and theoretical rationales.
- Begin collaborative contracts with involuntary clients by identifying negotiable and non-negotiable items.
- Agree upon goals and tasks with involuntary clients and monitor their achievement.
- Become familiar with principles for working with involuntary families and groups.
- Build skills in maintaining behavior or attitude changes and in confronting clients appropriately and helpfully.
- Know how and when to terminate involuntary contact including appropriate linkage with resources and assessment of effectiveness of intervention.
- Understand how to seek and effectively use supervision and consultation in work with involuntary clients.
- Be able to describe elements of a plan to influence organizational behavior related to effective work with involuntary clients.

Social Work Practice Competencies
Successful completion of this course implies that the student has achieved competency in the following practice behaviors:
Competency: 2.1.1 – Identify as a professional social worker and conduct oneself accordingly
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers:

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
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</thead>
<tbody>
<tr>
<td>• Advanced: Apply knowledge of social services, policies and programs relevant to their area of practice</td>
<td>Sessions 3, 4, &amp; 11</td>
<td>Social Worker interview paper, Practice reflection essays, Practice Paper</td>
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<td>• Advanced: Develop a plan for ongoing professional education, including supervision.</td>
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Competency: 2.1.2 – Apply social work ethical principles to guide professional practice
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:

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<th>Assessed</th>
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<tr>
<td>• Advanced: Identify and analyze value-based and ethical dilemmas that arise in their area of practice, using professional codes of ethical standards and through appropriate professional consultation.</td>
<td>Session 3, 7, 10, 11, 13 &amp; 14</td>
<td>In-class case scenarios, Applications</td>
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Competency: 2.1.3 – Apply critical thinking to inform and communicate professional judgments
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:

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<tr>
<td>• Advanced: Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to their area of practice.</td>
<td>Session 2, 3, 8 &amp; 11</td>
<td>Practice paper, Practice Reflection essay</td>
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</table>

EP 2.1.4 Engage diversity and difference in practice
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:

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<tr>
<td>• Advanced: Engage in practice that</td>
<td>Sessions 6, 8, &amp; 11</td>
<td>Practice paper, Reflection essay</td>
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challenges the systems of privilege and oppression by utilizing the culturally relevant assessments and interventions specific to the context of their area of practice

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<th>EP 2.1.6 – Engage in research-informed practice and practice-informed research</th>
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<td>Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:</td>
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<tr>
<td><strong>Practice Behaviors</strong></td>
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<td>Advanced: Demonstrate ability to use practice experience to shape research questions, methods and processes to advance knowledge in an area of concentration.</td>
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<th>Competency: 2.1.7 – Apply knowledge of human behavior and the social environment</th>
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<td>Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:</td>
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<tr>
<td><strong>Practice Behavior</strong></td>
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<tr>
<td>Advanced: Evaluate and synthesize theories and perspectives of human behavior and the social environment to choose and apply methods of assessment, intervention and evaluation in their area of practice</td>
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<th>Competency: 2.1.9 – Respond to contexts that shape practice</th>
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<td>Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:</td>
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<tr>
<td><strong>Practice Behavior</strong></td>
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<td>Advanced: Assess the impact of historical and contemporary contexts on practice and policy in their area of practice.</td>
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<th>FC Competency: 2.1.10 (a)-(b) – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</th>
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<td>Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and</td>
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<tr>
<td>Practice Behavior</td>
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<td>• Advanced - Engage: Use empathy and collaborative interviewing skills to engage clients in identifying their strengths and problems.</td>
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<td>• Advanced - Engage: Establish rapport and maintain effective working relationships with clients in clinical mental health settings.</td>
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<td>• Advanced - Engage: Employ diverse strategies to arrive at a collaborative focus of work and desired outcomes in clinical social work mental health practice.</td>
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<td>• Advanced - Assess: Conduct comprehensive bio-psychosocial, spiritual and culturally appropriate assessments as needed for social practice with families and children</td>
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<td>• Advanced - Assess: Administer and interpret standard assessment and diagnostic tools that are appropriate for use in social work practice with families and children (e.g., risk assessment, family strengths scale)</td>
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<tr>
<td>• Advanced - Assess: Assess individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to clinical social work practice in mental health.</td>
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<td>• Advanced - Intervention: Use appropriate evidenced-based interventions to help clients resolve identified and agreed upon problems.</td>
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<td>• Advanced - Intervention: Implement evidenced-based interventions that enhance family and child capacities.</td>
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<tr>
<td>• Advanced - Intervention: Intervene at different levels to achieve the agreed upon desired practice outcomes.</td>
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<td>• Advanced - Intervention: Maintain accurate records documenting the</td>
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assessment, interventions and outcomes.

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<tr>
<th>Advanced - Evaluate: Apply research skills to analyze, monitor, evaluate and improve treatment alliance and interventions and programs in clinical social work practice in mental health.</th>
<th>Session 15</th>
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| Advanced - Evaluate: Communicate and disseminate research and evaluation results to a variety of local, regional, national or global audiences when appropriate. | Session 15 |

### Part III: Course requirements

**Required Texts**


**Recommended Texts**


Most additional required readings are downloadable on line by going through ereserve or directly posted in moodle. Follow the link to ereserve in the syllabus for particular sessions. You will then enter a password and will be able to access the reading. We will practice accessing on-line articles during the first session.

**Assignments**

**In-class participation (5%)**

Appropriate participation is defined as:

1. Attending each of four in-person sessions and on time unless you have received prior consent from the instructor.
   - If unavoidably late, join the class with minimal disruption and discuss the circumstances of your lateness with the instructor over the break.
   - If you receive permission from the instructor to miss a session, you may choose to receive credit for attendance by demonstrating your learning of the content for the missed session by posting a two page review related to the camtasia presentation of the class and a required reading for that session on the web site under the forum for that week.
2. Attentive non-verbal behavior.
3. Raising questions and comments.
4. Participating in dialogue with the instructor and other students.
5. Facilitating discussion.
6. Building on and responding to the comments of other students.
7. Drawing classmates into discussion.
8. Active participation in practice exercises and other in-class learning activities.
9. Discussion which reflects your familiarity with assigned readings, and your ability to relate them to classroom content and experience.
10. Behaving in a respectful manner toward classmates and the instructor. This behavior includes but is not restricted to listening to others and not talking when someone else has the floor.
11. Turning off your cell phone and pager while class is in session.
   A. You may choose to take notes with lap top computers as long as such use focuses on course materials and not surfing the web, checking email, and the like.
12. Returning quietly and on-time from class breaks.

Web participation (16%)
A significant part of your course learning will occur through participation on the course website on moodle. This form of learning requires active learning, critical thinking, integration of thoughts, experiences and readings. You are required to a) post a substantive reflection on the application of course work to your practice which includes a review of an article or chapter b) respond to discussion questions, participate in discussions, read, respond to and support other students’ contributions. Additional submissions will be considered for extra credit of 2 points per submission.

1. **Post a substantive reflection on the application of course work to your practice (10%).**
   You are to compose a thoughtful reflection on course work, course readings and class sessions as they pertain to work with involuntary clients in either field or work settings. This reflection should be posted by 8pm on Thursday prior to the Tuesday of the week you have signed up for. Be sure to protect confidentiality of your setting and clients in this review. Your reflection should make reference to at least one required or recommended article that is pertinent to your reflection. The reflection should be 3-4 pages long. You should also raise questions that the situation and the readings have raised for you. It is recommended that you type your reflection with a word processor and attach it to your submission on the forum for the session that you have selected. An example of a reflection will be posted on the web site for the 1st module. A schedule for posting reflections will be developed in the 1st session. You may choose to submit additional reflections for extra credit. You are responsible for posting a summary of the discussion that has occurred up to 8pm on Tuesday of the week after you posted your reflection. That summary should include a review of the responses to your questions, what you make of it, and how you link it back to the readings. Your reflection should include:
   A. Posing the issue or situation you are concerned about.
   B. Describe case circumstances pertinent to the issue.
   C. Reflect on course readings, class sessions, other web postings and other resources as they pertain to your issue and situation.
   D. Do so in ways that are clear to other readers about the sources you are citing.
   E. Pose questions for readers to consider.

2. **Post questions as part of learning group and responding to class (2%).**
   Your **learning group** will be responsible for leading discussion, posting questions and responding to students across the course for one module beginning with the 4th week on February 7. This means that your group will read the materials and view all materials including powerpoint, listen to camtasia or adobe presenter, and view ahead of the class and post several questions that students can choose two of which to respond to. Your questions should reflect and relate to course readings and other instructional content pertinent to the week for which you are responsible. Such questions should integrate where possible both written materials and videos. You should post your questions by
4pm on Thursday for the following Tuesday’s readings. You will then also review what classmates say, respond to them, and summarize those comments at the end of the week. The module number and week will be announced during the 1st class session. As there will be about four persons in each group, some might for example be responsible for developing questions, and others might be responsible for responding to comments. At the end of the discussion of your question, someone from your group should write a final summary of the discussion and post it at the end of the comments on your question.

3. **Respond to questions and reflections (3%).** Your comments should be substantive and relate to your practice experience, respond to others, and when possible connect to course sessions and readings. Not every response needs to cover all these areas but over the course of the semester each should be reflected. Hence, responses that are primarily emotional support for the writer of the reflection are insufficient. **If your practice experience is limited, draw on your personal experience and readings. If your practice experience is extensive, don’t rely on it exclusively, but rather show how you are learning from the readings, videos and other course work as well.** Your contributions will be assessed primarily in terms of their quality. Quantitatively, this would work out to 2 responses on web only weeks and 1 on in-person weeks. You will not be penalized for additional responses but neither will number of responses alone be rewarded. Use of the web relates to learning style. Some students have greater access to the internet and particularly enjoy this form of learning. There will be opportunities for extra credit for more reading and writing and particularly insightful commentary.

4. **Participation in chat room or UM Connect session (1%).** The instructor will be available in a chat room or um connect session at least 7 times during web only weeks at designated times to be determined during the first class session. You are required to participate in at least one of these chat rooms or UM connect sessions for 1 point. You will gain an additional point for each chat room which you attend and participate in substantively. The chat rooms can be used for many purposes: asking about details, assignments, in the course; discussion of other course content; meeting with guests invited by the instructor. A schedule for chats of UM connect sessions will be developed for weeks between the first and second in person sessions.

**Midterm Video Assignment (24 points).** [Midterm Video](#).
This assignment will provide you with an opportunity to integrate content from the first part of the course. You are free to view the videotape "Work with Involuntary Clients: the Consumers' Perspective" through a link on webtc. Molly Morgan tells her story of involvement in the child welfare, public welfare and mental health systems.. You are encouraged to work together with classmates in analyzing the tape, sharing materials, insights and perspectives.. Twelve to eighteen typed pages are expected (18 pages if you choose to complete this assignment as a part of a group). The assignment should be turned in as an email attachment using word or through moodle or U of M email. Papers should include specific references to the literature in APA format (e.g. (Rooney, 1990, p.2). Your answer must demonstrate both thorough comprehension of the concepts and analytic skill in applying concepts to the interview. Appropriate quotes from the readings will assist in your demonstration of your ability to understand and appropriately apply concepts in analysis. You should find that the additional required readings are also relevant to your analysis. Be sure to include a reference page as well as page numbers when you cite quotations. You may choose to answer each question separately or integrate them into an essay. If you choose the latter, be sure that you cover the points requested in each question. For up to five points of extra credit, you could also choose to view one of two additional videos made in 2009. [CaliCarpenter2009MedicalAdvocacy](#) and [CaliCarpenterInterviewwith Paula Childers2009](#). These videos were made with the person who called herself Molly Morgan in the mid term video. She refers to herself in these videos as Cali Carpenter. In the former, you can hear about a medical crisis Cali suffered and the role of two case managers in advocating for her. In the latter, there is a retrospective interview with Paula Childers and Cali reflecting 20 years later about their work at Vail Place that Cali discusses in
this video. Questions to guide your reflection are available on moodle. These extra credit reflections are due on the same day as the midterm video assignment. The extra credit reflection should be at least two pages if done alone or 5 pages if completed by a group.

1. You are to respond to Molly’s life story for what we can learn about the experience of involuntary clients with systems.
   A. For example, Molly insists that she was never involuntary, nor ever court ordered. What do you make of this given the concepts from the course?
      I. What can we say about her experience related to a continuum of voluntarism?
      II. Can she be described as mandated or non-voluntary at particular times in her career? It may be helpful to create a chart here to describe her level of voluntarism at different points in her career.
      III. What relevance does oppressed group status have to her story? Make sure you reference course readings such as Dewberry Rooney’s chapter in answering this question.
   B. The concepts of paternalism and learned helplessness also appear in her story, though she does not use those words. Similarly, self-determination and empowerment are glimpsed, though not discussed directly.
      I. Define each of these concepts from the course readings (such as Thornton on learned helplessness) or other literature and describe how they relate to her story. Cite articles such as Reamer and Regehr related to paternalism.
   C. Define and describe the concepts of deviance, reactance, strategic self-presentation and resistance from course readings and show how they can be useful in analyzing her story.
   D. In addition, Molly has advice for helpers that are somewhat similar to the clues for effective intervention discussed in Rooney, chapter 5 and Trotter, chapter 2. Compare her advice with that cited by the above authors.
   E. In 2009, Cali was interviewed again, 16 years after the earlier video. How does her advice to helpers compare with her earlier advice?
      I. CaliCarpenter2009NewAdviceforCaseWorkers
   F. You should close with the lessons you have taken from her story and the lessons you believe that other helping professionals can take.

Final Assignment (40 points)
There are five options for the final assignment: 1) take home examination; 2) application to a particular problem or population; 3) assessment of your own work with a client, 4) development of a training material in the form of a videotape, annotated powerpoint or 5) analysis of detailed interviews and related chapters.

1. Take home examination. This course exposes you to four approaches to work with involuntary clients (Rooney, motivational interviewing, Trotter’s problem-solving method, and solution focused). By the end of the course, you should be very familiar with how each of these approaches deals with key issues in involuntary transactions. This option includes analysis and comparison of at least two of these approaches of your choice application to a case. You may choose to submit this paper as a group assignment. The paper should be 10-15 pages (if individual) and 15-20 pages long (if group) and double-spaced with references in APA format.
   A. What positions do the approaches you select take in regard to definitions of status? Do they mean the same thing by involuntary client? Is the presence of a legal mandate essential to their definition? Describe similarities and differences. [5 points]
   B. Motivational Interviewing, Trotter and Rooney are all essentially problem solving approaches. While you are only required to review two approaches, for this question,
you are asked to compare at least one problem solving approach with the solution-focused approach. Describe similarities and differences. [10 points]

C. What position do the approaches you select take as to whether clients should have a role in defining their own problems or goals? [5 points]

D. Describe the major conceptual and value similarities and differences among the approaches. Note: constructing a table may be helpful here. [10 points]

E. Take one of these approaches and apply it to a case situation. Explain how the approach would be used and describe an example of its use. This can pertain to an actual current case, a case served in the past, or a fictitious case. This may be an instance in which groups of students can work together to assist each other. For example, some students have more practice experience than others and can provide case vignettes. The example should include a selection of dialogue describing interaction between a social worker and client including at least 5 exchanges. [10 points]

F. Provide a final brief assessment of the strengths and weaknesses of the two approaches for assisting us in work with involuntary clients. [10 points]

2. Application to a particular problem or population. Topic areas might include, for example, how would the approach be useful in child welfare, chemical dependency, adult mental health, or probation? Include at least five references about the specific target group or area you have chosen. The paper also must include your own adaptation of course content and readings to your chosen target area. You can choose to write a paper and make a presentation, work individually or in a group. The paper should show awareness of content in the course text on the subject and build on it through additional review of the literature and thought. The paper should be The paper should be 10-15 pages long (15-20 for group paper) and double-spaced with references in APA format. This option includes a 20-minute in-class presentation with visual aids/PowPoint and handouts. A demonstration of methods through a role-play or case study is often useful. Your paper should include answers to the following questions. You may choose to answer them numerically or thematically through your paper. Note that the chapters you will read contributed by other authors in the 2nd edition of Strategies for Work with Involuntary Clients were attempting to answer these questions:

A. What is the problem, population, or setting? Be descriptive.
B. In what way does the problem, population, or setting relate to involuntary clients? How do the concepts of mandated and nonvoluntary clients apply to this problem, population or setting? Are these terms used? How are clients referred to? To what degree is voluntarism or lack thereof visible or not to the practitioner or agency?
C. What is known about the effectiveness in work with this problem, population, or setting?
D. What are the best practices with this problem or population, and what is the evidence for them?
E. What are the key issues in this problem, population, or setting?
F. What does work with this problem, population, or setting contribute to our knowledge about involuntary clients?
G. What could knowledge about involuntary clients contribute to work with this problem, population, or setting?
3. **Analysis of the interactions which have occurred or are occurring in your own work with involuntary clients.** The paper should include appropriate references to course readings. The paper should be 10-15 pages in length. It should include:
   A. A brief description of the setting and client circumstances, with appropriate confidentiality protected.
   B. A description and analysis of what occurred in initial client contacts according to concepts studied in the course; your analysis should reflect course readings. "Initial contacts" refers to beginning sessions you had with the client or family.
   C. A description and analysis of what occurred in client contacts after the initial ones according to concepts studied in the course. This refers to later contacts after those initial contacts.
   D. An analysis of the positive and negative effects of the interventions you used.
   E. An assessment of what things you would now do differently and what you would continue to do the same.
   F. For an area which you would now choose to do differently, write a section of dialogue including at least 5 exchanges describing both what occurred and what you would now say and do differently and your reasons for doing so. Write out what you would actually say and imagine and write what the client would say.

4. **Developing training materials on an aspect of work with involuntary clients.** You may choose to develop a videotape, or a narrated powerpoint with adobe presenter, camatasia or similar program. You might also interview a consumer about being an involuntary client.
   A. If you choose to develop a video tape:
      I. The video should be 20-30 minutes long.
      II. You are then to analyze what transpires in the video in a 10 page paper.
      III. The paper should describe the setting and purpose of video.
      IV. It should also critique the practice demonstrated and presents a succinct rewritten dialogue for a section of the video that you think could have been improved with your rationale for its selection. If a client or consumer interview, it should continue an assessment of that interview.
      V. The paper should include appropriate references to course readings and include a reference page.
      VI. Both the video and your analysis should be submitted.
   B. If you choose to develop a narrated powerpoint.
      I. Select and appropriate narration program and test it.
      II. The material should be clearly organized and comprehensive with both appropriate linkages to web sites and original materials explaining how to use those sites and videos.
      III. The content should be designed to be useful to social workers and other helping professionals.
      IV. The content should contain your original work as well as sources.
      V. The content should demonstrate an original thinking approach.

5. **Analysis of detailed videos and chapters.** Several videos were developed for this course with authors of chapters and others with expertise with involuntary clients. You can choose to analyze two chapters and videos together. Your paper should be 10-15 pages if done alone
and 15-20 if completed by a group. For example, some chapters and videos might go together well such as chapters 10 and 11. Your paper should include:

- A. A synopsis of key points of the chapters.
- B. A synopsis of additional points made in the videos.
- C. A description of what you learned in these videos and chapters and how it is relevant to your practice.
- D. Further questions you would want to ask of the authors and video developers.

**Grading Structure**

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<th>Element</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posting reflection</td>
<td>30</td>
<td>aa/bb/cccc</td>
</tr>
<tr>
<td>Leading discussion and responding to others as part of learning group for one week</td>
<td>35</td>
<td>aa/bb/cccc</td>
</tr>
<tr>
<td>Reading responses of others and responding to other students</td>
<td>30</td>
<td>aa/bb/cccc</td>
</tr>
<tr>
<td>Chat room Participation</td>
<td>10</td>
<td>aa/bb/cccc</td>
</tr>
<tr>
<td>Attendance of in-person sessions and classroom participation.</td>
<td>5</td>
<td>aa/bb/cccc</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Video analysis</td>
<td>24</td>
<td>aa/bb/cccc</td>
</tr>
<tr>
<td>Final project</td>
<td>40</td>
<td>aa/bb/cccc</td>
</tr>
</tbody>
</table>

Students aiming for a grade in the *A range* in this course should be prepared to be highly engaged in this course. This would include completing all the readings and thoughtfully and coherently integrating them into your blog, discussion board posts, etc.; participating beyond required minimums in the blog & discussion board; demonstrating a mastery of course objectives; and developing a superb online intervention project which demonstrates a deep understanding of course topics & concepts.

**Grading Scale**

- A = 95 - 100
- A- = 90 - 94
- B+= 88 - 89
- B = 83 - 87
- B- = 80 - 82
- C+= 78 - 79
- C = 73 - 77
- C- = 70 - 72
- D+= 68 - 69
- D = 63 - 67
- D- = 60 - 62
- F = 59 and below

**Expectations for instructor**

The instructor will:
1. Facilitate a non-threatening atmosphere in the course that is conducive to learning. This will include efforts to have an responsive, encouraging presence both in person and on-line.
2. Construct student assignments that include clear expectations and opportunities for student selection of most appropriate alternatives.
3. Provide feedback on assignments including grades. That feedback to students will constructively identify student strengths and areas for improvement.
4. Be available to consult with individual students or groups to facilitate completion of course projects.
5. Regularly gather and respond to feedback designed to improve the course. Students will be able to post confidential feedback on the web about the course.
6. Use a variety of instructional methods including lecture, guided group discussion, exercises, handouts, videotapes, powerpoint presentations, guest speakers and role plays to accommodate students’ diverse learning styles.
7. Provide structure for sessions through clarifying objectives, facilitating discussion while focusing on critical assessment of issues, providing appropriate summaries and linkages to preceding and subsequent content.
8. Seek to actively draw students into discussion of ideas, concepts and practice experiences.
9. Enlist appropriate guest speakers and orient them to expectations for their presentation.
10. Post messages and powerpoint presentations in moodle by 4pm on Thursday for the following Tuesday.
11. Regularly monitor and support student use of moodle. This will include consultation in person, through moodle, phone or email about how to make best use of the course.

Expectations for students

This is a blended learning course including four in-person sessions and eight weeks in which content is delivered on-line through moodle. Required on-line content will be available by 4pm on Thursday for the session which would have occurred on the following Tuesday. On line weeks give you some choice about when you will complete requirements. You will, however, have by 8pm on Tuesday of each week to complete all on line requirements.

Students are expected to:

1. Attend four in-person class sessions unless excused and make every effort to arrive on time. Those rare late arrivals should not be disruptive to the class. Missing one of the four in-person sessions is strongly discouraged. In rare instances, you may be excused for part or all of one session. In such cases, you are responsible for contacting the instructor prior to any absence. If you are excused from the session, you are to make arrangements with the instructor to demonstrate comprehension of the content covered in that session through reviewing the camtasia recording of the session and posting a special two page reflection that shows your comprehension of that session including at least one required reading for that session. Missing more than one session is not acceptable and will result in a failing grade.
2. Access all required materials in moodle. This will usually include narrated powerpoint through adobe presenter or camtasia. You are expected to observe and listen to these presentations and quiz questions will be developed anticipating that you have done so. Powerpoint only slides will be available for your reference but are not a substitute for listening to and watching a session.
3. Participate in weekly forums and quizzes.
4. Complete required readings for modules on a weekly basis.
5. Complete assignments on time. Unexcused late assignments will be penalized \( \frac{1}{2} \) point per day.
6. Follow guidelines included with written assignments.
7. Offer the instructor responsible feedback which identifies areas which are working well for your learning and areas in which improvements could be made. Such feedback will be posted by you on the web anonymously.

**Course Policies**

There are many University and School of Social Work policies that govern this course. Please go to [http://www.cehd.umn.edu/ssw/Documents/SSWCoursePolicies.pdf](http://www.cehd.umn.edu/ssw/Documents/SSWCoursePolicies.pdf) to see a complete description of all the policies.

**Negotiation of alternative learning plans:** You may propose an individual learning plan if any part of the required assignments appear redundant compared with your previous learning or inconsistent with your learning goals. Such a plan must be presented and approved by the instructor prior to the third session.
Part IV: Course content

Mode of Submission of Assignments

Assignment submission through moodle is preferred. However, you may also submit assignments through university email as an attachment. Only one mode of submission is necessary; your submission will lead to an email acknowledging its receipt.

Class Schedule

In Person Session #1

<table>
<thead>
<tr>
<th>Topics:</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• introduction to the course</td>
<td>Students will:</td>
</tr>
<tr>
<td>• defining the involuntary client</td>
<td>be familiar with expectations and potentials in taking this course</td>
</tr>
<tr>
<td>• the involuntary transaction</td>
<td>be able to define involuntary clients and identify involuntary transactions</td>
</tr>
<tr>
<td>• making use of a blended learning course</td>
<td>be able to experiment with web tools used to enhance learning in the course</td>
</tr>
</tbody>
</table>

Required Readings


Session 2

<table>
<thead>
<tr>
<th>Topics:</th>
<th>Legal and Ethical Issues in Work with Involuntary Clients:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Legal Perspectives</td>
</tr>
<tr>
<td></td>
<td>Due Process</td>
</tr>
<tr>
<td></td>
<td>Right to Treatment</td>
</tr>
<tr>
<td></td>
<td>Freedom from Treatment</td>
</tr>
<tr>
<td></td>
<td>Least Restrictive Alternative</td>
</tr>
<tr>
<td></td>
<td>Cruel and Unusual Punishment</td>
</tr>
<tr>
<td></td>
<td>Ethical Perspectives</td>
</tr>
<tr>
<td></td>
<td>Self-Determination</td>
</tr>
</tbody>
</table>

Objectives

Students will be introduced to legal and ethical perspectives that frame involuntary practice. All students will have completed initial work on connecting to the web.

Required Readings


Recommended Readings


Session #3

Topics:

- Effectiveness with involuntary clients
- Involuntary clients as members of oppressed
Methods of influence

| **objectives** | Students will be able to identify:
Clues to effectiveness with involuntary clients
Ways that members of oppressed groups relate to involuntary status
Characteristics of modes of influence. |

**Required Readings**


**Recommended Readings**


**Session #4**

**Student groups begin leading on-line discussion this week**

<table>
<thead>
<tr>
<th><strong>Topics:</strong></th>
<th><strong>Understanding Behavior in the Involuntary Transaction</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Deviance</td>
</tr>
<tr>
<td></td>
<td>• Resistance</td>
</tr>
<tr>
<td></td>
<td>• Reactance</td>
</tr>
<tr>
<td></td>
<td>• Power Relations</td>
</tr>
<tr>
<td></td>
<td>• Self-Presentation Strategies</td>
</tr>
<tr>
<td></td>
<td>• Learned Helplessness</td>
</tr>
</tbody>
</table>
Objectives | Students will be familiar with theories that help explain behavior in the involuntary transaction

Required Readings


Recommended Readings


Session #5:

**Topics:**
- Assessment and initial contacts
- Preparing for contact
- Setting the scene
- Explaining reason for contact
- Empathy and confrontation

**Objectives**
- Students will be able to carry out the initial stage of contact with an involuntary client

Required Readings


**Recommended Readings**


**Session #6:**

<table>
<thead>
<tr>
<th>Topics:</th>
<th>work with involuntary clients in middle phase work with involuntary clients around termination</th>
</tr>
</thead>
</table>
| Objectives | Students will:  
be able to identify steps in middle phase work with individuals  
be able to identify ways to assist when progress has slowed  
be able to identify steps in planned terminations with involuntary clients |

**Required Readings**


**Recommended Readings**


**Session #7**

<table>
<thead>
<tr>
<th>Topics:</th>
<th>work with involuntary families</th>
</tr>
</thead>
</table>
Objectives

Students will:
be able to identify steps work with families

Guests speaker
Cali Carpenter

Required Readings


Session #8:
Midterm video assignment is due XXXX. The assignment should be turned in through the assignment function in moodle.

<table>
<thead>
<tr>
<th>Topics:</th>
<th>Introduction to Trotter model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives</td>
<td>Students will:</td>
</tr>
<tr>
<td></td>
<td>be able to identify steps in supporting pro-</td>
</tr>
<tr>
<td></td>
<td>social outcomes and problem solving</td>
</tr>
</tbody>
</table>

Required Readings


Required videos

Role clarification Part 1 Trotter model

http://mediamill.cla.umn.edu/mediamill/display/31405

Role clarification Part 2

http://mediamill.cla.umn.edu/mediamill/display/31408

problem solving 1

http://mediamill.cla.umn.edu/mediamill/display/31404

problem solving 2

http://mediamill.cla.umn.edu/mediamill/display/31407
Session #9:

<table>
<thead>
<tr>
<th>Topics:</th>
<th>Work with involuntary groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives</td>
<td>Students will: be able to identify steps work with groups and applications to work in domestic abuse treatment</td>
</tr>
</tbody>
</table>

**Required Readings:**


**Required Videos**

Interview with Dr. Michael Chovanec about Chapter 12 Work with Men in Domestic Abuse Treatment.

[http://mediamill.cla.umn.edu/mediamill/embedqt/28731](http://mediamill.cla.umn.edu/mediamill/embedqt/28731)

**Recommended Readings**


Session #10

<table>
<thead>
<tr>
<th>Topics:</th>
<th>Trotter model (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives</td>
<td>Students will: be able to identify steps in related to the relationship in the Trotter approach explore applications to work with involuntary clients in corrections</td>
</tr>
</tbody>
</table>

**Required Readings**


Required videos

Interview with Chris Trotter about chapter 16 on work with involuntary clients in corrections

https://umconnect.umn.edu/p15648281/

Video with Bill Linden, MSW and Neerja Singh, MSW Interview with two social workers and supervisors with extensive experience in corrections.

http://mediamill.cla.umn.edu/mediamill/embedqt/28732

Recommended Readings


Session #11:

<table>
<thead>
<tr>
<th>Topics: Motivational interviewing Applications to</th>
<th>Students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Chemical dependency o Promoting health</td>
<td>• Become familiar with basic tenets of motivational interviewing</td>
</tr>
<tr>
<td></td>
<td>• Become familiar with work with involuntary clients in substance abuse settings</td>
</tr>
<tr>
<td></td>
<td>• Become familiar with motivational methods for promoting health</td>
</tr>
</tbody>
</table>

Required Readings


Required Videos

Interview with Dr. Malinda Hohman related to Chapter 11 “Bringing up what they don’t want to talk about: use of brief motivational interviewing with adolescents in opportunistic and other settings.”

https://umconnect.umn.edu/p43904510

Peter Dimock interviews single parent client in child welfare system with substance abuse history. He models use of motivational interviewing approach

http://mediamill.cla.umn.edu/mediamill/embedqt/82643

Interview with Peter Dimock related to motivational interviewing and child welfare and involuntary clients.

http://mediamill.cla.umn.edu/mediamill/display/82812

Required website


Recommended Readings


Session #12

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Solution focused approach to work with involuntary clients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will:</td>
</tr>
</tbody>
</table>
• Become familiar with applications of solution focused methods for work with involuntary clients

Required Readings


Required Videos

Dr. Laura Hopson discusses in two interviews. Chapter 13: Involuntary clients in public schools: solution focused intervention” Note: there are some technical difficulties with the first interview.

https://umconnect.umn.edu/p99374319/

https://umconnect.umn.edu/p15234366/


Signs of safety role play

http://mediamill.cla.umn.edu/mediamill/embedqt/28257

Debriefing

http://mediamill.cla.umn.edu/mediamill/embedqt/28272

Useful websites

http://www.solutionfocused.net/home.html

Recommended Readings

Solution Focused Brief Therapy Treatment Manual. SFBTA Research Committee. 
http://www.solutionfocused.net/treatmentmanual.html

systemic therapies. 28(3): 18-35.

Corcoran, Jacqueline, and Vijayan Pillai. 2009. A review of the research on solution-focused therapy. 

Freis, Rebecca K. 2005. Creativity and solution focused counseling for a child with chronic illness. 

Gaiswinkler, Wolfgang, and Marianne Roessler. 2009. Using the expertise of knowing and the expertise 
of not knowing to support processes of empowerment in social work practice. Journal of Social 

Greene, Gilbert J., David C. Kondrat, Mo Yee Lee, Jeanne Clement, Hope Siebert, Richard A. Mentzer, 
and Shelley R. Pinnell. 2006. A solution-focused approach to case management and recovery 
with consumers who have a severe mental disability. Families in Society 87(3): 339-350

Hopson, Laura M. and Kim, Johnny S.(2005) 'A Solution-Focused Approach to Crisis Intervention with 
Adolescents', Journal of Evidence-Based Social Work 1: 2, 93 –110

Hsu, Wei-Su. 2009. The facets of empowerment in solution-focused brief therapy for lower status married 


Session #13:

<table>
<thead>
<tr>
<th>Topics:</th>
<th>Designing change efforts to work in modifying systems that work with involuntary clients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives</td>
<td>Students will: be able to identify steps in work to modify systems</td>
</tr>
</tbody>
</table>

Required Readings


**Required Videos**

Interview with Dr. Julie Altman about Chapter 14: work with involuntary clients in child welfare settings

[https://umconnect.umn.edu/p79658551/](https://umconnect.umn.edu/p79658551/)

**Recommended Readings**


**Session #14**

| Topics: | Role of supervisors as change agents in work with involuntary clients |
| Objectives                                        | Students will:                                                                 |
|                                                | be able to identify ways that supervisors can be effective in supporting work with involuntary clients |
| Objectives                                      | Students will:                                                                 |
|                                                | be able to identify steps in work to modify systems                           |

**Required Readings**


**Required Videos**

Interview with Tony Bibus and Carol Jud related to supervision

http://mediamill.cla.umn.edu/mediamill/embedqt/28736

Interview with Tony Bibus related to Chapter 17 Involuntary Clients and Work in the Era of Welfare Reform

http://mediamill.cla.umn.edu/mediamill/embedqt/28735

Interview with Sue Lohrbach.

beginning of interview

parallel process

use of power

self-care

social worker survival

agency culture orientation

self care tips

**Session #15**

| Topics:                                        | The involuntary practitioner and the system Course evaluation |
|                                               |                                                               |


<table>
<thead>
<tr>
<th>Work settings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
</tr>
<tr>
<td>Students will:</td>
</tr>
<tr>
<td>• consider issues related to work settings</td>
</tr>
<tr>
<td>• consider the involuntary practitioner and the system</td>
</tr>
<tr>
<td>• self-assess learning in course</td>
</tr>
<tr>
<td>• evaluate course</td>
</tr>
</tbody>
</table>

**Required Readings**


**Recommended Readings**


**Final Materials are due XXXX; they should be submitted online in moodle through the assignment submission function. You will receive an acknowledgement when your paper has been received. There is no need for multiple submissions through email or hard copy.**

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**Part V: Policies**

**Expectations for instructor**
The instructor will:

12. Facilitate a non-threatening atmosphere in the course that is conducive to learning. This will include efforts to have an responsive, encouraging presence both in person and on-line.
13. Construct student assignments that include clear expectations and opportunities for student selection of most appropriate alternatives.
14. Provide feedback on assignments including grades. That feedback to students will constructively identify student strengths and areas for improvement.
15. Be available to consult with individual students or groups to facilitate completion of course projects.
16. Regularly gather and respond to feedback designed to improve the course. Students will be able to post confidential feedback on the web about the course.
17. Use a variety of instructional methods including lecture, guided group discussion, exercises, handouts, videotapes, powerpoint presentations, guest speakers and role plays to accommodate students’ diverse learning styles.
18. Provide structure for sessions through clarifying objectives, facilitating discussion while focusing on critical assessment of issues, providing appropriate summaries and linkages to preceding and subsequent content.
19. Seek to actively draw students into discussion of ideas, concepts and practice experiences.
20. Enlist appropriate guest speakers and orient them to expectations for their presentation.
21. Post messages and powerpoint presentations in moodle by 4pm on Thursday for the following Tuesday.
22. Regularly monitor and support student use of moodle. This will include consultation in person, through moodle, phone or email about how to make best use of the course.

Expectations for students

This is a blended learning course including four in-person sessions and eight weeks in which content is delivered on-line through moodle. Required on-line content will be available by 4pm on Thursday for the session which would have occurred on the following Tuesday. On line weeks give you some choice about when you will complete requirements. You will, however, have by 8pm on Tuesday of each week to complete all on line requirements.

Students are expected to:

8. Attend four in-person class sessions unless excused and make every effort to arrive on time. Those rare late arrivals should not be disruptive to the class. Missing one of the four in-person sessions is strongly discouraged. In rare instances, you may be excused for part or all of one session. In such cases, you are responsible for contacting the instructor prior to any absence. If you are excused from the session, you are to make arrangements with the instructor to demonstrate comprehension of the content covered in that session through reviewing the camtasia recording of the session and posting a special two page reflection that shows your comprehension of that session including at least one required reading for that session. Missing more than one session is not acceptable and will result in a failing grade.
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10. Participate in weekly forums and quizzes.
11. Complete required readings for modules on a weekly basis.
12. Complete assignments on time. Unexcused late assignments will be penalized ½ point per day.
13. Follow guidelines included with written assignments.
14. Offer the instructor responsible feedback which identifies areas which are working well for your learning and areas in which improvements could be made. Such feedback will be posted by you on the web anonymously.

Course and School Policies (School policies are marked with a *)

Policy on incompletes*: Students are expected to complete all course work by the last day of class. Those who are unable to do so must negotiate an incomplete and, pursuant to School of Social Work policy, develop a contract with the instructor that will describe the work which remains to be completed and the date by which the work must be submitted to the instructor. A copy of the incomplete contract can be found in the M.S.W. Student Handbook. Copies of the contract are to be filed with the Director of Graduate Studies. In addition, you are to be advised that incomplete course grades will be converted to an F grade if not completed within two quarters.

Policy on the Use of Student Papers*: At times, the professor may ask students for a copy of their paper to use as a sample paper for students in future classes. If asked, students have the right to decline without fear of reprisal. They will be asked to sign a form indicating that they have freely given the instructor permission to use their paper as a sample.

School of Social Work Scent Policy*: Please refrain from wearing scented personal care products when spending time in Peters Hall. This request is made in order to accommodate those disabled by environmental illness. Persons who wear scented products in classrooms and other relatively small enclosures may be asked to leave if there are persons with chemical sensitivities in the area. Your cooperation is greatly appreciated by those affected.

Policy on Disabilities*: Students who have disabilities which affect their participation in the course may notify the instructor if they wish to have any special accommodations considered in the instructional or examination format.

Negotiation of alternative learning plans: You may propose an individual learning plan if any part of the required assignments appear redundant compared with your previous learning or inconsistent with your learning goals. Such a plan must be presented and approved by the instructor prior to the third session.