SW 841: Generalist Social Work Practice II

I. PREREQUISITES:

SW 840: Generalist Social Work Practice I. This class must be taken concurrently with SW 894B.

II. COURSE DESCRIPTION

This course is the second in a two-part sequence designed to provide foundation 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. Occasionally, videotapes and guest speakers may present course content. There will be content presented in class meetings that will not be covered in the assigned readings. Similarly, there will be content presented in the assigned readings that will not be covered in class meetings.

You will be responsible for mastering all content.

III. TEXTS

Occasionally, the book stores may sell out of texts. Students have told me that they have received texts sooner by ordering them on-line than by placing a special order through a book store.

Some on-line book sellers include:

- Alibris: http://www.alibris.com/
- Amazon: http://www.amazon.com/
- Barnes & Noble: http://www.barnesandnoble.com/
III. TEXTS (continued)

A. Required


*Reserve CoursePack*. At Main Library.

B. Recommended


IV. COURSE OBJECTIVES

This course will 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.

- understand major ethical systems as they relate to the application of core social work values, client rights, and the duty to protect and warn.
IV. COURSE OBJECTIVES (continued)

- 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, using a class Internet discussion list or on-line forum to discuss issues other than class content, and other behavior that detracts from enhancing the learning community.

A minor disruption will result in a lower class participation grade for the week in which the disruption occurred.

More serious disruption or repeated minor disruption may result in consequences ranging from exclusion from class for one session and/or lowering final grade for the course by one level (i.e., 4.0 to 3.5, 3.5 to 3.0, 3.0 to 2.5, 2.5 to 2.0, 2.0 to 1.5, 1.5 to 1.0, or 1.0 to 0.0) up to permanent exclusion and receiving a failing grade for the course (0.0). I regard activity on a class Internet discussion list or on-line forum as behavior in 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.
V. ASSIGNMENTS AND BASIS FOR GRADING (continued)

C. Academic Integrity

Article 2.3.7 of Graduate Students Rights and Responsibilities states that “The graduate student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.” In addition, the School of Social Work adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and MSU Ordinance 17.00, Examinations.

While you may discuss assigned class work with each other, each of you must turn in individual, original work. Students who violate academic integrity rules may receive a penalty grade. At my discretion, penalties may range from a failing grade on the particular piece of assigned class work to a failing grade for the course.

Administrative sanctions for violation of academic integrity rules may include dismissal from the university.

D. Late Work

Class work is due on the due date. I shall give work that is not handed in on time a score of zero unless you and I have reached some other agreement before the due date.

Exceptions to this are study questions and certain general assignments.

If you hand in study questions or designated assignments no later than seven days (98 hours) after the due date, I shall grade them, but I shall assign the lesser of the following scores:

- Five points less than the lowest score in the distribution of scores for work received on time, or
- Twenty points less than your earned score.

After this grace period, I shall give overdue study questions and designated assignments a score of zero unless you and I have reached some other agreement before the end of the grace period.

E. Students with Disabilities

I wish to provide an environment that will enhance learning for all students. If you need accommodation for a disability, please let me know as well what accommodation you need. Also, contact the Resource Center for Persons with Disabilities to determine eligibility for accommodation.

Resource Center for Persons with Disabilities (RCPD)
120 Bessey Hall – Michigan State University
East Lansing, MI 48824-1033
(517) 353-9642 (517) 355-1293 (TTY)  http://www.rcpd.msu.edu
V. ASSIGNMENTS AND BASIS FOR GRADING (continued)

F. Requirements, Expectations, & Weights

1. Midterm Quiz 25%
   On the content from the texts, the other assigned readings, and class presentations.

2. Final Quiz 40%
   On all content from the texts, the other assigned readings, and class presentations.

3. Study Questions 10%
   When assigned, these will be due at the start of the next class session.

4. Assignments 10%

5. Class Participation 10%
   Your performance in the classroom as well as your participation in the class Internet discussion group will be evaluated. I expect you to attend all class meetings. While there are no excused absences, I shall take prior notification of absence into account when giving a final grade.

6. Attendance 5%

G. Grade Assignment

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<th>Grade</th>
<th>Percent</th>
<th>Grade</th>
<th>Percent</th>
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<td>63 - &lt;70</td>
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<td>57 - &lt;63</td>
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<tr>
<td>2.5</td>
<td>76 - &lt;82</td>
<td>0.0</td>
<td>0 - &lt;57</td>
</tr>
</tbody>
</table>

GRADIENTS 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.

H. Posting of Grades

I shall assign each student in this class a random identification number. If you give me permission, I shall post current grade standing using this number. I shall update the grade standing reports as other demands of this class permit.

If you wish to have your current grade standings posted by the random identification number for this class, 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 current grade standings 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. Readings for a week must be completed before the class meeting for the week.

WEEK 1: JANUARY 13

Course Overview / Cross-Cultural Frameworks
VI. TOPICAL OUTLINE (continued)

WEEK 2: JANUARY 20
Cross-Cultural Frameworks (continued)

Required Reading:

Corey
Ch. 2: The counselor: Person and professional

Corey, Corey, & Callanan
Ch. 4: Multicultural perspectives and diversity issues

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 27
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 3
The Feminist Framework and Clinical Social Work

Required Reading:

Corey
Ch. 12: Feminist therapy

Corey, Corey, & Callanan
Ch. 13: Ethical issues in community work

Hardcastle, Wenocur & Powers
Ch. 8: Using self in community practice: Assertiveness.
Ch. 13: Using the advocacy spectrum.
VI. TOPICAL OUTLINE (continued)

WEEK 5: FEBRUARY 10
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 17
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 24
Cognitive & Behavioral Interventions

Required Reading:
Reserve
VI. TOPICAL OUTLINE (continued)

WEEK 8: MARCH 3
MIDTERM QUIZ (1st half of class) /
Cognitive & Behavioral Interventions (continued)

**Required Reading:**

Corey
Ch. 10: Cognitive behavior therapy

Reserve

MARCH 8 – 14
Spring Break

WEEK 10: MARCH 17
Cognitive & Behavioral Interventions (continued)

**Required Reading:**

Reserve
VI. TOPICAL OUTLINE (continued)

WEEK 11: MARCH 24
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 12: MARCH 31
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 13: APRIL 7
Systems Therapies / Family Therapies

**Required Reading:**
*Corey, Corey, & Callanan*
Ch. 11: Ethical issues in couples and family therapy

**Reserve**
VI. TOPICAL OUTLINE (continued)

WEEK 14: APRIL 14
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 15: APRIL 21
Crisis Intervention (continued)

Required Reading:
James & Gilliland
- Ch. 6: Sexual assault
- Ch. 7: Partner violence
- Ch. 8: Chemical dependency
- Ch. 9: Personal loss

WEEK 16: APRIL 28
Crisis Intervention (continued)

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

FINAL QUIZ: MAY 5, 8:00–10:00 PM

RANDOM IDENTIFICATION NUMBER ____________________________