



GRACE ABBOTT SCHOOL OF SOCIAL WORK

SOCIAL WORK PRACTICE WITH INDIVIDUALS AND FAMILIES

SOWK 3320 | 3 credit hours

Class Meetings: TBD

Instructor: TBD

Office: TBD

Office Phone: TBD

Email: TBD

Office Hours: TBD

Department: Grace Abbott School of Social Work

Main Office: 206 CPACS

Dept. Phone: 402.554.2793

Dept. Email: graceabbott@unomaha.edu

COURSE INFORMATION

Description

This course introduces students to the values, ethics, knowledge, and skills of generalist social work practice. Using constructs from the Generalist Intervention Model, systems theory, and the strengths-based perspective, students learn about engagement, assessment, planning and contracting, intervention, evaluation, and termination with individuals and families. Diversity and case management are emphasized as part of bringing planned change to identified client systems.

Rationale/Overview

This course serves as an introduction to the common concepts including social work values and ethics, skills, tasks, and activities which are essential to the practice of social work, and which serve as a foundation for further professional growth. Constructs from general systems theory are used both as a way of organizing knowledge and of viewing a range of systems that could be engaged as the social worker practices with individuals across the lifespan. Social work practice is presented as a goal-oriented planned change process, which is sensitive to diverse populations. Emphasis is on both theoretical and experiential learning.

Course Objectives/Student Learning Outcomes

1. Discuss social work practice with individuals and families through the lens of anti-racism, diversity, equity, and inclusion.
2. Demonstrate skills in relationship building, interviewing, and crisis intervention.
3. Simulate the steps of the Generalist Intervention model: engagement, assessment, planning and contracting, intervention, evaluation, and termination with the client system.
4. Apply systems theory and strengths-based perspective to social work practice with individuals and families.
5. Distinguish between social work case management roles of broker, enabler, teacher, mediator, and advocate when working with individuals and families.

REQUIRED TEXT(S)/SUPPLEMENTAL MATERIALS

Required text(s)

Kirst-Ashman, Karen K. and Hull, Grafton H., Jr. (2018). *Understanding Generalist Practice* (8th ed.). Cengage Learning.

COURSE STRUCTURE/FORMAT

Lecture, discussion, experiential learning experiences, video and Internet resources, and guest presentations.

TENTATIVE COURSE SCHEDULE

Session/Date	Topic	Assignment
1	Introduction to the course and review syllabus Lecture: Understanding social work: overview of the General Intervention Model (GIM)	Quiz
2	Lecture: Triads, code of ethics, and implicit bias	Values and Ethics Paper
3	Lecture: Generalist Practice with Individuals, Engagement Triad #1	Triad paper #1
4	Lecture: Diversity/inclusion (race/ethnicity, social class, ability, religion, gender, LGBTQIA, and privilege), and integrating diversity into GIM Guest speaker: UNO's Gender and Sexuality Resource Center	Quiz
5	Triad #2: Assessment, Treatment Planning, and Documentation	Triad paper #2 Quiz

Session/Date	Topic	Assignment
6	Brokering and Case Management	Social Work Profession Paper
7	Triad #3: Intervention	Triad paper #3
8	Triad #4: Evaluation	Triad paper #4
9	Lecture: Professional boundaries and assertive communication	Quiz
10	Triad #5: Termination	Triad paper #5
11	Lecture: Social work with women, Ruby Payne, and poverty View and discuss: "Longmire"	Quiz
12	Lecture: Family Assessment Genograms, ecomaps, and family systems	Genogram Assignment
13	Lecture: Working with Families Family Preservation	Quiz
14	Crisis intervention, suicide assessment, and social worker self-care	
15	Trauma, ACEs	Final Paper
16	Class Wrap Up	
17	Finals Week	

IMPORTANT DATES

Last day to drop a course (via MavLink) and receive a 100% refund TBD
Last day to withdraw from a course (via MavLink) with a grade of "W" TBD

NOTE: This syllabus is written as an expectation of class topics, learning activities, and expected learning outcomes. However, the instructor reserves the right to make changes in this schedule that may result in enhanced or more effective learning for students. These modifications will not substantially change the intent or objectives of this course.

ASSESSMENTS (ACTIVITIES, ASSIGNMENTS, AND EXAMS)

Values and Ethics Reflection (1) One paper worth 50 points	50 points (total)
Triad Reflection Paper (5) Five reflection papers worth 50 points each	250 points (total)
Quizzes (6) Six quizzes worth 10 points each	60 points (total)
Genogram/Narrative (1) One genogram/narrative worth 75 points	75 points (total)
Final Paper (1) One final paper worth 150 points	150 points (total)
Attendance and Participation	50 points (total) 635 points (total)

Values and Ethics Reflection

You will complete one 2-page paper reflecting on your own values and how they align with the values and ethics of the social work profession.

Triad Reflection Project

The purpose of the triad project is to apply and practice the social work practice skills required for the Generalist Intervention Model. You will be assigned to work with two other students, and will take turns being the Social Worker, Client, and Observer. Each group will have 60 minutes to try out each role; meaning each group will switch roles after 20 minutes. Each individual student will then complete a two-page reflection paper about the experience. *A note about attendance during triads: if you do not attend on the day of a triad, you are unable to participate in the accompanying assignment and therefore will receive a "0" for that assignment. Missing more than 1 triad will result in an automatic failure of this course.*

Quizzes

Six quizzes pertaining to the syllabus, chapters of the textbook that are assigned, and class discussions will be given throughout the class.

Final Paper

The final will be a case study evaluation paper using the Generalist Intervention Model. You will be presented with a case study and will need to evaluate as if you were the identified client's social worker.

GRADING SCALE

Percentage	Letter Grade	Quality Points
98 - 100%	A+	4.00
94 - 97.9%	A	4.00
91 - 93.9%	A-	3.67
88 - 90.9%	B+	3.33
84 - 87.9%	B	3.00
81 - 83.9%	B-	2.67
78 - 80.9%	C+	2.33
74 - 77.9%	C	2.00
71 - 73.9%	C-	1.67
68 - 70.9%	D+	1.33
64 - 67.9%	D	1.00
61 - 63.9%	D-	0.67
Below 60.9%	F	0.00

OUTCOMES MAP AND STUDENT LEARNING OUTCOMES (SLOs)

Council on Social Work Education (CSWE) Competencies

The student learning outcomes for this course are built upon the following nine social work core competencies set forth by the CSWE's 2022 Educational Policies and Accreditation Standards (EPAS) which is required for all accredited social work programs.

1. Demonstrate ethical and professional behavior.
2. Advance human rights and social, racial, economic, and environmental justice.
3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

This map is intended to show how course topics, content, and activities align to the student learning outcomes outlined above. The CSWE 2022 EPAS core competencies are identified in the first column and mapped to the Student Learning Outcomes (SLOs), the field practicum learning contract assignments and the CSWE 2022 EPAS Dimensions.

EPAS Competency*	Course Objective/Student Learning Outcome	Assignment	Dimension*
3 = Engage anti-racism, diversity, equity, and inclusion (A DEI) in practice	1. Discuss social work practice with individuals and families through the lens of anti-racism, diversity, equity, and inclusion,		K, S, V
6 = Engage with Individuals, families, groups, organizations, and communities	<p>2. Demonstrate skills in relationship building, interviewing, and crisis intervention.</p> <p>3. Simulate the steps of the Generalist Intervention model: engagement, assessment, planning and contracting, intervention, evaluation, and termination with the client system.</p> <p>4. Apply systems theory and strengths-based perspective to social work practice with individuals and families.</p> <p>5. Distinguish between social work case management roles of broker, enabler, teacher, mediator, and advocate when working with individuals and families.</p>		K, S, CAP
7 = Assess individuals, families, groups, organizations, and communities	<p>2. Demonstrate skills in relationship building, interviewing, and crisis intervention.</p> <p>3. Simulate the steps of the Generalist Intervention model: engagement, assessment, planning and contracting, intervention, evaluation, and termination with the client system.</p> <p>4. Apply systems theory and strengths-based perspective to social work practice with individuals and families.</p>		K, S, V, CAP

EPAS Competency*	Course Objective/Student Learning Outcome	Assignment	Dimension*
8 = Intervene with individuals, families, groups, organizations, and communities	<p>2. Demonstrate skills in relationship building, interviewing, and crisis intervention.</p> <p>3. Simulate the steps of the Generalist Intervention model: engagement, assessment, planning and contracting, intervention, evaluation, and termination with the client system.</p> <p>4. Apply systems theory and strengths-based perspective to social work practice with individuals and families.</p> <p>5. Distinguish between social work case management roles of broker, enabler, teacher, mediator, and advocate when working with individuals and families.</p>		K, S, CAP

*Dimensions Key:

K = Knowledge

S = Skills

V = Value

CAP = Cognitive and Affective Processing

REFERENCES AND SUPPLEMENTAL MATERIALS

References

- Birkenmaier, J. & Berg-Weger, M. (2017). *The practice of generalist social work* (4th ed.). New York, NY: Routledge--Taylor & Francis Group.
- Coady, N. & Lehmann, P. (2016). *Theoretical perspectives for direct social work practice: A generalist-eclectic approach*. New York, NY: Springer Publishing Company.
- Corey, M. S., & Corey, G. (2007). *Becoming a helper* (5th ed.). Belmont, CA: Thomson Brooks/Cole.
- Doel, M. & Shardlow, S. M. (2016). *Modern social work practice: Teaching and learning in practice settings*. New York, NY: Routledge.
- Gasker, J. (2019). *Generalist social work practice*. Thousand Oaks, CA: Sage Publications.
- McCoyd, J. L. M. & Kerson, T. S. (2016). *Social work in health settings practice in context* (4th ed.). New York, NY: Routledge.
- Miley, K. K., O'Melia, M. W., & DuBois, B. L. (2017). *Generalist social work practice: An empowering approach*. Boston, MA: Pearson.
- Raeymaeckers, P. (2016). A specialist's perspective on the value of generalist practice: A qualitative network analysis. *Journal of Social Work, 16*(5), 610-626.
- Tracy, E. (2017). *Reaching high-risk families: Intensive family preservation in human services—Modern applications of social work*. New York, NY: Taylor & Francis Group.
- Turner, F. J. (2017). *Social work treatment: Interlocking theoretical approaches* (6th ed.). New York, NY: Oxford University Press.
- Yeager, K. R. & Roberts, A. R. (2015). *Crisis intervention handbook: Assessment, treatment, and research* (4th ed.). New York, NY: Oxford University Press.