I.  PREREQUISITES:
SW 840:  Generalist Social Work Practice I

II.  COURSE DESCRIPTION

This course is the second in a two-part sequence that is designed to provide a foundation of generalist social work practice skills. Continuing the process begun in Generalist Social Work Practice I (SW 840), students are expected to build on skills related to developing professional relationships with clients and relevant others, conducting psychosocial assessments, and implementing empirically-based clinical practice.

The focus of this course is on selecting and implementing appropriate interventions for work with individuals, families, groups, and communities. Selection of interventions should be consistent with the client’s developmental stage, ethnicity, and gender. Interventions will be based upon empirically tested practice models. An additional area of focus will be the development of ethical decision-making, grounded in the NASW Code of Ethics.

Methods of Instruction

Skills and knowledge will be imparted via assigned readings and exercises, lecture, and class discussion. Videotapes and guest speakers may also be utilized. There will be material presented in class that will not be covered in the assigned readings. Similarly, there will be material presented in the assigned readings that will not be covered in class.

You will be responsible for all material.
III. TEXTS

A. Required


Reserve CoursePack. At Main Library.

B. Recommended


IV. COURSE OBJECTIVES

This course is designed to acquaint you with assessment and intervention by developmental stage and type of client system across different models of social work practice.

Students will –

• understand and apply the principles of culturally competent practice, e.g., managing issues related to manifestation and dimensions of culture, values and norms, oppressed population status, ethnicity, acculturation, communication barriers.

• understand and integrate feminist framework with practice models, e.g., gender differences, context vs. pathology, oppression vs. egalitarianism, meaning, contextual analysis of sexist practices, practices supporting sexual oppression, targets for changing sexist practices.
IV. COURSE OBJECTIVES (continued)

- understand major ethical systems as they relate to the application of core social work values, client rights, duty to protect and warn.
- understand crisis theory and apply to assessment and intervention in crisis situations.
- Understand applications of major social work practice models to assessment and intervention across different client systems.

V. ASSIGNMENTS AND BASIS FOR GRADING

How well you fulfill the course objectives will be evaluated by your performance on class quizzes, papers, assignments, and advisory quizzes. Other behavior in class may also contribute to performance evaluation.

A. Class Conduct

Students are expected to act as active members of a learning community. Since this class is part of your professional training as a social worker, the expectations placed upon you are higher than those outlined in the MSU publication *Spartan Life: Student Handbook and Resource Guide*. These expectations include, but are not limited to, those discussed in the MSU School of Social Work *Field Education Manual* with special emphasis on *Professional Expectations of Social Work Students*. This includes conformity to the *NASW Code of Ethics*.

Failure to abide by these expectations, including engaging in disruptive behavior, will result in lower evaluations.

Disruptive behavior includes, but is not limited to, carrying on conversations or engaging in activities other than class activities during class, refusing to participate in class activities, and other behavior that detracts from enhancing the learning community.

Minor disruptions will result in a lower class participation grade. More serious disruptions may result in exclusion from class for one session up to permanent exclusion and receiving a failing grade in the course.

Activity on the class Internet discussion list is regarded as behavior during class.

B. Instructions

Failure to follow instructions will result in lower grades for class work. This includes failure to follow format instructions for written coursework and presentations.

Minor noncompliance with instructions will result in lower scores. More serious noncompliance and/or persistent minor noncompliance may result in receiving a failing grade on coursework.
C. Requirements, Expectations, & Weights

30% 1. First Quiz
   On the content from the texts, the other assigned readings, and class presentations.

25% 2. Paper (APA Style)
   In this paper you should discuss how you would integrate the cognitive/behavioral and community practice models to work with clients referred for physical child abuse. The paper should discuss work with the child, the abusing parent, and community interventions. A significant part of your grade will be based upon how well you integrate individual and community work. The paper will consist of No More than twelve pages of text. In addition to the text, the paper should include an APA-style title page, APA-style citations and references, and the page layout should be APA-style. I am serious about the limitation in length of this paper. I will (with regret) penalize you for exceeding the page limit.

20% 3. Study Questions

15% 4. Assignments/Other Homework

10% 5. Class Activities/Participation
   This includes in-class participation (which implies attending class) and participation on the class Internet discussion list. Questions or observations that tend to increase interaction with course content would raise a participation grade. Questions or observations about administrative issues would have no positive effect on grade. At minimum, disruptive behavior will lower the participation grade.

D. Grade Assignment

Final grades for this course will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Grade</th>
<th>Percent</th>
</tr>
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<tbody>
<tr>
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<td>94-100</td>
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<td>70 - &lt;76</td>
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<td>3.5</td>
<td>86 - &lt;94</td>
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</tr>
<tr>
<td>3.0</td>
<td>82 - &lt;86</td>
<td>1.0</td>
<td>57 - &lt;63</td>
</tr>
<tr>
<td>2.5</td>
<td>76 - &lt;82</td>
<td>0.0</td>
<td>0 - &lt;57</td>
</tr>
</tbody>
</table>

Grades are final. The exception to this is instructor error in grading and/or instructor error in computation of grades. Thus, you are encouraged to hold on to all class work until after you have received your grade report from the University.

E. Posting of Grades

Students who wish to have their grades posted by a random identification number should fill out and turn in the Permission to Post Grades form enclosed by a single line box on the last page of this syllabus. If you do NOT wish to have your grades posted, please fill out the Refusal form enclosed by a double line box on the last page.
VI. **TOPICAL OUTLINE**

There will be some modifications to the reading assignments made over the course of the semester.

**WEEK 1: JANUARY 11**

Course Overview / Cross-Cultural Frameworks

**WEEK 2: JANUARY 18**

Cross-Cultural Frameworks (continued)

**Required Reading:**

*Corey*
Ch. 2: The Counselor as Person and Professional

*Corey, Corey, & Callanan*
Ch. 4: Multicultural Perspectives and Diversity

*Lum*
Ch. 1: Culturally Competent Practice
Ch. 3: A Framework for Cultural Competency
Ch. 4: Cultural Awareness

*Hardcastle, Wenocur & Powers*
Ch. 2: Theory-based, model-based community practice
Ch. 3: The nature of social and community problems.

**WEEK 3: JANUARY 25**

Cross-Cultural Frameworks (continued)

**Required Reading:**

*Hardcastle, Wenocur & Powers*
Ch. 4: The concept of community in social work practice.
Ch. 5: Community intervention and programs
Ch. 6: Discovering and documenting the life of a community.
Ch. 7: Using assessment in community practice.

*Lum*
Ch. 5: Knowledge Acquisition
Ch. 6: Skill Development
Ch. 7: Inductive Learning
Ch. 15: Some Reflections on Culturally Competent Practice
WEEK 4:  
FEBRUARY 1  
Feminism and Clinical Social Work  

**Required Reading:**  

*Corey*  
Ch. 12: Feminist Therapy  

*Corey, Corey, & Callanan*  
Ch. 13: The Counselor in the Community  

*Hardcastle, Wenocur & Powers*  
Ch. 8: Using self in community practice: Assertiveness.  
Ch. 13: Using the advocacy spectrum.

WEEK 5:  
FEBRUARY 8  
Ethics / Social Work Values  

**Required Reading:**  

*Corey, Corey, & Callanan*  
Ch. 1: Introduction to Professional Ethics  
Ch. 2: The Counselor as a Person and as a Professional  
Ch. 3: Values and the Helping Relationship  
Ch. 5: Client Rights and Counselor Responsibilities  
Ch. 6: Confidentiality: Ethical and Legal Issues  

NASW Code of Ethics  
Section 1: Preamble  
Section 2: Purpose of the Code of Ethics  
Section 3: Ethical Principles

WEEK 6:  
FEBRUARY 15  
Ethics / Social Work Values (continued)  

**Required Reading:**  

*Corey, Corey, & Callanan*  
Ch. 7: Managing Boundaries and Multiple Roles  
Ch. 8: Professional Competence and Training  
Ch. 9: Issues in Supervision and Consultation  
Ch. 10: Issues in Theory, Practice, and Research  

NASW Code of Ethics  
Section 4-1: Ethical Standards: Social Workers' Ethical Responsibility to Clients
WEEK 7:  
FEBRUARY 22

Crisis Intervention

**Required Reading:**

*James & Gilliland*

- Ch. 1: Approaching Crisis Intervention
- Ch. 2: Basic Crisis Intervention Skills
- Ch. 3: Crisis Case Handling
- Ch. 4: Posttraumatic Stress Disorder
- Ch. 5: Crisis of Lethality
- Ch. 15: Off the Couch and Into the Streets

**Recommended Reading:**

*Roth, Fonagy, et al.*

- Ch. 8: Anxiety Disorders III: Posttraumatic Stress Disorder

WEEK 8:  
MARCH 1

Crisis Intervention (continued)

**Required Reading:**

*James & Gilliland*

- Ch. 6: Sexual Assault
- Ch. 7: Partner Violence
- Ch. 8: Chemical Dependency
- Ch. 9: Personal Loss

**MARCH 8 - 12 SPRING BREAK!!**

WEEK 10:  
MARCH 15

QUIZ (1st half) / Crisis Intervention (2nd half)

**Required Reading:**

*James & Gilliland*

- Ch. 10: Violent Behavior in Institutions
- Ch. 11: Crises in Schools
- Ch. 12: Hostage Crises
- Ch. 13: Human Services Workers in Crisis: Burnout
WEEK 11: MARCH 22
Cognitive & Behavioral Interventions

Required Reading:

Reserve


WEEK 12: MARCH 29
Cognitive & Behavioral Interventions (continued)

Required Reading:

Corey
Ch. 11: Rational-Emotive Therapy and the Cognitive Behavioral Approaches

Reserve


WEEK 13: APRIL 5
Cognitive & Behavioral Interventions (continued)

Required Reading:

Reserve

WEEK 14:  
APRIL 12  
Psychoanalytic and Neo-Freudian Models

**Required Reading:**

*Corey*
Ch. 4: Psychoanalytic Therapy

**Recommended Reading:**

*Roth, Fonagy, et al.*
Ch. 17: The Relationship between Outcome, Therapist Training, Experience, and Technique.

WEEK 15:  
APRIL 19  
Adlerian, Gestalt, Existential Therapies & Person-Centered Therapies

**Required Reading:**

*Corey*
Ch. 5: Adlerian Therapy  
Ch. 6: Existential Therapy  
Ch. 7: Person-Centered Therapy  
Ch. 8: Gestalt Therapy

WEEK 16:  
APRIL 26  
Systems Therapies / Family Therapies  
TERM PAPER DUE

**Required Reading:**

*Corey, Corey, & Callanan*
Ch. 12: Ethical Issues in Marital and Family Therapy

*Reserve*