Department of Social Work

(SAMPLE) COURSE SYLLABUS
93-451 Applied Generalist Practice II

Instructor:
Office:
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UNIVERSITY BULLETIN DESCRIPTION

Building on the competencies acquired in 93-401, this second semester generalist practice experience includes 210 hours of supervised practice in a social work agency and weekly 2-hour integrative seminar. Focuses on continuing enhancement of theory-guided generalist practice with systems of all sizes, effective identification and resolution of ethical dilemmas, and increased autonomy of functioning. Prerequisites: Successfully meet continuation requirements; concurrent enrollment in 93-468. (Six credits)

TEXTS


DEFINITION OF GENERALIST SOCIAL WORK PRACTICE

The generalist approach to social work practice, supported by concepts drawn from social systems theory and utilizing an ecosystems perspective, is attentive to person and environment and their interactions. Generalist practice is based on research-guided knowledge and uses a planned change process to determine the level or levels of intervention—individual, family, group, organization, and/or community—appropriate to addressing the issues presented. It
recognizes the profession’s dual purpose and responsibility to influence social as well as individual change. Particular attention is given to work with diverse populations incorporating ideologies of democracy, humanism, and social justice. Overarching an influencing the generalist approach are the values and ethics of the profession.

**COURSE COMPETENCIES AND PRACTICE BEHAVIORS**

Upon completion of this course a student will be competent with the following practice behaviors…

To assist students in the process of integrating theory with practice through applied experience in the agency setting and seminar activities linked to the generalist model of practice.

A. **Field Practicum Competencies:**

The student is expected to:

Educational Policy 2.1.1- Identify as a professional Social Worker and conduct oneself accordingly. Social Workers serve as representatives of the profession, its mission and its core values. They know the profession’s history. Social Workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.

Educational Policy 2.1.2- Apply Social Work ethical principles to guide professional practice. SW’s have an obligation to conduct themselves ethically and to engage in ethical decision making. SW’s are knowledgeable about the value base of the profession, its ethical standards and relevant law.

Educational Policy 2.1.3- Apply critical thinking to inform and communicate professional judgments. SW’s are knowledgeable about the principles of logic, scientific inquiry and reason discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Educational Policy 2.1.4- Engage diversity and difference in practice. SW’s understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex and sexual orientation. SW’s appreciate that as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization and alienation as well as privilege, power and acclaim.

Educational Policy 2.1.5- Advance human rights and social and economic justice. SW’s agree that every person, regardless of position in society has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. SW’s recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social Work incorporates social justice practices in
organizations, institutions and society to ensure that these basic human rights are distributed equitably and without prejudice.

Educational Policy 2.1.6- Engage in research informed practice and practice–informed research. SW’s use practice experience to inform research, employ evidence-based interventions, evaluate their own practice and use research findings to improve practice, policy and social service delivery. SW’s comprehend qualitative and quantitative research and understand scientific and ethical approaches to building knowledge.

Educational Policy 2.1.7- Apply knowledge of human behavior and the social environment. SW’s are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. SW’s apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Educational Policy 2.1.8- Engage in policy practice to advance social and economic well-being and to deliver effective social work services. SW practitioners understand policy affects service delivery and they actively engage in policy practice. SW’s know the history and current structures of social policies and services; the role of policy in service delivery and the role of practice in policy development.

Educational Policy 2.1.9- Respond to contexts that shape practice. SW’s are informed, resourceful and proactive in responding to evolving organizational, community and societal contexts at all levels of practice. SW’s recognize that the context of practice is dynamic and use knowledge and skill to respond proactively.

Educational Policy 2.1.10 (a-d)- Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities. SW’s understand that professional practice involves the dynamic and interactive processes of engagement, assessment, intervention and evaluation at multiple levels. SW’s have the knowledge and skills to practice with individuals, families, groups, organizations and communities. Practice includes indentifying, analyzing and implementing evidence-based interventions designed to achieve client goals; using research and technological advances, evaluating program outcomes and practice effectiveness; developing, analyzing advocating, and providing leadership for policies and services and promoting social and economic justice.

TEACHING STRATEGIES
A variety of approaches to learning will be used including lecture, group discussion, student presentations and written assignments.
Note: In addition to the instructional (course) policies contained in this syllabus, please refer to the Department of Social Work Student Handbook, Section IV-A for more specific information about the instructional policies regarding academic dishonesty (including plagiarism), attendance and course participation, changing course sections, grievance and appeal, disclosure and confidentiality in class discussion, and special accommodations requests. Refer also to Section II-B for information concerning your instruction rights and responsibilities. The Handbook may be purchased at the University Bookstore or viewed by visiting the Social Work Department’s Home Page at: http://www.uwosh.edu/departments/social_work/handbook.htm.

ASSIGNMENTS AND EXPECTATIONS
A. Field Practicum
   1. Satisfactory completion of the required 210 hours
   2. Satisfactory completion of identified activities negotiated in the SLC.
B. Field Seminar
   1. Active participation: All students are expected to come prepared for active discussion. A seminar is about shared learning. The seminar will focus on (a) specific issues arising from experiences in the agency setting, (additionally include discussion of evaluation tools used in your settings) (b) discussions focusing on the relationship between theoretical learning and social work practice and (c) discussion of readings and presentations.
   2. Logs: Field logs must be submitted on a weekly basis recording the days and hours you spend at your agency each week. They should also list your specific activities at the agency for the week. They should be signed by your supervisor.
   3. Journals: Journals must also be submitted on a weekly basis. Journals do not just describe activities. Journals should demonstrate your learning; the active integration of theory to practice, how you are thinking, feeling, and processing the experiences you encounter daily. They should also include your connection of activities to the competencies and learning behaviors. Be sure to note ideas/efforts regarding self-care.
   4. Student Learning Contract (SLC): One of the most important tasks to be accomplished is the development of a complete, substantive and integrative plan of goals, objectives, and learning activities. This plan must reflect the objectives for mastering generalist practice identified in the BSW Field Manual and also your personal learning objectives. The instructor, your seminar peers, and your agency field supervisor will assist in the process, but it remains your responsibility to complete the SLC to meet both course objectives and your individual learning needs.
   5. Ethical Dilemma Presentation/Paper: As groups you will contend with, and present solutions to practical dilemmas in our field of practice. Each student will also be asked to write a brief summary afterward on this presentation as well as “after thoughts”. See attached.
6. Evidence Based practice question: see attached description; complete a brief literature review regarding a question relating to practice in your agency. Organize and reflect on what literature says about “best practice”. How well does the research fit the reality of the client in your practice setting?

GRADING
The faculty instructor in consultation with the agency field instructor will assign a final course grade. The grading for this class is pass/fail. The final (Student Learning Contract) SLC evaluation will occur near the end of the semester and will include you, the faculty instructor, and the agency instructor. The seminar accounts for 40% of your total grade and the SLC accounts for the remaining 60%. The field portion is determined by the manner in which the SLC activities and expectations were met. To obtain a “Pass” ALL seminar assignments AND your performance in field as assessed by faculty instructor and field supervisor must meet or exceed a level corresponding to a letter grade of B.

COURSE POLICIES

1. Attendance is required. Regular attendance in seminar is important to enhance not only your own learning but that of your classmates. Excessive absences and/or habitual lateness can result in failure of the course.

2. The instructor reserves the right to decide whether to allow make-up of missed assignments. They will not normally be allowed without severe extenuating circumstances. Late assignments that are accepted will be penalized.

3. University Academic Dishonesty policies (Student Handbook) will be followed.

4. Journals and papers must be typewritten (double-spaced) and grammatically correct. Logs may be handwritten (neatly and legibly) in ink.

5. Students with special learning requirements should alert the instructor in order that resources appropriate to their situation may be negotiated.

EVALUATION OF COURSE/INSTRUCTOR
At the end of the semester, the Testing Center will administer a course evaluation.

SEMINAR SCHEDULE
Week 1 Welcome to the new semester; Word for the Week-Flexibility
Review of syllabus & requirements
Discussion of the SLC; discussion of field experience/Read for week 2, Chapters 2 & 3 in Sidell
**Assign:** Develop the Student Learning Contract (SLC) for Spring Semester

**Week 2**
Word for the Week—Unpredictable
Linking theory with practice; discussion of field experience./Discuss Sidell, Chapters 2 & 3/ Discussion of goals
**Assign:** Work on SLC (with agency field instructor)
Discuss evidence base practice project with agency field instructor

**Week 3**
Video on Practice Ethics
Discussion of Code of Ethics; Word for the Week; Intentionality
**Due:** turn in completed SLC for review.

**Week 4**
Read Koocher/Kieth article, Boundaries and Ethics, on D2l
Guest speaker, Paul Westra, UWO, SW alum and SW practitioner at DACC
Read for week 5, Chapter 6 in Sidell

**Week 5**
Time to Confer Ethics; Word for the Week; Harm
Elements of Ethical Decision Making (on D2L)
Discussion of Behnke article & Chapter 6 in Sidell
**Begin Mid-term Evaluation with agency instructor**
**Both Mid-Term and Final evaluation can be obtained from the website below**

http://www.uwosh.edu/socialwork/bsw/bsw-documents-forms-and-handbooks

**Week 6**
Code of Ethics; Word for the Week; Steadfast;
Social Workers’ Ethical Responsibilities to clients
Diversity Issues (race, religion, age, gender, sexual orientation, social Class)
Discussion of assessment tools in practice settings
**Progress Report for Best Practice Project Due**

**Week 7**
Word for the Week; Mistakes
Group time/Ethical Dilemmas
Discussion of assessment tools in practice settings
**Due:** Mid-semester Evaluation
Week 8  Professional membership/discuss Chapter 9, Sidell
        Discussion/Time to Confer
        Discussion of assessment tools in practice settings
        Read Chapter 10, Sidell, for next week

Week 9  Social Worker’s Ethical Responsibilities to Colleagues; confer/approach
        Word for the week: Judgement; Written responses on ethical dilemmas due
        Discussion of assessment tools in practice settings
        Discuss Chapter 10, Sidell

Week 10  Time to Confer; Word for the week: Strength
         Social Workers’ Ethical Responsibilities to Practice Settings
         Rough draft due for Best Practice paper
         Discussion of Best Practice papers
         Discussion of assessment tools in practice settings
         Begin attempting to try to schedule final evaluations to be completed/meeting dates.

Week 11  Time to Confer; Word for the week: Broken
         Social Workers’ Ethical Responsibilities as Professionals
         Discussion of assessment tools in practice settings
         Discussion of Best Practice papers

Week 12  Time to Confer; Word for the week: Watching
         Social Workers’ Ethical Responsibilities to the Social Work Profession
         Discussion of assessment tools in practice settings
         Discussion of Best Practice papers
         Hand out discussion questions for “The Alchemist”

Week 13  Social Workers’ Ethical Responsibilities to the Broader Society;
         Word for the Week: Dream
         Due: Best Practice Project Due
         Discussion of “The Alchemist”
         Discussion of assessment tools in practice settings

Week 14  Informal review and wrap-up:
         Word for the Week: Love

ETHICAL DECISION MAKING PRESENTATION
Directions:
Students will be in a group of three for the presentation. Each group will have an assigned part of the Code of Ethics. You will present a related ethical dilemma from the practicum setting or your instructor will assign one. You will lead the class through the process of resolution. This will assist in the recognition, confrontation, analysis and resolution of value conflicts occurring in the world of professional social work practice.
Additionally, each group will select a model for decision-making. You can use information from past courses (Generalist Practice, SW and Ethics etc.)

1. Identify the ethical aspects/issues of your practice example. How do the ethical concerns relate to differing values of society, the agency, those of the social work profession and your own values? Is there an actual ethical dilemma involved?

2. Identify the provisions of the NASW Code of Ethics that relate to your practice example (be sure to review all Code sections and provisions for consideration).

3. Discuss how you think the ethical concern or dilemma could best be resolved. If the NASW Code does not provide enough specificity to resolve your dilemma, use Loewenberg and Dolgoff’s Ethical Principles Screen, Gewirth’s Principles Hierarchy, or Beauchamp and Childress’ Principles to help resolve it. Discuss why you chose the principles you used.

Then each individual student will be responsible for writing up a thorough response to this dilemma presented to them in class. The written response should include the following:

Guidelines:
Give a brief description of the case situation. Then discuss any ethical aspects. If possible, your practice example should involve the ethical concern(s) examined in the text chapter you are presenting (preferred, but not absolutely necessary). Having thought more about this,

1. Identify the ethical aspects/issues of your practice example. How do the ethical concerns relate to differing values of society, the agency, those of the social work profession and your own values? Is there an actual ethical dilemma involved?

2. Identify the provisions of the NASW Code of Ethics that relate to your practice example (be sure to review all Code sections and provisions for consideration).

3. Each student must consult at least one professional social worker about the ethical issue/dilemma under consideration (agency social worker, colleague, etc). Include in your paper, the ways in which these workers might attempt to resolve it.
or

4. Each student must find at least one journal article related to the respective ethical issue/dilemma. Include the ideas gained from these articles in your response.

5. Using all the information you have gathered, discuss how you think the ethical concern or dilemma could best be resolved. If the NASW Code does not provide enough specificity to resolve your dilemma, use Loewenberg and Dolgoff’s Ethical Principles Screen, Gewirth’s Principles Hierarchy, or Beauchamp and Childress’ Principles to help resolve it. Discuss why you chose the principles you used.

Please provide citations for the articles you read and/or the name of the social worker you discussed this with and the date.

50% of the grade will be from the group presentation and 50% of the grade will be based on your individual, written work.

EVIDENCE BASED RESEARCH PROJECT

A 2-5 pg paper reviewing and applying the findings to current practice in your field setting.

Royse, Shooper and Rompf in their "Field Instruction" manual, reference Gambrill, 2008, and include the following steps are included in Evidence Based Practice (EBP):

1. Convert information needed for practice decisions into answerable questions.
2. Search for the best evidence with which to answer the questions.
3. Critically appraise the information in terms of its impact, validity, reliability and applicability.
4. Consider the evidence given one's expertise, client values and preference; integrate the information to make a practice decision."

This, essentially, is the purpose of this paper as it relates to your field setting and the objective is that it will add to your ability to be critical consumers to research.

1. ASK:
   The first step in this assignment will be to isolate a question. I would like this question to be what you hand into me by the end of this semester. The question should be related to your field placement (and can be related to your research work at your agency but does not need to be). It can be a general question asking what treatment is most effective or what improves or reduces certain variables that are important to investigate with your population.

2. SEARCH:
Investigate the literature and find what evidence is published in professional journals. Look to find the strongest evidence that you can and think about why you choose the evidence you do. Consider why it is that you would want to include this piece of research in the discussion of 3-5 articles related to your question. Look at the quality of the research, the soundness of the methodology and your own bias that may lead you toward or move you away from including certain findings. Think about if these findings could convince others of their efficacy? Are there reasons this evidence may not be able to be applied to your question?

3. DISCUSS/DESCRIBE:
Annotate a minimum of 3 sources (no more than 5). Provide the reference and then write a thorough but concise annotation of each study. Describe the study; explanatory, exploratory, retrospective or prospective research, single case; describe the sampling (convenience or random), and the methodology and its' strength, (the difference between a randomized experiment and a single case study), reliability of instruments for measurement, and the soundness as well as generalizability of findings
Or is it a publication that is the opinion or report from expert authorities?

4. APPLY: Then "filter" these findings in light of your own knowledge, experience and practice wisdom. Would it fit /does it fit what you see in practice? Would it apply well to your client based or agency setting? If not, is there a way it could be modified or changed to make it work in some way for your clients. These questions should be addressed for each reference, individually


Purpose: The purpose of this policy is to establish a minimum standard for written assignments for all BSW courses and to encourage all Social Work students to become proficient in the application of APA formatting standards. Additionally, this policy encourages students to develop a foundational knowledge of proper attribution of the information sources used in written communication. Academic integrity is a value central to all independent inquiry because all scholarship is built upon what is currently known (Collaborative MSW Plagiarism Statement, 2005, para. 1). The Collaborative MSW Program (2005) offers a detailed explanation of plagiarism as a demonstration of academic dishonesty in which students use the work of others as their own. The Collaborative MSW Program (2005) states, “Demonstrations of plagiarism include the following:

- copying text directly from a source without giving credit to the source
- copying text directly from one source while crediting it to another source
- copying text directly from a source yet citing the information as a paraphrase
- presenting a unique idea from an outside source as your own”
**Policy:** Minimally, students are expected to apply the following elements of APA formatting standards to their written work (APA references are noted in parentheses)[1]:

- Cover page formatting (Figure 2.1, Chapter 8)
- Page number, line spacing, font and margin formatting (Chapter 8)
- Heading/Subheading formatting (3.03)
- In-text citations (Chapter 6)
- Reference list (Chapter 7)

Students are expected to apply relevant APA formatting in the following instances:

- Cite words, phrases and sentences copied directly from an outside source as a direct quote (include quotation marks, page numbers, author, and publication date).
- Cite paraphrases by giving credit to the author.
- As a general rule, anytime a student exacts words from a source, they must be appropriately cited as a direct quote. Otherwise, paraphrase what the author has said and provide a reference for it.
- Cite sources when declarative, fact-based statements, are made about a topic.
- Cite all declarative statements, rather than citing a source at the end of a paragraph.
- When possible, students are expected to cite primary sources, rather than secondary sources such as textbooks, popular magazines and non-governmental/institutional Internet sources.

Students are considered to be plagiarizing if they submit work in which they have failed to adequately give credit to source materials.

Written assignments that focus on the student’s reflection of personal experiences are not required to follow this format. However, if the written assignment requires students to reflect on reading assignments this policy must be applied.

Students are expected to consult the current APA Manual, the writing lab, or the course instructor if they have concerns about how to adequately cite source material. Students are expected to use the APA manual, rather than secondary/Internet guidance sources.

Students will be introduced to APA formatting style in SW 298, Interpersonal Skills, and will be expected to learn this formatting style for all subsequent Social Work courses and assignments.

Instructors will attribute a portion of student grades to the quality of application of APA format on written assignments. This grade designation will be posted in the course syllabus.
Bibliography


Koocher, PhD, G. and P. Spiegel, PhD (2010-2013) “Boundary Crossings of the Multiple Role Relationship” reading from on–line continuing ed course.


UWO Field Manual Sample SW 451 Syllabus Appendix C


