SCWK 606-63
GENERALIST PRACTICE II

Semester: Spring 2012
Day/Time: Wednesday, 4:30pm – 7:15pm
Location: Wilmington Campus, Room 112

Professor: Dr. Kul Bhushan Suri
Office/Phone: Wilmington Campus Room 116; (302) 254-5340
E-Mail: ksuri@desu.edu

Office Hours:
- Monday 1:00pm – 4:30pm
- Tuesday 4:30pm – 7:00pm
- Wednesday 1:00pm – 4:30pm
- Thursday 4:30pm – 7:00pm

COURSE DESCRIPTION:
This is the second of two courses that comprise the foundation practice sequence. The course builds on the knowledge, values and skills for generalist practice that were imparted in Generalist Practice I by teaching students how to apply dynamic and interactive processes of assessment, intervention, and evaluation at the macro level in communities and organizations. The course teaches communities and organizations as settings where the social worker and the client work together in an attempt to reduce or ameliorate problems that adversely impact client well-being. Guided by a Black perspective for social work practice, empowerment, the strengths perspective, the rural perspective, and the global perspective, students learn to focus on clients’ strengths as a potential solution to the problem(s) for which the client is receiving assistance. The course directs students to look to evidence based practices and related research when considering effective ways to assist clients. Consequently, the course familiarizes students with resources for evidence based interventions and promotes evaluation of practice using reliable research methods. Guided by a prevention orientation to generalist practice at the macro level, students learn to examine risk and protective factors that should be taken into account when developing interventions to prevent problems before they emerge. 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

PREREQUISITES: Generalist Practice I: SCWK 605.
Course Rationale:
Students are expected to begin developing their own conceptual framework for practice reflecting a Black perspective and the generalist perspective to empowerment-oriented social work practice.

REQUIRED TEXTBOOKS:


Supplemental Texts:


Blackboard:
This will be a Blackboard-enhanced course. Additional assignments from newspapers and magazines will be posted throughout the semester so students are responsible for checking blackboard occasionally at http://dsuonline.blackboard.com) 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] www.desu.edu. For assistance, contact Ms. Beverly Charlot at 302-857-6193 or bcharlot@desu.edu. The ERes password will be distributed on the first day of class.

Generalist Social Work Practice II course will address the following three (3) Student Learning Objectives/EPAS Core Competencies, four (4) Practice Behaviors and three (3) Department of Social Work Underpinnings.

Obj. 1: Educational Policy 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:
PB 6: Use supervision and consultation.
Obj. 2: Educational Policy 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:
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 of Ethics and, as applicable, of the International Federation of Social Workers/International Associations of Schools of Social Work Ethics in Social Work, Statement of Principles.

Obj. 10: Educational Policy 2.1.10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
KVS: Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Practice Behaviors:
Educational Policy 2.1.10(a)—Engagement
PB 29: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
PB 30: Use empathy and other interpersonal skills.
PB 31: Develop a mutually agreed-upon focus of work and desired outcomes.
PB 33: Assess client strengths and limitations.
PB 35: Select appropriate intervention strategies.
PB 40: Facilitate transitions and endings.

Department of Social Work Underpinnings that will be assessed in this course:

1. Strengths Perspectives
2. Empowerment Perspectives
3. A Black Perspective for Social Work Practice

Course Requirements:

1. Participation in class activities and on-line discussions based on relevant information from identified readings.
2. Satisfactory completion of scheduled assignments (in class participation, take-home assignments, quizzes, exams and analysis of case studies, etc.
3. Completion of assigned readings
Students’ Responsibilities for Learning:

Each student is responsible for his or her own learning. If you are unsure and/or your learning style differs from how the material is being presented, please let me know. We can work together to use a combination of teaching and learning methods that are effective for you.

Class Attendance and Participation/In-Class Discussion and Assessments:

Students are fully responsible for their class attendance. Regular and on-time attendance is expected for all classes. Consistent with the University policy, the final grade will not be reduced because of failure to attend classes. Nevertheless, final grades will reflect in-class attendance. Unexcused absences constitute 25% of the participation grade. Students are expected to attend all classes (University policy) and, in this course, expected to be present throughout the entire class period. The student is responsible for requesting approval, *in writing*, ahead of time when an absence is planned. In the event of an unexpected absence, the student needs to contact the instructor afterwards as soon as possible. **Under no circumstances will a student be able to pass this course if more than 40% of class time is missed, for any reason, due to the heavy reliance on classroom discussion/participation as part of the teaching/learning process.** Missed assignments can only be made up with an excused absence unless the instructor gives permission. Participation is expected via attendance and contributions to class discussions. Unapproved absences and absences without timely written notification to the instructor will not be excused. If absent from class, the student is responsible for obtaining notes from his or her classmates. Students are also responsible for keeping abreast of all the announcements made in class and in Blackboard, and homework or out-of-class assignments given in class. In-class behavior will be considered an indication of the student’s identification with the profession and his or her readiness to assume the role of generalist social work practitioner. **All cell-phones must be turned off and put away during class.** Points will be deducted if a cell phone rings in class and/or texting occurs. Occasionally, classes may be held using blackboard. Dates for Blackboard classes will be announced in advanced in class or by e-mail. Attendance for Blackboard classes will be documented via Blackboard.

Exams, Quizzes And Make –Up Policy:

Each student is expected to take tests/exams and submit written assignments on the scheduled date and time that such work is due. Exams will be given either using blackboard or paper and pen/pencil. Make up exams are given only in extreme cases and only after the student provides adequate documentation of circumstances beyond the student’s control. A student who is not able to take a test as scheduled, must notify the instructor in advance and then must schedule and take a make-up test within three (3) days. A student who does not follow this procedure will receive a grade of zero on the test. Also, in fairness to students who take the exam on time, 10% will be deducted from makeup exams. Quizzes (announced or unannounced) may not be made up. All papers and case-analyses are due in class on the assigned dates. Due dates for some of the papers
and assignments will be indicated on the assignments. A point a day will be deducted for late papers. If the absence is excused by faculty/staff/advisor for the student’s participation in official University related activities, all work (tests, quizzes, due assignments, etc.) may be made up. The instructor reserves the right to make exceptions to this make-up policy in case of inclement weather, recognized religious holidays, and extenuating circumstances.

The instructor does not print or photocopy papers for students.

Students’ Responsibility for Incomplete Grades:

Students are expected to complete all course requirements and stay on track with the course, regardless of his or her presence in class. Failure to meet these responsibilities may result in a grade of “I” (Incomplete) that automatically turns into an “F” after six (6) weeks into the next semester. An Incomplete grade will be given if:

1. At least 80% of the course work has been successfully completed so that a passing grade can be earned;
2. The student has made arrangement with the instructor prior to the time that final grades are assigned;
3. The student has provided information necessary to satisfy the instructor that circumstances beyond the control of the student has prevented him or her from completing the required work by the established deadline(s); and
4. The students have met the minimum requirement for attendance.

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)

University Grading Scale:

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<tr>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>A</td>
<td>95-100</td>
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<tr>
<td>A-</td>
<td>90-94</td>
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<tr>
<td>B</td>
<td>85-89</td>
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<tr>
<td>B+</td>
<td>80-84</td>
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<tr>
<td>C+</td>
<td>75-79</td>
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<tr>
<td>C-</td>
<td>70-74</td>
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Assessment Criteria for measuring Learning Objectives/EP Competencies, Practice Behaviors and Department of Social Work Underpinnings:

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

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

**Unsatisfactory**- Students demonstrated *little to no* understanding, recognition and application of all dimensions of this practice behavior or underpinning.

**Course Weighting:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Assignment I – Values and Ethics</td>
<td>15%</td>
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<tr>
<td>Assignment II – Case Review</td>
<td>15%</td>
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<tr>
<td>Assignment III – Group Planning &amp; Implementation</td>
<td>15%</td>
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<tr>
<td>Assignment IV – Theoretical Intervention Presentation &amp; Report on your Group</td>
<td>15%</td>
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<td>Assignment V – Culminating Conceptual Framework</td>
<td>20%</td>
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<td>Class Participation</td>
<td>10%</td>
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**TOTAL** 100%

**Course Outline:**
A diversity of teaching methods will be used in this course. They include lectures, group discussion, written assignments, oral presentations, guest lectures, interviews, and meeting attendance.

In conjunction with the assigned readings you are expected to explore other sources related to the topic such as newspapers, journals, and periodicals to incorporate in your papers, presentations and class discussions.

**UNIT I: Generalist Practice Overview**
(2 weeks) 1/12 to 1/19/11

**Course Overview**
Lecture: Generalist and advanced generalist defined; history, comparison; social work ethics and values; critical thinking; writing APA style –samples.

**REQUIRED READINGS:** Be prepared to discuss


1/21 Discussion of required readings; challenges of social work; definitions of methods of practice; overview of the helping process; problem-centered family practice in multiple settings.

Panel of Field Instructors focusing on values & ethics with families in class 1/21 Dover

UNIT II (4 weeks)  1/26 – 2/16/11

Lectures/discussions

Exploring, assessing, and planning in the helping process; skill development; verbal and nonverbal communication; ecosystems perspective and the approach the assessment; defining assessment; emphasizing strengths in assessment; defining assessment; emphasizing strengths in assessment; identifying the problem; key factors to be addressed; multidimensional assessment; assessing interpersonal and environmental systems; assessing client functioning in diverse family and cultural contexts; issues of social justice; the Black Perspective; relationship building skills.

REQUIRED READINGS:


Why groups?
Define social group work and become familiar with its history and value base. Consider the skills needed to work effectively with groups.

Pre-Group Planning & Purpose
Discuss the importance of the planning stage in group formation and areas that must be considered in planning for a new group. Demonstrate the ability to describe group purpose to potential group members.

The Stages of Group Development:
Overview, Group Practice Skills and Beginnings Discuss the characteristics of stages of group development from the pre-group phase through termination. Examine some of the issues and themes that commonly arise and the corresponding roles of the social worker in the Beginning phase.
Problem-Solving and Middles
Demonstrate an understanding of the problem-solving process and its use in group work practice. Examine the salient features of the Middle phase. Identify the skills that social workers need in the middle stage of group development. Discuss the roles that may be played by members of a group.

Endings
Be able to identify the feelings that accompany endings in groups, and the role of the worker in the ending phase. Demonstrate an understanding of the evaluative process and its role in helping group members prepare for endings and transitions. Describe the mutual aid process, and the maximization of group interaction.

Group Dynamics within Organizations:
Use of Task Groups Outline the characteristics of an effective task group. Understand the different skills needed and the roles social workers take on as leaders and members of task groups; explore decision-making approaches used in task groups


UNIT III – (5 weeks) 2/23 to 4/1/11

SPRING BREAK 3/9/11

THE CHANGE-ORIENTED PHASE (Planning and Implementing Change-Oriented Strategies)

Lecture and Discussion:
Planning & implementing change-oriented strategies; enhancing clients' problem solving, social, assertiveness and stress management skills; additive empathy, interpretation, and confrontation; managing individual and family barriers to change.

REQUIRED READINGS:


UNIT IV (5 weeks) Community Practice & Termination 3/30 to 4/20/11

Lecture and Discussion: The final phase; evaluation; types of termination; consolidating gains and planning maintenance strategies; rituals. Working with Communities: Define the different types of communities, community organizing philosophy and models.


**ASSIGNMENTS**

**Assignment # 1**  
**Values and Ethics in Social Work**  
**Due: 2/1/12 (PB 8, UPs 1,2 & 3)**

Select one article from a social work or social work related journal that raises an ethical issue or value dilemma according to your interpretation of the NASW or NABSW Code of Ethics.

The article may focus on a social problem or social issue with a particular population, or a value or ethical dilemma in social work practice. Your paper should:

1. Identify the value or ethical dilemma presented in the article.
2. Summarize the author's conclusion on the best way to resolve the situation.
3. Articulate your position.
4. Present your alternatives for addressing the value dilemma or ethical issue.
5. Discuss the implications for social work practice at your field placement agency.

Suggested Length: Five (5) pages. References are required.

**Assignment # 2**  
**Practice with Individuals**  
**Due 2/15/12 (PBs 15, 31, 33, 35, 40; UPs 1, 2 & 3)**

**Client Description:** Present relevant identifying information. What brought the client (client system) to the agency seeking services? Describe the living situation, socioeconomic status and involvement of extended family or significant others. Use the following outline to thoroughly complete the assignment.

**Presenting Problem:**

- Source of Referral
- Reason for Referral
- Onset of the problem, client's attempt to alleviate the problem and factors contributing to the problem; are the expectations realistic?
- History and nature of the problem
Diversity Factors:

- Cultural and Ethnic Identification
- Other diversity factors (i.e., age, religion, spirituality, physical or mental health disabilities)

Environmental Factors:

- Significant relationships outside family, resources and expectations
- Significant neighborhood and community factors; resources and expectations or environmental factors that might impact on the client's ability to change

Assessment of Client (Client System):

- Client's problems and needs
- Client's motivation and capacity for change
- Client's strengths
- Client's limitations and weaknesses
- Client's overall functioning

Intervention:

Drawing upon your literature review, identify the following:

- Appropriate intervention strategies with explanation of why they were selected
- Theoretical frameworks that inform your intervention strategies
- Goals and Objectives
- Strategies to meet the goals and objectives
- How would you demonstrate empathy and other interpersonal skills that are necessary in the intervention process
- Show how you would develop a mutually agreed upon plan from which to work as well as mutually agreed upon desired outcomes
- Explain how you would use your supervisor and colleagues for consultation in the development of your assessment and intervention plans

Evaluation and Termination

- Clearly state your transition and termination plan
- How do you/agency intend to evaluate the effectiveness of your interventions?
- What suggestions might you receive from those at the case review?

Assignment # 3: Practice with Families and Groups
Due 3/7/12 (PB 8, PB 29, UPs 1, 2 & 3)
During this semester it is expected that students will engage in practice with a group or family at their agencies. This assignment is intended to illustrate the students’ growing competence and developing skills in social work practice with groups. The student should identify:

1. The process by which the group came into being, including how the need for the group was determined and planning for the group.
2. Type of group and its purpose.
3. Your role and other group members’ roles in the group (be sure to include use of self in your discussion);
4. Changes in the group from the beginning to the present, including the time phases of the group.

You are expected to use a theoretical framework based on your readings for this course to support your analysis of the group. Excerpt from a group process recording (single-spaced) should be utilized throughout the body of the paper to demonstrate the roles of group members, your growth, the group’s change process, and any issues related to diversity.

Suggested length: 6 pages.

**Assignment IV: Theoretical Interaction Group Presentation (PB 29, PB 30, UPs 1, 2 & 3)**

Group Presentation - Each topic will be assigned to a group with special emphasis on micro & mezzo practice levels.

3/7  Crisis & Group Theory
3/14  Task Centered Approach
3/28  Cognitive & Behavioral Theories/Approaches
4/4  Feminist Theory

Each small group will select one of the theories or intervention paradigms listed in the syllabus. To prepare for the presentation it is suggested that you do the following:

1. Discuss the theory/paradigm - engage in an in-depth study of your chosen theory and read as much as you can that was written by the major contributors. The text, *social work treatment* by F. Turner is a great starting point.
2. Identify the leading figures (major contributors). Discuss the treatment considerations and any statistical evidence of success.
3. Describe the techniques used.
4. Identify the specific type of client, age group or ethnic group for which is best suited for this theory.
5. Is this theory applicable on multi system levels (individuals, families, groups, organizations & communities)?
6. Identify the strengths and weaknesses of the theory/paradigm.
7. Show how the theory is effective or ineffective for practice with diverse populations.
8. What is the contemporary use of the theory?
9. Does your group utilize the theoretical underpinnings with practice with your client population?
10. Does the theory promote social and economic justice? If so, how?
11. Is the theory compatible or not compatible with a Black Perspective, strengths perspective & the empowerment approach?
12. What does your group perceive as the theory’s limitations?

NOTE: Distribute a reference page for the class

To strengthen your presentation, you may give case examples, role play or show a video demonstrating how the intervention can be used.

Your Group Assessment-The week after your presentation, turn in a three-page paper using group terminology processing the group dynamics you were a part of and your role in your group.

Assignment # 5: Culminating Conceptual Framework for Generalist Practice
Due 4/18/12 (PB 6, PB 7, PB 8, UPS 1, 2 & 3)

The purpose of this assignment is to articulate your conceptual framework for practice at this point in your learning process. Accordingly, you are expected to:

1. Identify your theoretical approach to practice and how you have used this approach in your analysis and work with individuals, families, small groups, organizations, and communities. Draw upon your readings throughout the year, research you have conducted on practice approaches, and your work in your field practicum assignment. Provide specific examples (parts of process recordings) throughout the body of the paper that illustrate how you have integrated theory in your practice in your field placement.
2. How would you seek out and use supervision and consultation to help you in your development as a professional social worker? Give specific examples.
3. What do you feel are the major themes in your development as a professional social worker?
4. Where and how do you see yourself as a change agent?
5. Identify how you as a practitioner will recognize and manage your personal values in a way that will allow your professional values to guide your practice.
6. How does your conceptual framework integrate a Black perspective for social work practice, as well as an empowerment perspective & a strengths-based approach for social work practice?

Conclude your paper with a summary of the strengths you will bring to the second year (advanced year) of your social work practice education and the areas in which you plan to further your growth.

Use case examples and readings as appropriate to illustrate your learning.

Include as annotated bibliography (10 readings) for this semester.

Suggested length – 7 pages
References


