

**SOCIAL WORK 8130
Generalist Practice I
(3 Credit Hours)**

SYLLABUS

1.0 Course Description Information

1.1 Catalog Description:

This course serves as an introduction to the common concepts including social work values and ethics, skills, tasks, and activities which are essential to the practice of social work and which serve as a foundation for further professional growth. Constructs from general systems theory are used both as a way of organizing knowledge and of viewing a range of systems that could be engaged as the social worker practices with individuals across the lifespan. Social work practice is presented as a goal oriented planned change process which is sensitive to diversity. Emphasis is on both theoretical and experiential learning.

1.2 Prerequisites of the course: SOWK 8070 prior to or concurrent.

1.3 Overview of content and purpose of the course: This course serves as an introduction to the common concepts including social work values and ethics, skills, tasks, and activities which are essential to the practice of social work and which serve as a foundation for further professional growth. Constructs from general systems theory are used both as a way of organizing knowledge and of viewing a range of systems that could be engaged as the social worker practices with individuals across the lifespan. Social work practice is presented as a goal oriented planned change process which is sensitive to diversity. Emphasis is on both theoretical and experiential learning.

1.4 For whom the course is intended: This is a required course designed for students admitted to the foundation MSW program.

1.5 Unusual circumstances of the course: None

2.0 Course Justification Information

2.1 Anticipated audience/demand: This course is required for every student admitted to the foundation MSW program.

2.2 Indicate how often this course will be offered and the anticipated enrollment: The course is offered every fall semester. Enrollment is predicted to be 25-50 students. Two sections may be offered depending on enrollment.

2.3 If it is a significant change to an existing course, please explain why it is needed: This course syllabus includes gerontological content, an updated bibliography, links MSW foundation objectives to course objectives and assignments.

3.0 Objective Information

3.1 List of performance objectives stated in learning outcomes:

The course meets the following MSW Foundation objectives:

MSW Foundation Objective #1: To apply critical thinking skills in identifying and explaining theoretical

frameworks

MSW Foundation Objective #2: To demonstrate knowledge of NASW Code of Ethics and the values and ethics of the profession

MSW Foundation Objective #3: To demonstrate understanding and respect for people of diverse backgrounds and populations-at-risk

MSW Foundation Objective #4: To understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change

MSW Foundation Objective #5: To understand the history of social welfare and the social work profession

MSW Foundation Objective #6: To apply the generalist social work perspective to systems of all sizes

MSW Foundation Objective #7: To identify and explain empirically based theoretical frameworks to understand human behavior in the social context

MSW Foundation Objective #8: To analyze social problems and social policies, emphasizing social justice and civic engagement

MSW Foundation Objective #9: To evaluate research studies applied to social work practice and evaluate one's own practice

MSW Foundation Objective #10: To communicate effectively orally and in writing with systems of all sizes

MSW Foundation Objective #11: To utilize and benefit from supervision and consultation to improve social work practice

MSW Foundation Objective #12: To function effectively within agencies and social service delivery systems

By the end of this course, students will be able to:

Course Objectives	MSW Foundation Objectives	Assignments
Identify, explain and apply an understanding of the elements which constitute the social work profession (values/ethics, purpose, sanction, knowledge, and method.	1, 2, 10, 11, 12	Values paper In-class discussion & exercises Role play video and critique Case study paper Quizzes
Demonstrate moderate skill in building relationships and communicating with people individually and collectively	1,3, 6, 7, 9, 10, 11, 12	Values paper Case study paper Quizzes In class discussion & exercises Role play video and critique
Identify, explain, and apply the different and interrelated steps in the social work problem solving process	10, 11, 12	Videotape and critique Case study paper Quizzes In class discussions and exercises
Develop beginning skills in assessment, planning, intervention, evaluation, and termination phases of problem solving with the individual	1, 3, 6, 7, 9, 10, 11, 12	In-class discussion & exercises Role play video and critique Case study paper Quizzes
Identify resources that may be utilized for problem solving with individuals.	1, 3, 6, 7, 9, 11, 12	Guest speakers In-class discussion & exercises
Develop an understanding of problem solving approaches for interventions with diverse populations across the life span including race/ethnicity, nationality, ability, gender,	1, 3, 4,5, 6, 7, 8, 10, 11, 12	Guest speakers In-class discussion & exercises Quizzes

sexual orientation, and religion		Case study paper Video tape and critique
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4.0 Content and Organization Information

4.1 List of topics to be covered in chronological sequence:

- 4.1.1 Overview/vision of social work
 - A. Philosophy and purpose of the profession.
 - B. Values and ethics for practice including the National Association of Social Workers Code of Ethics.
 - C. Knowledge base of Social Work
- 4.1.2 Roles of Social Worker such as broker, political advocate, case manager and therapist.
- 4.1.3 The generalist practice, problem-solving model.
 - A. Developing relationships
 - B. Assessing and practicing communication skills
 - C. Use of self
 - D. Case planning
 - E. Assessment and employment of resources
 - F. Referral procedures
 - G. Outcome Assessment
- 4.1.4 Specific intervention models
 - A. Crisis intervention
 - B. Problem-solving model
- 4.1.5 Integration of intervention models for individuals and families demonstrating culturally competent practice including: race/ethnicity, nationality, ability, gender, age, sexual orientation, and religion sensitive practice.
- 4.1.6 Termination of client contact.
- 4.1.7 Evaluation of outcome of planning and interventions.

5.0 Teaching Methodology Information

5.1 Methods to be used: Lectures, class discussions, experiential exercises, demonstrations, audiovisual material, role plays, student presentations, and guest speakers.

5.2 Student role in the course: Students will be expected to be active participants in this course.

5.3 Contact hours: Three contact hours per week for the 15 weeks of the semester.

6.0 Evaluation Information

6.1 Types of student projects that will be the basis for evaluating student performance

Values Paper

Students will be expected to write a 10-12 page paper examining their own values and attitudes in relation to various areas of life, such as work, play, religion, sex roles, etc. They are to trace the origin of these values as far back as possible by talking with family members and describe how these values and attitudes have been affected by life experiences and societal influences. How do they complement, or are in conflict with, social work values?

Video Tape and Critique

Students will be required to prepare a videotape of a role-play interview of an assigned case and write a critique of their work in the interview.

Case Study Paper

Students will apply the problem solving process and concepts from the course in a case analysis paper.

Quizzes and Mid-term Exam

Quizzes and mid-term exam cover course material and application of course material.

6.2 Basis for determining the final grade

Evaluation of student performances will be based on the assignments during the semester and weighted in the following way:

Class attendance & participation	10%
Values paper	20%
Videotaped interview and critique	25%
Case study paper	25%
Quizzes	10%
Take Home Midterm	10%

6.3 Grading Type

A+ = 98% or Above	C+ = 78 to 80.9%
A = 94 to 97.9%	C = 74 to 77.9%
A- = 91 to 93.9%	C- = 71 to 73.9%
B+ = 88 to 90.9%	D+ = 68 to 70.9%
B = 84 to 87.9%	D = 64 to 67.9%
B- = 81 to 83.9%	D- = 61 to 63.9%
F = 60.9% and below	

7.0 Resource Material

7.1 Textbooks or other required readings used in course

Kirst-Ahman, Karen K. & Hull, Grafton H. Understanding Generalist Practice, 4th Ed. Thomson Brooks/Cole, 2006.

APA guide

7.2 Other suggested reading material

Brill, Naomi, (1998) Working with People. New York: Longman.

Pincus, A. & Minahan, A. (1978) Social work practice: Model and method, Itasca, IL: Peacock Publishers.

Journal articles from: Social Work, Social Casework\Families & Society, Journal of Social Work Education

7.3 Current bibliography and other resources

American Psychiatric Association. (2000). Diagnostic and statistical manual of mental disorders (4th ed., Text revision) Washington, DC: Author.

- Balgopal, P.R. (2000). Conclusion. In P. R. Balgopal (Ed.), *Social work practice with immigrants and refugees* (229-240). New York: Columbia.
- Corcoran K., & Fisher, J. (1994). Measures for clinical practice (2nd ed.). New York: The Free Press.
- Corey, G. (2000). Theory and practice of group counseling (5th ed). Pacific Grove, CA: Brooks/Cole.
- Corey, G., Corey, M. & Callahan, P. (2003). Issues and ethics in the helping professions. Pacific Grove: Brooks/Cole.
- Corey, M. S. & Corey, G. (2002). Groups: Process and Practice, Pacific Grove, CA: Brooks/Cole.
- Cournoyer, B. (2000). The social work skills workbook (3rd ed.). Belmont, CA: Wadsworth.
- Council on Social Work Education. (2001) *Educational policy and accreditation standards*. Alexandria, VA: Author
- Crosson-Tower, C. (2002). Our sexuality (8th ed.). Pacific Grove, CA: Wadsworth.
- Crosson-Tower, C. (2002). Understanding Child Abuse and neglect (5th ed.). Boston: Allyn & Bacon.
- Crosson-Tower, C. (2004). Exploring child welfare: A practice perspective (3rd ed.). Boston: Allyn & Bacon.
- Fong, R., & Furuto, S. (Eds.). (2001) Culturally competent practice. Boston: Allyn & Bacon.
- Frankel, A.J. & Gelman, S.R. (2004). Case Management. Chicago: Lyceum.
- Goldenberg, H., & Goldenberg, I. (2002). Counseling today's families (4th ed.). Pacific Grove, CA: Brooks/Cole.
- Hepworth, D.H., Rooney, R.H., & Larsen, J. (2002). Direct Social Work Practice: Theory and Skills. (6th ed.) Belmont, CA: Brooks/Cole.
- Kail, R. V., & Cavanaugh, J. C. (2000). Human development: A lifespan view (2nd ed.). Belmont, CA: Wadsworth.
- Kanel, K. (2003). A guide to crisis intervention (2nd ed.). Pacific Grove, CA: Brooks/Cole.
- Lowenberg, F.M., Dolgoff, R., & Harrington, D. (2000). Ethical decisions for social work practice (6th ed.). Itasca, IL: Peacock.
- Lim, D. (Ed.). (2003). Culturally competent practice (2nd ed.). Pacific Grove, CA: Brooks/Cole.
- Okun, B. F. (2002). Effective helping: Interviewing and counseling techniques (6th ed.). Pacific Grove, CA: Brooks/Cole.

- Roberts, A. R. (2000). An overview of crisis theory and crisis intervention. In A. R. Roberts (Ed.), Crisis intervention handbook: Assessment, treatment, and research. (2nd ed., pp. 3-30). New York: Oxford.
- Robinson, W., & Reeser, L. C. (2000). Ethical decision making in social work. Boston: Allyn & Bacon.
- Saleebey, D. (2002). The strengths perspective in social work practice (3rd ed.). Boston: Allyn & Bacon.
- Zastrow, C. & Kirst-Ashman, K. K. (2004). Understanding human behavior and the social environment (6th ed.). Pacific Grove, CA: Brooks/Cole.

Bibliography-Extended

- Abramson, J. (1988). Participation of elderly patients in discharge planning: Is self-determination a reality? *Social Work*, 33(5), 443-448.
- Aguilera, D. & Messick, J. (1982). Crisis intervention: Theory and methodology(2nd ed.). St. Louis: The C.V. Mosby Company.
- Alter, C., & Evens, W. (1990). Evaluating your practice. New York: Springer.
- Arrendondo, P., Topper, R., Brown, S., Jones, J., Locke, D.C. Sanchez , & Stadler, H. (1996). Operationalization of the multicultural counseling competencies. Washington, DC: Association for Multicultural Counseling and Development.
- Austin, C.(1990) Case management: Myths and realities. *Families in Society*, 71 (7), 398-405.
- Baruth, L., & Manning, M. (1991). Multicultural counseling and psychotherapy. New York: Merrill.
- Benjamin, A. (1981). The helping interview. Boston, MA: Houghton Mifflin.
- Devore, W., & Schlesinger, E. G. (1999). Ethnic sensitive social work practice (5th ed.). Boston: Allyn & Bacon.
- Diller, J.V. (1999). Cultural diversity. Pacific Grove, CA: Brooks/Cole.
- Golan, N. (1987). Crisis intervention. In *Encyclopedia of social work* (18th ed., vol.1, pp. 360.372). Silver Spring, MD: National Association of Social Workers.
- Kadushin, A. (1995). Interviewing. In *Encyclopedia of social work* (19th ed., vol. 2, pp. 1527-1537). Washington, DC: NASW Press.
- Kadushin, A., & Kadushin, G. (1997). The social work interview: A guide for human service professionals. New York: Columbia University Press.
- Perlman, H. (1957). Social casework: a problem solving process. Chicago: University of Chicago.
- Pincus, A., & Minahan, A. (1973). Social work practice: Model and Method. Itaska, IL:

Peacock.

8.0 Other Information

8.1 Plagiarism

The Executive Body of the School of Social Work has passed a policy alerting students to, and emphasizing the importance of, the issue of plagiarism. The UNO policy on plagiarism is as follows:

"The prevention of plagiarism and the imposition of sanctions upon those who resort to plagiarism is necessary in any university that espouses the ideals embodied in the concept of academic freedom. Plagiarism is the appropriation of the work (be it ideas or words) of another without crediting the source. Such a practice is particularly reprehensible in a community dedicated to the pursuit and advancement of knowledge."

The UNO policy on Academic Integrity reads as follows:

"The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found guilty of academic dishonesty shall be subject to both academic and disciplinary sanctions."

Academic dishonesty definitions, procedures and sanctions are available on the current University of Nebraska at Omaha web-site

8.2 Procedure Regarding Student Grades/Papers

The Family Educational Rights and Privacy Act (FERPA) of 1974 requires that student grades not be published in a personally identifiable fashion. Therefore, unless prior arrangements have been made with the instructor, students must provide a self-addressed adequately stamped envelope for papers, projects, or exams that were not returned to them in class. Any remaining papers, projects or exams will be kept by the instructor for 3 months after the semester ends, at which time they will be shredded.

8.3 Statement Regarding Students with Disabilities

Accommodations are provided for students with certified disabilities. For more information contact Services for Students with Disabilities, EAB 117 or 554.2872, TTY 554.3799.

8.4 Additional Assistance

Students who have concerns about their competence in writing papers or who have extreme anxiety in taking tests or giving class presentations should address these concerns by seeking professional counseling through the University Division Counseling Services.