

**San José State University
School of Social Work
Social Work 111: Generalist Practice I**

**(Course Code: 43286; Section 1)
Fall 2011**

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Office Hours:	Monday, 3pm-4pm
Class Days/Time:	Monday, 12:00pm-2:45pm
Classroom:	MacQuarrie Hall 322
Prerequisites:	ScWk 110, ScWk 120, ScWk 130, ScWk 140

Faculty Web Page and MySJSU Messaging (Optional)

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my [faculty web page](http://www.sjsu.edu/people/juan.sanchez/) at <http://www.sjsu.edu/people/juan.sanchez/> or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor).

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. Open to Social Work Majors only).

Course Description

Generalist Practice I is the second course among three required courses in the social work practice sequence. This course is grounded in the liberal arts and the person and environment construct. The course introduces a conceptual framework for generalist practice and uses a range of prevention and intervention methods with systems of smaller sizes (individuals and families) within a transcultural perspective.

Emphasis will be placed on the importance of identifying social work as a profession, applying ethical principles and critical thinking in practice, incorporating diversity in their practice and advocating for human rights and social and economic justice. Students

will recognize, support, and build on the strengths and resiliency of all human beings. They will also engage in research-informed practice and are proactive in responding to the impact of context on professional practice. The field experience takes place concurrently with the course and field work experience will be integrated into the class learning process.

(Prereq: ScWk 110, ScWk 120, ScWk 130, ScWk 140. Coreq: ScWk 141.)

Course Student Learning Objectives (SLO)

Upon completion of ScWk 111 students will be able to:

1. Demonstrate an ability to practice personal reflection and self-awareness to ensure continual professional development and to attend to professional roles and boundaries Program Objectives: 1(b, c) (Self-awareness)
2. Demonstrate the knowledge gained of critical self-awareness to eliminate the influence of personal biases and values in working with diverse groups Program Objectives: 1(d) (Self-awareness), 4(a, c) (Diversity)
3. Demonstrate a beginning capacity to recognize and manage personal values in a way that allows professional values to guide practice and demonstrates professional demeanor in behavior, appearance, and communication Program Objectives: 2(a, c) (Ethical Principles)
4. Demonstrate knowledge of ethical decision making methods by applying standards of the National Association of Social Workers Code of Ethics and apply strategies of ethical reasoning to arrive at principled decisions Objectives: 2(b-d) (Ethical Principles)
5. Demonstrate the knowledge of critical thinking in making practice decisions at every phase of social work practice and utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation Program Objectives: 3(a-c) (Critical thinking)
6. Demonstrate a beginning capacity to use knowledge of how to consult and utilize research evidence to inform practice Program Objectives: 6(a, b) (Research)
7. Analyze models of assessment, prevention, and intervention, and evaluation using transcultural perspectives Program Objectives: 10 (a-d) (Engagement, Assessment, Intervention, Evaluation)
8. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues Program Objectives: 3(c) (Communication)

Required Texts/Readings

Textbook

Johnson, L. & Yanca, S. (2010). *Social work practice: A generalist approach* (10th ed.). Boston: Allyn and Bacon

All other assigned readings are available on the faculty webpage of the instructor.

Supplemental Reading:

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

Library Liaison (Optional)

For assistance in the library go to the King Library Reference Desk (2nd floor; 808-2100) and/or utilize the Social Work Research Guide available at <http://libguides.sjsu.edu/scwk>. The Social Work Library Liaison is: Crystal Goldman 408.808.2015 or Crystal.Goldman@sjsu.edu.

Classroom Protocol

Students are expected to arrive on time, participate in class discussions and exercises, and to be attentive to lectures and discussions. It is important to be courteous and respectful to ones peers as well as to the instructors. Students are asked to refrain from using cell phones, smartphones, earphones or other devices.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Refer to the current semester's [Catalog Policies](#) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](#) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](#) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Assignments and Grading Policy

Your grade in this course will be based on your presentations, written work, tests and participation as follows:

Assignment	Points	Course Student Learning Objective/Competency (SLO)
Field Agency Presentation	10	SLO: 8
Examination # 1	20	SLO; 1, 2, 3, 4
Examination # 2	15	SLO: 5, 7, 8

Generalist Social Work Issues Group Presentation	20	SLO: 5, 6, 7
Case Assessment and Intervention paper	20	SLO: 1, 2, 3, 5, 6, 7, 8
Class Participation	15	SLO: 1, 2, 3, 4, 5, 6, 7, 8

Penalty for Late Work

All assignments will be turned at the start of class by the due date. Assignments turned in after the due date will be subject to an automatic 10% deduction. Errors in spelling, grammar and syntax will also be subject to a grade penalty.

Assignment 1: Field Practicum Orientation

Students will present, but not limited to, the following items:

- Name of Agency/Organization.
- A brief history of your agency.
- Accessibility assessment: physical barriers (transportation etc)/language spoken/written/cost of services/hours
- Agency's mission statement: Value systems underlie the services to users.
- Target population and who are eligible/person not eligible for services.
- Organizational structure.
- Governance/funding: organizational structure/funding sources/board size and characteristics.
- Community connection
- Your role within the agency and the population you will work with.
- Your strengths and how these strengths will help you as a social work intern.

Assignment 2: Generalist Social Work Issues Group Presentation

You will choose a model from Chapter 16 “Models and Good Practice in Generalist Social Work Practice” of the text book. These are cognitive theory, Behavior theory, Cognitive-Behavior theory, Crisis intervention, Strengths-based Approach & Case management. Based on your choice, you will be randomly assigned in a small group (3-4 members per group) to present the model in Week 10 that addresses the following 1, 2, and 3:

1. Brief description of the model (e.g., effectiveness of the model in practice, main concept of the model etc).
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 during the presentation. [For example, if you have three group members, during the presentation your group should present three peer-reviewed articles.]

3. Demonstration of your group's understanding of this model – using critical thinking, your group will develop a skit to demonstrate how the model will play out in the practice.

On the day of the presentation, the use of handouts or overheads is not required, but your group should consider the best ways to convey information to the class. The class will evaluate your presentation and the rating will be considered when grading your group's presentation. Each group member will also evaluate other members' contribution to the group. Presentation should not be more than 20 minutes. Students will work collaboratively on the presentation, but grades will be assigned individually.

Assignment 3: Case Assessment and 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 three 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.
3. Working with family to identify the issues in the family in terms of the family structure and you need to discuss the application of the structural family therapy (SFT) approach to work with this family.

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 9 to Week 12 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.

Class Participation:

Students will be assessed on the frequency, punctuality, quality, and depth of their in-class participation in class discussions. As part of class participation, students are expected to critically analyze information that is presented/discussed, bring examples and applications of the concepts being covered, be prepared to discuss readings, and provide additional insights on issues from their own special knowledge and expertise. Students should notify the instructor in advance if they are not able to attend class or if they need to leave class early. Social work is a verbal profession, thus being verbally involved in class discussions, activities, and your ability to share how your personal learning

experience is evolving will be evaluated. Please respect the instructor and your colleagues.

APA Format and Writing Requirements:

All papers must follow current American Psychological Association (APA) format guidelines (6th 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.

Grading

The grading and evaluation distribution for the class is outlined below.

Percentage	Grade	Percentage	Grade
97-100%	A +	73-76%	C
93-96%	A	70-72%	C -
90-92%	A -	67-69%	D +
87-89%	B +	63-66%	D
83-86%	B	60-62%	D -
80-82%	B -	Below 60%	F
77-79%	C +		

University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

University Resources

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit [the LARC website](http://www.sjsu.edu/larc/) for more information at <http://www.sjsu.edu/larc/>.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

Peer Mentor Center (Optional)

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

Course Number / Title, Semester, Course Schedule

This schedule is subject to change with fair notice. I will announce any changes in class.

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/29/11	<p><u>Introduction and Course Overview</u></p> <ul style="list-style-type: none"> - 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) <p>Reading: Johnson & Yanca, Chapter 1</p>
2	9/5/11	Labor Day – Campus Closed (No Class)
3	9/12/11	<p>Introduction to Generalist Social Work Practice I</p> <ul style="list-style-type: none"> - Social work as profession - Social work as a creative blending of knowledge, values, and skills - Understand “person-in-environment” - The strengths perspective and its relationship to the change process - Brief introduction to models and good practices in generalist social work practice <p>Reading: Johnson & Yanca, Chapter 2, & 3</p>
4	9/19/11	<p>Introduction to Generalist Social Work Practice II</p> <ul style="list-style-type: none"> - Understanding diverse cultural backgrounds of the clients - Social work skills to work with diverse population - The transactional nature of living in a society of racial and cultural diversity <p>Reading: Reading: Johnson & Yanca, Chapter 4 & 6</p>
5	9/26/11	<p>Introduction to Generalist Social Work Practice III</p> <ul style="list-style-type: none"> - Social work as a change process - The blending of cognitive and interactive aspects of practice <p>Field Practicum Agencies: Students Presentation</p>
6	10/3/11	<p><u>Ethics and Values in Social Work Practice</u></p> <ul style="list-style-type: none"> - Social work values and ethics – NASW Code of Ethics Confidentiality and Professional boundaries and dual relationships <p>Reading: Johnson & Yanca, Chapter 5 Code of Ethics of the National Association of Social Workers</p>

Week	Date	Topics, Readings, Assignments, Deadlines
7	10/10/11	<p>Assessment</p> <ul style="list-style-type: none"> - Various tools for assessment - Importance of critical thinking skills in assessment Person-in-environment perspective and strengths perspective in assessment - Multidimensional assessment: Brief introduction to DSM-IV TR <p>Reading: Johnson & Yanca, Chapter 9</p>
8	10/17/11	<p><u>Exam #1 In Class</u></p> <p><u>Generalist Social Work Issues Group Presentation Preparation</u></p>
9	10/24/11	<p>Interview Skills</p> <ul style="list-style-type: none"> • Essential Interview Skills • Practice exercise in developing one’s response style <p>Reading: Johnson & Yanca, Chapter 7 Krishna Samantrai (1996) Interviewing in Health and Human Services: Chapter 1 and Chapter 2 (on my faculty webpage)</p>
10	10/31/11	<p><u>Generalist Social Work Issues Group Presentations</u></p>
11	11/7/11	<p><u>Planning and Implementation</u></p> <ul style="list-style-type: none"> • Components of a Plan: Goals and Objectives <p>Reading: Johnson & Yanca, Chapter 9</p> <p>Generalist Practice with Families</p> <ul style="list-style-type: none"> • Family Assessment: the Genogram and Ecomap • The application of the strengths perspectives with families • Introduction to Structured Family Therapy- selected model of family practice <p>Reading: Nichols, M., & Schwartz, R. (2008). Family Therapy: Concepts and Methods, Chapter 4 & 7</p>
12	11/14/11	<p>Structural Family Therapy Continued.</p> <p>Intervention: Application of models in generalist practice</p> <ul style="list-style-type: none"> • Application of models in generalist social work practice • Importance of critical thinking skills in intervention: On-going Evaluation in the Helping Process <p>Reading: Johnson & Yanca, Chapter 10</p> <p>** CASE FOR “CASE MANAGEMENT AND INTERVENTION PAPER” WILL BE GIVEN TO YOU IN CLASS</p>

Week	Date	Topics, Readings, Assignments, Deadlines
13	11/21/11	Exam #2 In Class
14	11/28/11	<p>Generalist Practice with Families- Structural Family Therapy</p> <ul style="list-style-type: none"> - Working with family using Structural Family Therapy model <ul style="list-style-type: none"> o Exploring structural components with the family o Plan for family intervention(s) using Structural Family Therapy <p>Reading: Nichols, M., & Schwartz, R. (2008). Family Therapy: Concepts and Methods, Chapter 7: Structural Family Therapy</p>
15	12/5/11	<p><u>Class Ending</u></p> <ul style="list-style-type: none"> - Review and assessment of learning <p>** CASE FOR “CASE MANAGEMENT AND INTERVENTION PAPER” IS DUE**</p>