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**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

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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 syllabusLecture: 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, EngagementTriad #1 | Triad paper #1 |
| 4 | Lecture: Diversity/inclusion (race/ethnicity, social class, ability, religion, gender, LGBTQIA, and privilege), and integrating diversity into GIMGuest speaker: UNO’s Gender and Sexuality Resource Center | Quiz |
| 5 | Triad #2: Assessment, Treatment Planning, and Documentation | Triad paper #2Quiz |
| 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 povertyView and discuss: “Longmire” | Quiz |
| 12 | Lecture: Family AssessmentGenograms, ecomaps, and family systems | Genogram Assignment |
| 13 | Lecture: Working with FamiliesFamily 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)** 50 points (total)

One paper worth 50 points

**Triad Reflection Paper (5)** 250 points (total)

 Five reflection papers worth 50 points each

**Quizzes (6)** 60 points (total)

 Six quizzes worth 10 points each

**Genogram/Narrative (1)** 75 points (total)

One genogram/narrative worth 75 points

**Final Paper (1)** 150 points (total)

 One final paper worth 150 points

**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 Polices 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 (ADEI) 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 | 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. |  | K, S, CAP |
| 7 = Assess individuals, families, groups, organizations, and communities | 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. |  | K, S, V, CAP |
| 8 = Intervene with individuals, families, groups, organizations, and communities | 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. |  | 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.