

Generalist Social Work Practice Spring 2009

Course: SWK 329 70
Credits: 3
Wednesdays 4:00-6:30 p.m.

Kathleen Boland ACSW, LCSW, Ph.D.
Office: Curtis Hall 232
kpboland@cedarcrest.edu
610-606-4666, Ext. 3499
Office hours: M, T, W-1:00-3:00
R-by appointment

Course Domain:

This course will examine generalist social work practice including values, knowledge and skills needed to work with individuals, groups, communities and organizations. Attention will be paid to the links between micro, mezzo, and macro levels of practice reflecting the holistic systems approach central to the social work profession. The course intends to integrate numerous case examples and practice applications to further clarify key social work practice principles and demonstrate how skills are applied in generalist social work practice settings. Key topics such as managed care, empowerment in practice, family assessment issues, human diversity and ethical dilemmas will be highlighted to challenge students to think critically.

Course Objectives:

1. Explore by use of critical thinking skills the implications of various concepts of generalist practice on human development and well-being, on community development and individual, interpersonal and social change efforts.
2. Apply to practice a framework of social work knowledge, values and skills necessary for generalist practice.
3. Understand diversity from a range of ethnic, racial, religious and national communities.
4. Understand the major ethical issues in working with clients from a micro, mezzo and macro level of practice.
5. Understand the assessment of client strengths and use a generalist approach to examine problems from multiple levels of intervention.
6. Develop the ability to use generalist practice interventions in a manner consistent with professional ethics and values.
7. Identify social work research related to generalist professional practice.
8. Develop an understanding of communities and organizations as systems and the impact on the client.
9. Understanding organizational theories and the effects of institutional values and organizational systems that influence client systems of various size and types.

10. Apply relevant organizational community in societal and global systems to the client system.

Course Outcomes:

Students will demonstrate the knowledge, values, and skills that are needed in generalist practice with individuals, groups, communities, and organizations.

Assessment:

Students will complete three scholarly papers addressing knowledge, values, skills, and ethics in the micro, mezzo, and macro systems of practice.

Students will apply the knowledge and skills of generalist practice with client systems of various sizes and types.

Assessment:

Students will complete a written research paper that addresses systems, relevant policy, law, social work policy, the micro, mezzo, and macro levels of practice, relevant values and ethics and the application of empirical knowledge to the topic.

Students will demonstrate the ability to use generalist practice in a manner consistent with professional ethics and values.

Assessment:

Students will complete an ethical analysis paper that identifies the micro, mezzo, and macro perspective, identifies the organizational context in which the ethics issue can occur, the relevant values and ethics, law, policy, and the evaluations of empirical knowledge.

Required Texts:

Kirst-Ashman, K. & Hull, G. (2006). *Understanding generalist practice. (4th ed.)*. CA: Brooks/Cole Publishers.

Rivas, R. & Hull, G. (2002). *Case studies in generalist practice. (3rd ed.)*. CA: Brooks/Cole Publishers.

NASW (1999). *Code of Ethics*. Washington, D.C.: NASW.

Recommended Texts:

Locke, B., Garrison, R., & Winship, J. (1998). *Generalist social work practice, context, story and partnerships*. CA: Brooks/Cole Publishers.

Zastrow, C. (1999). *The practice of social work*. CA: Brooks/Cole Publishers.

Recommended Readings:

Bassett, J. D., & Day, K. (2003). A test of the infusion method: Emphatic inclusions of material on gay men in a core course. *Journal of Teaching in Social Work, 23* (3/4) 29-41.

- Brownless, K. (1996). Ethics in Community Mental Health Care. The ethics of non-sexual dual relationships: A dilemma for the rural mental health professional. *Community Mental Health Journal*, 32 (5) 497-503.
- Boehm, W. W. (1958). The nature of social work. *Social Work*, 3:2, April, 10-18.
- Brower, A. M. (1988). Can the ecological model guide social work practice? *Social Work Review*, September, 422-429.
- Colvin-Burque, A., Zugazaga, C., & Davis-May, D. (2007). Can cultural competence be taught? Evaluating the impact of the SOAP model. *Journal of Social Work Education*, 43 (2) 223-241.
- Crisp, C. (2006). The gay affirmative practice scale (GAP): A new measure for assessing cultural competence within gay and lesbian clients. *Social Work*, 51 (2) 115-126.
- Freedberg, S. (1993). The feminine ethic of care and the professionalization of social work. *Social Work*, 38 (5) 535-540.
- Gelmen, S., Pollack, D., & Weiner, A. (1999). Confidentiality of social work records in the computer age. *Social Work*, 44 (3) 352-357.
- Goldstein, H. (1986). Toward the integration of theory and practice: A humanistic approach. *Social Work*, September-October, 352-357.
- Goldstein, H. (1990). The knowledge base of social work practice: Theory, wisdom, analogue or Art? *Families in Society: The Journal of Contemporary Human Services*, January, 3243.
- Goldstein, S., Pollack, D., & Weiner, A. (1999). Confidentiality of social work records in the computer age. *Social Work* 44 (3) 243-251.
- Gowdy, E. A. (1994). From technical rationality to participating consciousness. *Social Work* 39.
- Hartzell, B. (2006). A model for ethical decision-making. *Journal of Social Work Values and Ethics*, 3.
- Hodge, D. (2007). Social justice and people of faith: A transnational perspective. *Social Work*, 52 (2) 139-148.
- Hodge, D. & McGrew, C. (2006). Spirituality, religion and the interrelationship. A nationally representative study. *Journal of Social Work Education*, 42 (3) 637-654.
- Joseph, V. (1998). Religion and social work practice. *The Journal of Contemporary Social Work* 6 (2) 443-452.

- Kettner, P. M. (1975). A framework for comparing practice models. *Social Service Review*. December, 629-642.
- Kirkpatrick, W., Reamer, F., & Sykulski (2006). Social work ethics audits in health care settings: A case study. *Health and Social Work, 31* (3) 225-228.
- Mann, J. M. (1997). Medicine and public health, ethics and human rights. *Hastings Center Report, 27*, 6-13.
- Manning, S. (1997). The social worker as moral citizen: Ethics in action. *Social Work, 42*, 223-229.
- Peterson, K. J. (1979). Assessment in the life model. A historical perspective. *Social Casework: The Journal of Contemporary Social Work*, December, 586-596.
- Saleebey, D. (1996). The strengths perspective in social work practice: Extensions and cautions. *Social Work 41* (3) 296-305.
- Sermaserkian, P. (1994). Our clients, ourselves: The spiritual perspective and social work practice, *Social Work 39* (2) 178-183.
- Swank, E., & Reiz, L. (2007). Explaining comfort with homosexuality among social work students: The impact of demographic, contextual, and attitudinal factors. *Journal of Social Work Education, 43* (2) 257-270.
- Teags, W. (1996). Moral reasoning: thinking from the heart, Chapter 14 in *Second Thoughts*. Critical thinking from a multicultural perspective. Mountain View, CA: Mayfield Publishing.
- Walker, R. & Stanton, M. (2000). Multiculturalism in Social Work Ethics. *Journal of Social Work Education, 36* (3) 449-462.

Course Requirements:

1. Attendance in class prepared to discuss the material assigned for each class.
2. Research paper to address the mental health, children and youth or health care systems integrating micro, mezzo and macro practice skills. (see attached outline)
3. Ethical analysis paper – select a practice issue and analyze how social work would respond on each of the following levels: micro, mezzo and macro level to include professional values and ethical decision-making. (see attached outline)
4. 3 reaction papers – based on the text: *Case Studies in Generalist Practice*.
 Select one case from micro practice: Work with Individuals
 Select one case from mezzo practice: Families and Groups
 Select one case from macro practice: Communities and Organizations

Grading

1. Attendance and class participation	5%
2. Reaction paper (3) 10% each	30%
3. Ethical analysis paper	35%
4. Research paper	<u>30%</u>
	100%

Cedar Crest College - Classroom Protocol

Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations, cell phones and beepers, and any other behaviors that might disrupt instruction and/or compromise students' access to the Cedar Crest College education.

Furthermore:

Students are expected to have prompt and regular classroom attendance in accordance with the policy stated in the syllabus.

Disclosures about personal issues are not appropriate for class discussions and presentations.

Faculty are expected to make clear on the first day of class reasons for specific classroom decorum and repercussions for noncompliance. Faculty should be aware of setting boundaries and procedures for exceptions to expectation stated in the syllabus.

Honor Philosophy

The Cedar Crest College Honor Philosophy is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

Any assignment turned in late will result in the grade on the assignment lowered one letter grade per day late.

Social Work Program Policy

Social work students typically meet only fourteen sessions each semester. In the interests of your development as a professional social work practitioner as well as the interests of your clients, it is vital for you to attend these class sessions. Therefore, the Social Work Program's Attendance Policy is as follows:

- 1) You may miss two class sessions for whatever reasons without penalty.
- 2) If you miss a third class session the highest overall grade you can receive for the course is a “B”.
- 3) If you miss a fourth class session the highest overall grade you can receive for the course is a “C”.
- 4) Five or more class absences will result in your need to retake the course.

Note: Save your two accepted absences for unforeseen circumstances such as illness, transportation problems, work and child care responsibilities, etc. These will not be acceptable excuses for absence if you have already missed two class sessions.

*Late arrivals to class/early departures will cumulatively count toward your accepted absences.

Weekly Class Plan

Jan. 21	Introduction to Generalist Practice Understanding CSWE Content Areas Chapter 1: Kirst-Ashman & Hull text
Jan. 28	Micro Practice Skills: Working with Individuals Interviewing Skills, Verbal and Non-verbal Skills Chapter 2: Kirst-Ashman & Hull text
Feb. 4	Mezzo Practice Skills: Working with Groups Group Dynamics, Group Skills Chapter 3: Kirst-Ashman & Hull text
Feb. 11	Macro Practice Skills: Working with Organizations Organizational Content of Practice Chapter 4: Kirst-Ashman & Hull text Reaction Paper #1 Due – Micro Practice Case – no late submissions
Feb. 18	Planning in Generalist Practice Time Management Skills Crisis Intervention Chapter 6: Kirst-Ashman & Hull text Chapter 7: Kirst-Ashman & Hull text Video – <i>Crisis Counseling: ABC Model</i>
Feb. 25	Engagement and Assessment in Generalist Practice Supervision and Professional Burnout Chapter 5: Kirst-Ashman & Hull text Video – <i>Legal Liability in Clinical Supervision – DVD 344.04 L4961</i>
Mar. 4	Recording in Generalist Practice Documentation and Recordkeeping Chapter 16: Kirst-Ashman & Hull text Reaction Paper #2 Due – Mezzo Practice Case – no late submissions

- Mar. 11** ***SPRING BREAK – NO CLASS***
- Mar. 18 NASW Code of Ethics
Chapter 11: Kirst-Ashman & Hull text
- Mar. 25 Values, Ethics and the Resolution of Ethical Dilemmas
Chapter 11: Kirst-Ashman & Hull text
- April 1 Culturally Competent Practice
Spirituality, Diverse Client Population
Chapter 12: Kirst-Ashman & Hull text
Research Paper Due – no late submissions, no exceptions. The paper must comply with APA format.
- Apr. 8 Gender Sensitive Social Work Practice
Chapter 13: Kirst-Ashman & Hull text
- Apr. 15 Brokering and Case Management
Chapter 15: Kirst-Ashman & Hull text
Reaction Paper #3 Due – Macro Practice Case – no late submissions
Junior Interviews
- Apr. 22 Advocacy
Chapter 14: Kirst-Ashman & Hull text
- Apr. 29 Course Wrap Up
Final Assignment Due – Ethical Analysis Paper due – no late submissions, the paper must comply with APA format.

Outline of Assignments

Assignments:

I. Reaction Papers

***Due: February 11, 2009 – must be stapled**

Topic: Micro Practice Case: Individuals

***Due: March 4, 2009 – must be stapled**

Topic: Mezzo Practice Case – Families and Groups

***Due: April 15, 2009 – must be stapled**

Topic: Macro Practice Case – Communities and Organizations

***Length: 3-4 pages, double-spaced, typed APA format**

Outline:

3 pages, APA format

Must be stapled – cover page and references attached

Purpose: The purpose of this assignment is to take a case to help you understand how clients, issues and agencies interact as well as understanding actual generalist social work practice.

Task: Select one case from each of the following three areas in the text Case Studies in Generalist Practice, Micro Practice: Work with Individuals, Mezzo Practice: Families and Groups and Macro Practice: Communities and Organizations.

1. Briefly overview the case – what are the relevant facts in the case?
2. What important values and ethical issues were raised in this case?
3. What population did the case study involve (i.e., race, ethnicity, culture, gender, etc.)?
4. What systems were discussed in the case (individual, family, group, organization, community)?
5. What interventions were carried out at differing system levels? (Micro, mezzo and macro.)

II. Research Paper – with reference page in APA format. Use outside readings. Must use 8-10 social work books or journals, No unsubstantiated sources from the internet, do not use Wikipedia.

If the paper does not conform to APA format it will be returned.

Due: April 1, 2009

Length: 8 pages, double-spaced, typed **APA** format – in-text, cover page, reference list.

Must be stapled

Purpose: The purpose of this assignment is for you to explore one major area of practice in order to integrate theory and practice.

Task: Select one systems area; mental health, child welfare or health care. Address a specific area within that system: deinstitutionalization, parity in mental health coverage, universal health care, Adoption Safe Families Act, spirituality, homelessness, HIV/AIDS, transracial adoptions, etc.

In an 8-10 page, double-spaced, typewritten paper, address the following: **Must have cover page, APA compliant in-text citation and APA correct reference page.**

1. Briefly overview and describe the topic – define the issue, the population affected.
2. History of the System – (mental health, child welfare, or health care systems.)
 - Why was it put in place
 - What is the history of the problem
 - What social problem brought about a response socially

3. Policy Initiatives
 - What policy has addressed the issue
 - Why was policy passed
 - What relevant laws are in place
 - What is the social work stance on this issue (refer to Social Work Speaks – Policy Statements, on reserve in the Library)
 - * You must use the NASW Policy Statements
4. Agency/Practitioner
 - What agencies are most likely to be affected by the system/problem at a micro and macro level
 - What is the role of the practitioner at a micro, mezzo and macro level
5. Theory, Values, Ethics
 - Identify specific social work theory applicable to the issue
 - What values are paramount at a micro, mezzo and macro level (use social work values)?
 - What are relevant professional obligations (i.e. Code of Ethics)?
6. Implications
 - What are the implications for research (what do we need to know)?
 - What are your own personal views of the issue?
 - Identify solutions to the problem
7. Conclusion and Summary

III. Ethical Analysis Paper

****Due: April 29, 2009***

Length: 8 pages, double-spaced, typed **APA format** – **The format of this paper must conform to APA Style recommended for the writing of scholarly papers.**

Reference page must be in APA format. If not in APA, the paper will be returned to you.

You must use **8 – 10** social work journals or books to support your work. Do not use retrieved items from the internet. Do not use Wikipedia.

Purpose: The purpose of this assignment is for you to explore generalist practice in relationship to ethical issues in practice. You must **use outside readings** and books to fully develop this assignment.

Task: Select one of the following key ethical issues germane to generalist practice: (possible topics include: managed care, healthcare rationing, substance abuse during pregnancy, open adoption, physician assisted suicide, homelessness, allocation of scarce resources, whistle-blowing, HIV/AIDS ethical issues, stem-cell research, cloning, organ transplants, death penalty, confidentiality and privacy, on-line therapy, treatment of sex offenders, Megan's Law)

In an 8-page, double-spaced, typewritten paper, address each of the following items ***(use APA format, reference page included in APA style)***: All in-text citations must be APA compliant. Use a cover page, reference list in the APA format.

1. Indicate which issue you have selected and overview the background of the issue.
 - Define the problem/issue – provide a thorough and clear overview of the problem
 - Relevance of the problem of social work
 - What makes this an ethical issue (describe the two conflicting ethical positions).
2. Identify micro, mezzo and macro social work primary responsibility in relation to the ethical dilemma.
 - Describe how social work is involved at the micro level
 - Describe how social work is involved at the mezzo level
 - Describe how social work is involved at the macro level
3. Social work practice
 - Identify the practice setting most impacted by this issue – what is the agency role (macro)
 - Identify the role of the practitioner (micro, mezzo)
4. Social work values and ethics
 - Identify the social work professional values that are relevant specific to your ethical issue
 - Identify which standards from the Code of Ethics are applicable and apply them to the topic appropriately. (You must use the standards from the Code of Ethics)
 - Note: For the professional values and Code of Ethics Standards, you must apply both to the topic
5. Research
 - How does research fit into the issue (i.e., what areas for future research exist, what do we still need to know)?
6. Conclusion and Summary
 - Give a concluding paragraph that summarizes your work.

*Note: This paper is to be a scholarly research paper to be done in **APA** format and with an attached reference page. – All references to be in APA format.

Writing Requirements for All Assignments

APA style and format required.

Grades will be determined by the following criteria:

- Depth of analysis
- Completeness and accuracy of assignment
- Quality of critical thinking and provision of supporting evidence
- Care in the articulation of ideas
- Specificity rather than vagueness