Semester          Fall 2011
Day/Time          Thursday, 7:30 p.m. to 10:15 p.m.
Location          Dover Campus, Bank of America Bldg., Room 205

Professor         Dr. Leta N. Parker
Office/Phone       Price Room 220; 302-857-6777 (O)/302-382-3489 (C)
E-Mail             lparker@desu.edu

Office Hours       Monday by appointment
                  Tuesday 3:00–4:00 p.m.
                  Wednesday 10:00 –12:00 p.m.
                  Thursday 4:30 – 7:00 p.m.

COURSE DESCRIPTION:
This course is the first of two that comprise the foundation practice sequence. The course presents foundation for micro and mezzo social work practice centering on the interactive and dynamic proc assessment, intervention, and evaluation with individuals, families and groups. The course presents and skills for generalist practice according to eco-systems and person and social environment persp understand people and responding their needs and problems. Students are introduced to a Black pe social work practice, empowerment, the strengths perspective, the rural perspective and the global core concepts for not only assessing clients’ problems but, most importantly, assessing their streng talents for resolving and overcoming obstacle to their well-being. By the end of the course students clients as central resources in the problem solving process.
The course emphasizes that social work values and ethics, promotion of social and economic justice, and service to diverse groups, exemplified by cultural competence, overlie all social work practice in all settings with all clients. The grade “B” must be earned in this course.
Students enrolled in this course must also be enrolled in the appropriate first year field instruction course.

COURSE CREDITS:  Three (3) Semester Hours

PREREQUISITE(S): Acceptance into MSW program. Concurrent enrollment in Field instruction.
COURSE RATIONALE:

This course will provide foundation knowledge of the generalist social work perspective, values and ethics, and skill with diverse populations in the context of a Black Perspective. It will also provide a knowledge base of social injustices like “the societal ‘isms” showing the relationship among these social and economic injustices to the concepts of oppression and discrimination locally, nationally and globally. Working definitions of the problem solving/planned change process, the strengths perspectives, empowerment approach and their strategies for change will also be introduced. In addition, this course will provide practice information reflecting the social systems and ecological perspectives in performing assessments and interventions in social work practice, especially with populations-at-risk. Students will be provided opportunities to think critically and purposefully examine empirical research to evaluate their own practice effectiveness with systems of all sizes. Students will be provided information about policy as a means for identifying and analyzing and making descriptive statements about policies. This course will also prepare students to incorporate technology into their practice.

REQUIRED TEXTS:


SUPPLEMENTAL TEXTS:


BLACKBOARD AND ELECTRONIC RESERVES:

This will be a Blackboard-enhanced course. Students must log on to Blackboard for additional assignments. Students are responsible for providing their correct email address to the Blackboard staff. For assistance contact Ms. Marlene Cox at mcox@desu.edu. Supplemental readings will also be available on the DSU Library’s Electronic Reserves [ERes]. For assistance contact Ms. Beverly Charlot at bcharlot@desu.edu.
LEARNING OBJECTIVES/CSWE EPAS COMPETENCIES AND PRACTICE BEHAVIORS:

This course will address the following three Learning Objectives/Competencies (EP 2.1.1, EP 2.1.2, EP 2.1.4) and nine practice behaviors (PBs 14, 15, 17, etc). The course will address three of the Department of Social Work underpinnings.

Obj 1: EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

KVS: Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.

Practice Behaviors:
Social workers
PB 1: advocate for client access to the services of social work
PB 2: practice personal reflection and self-correction to assure continual professional development;
PB 4: demonstrate professional demeanor in behavior, appearance, and communication;

Obj. II: EP 2.1.2—Apply social work ethical principles to guide professional practice.

KVS: Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

Practice Behaviors:
Social workers will
PB 7: recognize and manage personal values in a way that allows professional values to guide practice;
PB 8: make ethical decisions by applying standards of the National Association of Social Workers Code Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
PB 10: apply strategies of ethical reasoning to arrive at principled decisions.

Obj. IV: EP 2.1.4 Students will engage diversity and difference in practice.

KVS: Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Practice Behaviors:
Social workers will
PB 14: recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
PB 15: gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
PB 16: recognize and communicate their understanding of the importance of difference in shaping life experiences

Department of Social Work Underpinnings:
1. Strengths Perspective
2. Empowerment Perspective
3. A Black Perspective for social work practice

COURSE REQUIREMENTS:
1. Students are expected to complete all reading and home-work assignments before coming to class.
2. Students are expected to actively participate in all Blackboard discussions and class and group assignments. Additionally, students will be expected to engage the class in critical analyses and thought provoking discussions during their individual oral presentations.
3. Students are expected to hand in all class assignments as outlined in syllabus or discussed in class. Formal written assignments must follow the APA manual and be free of plagiarism.
4. Students are expected to present all assignments on time. No assignment is to be emailed to instructor unless agreed upon ahead of time.
5. Students will be expected to make individual and small group presentations throughout the semester.

STUDENTS’ RIGHTS AND RESPONSIBILITIES FOR LEARNING:
The instructor is available to meet students during office hours. However, students who need uninterrupted time are encouraged to schedule meetings, in person, via telephone or e-mail, ahead of time. Students are strongly encouraged to meet with the instructor to review their academic progress throughout the semester, but especially around midterm and prior to the final exam. It is each student’s responsibility to know when extra help is needed and to seek it from the instructor. It is also each student’s responsibility to seek clarification on assignments before they are due and not after they have been graded. In special situations, appointments can be made for times other than scheduled office hours. Finally, students are encouraged to provide an active email address to the instructor and Blackboard office.

ATTENDANCE POLICY:
Students are strongly encouraged to attend all classes and will be graded for in-class participation.

STATEMENT ON EQUAL OPPORTUNITY
Delaware State University is an equal opportunity institution committed to extending educational equality and non-discrimination in all programs and services of the University to all persons,
regardless of race, religion, gender, creed, color, national origin, ancestry, age, marital status, sexual orientation, disability, veteran status, genetic information or other legally protected classification. This policy is in compliance with Titles III and VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Delaware Code. General Equal Opportunity inquiries/complaints (whether informal or formal) should be directed to: the Assistant Vice President of Human Resources and Legal Affairs, 325 Administration Building, Delaware State University, Dover, Delaware 19901 or to the applicable coordinator listed in the directory.

GRIEVANCE PROCEDURE UNDER TITLE VI AND TITLE IX
Title VI of the Civil Rights Act of 1964 prohibits discrimination against various protected classes by educational institutions. Title IX prohibits discrimination based on gender. The following grievance procedure should be used by any student or other member of the public that believes that Delaware State University or any member of the College Community has engaged in any form of discrimination in violation of these laws, or otherwise violated the University’s Statement on Equal Opportunity, in any of its programs and services, with two exceptions. This grievance procedure does not apply to any issues involving employment, and there is a separate procedure regarding discrimination against persons with disabilities. In addition to the Assistant Vice President of Human Resources and Legal Affairs, ADA inquiries and/or issues may be directed to Laura Kurtz, Delaware State University’s Director of Academic Support Center and Disability Services, 302-857-6388.
AA/EO GRIEVANCE PROCEDURES are available on line at http://www.desu.edu (2008-2009 Undergraduate Student Handbook, p. 2)

AMERICANS WITH DISABILITIES ACT (ADA) AND SECTION 504 OF THE REHABILITATION ACT OF 1973
In accordance with ADA, Title II and Section 504 of the Rehabilitation Act of 1973, programs at the University must be accessible to all persons with disabilities. To provide academic program accessibility, it may be necessary to reschedule classes to accessible facilities. With respect to nonacademic programs, it may be necessary to schedule appointments and activities in accessible facilities. Delaware State University will make reasonable accommodations for persons with disabilities.
Any student with a disability who needs information or assistance with a disability should contact the Office of Disabilities Services in Room 214A of the William C. Jason Library, 857-6388. (2008-2009 Undergraduate Student Handbook, p. 9)

HONESTY POLICY
Integrity must be practiced in all endeavors and relationships. All acts of dishonesty including, but not limited to, cheating on tests and examinations, plagiarism, unauthorized collaboration, alteration or misuse of college documents, records or identification cards, forgery, misrepresentation, unauthorized use of another’s property, lying, theft, or receiving stolen goods will be considered serious misconduct. Any student violating this policy is subject to dismissal from the University. (2008-2009 Undergraduate Student Handbook, p. 20)
POLICY ON INCOMPLETE GRADES:

According to University policy, a grade of “I” (incomplete) will be given when the course work is incomplete due to reasons clearly beyond the control of the student. The unfinished work must be completed by the end of the first six (6) weeks of the student’s next semester in attendance or the “I” grade is changed to “F”.

Criteria for an Incomplete Grade are:

1. At least 80% of the course work has been completed successfully so that a passing grade can be earned;

2. The student has made an arrangement with the instructor prior to the time that final grades are assigned; and

3. The student has provided information necessary to satisfy the instructor that circumstance beyond the control of the student prevented his or her completing the required work on time.

UNIVERSITY GRADING SCALE:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>Excellent, perfect / without error, clear, readily understandable</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
<td>Extremely well done –errors do not detract from clarity</td>
</tr>
<tr>
<td>B+</td>
<td>85-89</td>
<td>Very well done, some errors and lacks some clarity</td>
</tr>
<tr>
<td>B</td>
<td>80-84</td>
<td>Well done, but amount of errors detract from clarity</td>
</tr>
<tr>
<td>C+</td>
<td>75-79</td>
<td>Good: errors &amp; content are substantial distraction</td>
</tr>
<tr>
<td>C-</td>
<td>70-74</td>
<td>Acceptable, but with major errors and lacks clarity</td>
</tr>
</tbody>
</table>

ASSESSMENT RUBRIC CRITERIA:

The above stated Learning Objectives/CSWE EPAS Competencies, Practice Behaviors and Department Underpinnings will be assessed in this course, via an Assessment Rubric that is posted on Blackboard. The Assessment Criteria for measuring the Learning Objectives/EP Competencies, Practice Behaviors and Department of Social Work Underpinnings are:

1. **Advanced** - Students demonstrated an *outstanding* understanding, *clear* recognition and *sound* application of all dimensions of this practice behavior or underpinning.

2. **Proficient** - Students demonstrated an *acceptable* understanding, recognition and application of all dimensions of this practice behavior or underpinning.

3. **Satisfactory** - Students demonstrated a *limited* understanding, recognition and application of all dimensions of this practice behavior or underpinning.

4. **Unsatisfactory** - Students demonstrated *little to no* understanding, recognition and application of all dimensions of this practice behavior or underpinning.
### COURSE ASSIGNMENTS WEIGHT:

<table>
<thead>
<tr>
<th>Assignment I</th>
<th>Paper - <em>The Self as a Bio-Psycho-Socio Case Study</em></th>
<th>15%</th>
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</thead>
<tbody>
<tr>
<td>Due</td>
<td></td>
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<tr>
<td>Assignment II</td>
<td>Chapter Presentations: Chapter 1-9 Miley</td>
<td>10%</td>
</tr>
<tr>
<td>Ongoing</td>
<td></td>
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<tr>
<td>Assignment III</td>
<td>Class Presentation - <em>Economic &amp; Social Injustice and Empowerment</em></td>
<td>10%</td>
</tr>
<tr>
<td>Due</td>
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<tr>
<td>Assignment IV</td>
<td>Theory Paper</td>
<td>15%</td>
</tr>
<tr>
<td>Due</td>
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<tr>
<td>Assignment V</td>
<td><em>Generalist Practice Perspective Paper</em></td>
<td>15%</td>
</tr>
<tr>
<td>Due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mid-term Exam:</td>
<td>10/4/11</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam:</td>
<td>12/19/11</td>
<td>15%</td>
</tr>
<tr>
<td>Class Participation</td>
<td></td>
<td>5%</td>
</tr>
</tbody>
</table>

**Total 100%**

All written assignments must adhere to American Psychological Association (APA) publication guidelines.

### REQUIRED NON-GRADED ASSIGNMENTS:

1. Learning the Terminology of the Profession. Take index cards and write any new social work terms you have learned on one side; on the other side of the card, write the applicable definition. Incorporate these terms into your papers. While you are not graded for this effort, the incorporation of these terms and the specific applicability will strengthen the quality of the paper and its grade. Bring to the second class (9/5/11).

2. Field Placement Orientation In-Class Assignment: Your field placement is an integral component of social work practice. Therefore, your instructor wants to know your field setting and your assignments. Due In-Class Discussion Sept. 29. 2011.

**Field Placement Orientation**

Your assignment is to review the Delaware State University Department of Social Work Field Instruction Manual. Begin your field instruction with a meeting with your field instruction supervisor and collect data in order to write a response to the following questions: IN CLASS Discussion based upon this assignment.

- Name of Agency/organization
- What is the mandate of the agency/organization
- Name of your practicum setting within your agency
- What is the mandate of your practicum setting
What services are provided to users in your practicum setting and how are these services complementary to the services offered by your agency?

What value systems underlie the services to users in your practicum setting?

Describe a brief history of your practicum setting

Describe your agency’s funding base.

Describe your agency’s organizational structure.

Describe the composition of staff

Describe the clientele

Describe the Community of your practicum setting.

Describe your assignment (your role) within the agency setting.

What are you most concerned about learning from your field placement?

What are your professional strengths and weaknesses.

Describe the things that others say that you need to work on.

Do you feel this field placement will offer a challenge to you?

**COURSE OUTLINE:**

**UNITS I-III**  
Course Overview:  
(3 Weeks)  
The Foundation of Social Work Practice  
   Social Work: An Evolving Profession  
   Social Work Generalist Practice  
   A Black Perspective  
   The Helping Process  
   The Problem Solving Model  
   Social Work: Functions and Roles  
   Communication, Interviewing and Relationship Building  
   Critical Thinking for Social Workers

**Readings:**

Dubois  Part I (Chapters 1-4)

Shulman Part 1 (A Model of the Helping Process)

**Supplemental readings:**
There are three internet websites that students should be familiar with. They are NASW, CSWE & NABSW.

www.naswdc.org
www.cswe.org
www.nabsw.org

**These websites provide information about where the profession is going in the 21th century. Browse to see what interests you in your field placement**


**UNITS IV-VI**

**Social Work Values and Ethics**

**Human Diversity**

**Social Justice and Oppression**

**Populations-at-risk**

**Readings**

DuBois - Part II (Chapters 5, 6 & 7)

Shulman – Part II

**Supplemental readings:**

NASW Code of Ethics.


UNIT VII-IX  Social Work and Social Systems;
(3 weeks)   Empowering Process & Strengths Perspective
            Integration of Policy and Practice

Readings:
DuBois, Part Three (Chapters. 8, 9 & 10)
Shulman, Part II (con’t)

Supplemental Readings:


UNIT X-XIII  The Social Work Multi-level Approach to Intervention
(3 weeks)   Social Service Delivery Systems (Settings)
            Social Work Roles

Readings:
DuBois - Part Four (Chapters 11, 12, 13)
Shulman Part III

Supplemental readings:


UNITs XIV-XVI
Values and Ethics in Social Work Practice
(3 Weeks)
Contemporary issues in Social Work Practice
Social Work across the Life Span.
Spirituality and Social Work Practice

DuBois: Chapter 14 & Epilogue

Supplemental Readings:


ASSIGNMENTS

ASSIGNMENT I: Self-Assessment: The self as a Bio-Psycho-Socio Case Study (PB 2, PB 4)

First Assignment Due: September 29, 2011

Graduate social work education is as much a part of knowing yourself as it is to understand client behavior. This assignment will utilize you as a case in developing a psychological, sociological, biological and spiritual history. This is a confidential paper. No one will have access to the paper but this instructor. You will not be graded on the descriptive content but on your ability to express yourself, to self-assess and complete a social history. The paper will be evaluated on your analytical/assessment
skills, your recording skills, your critical thinking skills, your objectivity and ability to self-assess, as well as help the instructor in knowing you. Follow the following outline but feel free to modify the outline to meet your particular need.

**Identifying Information:**

Name, address, phone numbers (work, home, e-mail) birthdate and age, gender, marital status.

A brief description of yourself: physical characteristics, race & ethnicity, striking features, speech patterns, clothes, etc.

**History and current status**

Describe family of origin (details include gender, ages, health status, death dates personalities, relationships)

Create a genogram (three generations) identifying social and psychological issues.

Create an Eco Map of your current situation.

Current relational situation- Focus on marriage/significant other. Specify history of relationships.

**Describe family of procreation -- children, pets, adoptions, and foster care.**

Religion and spiritual development

Friends

Education

Hobbies

Employment

Military

Financial

Legal

Health (physical and mental)

Drug/Alcohol Use

Personal Goals (3, 9, 12 months, & 2, 5, 10 years)

Other information, such as, current stresses, past or present major events in life, history of trauma, violence, victimization, oppression or discrimination, suicidal attempts. etc., that impact on obtaining the goals.

Describe the person in the environment

Strengths, motivation capacity for change to reach the goal.

Environment -- resources

Contracting with client (self)
Closing Summary

Describe in some detail, your life development and experiences that are particularly contributive to your interest in becoming a social worker. Describe the experiences that will enhance your skills as a helping person. Be sure to include your specific traits and characteristics. Also, include some personally impacting situations that you have experienced and have impacted on your life. Reflect on your ability to risk and trust. Of what benefit are these traits, characteristics and experiences in establishing a working relationship with a client. Be sure to incorporate the strengths perspective.

Modified from Format For Client Record complied by M. Carroll (1999).

ASSIGNMENT II: Chapter Presentations (PB 14, PB 15, PB 16)

Students will make oral presentations on Chapters 1-9 from the DuBois & Miley Text, Social work: An Empowering Profession.

ASSIGNMENT III: Economic and Social Injustice and Empowerment Paper & Presentation (PB 1, PB 7, PB 14, PB 15)

October 27, 2011

Prepare a 7-10 page paper that discusses in detail the dynamics and consequences of social injustice of minorities of color, women, the elderly, gay men and lesbians, and/or people with disabilities. Give specific examples of how you recognize and communicate your understanding of the importance of difference in shaping the life experiences of marginalized groups. Show how you would go about recognizing and eliminating the influence of your own personal biases and values when working with groups that are different from you. State how you would ensure that your practice with oppressed and marginalized populations are guided by professional values and ethics rather than personal values and principles. You may use your Human Diversity paper population for this assignment. Include the social work historical response to the effects of the economic & social injustice. What new and creative individual and societal changes are required to advocate for and empower those experiencing this oppression/injustice. Be certain to include any personal experiences with this issue, as well as the impact from the legal/justice system.

Students are reminded that the emphasis of this paper is on economic & social injustice and empowerment, not on diversity. Also, support your recommendations with use of evidence-based literature. In addition to the paper, please prepare a 20 minute oral presentation on the topic.

ASSIGNMENT IV: Theory Paper & Presentation (PB 10)

Due 11/17/11

Students will decide which theory (see page 25, Figure 2.1) they want to research and present to the classroom as they begin developing a practice framework. You should cover the following topics in your paper & presentation:

- history and development
- description of the theory and technique
- applications
- critique (strengths as well as weaknesses)
- conclusions/suggestions for further research

ASSIGNMENT V: Generalist Social Work Practice (PB 7, PB 8)
Due: December 1, 2011

Utilizing your textbook and the NASW Social Work Encyclopedia as a beginning point, research the literature on Generalist Social Work Practice. Write a lengthy literature review on the topic. The entire paper should be ten to fifteen pages with descriptive and analytical content. Follow the following outline, use APA style and include a minimum of fifteen references.

**Define Generalist Social Work Practice**
- Discuss its history.
- How and where is it used?
- What is its relationship to Advanced Generalist Practice?

Discuss its component parts:
- Problem-Solving Process/model
- Problem Focused
- Person AND the Environment
- Role Theory
- Multi-Level Systems Theory

**Social Systems**
- Ecological Systems
- Strengths Perspective
- Communication Theory
- Eclecticism
- Change/Conflict Theory

How are social work values and ethics intertwined in Generalist Social Work Practice?
REFERENCES


