

SAN JOSÉ STATE UNIVERSITY
SCHOOL OF SOCIAL WORK

Social Work 111: Generalist Practice I
(Course Code: 46464; Section 2)

Fall 2009

Nathan C. Thomas, M.S.W.

Class Meeting Time: Wednesday, 12:00pm-2:45pm

Classroom Location: MH 322

Office Location: WSQ 217J

Office Hours: Wednesday 10-12pm
& by appointment

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Catalog Description:

Knowledge, values, and skills for generalist social work practice using problem-solving methods

Focus on development of professional relationships, defining issues, collecting data, and assessing individuals and families from diverse backgrounds with their environments. (3 units. Prereq: ScWk 110, ScWk 120, ScWk 130, ScWk 140. Coreq: ScWk 141. Open to Social Work Majors only).

Course Description:

General Practice I is the second course among three required courses in the social work practice sequence. This course introduces a conceptual framework for generalist practice, using problem-solving methods and transcultural perspective with systems of smaller sizes (individuals and families).

Emphasis will be placed on the importance of critical thinking about race, ethnicity, gender, age, sexual orientation, and socio-economic conditions at every phase of social work process.

Students will learn knowledge and skill base for assessing person-in-environment situation, negotiating contracts, developing and implementing intervention plans, effectively maintaining and coordinating the helping process by applying theory to case situation, and evaluating the effectiveness of intervention. The field experience takes place concurrently with the course.

Practice with larger system is the major focus for generalist practice II, which follows this course. At the end of the three sequenced practice courses, students are expected to possess knowledge, values, and skills for transcultural generalist social work practice at an entry level of professional practice.

Course Objectives:

Upon completion of this course, students will:

1. Understand the purpose, values and ethics of social work practice with individuals and families.
Program Objectives: B1.3 (Values/Ethics)
2. Understand the concepts of relationships and communication, including an awareness of how differences in client's gender, age, race, ethnicity, sexual orientations, cultural backgrounds, and life experiences affect these processes.
Program Objectives: B1.1 (Transcultural model); B1.2 (Diversity); B2.3 (Communication)
3. Demonstrate a commitment to promote economic and social justice.
Program Objectives: B3.1 (Power, Privilege, Oppression)
4. Acquire beginning skills in relationship building and interviewing and understand the concept of strengths-based assessment and intervention
Program Objectives: B2.3 (Communication); B2.4 (Practice Knowledge & Skills)
5. Demonstrate self-awareness in all aspects of contacts with client system, colleagues, and other professionals to best serve clients.
Program Objectives: B2.2 (Self-evaluation)
6. Be familiar with various phases of the problem-solving process and develop skills in implementing this process using transcultural perspectives
Program Objectives: B1.1 (Transcultural model); B2.4 (Practice Knowledge & Skills)
7. Understand the roles and interventions of organization and community as integral to the practice of social work
Program Objectives: B3.4 (Organization/Agency)
8. Apply critical thinking in making practice decisions at every phase of social work practice.
Program Objectives: B4.1 (Critical Thinking)
9. Understand family dynamics and basic family assessment techniques;
Program Objectives: B2.4 (Practice knowledge & skills)

COURSE REQUIREMENTS

Learning Experiences:

This course will consist of a weekly lecture/seminar, discussion of assigned readings, in-class exercises, and presentation of supplemental materials. The major learning experience assignments for this class are 1) Case Study Paper, 2) Family Assessment Paper and 3) Two In-class Exams. Detailed descriptions of assignments are presented below to assist in the completion of each assignment.

Grading and Evaluation:

Class Participation	15%
Field Agency Presentation	5%
Field Case Study Presentation	10%
Generalist Social Work Issues Presentation	15%
Case Assessment/Intervention paper	15%
Exam #1	20%
Exam #2	20%
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	Total: 100%

The final grade will be calculated as follows:

98–100	A+	87–89	B+	77–79	C+	67–69	D+	0–59	F
93–97	A	83–86	B	73–76	C	63–66	D		
90–92	A-	80–82	B-	70–72	C-	60–62	D-		

Late Assignments:

It is your responsibility to submit assignments on time. If you are unable to submit an assignment by the date and time indicated on this syllabus (or announced in class), you must discuss your situation with me at least 48 hours prior to the time the assignment is due. If you submit an assignment after the due date and time without discussing with me, 10% of the total assignment point value will be deducted automatically. For example, if an assignment is worth 25 points, 2.5 points will be deducted prior to grading. Another 10% of the total grade will be deducted for each additional week, or fraction thereof, that the assignment is late. You can avoid the late deduction(s) by planning ahead and contacting me to make alternative arrangements.

Class Participation:

Students will be responsible for completing the readings assigned prior to each scheduled class. Students are expected to be actively involved in the role-play that will take place.

Your participation grade will be in response to the following: punctuality; respecting and encouraging the opinions of your peers, even if they do not represent your own; speaking

up when you have a point to make; willingness to participate in role play experiences; demonstrated ability to give and experiences accept feedback; being prepared to actively work with your colleagues. Please respect the instructor and your colleagues - turn off ringers on cell phones, pagers, etc., before class begins.

Each week, you will be invited to address a specific issue, topic, or question related to the readings or the discussion in class.

Confidentiality: There is no requirement that confidential or personal information be openly shared in class, but if such information is shared it is understood that the strictest standards of professional confidentiality will be maintained by all students.

Course Assignments:

Generalist Social Work Issues Group Presentation

You will choose an interesting model from Chapter 16 “Models and Good Practice in Generalist Social Work Practice” of the text book. Based on your choice, you will be assigned in a small group (3-4 members per group) to present the model in **Week 11** that addresses the following 1, 2, and 3:

1. Identification of 3-5 key issues/concepts of the model.
2. Brief review of the literature relevant to the model your group chooses and presentation of your understanding about the model. Each group member should introduce one peer-reviewed journal article. [For example, if you have three group members, during the presentation your group should present three peer-reviewed articles.]
3. Application of your understanding of this model in your social work practice.

On the day of the presentation, each student will individually turn in to the instructor a one-page summary note that addresses the above listed points. The use of handouts or overheads is not required, but your group should consider the best ways to convey information to the class. Presentation should not be more than 20 minutes. Students will work collaboratively on the presentation, but grades will be assigned individually.

Following six models/practices are recommended for this assignment: Cognitive theory, Behavior theory, Cognitive-Behavior theory, Crisis intervention, Strengths-based Approach & Case management.

Case Assessment/Intervention Paper

A case for your “ Case Assessment/Intervention Paper” will be presented to you in class. You will be paired with your classmate. ***Paper is due two weeks after given the case.*** This paper should include the following and be 3~4 pages long.

1. Assessment of the client’s needs and strengths from each of the following perspectives: micro-level, mezzo-level, macro-level and cultural diversity.

2. Propose An Intervention Plan to correspond to the identified needs from each of the following perspectives: micro-level, mezzo-level and macro-level
 - What you think should be done.
 - Reasons for your choice of treatment modalities/evidence-base.
 - What is realistic to expect you and the client to do.

Field Case Study Presentation

This assignment is designed to offer you an opportunity to reflect on your experience with the case you carry on at your field placement. The presented material will be held confidential.

Your individual presentation should include:

1. Brief Description of your client.
2. Your assessment of the current situation.
 - Assessment of the client's needs.
 - Client's strengths and personal attributes that hold promise.
3. Your intervention actions to date
 - What the client and you have tried and/or completed.
 - Use of outside resources, including collaboration with other professionals or natural helpers.
4. Use of self/counter-transference issues
 - Your responses or feelings toward the client: In what ways did this interaction challenge some of your underlying assumptions about yourself and/or your client?
 - Your areas of strength in working with this client.
 - Your areas of discomfort or gaps in knowledge that make it difficult for you to help this client.

Exams

The first exam will cover all class material (i.e., from lectures, class discussions and required readings) **up to Week 7**. The second exam will cover all class material from **Week 8 to Week 14** and will occur during the University's final examinations period. These exams will include any or all of the following: multiple choice, short-answer questions, and essay questions.

APA Format and Writing Requirements:

All papers must follow current American Psychological Association (APA) format guidelines (5th edition) with the following exceptions: *the use of running heads is optional*. All papers must use standard, 12-point fonts (e.g., Times Roman) and be free of typographical, formatting, spelling, and content errors, as the quality of the writing will be evaluated as part of the grade for all written assignments. Be sure to carefully review and edit all drafts prior to submission. All ideas, quotes, and information taken or derived from other sources must be appropriately cited and referenced in accordance with APA rules.

UNIVERSITY, COLLEGE & DEPARTMENT POLICY INFORMATION

Reasonable Accommodation of Disabilities:

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me, see me during office hours, or contact me by e-mail me as soon as possible. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) to establish record of their disability. No matter where students reside, they should contact the SJSU DRC to register. The DRC Web site: <http://www.drc.sjsu.edu/>

Academic Integrity:

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university's reputation and the value of the degrees it offers. We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Student Conduct & Ethical Development for disciplinary action which could result in suspension or expulsion from San José State University. Additional information on academic integrity can be found at: http://sa.sjsu.edu/judicial_affairs/index.html

TEXTBOOKS AND READING ASSIGNMENTS

Johnson, L. & Yanca, S. (2007). *Social work practice: A generalist approach* (9th ed.). Boston: Allyn and Bacon

*All other assigned readings are on reserve in MLK Library.

Supplemental Reading:

DuBois, B. & Miley, K. K. (2005). *Social work: An empowering profession* (5th Ed.). Allyn and Bacon. (ScWk 110 textbook)

TOPIC OUTLINE AND READING ASSIGNMENTS*

*subject to change with fair notice

Week 1
8/26/09

Introduction and Course Overview

- Discussion of syllabus: course, reading assignments, and class policy
- The transcultural perspective and connection to the course
- Review of generalist social work practice and the use of knowledge, values, and skills in a helping process (ScWk 110)

Reading: Johnson & Yanca, Chapter 1

Week 2
9/2/09

Introduction to Generalist Social Work Practice I

- Social work as profession
- Social work as a creative blending of knowledge, values, and skills
- Understand “person-in-environment”: Connecting micro and macro knowledge and skills
- The strengths perspective and its relationship to the change process
- Brief introduction to Models and good practices in generalist social work practice

Reading: Johnson & Yanca, Chapter 2, & 3

Week 3
9/9/09

Introduction to Generalist Social Work Practice II

- Understanding diverse cultural backgrounds of the clients
- The transactional nature of living in a society of racial and cultural diversity

Reading: Reading: Johnson & Yanca, Chapter 4 & 6

Week 4
9/16/09

Introduction to Generalist Social Work Practice III

- Social work as a change process
- The blending of cognitive and interactive aspects of practice

Student’s Presentation on their Field Practicum Agencies

Week 5
9/23/09

Ethics and Values in Social Work Practice

- Confidentiality
- Social work values and ethics – NASW Code of Ethics
- Professional boundaries and dual relationships

Reading: Johnson & Yanca, Chapter 5

Code of Ethics of the National Association of Social Workers

Week 6
9/30/09

Communication and the Helping Relationship

- Interviewing as a tool in social work practice
- Helping professionals- The empathic helper
- Various interview skills
- Common mistakes in interviewing

Reading: Johnson & Yanca, Chapter 8
Samantrai, Chapter 3 and Chapter 4

Week 7
10/7/09

Multidimensional Assessment

- Various tools for assessment
- Importance of critical thinking skills in assessment
- Use of the person-in-environment perspective and strengths perspective in assessment
- Brief introduction to DSM-IV

Reading: Johnson & Yanca, Chapter 9 & Chapter 10

Week 8
10/14/09

Introduction to the Intervention Phase

- Understanding client Empowerment
- Facilitating/empowering strengths
- Use of the person-in-environment and strengths perspective in intervention

Reading: Johnson & Yanca, Chapter 11

EXAM #1

Week 9
10/21/09

Intervention I: Models and Good Practice in Generalist Practice

- Introduction to the models and practices in generalist social work practice
- Key concepts of Cognitive theory, Behavior theory, Cognitive-Behavior theory, Crisis intervention, Strengths Based Approach & Case management.

Reading: Johnson & Yanca, Chapter 16

Week 10
10/28/09

Intervention II: Application of models in generalist practice

- Application of models in generalist social work practice
- Importance of critical thinking skills in intervention
- On-going Evaluation in the Helping Process

Reading: Johnson & Yanca, Chapter 11

Week 11
11/4/09

Interview Exercise and Self-Evaluation in Class

- Practice exercise in developing one's response style

GENERALIST SOCIAL WORK ISSUES (GROUP) PRESENTATION

Week 12
11/11/09

Veteran's Day: Campus Closed

Week 13
11/18/09

Generalist Practice with Families and Structural Family Therapy

- Family Assessment: the Genogram, Ecomap, and home visit
- The change process with families

- The application of the strengths perspectives with families
- Introduction to Structured Family Therapy- selected model of family practice
- Overview of the SFT model
- Assessment and basic therapeutic techniques: Joining, enactment,

Reading: Johnson & Yanca, Chapter 13

Nichols & Schwartz, Chapter 7: Structural Family Therapy

Week 14 Structural Family Therapy Con'd

11/25/09

- Working with family using Structural Family Therapy model
 - o Identifying issues/problems in the family
 - o Exploring structural components with the family
 - o Plan for family intervention(s) using Structural Family Therapy

STUDENT'S FIELD CASE STUDY PRESENTATION

Week 15 STUDENT'S FIELD CASE STUDY PRESENTATION Con'd

12/2/09

Class Ending

Review and assessment of learning

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Social Work with Families

Ariel S (1999). *Culturally competent family therapy: A general model*. Westport Conn: Greenwood Press.

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Carter B, McGoldrick M (Eds) (1999). *The expanded family life cycle: Individual, family, and social perspective* (3rd ed). Boston: Allyn & Bacon.

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