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**Generalist practice i**

SOWK 8130 | 3 credit hours

Spring Semester 2020

Class Meetings: Mondays, 4:00–6:00 P.M., 126 CPACS

**Instructor**: Professor C.J. Washington (Dr. Washington; *She | Her | Hers*)

**Office**: 206 CPACS

**Office** **Phone**: 402.554.2792

**Email**: cjwashington@unomaha.edu

*NOTE:* Students should contact the instructor via email rather than by phone. Email messages will be responded to within 24 hours, excluding weekends, holidays, and breaks.

**Office** **Hours**: Tuesdays, 1:00–3:00 P.M. or by appointment

 *Online Office Hours*: Wednesdays, 6:30–8:00 P.M. or by appointment

**Department:** Grace Abbott School of Social Work

**Main Office:** 206 CPACS

**Dept. Phone:**  402.554.2972

Course Information

**Description**

This course provides an introduction to the values, ethics, knowledge, and skills of generalist social work practice. Using constructs from the Generalist Intervention Model, systems theory, and the strengths-based perspective, students learn about engagement, assessment, planning and contracting, intervention, evaluation, and termination. Diversity and case management are emphasized as part of bringing planned change to client systems, including individuals and families.

**Rationale/Overview**

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.

**Course Objectives/Student Learning Outcomes**

1. Demonstrate a commitment to social work practice and its purpose, values, and ethics.
2. Analyze and resolve the ethical dilemmas of practice.
3. Demonstrate skills in relationship building, communication, and interviewing with individuals and families.
4. Identify, explain, and apply the steps of the Generalist Intervention model: engagement, assessment, planning and contracting, intervention, evaluation, and termination with individuals and families.
5. Apply systems theory and strengths-based perspective to social work practice.
6. Demonstrate more advanced individual skills including additive empathy, interpretation, and confrontation.
7. Exhibit an awareness of how diversity affects relationship building, communication, and interviewing.
8. Apply crisis intervention skills.
9. Examine and apply social work case management roles of broker, enabler, teacher, mediator, and advocate.

required text(s)/supplemental materials

**Required Text(s)**

Kirst-Ashman, K. K., & Hull, Jr., G. H. (2018). *Understanding generalist practice* (8th ed.).

Belmont, CA: Brooks/Cole.

National Association of Social Workers. (2017). *Code of ethics of the National Association of*

*Social Workers.* Washington, D.C.: NASW Press.

Course structure/format

Lecture, discussion, experiential learning experiences, video and Internet resources, and guest presentations.

Tentative Course Schedule

| **Session/Date** | **Topic** | **Assignment** |
| --- | --- | --- |
| Session 1 [date] | Introduction to the course and review syllabusUnderstanding social work: overview of the General Intervention Model (GIM) |  |
| Session 2[date] | Lecture: Triads, code of ethics, implicit bias  |  |
| Session 3[date] | Lecture: Micro practice skills, engagement and assessment (genograms and ecomaps) ACES/traumaIn-class activity: Genograms |  |
| Session 4[date] | Lecture: Diversity/Inclusion: race/ethnicity, social class, ability, religion, gender, LGBTQIA, privilege, and integrating diversity into GIMGuest speaker: UNO’s Gender and Sexuality Resource Center  | Values and ethics paper |
| Session 5[date] | Lecture: Triad #1 – engagement with diversity awareness, and assessmentRecording | Diversity/Inclusion paper |
| Session 6[date] | Lecture: Planning and contracting, brokering, case management | Triad #1 paper |
| Session 7[date] | Lecture: Triad #2 – planning/contracting, advocacy, and implementation |  |
| Session 8[date] | Guest speaker: motivational interviewingGuest speaker: substance use | Triad #2 paper |
| Session 9[date] | Lecture: Ethics – crisis intervention, suicide assessment, and self-care |  |
| Session 10[date] | Lecture: Triad #3 – implementation and evaluation |  |
| Session 11[date] | Lecture: Social work with women, poverty, Ruby Payne PP articleView and discuss: “Longmire” episode | Triad #3 paper |
| Session 12[date] | Lecture: Termination (case closure) and follow-up |  |
| Session 13[date] | Lecture: Triad #4 – case closure | Triad #4 paper |
| Session 14[date] | Lecture: Prep week and class wrap-up |  |

**Important Dates**

Last day to drop a course (via MavLink) and receive a 100% refund January 19, 2020

Last day to withdraw from a course (via MavLink) with a grade of “W” April 3. 2020

NOTE: This syllabus is written as an expectation of class topics, learning activities, and expected learning outcomes. However, the instructor reserves the right to make changes in this schedule that may result in enhanced or more effective learning for students. These modifications will not substantially change the intent or objectives of this course.

Assessments (Activities, Assignments, and Exams)

**Class Activity (1)**50 points (total)

One class activity worth 50 points each.

**Values and Ethics Paper (1)** 100 points (total)

One values and ethics paper worth 100 points each.

**Triad Paper (4)** 400 points (total)

Four triad papers worth 100 points each.

**Diversity/Inclusion Paper (1)** 100 points (total)

One diversity/inclusion paper worth 100 points.

**Attendance and Participation** 100 points (total)

 **750 points (total)**

Grading Scale

| **Percent** | **Final Grade** | **Quality Points** |
| --- | --- | --- |
| 98–100% | A+ | 4.00 |
| 94–97.9% | A | 4.00 |
| 91–93.9% | A- | 3.67 |
| 88–90.9% | B+ | 3.33 |
| 84–87.9% | B | 3.00 |
| 81–83.9% | B- | 2.67 |
| 78–80.9% | C+ | 2.33 |
| 77–77.9% | C | 2.00 |
| 71–73.9% | C- | 1.67 |
| 68–70.9% | D+ | 1.33 |
| 64–67.9% | D | 1.00 |
| 61–63.9% | D- | 0.67 |
| Below 60.9% | F | 0.00 |

Writing Guidelines

Students should make sure that writing assignments are free of grammar, punctuation, and spelling errors. Papers should adhere to the most recent citation style outlined by the American Psychological Association (APA).

Plagiarism Statement

In this course, students will submit written work by making use of information and ideas found in print or online sources. Whenever material from another writer is used, it is important that students quote or paraphrase appropriately and cite the source.

The UNO Academic Integrity policy defines plagiarism as "presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person."

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

**Students SHOULD NOT GUESS when it comes to using or citing another writer's work. Students should contact the instructor or a consultant at the UNO Writing Center with questions. Students should take a printout of the original source as well as the paper that is being written to the consultation.**

Academic Integrity Policy

The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found responsible for violating the [policy on Academic Integrity](https://www.unomaha.edu/student-life/student-conduct-and-community-standards/policies/academic-integrity.php) shall be subject to both academic and disciplinary sanctions. Violations of the policy on Academic Integrity include, but are not limited to, the following: cheating, fabrication and falsification, plagiarism, abuse of academic materials and/or equipment, complicity in academic dishonesty, falsifying grade reports, and/or misrepresentation to avoid academic work. More information about these areas and the procedures addressing academic integrity is available from the Office of Academic and Student Affairs (EAB 202 | 402.554.2262).

Classroom expectations

Students are expected to arrive on time to class meetings. Students should come to class well prepared, meaning readings and other assignments have been completed. Students are expected to be respectful of their classmates and the instructor. Distracting and/or disrespectful behaviors will not be tolerated.

cell phones, mobile devices, and laptops

Students are welcome to use cell phones, mobile devices, and/or laptops in class provided they are used for academic purposes such as note taking, accessing course materials, or researching course concepts and their use does not disrupt fellow classmates. Please silence devices if at all possible. A student who receives a phone call or text, should step outside the classroom to respond. DO NOT take pictures or video during class.

Technology Requirements

Students will be expected to have access to a computer frequently, as all writing assignments used will be typed out and not handwritten. The software students use to write assignments is irrelevant, as long as the writing guidelines outlined in this syllabus are followed. It is recommended that students have access to a computer weekly. Public computers are available on the UNO campus. Consult [Information Technology Services](https://www.unomaha.edu/information-technology-services/labs-and-classrooms/labs-and-kiosks.php) and the [Criss Library](https://www.unomaha.edu/criss-library/library-services/computers-and-equipment.php), for more information on equipment locations and availability.

Technical Support

Technical support for common university systems, including Canvas and email, is available from Information Technology Services technical support located in Eppley Administration Building (EAB) 104.

accessibility accommodations

Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: 104 H&K, Phone: 402.554.2872, Email: unoaccessibility@unomaha.edu)

Criss Library

UNO’s Criss Library offers a wide variety of resources that support student learning. Subject specialist librarians have in-depth knowledge of researching within specific disciplines and can provide guidance for a specific area of study. Students are encouraged to explore customized resources featured on the [Criss Library](http://www.unomaha.edu/criss-library) website.

Emergency Preparedness

The University of Nebraska at Omaha is prepared for a wide range of emergencies. Students should familiarize themselves with procedures and assistance available on UNO’s [emergency information page](http://www.unomaha.edu/emergency/index.php). If travel to campus is not feasible due to a declared emergency, a combination of Canvas, teleconferencing, and other technologies will be used to facilitate academic continuity. Students will be notified of procedures through Canvas course site announcements and email as appropriate.

Inclement weather

In the event of inclement or threatening weather, students should use his/her best judgment regarding travel to and from campus. Students who are not able to attend class due to adverse weather conditions, should contact the instructor as soon as possible. Similarly, if the instructor is unable to reach the class location, students will be notified of any cancellation or change as soon as possible (by approximately 1 hour before class starts and by posting an announcement in Canvas). Students who cannot get to class because of weather conditions, will be provided allowances relative to attendance policies as well as any scheduled tests, quizzes, or other assessments.

Preferred Name and Preferred Gender Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. The instructor will gladly honor a student’s request to be addressed by an alternate name or gender pronoun. Please advise the instructor of this preference early in the semester so that instructor records may be changed appropriately.

Writing Center

The UNO Writing Center offers free one-on-one consultations with trained consultants to all students, faculty, and staff. Their goal is to help writers improve their writing skills and confidence in all types of writing, in all subject areas, and at all stages of the writing process. For more information about their hours and locations or to schedule an appointment, go to [unomaha.edu/writingcenter](http://www.unomaha.edu/writingcenter/) or visit their main location in Arts and Sciences Hall (ASH) 150.

Speech Center

The [UNO Speech Center](file:///C%3A%5CUsers%5Cjharder%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.Outlook%5C9GJGI1SH%5Cunomaha.edu%5Cspeechcenter) provides free consulting and coaching services to all UNO students, faculty, and staff in preparing oral presentations. The Speech Center Consulting Room can help students with presentation preparation, outlining, effective delivery techniques, along with any other presentational needs. Speech consulting will help at any stage in the speech-making process. For more information, visit the UNO Speech Center in Arts and Sciences Hall (ASH) 183 and 185.

Student Safety

A variety of resources are available to support student safety and security. Students have experienced or are experiencing a difficult personal situation, should consult the resources available through the [Division of Student Success](https://www.unomaha.edu/student-life/student-affairs/index.php).

Outcomes Map and Student learning outcomes (SLOs)

**Council on Social Work Education (CSWE) Competencies**

The student learning outcomes for this course are built upon the following nine social work core competencies set forth by the CSWE’s 2015 Educational Polices and Accreditation Standards (EPAS) which is required for all accredited social work programs.

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

This map is intended to show how course topics, content, and activities align to the student learning outcomes outlined above. Course objectives are italicized to distinguish them from the core competencies set forth by the CSWE’s 2015 EPAS.

| **Course Objective/Student Learning Outcome** | **EPAS****Competency** | **Assignment** | **Dimension\*** |
| --- | --- | --- | --- |
| 1. Demonstrate a commitment to social work practice and its purpose, values, and ethics | 1 | NASW Code of Ethics, and values and ethics paper  | K, V, and CAP  |
| 2. Analyze and resolve the ethical dilemmas of practice. | 1 and 2 | NASW Code of Ethics, and values and ethics paper  | K, V, and CAP |
| 3. Demonstrate skills in relationship building, communication, and interviewing with individuals and families. | 6 and 7 | Triad scenarios with peers (practicing the helping process) | S and CAP |
| 4. Identify, explain, and apply the steps of the Generalist Intervention model: engagement, assessment, planning and contracting, intervention, evaluation, and termination with individuals and families. | 6, 7, 8, and 9 | Triad scenarios with peers (practicing the helping process) | K, V, S, and CAP |
| 5. Apply systems theory and strengths-based perspective to social work practice. | 2, 3, and 5 | NASW Code of Ethics, values and ethics paper, diversity and inclusion reflection paper, triad scenarios with peers (practicing the helping process) | K, V, and CAP |
| 6. Demonstrate more advanced individual skills including additive empathy, interpretation, and confrontation. | 6, 7, and 8 | Triad scenarios with peers (practicing the helping process) | S and CAP |
| 7. Exhibit an awareness of how diversity affects relationship building, communication, and interviewing. | 2, 6, and 7 | Diversity and inclusion reflection paper, and triad scenarios with peers (practicing the helping process) | K, V, S, and CAP |
| 8. Apply crisis intervention skills. | 1, 6, 7, and 8 | Values and ethics paper, and triad scenarios with peers (practicing the helping process) | K, S, and V |
| 9. Examine and apply social work case management roles of broker, enabler, teacher, mediator, and advocate. | 2, 3, 5, and 8 | Triad scenarios with peers (practicing the helping process) | K, S, and V |

\*Dimensions Key:

K = Knowledge

S = Skills

V = Value

CAP = Cognitive and Affective Processing

References and supplemental materials

**References**

Centers for Disease Control and Prevention (CDC). (2017). Data & statistics fatal injury report. Retrieved from: <https://www.cdc.gov/injury/wisqars/fatal.html>

Corey G., Corey, M. S., Corey, C., & Callanan, P. (2015). *Issues and ethics in the helping professions* (9th ed.). Stamford, CT: Cengage

Council of Social Work Education (CSWE). (2015). Educational policy and accreditation standards. Alexandria, VA: Author.

Engelberg, E., & Limback-Reich, A. (2015). The role of empathy in case management: A pilot study. *Social Work Education, 34*(8), 1021-1033.

Homan, M.S. (2016). *Promoting community change: Making it happen in the real* world (6th ed.). Stamford: CT: Cengage Learning.

International Federation of Social Workers (IFSW). (2015). What we do. Retrieved from <http://ifsw.org/what-we-do>

Kanel, K. (2015). *A guide to crisis intervention* (5th ed.). Stamford: CT: Cengage Learning.

Kirst-Ashman, K. K. (2017). *Introduction to social work and social welfare: Critical thinking perspectives* (5th ed.). Stamford: CT: Cengage Learning.

Kirst-Ashman, K. K., & Hull, Jr., G. H. (2015). *Generalist practice with organizations and communities* (6th ed.). Stamford: CT: Cengage Learning.

Lundo, R. G., & Simon, J. K. (2016). *Solution-focused case management.* New York, NY: Springer.

**Classic References**

Conner, P. T. (2004). *Woe is I: The grammarphobe’s guide to better English in plain English* (2nd ed.). New York, NY: Riverhead Books.

Corey, M. S., & Corey, G. (2007). *Becoming a helper* (5th ed.). Belmont, CA: Thomson Brooks/Cole.

Saleebey, D. (2013). *The strengths perspective in social work practice* (6th ed.). Boston, MA: Pearson Allyn and Bacon.

Shulman, L. (2006). *The skills of helping individuals, families, groups, and communities* (5th ed.). Belmont, CA: Thomson Brooks/Cole.

Sider, R. J. (2000). *Just generosity: A new vision for overcoming poverty in America*. Grand Rapids, MI: Baker Books.

Szuchman, L. T., & Thomlison, B. (2004). *Writing with style: APA style for social work* (2nd ed.). Belmont, CA: Thomson Brooks/Cole.

Van Hook, M., Hugen, B., & Aguilar, M. (2001). *Spirituality within religious traditions in social work practice*. Pacific Grove, CA: Thomson Learning Brooks/Cole.