SW 841:  
Generalist Social Work Practice II

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

Students will –

- demonstrate continued understanding and mastery of information and skills taught in SW 840: Generalist Social Work Practice I.
- 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, and the 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 grades or expulsion from the class.

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 a lower grade for the particular task.

More serious noncompliance and/or persistent minor noncompliance may result in receiving a failing grade or expulsion from the class.
C. Requirements, Expectations, & Weights

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

25% 2. Term 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. You will specify how to implement the integrated model to work on three to five problems frequently associated with intra-family physical child abuse. You should discuss work with the child, work with the abusing parent, and work in the community. A part of your grade will be based upon how well you integrate individual and community work.

Your paper must be organized using these section headings:

<table>
<thead>
<tr>
<th>Introduction</th>
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<tbody>
<tr>
<td>Key Problems/Concerns</td>
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<tr>
<td>Parent</td>
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<tr>
<td>Child</td>
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<tr>
<td>Social/Community</td>
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<tr>
<td>Interventions for Selected Problems/Concerns</td>
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<tr>
<td>Parent</td>
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<tr>
<td>Child</td>
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<tr>
<td>Social/Community</td>
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<tr>
<td>Process</td>
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<tr>
<td>Parent</td>
</tr>
<tr>
<td>Child</td>
</tr>
<tr>
<td>Social/Community</td>
</tr>
<tr>
<td>Integration of Interventions</td>
</tr>
<tr>
<td>References</td>
</tr>
</tbody>
</table>

- Your paper must follow this outline.
- Your paper will have **NO MORE** than twelve pages of text.
- In addition to the text, your paper will include an APA style title page and APA style citations and references. There should be no abstract. Your page layout will be APA style, including short titles and page numbers.

I am serious about following this outline, using APA style, and the length of this paper, including length of the sections of this paper. They are among the criteria I shall use for assigning grades.

I. Introduction (about 3 to 4 pages)

A. Key Problems/Concerns. There are certain problems that are frequently experienced in families where physical child abuse has occurred and in the communities where these families reside.

These can be problems resulting from maltreatment or problems leading to (causing, increasing the likelihood of) maltreatment.

Review the professional literature and identify **between five and seven** of the most frequently occurring problems (key problems). Cite more than one professional article from peer-reviewed journals to justify the problems identified.
25%  2. Term Paper (continued)

A. Key Problems/Concerns (continued)

Each of the following types of problems must be represented in the key problems that you identify:

- **Child**: a specific problem experienced by the maltreated child that was probably a result of the maltreatment.
- **Parent**: a specific problem experienced by the maltreating parent that contributed to the maltreating behavior (alcohol or substance abuse may not be a concern chosen for this paper).
- **Social**: A specific social/community problem that contributed to the maltreating behavior.

B. Interventions for Selected Problems/Concerns

From the five to seven key problems identified, select three to five and present an intervention package for each selected problem. These must include a “child,” “parent,” and “social” problem.

For the “child” and “parent” problems, the intervention package must be explicitly based upon the cognitive-behavioral model.

[For this paper, you should not select increasing awareness of child abuse or increased reporting of child abuse as the goal of your intervention.]

- Have there been published intervention evaluation studies in peer-review journals that dealt with this problem (especially within the past few years)?
- If so, cite these articles in your paper with attention to the following:
  - How were the interventions evaluated? Typical evaluation procedures include –
    - group research designs:
      - a comparison of post-intervention outcomes for groups of individuals, families, or communities receiving different types of intervention,
      - a comparison of outcomes for groups of individuals, families, or communities receiving treatment and groups of individuals, families, or communities not receiving treatment – intervention vs. no intervention control,
      - a comparison of pre-intervention and post-intervention outcomes for a group of individuals, families, or communities.
    - Group comparisons are usually evaluated using statistical tests.
    - single system (single subject, single case) analyses.
      - These designs follow a single individual, family, or community over time. A specific problem will be repeatedly measured over the course of an intervention (and sometimes before the implementation of an intervention). A decision about the efficacy of the intervention is based upon repeated demonstration of improved outcome in evaluations of different individuals, families, or communities (replication);
    - case study/field study.
      - Case studies give a detailed description of an individual or family. Field studies give a detailed description of a community.
      - Case studies typically are not used to evaluate the effectiveness of an intervention. They are often used to describe the process of intervention and to identify resources, problems, and/or idiosyncratic effects.
      - Likewise, field studies typically are not used to evaluate the effectiveness of an intervention. They are often used to describe the process of intervention and to identify resource availability and use, community concerns, and/or community structure.
25%  2. Term Paper (continued)

B. Interventions for Selected Problems/Concerns (continued)

- What were the conclusions about the effectiveness of particular interventions?
  - If you can find no studies dealing with intervention evaluation specific to your selected problem for individuals or families where physical child abuse was a concern, report on intervention evaluation studies for your selected problem for individuals or families where physical child abuse was not a specified concern.
  
  Similarly, if you can find no evaluation studies for a community concern where your selected problem was discussed within the context of physical child abuse, report on intervention evaluation studies for the community concern where physical child abuse was not taken into account as an associated concern.

- If you can find no outcome evaluation studies for your selected problem, where did you look for such studies? (It is very unlikely that there were no studies. If you report in your paper that you found none, I shall make my own search.)

- Were cultural issues addressed (e.g., differential effectiveness across cultural groups; modification of presentation of intervention to enhance implementation)?

II. Treatment Process (about 8 to 9 pages)

For the three to five problems/concerns and interventions you discussed in Section I, write a description of the intervention process for each of the problems. In order to make these process descriptions, you will have to find case or field studies that describe the implementation of the intervention. These case or field studies may be taken from books or journal articles.

Address any modifications you might make to the intervention packages to accommodate cultural factors.

- Intervention packages that include empirically supported procedures will enhance your grade.
- Intervention packages for individuals that include a community change component are desirable, but those without such a component will not be subject to penalty.

Discuss how the interventions for the parent, child, and social/community concerns support each other.

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>
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<tbody>
<tr>
<td>4.0</td>
<td>94-100</td>
<td>2.0</td>
<td>70 - &lt;76</td>
</tr>
<tr>
<td>3.5</td>
<td>86 - &lt;94</td>
<td>1.5</td>
<td>63 - &lt;70</td>
</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, I encourage you 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 10
Course Overview / Cross-Cultural Frameworks

Week 2: January 17
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 24  
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:  
JANUARY 31  
The Feminist Framework 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 7  
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 14
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 21
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: FEBRUARY 28
Crisis Intervention (continued)

**Required Reading:**

*James & Gilliland*
Ch. 6: Sexual Assault
Ch. 7: Partner Violence
Ch. 8: Chemical Dependency
Ch. 9: Personal Loss

**MARCH 6 - 10 SPRING BREAK!!**
WEEK 10:  
MARCH 14  
Crisis Intervention  

**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 21  
QUIZ (1st half of class) / Cognitive & Behavioral Interventions (2nd half of class)  

**Required Reading:**  
*Reserve*  

WEEK 12:  
MARCH 28  
Cognitive & Behavioral Interventions (continued)  

**Required Reading:**  
*Corey*  
Ch. 11: Rational-Emotive Therapy and the Cognitive Behavioral Approaches  
*Reserve*  
WEEK 13:  
APRIL 4  
Cognitive & Behavioral Interventions (continued)  

**Required Reading:**  
Reserve  

WEEK 14:  
APRIL 11  
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 18  
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 25  
Systems Therapies / Family Therapies  

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