SOCW 3350.001  
Generalist Practice I  
Fall 2021  

Scott, S. -Clinical Instructor  
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Office hours: Monday: 8:15am-12:15pm  
Wednesday: 8:15am-12:15pm  
Tuesday/Thursday: 8:15am-9:15am  
Schedule by appointment also  

Appointments for other times are available by contacting the instructor by email scottsm4@sfasu.edu. Allow at least 24 hours in advance to schedule times other than those listed in the office hours.  

Prerequisites: SOCW 2325, SOCW 3333, SOC 378  
Co-requisites: SOCW 3315, SOC 379, SOCW 4325  

Masks (Cloth Face Coverings)  

Mental Health and Wellness  
SFASU values students' mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students' mental health and wellness. Many of these resources are free, and all of them are confidential.  

On-campus Resources:  
SFASU Counseling Services  
www.sfasu.edu/counselingservices  
3rd Floor Rusk Building  
936-468-2401  

SFASU Human Services Counseling Clinic  
www.sfasu.edu/humanservices/139.asp  
Human Services Room 202  
936-468-1041
COURSE SYLLABUS

I. COURSE DESCRIPTION
The primary purpose of this course is to teach students the General Method utilizing a problem-solving process. In this course, students learn to integrate and to apply the social work knowledge, values and skills learned in SWK 215 and other prior course work to generalist practice.

Generalist Practice I, primarily focuses on developing professional helping skills for use with individuals, families and groups. The General Method is emphasized as it relates to smaller systems and students prepare for ethical social work practice.

The course begins with the stages of engagement and data collection including establishing rapport with clients; focusing on the problem, feelings and goals, the impact of human diversity issues in opening up boundaries between the client and worker; and the gathering and recording of data. Secondly, it addresses assessment issues, the development of assessment statements, prioritization of problems, goal setting and contracting, and the use of the holistic foundation in the assessment process. In addition, the course teaches intervention and addresses the four major intervention methods used by the generalist, including direct intervention, information and referral, case management and teamwork, and indirect intervention. Finally, students will learn evaluation and termination skills through goal analysis, contract reviews and reformulation, the process of ongoing evaluation, termination planning, and the overall use of the General Method to further social development.

Throughout the course, the students will be expected to apply the theoretical concepts and to practice with individuals, families and groups. Students will examine issues of human diversity (including gender, sexual orientation, race, ethnicity, culture, class, physical and mental ability, age, and national origin), the promotion of social and economic justice, and how the needs of populations-at-risk are addressed in generalist social work practice. Case examples will be employed to assist students with the application of theory to practice.

REQUIRED TEXT:


II. CURRICULUM DESCRIPTION
The BSW program at SFASU features a generalist perspective to social work practice,
defined as follows:

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

Briefly, generalist social work practice:
- Is multi-level to include individuals, families, groups, organizations, and communities
- Is multi-theory, allowing for the free selection of theories as appropriate
- Utilizes a problem identification and solving focus that follows a problem-solving framework
- Utilizes multiple interventions at multiple levels, as appropriate
- Addresses the complexity of individual, family, group, organizational, and community system interactions
- Requires an integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice, and populations-at-risk

III. PROGRAM LEARNING OUTCOMES (PLO)

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-Informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Communities

*Educational Policy and Accreditation Standards (EPAS, 2015) from the Council on Social Work Education

IV. STUDENT LEARNING OUTCOMES (SLO)

Upon successful completion of this course, students will be able to:

1. Demonstrate an understanding of the history, mission and professional values of the profession of social work and apply knowledge, values, and skills. (competency 1)

2. Make application of ethical standards, laws and regulations and their impact on all levels of practice (micro, mezzo, and macro levels.) (competency 1)

3. Apply ethical decisions-making strategies and concepts of critical thinking and will be able to apply critical thinking in the application of strategies in practice, research, and policy arenas as demonstrated in a seminar setting. (competency 1)

4. Demonstrate how personal and professional values as well as cognitive and affective reactions influence professional judgement and behavior. (competency 1)

5. Articulate their understanding of the value and role of social work in working with inter-professional teams. (competency 1)

6. Discuss the importance of life-long learning and the ethical use of technology to the profession of social work. (competency 1)

7. Demonstrate their knowledge of the dimensions of diversity and difference and the multiple factors that intersect with those dimensions and will demonstrate their knowledge of how the culture of a structure may be changed to be more powerful or privileged and/or may be oppressed, marginalized, or alienated. (competency 2)

8. Demonstrate knowledge of theories of human need and social justice and strategies that promote human rights and social and economic justice globally. (competency 3 and 4)

9. Demonstrate knowledge related to research methods consistent with advancing the profession and will demonstrate their understanding of the value of practice-informed research and research-informed practice. (competency 4 and 7)
10. Demonstrate the ability to apply knowledge relative to policy formulation, analysis, implementation and evaluation. (competency 1, 4, 5 and 9)

11. Demonstrate knowledge relative to facilitate engagement with diverse clients and constituencies, including individuals, families and groups. (competency 2, 6, 7, and 8)

12. Demonstrate knowledge of theories of human behavior and the social environment, and will be able to critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families and groups. (competency 3, 5, 6, 7, 9)

13. Demonstrate ability to engage in inter-professional communication and inter- organizational collaboration. (competency 8)

V. INSTRUCTIONAL METHODS

This class requires extensive student participation and discussion. While some of the material is presented in a traditional face to face lecture format, the primary emphasis of the course is on experiential and interactive learning. However, in addition to the traditional lecture format, some live stream classes will occur. In this course simulated case situations, video recording, group exercises, classroom dialogue, in-class exercises, and role-play are examples of instructional techniques used to facilitate student learning in this course. These activities are focused on building professional helping skills. Students are required to actively participate in all classroom discussions and take significant responsibility as active learners.

There will be considerable class discussion of the application of the principles, theories, ethics, and values to case situations. Students will be expected to not only know the material presented, but to be able to apply it in simulated cases. Class attendance is very important and students must assume responsibility for their own learning. You are responsible for all the content in the textbooks and readings.

VI. COMPUTER REQUIREMENTS

This course will utilize Brightspace/D2L to support the delivery of course content (for help with Brightspace/D2L go to https://www.sfactl.com/student-support). You will need basic skills regarding the use of a word processor and web browser. Computers are available to you through a number of labs across campus (see www.sfasu.edu or the instructor for details).

VII. COURSE SCHEDULE
Week 1 and 2

Review of Syllabus
Social Work and Social Work Practice
Generalist Practice Definition
BSW Curriculum
Social Work Major and the Social Work Professional BSW
Student Handbook
Licensing Standards – Social Work Careers

Use of Helping Relationships to Engage Client Systems
Establishing positive helping relationships
Maintaining professional boundaries, defining appropriate worker-client roles and behaviors.
Focusing on problems, feelings, and goals in the engagement process
applying the engagement process to different systems

Addressing issues of diversity, social and economic justice, including distributive justice, and the needs of populations-at-risk in the engagement process
Code of Ethics

Readings: BSW Student Handbook, Kirst-Ashman & Hull, Ch. 1 & 2
International Federation of Social Workers Code of Ethics Hepworth, et. al. chapter 3 & 5

Week 3

Collection of Data Related to Stated Problems
Sources of data
Interviews with the client
Collateral interviews Retrieved records
Records from other agencies

Data Collection media
Face-to-face interview
Home visits
Telephone interviews
Existing records
Computer databases & Cyberspace

Readings: Kirst-Ashman & Hull, Ch. 2
Allen-Meares & Lane, pp. 452-458.
Hepworth, ET. al., chapter 5
Gonchar, N. & Adams, J. R. pp. 587-596
Week 4
Planning Data Collection Strategies
Identifying the problem(s), persons, and the environment that surrounds the client maintaining confidentiality
Methods of recording data
The collection of data in various systems
Issues of human diversity, social and economic justice, including distributive justice and addressing the needs of populations-at-risk in the data collection process

Readings: Kirst-Ashman & Hull, Chapter 6 Hepworth, ET. al, chaps 6 and 7

Week 5 and 6
Addressing the components of the assessment stage
Formulating the assessment statement
a. Considering the nature of the problem
b. Identifying the strengths and deficits of person(s)
c. Determining the formal and informal resources in the environment
   Prioritizing the problem(s)

d. Selecting problems with a high change potential for resolution or need satisfaction
   Developing the contracted plan

e. Identifying what needs to be done, by whom, and when
f. Enhancing client empowerment and reducing dependency

Readings: Kirst-Ashman & Hull, Chaps 5 & 6 Swain, pp. 44-57
Clifford et al., 105-116 Moon, pp. 375-391
Crisp, pp. 199-215
Corcoran & Nichols-Casebolt, 211-23

Week 7 and 8
Applying the assessment process to different systems
Addressing issues of diversity, social and economic justice, and the needs of populations-at-risk in the assessment process

Readings: Van Voorhis, pp. 121-133
Altschuler & Schmautz, pp. 5-14 Crisp, pp. 115-126
Kirst-Ashman & Hull, Chaps. 11, 12, & 13

Week 9
Cont.’

Weeks 10 and 11
Applying entry-level generalist interventions to social work practice
direct intervention models
Providing ongoing support to a system as it carries out contracted tasks
Evaluating outcome in the change process

Utilizing relationship skills
1.) Listening
2.) Responding
3.) Guiding
4.) Paraphrasing
5.) Clarifying feelings
6.) Sensing
7.) Confronting

Information and Referral
Clarifying the problem and the goals to be accomplished;
Researching appropriate and available resources and informing the client of them;
Discussing options and selecting resources;
Planning and contracting the means of contact with selected resources;
Meeting of the system in need with the resource
Follow-up to see if goal is being or has been accomplished

Case Management and Teamwork
Providing case management services
Coordination Monitoring
Evaluation
Elements of teamwork
Indirect Intervention
Administration
Supervision
Management

Class advocacy in regard to populations at risk
Targeting outside agencies and resources for change in order to achieve client goals

Developing political skills for social and economic justice in regard to individuals, families and groups
Providing evidence
Publicizing
Bargaining
Organizing
Demonstrating
Taking legal action
Lobbying
Developing policy

Readings: Kirst-Ashman & Hull, Ch.7
Thompson & Peebles-Wilkins W. Hepworth, et. al, chapter 15
Week 12

Applying intervention methods to different systems
Addressing issues of human diversity, social and economic justice, and the needs of populations at risk in the intervention process

**Readings:** Kirst-Ashman & Hull, Chaps. 3, 4, & 14
Lum pp. 231-279
Asher, pp. 15-18
Atwood, pp. 23-28 Marino et al., 90-98
Weeks 13 and 14  Evaluation in Generalist practice  Analyzing goals reviewing the contract  Contract reformulation  Asking essential questions during the evaluative stage  The process of ongoing evaluation and goal attainment  Evaluating different systems  Using the holistic foundation in evaluation  Addressing issues of human diversity, social and economic justice, and the needs of populations-at-risk in the evaluation process

**Readings:**  Kirst-Ashman, Ch. 8  Elks & Kirkhart, pp. 554-563;  Hepworth, et al, Chapter 12  Baer, pp. 127-136

Weeks 15 and 16  Termination  Reasons for termination  Deciding to terminate, transfer, or refer  Preparing clients for termination, transfer, or referral Process of termination, transfer, or referral  Client system reactions to termination, transfer, or referral Maintenance of change and follow-up  Termination issues in different systems using the holistic foundation in termination  Issues of human diversity, social and economic justice, and the needs of populations-at-risk in the termination process

Identity and Integration  The General method—a purposeful procedure using the General method for social development A holistic vision for future practice

**Readings:**  Kirst-Ashman, Ch. 8
VIII. COURSE REQUIREMENTS

A. Class Attendance and Participation: It is essential for students to read assigned material before coming to class, to attend class regularly, and to participate in class discussion. Students are responsible for all material covered in class and assigned in the syllabus, whether or not they have attended class. Students are responsible for maintaining their status in the class (i.e. files, attendance, scores)

Cell Phones/Electronic Devices/Social Media: Such devices are disruptive to the classroom environment and students are expected to refrain from using them during class. All such devices are to be placed on silent mode or turned off during class. Repeated interruptions may result in a deduction of points from the final average. No such devices are to be within view during exams. Students that consistently disrupt the learning environment will be asked to leave the class. Computers or other note-taking devices can be used for this purpose only.

B. Readings: Each week contains required readings from the text. They can also be found in the journals referenced. You can copy the articles for home study, exam preparation or research. You will be responsible for all readings at test time whether they have been reviewed in class. Other readings may also be utilized to facilitate coverage of the many issues to be discussed in this course.

C. Exams: (3) competency exams (3) major application exam will be given during the semester. All material provided on the topics, including all assigned readings, discussions, lectures, discussion questions/responses guest presentations are subject to examination. The exams will consist of a combination of multiple choice, true/false, and essay questions. Application exams are also integrated within the evaluation process.

The student is expected to take all exams at the scheduled time. Permission to miss any exam will be based on the policy for excused absences as stated in the SFASU General Bulletin (available online at http://www.sfasu.edu/73.asp). Missing an exam without either prior permission or an excused absence will result in a grade of "0" on that exam.

D. Missed Assignments: Missing an assignment due to an unexcused absence will result in a grade of “0” on that assignment. Make-up or late assignment will be given for an excused absence as defined by the SFASU General Bulletin and will be scheduled by the instructor. It is the student’s responsibility to provide appropriate documentation. Assignments are due during the class period and no later. You may not email an assignment unless prior arrangements were made.

E. Assignments: The student is responsible for completing assignments in accordance with the specific guidelines identified in the assignment description (in the syllabus). A
description and outline of assignments is provided. All assignments are to be in APA format per the most recent *Publication Manual of the American Psychological Association*. Failure to meet these guidelines will result in loss of points. Video recording will consist a recording of students demonstrating their interview skills within
the framework of generalist practice. The intervention paper will require student to apply their knowledge, values and skills related to evidence-based practice.

**Classroom Learning Activities/Skill Enhancement Exercises**

F. During the semester, there will be a variety of classroom activities that will assist students in understanding and integrating classroom material into the generalist practice framework.

In order to receive credit for these activities you must be in class. A total of 60 points will be awarded throughout the semester.

**GRADING:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Competency Exams (3 X 50pts)</td>
<td>150</td>
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<tr>
<td>Application Exams (3 X 80pts)</td>
<td>240</td>
</tr>
<tr>
<td>Skill Enhancement Exercises (4 X 15pts)</td>
<td>60</td>
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<tr>
<td>Social Assessment</td>
<td>80</td>
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<tr>
<td>Interview</td>
<td>60</td>
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<tr>
<td>Social Work Intervention Paper</td>
<td>60</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>650</strong></td>
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**GRADING SCALE:**

- A  585-650
- B  520-584
- C  455-519
- D  390-454
- F  0-389

**IX. Academic Integrity (SFASU Policy 4.1)**

Honesty and representing one’s knowledge and abilities appropriately are important ethical principles of the social work profession. All violations of the Academic Integrity Policy will be addressed in accordance with SFASU Policy 4.1 – Student Academic Dishonesty (SFASU Policy 4.1 can be found at [https://www.sfasu.edu/policies](https://www.sfasu.edu/policies)). **All incidents will result in a grade of “0.”** Given the limited number of graded assignments in this course, a “0” could have serious consequences for the student’s academic standing.

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.
Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Withheld Grades- Course Grades Policy (5.5)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Acceptable Student Behavior:

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, SFA Policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

X. STUDENTS WITH SPECIAL LEARNING NEEDS AND DISABILITIES

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations.
For additional information, read Academic Accommodation for Students with Disabilities (SFA Policy 6.1)
http://www.sfasu.edu/policies/academic-accomodation-for-students-with-disabilities.pdf

ASSIGNMENT SECTION:

STEPHEN F. AUSTIN STATE UNIVERSITY
SCHOOL OF SOCIAL WORK
SOCIAL ASSESSMENT

Using data collected in class from the case presented, prepare a social assessment using the following format. The data you use should indicate where the information was retrieved from:

Client Information (Utilize information given in class) (5 pts.) Name  Age/D.O.B.  
Gender  Race  
Address  Telephone Number  
Source of Referral

I. Reason for Referral (5 pts.)

Give a brief explanation of the problem statement presented by the referral source and services requested.

II. Assessment of the Client System (Subheadings) (20 pts.)

Description of relevant information on the presenting problem pertaining to the:
1. Biological (physical, health, etc.)
2. Psychological (intellectual, emotional, interpersonal, etc.)
3. Sociological (education, income, etc.)

Description of gender, racial, ethnic, religious, cultural and/or sexual orientation factors and their relationships to the presenting problem.

Description of family system and the relationship of this system to the presenting problem (e.g., parents, siblings, partners, etc.).

Description of the client system's environmental context and its relationship to the presenting problem (e.g., housing, physical resources, etc.).

III. Problem-Solving Ability (10 pts.)

Analyze the client system in terms of the capacity to cope with the presenting problem(s). Identify both strengths and weaknesses. Assess the extent to which the problem-solving capacity is influenced by skill, impairment of ability, or by external barriers.

IV. Client System (10 pts.)
Identify the potential targets for change. Multi-problem client systems may require the development of multiple targets for change. Clearly identify the changes that need to be made in the client system, the family system, the environmental system, and in the transactions between systems.

V. Agency System (10 pts.)

Identify the appropriate resources available to address the targets of change. Include the resources and services available in the agency, as well as, through community resources. Specify if appropriate resources are available or, if not, how they might be developed.

VI. Problem-Solving Analysis (10 pts.)

Briefly analyze the prognosis for change. Given the identified problems, characteristics of the client system, the target system, and the action system, to what extent is resolution of the problem(s) likely to occur?

VII. Recommendations (10 pts.)

Identify specific needs and recommendations based on information in the assessment.

This assignment is due: ____________
INTERVENTION PAPER (regarding your social assessment and single-system design case)

In this assignment, students are to briefly describe and apply an intervention (case management & teamwork, tasks groups, psychosocial intervention groups, beginning counseling with family and individual (not therapeutic requiring advanced intervention) information and referral, crisis management/intervention. Students are to write a paper of 8-10 pages in length (typed, double-spaced). At least four sources, excluding the class text and readings, are to be used. The sources used are to be cited using APA format. Your references must be from professional social work journals and not websites. All work is to be original and any material copied from sources is to be placed in quotation marks and acknowledged. Write a summary of each of the sources describing the intervention method, its applicability to the case (from the previous social assessment) and its appropriate citation.

This paper must include the following:

1. Write a brief summary of the four articles addressing the intervention you identified in your assessment/case. Assure its relevancy to the case by discussing the case and the relevancy (3/4 to 1 page for each.) (40 pts.)

2. From the four categories of entry-level generalist intervention, discuss the intervention method most suitable to the case utilized in the social assessment. Explain your reasons for choosing this particular intervention method. Each article should relate to the specific intervention category. You can use multiple intervention categories. (40 pts.)

3. Describe how the issues of human diversity (i.e. race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, nation origin, etc.), affect social and economic justice as it relates to the social assessment. (10 pts)

10 points are allotted for APA and physical presentation of paper (i.e. grammar, sentence and paragraph structure).

This assignment is due: _________________________________


International Federation of Social Workers (IFSW) http://www.ifsw.org/


**Additional Readings**

of “High Stakes” testing. *Children & Schools, 28*(1), 5-14.


**Week 11**


Additional Readings

Week 1 & 2


Week 3


Week 5 & 6


Week 7 & 8


Week 9 & 10


**Week 11**


**Week 12 & 13**