

COURSE SYLLABUS

Social Work 401 APPLIED GENERALIST PRACTICE I

Term:

Instructor:

**Social Work Department
University of Wisconsin Oshkosh**

SW Office:
Office Hours:
Email:

Course Format & Dates:
Course Location:
Time of Class:

I. COURSE DESCRIPTION

UNIVERSITY BULLETIN DESCRIPTION

The field component, including 210 hours of educationally supervised generalist practice experience in a social service agency and weekly 2-hour integrative seminar. Involves the application of social work knowledge, values and skills to social work practice with individuals, families, groups, organizations, and communities, using appropriate theoretical frameworks and differential professional strategies of change. Prerequisites: successful completion of Field Admission Process; concurrent enrollment in SOC WORK 410. (Six credits)

II. TEXTS

Required:

Garthwait, Cynthia L. (2012). *The Social Work Practicum: A Guide and Workbook for Students.*

(6th ed). Boston: Allyn and Bacon.

UWO Department of Social Work. (Revised edition). *Field Work Manual.*

III. 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 and influencing the generalist approach are the values and ethics of the profession.

IV. COURSE COMPETENCIES AND PRACTICE BEHAVIORS

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

Educational Policy & Accreditation Standards Competency	SW Practice Behavior	Assignments/Activities
<p>Competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly.</p> <p>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.</p>	<p>Social workers:</p> <p>PB1. Advocate for client access to the services of social work.</p> <p>PB2. Practice personal reflection and self-correction to assure continual professional development.</p> <p>PB3. Attend to professional roles and boundaries.</p> <p>PB4. Demonstrate professional demeanor in behavior, appearance and communication.</p> <p>PB5. Engage in career long learning.</p> <p>PB6. Use supervision and consultation.</p>	<p>Readings: Garthwait, Cynthia L. (2012). The Social Work Practicum: A Guide and Workbook for Students. (6th ed). Boston: Allyn and Bacon, Chapters 3, 4, 5, 6, and 13.</p> <p>Class Activities: Field Seminar</p> <p>Assignments: Letter to future self Student Learning Contract Field Logs Field Journals</p>
<p>Competency 2.1.2 Apply social work ethical principles to guide professional practice.</p> <p>Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.</p>	<p>Social workers:</p> <p>PB7. Recognize and manage personal values in a way that allows professional values to guide practice.</p> <p>PB8. Make ethical decisions by applying standards of the National Association of Social Workers and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.</p> <p>PB9. Tolerate ambiguity in resolving ethical conflicts.</p> <p>PB10. Apply strategies of ethical reasoning to arrive at principled decisions.</p>	<p>Readings: Garthwait, Cynthia L. (2012). The Social Work Practicum: A Guide and Workbook for Students. (6th ed). Boston: Allyn and Bacon, Chapters 14 and 15.</p> <p>Class Activities: Field Seminar</p> <p>Assignments: Student Learning Contract Field Logs</p>
<p>Competency 2.1.3 Apply critical thinking to inform and communicate professional judgments.</p> <p>Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned</p>	<p>Social workers:</p> <p>PB11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</p> <p>PB12. Analyze models of assessment, prevention,</p>	<p>Readings: Garthwait, Cynthia L. (2012). The Social Work Practicum: A Guide and Workbook for Students. (6th ed). Boston: Allyn and Bacon, Chapter 7</p> <p>Class Activities: Field Seminar</p>

<p>discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.</p>	<p>intervention and evaluation. PB13i. Demonstrate effective oral and written communication in working with individuals. PB13ii. Demonstrate effective oral and written communication in working with families. PB13iii. Demonstrate effective oral and written communication in working with groups. PB13iv. Demonstrate effective oral and written communication in working with organizations. PB13v. Demonstrate effective oral and written communication in working with communities. PB13vi. Demonstrate effective oral and written communication in working with colleagues.</p>	<p>Assignments: Student Learning Contract Field Logs Field Journals Organizational Analysis Paper</p>
<p>Competency 2.1.4 Engage diversity and difference in practice.</p> <p>Social workers 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. Social workers 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.</p>	<p>Social workers: PB14. Recognize to the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. PB15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. PB16. Recognize and communicate their understanding of the importance of difference in shaping life experiences. PB17. View themselves as learners and engage those with whom they work as informants.</p>	<p>Readings: Garthwait, Cynthia L. (2012). The Social Work Practicum: A Guide and Workbook for Students. (6th ed). Boston: Allyn and Bacon, Chapter 12 Class Activities: Field Seminar Assignments: Student Learning Contract Field Logs</p>
<p>Competency 2.1.5 Advance human rights</p>	<p>Social workers: PB18. Understand the forms</p>	<p>Class Activities: Field Seminar</p>

<p>and social and economic justice.</p> <p>Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers 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.</p>	<p>and mechanisms of oppression and discrimination.</p> <p>PB19. Advocate for human rights and social and economic justice.</p> <p>PB20. Engage in practices that advance social and economic justice.</p>	<p>Assignments: Student Learning Contract Field Logs</p>
<p>Competency 2.1.6 Engage in research-informed practice and practice-informed research.</p> <p>Social workers 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. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.</p>	<p>Social workers:</p> <p>PB21. Use practice experience to inform scientific inquiry.</p> <p>PB22. Use research evidence to inform practice.</p>	<p>Class Activities: Field Seminar Assignments: Student Learning Contract Field Logs Best Practice Proposal</p>
<p>Competency 2.1.7 Apply knowledge of human behavior and the social environment.</p> <p>Social workers are knowledgeable about human</p>	<p>Social workers:</p> <p>PB23. Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation.</p> <p>PB24. Critique and apply</p>	<p>Class Activities: Field Seminar Assignments: Student Learning Contract Field Logs Field Journals</p>

<p>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. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.</p>	<p>knowledge to understand person and environment.</p>	
<p>Competency 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers 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.</p>	<p>Social workers: PB25. Analyze, formulate, and advocate for policies that advance social well-being. PB26. Collaborate with colleagues and clients for effective policy action.</p>	<p>Class Activities: Field Seminar Assignments: Student Learning Contract Field Logs Policy Practice Scavenger Hunt</p>
<p>Competency 2.1.9 Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.</p>	<p>Social workers: PB27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. PB28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</p>	<p>Class Activities: Field Seminar Assignments: Student Learning Contract Field Logs Organizational Analysis Paper</p>
<p>Competency 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities. Professional practice involves the dynamic and</p>	<p>Social workers: PB30i. Substantively and effectively prepare for action with individuals. PB30ii. Substantively and effectively prepare for action with families. PB30iii. Substantively and effectively prepare for action</p>	<p>Readings: Garthwait, Cynthia L. (2012). The Social Work Practicum: A Guide and Workbook for Students. (6th ed). Boston: Allyn and Bacon, Chapters 7 & 17 Class Activities: Field Seminar Assignments:</p>

<p>interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, 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.</p>	<p>with groups.</p> <p>PB30iv. Substantively and effectively prepare for action with organizations.</p> <p>PB30v. Substantively and effectively prepare for action with communities.</p> <p>PB31. Use empathy and other interpersonal skills.</p> <p>PB32. Develop a mutually agreed-on focus of work and desired outcomes.</p> <p>PB33. Collect, organize, and interpret client data.</p> <p>PB34. Assess client strengths and limitations.</p> <p>PB35. Develop mutually agreed-on intervention goals and objectives.</p> <p>PB36i. Select appropriate intervention strategies with individuals.</p> <p>PB36ii. Select appropriate intervention strategies with families.</p> <p>PB36iii. Select appropriate intervention strategies with groups.</p> <p>PB36iv. Select appropriate intervention strategies with organizations.</p> <p>PB36v. Select appropriate intervention strategies with communities.</p> <p>PB37. Initiate actions to achieve organizational goals.</p> <p>PB38. Implement prevention interventions that enhance client capacities.</p> <p>PB39. Help clients resolve problems.</p> <p>PB40. Negotiate, mediate, and advocate for client.</p> <p>PB41. Facilitate transitions and endings.</p> <p>PB42. Social workers critically analyze, monitor, and evaluate interventions.</p>	<p>Student Learning Contract Field Logs</p>
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V. COURSE STRUCTURE AND FORMAT

This class is a seminar course which meets face to face for 2 hours per week. There are a variety of approaches to learning which will be used including lecture, group discussion, student presentations and written assignments. Your participation in class is significant and requires your presence and preparedness for class. It is expected that you will attend class on time, remain for the duration of the entire class, contribute to class discussions and have assignments completed in a timely manner .

VI. COURSE POLICIES

Professional writing standards and expectations: Journals and papers must be typewritten (double spaced) and grammatically correct. These may be emailed prior to class or brought to class on the day we meet.

In-class attendance: Attendance is required. In the event that you must miss class, I expect you to contact me and provide a reason for your absence. In order for an absence to be considered excused appropriate documentation must be submitted to the professor in a timely manner. **Unexcused absences will result in a deduction of 5 points for each unexcused absence.**

Electronic technology limitations in class: In consideration of all students in the class as well as the instructor, please do not have phones on during class time. It is disrespectful and distracting to text during seminar. Phones should be kept off of desks and kept in purses or backpacks. If you are using a laptop to take notes, please use this only for the purpose of class. The instructor reserves the right, according to the University Student Code, to dismiss anyone in class who is disruptive to the class process.

Application of the NASW Code of Ethics: Competencies 2.1.1 and 2.1.2 are essential competencies to be met in both 93-401 and 93-451. Each student is expected to conduct her/himself in accordance with the NASW Code of Ethics, as a student at UW Oshkosh, while in class and at their field site.

Assignment revisions and resubmissions: For major assignments in this seminar, I will provide opportunities for drafts and feedback will be given. Please take advantage of this learning opportunity so that your assignment meets expectations by the date due.

Disability accommodation: Please see the Department of Social Work Handbook Section IV-A for information specific to accommodations for students with disabilities. Students with special learning requirements should alert instructors in order that accommodations can be met.

APA format expectations: All assignments which include references should utilize APA formatting. The UW Writing Center is a resource for all students to assist you in your writing. They are located in the lower level of Radford Hall.

Please call or email to schedule an appointment. 424-1152 or wcenter@uwosh.edu www.english.uwosh.edu/wcenter

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.

VII. COURSE ASSIGNMENTS AND STUDENT EVALUATION

Field Practicum 60%:

Satisfactory completion of the required 210 hours

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 competencies for mastering generalist practice identified in the Field Handbook 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 competencies and your individual learning needs. The Student Learning Contract can be found on the webpage for the social work department. <http://www.uwosh.edu/socialwork/bsw/bsw-documents-forms-and-handbooks>

Field Seminar 40%: 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*, (b) *discussions focusing on the relationship between theoretical learning and social work practice* and (c) *discussion of readings and presentations*.

The class participation portion of your grade (%) will take into consideration the degree of your **active** participation in class discussion and level of engagement in learning that you display. Participation will be broken down in the following manner:

Minimal participation- less than 25% of the time = 10 points

Average participation- 25-50% of the time = 20 points

Full participation 50% or greater = 40 points

Each week you will be given the opportunity to discuss events/learning experiences from your agency placement. UTILIZE this time to obtain feedback from your peers and your instructor, or to offer feedback. The information discussed in seminar is CONFIDENTIAL and will not be discussed outside of class.

Field logs 10% each: 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. **You need to number the weeks on the logs, total of hours for the week and they must be signed by your supervisor. Make a copy of your log for your records. You can access the Field log forms at <http://www.uwosh.edu/socialwork/bsw/bsw-documents-forms-and-handbooks>.** This is found under the BSW icon on the webpage for the social work department.

Journals 50%: Journals must also be submitted on a weekly basis (approximately 10 for the semester, each worth 5 pts. **Journals do not just describe activities. This should demonstrate critical thinking regarding:** *your learning, the active integration of theory to practice, and how you are thinking, feeling, and processing the experiences you encounter daily. Be sure to note ideas/efforts regarding self-care.* Journals will be graded with the following scale: (-) lacks critical thinking, (+) integrates critical thinking with experience, (/) minimal integration of processing experience.

Organizational Analysis 30%: (written and oral presentation). The analysis is designed to help you, other students and the instructor gain a better understanding about your agency and how social work is practiced there. Students will give a presentation to the seminar, and submit it in written form on the date of the presentation. An attachment is provided which provides the required areas to be addressed.

Best practice proposal 10%: During the second semester (93-451) you will complete a brief review of the literature (3 sources) regarding research as it relates to the practice in your agency. By TBD, you should have a **brief proposal** of the practice you will be investigating.

Policy Practice Scavenger Hunt:

Over the course of the Field Internship students will examine information about policy practice in their Field Agency. This information may be obtained through interviews with agency staff, review of policy manuals, review of grants and contracts and review of guiding legislation/public policy. The following table provides a guide for collecting information, as well as examples of the kind of information that students might collect.

Elements of Policy Practice	Source of Information	Agency Specific Information
Due by the 1 st semester Mid-term evaluation		
Identify specific agency policies that impact delivery of services to clients. The engagement and assessment process... The intervention process... The ability to advocate for clients...	e.g. Agency staff handbook	e.g. The personnel policies stipulate that all SW's must be certified or licensed by the State of WI.
Identify local government policies that impact delivery of services to clients. The engagement and assessment process... The intervention process... The ability to advocate for clients...	e.g. Field Supervisor	e.g. The agency is funded by a County contract.
Identify State	e.g. Agency Executive Director	e.g. The agency only hires

policies/legislation/court rulings that impact delivery of services to clients. The engagement and assessment process... The intervention process... The ability to advocate for clients...		certified/licensed SW's.
Due by the 1 st semester Evaluation		
Identify national policies/legislation/court rulings that impact delivery of services to clients. The engagement and assessment process... The intervention process... The ability to advocate for clients...	e.g. Federal Grant	e.g. The agency receives Federal funds and is impacted by the Hatch Act.
Identify international organization policies that impact delivery of services to clients. The engagement and assessment process... The intervention process... The ability to advocate for clients...	e.g. Chair of the Board of Directors	e.g. The agency promotes implementation of the United Nations Treaty on Human Rights.
Who speaks for the agency in writing about policies that impact service delivery? In press releases... In letters to the editor... In reports to funders and contractors... In annual reports...	e.g. Agency Lobbyist	e.g. The Program Director writes position papers.
Who verbally speaks for the agency about policies that impact service delivery? At public hearings... To funders... To community leaders... To community groups...	e.g. Agency Executive Director	e.g. The ED attends legislative hearings in Madison.
Due by 2 nd semester mid-term evaluation		
In what ways does the agency collaborate with SW educators to provide effective services to clients?	e.g. Agency Field Supervisor	e.g. The agency provides opportunities for student Field Internships.
In what ways does the agency collaborate with advocates and lobbyists to provide effective services to clients?	e.g. NASW Executive Director	e.g. The agency subsidizes membership in NASW for SW's.
In what ways does the agency collaborate with policy makers to provide effective services to clients?	e.g. Local Legislator	e.g. The Chair of the BoD proposes legislative policy changes to the local Assembly-person.
Due by the final Field evaluation		
What other agencies does your agency collaborate with in order to provide effective services to clients?	e.g. United Way Director	e.g. the Agency actively participates with the United Way.
In what ways does the agency collaborate with clients and constituents in order to provide effective services?	e.g. Chair of the Agency Advisory Committee	e.g. The agency facilitates a client advisory committee.
What sources of information do	e.g. NASW News	e.g. The agency maintains a

agency leaders consult in order to provide effective services to clients? To what extent do these sources provide evidence-based information? How does the agency access these sources of information?		subscription to the Social Work journal and makes it available to all SW's.
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VIII. SUMMARY OF STUDENT EVALUATION REQUIREMENTS:

Field Practicum	60%
Part/Attendance	40%
Field logs	10%
Journals	50%
Org Analysis	30%
Best practice	10%
Total	200%

The faculty instructor in consultation with the agency field instructor will assign a final course grade. **Grading for this course is pass/fail.** The final 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 passing grade 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.**

IX. GRADING SCALE:

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	59 and lower

X. COURSE AND FACULTY EVALUATION

The SOS (Student Opinion Survey) will be conducted at the end of the semester to gather information from students about the value of the course and the effectiveness of the teaching.

TOPICAL OUTLINE AND COURSE SCHEDULE

Dates	Content/Activities	Readings & Assignments
Session #1	Orientation to Applied Generalist Practice: roles, expectations, procedures and assignments. Beginning discussion of Student Learning Contract (SLC). Discussion of log and journal processing. Review of semester.	Readings and Assignments: Letter to Future Self Goal Statement for First Semester
Session #2	Negotiating and Developing the SLC. Review Syllabus attachment on	Readings and Assignments: Field Manual, Review SLC for Field I.

	developing behavioral objectives.	Garthwait (2009), Chapter 3 - Developing a Learning Plan, Chapter 4 - Getting Started, Review UWO BSW Field Manual
Session #3	Agency and Community Contexts of Practice	Readings and Assignments: Garthwait (2009), Chapter 5 - Learning from Supervision
Session #4	Discussion of your professional identity	Readings and Assignments: DUE: Finished draft of your SLC.
Session #5	Mai Nhia Xiong, from Career Services will present on preparing for the Mock Interviews Personal Safety Issues in Agency Settings	Readings and Assignments: Garthwait (2009) Chapter 6 - Personal Safety Begin working on Mid term eval with supervisor.
Dates	Content/Activities	Readings & Assignments
Session #6	Communication; Social Work Practice as Planned Change	Readings and Assignments: Readings: Garthwait (2009) Chapter 7 - Communication Agency Presentations begin DUE: Final Draft of you SLC <ul style="list-style-type: none"> Before turning it in, obtain your agency supervisor's approval and signature; make three copies of the SLC and bring to class
Session #7	Professional Social Work and Professional Ethics	Readings and Assignments: Garthwait (2009) Chapter 13 - Professional Social Work Chapter 14 - Social Work Ethics Mid term evaluation due No Journal Due
Session #8	Mock Interviews, you are required to participate in a mock interview process	
Session #9	Diversity	Readings and Assignments: Garthwait (2009) Chapter 12 - Diversity and Cultural Competence. (Special considerations involving age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation).
Session #10	Legal Concerns	Readings and Assignments: Garthwait (2009) Chapter 15 - Legal Issues
Session #11	Evaluating Student Performance	Readings and Assignments: Garthwait (2009) Chapter 17 - Evaluating Social Work Practice
Session #12	Evaluating Student Performance	Readings and Assignments: Garthwait (2009) Chapter 15 - Legal Issues, Chapter 17 - Evaluating Social Work Practice Begin working on Final Eval with supervisor

		No Journal Due
Session #13	Best Practice Projects	Readings and Assignments: DUE: Best Practice Proposal. Be prepared to describe your project in class for student feedback
Session #14	Informal wrap-up. Discussion of SLC for second semester.	Readings and Assignments: Final Evaluations Due . No Journal Due Policy Practice Scavenger Hunt Due

GUIDELINES FOR AGENCY/ORGANIZATIONAL ANALYSIS

Directions: Address the following questions/issues in both your presentation in seminar and in your paper. You will note that almost all of these areas have been or are in the process of being examined as part of your student learning contract. The primary purpose of this assignment is to inform the seminar of what the agency is like and how social work is practiced there. It is also helpful in bringing you quickly up to speed about important aspects of the agency in which you are placed.

This analysis should also be *listed on your SLC* as evidence of meeting objectives under Section A. The presentation should be approximately 30 minutes including questions and discussion. The paper should be typed, double-spaced, and no longer than five pages. (Spelling, grammar, and punctuation *will* be assessed as part of the paper grade).

1. Describe the historical evolution of your agency and the services offered to clients. Have its goals and objectives changed over time? How and why?
2. Describe the present mission and goals of your agency.
3. What do social workers do in your agency?
4. Describe the formal and informal organizational structure.
5. How is the agency funded? What is the relationship of funding to the services that are delivered?
6. What is the relationship of the agency to other parts of the social welfare institution?
7. What is the relationship of the agency to the community? How does it identify and respond to community need(s)?
8. How does the psychological and physical environment of the agency make clients feel welcome or unwelcome?
9. How does the agency evaluate its effectiveness? How would you evaluate its effectiveness?

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