

SW 341: Generalist Practice (Micro)
3 Semester Hours
Tuesdays 3:30-6:00pm, Harbor Plaza 107

Lewis-Clark State College

Social Work Department
Sw341.ahlman-F07

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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 strength's 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 October 30, 2009.

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.~~ focusing on work with individuals and then work with families. There are several theoretical frameworks that will be introduced

that will help the generalist social worker to understand the behavior of individuals and families as well as a variety of ways to help them improve the fit between themselves and their environments.

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, multi-theoretical, 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 approach incorporates the social systems and the ecological models as the foundation for the change process. Several theories of behavior and interaction are introduced to help students gain an understanding of why issues arise in our client's lives and some practical ways of helping them with change aimed at the best fit with their environments.

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. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author. ** Required for all Social Work courses.

Bitter, J. Theory and Practice of Family Therapy and Counseling (DVD) (ISBN-13:978-0-495-59485-7)

Counseling: Theories in Action/Discs One and Two (ISBN-13:978-0-495-50121-3).

NASW, Inc. (1997). *Code of ethics of National Association of Social Workers*. Silver Spring, MD: -Author.

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 :Coeur d’Alene

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, emotional/psychiatric, physical, visual, or hearing disabilities. For more information please contact LCSC-CdA located at 1000 W. Hubbard Street, Suite 144, Coeur d’ Alene, ID (208)666-6707.

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 & presentation | 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 | 200 | 1, 2, 7, 8 |

| | | |
|------------|-----|---------------------|
| Final Exam | 200 | 1, 2, 3, 4, 5, 6, 7 |
|------------|-----|---------------------|

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 |
| D= | 729 to 601 |
| 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% per 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. A student may not miss the final exam, as

there will be no make up work.

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 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.

**** The instructor reserves the right to waive one or more of the policies listed above in rare, but special circumstances.**

Policy Regarding GPA

All social work students must achieve at least a C in all required social work courses and maintain a 2.7 Grade Point Average (GPA) overall.

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

Session 01: August 25,2009 (Course Objectives 1, 2,3, 5, 6)

Topics:

Instructor/Class Introduction
Syllabus Review: emailed via LCMail.
Applying to the Program: Oct. 15th
Bloom's Taxonomy
APA Writing Style: on-line tutorial and Plagiarism Handout.
The Helping Relationship
Professional Helpers
Social Work Ethics
Cultural Competence

Readings:

Poorman: Introduction (Pages 1-24)

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. Role play “topics” will be discussed.

Session 02: September 01, 2009 (Course Objectives 5,7,8)

Topics:

Non-Verbal Communication
Feedback
Restating Content

Readings: Poorman, Chaps. 1,2,3

Activity:

In triads, today’s skills will be practiced.

Session 03: September 8, 2009 (Course Objectives 5,7,8)

Topics:

Reflecting Feeling
Asking Questions
Preparing for Action
Goal Setting
Information Giving

Readings:

Poorman: 4,5,6 and 7

Handouts:

Functions of Behavior: posted on Blackboard.

Activity:

In triads, today’s skills will be practiced.

Session 04: September 15, 2009 (Course Objective 1,3,7,8)

Topics:

Crisis Intervention
Theory
Risk Assessments
Interventions
Strengths-based
CISD
Influence of diversity on crises.

Readings:

Poorman: Chapter 15

Activity:

In triads, today's CISD skills will be practiced.

Session 05: September 22, 2009(Course Objective 1,3,7,8)

Topics:

Behavioral/Cognitive

The theories
How problems are defined
How change takes place
Role of social worker

Readings:

Poorman: Chapter 9 and 10

Activities:

- 1) Watch Theories in Action DVD
- 2) In triads, today's skills will be practiced.

Note:

Who Are They assignment due in 2 weeks.

Session 6: September 29, 2009 (Course Objectives 1,3,7,8)

Topics:

REBT

The theories
How problems are defined (by theory-by client)
How change takes place
Role of social worker

Readings:

http://en.wikipedia.org/wiki/Rational_Emotive_Behavior_Therapy

Activities:

- 1) Watch Theories in Action DVD
 - 2) In triads, today's skills will be practiced.
-

15 More days to apply to program

Session 7: October 6, 2009 (Course Objectives 1,7,8)

Topics:

Psychodynamic Theories

The theories: Psychoanalysis, Jungian, Adlerian
How problems are defined (by theory-by client)
How change takes place
Role of social worker

Readings: Poorman: Chapter 11

Activity:

- 1) Watch Theories in Action DVD
- 2) In triads, today's skills will be practiced.

Assignment Due: Who Are They Due today.

Session 8: October 13, 2009 (Course Objectives 1, 7,8)

Topics:

Person-Centered Theory
 The theory
 How problems are defined (by theory-by client)
 How change takes place
 Role of social worker

Readings:

Poorman: Chapter8

Activity:

- 1) Watch Theories in Action DVD
 - 2) In triads, today's skills will be practiced.
-

Session 9: October 20, 2009 (Course Objectives 1, 3, 7, 8)

Topics:

Solution-Focused Theories
 The theory
 How problems are defined (by theory-by client)
 How change takes place
 Role of social worker

Readings:

http://en.wikipedia.org/wiki/Solution_focused_brief_therapy

Activity:

- 1) Watch Theories in Action DVD
 - 2) In triads, today's skills will be practiced.
-

Session 10: October 27, 2009 (Course Objective 1, 3, 7, 8)

Individual Role Plays

Session 11: November 3, 2009 (Course Objectives 4, 5, 6, 7, 8)

Topics:

Families: Roles and Dynamics

Multigenerational (Family) Theory

The theory

How problems are defined (by theory-by client)

How change takes place

Role of social worker

Readings:

Poorman: Chapter 12

<http://www.psychpage.com/learning/library/counseling/bowen.html>

Activity:

- 1) Watch Theory and Practice of Family Therapy & Counseling DVD
 - 2) In triads, today's skills will be practiced.
-

Session 12: November 10, 2009 (Course Objectives 1, 2, 4, 7)

Topics:

Structural Family Theory

The theory

How problems are defined (by theory-by client)

How change takes place

Role of social worker

Readings:

Poorman: Chapter 12

http://en.wikipedia.org/wiki/Salvador_Minuchin

Activity:

- 1) Watch Theory and Practice of Family Therapy & Counseling DVD
 - 2) In triads, today's skills will be practiced.
-

Session 13 November 17, 2009 (Course Objectives 1, 2, 4, 7)

Topics:

Human Validation (Family) Theory

The theory

How problems are defined (by theory-by client)

How change takes place

Role of social worker

Readings:

http://academic.udayton.edu/JohnKorte/family_therapy-364.htm

Activity:

- 1) Watch Theory and Practice of Family Therapy & Counseling DVD
 - 2) In triads, today's skills will be practiced.
-

NOVEMBER 23TH-27TH: Have a happy and safe fall holiday

Session 14 December 1, 2009 (Course Objectives 1, 2, 4, 7)

Topics:

Narrative Theory
The theory
How problems are defined (by theory-by client)
How change takes place
Role of social worker

Readings:

http://en.wikipedia.org/wiki/Narrative_therapy

Activity:

- 1) Watch Theory and Practice of Family Therapy & Counseling DVD
 - 2) In triads, today's skills will be practiced.
-

**Session 15: December 8, 2009 (Course Objectives 1,3, 4, 5, 7, 8)
Family Role Play**

Note: Final next week.

VIII. DESCRIPTIVE MATERIAL REGARDING ASSIGNMENTS

Assignment 1: Who Are They? (Due: October 6th) (Course Objectives 1, 2, 3, 6, 9)

Each student will be assigned a diverse population on the first day of the class. The student will prepare a 3 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. Each student is to turn in an electronic copy to grading and for inclusion in an electronic folder to be emailed to each student containing all the reports.

Assignment 2: Participation in Role Plays (12x's): (Course Objectives 1, 3, 5, 7, 8)

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 your 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 each class.** This will be your responsibility: no credit will be given for participation after the week in which the participation occurred.

Assignment 3: Individual Role Play (Due Oct 27th) (Course Objectives 1,3, 5, 7, 8)

Students will choose a partner by September 30th to create 10 minute 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 and the theory base of their intervention. Role play will be assumed to be the 2nd or 3rd meeting of social worker and client. 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. **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) (Course Objectives 1,3, 4, 5, 7, 8)

Students will choose team (family and social worker) by October 31st to create 10 minute role plays that demonstrate appropriate application of intervention skills to be used with family systems. Choosing one of the theories covered in class, the team will demonstrate their understanding of how the theory defines "the problem," "how change occurs," and "role of the social worker". Each team will present a 1-2 minute introduction explaining the scenario and the theory base of their intervention. Role play will be assumed to be the 2nd or 3rd meeting of social worker and clients. 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. **Absence is not an option for this exercise...if you are gone points will not be awarded.**

Assignment 5: Comprehensive Final (Finals week-Dec 15th) (Course Objectives 1, 2, 3, 4, 5, 6, 7, 8)

Study guide will be emailed by Nov 17th. There will be 50 multiple choice questions.

IX. FINAL EXAMINATION POLICY

There will be a comprehensive final.

X. BIBLIOGRAPHY

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Journal of Marital and Family Therapy, 25, 1-8.

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Grove, CA: Brooks/Cole.

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XI. GRADING CRITERIA

Individual grading rubrics will be reviewed with the class prior to assignment due dates. All grading will be based upon rubric requirements.