



University of Central Florida
School of Social Work

SOW 5305.C001 - Social Work Practice I: General Practice

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Term: Summer 2009
Class Days: Wed.
Class Hours: 6:00-9:50 p.m.
Location: HPA 1 – 246

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

Grades

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

Important Dates:

June 3rd - Case Study #1 Due
June 17th – Case Study #2 Due
July 1st – Client interview assignment due
July 15th – Psychosocial assessment due
July 29th & August 5th – 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. (2005). *Strengths-based generalist practice: A collaborative approach, (Second Edition)* Belmont: Brooks Cole.

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.

Policy for Make-up Exams and Assignments:

Make-up exams during summer sessions are given only in extreme circumstances of health emergencies.

Late papers will be penalized by a reduction of 5% for each day the paper is late. Assignments will not be accepted by fax or email unless the instructor has given explicit prior approval due to extreme circumstances (death in family, serious personal or family illness). No assignment will be accepted after the last day of class for any reason. Please make prior arrangements with the instructor regarding late assignments for extreme circumstances.

Effective written communication skills are essential to professional social work practice. Thus, students are expected to present ideas clearly and properly and to adhere to APA 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 and references are not considered pages of text.

Attendance and Participation Policy

Student attendance and participation are integral parts of this course.

1. Students are expected to attend each class, arrive on time, and remain for the duration of the class.
2. Three or more absences will result in a one letter grade reduction of the final semester grade.
3. Students who arrive more than 30 minutes late or leave class during a break or before a movie will be considered absent.
4. Students are expected to actively involve themselves in class discussions and exercises.
5. Students are requested to be prepared for class by completing readings and other assignments *prior* to class.
6. Please put cell phones and pagers on vibrate.

Academic Integrity

Social workers must demonstrate high standards of integrity. It is expected that all your submitted assignments will be your own work. Plagiarism, *including not acknowledging sources of information appropriately and in accordance with APA guidelines*, and cheating during examinations, will result in zero credit for the exam or assignment in question. It also may result in a recommendation for dismissal from the social work program and a referral to the Office of the Dean of Students.

Student Disability Services

UCF and the School of Social Work are committed to providing reasonable accommodations for all persons with disabilities. 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 instructor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, (407) 823-2371, TTY/TDD only (407) 823-2116, before requesting accommodations from the instructor

Course Outline and Schedule

Session 1, – May 14th - The Nature, Values, and Ethics of Social Work Practice

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
6. Social work clients: prior experiences, strengths, knowledge, skills
7. Perspectives on cultural and human diversity
8. Social work values and ethics
9. Personal values, preferences, and styles
10. Value dilemmas and problems in professional ethics

Readings:

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

Session 2, – May 21st - 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 3, May 28th – 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 4, June 4th - Problem Identification and Documentation

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 5 and 6, June 11th & 18th - Assessment

Content:

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 7, June 25th – The Engagement Phase

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 8 and 9, July 2nd & 9th –Practice Interventions and Implementation
(Client assessment due June 6)

Content:

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 10, June 16th – 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 11 & 12, June 23rd & 30th – 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

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