



University of Central Florida  
School of Social Work

**SOW 5305.0002 - Social Work Practice I: General Practice**

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Term: Fall 2009  
Class Days: Fridays  
Class Hours: 1:30-4:20 p.m.  
Location: HPA 1 – 246

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**Course Description:**

The course will focus on the 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 and evidence-based practices and interventions, to given case materials.
2. **Utilize** a systems framework within given course assignments.
3. **Apply** a planned change approach 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.

**Evaluation of Learning Process:**

Achievement of learning objectives will be measured as follows:

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 Assignments:** Two (2) will be required over the semester **(50 points total)**. Case assignment #1, answer questions 1-4 on page 170 of Poulin text.  
Case assignment #2, answer questions 1-4 on page 173 of the Murphy and Dillon text.

3. **Psychosocial Assessment:** Students will develop a psychosocial assessment and treatment goals for an individual client. Guidelines will be provided by instructor. **(20 points)**
4. **Group Presentation: (10 points)** Small groups of students will research a special client population and develop a 40-minute presentation on the needs, resources, and ecosystems within the population, concluding with current best social work practices with the population.

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

<b>Grades</b>	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: Case Assignment 1 Due**  
**10/02/09: Case Study #2 Due**  
**10/16/09: Psychosocial assessment due**  
**11/06/09: Client Interview Due**  
**11/20/09 Group Presentations**  
**12/04/09: Group presentations**

### Texts: Required

1. Murphy, B. C & Dillon, C. (2008) *Interviewing in action in a multicultural world (Third Edition)*  
Belmont: Brooks Cole.
2. Poulin, J. (2010). *Strengths-based generalist practice: A collaborative approach, (Third Edition)*.  
Belmont: Brooks Cole.
3. American Psychological Association (APA). *Publication manual of the American Psychological Association (5<sup>th</sup> ed.*

### **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 Webcourses. If you go to my UCF and go to online tools, the courses you are registered for will be listed. 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, syllabus or assignment guidelines to students.

### **Course Learning Methods:**

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

### **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.
- While social work classes address many issues that some may find personal, the classes are not meant to be group therapy. Self disclosure should be kept at a minimum both for the benefit of the class and your safety. If you need a referral for counseling I would be happy to provide one.

### **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** absences **regardless of the reason**, will have their final grade lowered by one letter grade (i.e. from a b to a b-). The only exception to this is if the student has a **documented** extraordinary circumstance (student hospitalization; severe illness; death in the family; car accident) preventing the student from coming to class. In that case, the student must present written documentation to the instructor. Out-of-town vacations, trips, weddings, mild colds, and other similar circumstances do not qualify. Leaving early (before a movie, during break) or arriving late (more than 15 minutes) will be considered an absence.

### **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.

Guidelines for all assignments are located on the course webpage. Assignments not conforming to the guidelines will receive a deduction in points.

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/>.

For assistance with APA please see the course website and the APA manual.

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 turnitin.com by the beginning of the class period. No assignments will be accepted by email unless the instructor has given explicit prior approval. *Late assignments will lose a full letter grade for each week that they are late.* No assignment will be accepted after the last day of class (which is Monday December 7<sup>th</sup>). 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. **Copying and Pasting even when citing is plagiarism.** All information must be put into your own words and cited. Rule of thumb- if it was not YOUR original thought, it must be cited. 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 an examination, quiz, or 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. In other words, don't cheat by giving answers to others or taking them from anyone else.

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 and on the course website. 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>. The course name for this class is Practice I Fall 2009. The password is lawrence

**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

### Session 1 (8/28/09) Introduction

#### Content:

1. The focus and purpose of social work and of this course
2. Types of generalist social work intervention and functions of social work practitioners
3. Stages and processes of generalist social work intervention
4. Intervention across micro, mezzo, and macro systems
5. Principles of strengths-Based social work practice

#### Readings:

1. Poulin, Chapter 1: Principles and Concepts of Generalist Practice

### Session 2 (9/4/09) The Nature, Values, and Ethics of Social Work Practice

#### Content:

1. Social work clients: prior experiences, strengths, knowledge, skills
2. Perspectives on cultural and human diversity
3. Social work values and ethics
4. Personal values, preferences, and styles
5. Value dilemmas and problems in professional ethics

#### Readings:

1. Poulin, Chapter 2: Theoretical and Conceptual Frameworks for Generalist Practice
2. The NASW Code of Ethics (<http://www.nasw.org>)

### Session 3 (9/11/09) The Collaborative Model for Generalist Practice

#### Content:

1. Theoretical propositions
2. Social work relationships and functions within micro, mezzo, and macro systems
3. The interview and interpersonal relationship components
  - a. Individualization (individualized respect)
  - b. Purposeful expression of feelings
  - c. Controlled emotional involvement
  - d. Acceptance
  - e. Non-judgmental attitude
  - f. Self-determination
  - g. Confidentiality
4. Impact of oppression on systems and relationships

#### Readings:

1. Murphy & Dillon, Chapters 12 and 13
2. Poulin, Chapter 3 and 5

### Session 4 (9/18/09) The Pre-Engagement Phase: Initiating Contact and Beginning

#### Content:

1. Pre-engagement tasks in collaborative social work
2. Initiating contact
3. Types of initial contact: Client initiated, agency initiated, other initiated
4. Practice principles for contact and engagement
5. Setting up the initial interview

6. Environment and conditions of the initial interview
7. Assessing client strengths and needs
8. Assumptions of a strengths-based assessment
9. Assessment versus diagnosis
10. Contact and engagement with reluctant or non-verbal clients
11. Respecting and integrating diverse values, knowledge, strengths

**Readings:**

1. Murphy & Dillon, Chapter 4, 5,
2. Poulin, Chapter 6

**Session 5 (9/25/09) Problem Identification and Documentation  
(Case Assignment 1 Due)**

**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. Guiding and focusing the interview
5. Recording
6. Recording in problem identification
7. Documentation as a strategy for macro-level change

**Reading:**

1. Murphy & Dillon, Chapter 6

**Sessions 6 (10/02/09) and 7 (10/09/09) - Assessment**

**Content:**

**(Case Assignment 2 due 10/02/09)**

1. Purpose, process, and product of assessment
2. Types of assessment
3. Assessment content and forms
4. Types and purposes of assessment data
5. Considerations in data collection
6. Methods of data collection: Questioning, direct observation, existing documents
7. Interviewing for assessment: strategies and techniques
8. Data collection with groups and families
9. Data collection with communities and organizations
10. Significant observations in interviews
11. Using data and observations to form assessment conclusions
12. Mental status evaluation
13. Input and output checklist
14. Graphic displays (such as ecomaps, genograms, sociograms)

**Readings:**

1. Poulin, Chapter 7

**Session 8 (10/16/09) & 9 (10/23/09) The Engagement Phase  
(Psychosocial Assessment due 10/16/09)**

**Content:**

1. Determining goals and objectives: options, purposes, and types
2. Formulating goals and specifying measurable objectives
3. Tasks of the engagement phase
4. Critical thinking: reviewing options with the client
5. Designing an action plan for micro, mezzo and macro intervention

**Readings:**

1. Poulin, Chapter 4
2. Murphy & Dillon, Chapter 7

**Sessions 10 (10/30/09) and 11 (11/06/09) Practice Interventions and Implementation**

**Content:**

**(Client Interview Due 11/06/09)**

1. Case management
2. Counseling
2. Education & training
3. Program planning and development
4. Community development
3. Assessing intervention options
4. Providing resources: using client strengths
5. Obtaining resources: micro/macro approaches
6. Developing resources: advocating for social and economic justice
7. Affecting bases of influence and power in micro and macro practice

**Readings:**

1. Poulin, Chapter 8 and 9
2. Murphy & Dillon, Chapter 8

**Session 12 (11/13/09) Practice Evaluation**

**Content:**

1. Introduction to the process of evaluation
2. Practice evaluation versus research
3. Measurement guidelines
4. Process and outcome evaluations
5. Problems and issues in micro and macro social work evaluation.
6. Components of single-system designs
7. Validity and reliability in measurement.
8. Limitations in evaluation
9. Disengaging from the change process
10. Circumstances and stages of termination

**Readings:**

1. Murphy & Dillon, Chapter 14 and 15
2. Poulin, Chapter 10 and 11

**Sessions 13 (11/20/09) & 14 (12/04/09) Group presentations on Generalist Practice with Special Populations**

1. Generalist practice with economically disadvantaged clients and communities
2. Generalist practice with gay and lesbian clients

3. Generalist practice with older people
4. Generalist practice with people of color
5. Generalist practice with abused and neglected children and their families

**Session 15 (12/11/09) Conclusion**

## BIBLIOGRAPHY

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