

*“If there is radiance in the spirit, it will abound in the family.
If there is radiance in the family, it will abound in the community.
If there is radiance in the community, it will grow in the nation.
If there is radiance in the nation, the universe will flourish.” (TaoteChing)*

**COLLEGE OF ST. CATHERINE AND
THE UNIVERSITY OF ST. THOMAS**

**SCHOOL OF SOCIAL WORK
SYLLABUS**

**I. COURSE TITLE: SOWK 401C(WA) Generalist Practice with
Individuals, Families, and Groups**

Fall 2009

Saturday, 8:30-12:00

102 Mendell Hall, CSC Campus

COURSE VALUE: One Course (4 credits)

INSTRUCTOR:

Sandy Parnell, MSW, LICSW

Office Hours: Friday 12:00-2:00 pm

Or by appointment

Office: 306 Fontbonne Hall, CSC campus

Phone: 651-690-6755

E-mail: sjparnell@stkate.edu

REQUIRED TEXTS: Sheafor, B., Horejsi, C. (2006).
Techniques and Guidelines for Social Work Practice
(7th Edition). Allyn and Bacon.

Collins, D., Jordan, C., & Coleman, H. (2007). *An
Introduction to Family Social Work* (2nd Edition)
Brooks/Cole.

Additional readings as assigned

II. COURSE OBJECTIVES

This is the third course in the four-part practice sequence. This course prepares students for generalist social work practice with individuals, families, and groups in the context of their social environments with emphasis on aspects of diversity. A primary focus is the application of social work knowledge through increased development of skills. The overall goal of the

course is integration and application of the stages of the generalist social work method. Senior major status and concurrent registration in 405 are required.

Upon completion of this course, students will have attained the following knowledge and skills:

A. Knowledge of the following concepts:

1. Systems theories (general systems theory, ecological model, integrative model) as a means of understanding client needs.
2. Steps in the generalist method (defining issues, collecting and assessing data, planning and contracting, identifying alternative intervention, selecting and implementing appropriate courses of action, monitoring outcomes, and terminating) with systems of all sizes throughout the lifespan.
3. The importance of client strengths as a foundation for human growth and development.
4. The NASW Code of Ethics and the MN State License Code as they apply to practice with individuals, families, and groups.
5. The impact of differences in social, cultural, racial, religious, spiritual, and class backgrounds, gender, sexual orientation, and age on practice with individuals, families, and groups.
6. The impact of social welfare policy, technology, and human behavior on practice with individuals, families and groups.
7. Current research on empirically-based interventions with individuals, families and groups.
8. The importance of social and economic justice on systems of all sizes and throughout the lifespan.

B. Skills in:

1. Using the generalist method to intervene/advocate with individuals, families, and groups throughout the lifespan.
2. Identifying and using client strengths in service of the helping process.
3. Applying professional and personal ethics to ones' generalist social work practice.
4. Developing professional relationships characterized by mutuality, collaboration, and respect for client systems.

5. Identifying and using generalist practice skills which are sensitive to the social cultural, racial religious, spiritual, and class backgrounds, gender, sexual orientation, and age of clients and client systems.
6. Integrating knowledge of human behavior, policy, and research into intergenerational generalist practice with individuals, families, and groups.
7. Using current research and technological advances to identify appropriate practice interventions and to monitor and evaluate practice outcomes.
8. Recording for effective practice in accordance with professional ethics.
9. Addressing populations-at-risk and identifying appropriate interventions.

III. COURSE CONTENT OUTLINE

- A. **The Social Work Profession**
 1. The Field of Family Social Work
 2. Person in Environment
 3. Professionalism
 4. The Art and Science of Social Work
 5. Roles and Functions of Social Workers
 6. Caseload Management
 8. Professional Development
 9. The Role of Supervision
- B. **Social Justice**
 1. Policy analysis and advocacy
 2. Populations-at-risk
 3. Civil rights and global responsibilities
- C. **Human Diversity**
 1. Ethnically Sensitive Practice
 2. Cross-Cultural Practice
 3. Gender-Sensitive Practice
 4. Spirituality and Practice
 5. Intergenerational Practice
- D. **Practice Frameworks**
 1. Integrative Perspective
 2. Generalist Perspective
 3. General Systems Perspective
 4. Eco-Systems Perspective
 5. Strengths Perspective
 6. Ethnic-Sensitive Perspective
 7. Feminist Perspective

- E. **Practice Models**
 - 1. Behavioral
 - 2. Cognitive
 - 3. Interactional
 - 4. Structural
 - 5. Crisis Intervention
 - 6. Task Centered
 - 7. Solution Focused
 - 8. Family Preservation
 - 9. Small Group
 - 10. Addiction
 - 11. Self-Help
 - 12. Organizational Change and advocacy models
 - 13. Problem –solving model

- F. **Social Work Values and Ethics**
 - 1. Guiding Principles
 - 2. Ethical Decision Making
 - 3. NASW Code of Ethics

- G. **The Client System**
 - 1. Individuals
 - 2. Families
 - 3. Groups
 - 4. Organizations

- H. **Recording**
 - 1. Importance
 - 2. Content
 - 3. Formats
 - 4. Privacy

- I. **The Planned Change Process**
 - 1. Stages of Helping
 - 2. Communication Skills
 - 3. Helping Skills

- J. **Techniques of Planned Change**
 - 1. Intake
 - 2. Engagement
 - 3. Data Collection
 - 4. Assessment
 - 5. Planning
 - 6. Contracting
 - 7. Intervention
 - 8. Monitoring
 - 9. Evaluation

10. Termination

K. **Writing Intensive**

1. Persuasive Argument
2. Logical Organization
2. APA Format
3. Plagiarism
4. Clarity of Writing

Course Format

To enable integrative learning in the development of creative problem-solving skills for generalist social work practice, this course is taught through lecture, discussion, small group activities, readings, community speakers, films, and written assignments. You will be asked to apply readings and discussions to your own experience with client systems in your field agencies. Your involvement in class discussions (both large- and small-group) is essential in discovering ways to translate theory into your own practice. Small groups will be used often to give you the opportunity to question together and support each other's learning. Attendance is **essential**.

IV. Writing Intensive Requirement. This course is part of the writing intensive requirement for the major. The social work program is committed to assisting students in developing the writing skills needed for social work practice on all levels: with individuals, groups, organizations, and communities. On each of these levels, social workers must communicate their professional knowledge purposefully, clearly, thoughtfully, and ethically. In addition, the program recognizes the potential of writing as a tool to enhance the self-awareness, reflections, and critical thinking skills that nurture personal and professional development. It is assumed that everyone, no matter how skilled, can become a better writer. Social work majors meet the writing intensive requirement in this course through several written assignments. These papers are formal. Spelling, punctuation and grammar need to be correct, and your thoughts need to be well organized. The first paper, the practice framework paper, will use an in-class peer review process to enhance your writing. Although you will use peer review of the first paper, it is highly recommended that you use either a peer-review process (ask a friend to review your paper and give you constructive feedback) or the writing center for the other papers as part of your organizing and editing process.

The O'Neil Center for Academic Development (651-690-6563, Ground level, CDC, CSC) is available as a resource. A lot of good writers find these centers extremely useful. Additionally, *Writing with Style* is a helpful reference tool. One helpful resource for APA style is the Citation Machine. It can be found at <http://citationmachine.net/>.

V. **ASSIGNMENTS AND GRADING**

Attendance (Ongoing throughout the semester). This course uses a combination of lecture, discussion (both large and small group), classroom exercises, readings, and written assignments. Your thoughtful participation is essential both for your own learning and that of your classroom colleagues. I am particularly interested in your ability to integrate the material from other social work classes and your field placements into the content of this class therefore, being present

during class is imperative. Additionally, being on time and coming fully prepared is an extremely important ingredient of professionalism, both in the classroom and in the field.

Attendance

Please be present for class and on time. You will earn 3 points for each class.

A. Practice Framework Paper

- First Draft Due (emailed) on September 28 to Peer Review Group Members *and to me* (5 points)
- Participation in Peer Review Group meetings on October 3rd to exchange feedback (form to be distributed in class) (5 points)
- Final Paper Due Oct. 23rd (hard copy of: draft of paper; feedback forms from peer reviewers; final paper) (30 points)

1. Choose any of the practice theories, or models described on pp. 95-112 (**do not** select a practice perspective).
2. Do a literature search to find several articles (minimum 3, not counting your text, from professional journals) describing the theory or model.
3. Write a summary, in APA style, of the model (5-6 pages).
4. Address the following points:
 - a. an opening paragraph
 - b. target population
 - c. target problem
 - d. desired outcomes
 - e. techniques and methods of intervention
 - f. background/history,
 - g. values and principles,
 - h. compatible practice perspectives and/or theoretical orientation
 - i. research on the theory/model relating to outcomes and goal attainment
 - j. critique of the model/theory
 - k. summary or closing section
5. Include a cover page and an APA-style reference section that includes at least three articles from professional journals. It would be a good idea to begin with the *Encyclopedia of Social Work* as a source to gain an overview of the theory.

You will be randomly assigned to small groups of three. Email a draft of your paper to your two writing partners. Readers, you will provide written feedback (guidelines will be distributed in class). You do not need to edit others' papers. It is more important to help them formulate ideas clearly and to help them see logic and arguments that are not clear to you as the reader. You will hand in your draft and feedback forms along with your final paper on October 23rd.

B. Family Interview/Assessment (Due: November 14th)

- Interview a family (other than your family of origin or current family) with all members present for the interview. Choose a family that differs substantially from your own in some

(preferably several) major way (e.g., a different race, ethnicity, religion, family constellation, gender identity). The family does not need to be troubled or even have identified concerns.

- An assessment “map” is in the S & H text, pp. 270-275. Choose 8-10 questions you will ask family members during your interview.
- You will integrate what you have learned about family social work from conducting this interview in a paper, 5-7 pages in length.
- A guideline for planning and questions to respond to in your paper will be distributed in class.
- A completed family informed consent form (distributed in class) is necessary before conducting your interview.

C. Evaluation and Termination Paper (Due: November 21st). Write a 5-6 page paper describing your evaluation and termination process with one of your client systems. Use several quotes (reference these quotes) from your text throughout the paper to demonstrate your ability to link theory to practice.

1. Evaluation

- a. Identify three goals for your client system and add a different monitoring strategy from Shafer and Horesji, Chapter 14 to each goal.
- b. State how you would monitor the intervention while it is ongoing and how you will assess the final outcome.
- c. Be specific as to the methods you will use and state exactly how you will measure each goal. (note S & H, chapter 14)
- d. At least one of these monitoring strategies must be a single-system design.

2. Termination

Meeting your final goals, as noted in your summative evaluation above will indicate when it is time to terminate with your client system (Obviously, we are assuming a termination based on completed goals). Consider Schaefer & Horesji, Chapter 14, and Collins, Chapter 10, and state how you plan to terminate with your client.

D. Exams

There will be two open-books, open-notes exams. One will be in class on October 17th. The other will be a take-home exam due on December 5th. They will include essay and objective questions and case studies.

E. Journals

The purpose of journaling is to encourage you to expand your thinking about the topics to be covered in class and to self-identify your learning needs. Through the process of exploratory writing, I hope you will find things you wish to discuss during class or with field work instructors. This thinking will model the kind of professional development you will be engaged in as you move into practice, identifying questions and seeking answers from colleagues, supervisors, journal reading, and attending professional conferences.

Keep a journal of your thoughts, questions, and reactions regarding the readings. You will turn in a journal 3 times during the term: **September 12, September 19 and October 31**. Your entries should contain responses to EACH of the following questions:

- Reflect on the reading materials for the week. What interested you, attracted you, surprised you or irritated you about them?
- What do you still want to know about the topic? What are you confused about?
- How does the reading relate to your field placement or your future practice of social work?
- In what ways do you disagree with the readings?

I am not looking for writing skills so much as I want to see what you are thinking and how you are processing course topics and integrating them into your practice. Therefore a different standard will be used for grading journal entries than for other papers. (Were they turned in on time? Were they reasonably thoughtful? Are you writing **a full three or more** pages during the reflection? Are you using the journal to add depth to your thinking?)

F. Scoring

Practice Framework Paper (10 for the draft, 30 for the final paper)	40	
Family Assessment Paper	30	
Evaluation and Termination Paper	30	2
Exams 25 per test	50	
Journals 10 per journal	30	
Attendance	<u>20</u>	
	200	

G. Quality and Timeliness. Type papers, double-spaced. Use spell and grammar check and edit your papers carefully.

Papers and assignments are due in class on the date assigned. Papers handed in 1 to 7 days late will be marked down one letter grade (e.g., from an A- to a B-). Anything handed in 8-14 days late will be marked down two letter grades, and so on. There are several reasons for this policy. First, the class moves along quickly. You don't want to get behind as you may not be able to catch up. Second, to be fair, people need to take the same amount of time on each assignment. If you take a week or two extra, your work should be of higher quality than others'. To compensate, I need to lower your grade.

Grading will include consideration of the following criteria:

A paper that fulfills the assignment, meeting all of the requirements stated in the syllabus is a C paper (average). Obviously, a paper that does not fulfill the assignment or leaves out parts of the assignment, is not a C paper and will be graded accordingly.

A paper that is **either** very well written and edited **or** goes beyond minimum standards for insight, depth, or creativity, will be considered an above-average (B) paper.

A paper that is **both** very well written and edited **and** goes beyond minimum standards for insight, depth, or creativity, will be considered an outstanding (A) paper.

The following scale will be used to determine final grades. 100 total points are possible,

A	192.6 –200
A-	190.5-192.5
B+	187.5-190.4
B	182.6-187.4
B-	180.5-183.5
C+	177.5-180.4
C	172.6-174.4
C-	170.5-172.5
D+	167.5-170.4
D	162.6-167.4
D-	160.5-162.5
F	-160.4

Ethics, Integrity, and Professional Behavior.

Please use high professional and ethical standards both in your interactions with colleagues and in your written work. Papers in this class are to be original work rather than a recycled version of work from another class. Handing in work other than your own or recycled personal work will result in an automatic failing grade.

Respect for Differences: Although we may not all agree about our interpretations of particular issues, we will agree to search together for truth and to engage in a learning process embedded in openness, honesty and respect for one another.

Electronic Devices: Please turn off all cell phones and pagers during class. Naturally, this includes not sending or receiving text messages while class is in session

Accommodations for Students with Disabilities: Classroom accommodations will be provided for qualified students with documented disabilities. Students are required to contact the Resources for Disabilities at the College of St. Catherine about accommodations for their courses within the first two weeks of the term. Appointments can be made at the Resources for Disabilities office at 651-690-6563. For further information you can locate the Resources for Disabilities at <http://minerva.stkate.edu/offices/academic/oneill.nsf>.

Influenza Statement

St. Catherine University and the University of St. Thomas are committed to maintaining a healthy campus community. During the 2009-2010 academic year, there will be ongoing concerns regarding the prevalence among university faculty, staff and students of both the H1N1 virus and seasonal influenza.

To help limit the spread of these illnesses, the Center for Disease Control has provided college campuses the following recommendation: students, faculty, or staff with influenza like illnesses (temperature of 100.0 or greater, plus a cough or sore throat) are directed to self-isolate (or stay

home) for at least 24 hours after their fever is gone without the use of fever-reducing medicine. In the event that students are unable to attend classes due to this self-isolation recommendation, they should consult the pandemic web sites <http://minerva.stkate.edu/offices/administrative/emergency.nsf> or <http://www.stthomas.edu/pandemic/plan/default.html>

St. Catherine students should contact their professor by email about their absence. St Thomas students should complete an on-line form informing professors of their absence. In accordance, faculty will provide opportunities for these students to participate in alternative educational delivery due to this illness.

V. COURSE SCHEDULE:

*** *Practice applications will be used during each class including, domestic violence, substance abuse, mental illness, parenting, immigration, trauma, family preservation, disabilities, etc.*

****This schedule is subject to change during the course.*

Date	Topic	Assignment
Saturday September 12	<ul style="list-style-type: none"> * Introductions-Culture of Learning Space; Syllabus * Values & Principles of Family Social Work * Diverse Family Structures –“<i>We are Family</i>” * Generalist Practice – <i>Planned Change Process</i> * The Importance of Theory * Theoretical Frameworks * Practice Frameworks * Practice Models * Practice Application: “<i>Families First – Juanita</i>” *Family Role Play 	Collins: Chapter 1,2 S & H: Chapters 6, 7 Review Mn. Board of Social Work Code of Ethics & NASW Code of Ethics <i>Journal Entry I due</i>
Saturday September 19	<ul style="list-style-type: none"> *The Engagement Phase *Intakes *Beginnings/First Meetings *Goals and Contracts *Recording Tools *Practice Application: “<i>Families First – Detroit</i>” *Family Role Plays 	Collins: 3, 4, pp.264-267 S & H: Chapter 10, pp. 190-194 <i>Bring in Writing with Style</i>

	Organizing and Writing a Paper	Journal Entry II Email Practice Framework paper to members of your Peer Review Group & to me by September 28th
Saturday October 3	*Assessment: Purpose & Methods *Qualitative Family Assessment *Family History *Cultural Sensitivity *Working with Interpreters *Practice Application: <i>Community Practitioner:</i> <i>Peer Review Group Meetings</i>	S&H: Chapter 11 Collins: Chapters 5, 6, 9 NASW Standards for Cultural Competence Bring in Reviewed Drafts & Feedback Forms of Peers' papers
Saturday, October 17	*Assessment Methods *Family Strengths and Resilience *Quantitative Assessment 40 Developmental Assets *Practice Application: Elders "Big Mama" <hr/> <u>MIDTERM WEEK – OCTOBER 19-25:</u> ***Practice Framework Paper Due on October 23rd	Collins: Chapters 7, 8 S & H: finish Chapter 11 Mid Term Exam (Bring notes/books)
Saturday October 31	*The Intervention Phase *Planning *Family Group Conferencing *Practice Application *Family Role Plays	Collins: Chapter 10 S & H: Chapter 12, 13 Journal Entry III Due
Saturday November 14	*Intervention Phase *Child and Parent *Same Sex/Heterosexual Couples *Gender Sensitive Perspective *Sexual Orientation	Collins: Chapter 11, 12 Family Assessment Paper Due

	<ul style="list-style-type: none"> *Crisis Intervention *Grief and Loss *Practice Application <i>Community Practitioner:</i> *Family Role Plays 	
Saturday November 21	<ul style="list-style-type: none"> *The Monitoring/Evaluation Phase *Practice Application: Disabilities <i>“When Parents Can’t Fix it: Living with a Child’s Disabilities”</i> 	Collins, Chapter 13 S & H: Chapter 14 <i>Termination Paper Due</i>
Saturday, December 5	<ul style="list-style-type: none"> *The Termination Phase *Practice Application: <i>Domestic Violence</i> *Family Role Plays *Sustaining Change *Course endings 	S & H: Chapters 15, 16 <i>Final Exam/Take Home Due</i>

**COLLEGE OF ST. CATHERINE
AND UNIVERSITY OF ST. THOMAS
SCHOOL OF SOCIAL WORK
SOWK 401: SOCIAL WORK WITH INDIVIDUALS,
FAMILIES AND GROUPS**

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