



University of Central Florida
School of Social Work

SOW 5305.0001 - Social Work Practice I: Generalist Practice

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Term: Fall 2009
Class Days: Friday
Class Hours: 7:30 am-10:20am
Class Location: HPA 1-246

Course Description: Study of social work functions, knowledge, values, roles and skills; the use of a generalist model of practice.

Course Learning Objectives: By the end of the term, students should be able to:

1. **Apply** a generalist model of social work practice using competing theoretical perspectives, to given case materials.
2. **Utilize** a systems framework within given course assignments.
3. **Apply** a planned change process that emphasizes critical thinking skills, within given course assignments.
4. **Use** interpersonal skills in a manner that demonstrates professional attitudes and behaviors of practice, such as self-awareness, assertiveness, and self-discipline, in given course assignments.
5. **Demonstrate** professional attributes of altruism, accountability, self-awareness, and self-discipline, within given course assignments.
6. **Show** competence in using selected communication skills and tools necessary for social work practice with human systems, including case and class advocacy, interviewing individuals, families, and groups.
7. **Plan** interventions to combat social and economic injustice and to minimize their negative effects on clients, in given case situations.
8. **Show** sensitivity to cultural and/or social diversity in given case situations.
9. **Focus** concurrently on personal and social problems as well as on micro, mezzo and macro interventions in course assignments.
10. **Utilize** a strengths perspective when working with clients.
11. **Demonstrate** beginning knowledge of social work evaluation methods and their use in evaluating practice.

LEARNING METHODS

The instructor will use a variety of teaching strategies including: Lecture/discussion; case analysis; and small group diagnosing. Video and audio illustrations will also be provided to spark student discussion.

REQUIRED TEXTS (Current editions required):

1. Murphy, B. C & Dillon, C. (2008) *Interviewing in action in a multicultural world (Third Edition)* Belmont: Brooks Cole
2. Poulin, J. (2005) *Strengths-based generalist practice (2nd edition)* Belmont: Brooks/Cole
3. Rivas, R. F. & Hull, G. H. (2004) *Case Studies in Generalist Practice (Third Edition)*

LIBRARY RESOURCES:

Students will be expected to utilize UCF library resources to search library databases for required readings. The following web sites which can help students find information, navigate through databases and learn how to use the library:

1. Library Instruction sessions - <http://library.ucf.edu/Reference/Instruction>
2. Library Research Tutorials - <http://library.ucf.edu/Reference/Instruction/LIToursTutorials.asp>
3. Streaming videos - <http://library.ucf.edu/Reference/Videos/Default.asp>
4. Research Guides - <http://library.ucf.edu/Reference/Guides/>
5. Ask a Librarian service - <http://library.ucf.edu/Ask/>
6. Consult with the librarian familiar with Social Work—Mr. Hal Mendolsohn

The UCF Libraries has a full array of paper and electronic resources available for students and their research needs.

In addition to paper copies of books and journals, UCF students have the ability to access a vast selection of journals and books in electronic format while on or off campus. The web address to the library's catalog is <http://library.ucf.edu/>. The Ask a Librarian service provides students the ability to contact a library professional either by phone, on-line chat or email, and ask for assistance on "how to" locate, research, and obtain library materials. The web address for Ask A Librarian is <http://library.ucf.edu/Ask/>. A series of streaming videos, showing students how to search for a book or journal article, has been developed and are available at <http://library.ucf.edu/Reference/Videos/Default.asp>. Research Guides for different majors, that list books, journals, databases, and web sites have been developed and are available in electronic format at <http://library.ucf.edu/Reference/Guides/>. Another service to help students conduct library research is called Research Consultation. After a student has conducted his/her research and is in need of additional information, s/he can work with a librarian to locate material with the help of his/her expert searching capabilities. To set-up a Research Consultation, students can either come into the library and sign-up at the Reference Desk or call the library Reference Office at 407-823-5880. Finally, students are always encouraged to visit the library and ask a Reference Librarian how best to conduct one's research. If a student has a simple question on how to locate either a book or journal title, the UCF Reference Libraries are happy to provide this type of service too.

ONLINE RESOURCES

The slides and assignment guidelines are available to students on Web CT webct.ucf.edu (course is 5305e). The files are in PDF format and can be accessed by using acrobat reader. Acrobat reader can be downloaded from the internet free of charge. If you are having "computer issues" or are otherwise unable to access the slides you will need to make arrangements with a classmate to copy the handouts. The instructor will not be emailing or handing out the slides or assignment guidelines to students.

ASSIGNMENTS AND POINTS:

1. **Client interview assignment:** In pairs outside of class, students will conduct, videotape, and assess in writing a 10-15 minute therapeutic interview with a client in a preventative, developmental, supportive, or remedial context. You will have access to video equipment in the Social Work Skills Lab should you need it. Additional guidelines for this assignment will be provided. **(20 points)**
2. **Case Assessments:** Two (2) will be required over the semester. Guidelines will be provided by instructor. **(60 points total)**
3. **Field & Practice Integration Assignment:** Two (2) will be required. Guidelines will be provided by instructor. **(20 points total)**

GRADING SCALE:

A final course grade will be based upon the total number of points accumulated by a student on the above evaluations.

Grades	B+ = 87-89 (3.25)	C+ = 77-79 (2.25)	D+ = 67-69 (1.25)	F = 59 or less (0.00)
A = 95-100 (4.0)	B = 84-86 (3.00)	C = 74-76 (2.00)	D = 64-66 (1.00)	
A- = 90-94 (3.75)	B- = 80-83 (2.75)	C- = 70-73 (1.75)	D- = 60-63 (.75)	

Important Dates:

- 09/25/09: Field Integration 1 Assignment due**
10/09/09: Case Assessment #1 Due
10/23/09: Field Integration 2 Assignment Due
11/06/09: Client Interview Assignment Due
11/20/09: Case Assessment # 2 Due

POLICIES:

In addition to the information below, the student should become familiar with School of Work Student Handbook and The Golden Rule Handbook for UCF Students. All policies included in these handbooks apply to this class.

Modification of Syllabus:

This syllabus may be modified at the discretion of the instructor. Changes will be discussed with students in class and/or via email. It is the student's responsibility to ensure that the student's email address is current in eCommunity.

Cell phones, pagers and recorders:

- Students are asked to turn off cell phones and beepers during class sessions.
- Permission to audiotape a class meeting(s) must be obtained from the instructor in advance.
- While the use of laptops is convenient for students to take class notes, it is expected that students WILL NOT engage in other laptop activities during class time that may include: internet activities, reading and responding to email, balancing a checkbook, etc. If this should occur, the instructor reserves the right to request that the student not use a laptop during class.

Classroom Decorum:

- Side conversations are discouraged because they distract the class and the instructor
- The instructor expects students to respect the culture, values, beliefs and rights of their classmates. During class sessions, alternate points of view are encouraged and should be received by others with respect. Students should feel free to express their opinions and to refer to relevant personal situations without fear of disapproval or disrespect; however, the classroom is not the place where students should indulge in personal venting or support seeking.

Attendance and Participation:

Student attendance and participation are integral parts of this course. Students are expected to attend each class, arrive on time, and remain for the duration of the class. Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises. Students must be prepared for class (i.e., complete readings and other assignments *prior* to class). Students who miss three (3) or more classes, regardless of the reasons, may have their final grade lowered by one letter grade.

Attendance during Finals Week:

It is university policy that all classes **MUST** meet for either a final exam or a class session.

Written Assignments:

Effective written communication skills are essential to professional social work practice. Thus, students are expected to present their ideas clearly and properly and to adhere to accepted standards of writing. *Grammar, punctuation, and spelling are to be correct in all written materials submitted and will be considered in grading written assignments.* All written assignments must be typed in a 12-font print, and all margins must be one inch. The cover page of a paper is not considered to be a page of text. Work not conforming to these standards or demonstrating serious deficiencies in common English usage will be returned ungraded and a late grade will be earned. When required, references should be included in the APA documentation style. Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments. The UWC is located in MOD 608 (near the Communications Building). UWC staff may be reached at (407) 823-2197 or <http://www.uwc.ucf.edu/>.

The assignments will emphasize the integration of interviewing, verbal, conceptualization and writing skills in practice. All assignments will be evaluated and graded on the following criteria as well as the criteria provided in the grading rubrics.

1. Appropriate use of APA writing style.
2. Adequate number of references cited.
3. Organization and clarity of ideas presented.
4. Ability to integrate theory and practice appropriately.
5. Ability to use analytical skills throughout the assignment.
6. Creative ways of responding to the instructions beyond the requirements.

Late Assignments

All assignments must be turned in to the instructor at the beginning of the class period or delivered to the instructor's mailbox *before class starts on the due date*. *It is the student's responsibility to see to it that her or his assignment is stamped with the date by the social work staff member who then places the assignment in the instructor's mailbox.* No assignments will be accepted by fax or email unless the instructor has given explicit prior approval. *Late assignments will lose a full letter grade for each week that they are late unless the student gained prior approval from the instructor.* No assignment will be accepted after the last day of class. It is the student's responsibility to make arrangements with the instructor regarding late assignments.

Incomplete Grades:

In exceptional circumstances, an incomplete grade may be given per School and University policies. Individual arrangements must be made with the instructor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

Academic Integrity/Plagiarism:

Social workers must demonstrate high standards of integrity. Every student is expected to do his or her own work and all of the work produced will be expected to be completed in its entirety by the student who turns it in. Cheating and plagiarism will not be tolerated. Any acts of plagiarism, *including not acknowledging sources of information appropriately and in accordance with APA guidelines*, may result in a failing grade in the course. School and University policies on academic integrity will be strictly enforced. Students found to have cheated or plagiarized will receive no credit for the exam or assignment, receive a failing grade for the course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.). Students who observe others violate this policy are expected to report this to the instructor.

Plagiarism and Cheating of any kind on any assignment will result in an "F" for that assignment, the student may also receive an "F" for the entire course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.) It is assumed for this course that students will adhere to the academic creed of the University and will maintain the highest standards of academic integrity. The instructor also adheres to the highest standards of academic integrity, so please do not ask for your grade to be changed without just cause or to bend or break rules for one person that will not apply to everyone.

Turnitin.com:

Your instructor uses turnitin.com for all assignments. Turnitin.com is an online system which determines if work has been copied from another source. The instructor will provide information on submitting assignments through this system at the beginning of the semester. This information is also available on the instructions for all assignments which are located on the course website. For a more detailed look at this process, please visit <http://www.turnitin.com> To submit assignments through <http://www.tunitin.com>, use the following:

Class ID: 2792256

Password: Practice 0001

Please make sure that you receive a receipt from tunitin.com once you submit your assignments. No late assignments will be accepted.

Disability Access Statement:

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

THE UCF CREED:

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

Integrity: I will practice and defend academic and personal honesty.

Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

Creativity: I will use my talents to enrich the human experience.

Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

Course Outline and Schedule

Week 1 (08/28/09) – The Nature of Social Work Practice

Content:

1. The focus and purpose of social work and this course
2. The functions of the social work practitioner
3. Levels of social work practice: technicians, generalists, and specialists
4. Interventive stages and activities of social work
5. The generalist method: micro, mezzo, and macro interventions
6. The strengths perspective

Readings:

1. Poulin, Chapter 1: Principles and Concepts of Generalist Practice
2. Poulin, Chapter 2: Theoretical and Conceptual Frameworks for Generalist Practice
3. Murphy and Dillon, Chapter 1: Becoming a Professional
3. The NASW Code of Ethics (<http://www.nasw.org>)

Weeks 2 & 3 (9/4/09; 9/11/09) - Values and Ethics

Content:

1. Values
2. Personal value inventory
3. Worker preferences and style
4. Professional values
 - a. Individualization (individualized respect)
 - b. Purposeful expression of feelings
 - c. Controlled emotional involvement (empathy, interest, warmth, trust, genuineness, authenticity)
 - d. Acceptance
 - e. Non-judgmental attitude
 - f. Self-determination
 - g. Confidentiality
5. Impact of oppression on intervention
6. Professional Codes of Ethics
7. Cultural and human diversity
8. Shared responsibility in generalist practice
9. Value dilemmas and problems in professional ethics
10. Client strengths

Readings:

1. Murphy & Dillon. Ch. 2, 12 & 13

Assignment: Read the NASW Code of Ethics and complete the following:

- a. Read case #8 “Self-Disclosure and Client Discrimination” in the case reader and respond to the questions on pages 63-64 (in class).
- b. Identify a potential conflict within the Code and think about how you might handle it (in class).

Weeks 3 & 4 (9/18/09; 9/25/09) - Intervention Systems, Relationships, Client Engagement

Content:

1. Intervention systems in social work
2. Social work relationships: micro, mezzo, macro

3. The interview and interpersonal relationships components
4. Systems and relationships
5. Pre-engagement tasks in collaborative social work
6. Types of initial contact: Client initiated, agency initiated, other initiated
7. Practice principles for contact and engagement
8. Environment and conditions of the initial interview
9. Assessing client strengths and needs
10. Assumptions of a strengths-based assessment
11. Assessment versus diagnosis
12. Contact and engagement with reluctant or non-verbal clients
13. Respecting and integrating diverse values, knowledge, strengths

Readings:

1. Murphy & Dillon. Ch. 4, 5, & 6
2. Poulin Ch. 3, 4, & 5

Assignment: Field integration assignment 1 Due 9/25/09

Weeks 5 & 6 – (10/02/09; 10/09/09) - Problem Identification

Content:

1. Types of problems
 - a. Presenting
 - b. Precipitating
 - c. Avowed and unavowed
 - d. Underlying
 - e. Pressing
 - f. Problem to be worked
 - g. Resources, including client strengths
2. Institutional discrimination in the macro system: racism, sexism, heterosexism
3. Practice principles for problem identification
4. Steps in problem identification
5. Focusing the interview (micro and mezzo)
 - a. Keeping it going
 - b. Generating and processing information
 - c. Managing interaction
 - d. Use of interviewing techniques
 - e. Demonstrating understanding of client and situation
 - f. Joint summarizing
 - g. Contracting for future work
 - h. Terminating
 - i. Post interview conversing
 - j. Evaluating
6. Recording
7. Recording in problem identification
8. Documentation as a strategy for macro-level change

Reading:

1. Poulin. Ch. 6 Generalist Practice with Individuals

Assignment: Case assessment #1 Due 10/09/09

Read case #3 “The Case of Mrs. Miller” and answer the questions (p. 21-22)

Weeks 7 & 8 – (10/16/09; 10/23/09) - Data Collection

Content:

1. Considerations in data collection
2. Types of data (e.g., longitudinal, cross-sectional)
3. Methods of data collection
 - a. Questioning
 - b. Observational techniques
 - c. Using existing records or documents
4. Interview techniques of Murphy & Dillon
 - a. Attending
 - b. Minimal encouraging
 - c. Paraphrasing
 - d. Summarizing and recapitalizing
 - e. Changing topics and interrupting
 - f. Reestablishing interview roles.
 - g. Identifying and calling attention to feelings
 - h. Sanctioning feelings
 - i. Reflecting on feelings
 - j. Using euphemisms
 - k. Clarifying
 - l. Interpreting
 - m. Confronting
 - n. Sharing information
 - o. Giving advice
 - p. Supporting
 - q. Questioning
5. Data collection with groups and families
6. Data collection with communities and organizations

Readings:

1. Murphy & Dillon. Ch. 4, 5, & 6
2. Case # 6 “Ari & Simone: Notes from the Group” in the Case Reader

Assignment: Field integration assignment 2 Due 10/23/09

Weeks 9 & 10 (10/30/09; 11/6/09) – Assessment and Planning

Content:

1. Purpose, process and product of assessment
2. Types of assessment
3. Things to look for in interviews
 - a. Association of ideas/shifts in conversation
 - b. Opening and closing statements
 - c. Recurrent references
 - d. Inconsistencies and gaps
 - e. Concealed meaning
4. Using force field analysis to identify problems, resources, and strengths

5. Employ the assessment process as a means for reducing gender/cultural bias.
6. Goals: options, purposes, and types
7. Formulating goals and specifying measurable objectives
8. Critical thinking: reviewing options with the client
9. Designing an action plan for micro, mezzo and macro situations

Readings:

1. Murphy & Dillon, Ch 7 & 8
2. Poulin. Ch. 6 & 7
3. Case #5 “Deanna’s Dilemma” in the Case Reader

Assignment: Client interview assignment due 11/06/09

Weeks 11 &12 (11/13/09; 11/20/09) – Implementation

Content:

1. Implementing the action plan
2. Case management; counseling; education & training; development
3. Providing resources: using client strengths
4. Obtaining resources: micro/macro approaches
5. Developing resources: advocating for social and economic justice

Readings:

1. Murphy & Dillon, Ch 14 & 15
2. Poulin. Ch. 8 & 9

Assignment: Case assessment #2 Due 11/20/09

Week 13: THANKSGIVING-NO CLASS

Week: 14 (12/04/09) - Evaluation and Termination

Content:

1. Introduction to the process of evaluation
2. Relationship of evaluation procedures to research and problem solving processes.
3. Comparison of evaluation concepts to research terminology and designs: 0-X-0 versus ABA; variables; interventive hypotheses (if action plan, then objective achieved); units of measurement and indicators.
4. Formative and summative evaluations.
5. Problems and issues in micro and macro social work evaluation.
6. Introduction to case studies and single case evaluation designs: B; AB; BA; ABA; ABAA; ABAB.
7. Validity and reliability in measurement.
8. Problems in evaluation (culture/gender bias, the limitations, reliability, validity)
9. Disengaging from the change process
10. Reasons for termination
11. Stages and reactions

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