Locator Information:
Instructor:
Course Number and Name: SWRK 370 Generalist Practice II: Families and Groups
Semester Hour of Credit:
Day/Time Class Meets:
Email:
Class Location Building:
Office Phone:
Fax: (910) 672-1755
Office Location:
Office Hours:

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf.
Course Description:

This course emphasizes the generalist approach to social work practice with families and small groups. Special attention is given to prevention and intervention with families that have special needs, and families with diverse racial and ethnic backgrounds. Students are prepared to work with small groups including group process, types of groups, group dynamics, and the role of the social worker as facilitator. This course also looks at the family as the primary social group, family as a system, family problems, and the role of the social worker.

BSW Program Mission:

The mission of the Bachelor of Social Work Program (BSW) at Fayetteville State University (FSU) is consistent with the profession’s purpose and values, and program’s context. The BSW program seeks: to provide the knowledge, skills and values needed to practice beginning generalist social work practice with individuals, families, groups, organizations and communities; to prepare students for practice within a rural context and military setting; to enable students to engage in practice according to the NASW Code of Ethics; to provide the framework needed for students to identify and utilize evidence based practice for intervention; to instill in students the importance of engaging in practices that alleviate oppression, poverty, social and economic injustice and discrimination; to graduate students who will understand the impact of diversity and difference on human behavior; to prepare students for leadership in the professional community, and who will understand the dynamics of practice in a multicultural society, and a global community.

BSW Program Goals:

1. To prepare students for beginning generalist social work practice with individuals, families, groups, organizations and communities with emphasis on rural and military social work
2. To develop social workers who advance and promote social justice
3. To empower social work students with the knowledge, skills, and values needed to alleviate oppression, poverty, discrimination, and social and economic injustice.
4. To inculcate in students respect for diversity and an appreciation of difference as they prepare for service in a multicultural society and global community.
5. To produce social workers who will be effective consumers and producers of research for evidence based practice
6. To produce students who will embrace the concept of lifelong learners
### Course Core Competencies and Related Practice Behaviors

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<tr>
<th>Competencies (2008 EPAS)</th>
<th>Course Outcomes (Practice Behaviors)</th>
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<tr>
<td>Educational Policy 2.1.3 --- Apply critical thinking to inform and communicate professional judgment</td>
<td>10. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</td>
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<tr>
<td>Educational Policy 2.1.5—Advance human rights and social and economic justice</td>
<td>17. Advocate for human rights and social and economic justice</td>
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<td>Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.</td>
<td>21. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</td>
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<td>Educational Policy 2.1.9—Respond to contexts that shape practice</td>
<td>24. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</td>
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<tr>
<td>Educational Policy 2.1.10(a)—Engagement</td>
<td>25. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</td>
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<tr>
<td>2.1.10(b)—Assessment</td>
<td>28. Assess client strengths and limitations</td>
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<td>29. Develop mutually agreed-on intervention goals and objectives</td>
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<td>30. Select appropriate intervention strategies</td>
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<td>2.1.10(c)—Intervention</td>
<td>31. Implement prevention interventions that enhance client capacities</td>
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<td>32. Help clients resolve problems</td>
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<td>33. Negotiate, mediate, and advocate for clients</td>
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<td>34. Facilitate transitions and endings</td>
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<td>2.1.10(d)—Evaluation</td>
<td>35. Critically analyze, monitor, and evaluate interventions</td>
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Required Textbook:


Supplemental Reading

COURSE OBJECTIVES:
This course will address the following knowledge, values and skills objectives:

A. Knowledge Objectives

Students will

1. Understand the purpose, knowledge base, values and ethics of Social Work and defend these as necessary for practice;

2. Understand and be able to discuss the ecological perspective and systems theory in Generalist Social Work practice with individuals and families;

3. Identify social and economic justice issues and their impact on Individuals and Families in Generalist Social Work Practice.
B. Skills Objectives
Students will

1. Demonstrate beginning practice skills with critical self-awareness and with respect for human diversity and varying life-styles including gays, lesbians and other oppressed groups;

2. Demonstrate ability to collect data relevant to the assessment of problematic situations;

3. Demonstrate ability to use knowledge of human development, environmental factors and the dynamics of their interaction in understanding individuals and families;

4. Demonstrate ability to plan interventions with clients in problematic situations by developing mutually agreed upon goals; and

5. Evaluate client progress and need for additional planning, intervention or termination;

C. Values Objectives

1. Demonstrate through class activities, competence in interpersonal skills and "use of self" during each phase of the social work process;

2. Demonstrate sensitivity to the particular needs and practice issues concerning women, oppressed minorities and other at-risk populations; and

3. Demonstrate sensitivity to the issues of rural and African-American populations and the particular practice issues surrounding service to these populations.

COURSE RATIONALE RELATIVE TO THE REST OF THE CURRICULUM:
This course builds on SWRK 230 Introduction to Social Work relative to generalist practice, with a focus on practice with families and small groups. Students examine the value base of social work, the fields of practice, knowledge, and skills which frame the practice of social work through classroom activities and experiences. It furthers the student’s understanding of generalist practice.
Teaching Strategies:

Research indicates that learning among adults occurs when cognitive, affective and experiential methods are utilized concurrently in the learning process. In order to address all of these domains, the following strategies will be utilized in this course:

A. **Cognitive Methods**

This course may utilize such methods as assigned readings, classroom handouts, lecture materials, videos, and classroom discussions to foster student learning.

B. **Affective Methods**

This course will combine lectures, class discussion and class exercises as its primary format for teaching and learning. Appropriate learning technology, individual and small group experiential exercises, role playing, and guest lecturers will be used where appropriate. A substantial part of each class will be focused on practice skills development. In addition, there will be two (2) examinations, a small group or individual psycho-social history taking project with oral report or video and a term paper.

C. **Experiential Methods**

Students will engage in problem solving process by forming groups, setting goals, designing and implementing interventions and evaluating the group work process. These methods include interviews with clients, a social group worker in the field etc.
Disabled Student Services:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACT) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); (910) 672-1203

Attendance and Class Participation Policy

Please refer to the FSU Student Catalog for the Undergraduate Attendance Policy. Regular class attendance is required, and full participation all class activities is expected. Participation means that you are engaged with the current task of the class. You are also expected to arrive for class on time. Special policies for tardiness and attendance will be discussed and established on the first day of class. If you miss three classes you will automatically lose five points from your final grade. If you are sick or have any other emergency that causes you to miss class you are to inform the professor by calling before class. If you are sick you should have appropriate official documentation. The same applies for military related absences.

If you must leave class early you must be excused by the professor at the beginning of class and/or this can count as a portion of a missed class, portions of missed classes can add up to an entire class that is missed. The University policy is that upon your fourth absence you are withdrawn from the course.

Course Requirements and Evaluation Criteria:

Assignments and Exams:

1. Criteria for grading papers and video/reports.
   a. Accuracy of responses to all instructions.
   b. Use of integrations of supportive data for ideas from the literature properly cited. (APA style)
   c. Organization and clarity of information presented.
   d. Creative – stylistic ways of responding to assignments beyond that required.
   e. Proper use of grammar, and non-sexist/non-racist language. Proof read all written assignments

Presentations: Students will work individually and present (video or other presentation format) to the rest of the class a psycho-social history taking interview with a client system. Discuss in class.

Major Project/Paper: (Due one (1) week prior to the final exam period). Use the case information provided and complete the following using standard English grammar, spelling and punctuation plus standard APA style citations and references:

As the social worker, you need to establish a relationship to facilitate helping. Describe the kind of professional Social Work relationship you will need to establish with this client and how you will go about establishing this relationship. Your intervention efforts will derive from mutually established goals. State what these goals should be. Consider diversity issues and value dilemmas.

Information is needed to help this client explore alternatives. This initial interview has provided information. What additional information is needed to help this client understand explore
options? Your social work texts, class lectures, and library readings provide ideas about the information you need.

There are several alternatives resolutions available for this client’s problem. What are the major alternative potential solutions to this client’s situation? Discuss the positive and negative aspects of each alternative. What is the impact of rural issues

List the overarching constraints (family relationships, economic conditions, religious factors, etc.) That might affect this clients’ decision.

Choose the option that you believe the client will select based on knowledge obtained from the social work process and that is best for resolving the situation. Discuss the rationale underlying the client’s selection of this option. Remember that the client must make and live with this decision. Show how you will help the client implement the decision. Discuss ways in which you will help the client deal with cultural, economic, emotional relationship, family and other issues that emerge.
Final Grade is Based On:

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<tr>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>Attendance and Participation</td>
<td>10 points</td>
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<tr>
<td>Midterm exam</td>
<td>25 points</td>
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<tr>
<td>Assessment and Intervention Presentations</td>
<td>15 points</td>
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<tr>
<td>Paper</td>
<td>25 points</td>
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<td>Final Exam</td>
<td>25 points</td>
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Grading Scale:

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<tr>
<th>Grade</th>
<th>Description</th>
<th>Score</th>
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<tbody>
<tr>
<td>A</td>
<td>Exceptionally High</td>
<td>92-100</td>
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<tr>
<td>B</td>
<td>Good</td>
<td>83-91</td>
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<tr>
<td>C</td>
<td>Satisfactory</td>
<td>73-82</td>
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<tr>
<td>D</td>
<td>Marginally Passing</td>
<td>64-72</td>
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<tr>
<td>F</td>
<td>Failing</td>
<td>Below 63</td>
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<tr>
<td>FN</td>
<td>Failing</td>
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<td>W</td>
<td>Withdrew by due date</td>
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Grading Criteria:

A: Exceeded expectations on individual and group oriented projects, consistent performance above what is ordinarily required for this course. Superior quality on all assignments.

B: Meets all expectations as specified in the course syllabus in a laudatory, commendable, and professional manner.

C: Meets minimum course requirements.

D: Did not meet minimum course requirements, but demonstrates evidence of being able to complete the same.

F: Did not meet minimum course requirements.

Indicators of Exemplary Performance:

With regard to written assignments, an A paper is usually distinguished from B range work because the student adequately comprehends his/her task, its implications from the outset, and represents that understanding to the reader throughout. An A paper typically formulates a new set of provocative and even poignant questions and answers principally out of the source texts. An A paper will provide a sustained moment of serious reflection on the implications or consequences of the position the student has assumed. An A paper, in other words, will imagine that there is a social work oriented “action or intervention horizon” beyond the paper where the ideas worked out in the paper might have significance.
or influence. An A paper is logical, particularly strong in content and organization, brimming with critical thought, fluid, clear, and illustrative of an admirable ability to convincingly use textual support in developing, extending, or challenging certain positions. The thesis is clear, insightful, sophisticated, and original. Lastly, an A paper is free from sentence level errors.

**Academic Integrity:**

The students and faculty of the Department of Social Work affirm and adhere to essential values of honesty and integrity in all their academic endeavors. Academic dishonesty such as plagiarism and cheating is prohibited in all academic situations and will be penalized accordingly.

**Confidentiality:**

Confidentiality is a hallmark of the social work profession. Students agree not to repeat personal information shared in class discussion outside of class. Standard accepted practices (mandatory reporting when there is a threat of harm, etc.) are assumed to be ethical imperatives and thus not subject to absolute confidentiality. Students who experience personal issues, or find personal issues arising, during the course are encouraged to talk with the instructor about available support. Confidentiality, within the above-specified limitations, is guaranteed between the student and faculty member.

**Academic Support Resources:**

**Smart Thinking:**
Tutoring in writing, mathematics, the sciences, economics, accounting, finance, statistics, and Spanish is available. Online tutors are available 24 hours per day, seven days per week. Access Smart Thinking through Blackboard’s home page. Select “Smart Thinking Student Site,” then select “Tools” from the menu on the left. Click on “Smart Thinking” login. After logging in, click Smart Thinking Student Handbook for tips on navigating the Website and using the service.

The Writing Center:
Individualized tutoring is available at the Helen Chick building, Room 216-C, 8 AM – 8PM, Monday through Thursday; 8 AM – 5 PM, Friday. Call 910-672-1864 for more information. You may also access the Website at http://www.uncfsu.edu/writingcenter.

**Academic Dishonesty:**
According to the FSU Code of Student Conduct, a student violates the Academic Dishonesty Policy if he or she attempts to cheat (receiving unauthorized aid or assistance on any form of academic work), plagiarize (copying the language, structure, ideas and thoughts of another person without giving appropriate recognition and/or adopting it as one’s own original work), falsifies (unauthorized changing of grades or conduct involving any untruth, spoken or written, regarding any circumstances related to academic work, or aids and abets others to cheat). Penalties include failing the course, suspension and/or expulsion.

**Plagiarism:**
Students who plagiarize an assignment will automatically receive a failing grade on the assignment. Upon return of the failing assignment, students will receive an attached letter explaining that the assignment is believed to be plagiarized, and the reason for such suspicion. If the student chooses to protest the grade on the assignment, he/she will be asked to confer with the instructor first, and if not resolved, confer with the Department Chair.

Professional Conduct:

According to the university catalog, “the goal of Fayetteville State University and its faculty and students is to foster a dynamic environment of higher learning where all students develop analytical skills, learn to think critically and communicate effectively, promote inquiry, pursue knowledge and prepare for productive careers. Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal is considered disruptive and therefore subject to sanctions. The purpose of these sanctions is to create and protect an optimum learning experience; they should not be considered punitive, neither by the student nor instructor.”

Examples of improper behavior in the classroom (including the virtual classroom of email, chatrooms, and web activities associated with courses) may include, but are not limited to, the following:

- repeatedly arriving after a class has begun
- use of tobacco products
- monopolizing discussion
- persistent speaking out of turn
- distractive talking, including cell phone usage
- audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor
- refusal to comply with reasonable instructor directions
- employing insulting language or gestures
- verbal, psychological, physical threats, harassment and physical violence
Classroom Etiquette

- 1. Students are expected to arrive to class on time. Students may not leave or prepare to leave until dismissed by the instructor.
- 2. Students are not permitted to sleep in class.

Academic Grievance Process

As indicated in the university Student Handbook, a student believing that he/she has been academically unfairly treated or disciplined, may enter into an academic grievance process. A memorandum setting forth the process shall be made available to the student upon request or at the time of formal discipline. The student who has an academic grievance should follow the procedures outlined below.

If the dissatisfaction outlined when initiating the grievance with the instructor or department require action, the student should follow the procedure outlined below:

1) Step One: The student shall first discuss the grievance with the instructor in an informal conference immediately after its occurrence, but no later than one month into the following semester.

2) Step Two: If the student is dissatisfied with the results of Step One, then the student may submit the grievance in writing to the chair of the department and/or program director involved and to the coordinator of the program in which the student is enrolled within seven business days of the informal conference accomplished in Step One.

The chair of the department and/or program director in consultation with the instructor and coordinator of the program shall reply in writing within fifteen school days of receipt of the written grievance and shall state in writing and affirm the decision, modify the decision or overturn the decision based on information received subsequent to the conference.

3) Step Three: If dissatisfied with the results of Step Two, the student may appeal to the dean of the school housing the department within seven days of receipt of the written decision of Step Two and request that the dean appoint a faculty review committee of three members (one chosen by the student, one by the instructor, and one by the dean with the dean’s representative chairing the committee) to evaluate the grievance and report to the dean on its merit. The grievance shall be considered at a meeting of the appointed committee, the hearing shall be commenced within five school days following receipt, and the committee shall report to the dean within two business days following the meeting. The dean’s decision shall be communicated in writing to the student within three business days after receipt of the committee’s report. The dean’s decision shall be final. The results of the grievance will be reported in writing to the faculty member and department chair and/or program director involved. A copy of the decision will become part of the dean’s file. The Vice Chancellor for Academic Affairs and the Vice Chancellor for Student Affairs shall be informed of any action with respect thereto. In the cases where the admission status of the student is involved, the Office of Admissions is notified.
Course Outline and Schedule:

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<th>WEEK</th>
<th>TOPIC</th>
<th>READINGS &amp; ASSIGNMENTS</th>
<th>CORE COMPETENCIES</th>
<th>PRACTICE BEHAVIOR</th>
<th>OUTCOME MEASURES</th>
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<tr>
<td>Week 1</td>
<td>Chpt. 1- Foundation</td>
<td>NASW Code of Ethics -Orientation -Review of Syllabus Student/Instructions expectations -Overview of Generalist Practice</td>
<td>2.1.10(c)—Intervention</td>
<td>33. Negotiate, mediate, and advocate for clients</td>
<td>Group Assessment and Intervention Paper Exams</td>
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<td>Week 3</td>
<td>Chpt. 3 Evidenced Based Practice</td>
<td>Practice &amp; Research Connection</td>
<td>2.1.10(d)—Evaluation</td>
<td>35. Critically analyze, monitor, and evaluate interventions</td>
<td>Group Assessment and Intervention Paper Exams</td>
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<td>Week 4</td>
<td>Chpt. 4 Strength Prospective Approach</td>
<td>Strength Based Problem Solving Interviews</td>
<td>Educational Policy 2.1.10(a)—Engagement</td>
<td>28. Assess client strengths and limitations</td>
<td>Group Assessment and Intervention Paper Exams</td>
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<td>Week 5</td>
<td>Chpt. 4 Risk &amp; Resilience Perspective</td>
<td>Professional Relationship &amp; the Generalist Method Interview</td>
<td>Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments</td>
<td>10.Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</td>
<td>Group Assessment and Intervention Paper Exams</td>
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<td>Week 6</td>
<td>Chpt 5 Engagement</td>
<td>Professional Boundaries Micro, Mezzo &amp; Macro Client System</td>
<td>Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments</td>
<td>10.Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and</td>
<td>Group Assessment and Intervention Paper Exams</td>
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<td>Week 7</td>
<td>Chpt. 6 Data Collection</td>
<td>Gathering Data &amp; Recording Data</td>
<td>2.1.10(b)—Assessment</td>
<td>29. Develop mutually agreed-on intervention goals and objectives</td>
<td>Group Assessment and Intervention Paper Exams</td>
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<td>Week 8</td>
<td>Review</td>
<td>MID-TERM</td>
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<td>Week 9</td>
<td>Chpt. 7 Assessment &amp; Contract Planning</td>
<td>Assessment Process, Assessment Statement, Prioritization &amp; Goal Setting</td>
<td>2.1.10(b)—Assessment</td>
<td>29. Develop mutually agreed-on intervention goals and objectives</td>
<td>Group Assessment and Intervention Paper Exams</td>
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<tr>
<td>Week 10</td>
<td>Chpt. 8 Intervention In Micro &amp; Mezzo Generalist Practice</td>
<td>Counseling with Individual and Family Client System</td>
<td>2.1.10(c)—Intervention</td>
<td>32. Help clients resolve problems</td>
<td>Group Assessment and Intervention Paper Exams</td>
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<tr>
<td>Week 11</td>
<td>Chpt. 9 Intervention in Macro Practice</td>
<td>Macro Practice Knowledge &amp; Skills</td>
<td>2.1.10(c)—Intervention</td>
<td>32. Help clients resolve problems</td>
<td>Group Assessment and Intervention Paper Exams</td>
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<tr>
<td>Week 12</td>
<td>Chpt. 10 Evaluation &amp; Chpt. 11 Termination</td>
<td>Goal Analysis, Ongoing Evaluation, &amp; The Meaning of and Core Task of Termination</td>
<td>2.1.10(d)—Evaluation</td>
<td>35. Critically analyze, monitor, and evaluate interventions</td>
<td>Group Assessment and Intervention Paper Exams</td>
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<tr>
<td>Week 13</td>
<td>Assessment and Intervention Papers</td>
<td>Presentations</td>
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<td>Group Assessment and Intervention Paper Exams</td>
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<tr>
<td>Week 14</td>
<td>Assessment and Intervention Papers</td>
<td>Presentations</td>
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<td>Group Assessment and Intervention Paper Exams</td>
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<tr>
<td>Week 15</td>
<td>Assessment and Intervention Paper</td>
<td>Review for Final</td>
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<td>Week 16</td>
<td>Exam 2</td>
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<td>Group Assessment and Intervention Paper Exams</td>
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Suggested Readings:


