



SCHOOL OF SOCIAL WORK

**SWK 501 GENERALIST PRACTICE WITH INDIVIDUALS,
FAMILIES, AND SMALL GROUPS**

**FALL 2015
Mesquite Campus
Thursdays 4:30pm – 7:10pm**

INSTRUCTOR: Dr. Brenda Moore, LMSW-AP
OFFICE: Henderson 308
OFFICE HOURS: By Appointment
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COURSE DESCRIPTION:

This practice course provides students with an understanding of and experience with social work practice skills, values, and knowledge within the context of a strengths perspective. Students will learn problem-solving skills, empowerment based practice skills, relationship building, and data gathering skills as they relate to all client systems, but particularly individuals, families, and small groups. Content on diversity and working with populations at risk will be presented throughout the course. Role play, video tapes, and written assignments will be utilized. Prerequisite: Admission to the MSW program.

GOALS AND COMPETENCIES:

F 1. Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions. Students will be able to reflect the following competencies:

SWK 501: Generalist Practice with Individuals, Families, and Small Groups

- Demonstrate critical thinking and effective communication (2.1.3)
- Demonstrate research-informed practice and practice-informed research (2.1.6)
- Engage in change strategies with individuals, families, groups, organizations & communities (2.1.10)

F 2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change. Students will be able to reflect the following competencies:

- Apply social work ethics & principles (2.1.2)
- Engage diversity in practice (2.1.4)
- Promote human rights and social and economic justice (2.1.5)

F 3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life. Students will be able to reflect the following competencies:

- Engage as professional social workers (2.1.1)

COURSE OBJECTIVES:

- A. Provide an overview of social work profession, including key concepts, roles and functions of social work and social workers
- B. Provide a foundation of knowledge of social work values and ethical principles
- C. Provide an overview of practice frameworks, theories, and models, including the role of evidence-based practice
- D. Provide an overview of basic helping skills and techniques appropriate for generalist practice
- E. Provide an overview of techniques used throughout the planned change process, including intake and engagement, data collection and assessment, planning and contracting, intervention and monitoring, and evaluation and termination.
- F. Highlight special techniques appropriate for working with vulnerable and diverse populations

STUDENT LEARNING OUTCOMES:

1. Students will become socialized to the language and scope of the social work profession
2. Students will begin to apply social work professional ethics to practice situations
3. Students will begin to develop and build professional relationships
4. Students will demonstrate beginning assessment skills of client systems
5. Students will complete an ecomap, culturagram, and genogram in client assessment

SWK 501: Generalist Practice with Individuals, Families, and Small Groups

6. Students will write a treatment and termination plan utilizing current evidence-based research

RELATIONSHIP TO OTHER COURSES:

This course teaches foundation content that provides knowledge of human behavior and social systems. It introduces students to professional values and ethics, particularly the NASW Code of Ethics. During the last week few weeks of the semester, students will be introduced to beginning issues related to the field internship.

TEXTS:

Required Texts:

Sheafor, B.W., & Horejsi, C.R. (2015). *Techniques and guidelines for social work Practice* (10th ed). Boston: Allyn & Bacon.

Sweitzer, H.F. & King, M.A. (2014). *The successful internship: Transformation and empowerment in experiential learning* (4th ed). Belmont, CA: Brooks/Cole—Thomson Learning.

Supplemental Text:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.

CLASS ATTENDANCE AND PARTICIPATION:

Students are expected to attend class, reflecting responsibility which is inherent in the development as a social work professional. Roll will be taken regularly. Students are expected to be on time and prepared to participate when class begins as well as be present throughout the entire class meeting. Classroom exercises, discussions, role plays, guest speakers and other in-class experiential exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as .5 absence (2 tardies/early departures = 1 absence). A student is considered absent if he/she arrives more than 30 minutes late to class, leaves 30 or more minutes early or does not come to class.

SWK 501: Generalist Practice with Individuals, Families, and Small Groups

The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

Weekly	Up to 2 absences No penalty	3 absences 1 letter grade drop	4 absences Class grade of "F"	
Bi-weekly	Up to 3 absences No penalty	4 absences 1 letter grade drop	5 absences 1 letter grade drop	6 absences Class grade of "F"
Summer 10-week	Up to 1 absence No penalty	2 absences 1 letter grade drop	3 absences Class grade of "F"	

ONLINE OR WEB-ENHANCED CLASSES: Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via eCollege, students must log in and complete assignments in a timely manner. Not logging in to eCollege (which can be monitored by the instructor) and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

Final evaluation and grades depend on both presence and participation. Students' grades will be significantly impacted by inadequate participation or lack of required time commitment each week. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, just as in traditional F2F classrooms, students are expected to spend time reading and studying class materials.

NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT CONSIDERED AS REASONS FOR LACK OF PARTICIPATION. You have access to the university's computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs. If you believe that you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

Class participation has three components: (1) Appropriate interactions with classmates, (2) Attentiveness, and (3) Active involvement in class activities. Evaluation of class participation is based on instructor observation. Students will be given feedback if problems are evident.

POLICY ON PLAGIARISM AND CHEATING:

Every student is expected to do his/her own work. Law, ethical standards, university policy, and departmental policy demand that students refrain from plagiarism and any form of cheating. Plagiarism is the "Act of appropriating the literary composition of another, or parts of passages from of his [or her] writings, or the ideas or language of the same, and passing them off as the products of one's own mind." (Black's Law Dictionary, Abridged Fifth Edition, 1983). When using others' words, phrases, or ideas in writing, the original author should be given proper credit.

SWK 501: Generalist Practice with Individuals, Families, and Small Groups

Cheating may take different forms. These include, but are not limited to, copying others' answers during an exam, using notes or other forms of help during an examination or quiz, except when explicitly permitted by the instructor, giving or receiving help on exams or assignments, or submitting work for one class which has already been submitted for another class for credit. Use of citations from the Internet without paraphrasing content AND proper referencing is regarded as plagiarism. Professors have the right to use electronic review programs (such as Turn It In") to identify plagiarism.

The department does not tolerate plagiarism or cheating. A student found to be engaging in such illegal and unethical conduct may receive a failing grade in the course and may be subjected to further disciplinary proceedings. Any assignment or exam that lacks honesty will be given a grade of "0".

ACCEPTABLE CLASSROOM BEHAVIOR:

"Students at Texas A&M University-Commerce are expected to obey all federal, state, and local laws, in addition to the regulations of the University. The standards of Student Conduct including disciplinary rules and procedures are designed to provide and conform to the basic tenets of due process, as developed by institutions of higher education. As such, the University distinguishes these procedures and regulations as an educational and growth process which is not intended to conform to adversary proceedings as in a court of law. (Student's Guide Book, 2011, p. 35).

CODE OF CONDUCT FOR SOCIAL WORK STUDENTS

The Department of Social Work expects all social work students to conduct themselves in an ethical, professional manner. Professional ethics are at the core of social work. The profession articulates its basic values, ethical principles, and ethical standards as set forth in the *NASW Code of Ethics* to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons.

All students enrolled in BSW or MSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Our Code of Conduct is reflective of professional and academic expectations – a student who cannot demonstrate appropriate behaviors will not be appropriate for practice in the social work profession. Students who violate these Codes may be asked to meet with appropriate Social Work faculty (instructors or Program Directors). In addition, the department's Academic and Professional Issues (API) Committee is responsible for dealing with student issues when requested by faculty.

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that

SWK 501: Generalist Practice with Individuals, Families, and Small Groups

provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

POLICY ON DUE DATES:

All assignments are due **at the beginning** of the class period on the due date stated in the Course Schedule. Late assignments will automatically have 5 points deducted from the grade per day beginning with the due date and each day thereafter. ASSIGNMENTS WILL NOT BE ACCEPTED AFTER ONE WEEK past the due date. (Assignments due at the beginning of class on Thursday will not be accepted after class begins the following Thursday). Please do not email an assignment to me unless you have received prior permission. It is easy to “lose” an email or have trouble opening attachments.

WRITTEN ASSIGNMENTS:

All written assignments must demonstrate acceptable writing style, including the use of Standard English, acceptable grammar, and the use of the American Psychological Association (APA) style of reference citation.

Part of the grading process will include an evaluation of presentation, including clarity, coherence, logic and organization of the assignment. All assignments must be typewritten, using double-spacing and standard margins. It is the student’s responsibility to ensure the paper is in the possession of the instructor by the designated time. Any papers left in the mailbox or any other place are not the instructor’s responsibility. At the discretion of the instructor, it may be required to submit written assignments via “Turn-It-In”, a program utilized to determine instances of plagiarism. Below is a partial list of factors that are addressed in the grading process:

- Any error in APA reference or citation format from the 6th edition
- Lack of quotation marks at the beginning and end of all direct quotes
- Extra or missing punctuation (i.e. commas, semi-colons, colons, periods)
- Incomplete sentences (i.e., sentences without a verb)
- Run-on sentences (i.e., sentences that run together without appropriate punctuation and capitalization delineating each sentence)
- Incorrect spelling
- Inappropriate and inconsistent verb tense
- Lack of noun-verb agreement
- Incorrect use of capitalization (e.g., social work is generally not capitalized)
- Incorrect use of possessives (examples of correct use are Shawn’s book, the parents’ child)
- Any contractions (e.g., I’m, can’t, won’t), except in direct quotes from another source)

SWK 501: Generalist Practice with Individuals, Families, and Small Groups

- Lack of neatness (e.g., hand written corrections, uneven indentations)
- Papers that are not typewritten
- Use of a size other than #12 font
- Lines not double spaced
- Margins that are less than or wider than 1 inch
- Failure to indent the first line of a paragraph
- Incoherent sentences

CORRESPONDANCE:

Students are expected to stay in communication with the instructor of this course either verbally, in writing or via e-mail. ***The preferred method of contact for the instructor is email.*** Only Texas A&M-Commerce University email accounts will be used in corresponding with the instructor.

CELL PHONES/PAGERS:

Please turn your cell phone and/or pager (and other electronic devices) off during class. If you are on-call for your work, please place the cell phone or page on silent mode. If you utilize a laptop to take class notes, please be aware of potentially distracting others around you and seat yourself accordingly. *Additionally, you may be asked to leave the class if it is determined you are utilizing a computer to do outside work, surf the web inappropriately or communicate personal conversations.* Texting is discouraged since it tends to be distracting to others and indicates a level of disrespect for the presence of others.

TAPES AND NOTES:

While recordings of this class may be made for personal use recordings may not be sold or distributed to others. While you may make copies of these notes for your personal use, no copy of these notes may be distributed to anyone other than persons currently enrolled in the class; nor may any copies be sold.

OVERVIEW OF ASSIGNMENTS:

LITERATURE REVIEW ON PRACTICE PERSPECTIVE, THEORY OR MODEL (50 points) – Students will write a 4-5 page literature review synthesizing a minimum of 5 scholarly articles/research on an assigned practice perspective, theory or model (see text, Ch. 6). Grading criteria will emphasize organization of content, quality of writing, correct APA referencing and avoidance of PLAGIARISM.

ASSESSMENT & TREATMENT PLAN (100 Points): Students will write a *thorough and complete* assessment and subsequent treatment. Students should choose an appropriate assessment tool or approach that includes at least the following:

- a. physical,
- b. emotional
- c. cognitive
- d. social/interpersonal/environmental

SWK 501: Generalist Practice with Individuals, Families, and Small Groups

- e. spiritual(values/moral development)

The assessment should also include some pictorial/visual aids such as genogram or ecomap.

Determine the presenting problem(s) from the many possible issues. Choose two or three likely problems and create short and long-term goals. Make sure and clearly identify who will do what, when and how.

Identify the theoretical (theory, or model) that is underlying goal selection and treatment choice. Justify this choice(s) through use of empirical literature. Also include any special population (children, cultural) considerations.

ONLINE ACTIVITIES – (100 points) Each week the class uses eCollege rather than meeting F2F, there will be assigned activities. Up to 10 points will be awarded based on the quality of the participation (such as discussion) or assigned activities. The amount of time dedicated to ONLINE weeks should be the equivalent (or more) of the time which would be spent in travel and in-class time (3 hours).

QUIZZES (100 points) There will be 10 quizzes, each worth 10 points. Some quizzes will be F2F in class, others will be given in eCollege. **THERE WILL BE NO MAKE UP QUIZZES** – if you miss a class in which there is a quiz, you will forfeit those points.

COMPREHENSIVE EXAM: (50 Points): A comprehensive final will be given which reflects content from the entire course, including all lectures and class readings. The format may include multiple choice, short answer and essay questions. Questions may also come from any weekly reading quizzes.

GRADING SCALE:

Literature Review	50 points
Assessment & Treatment Plan	100 points
Online activities	100 points
Quizzes (10 @ 10 points)	100 points
Comprehensive Exam	50 points
 Total Points Possible	 400 points

The grading scale is based on a percentage of available points (90% = A, 80% = B); any change in available points will result in a corresponding change in the grading scale.

360 – 400 points = (90%) A
320 – 359 points = (80%) B
280 – 319 points = (70%) C
> 279 – Don't go here!

SWK 501: Generalist Practice with Individuals, Families, and Small Groups

COURSE SCHEDULE

The following outline is provided as a guide though variations may occur. The Instructor reserves the right to make schedule changes to enhance the presentation of course materials. Readings are to be completed prior to class meeting. Class activities are based on the assumption that readings have been completed. Lecture information is to be considered as supplemental to required readings. Students are responsible for all assigned reading even if it is not discussed during class meetings. Class time will highlight and add to the knowledge gained through assigned reading; it is not intended to replace knowledge gained through reading. Assignments are to be submitted at the beginning of the class period.

COURSE SCHEDULE			
Week	Date	Location/Topic	Assignments
Week 1	Sept. 3	F2F CLASS: Introduction to Course; Review Syllabus; Course Expectations	Text, Ch. 1 & 2
Week 2	Sept. 10	F2F CLASS SW – Art vs. Science; Roles & Functions of Social Workers; Guiding Principles and NASW Code of Ethics	Text, Ch. 3 – 5 (Chapters 3- 4: Sweitzer & King)
Week 3	Sept. 17	ONLINE: Practice Frameworks; Using EBP in Change Process	Text, Ch. 6-7
Week 4	Sept. 24	F2F CLASS: Practice Frameworks; Using EBP in Change Process	Literature Review Due
Week 5	Oct. 1	ONLINE: Basic Communication & Helping Skills with Clients and Agency Practice	Text, Ch. 8-9 (Chapter 7: Sweitzer & King)
Week 6	Oct. 8	F2F CLASS: Intake & Engagement FIELD ORIENTATION!!	Text, Ch. 10 (Chapter 5-6, Sweitzer & King)
Week 7	Oct. 15	ONLINE: Data Collection & Assessment	Text, Ch. 11

SWK 501: Generalist Practice with Individuals, Families, and Small Groups

Week 8	Oct. 22	F2F CLASS: Data Collection & Assessment	
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COURSE SCHEDULE

Week	Date	Location/Topic	Assignments
Week 9	Oct. 29	ONLINE: Planning & Contracting	Text, Ch. 12
Week 10	Nov. 5	F2F CLASS: Intervention & Monitoring	Text, Ch. 13
Week 11	Nov. 12	ONLINE: Intervention & Monitoring	
Week 12	Nov. 19	F2F CLASS: Intervention Through Termination: Putting It All Together	Text, Ch. 14
Week 13	Nov. 26	ONLINE: Intervention Through Termination: Putting It All Together	THANKSGIVING HOLIDAY
Week 14	Dec. 3	F2F CLASS: Working with Vulnerable Populations; Sustaining your SW practice	Text, Ch. 15 – 16
Week 15	Dec. 10	F2F CLASS: Wrap Up, Summary & Conclusion	Comprehensive Exam

SWK 501: Generalist Practice with Individuals, Families, and Small Groups

BIBLIOGRAPHY

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- Mason, S. (2007). Custody planning with families affected by HIV. *Health & Social Work*, 32(2), 143-146.
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- Moran, J.R., & Bussey, M. (2007). Results of an alcohol prevention program with urban American Indian youth. *Child and Adolescent Social Work Journal*, 24(1), 1-21.
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- SWK 501: Generalist Practice with Individuals, Families, and Small Groups**
- children with disabilities and their families: Roles of school social workers. *Children & Schools*, 29(1), 25-34.
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SWK 501: Generalist Practice with Individuals, Families, and Small Groups
Educational Policy and Accreditation Standards (EPAS) Practice Behavior Measurement

Table 1. **(2.1.2)** *Apply social work ethical principles to guide professional practice.*

Practice Behavior	Measure
(2.1) Is knowledgeable about value base of the profession	Client Project Group Exercises Analytic Papers
(2.3) Recognizes and manages professional values to guide practice (e.g. on multicultural diverse rights)	Client Project Group Exercises Analytic Papers
(2.5) Is able to apply strategies of ethical reasoning to arrive at principled decisions	Client Project Group Exercises Analytic Papers

EPAS PRACTICE BEHAVIOR RUBRIC

(2.1.2) *Apply social work ethical principles to guide professional practice.*

	Practice Behavior				
	Excellent	Above Expectations	Met Expectations	Minimum Expectations Met	Minimum Expectations Not Met
	5	4	3	2	1
(2.1) Student is knowledgeable about value base of the profession					
(2.3) Student was able to recognize and manage professional values to guide practice (e.g. on multicultural diverse rights)					

Table 2. **(2.1.3)** *Apply critical thinking to inform and communicate professional judgments.*

SWK 501: Generalist Practice with Individuals, Families, and Small Groups

Practice Behavior	Measure
(3.3) is skilled in using critical thinking augmented by creativity and curiosity	Client Project Group Exercises Analytic Papers
(3.4) has good assessment skills	Client Project Group Exercises Analytic Papers
(3.5) has good problem solving skills	Client Project Group Exercises Analytic Papers
(3.6) has good data gathering skills	Client Project Group Exercises Analytic Papers
(3.7) analyzes complex material well	Client Project Group Exercises Analytic Papers
(3.8) is skilled at appraising and integrating multiple sources of knowledge and practice wisdom	Client Project Group Exercises Analytic Papers

EPAS PRACTICE BEHAVIOR RUBRIC

SWK 501: Generalist Practice with Individuals, Families, and Small Groups
(2.1.3) Apply critical thinking to inform and communicate professional judgments.

Practice Behavior					
	Excellent	Above Expectations	Met Expectations	Minimum Expectations Met	Minimum Expectations Not Met
	5	4	3	2	1
(3.3) Student was able to present skills in using critical thinking augmented by creativity and curiosity.					
(3.4) Student was able to present good assessment skills.					
(3.5) Student was able to present good problem solving skills.					
(3.6) Student was able to present presents good data gathering skills.					
(3.7) Students was able to present analyzes of complex material well.					
(3.8) Student was able to present skills at appraising and integrating multiple sources of knowledge and practice wisdom.					

Table 3. **(AGP 2.1.6)** Contribute to evidence-based best practice approaches to assess and

SWK 501: Generalist Practice with Individuals, Families, and Small Groups
improve effectiveness.

Practice Behavior	Measure
(AGP 6.1) Uses research and evaluation to assess intervention, efficacy, and effectiveness	Client Project Group Exercises Analytic Papers

EPAS PRACTICE BEHAVIOR RUBRIC

(AGP 2.1.6) *Contribute to evidence-based best practice approaches to assess and improve effectiveness.*

Practice Behavior					
Excellent	Above Expectations	Met Expectations	Minimum Expectations Met	Minimum Expectations Not Met	
5	4	3	2	1	
(AGP 6.1) Student was able to use research and evaluation to assess intervention, efficacy, and effectiveness					

SWK 501: Generalist Practice with Individuals, Families, and Small Groups