

**SOCIAL WORK 8150
Generalist Practice II
(3 Credit Hours)**

SYLLABUS

1.0 Course Description Information

- 1.1 Catalog Description:** This course is designed to build on the concepts, skills, tasks, and activities introduced in SOWK 8130. Social work practice is presented as a goal oriented, planned change process with an emphasis on groups, organizations, and communities and the needs that arise across the lifespan. The focus is on developing skills in planning, collaboration, empowerment, and advocacy to effect change.
- 1.2 Prerequisites of the course:** SOWK 8130 and SOWK 8080 prior to or concurrently.
- 1.3 Overview of content and purpose of the course:** This course is designed to build on the concepts, skills, tasks, and activities introduced in SOWK 8130. Social work practice is presented as a goal oriented, planned change process with an emphasis on groups, organizations, and communities. The focus is on developing skills in planning, collaboration, empowerment, and advocacy to effect change.
- 1.4 For whom the course is intended:** Required for students in the foundation level 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 spring 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
Define and utilize social work knowledge, skills, and values in social work practice with a focus on families, group, organizations, and the community.	1, 2, 7	Journal entries, blackboard discussions, research paper, mid-term and final exams
Define and apply the steps of the generalist approach to social work practice, including: assessment, planning, intervention, evaluation, and termination with a focus on families, groups, organizations, and the community.	6	Mid-term and final exams, final project
Analyze and differentiate settings in order to select appropriate and effective forms of intervention.	1, 6, 7, 8, 12	Task group analysis paper, journal entries, blackboard discussions
Employ record keeping in a variety of practice settings.	10	Final project
Recognize the different dynamics and structures in families, groups, organizations, and communities	1, 3, 6, 7	Journal entries, blackboard discussions
Demonstrate competence in social work practice with culturally, ethnically, socially, and generationally diverse families, groups, organizations, and communities.	2, 3, 4, 8	Research paper, journal entries, final project
Use available resource systems to become knowledgeable about means to overcome their limitations.	11, 12	Task group analysis paper, final project
Plan, collaborate, empower, and advocate to effect social change within families, groups, organizations, and communities	6, 7, 8	Task group analysis paper, blackboard discussions, final project, exams

4.0 Content and Organization Information

4.1 List of topics to be covered in chronological sequence:

- 4.1.1 Generalist social work practice with families
 - a. assessment
 - b. planning
 - c. intervention
 - d. evaluation
 - e. termination
 - f. ethical choices and dilemmas
- 4.1.2 Advocacy and Brokering
- 4.1.3 Group Dynamics and Processes
 - a. facilitation
 - b. communication
 - c. stages of group development
- 4.1.4 Emphasis on sensitivity to gender, age, ethnic, sexual, and racial differences
- 4.1.5 Case management and record keeping

5.0 Teaching Methodology Information

5.1 Methods to be used: Lectures and discussion, skill development exercises, audio-visuals, and guest speakers.

5.2 Student role in the course: Students will be expected to participate through group discussion, role-playing and class presentations.

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

6 Evaluation Information

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

Journal Entries

Students will provide 7 journal entries responding to specific issues/questions presented by the instructor. Journal entries are due at specific dates noted in the course outline. Journal entries should be typed and in APA format. *Entries should clearly address the issues presented from the student's point of view and demonstrate evidence of command of the conceptual foundation of the entry, significant personal reflection, and critical thinking regarding the issue/question, incorporating text material.* Entries must not exceed 2 pages, but may be single spaced.

Blackboard Discussions

Students will participate in three Blackboard discussions designed to help integrate the readings with guest lectures, videotapes, and class discussions. The instructor will post a series of questions that students must respond to by the date identified in the course schedule. Students must respond thoughtfully and critically to two other student postings for each of the blackboard postings.

Task Group Analysis Paper

Students will be required to attend two macro task group meetings and analyze the process using selected concepts presented in the course. Examples include: city council, school board, agency planning meeting, any task force, etc. Students may not use their own place of employment for this assignment, i.e., staff or departmental meeting.

Research Paper

Students will complete an 8-10 page paper on a particular conceptual framework, theoretical perspective, practice model, etc., related to the project your task group is developing throughout the semester.

Final Project

Students will complete a project and paper detailing a macro change effort undertaken this semester. The project will be presented to the class, staff, and other agency representatives during the final class period. Each student will be required to document the project, including their individual contribution. Students must use APA format in writing their papers. Points will be deducted if APA style is not followed. It is the student's responsibility to become familiar with this format; therefore, purchasing the APA manual is highly recommended.

Exams

Students will complete a mid-term and final examination.

6.2 Basis for determining the final grade:

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

Class attendance <u>and</u> active participation	5%
Journal entries	5%
Blackboard discussions (3)	5%
Task group analysis paper	20%
Research Paper	10%
Final project	20%
Mid-term exam	15%
Final exam	20%

Late papers may be reduced up to one grade at the professor's discretion.

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:

Netting, F. E., Kettner, P. M., & McMurtry, S. L. (2004). Social work macro practice (3rd ed.). Boston: Allyn & Bacon.

Ephross, P. H., & Vassil, T. V. (1988). Groups that work: Structure and process. New York: Columbia University Press.

7.2 Other suggested reading material:

Selected social work journal articles.

7.3 Current bibliography and other resources (classic sources are included):

- Abbott, Edith (1918). *Democracy and Social Progress in England*.
- Abbott, Grace (1966). *From Relief to Social Security: The Development of the New Public Welfare Services and their Administration*.
- Abbott, Grace (1971). *The Immigrant and the Community*.
- Addams, Jane (1930). *The Second Twenty Years at Hull House*.
- Addams, Jane (1998). *Twenty Years at Hull-House*.
- Alinsky, S. (1969). *Reveille for radicals*. New York: Vintage Books.
- Alinsky, S. (1971). *Rules for radicals*. New York: Vintage Books.
- Bailey, D. & McNally-Koney, K. (2000). *Strategic alliances among health and human services organizations: From affiliation to consolidation*. Thousand Oaks, CA: Sage Publications.
- Balgoropol, P., & Vassil, (1983). Groups in social work. New York: MacMillan.
- Batten, T. (1967). The non-directive approach in group and community work. London: Oxford.
- Bennis, W., et al. (1969). The planning of change (2nd ed.). New York: Holt, Rinehart, & Winston.
- Berkeley, K. C. (1999). *The women's liberation movement in America*. Westport, Connecticut: Greenwood Press.
- Betten, N. & Austin, M. J. (1990). *The roots of community organizing: 1917-1939*. Philadelphia: Temple University Press.
- Bobo, K., Kendall, J., & Max, S. (2001). *Organizing for social change: A manual for activists*: Washington: Seven Locks Press.
- Brody, R. (2000). Effectively managing human service organizations (2nd ed.). Thousand Oaks, CA: Sage.
- Button, J. W., Rienza, B. A., & Wald, K. D. (1997). *Private lives, public conflicts: Battles over gay rights in American communities*. Washington, D.C.: CQ Press.
- Chaskin, R. J., Brown, P., Benkatesh, S., & Vidal, A. (2001). *Building community capacity*. New York: Walter de Gruyter.
- Chrislip, D., & Larson, C.E. (1994). *Collaborative leadership: How citizens and civic leaders can make a difference*. San Francisco: Jossey-Bass Publishers.
- Clendinen, D. & Nagourney, A. (1999). *Out for good: The struggle to build a gay rights movement in America*. New York: Simon & Schuster.
- Cnaan, R. A., Boddie, S. C., Handy, F., Yancey, G., & Schneider, R. (2002). *The invisible caring hand: American congregations and the provision of welfare*. New York: New York University Press.

- Cnaan, R. A., Boddie, S. C., & Wineburg, R. J. (1999). *The newer deal: Social work and religion in partnership*. New York: Columbia University Press.
- Costin, Lela (1983). *Two Sisters for Social Justice: A Biography of Grace and Edith Abbott*.
- Delgado, M. (2004). *Community social work practice in an urban context*. Oxford University Press
- Dunham, A. (1970). The new community organization. New York: Crowell.
- Ecklein, J. & Lauffer, A. (1972). Community organizers and social planners. New York: Wiley.
- Edwards, Yankey, and Altpeter (editors). (1998) *Skills for Effective Management of Nonprofit Organizations*.
- Ehrenreich, B. (2001). *Nickel and Dime: On (not) getting by in America*. New York: Metropolitan Books.
- Ezell, M. (2001). *Advocacy in human services*. Belmont, CA: Wadsworth.
- Fauri, D. P., Wernet, S. P., & Netting, F. E. (Eds.). (2000). *Cases in social work macro practice*. Boston: Allyn & Bacon.
- Fisher, R. (1994). *Let the people decide: Neighborhood organizing in America*. New York: Maxwell Macmillan International.
- Fisher, R. & Fabricant, M. (2002). *Settlement houses under siege: The struggle to sustain community organization in New York City*. New York: Columbia University Press.
- Fox, E. and Urwick, L (eds., 1977). *Dynamic Administration: The Collected Papers of Mary Parker Follett*.
- Forest, James (1994). *Love is the Measure: A Biography of Dorothy Day*.
- Freedman, J.(1993). *From Cradle to Grave: The Human Face of Poverty*.
- Galenson, W. (1996). *The American labor movement, 1955-1995*. Westport, Connecticut: Greenwood Press.
- Garrow, D. J. (Ed.) (1989). *Birmingham, Alabama, 1956-1963: The black struggle for civil rights*. Brooklyn, New York: Carlson Publications.
- Gilbert, N. (1995). *Welfare justice: Restoring social equity*. New Haven: Yale University Press. Paperback edition 1997.
- Golembiewski, R. (1962). The small group. Chicago: University of Chicago.
- Gollaher, David (1995). *Voice for the Mad: the Life of Dorothea Dix*.
- Green, G.P. & Haines, A. (2002) *Asset Building & Community Development*. Sage Publications
- Hancock, L. (2002). *Hands to work: The stories of three families racing the welfare clock*. New York: HarperCollins Publishers.

- Hartford, M. (1972). Groups in social work. New York: Columbia University.
- Hardina, D. (2002). *Analytical skills for community organization practice*. New York: Columbia University Press.
- Hardina, D. (Ed.). (2000). *Innovative approaches for teaching community organization skills in the classroom*. New York: Haworth Press, Inc.
- Harrington, Michael (1962). *The Other America: Poverty in the United States*.
- Heymann, J. (2002). *Can working families ever win?*
- Hick and McNutt. (editors) (2002) *Advocacy, Activism, and the Internet*.
- Homan, Mark (2003). *Promoting Community Change: Making it Happen in the Real World*.
- Hon, D. (1980). Meetings that matter. New York: Wiley.
- Hopkins, Harry. (1972). *Spending to Save: The Complete Story of Relief*.
- Hopkins, June. (1999). *Harry Hopkins: Sudden Hero, Brash Reformer*.
- Hula, R. C. and Jackson-Elmoore, C. (Eds.) 2000. *Nonprofits in urban America*. Westport, Connecticut: Quorum Books.
- Johnston, D. C. (2003). *Perfectly legal: The covert campaign to rig our tax system to benefit the super rich-- and cheat everybody else*.
- Kahn, A. (1969). Theory and practice of social planning. New York: Sage.
- Kahn, Si (1978). *How People Get Power: Organizing Oppressed People for Action*.
- Kahn, Si (1991) *Organizing: A Guide for Grassroots Leaders*.
- Katzenbach, J., Smith, D. (1999). *The Wisdom of Teams: Creating the High-Performance Organization*.
- Kidder, Tracy (2003) *Mountains Beyond Mountains: The Quest of Paul Farmer, the Man who would cure the world*.
- Kozol, Jonathan (1988). *Rachel and Her Children: Homeless Families in America*
- Linn, James (2000). *Jane Addams: A Biography*
- Marcus, E. (1992). *Making history: The struggle for gay and lesbian equal rights, 1945-1990: An oral history*. New York: Harper Collins Publishers.
- Martinez-Brawley, E.E. (2000). *Close to home: Human services and the small community*. Washington D.C.: NASW Press.
- McInay, Dennis (1998) *How Foundations Work*. Jossey-Bass.
- Miller, D. H. (1998). *Freedom to differ: The shaping of the gay and lesbian struggle for civil*

rights. New York: New York University Press.

- Minkler, M., & Wallerstein, N. (Eds.). (2003). *Community-based participatory research for health*. San Francisco, CA: Jossey-Bass.
- Mizrahi, T., & Morrison, J. D. (Eds.). *Community organization and social administration: Advances, trends and emerging principals*. New York: Haworth Press, Inc.
- Morris, R., & Binstock (1965). Feasible planning for social change. New York: Columbia University.
- Munger, F. (2002). *Laboring below the line: The new ethnography or poverty, low-wage work, and survival in the global economy*.
- Murphy, P. W., & Cunningham, J. V. (2003). *Organizing for community controlled development: Renewing civil society*. Thousand Oaks, CA: Sage Publications.
- Netting, E. F. and O'Connor, M. K. (2003). *Organization practice: A social worker's guide to understanding human services*. Boston: Pearson Education, Inc.
- Netting, F. E., Kettner, P. M., & McMurtry, S. L. (1993). Social work macro practice. New York: Longman.
- Newman, K. S. (1999). *No shame in my game: The working poor in the inner city*.
- O'Melia, and Miley (editors). (2002). *Pathways to Power: Readings in Contextual Social Work Practice*.
- Olmstead, M., & Hare (1978). The small group. New York: Random House.
- Palmer, B., & Palmer, K. (1983). The successful meeting. Englewood Cliffs, NJ: Prentice-Hall.
- Parkinson, C. (1957). Parkinson's law. Boston: Houghton Mifflin.
- Payne, R. (2001). *A Framework for Understanding Poverty*
- Perlman, R., & Gurlin (1972). Community organization and social planning. New York: John Wiley.
- Piven, F., & Cloward, (1978). Poor movements: Why they succeed and how they fail. New York: Vintage.
- Piven, Frances Fox, and Cloward, Richard (1987). *Poor People's Movements: Why They Succeed, How they Fail*.
- Prigoff, A. (2000). *Economics for social workers: Social outcomes of economic globalization with strategies for community action*. Belmont, CA: Brooks/Cole/Thomson Learning.
- Putnam, R. (2000). *Bowling alone: The collapse and revival of American community*. New York: Simon & Schuster.
- Putnam, R. (ed.) (2002). *Democracies in flux: The evolution of social capital in contemporary society*. Oxford; New York: Oxford University Press.
- Putnam, R. & Feldstein, L. M. (2003). *Better together: Restoring the American community*. New

York: Simon & Schuster.

- Ross, M. (1955). Community organization. New York: Harper.
- Rothman, J., Erlich, J. L. & Tropman, J. E. (Eds.). (2001). *Strategies of community intervention*, (6th Ed.). Itasca, Il.: F.E. Peacock Publishers, Inc.
- Rubin, H. J. (2000). *Renewing hope within neighborhoods of despair: The community-based development model*. Albany, NY: State University of New York Press.
- Rubin, H., and Rubin, I. (2001). *Community organizing and development, 3rd Edition*. Boston, Massachusetts: Allyn & Bacon.
- Schattschneider, E. (1960). The semi-sovereign people. New York: Holt, Rinehart, & Winston.
- Shipler, D. (2004). *The working poor: Invisible in America*. New York: Knopf.
- Shulman, B. (2003). *The betrayal of work: How low-wage jobs fail 30 million Americans and their families*.
- Smock, K. (2003). *Democracy in action: Community organizing and urban change*. New York: Columbia University Press.
- Snell, F. (1958). How to hold a better meeting. New York: Harper.
- Specht, Harry, and Courtney, Mark (1994). *Unfaithful Angels: How Social Work Has Abandoned its Mission*. The Free Press
- Stebner, Eleanor (1997). *The Women of Hull House: A Study in Spirituality, Vocation, and Friendship*. State University of New York Press
- Steyaert, J. (2002). Inequality and the digital divide: myths and realities. In S. Hick & J. McNutt (Eds.), *Advocacy, activism and the internet* (pp. 199-211). Chicago: Lyceum Press.
- Tropman, John. (1997). *Successful Community Leadership: A Skills Guide for Volunteers and Professionals*.
- Vasta, E. (2000). *Citizenship, community and democracy*. London: Macmillan Press Ltd.
- Wildavsky, Aaron (1979). *Speaking Truth to Power*.
- Woods, Harriet. (2001). *Stepping up to Power: The Political Journey of American Women*. Westview Press
- Zastrow, C. (1989). Social work with groups (2nd ed.). Chicago: Nelson Hall.
- Zinn, Howard (1980). *A People's History of the U.S.*

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.