

ILLINOIS STATE UNIVERSITY		INSTRUCTOR:	Judith Sevel
SCHOOL OF SOCIAL WORK		OFFICE:	310 Rachel Cooper
Semester:	Fall 2011	OFFICE HOURS:	By Appointment
Course:	SWK 325	OFFICE PHONE:	309-438-3733
Section:	01 and 02	EMAIL:	jasevel@ilstu.edu
Monday or Wednesday @ 1:00		OTHER:	

GENERALIST PRACTICE I: INDIVIDUALS

CATALOG DESCRIPTION

Introduction to generalist social work practice with an emphasis on working with individuals. 3 semester hours.

Prerequisites: Social work foundation courses; PSY 350 or concurrent registration; concurrent registration in SWK 326 required; junior standing; and formal admission to the program.

COURSE DESCRIPTION

SWK 325 (Generalist Practice I: Individuals) is the first of five courses comprising the baccalaureate, generalist, social work practice sequence. The course presents ecological models, the strength-based, problem-solving process, and cultural competence as an approach underlying all areas of practice in social work. The models, theories, and process learned in this course serve as the foundation for generalist practice and for two subsequent courses: SWK 336 (Generalist Practice II: Families), SWK 337 (Generalist Practice III: Groups), and SWK 345 (Generalist Practice IV: Communities). This course is the complement to SWK 326 (Practice Skills Laboratory).

RELATIONSHIP TO OTHER COURSES

SWK 325 (Generalist Social Work Practice with Individuals) and its complementary course SWK 326 (Social Work Skills Laboratory) serve as the foundation courses for the practice sequence. The course presents the conceptual framework and the fundamental processes of social work practice.

COURSE GOALS

The goals for the course are to:

1. Familiarize students with social work values and ethics.
2. Facilitate students' assessment of the congruence between the profession's values and their personal values.
3. Develop sensitivity to the values, beliefs, and behaviors of cultural/minority groups served in social work practice.

4. Introduce the concept of professional use of self.
5. Present the importance of both personal and professional growth throughout professional life.
6. Introduce the use of the General Problem Solving Model for generalist practice.
7. Acquaint students with the fundamental theories and models used in generalist practice.
8. Present major issues of generalist practice, including domestic violence, child abuse and neglect, chemical dependency, mental illness, depression and suicide, legal issues, case and class advocacy, and working with involuntary clients.
9. Promote the importance of research to the development and evaluation of social work theory and practice.

STUDENT LEARNING OBJECTIVES

1. Articulate the domains and roles of the profession.
2. Discuss ethical issues in social work practice.
3. Apply social work values and ethics with emphasis on the profession's responsibility to promote social and economic justice.
4. Analyse the compatibility of one's own values with social work values.
5. Identify the considerations for culturally competent practice.
6. Describe the stages of the General Problem Solving Model.
7. Conduct a multidimensional assessment.
8. Develop a case plan with clients.
9. Describe the process for terminating with clients.
10. Articulate the importance of practice evaluation.
11. Describe the process of negotiating, mediating, and advocating with clients to access resources to achieve their goals.

REQUIRED READING(S) AND TEXTBOOK(S)

— Sheafor, B. and Horejsi, C. *Techniques and Guidelines for Social Work Practice* (9th). Boston, MA, Pearson, (2012)

--- Summers, N., *Fundamentals for Practice with High Risk Populations*, Brooks Cole, (2003)

--- Cummins, L., Sevel, J. & Pedrick, L. *Social Work Skills Demonstrated*, (2nd). Boston, MA, Pearson, (2006)

EXPECTATIONS OF STUDENTS

Attendance and Participation: Students are expected to attend and participate in all class sessions. A student should not be enrolled in a course if other obligations will interfere with getting to class regularly and punctually. Students are expected to demonstrate mature and respectful behavior at all times. Class rules will be developed on the first day of class.

More than two absences in a sixteen week course will result in a lowered grade for the course. Additionally, repeated tardiness or leaving class early will result in a lowered grade.

Class Preparation: You are expected to have prepared thoroughly for each class. Preparation includes reading and/or watching the assigned materials *prior to* class (See "COURSE SCHEDULE"), summarizing the content and being prepared to discuss it; writing questions or reactions to the materials; and making connections between concepts in current reading and earlier readings.

You are strongly encouraged to read other related materials; make notes on readings and visual material; prepare study questions based on readings, case material, and instructor presentation/lecture materials; discuss readings and class material with other students; form study groups; explain concepts to others; and schedule consultations with the instructor as needed.

Assignments: Promptness in completing class assignments and required readings is a requirement. When an extenuating circumstance occurs, appropriate arrangements must be made in advance.

All assignments are due on the date assigned (See "ASSIGNMENTS" and "COURSE SCHEDULE"). *Late assignments may be accepted at the discretion of the instructor, but usually will be given a reduced grade. One letter grade (10%) of the earned grade) may be deducted for each day the assignment is late unless prior arrangements have been made with the instructor. No assignments will be accepted after the last day of class.*

Missed or Late Work: If you miss a class, you will be responsible for any missed class content. Missed in-class work generally cannot be made up. Make-up tests, pop quizzes, and examinations, as a rule, will not be permitted. Only in extraordinary circumstances will such work be accepted.

Written Work: Your written work should show thoroughness, accuracy, clarity and professionalism. Such writing generally requires first writing, then review, then editing and rewriting.

— All work should be carefully proofread and corrected. Papers should be free of

errors in spelling, grammar, and punctuation.

- All papers written from sources must include citations following the style requirements of the most recent *Publication Manual of the American Psychological Association*. This reference text also provides excellent information on the organization and writing of papers.
- All work must be typed, double-spaced, with numbered pages unless the professor instructs otherwise. Each assignment should be titled and dated with your name, and stapled or placed in a binder.
- Papers should use standard margins. The Microsoft Word default setting for margins is 1" top, 1" bottom, and 1" each left and right. The header and footer default setting is 0.5" from the edge.
- Papers should use standard fonts. The School standard font is Times New Roman 12 point.
- For assistance with writing and proper documentation, please review the Purdue University Online Writing Lab (OWL) at <http://owl.english.purdue.edu> AND visit

The Julia N. Visor Academic Center, a division of University College, provides *free one-on-one* writing assistance for any course. Students can receive help with brainstorming, outlining, drafting, revising, citations (APA/MLA/AP/Chicago), and grammar.

Vrooman, Room 012 (between Manchester and Hewett dorms) 309-438-7100

Mon-Thurs, 8:00 a.m.-9:00 p.m., Fri, 8:00 a.m.-4:30 p.m., Sun, 4:00 p.m.-8:00 p.m.

www.ucollege.illinoisstate.edu/tutoring/writing

Non-discriminatory Language: Oral presentations and written work should use non-sexist, non-racist, and non-stigmatizing language. Faculty may return papers for revisions in language prior to grading. Be sensitive to your use of language.

Academic Misconduct: Plagiarism, cheating, and all other forms of academic misconduct are not only considered a violation of university regulations, but are also a serious breach of the ethical code of conduct for the social work profession. Students are expected to abide by the ethical standards of the profession. The National Association of Social Workers (NASW) Code of Ethics is available on the Internet: <http://www.naswdc.org/>.

Special Needs: Students with special needs should notify the instructor immediately so that available accommodations can be made. Any student needing to arrange a reasonable accommodation for a documented disability should contact Disability Concerns at 350 Fell Hall, 438-5853 (voice), 438-8620 (TTY) or <http://www.disabilityconcerns.ilstu.edu/>.

Electronics: *All cell phones, pagers, and laptops, and other electronics (unless the student has a documented need for assistive technology) must be turned off during class.*

ASSIGNMENTS

The following assignments are designed to measure progress on the learning objectives for this course.

The written assignment is due on the date assigned, is to be typed, grammatically correct and checked for spelling. One letter grade will be deducted from your assignment for each day the paper is late. Students are required to retain copies of all work turned in to the instructor.

Assignment #1: "Goodness of Fit" paper

CR/NC

Due: August 22/24, 2011

Assignment #2: Examination #1

Due: September 19/21, 2011

Examination #1 covers lectures, discussion, exercises, and assigned readings for weeks 1 through 5 of the course.

Assignment #3: Examination #2

Due: October 31/November 1, 2011

Examination #2 covers lectures, discussion, exercises, and assigned readings for weeks 6 through 11 of the course.

Assignment #4: Case Assessment -- Parts 1 and 2

Due: December 5/7, 2011

Part 1: Students will conduct a multidimensional, strengths-based assessment of a client during an in-class case simulation. Specific instructions for the assessment interview will be provided by the instructor. Participation is required to receive a grade for Assignment #3. Successful completion of Part 2 requires effective interviewing in Part I.

Part 2: Following the in-class assessment interview, each student will write a case assessment, a case note and develop a service/treatment plan following an outline provided by the instructor.

Assignment #5: Examination # 3

Due: December, 2011 (TBA)

Examination #3 covers lectures, discussion, exercises, and assigned readings for weeks 12 through 16 of the course. Detailed information will be provided by the instructor.

Assignment #6: Class Participation

See Participation Rubric.

Assignment # 7: Pop Quizzes

Up to two pop quizzes over the course of the semester. Pop quiz content will focus on readings and assignments.

GRADING

Grades will be assigned in accord with the following scale. Students must achieve the full value of the lower end of each subscale to be awarded the corresponding letter grade.

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F 59% and below

Grade Allocation:

—	Examination #1	20 %
—	Examination #2	20 %
—	Examination #3	20 %
—	Case Assessment	15%
	Case Note	CR/NC
	Treatment Plan	5%
—	Participation	10%
--	Goodness of Fit Paper	CR/NC
--	Pop Quizzes (up to 2)	10%
	Total	100%

COURSE SCHEDULE

Session 1:	<i>General topic: Introduction to course and Domains of the Social Work Profession</i>
Day and Date:	August 22/24, 2011
Class Assignment/ Activity	Development of Ground Rules for class "Goodness of Fit" assignment is due Icebreaker

Session 2:	<p>General topic: Merging the Person with the Profession, Merging the Person's Art with the Profession's Science and Guiding Principles for Social Workers-Values</p> <p>Overview of the Helping Process-From Intake to Termination</p>
Day and Date:	August 29/31, 2011
Required Readings:	<p>Course text:</p> <p>Techniques and Guidelines for Social Work Practice, Chapters 2: pages 12-24, and 3: Merging person with profession, pages 25-36, and Merging the person's art with the profession, and Chapter 5: Guiding principles for social workers, pages 48-57.</p> <p>Required Readings: National Association of Social Workers (2005). NASW code of ethics. Washington, DC: NASW available at Http://www.naswdc.org</p>
Class Assignment/ Activity	<p>In class activity:</p> <p>Role plays- Values clarification-finding a balance between you and your client's values and ways to reconcile the differences</p> <p>Values that hinder and help the relationship-Handout</p> <p>Strengths Questionnaire <u>and</u> Assessing Your Personal Characteristics-Handouts</p>

Session 3:	General topic: Role and Functions Performed by Social Workers
Day and Date:	September 5 (no class, students are still responsible for completing the assigned readings) September 7, 2011
Required Readings:	<p>Course text:</p> <p>Techniques and Guidelines for Social Work Practice, Chapter 4: Roles and functions performed by social workers, pages 39-47.</p>
Class Assignment/ Activity	<p>In class activity:</p> <p>Identifying your values-Handout</p>

	<p>Match the role with the functions and description: "Rolling with the roles"-Handout</p> <p>Determine your Communication Style-Handout</p>
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Session 4:	General Topic: Developing Cultural Competence
Day and Date:	September 12/14, 2011
Required Readings:	<p>Course text:</p> <p>Chapter 8: Communication and Helping Skills, pages 95-123.</p> <p>Course text: Social Work Skills Demonstrated, Chapter 4: pages 49-67.</p> <p>Handout: Developing cultural competence</p>
Class Assignment/Activity	<p>In class activity:</p> <p>Cultural Competence Assessment of Self-Handout</p>

Session 5:	General topic: Practice Frameworks for Social Work <u>and</u> Guidelines for Working with Vulnerable Populations
Day and Date:	September 19/21, 2011
Required Readings:	<p>Course text:</p> <p>Techniques and Guidelines for Social Work Practice, Chapter 6: Practice Frameworks for social work, pages 58-83 <u>and</u> Chapter 15: Guidelines for working with vulnerable client groups, pages, 353-418.</p>
Class Assignment/Activity	<p>In class activity:</p> <p>EXAM #1</p> <p>Empathy Quiz-Handout</p>

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Session 6:	General topic: Using Evidence to Guide the Change Process
Day and Date:	September 26/28, 2011
Required Readings:	Course text: Techniques and Guidelines for Social Work Practice, Chapter 7: Using evidence to guide the change process, pages 84-92.
Class Assignment/ Activity	In class activity: Signs of Stress-Self Assessment-Handout

Session 7:	General topic: Intake and Engagement
Day and Date:	October 3/5, 2011
Required Readings:	Course text: Techniques and Guidelines for Social Work Practice, Chapter 10: Intake and engagement, pages 141-168. Fundamentals for Practice with High Risk Populations, Chapter 1: At risk, pages, 1-7
Class Assignment/ Activity	In class activity: Critical Thinking Questionnaire-Handout Discussion and demonstration: how to conduct an intake assessment

Session 8:	General topic: Data Collection and Multi dimensional Assessment
Day and Date:	October 10/12, 2011

Required Readings:	<p>Course text:</p> <p><i>Techniques and Guidelines for Social Work Practice, Chapter 11: Data collection and assessment, pages 171-224.</i></p> <p><i>Fundamentals for Practice with High Risk Populations, Chapter 4, Case management for survivors of rape and domestic violence, pages 79-141.</i></p> <p>Social Work Skills Demonstrated, Chapter 9, (3rd edition) This will be sent to you electronically</p>
Class Assignment/ Activity	<p>In class activity:</p> <p>Review of assessment forms from a variety of agencies</p>

Session 9:	<p>General topic: Learn about pre-field options</p> <p><i>Field Trip to PATH and the Home Sweet Home Ministries. Learn from agency representatives about their program and the types of opportunities available to you during the Spring 2012 (SWK 329).</i></p>
Day and Date:	October 17/19, 2011
Required Readings:	<i>None</i>
Class Assignment/ Activity	<p>In class activity:</p> <p>October 17: PATH</p> <p>October 19: Home Sweet Home Ministries</p>

Session 10:	<p>General topic: Planning and Contracting</p>
Day and Date:	October 24/26, 2011
Required Readings:	<p>Course text:</p> <p><i>Techniques and Guidelines for Social Work Practice, Chapter 12: Planning and contracting, pages, 226-250.</i></p>

	<i>Fundamentals for Practice with High Risk Populations, Chapter 5: Case management in the field of drug and alcohol dependence, pages, 147-181.</i>
Class Assignment/ Activity	In class activity: Complete Alcohol Assessment Tool-Handout

Session 11:	<i>General topic: Intervention and Monitoring</i>
Day and Date:	October 31/November 2, 2011
Required Readings:	<i>Course text:</i> <i>Techniques and Guidelines for Social Work Practice, Chapter 13: Intervention and monitoring, pages, 253-285</i> <i>Stages of Change Model-Handout</i> <i>Fundamentals for Practice with High Risk Populations, Chapter 8: Case management with older people</i>
Class Assignment/ Activity	In class activity: EXAM #2 Checklist for Reviewing Intervention Plans-Handout

Session 12:	<i>General topic: Basic Skills for Agency Practice</i>
Day and Date:	November 7/9, 2011
Required Readings:	<i>Course text:</i> <i>Techniques and Guidelines for Social Work Practice, Chapter 9: Basic skills for agency practice, 128-135.</i> <i>Fundamentals for Practice with High Risk Populations, Chapter 2: Writing a social history</i>

Class Assignment/ Activity	In class activity: Professional Writing Workshop-Handouts
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Session 13:	General topic: IN CLASS MULTIDIMENSIONAL ASSESSMENT
Day and Date:	November 14/16, 2011
Class Assignment/ Activity	Attendance is required; there will be NO makeup option.

Session 14:	General topic: THANKSGIVING BREAK
Day and Date:	November 21/23, 2011
Required Readings:	VACATION
Class Assignment/ Activity	<i>Work on your paper</i>

Session 15:	General topic: Crisis Intervention and First Responders
Day and Date:	November 28/30, 2011
Required Readings:	Course text: TBA
Class Assignment/ Activity	In class activity: Follow up Self Assessment Questionnaire-Handout Complete Suicide assessment-Handout

Session 16:	<i>General topic: Termination and Evaluation</i>
Day and Date:	December 5/7, 2011
Required Readings	<i>Techniques and Guidelines for Social Work Practice, Chapter 14, Evaluation and Termination, pages, 318-348.</i>
Class Assignment/ Activity	In class activity: Case assessment paper due Termination “party”

**SOCIAL HISTORY -Outline for Assignment #4
SWK 325-November 14/16, 2011**

- I. **REASON FOR INVOLVEMENT:**
- II. **FAMILY COMPOSTION:** Indicate by name and role of each adult in the household.
 - Indicate by name and role of all other significant adults in the family.
 - Indicate by name and age of each child in the family.
- III. **FAMILY HISTORY:**
 - A. **Family Environment**
 - Is the parent's home environment sufficient to meet his/her needs and adequate to meet the children's basic needs?
 - Are basic health and safety standards met?
 - B. **Family/Community**
 - Is the community from which the client comes supportive or a stress to parent and child?
 - How does the family fit into the community? Is the family accepted or rejected?
 - What is the family's interaction with outsiders?
 - Is the environment conducive to safely raising a child?
 - Are other governmental agencies involved with the family? If so, identify.
 - Are community resources available and within reasonable proximity, and will they assist the parent with identified problems?

- The extent to which government/community resources are needed by the family to meet basic emotional, physical, and financial needs.
- Religious beliefs and/or cultural factors that support/stress the family.

C. Family Functions

- Do family members state that they want to stay together?
- What are the behavioral indicators of motivation to resolve the problems to keep the family intact or to be reunited?

D. Family and Child Rearing

- What are the rules for behavior in this family?
- What are the expectations for obedience and compliance with rules?
- What are the forms of discipline/punishment? Who administers discipline?

IV. PARENT'S HISTORY : (Include biological parents, stepparents, or others providing care in the role of parent)

A. Personal History

1. Biographical information

Date/place of birth

Description of family of origin (note if parents are foreign born, parents and siblings, perception of family of origin, standard of living, cultural backgrounds, family values, family practices, especially regarding discipline, feelings about own parents, siblings, history of family violence, physical or sexual abuse, abuse of drugs or alcohol.)

2. General /Physical Appearance

Meetings, home visits, community outing, dress

3. Education

Specific information regarding schools attended, degrees completed, attitudes toward education, attitudes toward children's role as student, attitudes toward school and teachers.

4. Occupation

Employment history, occupational skills, current employment, position, significant period of unemployment, attitude regarding occupation, or if not employed, motivation to be employed.

5. Mental Health

- Diagnosis/frequency/duration of hospitalizations;
- Need for/type of medication and/or treatment;
- Impact on parenting (motivation, capacity, skills);
- Indicate symptoms of verbal or physical abuse against others, adults and/or children;
- Self-destructive behavior;
- Destructive behavior against property;

- Critical health or developmental milestones;
 - Significant stresses in life of parent;
 - Substance abuse problems/diagnosis/treatment;
 - Symptoms/diagnosis/treatment of depression, suicide.
6. **Physical Health**
- Condition of general health;
 - Critical health issues/acute or chronic diseases;
 - Dental health issues
 - Diagnosis/frequency/duration of hospitalizations;
 - Need for/type of medication and/or treatment.
7. **Marital Status**
- Marriage/divorce/separation (number and age at each)
 - Stability of current marriage/relationship
 - Pattern of stability in relationships
 - Satisfaction/mutuality of relationship
 - Pattern of abuse between partners
 - Problems/conflicts
 - Are both parents involved in parenting and part of the service plan?
 - Is custodial parent's role partner involved in parenting and part of the service plan?
8. **Criminality or Imprisonment**
- Indicate offense(s), frequency, convictions, duration of imprisonment;
 - Provide significant detail for indictments and/or convictions for offenses against children and for crimes of assault or battery.
9. **History of Child Abuse or Neglect**
- Provide significant detail about allegations, findings, sequence;
 - Placements of children--frequency and duration;
 - Serious injuries or death of children from abuse or neglect;
 - Previous surrenders, termination of parental rights

- B. Parent in Relationship to Presenting Problem/Need**
- Parent's understanding/acceptance of presenting problem; Understanding of role in event-active or passive;
 - Role of perpetrator in family unit and attitude of parent toward this person
- C. Parent in Relationship to Children**
- Parent's attitude toward child(ren);
 - Perception of child(ren) as individuals;
 - Understanding the effect of presenting problem on child(ren);
 - Number of children (live births, children who have died, children not living with parent(s) including names, ages, current whereabouts);
 - Reasons for separation, amount of contact, child support issues;
 - Relationship with child's parent/former spouse/role partner.
- D. Parent in Role of Parent**
- Parent's understanding of developmental, emotional, physical, educational needs of children;
 - Parent's understanding of age-appropriate behavior;
 - Motivation/ability to meet the needs of child(ren);
 - Level of parental skills
- E. Parent in Role with Others**
- Parent's identification of significant others and role of each--Level of dependence on one or more for basic physical and emotional needs;
 - Family and community support systems available to the parent;
 - Recognition of family and community support systems;
 - Identification of other agencies/community groups involved with parent.
- F. Worker Assessment of Parent's Strengths and Weaknesses**
- Worker's perception of strengths and weaknesses of parent's ability to meet minimum parenting standards;
 - Areas parent identifies as problematic/areas parent sees as strengths;
 - Worker's perception of ability and motivation to learn;
 - Motivation/ability to correct problem resulting in the placement of child(ren) in future;
 - Motivation/ability to remedy presenting problem.

G. Parent and Service Plan

- Parent's statement of what they would like to see happen;
- Their understanding/acceptance of presenting problem;
- Level of motivation to work on identified problems;
- Level of motivation and ability to receive and accept services;
- Willingness to visit.

V. RECOMMENDATION FOR FURTHER ACTION REQUIRING LEGAL APPROVAL:

- Indicate any special limitations on the type, frequency, or duration of parental visits.
- Changes in legal status;
- Request for ruling on reasonable efforts;
- Requests for immigration/legalization assessment;
- Request to screen for adoption.

VI. WORKER'S ASSESSMENT:

- Summarize the most significant presenting and underlying issues needing attention.
- Parental capability to achieve or maintain minimal parenting standards;
- Willingness of parent(s) to receive assistance;
- Strengths and weaknesses of all family members;
- Special needs of each child (undocumented status/foreign born, when applicable);
- Capability of parents to meet needs.
- What are the different societal worker roles that you filled in your work with this client. Be specific.

VII. RECOMMENDATION FOR FURTHER INTERVENTION:

- Type of intervention needed to serve family/individual children;
- Which service unit should serve the intact family/placed child(ren);
- Indicate date and to whom referral was made.
- Advocacy strategies at the micro and macro levels of intervention.
- Indicate need for diagnostic assessment for parent/child(ren).

- Indicate date and to whom referral was made for diagnostic assessment.
- Indicate legal status, then type and date of next court hearing.
- What are the barriers to services? How can the social worker advocate for the client's access to these services?
- Indicate the date of the first case review.

Rev. 8.11

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