

SW 341: Generalist Practice (Micro)
3 Semester Hours

Lewis-Clark State College
Social Work Department
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Revised: 08/09

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Term: Fall 2009

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Mission Statement

The mission of the social work program at Lewis-Clark State College is to prepare students for entry-level generalist practice. Through courses, internships, research projects, and student activities delivered by traditional and nontraditional methods (technology), the program fosters in its' students a celebration of differences among people, and a belief that respecting these differences enriches the quality of life for all. We are committed to the preparation of professional social workers who possess the knowledge, skills, and values to address the needs and potential of individuals, families, groups, communities, and organizations. Drawing on an ecological and liberal arts based background and a strengths' based perspective; the program prepares students for the pursuit of a more just, humane society. Graduates are prepared for practice particularly with the oppressed and at-risk members of society. Graduates are expected to practice from a set of ethical principles inherent in the social work profession, including the recognition that professional development is a life-long learning process.

Note: Last day to add class/es or to drop without “W” grade on transcript is September 4, 2009. Last day to withdraw from class/es or college for the semester is November 6, 2009.

CATALOG COURSE DESCRIPTION:

Students focus on generalist practice with individuals and families in a variety of familial, organizational, and cultural contexts. The course builds upon the beginning generalist social work skills learned in SW241. Emphases are on development of the problem-solving approach, evaluation of practice effectiveness and assessment and intervention techniques within the context of generalist practice. Values, techniques, theory, ethics, research, and diversity are stressed. Course enrollment is limited to Social Work Majors. Prerequisite: SW241

I. COURSE DESCRIPTION

This course teaches theory and practice skills utilized in generalist, social work practice. Emphasis is placed on skill development using the Generalist Intervention Model as a

problem-solving approach, assessment of practice effectiveness, and intervention techniques within the context of generalist practice.

II. INTRODUCTION AND OVERVIEW

The social work program at LCSC is solidly based on the generalist practice problem-solving model. This model is emphasized and integrated into all of its social work courses. This approach assists students in acquiring a broad repertoire of skills and knowledge for beginning social work practice. The steps in the problem-solving process – assessment, planning, intervention, evaluation, termination, and follow-up – are addressed using systems thinking/analysis with an ecological framework of assessing and building on the strengths of individuals/families/groups/communities/organizations and influential structural environment. The program presents a multi-dimensional, holistic perspective with which to view client issues. The cultural and historical elements of the ecological perspective are grounded in sensitivity to, an appreciation for, and encouragement of diversity.

III. PURPOSE OF THE COURSE IN THE CURRICULUM

This is a practice course that prepares students for generalist practice social work practice with individuals and families in the context of their social environments and with an emphasis on diversity.

The focus is on a holistic approach that provides the practitioner knowledge, skills, and values necessary to engage in the change process at the micro level of practice. Building on the strengths perspective the, the approach incorporates the social systems and the ecological models as the foundation for the change process.

Generalist social work practice incorporates knowledge that is transferable, empowers individuals and families, utilizes a variety of intervention strategies and theories, analyzes development of the life span, evaluates the impact of social policies and other societal forces, and serves as a foundation for professional practice.

IV. PROGRAM/COURSE OBJECTIVES

Program Objectives addressed in this course:

1. To provide learning experiences and opportunities in a variety of settings that develop generalist practice social work knowledge and skills needed to achieve BSW career objectives and meet client needs.
2. To educate students on the ethical foundation of social work as stated in the NASW Code of Ethics where self reflection of ones own values and the understanding of how they influence relationships are emphasized
4. Relying on a liberal arts foundation, teach generalist practice social work knowledge and skills that prepare students to enhance the social functioning and interactions of

individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.

6. Ensure students have learned to develop and apply assessment, intervention, and evaluation skills differentially based on diversity with a strengths-based perspective from an ecological point of view.

7. Encourage students to understand the ethical requirement of commitment to life long learning.

Course Objectives

Upon completion of this course,

1. Students will learn the range of generalist practice skills which enable them to help individuals enhance their well-being from a strengths perspective, with a focus on populations at risk.
2. Students will develop an understanding of entry-level social work generalist practice with an ecological systems perspective using the Generalist Intervention Model guided by the NASW Code of Ethics.
3. Students will develop awareness of the impact of differences in social, cultural, racial, religious, spiritual, class, gender, sexual orientation, age, and physical and mental capabilities on practice with individuals and families.
4. Students will gain foundation knowledge of social work practice with family systems.
5. Students will enhance their understanding of self, and how to work with individuals and families within the ethics and values of social work practice.
6. Students will gain an understanding of the larger societal systems and policies that impact social work practice with individuals and families.
7. Students will demonstrate generalist practice skills of engagement, assessment, planning, implementation, evaluation, termination, and follow-up with individuals and families from several theoretical frameworks including but not limited to: cognitive, behavioral, crisis, psychodynamic, family systems theories and constructivism as a paradigm.
8. Students will demonstrate an ability to give and receive both evaluative and descriptive feedback in a respectful manner, to enhance the development of their own and classmates' interpersonal skills.
9. Students will understand their responsibility for their current education and life-long learning by exploring published social work research on individuals and families.

TEXTS AND REQUIRED READING

REQUIRED:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, D.C.: Author. ** Required for all Social Work courses.

Poorman, P. (2003). *Microskills and Theoretical Foundations for Professional Helpers*. Boston, MA: Allyn & Bacon. (ISBN-10:0-205-32815-6)

V. TEACHING METHODS/CLASS CLIMATE

The primary teaching approach in this class will be collaborative learning. Materials in the course will be presented through discussion, lectures, group work, and media presentations. Students will be responsible for all materials presented in class and all outside assignments. Assigned readings and topics for the day are outlined in the Schedule and students are expected to come to class prepared to discuss the assignments. An absence is not an excuse for not coming to class prepared to be actively involved.

Social and Economic Justice: The faculty members of the Social Work Program believe that we all share a responsibility for championing social and economic justice for all members of society. Guided by the Code of Ethics, social workers should strive to:

- ◆ Eliminate personal and institutional discrimination,
- ◆ Ensure access to needed resources and opportunities for all persons,
- ◆ Expand options and opportunities for everyone, but especially for persons who are disadvantaged or disenfranchised,
- ◆ Respect cultural diversity in society,
- ◆ Advocate changes that improve social conditions and promote social justice,
- ◆ Encourage participation in the democratic process, and
- ◆ Encourage people to develop their own voice.

There will be times during this course when societal "isms" or prejudicial attitudes and discriminatory practices are examined. Because of our commitment to social and economic justice, we are open to hearing all views and all perspectives will be carefully examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. It is not acceptable to be late for classes except in unusual circumstances. Frequent lateness or other unprofessional class conduct is likely to result in a lowered grade. Students are also evaluated on their personal and professional behavior or conduct in this class as described in the Student Handbook.

Please refer to the Handbook for further clarification.

Students with Disabilities: Lewiston

In compliance with the Americans with Disabilities Act of 1990 and Section 504/508 of the Rehabilitation Act of 1973, LCSC provides services and accommodations to students who experience barriers in the educational setting due to learning, psychiatric, physical, visual, or hearing disabilities. Students with a disability seeking an academic accommodation must contact the Office of Student Life at (208) 792-2211. The Disability Services Coordinator will inform faculty in writing of specific classroom and course accommodations consistent with the ADA guidelines.

Shared Client and Agency Information: In the classroom, students and professors will occasionally discuss clients and agencies. In these discussions, it is expected that information about clients and agencies should be disguised or eliminated, if clients could be identified, and that this information is to be held in confidence, within the bounds of the Code of Ethics. You must disguise the identity of clients in written assignments including changing the name of the client.

VI. CLASS ASSIGNMENTS AND GRADING PROCEDURES

Details about class assignments can be found in Part IX of this syllabus.

Assignments	Number of Points	Course Objectives
Who are they paper	200	1, 2, 3, 6, 9
Role Play Individual	200	5, 7, 8
Role Play Family	200	3, 4, 5, 6,
Participation in-class activities -12x's	100	1, 2, 7, 8
2 Quizzes	200	1, 2, 3, 4, 5, 6, 7
Social History Project	200	1, 2, 3, 6, 9

Grading Scale

- A= 1000-950 points
- A-= 949-910 points
- B+ = 909-880 points
- B = 879-850 points
- B- = 849-820 points
- C+= 819-790 points
- C = 789-760 points
- C- = 759-730 points
- D= 729 to 601 points
- F= 600 points and below

Grading Policy

All grades will be assigned based on total number of points earned by students for the assignments. Each assignment is accompanied by a “grading criteria” matrix. Points earned from exams are based on the number of correct answers. Points earned on other assignments are based on the student’s demonstration of ability to master each of the items on the grading

criteria.

Deadline for Submission of Class Assignments

1. Assignments must be submitted to the instructor during class sessions unless otherwise arranged. Faxing class assignments is NOT permitted.
2. Tests and assignments are due on the dates listed on the syllabus or as scheduled by the instructor of this course. **Late papers and tests will not be accepted.** On the rare occasion of a medical, personal, or family emergency, the student may write a letter of explanation requesting permission to hand in a late paper. Discretion of late paper acceptance is entirely up to the instructor. Grade will automatically be reduced by 10 percentage points per day; which means your grade is diminished by one course grade (e.g. From “A” to “B” to “C”) for each late day.
3. In the event a quiz or test is missed, to make up the work, the student must contact the instructor and request permission to make up the work assigned by the instructor. Makeup work is due within 7 days of the test, or the student will receive a failing grade for the test.
4. Only work submitted before the close of the last scheduled class session of the course will be accepted for inclusion in the grade for that semester.

** Note: Extra-Credit: This credit, if earned, will only count towards your final **grade if all assignments have been completed and turned in on time and a satisfactory class attendance record has been maintained.**

Policy Regarding GPA:

All social work students must achieve at least a “C” in all required social work courses and maintain a minimum average of 2.7 GPA overall to apply and maintain admission to the social work program.

Policy Regarding Course Incompletes

Students are expected to complete all work before the final session of the class. Incompletes are not granted automatically. A grade of “I” may be assigned only in cases of illness, accident, or other catastrophic occurrence beyond the student’s control. It is the responsibility of the student to request, in writing, an Incomplete prior to the end of the term and to complete, with the instructor, the University required, *Petition for Incomplete Grade*. All work must be completed by the deadline specified by the instructor, which must be on or before the last day of the fourth week of classes in the next term, excluding summer session. Students who do not complete the *Petition for Incomplete Grade*, or who fail to complete the required work, will be assigned a grade of “F”.

Academic Honesty and Plagiarism

Part of the mission of Lewis Clark State College is to educate students to be ethical. Students share with the faculty the responsibility for academic honesty and integrity. The University expects its students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments. Violation of the Academic Integrity Statement, in whole or part, could result in an “F” grade for the course. The following acts of academic dishonesty are not acceptable:

- **Cheating**: using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., an exam).
- **Fabrication**: unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).
- **Plagiarism**: representing the words or ideas of another as one’s own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source).
- **Facilitating academic dishonesty**: helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work).

**** In addition to action by the professor, all incidents will be reported to Student Affairs.**

Professional Writing Standards

All printed work submitted to this professor should be prepared at a college standard of professional editing in accordance with the Publication Manual of the American Psychological Association (5th Ed.). Therefore, allow sufficient preparation time for proofreading and correction of typos, misspellings, and grammatical errors.

The reason for this expectation is that professionals are often judged based upon the quality of their written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work, which has misspellings and other editing problems, will be graded down on this basis alone.

Note: If you need help with your writing skills, the Writing Center (792-2433) may be able to assist you in improving them. The efforts you make will help you with your courses at LCSC as well as throughout your professional career because you will continue to be judged by other professionals on the basis of your written work.

* Recommended for SW140/240 and SW241. Required for all others.

Cell Phone & Text Messaging Policy:

Just as you would not answer your cell phone or type a text messaging in the middle of a job interview or other professional meeting; this class is considered a professional

meeting and therefore usage of cell phones or text messaging is not an acceptable behavior in the classroom.

- **All cell phones should be in the off position or silenced upon the start of class.**
- **Any appearance of usage of text messaging or cell phone during an examination will result in immediate failure of that examination or test as it will be considered a prohibited outside resource.**

VII. TENTATIVE CLASS SCHEDULE: (Students are responsible for changes discussed in class, and yes there will be changes) ☺

Session 01: August 25 & 27 (Course Objectives 2, 5, 9)

Topics:

Instructor/Class Introduction
Professional Helpers
Social Work Ethics
Cultural Competence
Non verbal communication

Readings:

Poorman: Introduction & Chapter 1)

Activities:

- 1) The class will develop a list of diverse populations and each student will be assigned one diverse population for research.2) Students will be assigned in triads for in-class activities for the semester
 - 2) Exercise: 1.2 & 1.4
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Session 02: September 1 & 3 (Course Objectives 5, 7, 8)

Topics:

Feedback
Restating Content

Readings: Poorman: Chapter 2 & 3

Activity:

Exercise: 2.3, 2.4, 3.1

Session 03: September 8 & 10, 2008 (Course Objectives 7, 8)

Topics:

Reflecting Feeling
Asking Questions

Readings: Poorman: 4 & 5

Activity:

Exercise: 4.3, 5.1, 5.2, 5.3

Session 04: September 15 & 17 (Course Objective 1, 3, 7, 8)

Topics:

Preparing for Action

Readings:

Poorman: Chapter 6

Activity:

Exercise: 6.1, 6.2.

Session 05: September 22 & 24 (Course Objective 1, 3, 7, 8)

Topics:

Advanced Helping Skills

Readings:

Poorman: Chapter 7

Activities:

Exercise: 7.1, 7.2, 7.3

Session 6: September 29 & October 01 (Course Objectives 1, 3, 7, 8)

Topics:

Assessing

How problems are defined

How change takes place

Role of social worker

Activities:

Social History

Session 7: October 6 & 8 (Course Objectives 1, 7, 8)

Topics:

Contracting

Identifying an issue

Establishing a goal

Developing an action plan

SMART goals

Readings: Poorman: Chapter 11

Activity:

1. Practice goal setting activity

2. Lewiston Rehab & Care Center on October 8th

Session 8: October 13 & 15 (Course Objectives 1, 7,8)

Topics:

Continuation of Contracting

Activity:

- 1) Planning for Evaluation exercise
 - 2) Lewiston Rehab & Care Center
-

Session 9: October 20 & 22 (Course Objectives 1, 3, 7, 8)

Topics:

Evaluating
Action Steps
Focusing
Responding
Reframing

Activity:

- 1) Confronting exercise
 - 2) Lewiston Rehab & Care Center
-

Session 10: October 27 & 29 (Course Objective 1, 3, 7, 8)

Topic:

Continuation of Evaluation

Activity:

- 1) Final evaluating exercise
 - 2) Lewiston Rehab & Care Center
-

Session 11: November 3 & 5 (Course Objectives 5, 7, 8)

Activity:

Individual Role Play

Session 12: November 10 & 12 (Course Objectives 1, 2, 5, 7)

Activity:

- 1) Individual Role Play
 - 2) Quiz November 12th
-

Session 13 November 17 & 19 (Course Objectives 1-7)

Topics:

Crisis Intervention

Readings:

Poorman: Chapter 15

Activity:

- 1) Work on social history
 - 2) Have a nice Thanksgiving
-

NOVEMBER 24TH-28TH: Have a happy and safe fall holiday

Session 14: December 01 & 03

Activity:

Family Role Play

Session 15: December 8th & 10th (Course Objective)

Activity:

- 1) Family Role Play
 - 2) Quiz # 2, December 10th
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VIII. DESCRIPTIVE MATERIAL REGARDING ASSIGNMENTS

Assignment 1: Who Are They? (Due: October 8th)

Each student will be assigned a diverse population on the first day of the class. The student will prepare a three-page paper which will include a brief description of the population (demographics), special issues, and concerns particular to this population, and specialized knowledge required by the generalist social worker to work with this population. The paper will be in APA style citing at least three web-based resources and at least two journal/academic references. Papers will be compiled and distributed to classmates as a guide to working with people from various diverse backgrounds.

Assignment 2: Participation in Role Plays (10 xs):

Initially students will be assigned to triads (may rotate students at some point during semester). To be given credit for participation you must: 1) be there, 2) actively interact with you triad or dyad members. You will be given an evaluation sheet and you will be expected to fill it out weekly and turn it in at the end of the semester.

Assignment 3: Individual Role Play (Due Oct 27th)

Students will choose a partner by October 1st to create role plays that demonstrate appropriate application of generalist interviewing skills including: Giving Feedback, Paraphrasing, Summarizing, Reflecting Feelings, Asking Questions that inform, clarify, and encourage. Each team will present a 1-2 minute introduction explaining the scenario. The role play should be 10 to 12 minutes. It is expected that students will practice these role plays prior to the day of presentation and that the role plays will be situated to best demonstrate the student's skills. Feedback will be given by the students & instructor on role plays. Please turn in a scenario, case assessment and treatment plan for your case. Each student will be expected to take the social worker role. This is an individual assignment. **Absence is not an option for this exercise...if you are gone points will not be awarded.**

Assignment 4: Family Role Play (Due Dec 8th)

Students will choose team (family and social worker) by Nov 1st to create role plays that

demonstrate appropriate application of intervention skills to be used with family systems. Each team will present a 1-2 minute introduction explaining the scenario. Role play should be 10 to 12 minutes. It is expected that students will practice these role plays prior to the day of presentation and that the role plays will be situated to best demonstrate the student's skills. Feedback will be given by the students and instructor on role plays. Please turn in a scenario, case assessment and treatment plan for your case. This will be a group project. **Absence is not an option for this exercise...if you are gone points will not be awarded.**

Assignment 5: Social History (Due December 17th)

This semester, students will be expected to interview a resident at Lewiston Rehab & Care Center. On October 8, 15, 22 & 29, class will meet at 3315 8th Street in Lewiston. Students will be assigned a resident to interview and write a personal social history. Students can only interview residents during class time and will not be allowed on the premises at any other times. Please plan on attending these dates. If this is a problem, please see me as soon as possible. More about this assignment in class.

IX. BIBLIOGRAPHY

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