

**COLLEGE OF ST. CATHERINE AND THE UNIVERSITY OF ST. THOMAS
SCHOOL OF SOCIAL WORK**

SYLLABUS

- I. COURSE TITLE:** **SOWK 401T 01 Generalist Practice with
Individuals, Families, and Groups**
- Fall Semester 2009**
W 4-7pm
University of St. Thomas
- COURSE VALUE:** One Course (4 credits)
- PREREQUISITES:** SOWK 385, senior major status, SOWK 405 concurrent
- INSTRUCTOR:** Serene Thornton, LICSW
Office hours and telephone consultation:
T, R 11:45-1:15
Office: 305 SCB, UST
Phone: 651-962-5805
E-mail: sbthornton@stthomas.edu
- REQUIRED TEXTS:** Sheafor, B., & Horejsi, C., (2008). Techniques and
Guidelines for Social Work Practice (8th Edition). Allyn
And Bacon.
- Collins, D., Jordan, C., & Coleman, H. (2007).
An Introduction to Family Social Work (2nd Edition).
Peacock.
- 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.

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
7. Professional Development
8. 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
2. Spirituality and Practice
3. 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

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, with groups and communities, and with social institutions. 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 which nurture personal and professional development. 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 a peer review process to enhance your editing. It is highly recommended that you use a peer review process for the other papers (ask a friend to review your paper and give you constructive feedback) as part of your editing process. We will only use class time for the first paper, however.

V. ASSIGNMENTS AND GRADING

Attendance

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 classmates. 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. Obviously, if you miss a class, your contributions will be missed as well. Being on time and coming fully prepared are extremely important aspects of social work professionalism. Furthermore, it would be difficult, if not impossible, to learn social work practice from the reading alone.

A. Practice Framework Paper (First Draft Due Oct. 14) (Final Draft Due Oct. 21)

1. Choose any of the practice perspectives, theories, or models described on p. 86-118.
2. Do a literature search to find several articles (minimum 3, not counting your text) describing the perspective, theory, or model.
3. Write a summary, in APA style of the model.
4. Address the following points.
 - a. target population
 - b. target problem
 - c. desired outcomes
 - d. background, values and principles, theoretical orientation, research
 - e. techniques and methods of intervention
 - f. whether or not theory is time limited
 - g. Critique of the method, theory, or perspective.
 - h. Examine worker's values in relation to theory/framework
 - i. How does the practice framework support the Social Justice Principles

This paper should be approximately 5-6 pages and have an APA reference list of at least three entries

Hand in your first draft to your writing partner in class on Oct. 10. You will each read the drafts of your partner and make written comments giving feedback. 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 the reader. We will spend time in class on Oct. 10 giving each other feedback and discussing the writing. You will hand in these drafts along with your final paper on October 17.

B. Family Interview/Assessment (Due: Nov. 25)

1. Interview a family with all members present for the interview. Choose a family you know or a family you have never met. (Do not choose your own family!) The family does not need to be troubled or even have identified concerns.
2. Use the outline on assessing family functioning (Schaefer, and Horesji, p. 269-276).
3. Write a report following that outline. Paper should be 5-6 pages in length.
4. Hand in family informed consent form (will be provided in class) with the paper.

C. Evaluation and Termination Paper (Due: December 9)

Write a 5-6 page paper describing your evaluation and termination process with one of your client systems. Use several 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 and add a different monitoring strategy from 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 the way you will measure each goal. (note chapter 14)
 - d. At least one of these monitoring strategies must be a single subject design.
 - e. The book fails to mention the most-used monitoring technique for practice, studying your case notes. You may use this strategy for no more than one of your goals.
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 pp. 478-481 and state how you plan to terminate with your client.

D. Exams

There will be two exams: (October 28 and December 16) which will include essay questions. Sample test questions similar to those on the exam will be distributed prior to the first exam.

E. Scoring

Practice Framework Paper	20
Family Interview/Assessment Paper	15
Evaluation and Termination Paper	15
Midterm Exam	20
Final Exam	20
Attendance & Participation	<u>10</u>
	100

F. 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:

Completeness in fulfilling the requirements as specified in the assignment outline (at a minimum). A paper that merely fulfills the assignment 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.

If your paper is **either** well written and edited **or** goes beyond minimum standards, it is a B (or above average) paper.

If your paper is **both** well written **and** edited and goes beyond minimum standards, it is an A paper (outstanding).

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.

Students with Disabilities.

Qualified students with documented disabilities who may need classroom accommodations should make an appointment with the Enhancement Program – Disability Services office. Appointments can be made by calling 651-962-6315. You may also make an appointment in person in O’Shaughnessy Educational Center, room 119. For further information, you can locate the Enhancement Program <http://www.stthomas.edu/enhancementprog/>.

Influenza Statement

Saint 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>
<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

DATE	TOPIC	ASSIGNMENT
September 9	Introductions Class, Syllabus Family Social Work Diverse Family Structures Small Group Norms Generalist Social Work Practice Video clip: “What’s Eating Gilbert Grape?”	
September 16	Family Social Work Diverse Family Structures Genogram/Ecomap Principles to Guide Family Work Practice Application: Developmental Disability	Collins, Chapters 1 Shaefer pp. 5525-527
September 23	Practice Frameworks The Asset Approach: 40 Developmental Assets Video clip: “Families First” Practice Application: Family Preservation APA Format/Paper	Shaefer, Chapter 6 Collins, Chapter 8 The Asset Approach (Handout)
September 30	Family Systems Assessing Family Functioning Developmental Stages Ethical Decision Making Practice Application: Placement vs. Family Preservation Discuss Paper	Collins, Chapters 2 Minnesota Board of Social Work Code of Ethics (Handout)
October 7	Culturally Sensitive Practice International Student Experience Facilitating Change: Evidence Based Practice Video Clip: “Antwone Fisher” Practice Application: Child Abuse	Shaefer, Chapter 7 & pp.542-547 Collins, Chapter 3
October 14	Practical Aspects of Family Social Work The Beginning Phase The General Method Peer Review of Practice Framework paper Video clip: “Families First” Practice Application: ODD/ADHD	Collins, Chapter 4 First Draft of Practice Framework paper due

<p>October 21</p>	<p>Intake and Engagement DSM: Diagnosis and Statistical Manual of Mental Disorders The Strengths Perspective Video clip: "Family Assessment" Practice Application: Engaging Families Example Test Questions Is MSW education right for you?</p>	<p>Sheafor, Chapter 10 Final draft of Practice Framework paper due</p>
<p>October 28</p>	<p>Exam 1 Data Collection Family Assessment Video clip: "Multiple Transitions: A young Child's Point of View" Practical Application: Attachment Disorder</p>	<p>Collins, Chapter 5 and 6</p>
<p>November 4</p>	<p>Assessment Assessing Family Functioning Assessing Child's Need for Protection Discuss Interview Paper Video clip: "Marriage in America" Practice Application: Divorce/Step Families</p>	<p>Sheafor, Chapter 11 Collins, Chapter 7</p>
<p>November 11</p>	<p>The Intervention Phase Techniques Enmeshed and Disengaged Families Video clip: "Pay It Forward" Practice Application: Alcoholism</p>	<p>Collins, Chapter 9 and 10 Sheafer, pp. 531-541</p>
<p>November 18</p>	<p>Planning and Contracting Goal Selection Video clip: "20/20 Abuse" Practice Application: Family Violence</p>	<p>Sheafer, Chapter 12 Collins, Chapter 12</p>
<p>November 25</p>	<p>Happy Thanksgiving</p>	<p>No Class Turn in Family Interview Paper before you leave</p>

<p>December 2</p>	<p>Intervention and Monitoring Video Clip: Practice Application: Single Parenthood</p>	<p>Sheafor, Chapter 13 Collins, Chapter 13</p>
<p>December 9</p>	<p>Promoting Behavioral Change Video Clip: “Big Mama” Case Study: Intergenerational Practice NASW Code of Ethics Practice Application: Elderly Caregiver 402 Project Information and Planning</p>	<p>Sheafor, Chapter 14 & 15 Evaluation and Termination Paper Due</p>
<p>December 16 Finals Week</p>	<p>Exam II</p>	