

University of Texas at Austin - School of Social Work

SW312: Generalist Social Work Practice: Knowledge, Values, and Skills
(Required Course: BSW Program)

COURSE NUMBER:	SW312	INSTRUCTOR:	CLAYTON T. SHORKEY, PHD, LCSW
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SEMESTER:	SPRING 2012	OFFICE NUMBER:	SWB 1.218G
MEETING DAYS:	TUE/THURS	OFFICE PHONE:	471-0520
MEETING TIME:	12:30-2:00	OFFICE HOURS:	TUES/THURS, 2:00 – 3:00PM OR BY APPT.
MEETING PLACE:	SWB 2.130		
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I. Standardized Course Description

This is the first course in the practice methods sequence, in which students are introduced to the fundamental values and ethics, skills, and knowledge relevant to generalist social work practice. Areas covered include the NASW Code of Ethics and Standards for Cultural Competence in Social Work Practice; the development of observation, communication, interviewing and assessment skills utilizing the problem-solving approach. Experiential learning is emphasized, including a **45-hour volunteer component** in which students have direct client contact.

II. Standardized Course Objectives

By the end of the course, students will be able to:

1. Explain the major dimensions of generalist social work practice and the planned change/problem-solving process with individuals, families, groups, organizations and communities.
2. Apply Social Work knowledge, values, and skills to their participation in the learning environment.
3. Demonstrate skills in observation, communication, interviewing, assessment and problem solving.
4. Demonstrate the ability to differentially use basic social work skills to reflect the needs of clients of diverse groups distinguished by race, ethnicity, class, gender, culture, sexual orientation, religion, age, physical or mental abilities, and national origin.
5. Identify ethical issues and recognize when client, societal, and/or personal values conflict emphasizing understanding, affirmation and respect for human diversity and social justice in the practice of social work.

III. Teaching Methods

Although a variety of teaching methods will be employed (e.g., lecture, discussion, and group projects), experiential learning (e.g., volunteering, conducting oral histories, and practice interviewing with video feedback) is emphasized in this course.

This course will use an electronic Blackboard site. Blackboard will be used for communication between students, the instructor, and the TA. Some materials, grades, and attendance will also be posted online. To reach your class site on Blackboard, please go to <http://courses.utexas.edu> or go to the Social Work web page and click on Blackboard. To access the course website, you must have an internet connection and computer access. You will need a UT EID and password. The Help Desk available through the UT home page (www.utexas.edu/its/help) can assist you with your computer and blackboard questions. You can also call them at 475-9400. Additionally, the Learning Resource Center at the SSW has computers and computer assistance.

IV. Required & Recommended Texts & Materials

Required texts:

Cournoyer, B. (2011). *The social work skills workbook* (6th Ed.). Pacific Grove, CA: Brooks/Cole.

Recommended texts:

Kirst-Ashman, K. & Hull, Grafton Jr. (2006) *Generalist practice with organizations & communities*. Pacific Grove, CA: Brooks/Cole.

Kirst-Ashman, K. & Hull, G. H. Jr. (2009) *Understanding generalist practice*. Pacific Grove: Brooks/Cole.

Johnson, L.C. (2007) *Social work practice: A generalist approach*. (9th Ed.) Boston, MA: Allyn & Bacon Publishers.

Meenaghann, T., & Gibbons, W. (2000), *Generalist practice in larger settings: Knowledge & skill concepts*. Chicago: Lyceum.

Miley, K., O'Melia, M, & DuBois, B. (2009) *Generalist social work practice: An empowering approach*. (6th Ed.) Needham Heights, MA: Allyn & Bacon.

Poulin, J. & Contributors (2005). *Collaborative social work: strengths-based generalist practice*. Itasca, IL: F.E. Peacock.

Rivas, R.F. & Hull, G. H. Jr. (2004). *Case studies in generalist practice*. Belmont, CA. Thomson & Wadsworth.

Scales, T.L. & Wolfer, T.A. (2006). *Decision cases for generalist social work practice*. Belmont, CA: Thompson Higher Education, Brooks/Cole.

Walsh, J. (2009). *Generalist social work practice: Intervention methods*. Belmont, CA: Brooks/Cole.

V. Course Requirements & Assignments

Students are expected to attend class sessions regularly and participate in an interactive framework between collegiate students and professor. Students are expected to complete the readings prior to class, and should be well prepared to participate in discussions and experiential learning assignments. Failure to regularly attend the class and demonstrate through discussions that one comprehends the readings will be considered in assigning the final grade.

Assignments	Points	Due Date
Eco-map/Question #3	10	1/31/12
Agency Selection Form	C/I	2/9/12
Cultural Profile & Genogram & Workbook Questions 1 & 2	20	2/9/12
Reflection Paper 1	35	2/21/12
Rough Draft of Ed. Contract	C/I	2/23/12
Education Contract	10	2/28/12
Videotape Worksheet 1	10	3/6/12
Listening Skills Assignment	10	3/8/12
Ethics Group Presentation	10	3/22/12
Ethics Workbook Assignment	10	3/27/12
Reflection Paper 2	35	4/3/12
Oral History Paper	10	4/3/12
At-Risk Population Presentation	15	4/5/12
Videotape Worksheets 2 & 3	10	4/12/12
Reflection Paper 3	35	5/1/12
Community Assignment	30	5/1/12
Volunteer Hour Log Sheet	C/I	5/3/12
Volunteer Evaluation Form	C/I	5/3/12
TOTAL		250

Grade Points:
233 – 250 = A
225 – 232 = A-
216 – 224 = B+
208 – 215 = B
200 – 207 = B-
191 – 199 = C+
183 – 190 = C
175 – 182 = C-
167 – 174 = D+
159 – 166 = D
150 – 158 = D-
000 – 149 = F

Assignments

1. Community/Volunteer Experience

- Students must complete 45 hours of volunteer work in an agency of their choice.
[NOTE: Only 5 hours of training can be used toward the 45 hour requirement.]
If you are concurrently enrolled in SW310, you only have to complete 70 volunteer hours (instead of 90).
- You may locate an agency that interests you on the web through UT's Volunteer & Service Learning Center (<http://www.utexas.edu/diversity/ddce/vslc/>), the SSW Dinitto Career Center Volunteer List (www.utexas.edu/ssw/dccs/spotvol.php), or Central Texas 211 (<http://www.211centraltexas.org>).
- Volunteer Agency Selection Form (Required for course credit)
Indicate the agency selected for volunteer work, location, supervisor, and scheduled volunteer hours.
- Volunteer Hour Log Sheet (Required for course credit)
Each student must turn in a log documenting all hours completed during the semester. A log sheet will be handed out at the beginning of the semester.
- Volunteer Evaluation Form (Required for course credit)
Students will submit an evaluation of their performance in their volunteer placement by their agency volunteer supervisor.
- Reflection Papers (35 points each)
These papers will reflect on topics discussed in class and incorporate classroom and volunteer knowledge to discuss your learning and experiences in a 5-page paper. Papers should include a combination of content related to class topics, assigned questions, and personal insight and experience to be considered complete. You will receive a list of the topics for each paper in advance. Appropriate APA formatting and grammar will also be included in grading. APA style is considered the standard for assignments in the School of Social Work. Information is available in the latest addition of the Publication Manual of the American Psychological Association in the reference section in the LRC.
- Education Contract (10 points)
The education contract is a format for organizing your personal learning objectives for accomplishment at your volunteer agency with specific activities designed to help you meet those objectives. This contract also illustrates the type of contracts useful when working with clients. You will receive specific instructions for the format of this assignment.

2. Other Assignments

- Workbooks
Students are expected to complete selected exercises in the Cournoyer workbook by the dates assigned in the course outline. **Workbook assignments should be typed,**

not handwritten, and stapled to the workbook page. Staplers are available in the Social Work Learning Resource Center. Work will be collected and reviewed for completion and quality of work.

- Ecomap/Question #3 on pp. 43-44 (10 points)
- Cultural Profile, Genogram & Questions 1&2 on pp. 42-43 (20 points)
- Ethics Questions (10 points)
- Listening Skills (10 points)

- Oral History Assignment (10 points)
Students will complete a 15-20 minute oral history interview of a selected community member. We will meet as a class at an agreed upon location and conduct interviews. The focus is on using interviewing skills, listening and exploratory skills and a strengths-based approach with the individual in conversation. Each student will be expected to submit a **1-2 page report on the interview/experience and give a brief report in class.** You will receive specific instructions for this assignment.
- Ethics Group Presentation (10 points)
Small groups will be formed, and each group will receive a list of ethical scenarios that involve one or more ethical dilemmas. Groups will choose two cases to analyze, and present in class. Class time will be provided (additional time outside of class is often necessary), and a summary report will be made for each case and turned in during the class presentation.

Presentations should include: a reading of the case, outlining of the relevant legal duties and social work ethical principles, a listing of relevant stake holders (persons with an interest in the case), a discussion of possible courses of action and implications of each, and a discussion of the course of action chosen by the group. Presentations should be done in 10-15 minutes followed by questions/discussion from the class.

- Videotaping (10 points for worksheets for each session)
Students will complete two videotaped assignments during the semester in the video studies in the Social Work Learning Resource Center. Students will work in pairs and focus on listening skills and use of listening and exploratory responses. Attendance at this lab is necessary to receive credit for the assignment. A second videotape recording will be made in pairs in the LRC to demonstrate your progress in developing your exploratory skills.

Additional instructions will be handed out in class. **Each student must purchase one blank DVD or VHS videotape prior to the first taping and submit their interviews on their own tape.** You may want to purchase a package of tapes to share with classmates since they are often only available in packages of three to seven tapes.

- At-Risk Population Presentation (15 points)
Students will work in groups of four to research and prepare a PowerPoint

presentation discussing a selected at-risk population. A person is determined to be at-risk when they are included in a group that significantly affects their individual experiences, perspectives, and increases risk factors for exposure to discrimination, deprivation, or oppression. Students will research the history, characteristics, incidence, current resources, continuing existing needs, and potential services. Class time will be provided for groups, although additional out of class time may be necessary. Further information will be given in class.

- Community Assignment (30 points)
Students will work in small groups and be asked to choose one neighborhood/community system for the project. Students will research the needs and problems of this system and select two problems or needs and develop an action plan. The plan should include: (1) identified goals, (2) tasks needed, (3) a timeline, and (4) identification of specific members in the action system completing coordinated tasks. Research topics for the community must include, among other things, history, census data, crime statistics, interviews with neighborhood leaders, special characteristics, etc.

Each group will be assigned a wall panel in the LRC to display their project. The poster will include: photos, charts, graphs, census data, maps, and summary data related to goals and tasks. Additional data and photos are appropriate for the presentation, but all required information should be included on the display poster. [NOTE: Do not use products that you cannot leave on display in the LRC.] Since this assignment is due at the end of the semester, an “unsatisfactory” presentation or product cannot be resubmitted. Therefore, students may want to pre-submit materials to the professor. Points for individual participation will be determined by team member ratings which will be turned in at the time of the presentation.

Instructions for Formatting Papers and Assignments

Assignments should be typed, double-spaced on letter size paper, 1” margins, 12 point font in Times New Roman. Papers must meet the minimum page requirement; for example, at least 5 full pages are required for Reflection Papers. If you do not have a personal computer, computer are available for use at the Learning Resource Center (LRC) and undergraduate Library Computer Facility (FAC) during business hours. Handwritten or unstapled reports will receive no credit. Papers that are incorrectly formatted will receive a grade reduction.

Exceptions to these requirements apply to the following assignments, which may be neatly handwritten: Volunteer Agency Selection Form, Group Member Evaluation Form, Videotaping Assignment Review Papers, and the Final Evaluation Form.

VI. Class Policies

Assignments: Except in the case of extreme emergencies, which should be reported to the professor immediately, late assignments will not be accepted without penalty. Students are expected to **turn in all required assignments on the agreed upon due date at the**

beginning of class. Assignments turned in after class begins will be considered late. If accepted, **late assignments will be assessed point penalties at the rate of two points each day late.** Any adjustments in due dates MUST be requested in written form and discussed with the instructor at least one class session PRIOR to the regularly scheduled date.

Attendance: Students who fail to attend class on a regular basis (**missing more than three classes** without a valid excuse or medical documentation) **will receive a letter grade lower** than their final grade as indicated above. More than five absences will result in an increased grade reduction as determined by the instructor. It is the student's responsibility for ensuring that he/she has signed the daily attendance sheet for the class. There is a limit of four days of medically documented excused absences; beyond the four medically excused absences, the student must make special arrangements with the instructor to complete the course. Similarly, the instructor reserves the right to raise a student's grade at the end of the semester based on class participation. Students who arrive to class more than 15 minutes late or leave class more than 15 minutes early will receive ½ attendance credit for that class.

Participation: In addition to regular class attendance, the instructor expects all students to actively participate in class discussion and be a contributing member to group assignments. The instructor reserves the right to reduce the grade up to one point for lack of class participation.

Students requesting an incomplete for the class for medical problems or family emergencies must fill out the required form available from the BSW office and discuss their request with the instructor.

Scholastic/Professional integrity: Social work practitioners assume responsibility for themselves. Therefore, it is expected that work handed in will be your own. Scholastic dishonesty, including plagiarism, violates social work values and will result in recommendation against admission to the BSW program and a referral to the Dean of Student's Office.

Information shared in class about agencies and clients is considered to be covered by the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that information is shared in class for this purpose. However, discussion outside of class with individuals not in this class or with other class members in settings where you can not assure that no one else may overhear the conversation is considered a breach of confidentiality and will result in recommendation against admission to the BSW program.

Social work practitioners are assertive and function as team members. Therefore, feedback about the course is welcome and the course will be viewed as a joint effort between students and the instructor. Part of professional accountability includes treating others with respect and courtesy. Within this class, this means you will be expected to listen to the opinions and concerns of others with openness, to offer suggestions and ideas in a positive and respectful manner and to be willing to promote group cohesiveness in order to create a safe learning environment.

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.

Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Service for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

VII. Course Schedule

Date	Description	Readings & Assignments
Session 1 – January 17 Tuesday	<ul style="list-style-type: none"> • Introductions • Syllabus Overview 	
Session 2 – January 19 Thursday	<ul style="list-style-type: none"> • Volunteer Opportunities • Student Introductions 	<p>Read: Cournoyer: Ch. 1 Introduction, pp. 3-20</p> <p>Handouts:</p> <ul style="list-style-type: none"> • Social Work Basics • Special Interest Form • Volunteer Agency Packet
Session 3 – January 24 Tuesday	<p>Social Work Assessment I:</p> <ul style="list-style-type: none"> • Social Work is Easy as PIE (Person In Environment) • Eco-Maps 	<p>Read: Cournoyer: Ch. 2, pp. 37-39; Question 3, pp 43-44.</p> <p>Handouts:</p> <ul style="list-style-type: none"> • Eco-map assignment
Session 4 – January 26 Thursday	<p>Family & Culture: Discussion on genograms & cultural profiles</p> <ul style="list-style-type: none"> • Dr. Shorkey’s Genogram example • Cultural profiles 	<p>Handouts:</p> <ul style="list-style-type: none"> • Cultural Profile & Genogram assignment
Session 5 – January 31 Tuesday	<p>Social Work Assessment II: Discuss ecosystems/societal influence on eco-maps</p> <ul style="list-style-type: none"> • Class Present/Discuss Eco-maps 	<p>Due: Eco-map & Workbook Question 3, pp. 43-44</p> <ul style="list-style-type: none"> • See example of eco-map on pg. 39 <p>Read: Cournoyer: Ch. 2 Professionalism, pp. 36-38 & Ch. 11 Assessing, pp. 297-334</p>
Session 6 – February 2 Thursday	<p>Culturally Competent Practice</p> <ul style="list-style-type: none"> • Mexican-American Families 	<p>Handouts:</p> <ul style="list-style-type: none"> • Culturally Competent Practice Standards • Considerations for work with Mexican- American clients and their families
Session 7 – February 7 Tuesday	<p>Culturally Competent Practice</p> <ul style="list-style-type: none"> • African-American Families 	<p>Handouts:</p> <p>Considerations for work with African Americans and their families</p>

Session 8 – February 9 Thursday	Class Presentations & Discussion of Genograms & Cultural Profiles	Due: 1. Agency Selection Form 2. Cultural Profile • Follow Cultural Profile instructions in handout 3. Genogram & Workbook Questions 1 & 2 pp. 42 & 43 • See example genogram on p. 38
Session 9 – February 14 Tuesday Happy Valentine’s Day!	<ul style="list-style-type: none"> • Four basic systems in social work practice • Social work roles 	Handouts: <ul style="list-style-type: none"> • Pincus & Minihan Ch. 3&4 • Social Work Systems • Relationships Among Social Work Systems • Social Work Roles
Session 10 – February 16 Thursday	Broad range of Social Work Agencies: Community Resources <ul style="list-style-type: none"> • 211 Presentation 	Handouts: <ul style="list-style-type: none"> • 211
Session 11 – February 21 Tuesday	Educational Contracts: <ul style="list-style-type: none"> • Introduce and discuss duties/responsibilities and learning objectives 	Due: Reflection Paper #1
Session 12 – February 23 Thursday	Educational Contracts: <ul style="list-style-type: none"> • Work in small groups to discuss, plan, write 	Due: Rough draft of Educational Contract by the end of class
Session 13 – February 28 Tuesday	Discuss basic concepts of interviewing <ul style="list-style-type: none"> • Non-verbal communication exercise • Sign up for partners for video lab 	Due: Final Draft of Educational Contract Read: Cournoyer: Ch. 6 Talking and listening: Basic interpersonal skills pp. 171-201 Handouts: <ul style="list-style-type: none"> • Interviewing Skills
Session 14 – March 1 Thursday	No regular class meeting. <ul style="list-style-type: none"> • Videotape Interview 1 • Meet in LRC for Individual Lab Sessions at your scheduled time. Bring your own VHS tape or DVD+R.	Handouts: Videotape Worksheet 1

Session 15 – March 6 Tuesday	More Interviewing Concepts: Exploring affective (feelings/emotions), cognitive (thoughts/ beliefs), & behavioral (verbal/skeletal motor)	Due: Videotape Worksheet 1
Session 16 – March 8 Thursday	Group assignments and instructions for Ethics Group Exercise In class preparation for Ethics Group Exercise	Due: Listening Skills Workbook Exercise 6.4, pp. 196-197 Read: Cournoyer: Ch. 5 Ethical decision making, pp. 125-167 Handouts: <ul style="list-style-type: none"> • Case presentations for Ethics Group Exercise • Presentation format
March 13–15	Spring Break – No class	
Session 17 – March 20 Tuesday	In class preparation for Ethics Group Exercise	
Session 18 – March 22 Thursday	Ethics Group Exercise Presentations	Due: Ethics Group Exercise
Session 19 – March 27 Tuesday	Introduction to At-Risk Population Projects <ul style="list-style-type: none"> • Discuss • Assign groups <p>Discuss class fieldtrip for oral history interview</p>	Due: Ethics Workbook Questions 1-8, pp. 161-164 Handouts: <ul style="list-style-type: none"> • At-Risk Population Assignment Instructions • Oral History Instructions
Session 20 – March 29 Thursday	Class Fieldtrip for Oral History Interview <ul style="list-style-type: none"> • Meet in front of the School of Social Work to ride bus to Austin Resource Center for the Homeless, Caritas, & Salvation Army 	

Session 21 – April 3 Tuesday	<ul style="list-style-type: none"> • Report on fieldtrip • Group Time for At-Risk Presentations 	Due: 1. Reflection Paper #2 2. Brief Oral History Interview paper
Session 22 – April 5 Thursday	At-Risk Group Presentations	Due: At-Risk Group Presentations
Session 23 – April 10 Tuesday	No regular class meeting. <ul style="list-style-type: none"> • Videotape Interview 2 • Meet in LRC for Individual Lab Sessions Bring your own VHS tape or DVD+R (Can reuse VHS from previous session; Cannot reuse DVDs)	Hand outs: <ul style="list-style-type: none"> • Videotape Worksheets 2 & 3
Session 24 – April 12 Thursday	Introduction to Community Project <ul style="list-style-type: none"> • Discuss • Assign groups 	Due: Videotape Worksheets 2 & 3 Handouts: <ul style="list-style-type: none"> • Community Project Packet
Session 25 – April 16 Tuesday	Problem Solving & Brainstorming <ul style="list-style-type: none"> • Problem solving exercise • Brainstorming exercise Planned Change <ul style="list-style-type: none"> • Emphasis on strengths perspective • Research-informed practice 	Handouts: <ul style="list-style-type: none"> • Problem-solving • Brainstorming • Planned Change • Evidenced-Based practice • Strengths Perspective
Session 26 – April 19 Thursday	Neighborhood Tours: <ul style="list-style-type: none"> • Meet in front of the School of Social Work to travel with your group to the neighborhood you chose for your Community Project 	
Session 27 – April 24 Tuesday	Goal Setting <ul style="list-style-type: none"> • Discuss goal specification • Tangible and intangible goals • Decision making • Task development / timeline 	Read: Cournoyer: Ch. 4 Contracting, pp. 342-377 Handouts: <ul style="list-style-type: none"> • Goal specification • Decision-making

Session 28 – April 26 Thursday	<ul style="list-style-type: none"> • Decision Making • Task Analysis 	
Session 29 – May 1 Tuesday	<ul style="list-style-type: none"> • Community Project Presentations • Course Evaluations 	Due: 1. Community Assignment Projects 2. Reflection Paper #3
Session 30 – May 3 Thursday	Community Project Presentations	Due: 1. Volunteer Hour Log Sheet 2. Volunteer Evaluation Form