Course Description: This course provides a study of social work functions, knowledge, values, ethics and skills from a generalist practice model. It offers an overview of generalist practice and provides the opportunity to develop the ability to use this model of practice.

Course Learning Objectives: By the end of the term, students should be able to:
1. Describe social work practice.
2. Compare generalist practice with other practice methods.
3. Apply a generalist model of social work practice to given case situations.
4. Focus dually in given case situations: on the client system and its environment; on personal and social problems; as well as on possible micro and macro interventions.
5. Show sensitivity to cultural and social diversity in given case situations.
6. Plan interventions to advance social and economic justice, to combat inequities (such as poverty, racism, sexism, ageism)
7. Demonstrate professional attributes of altruism, accountability, self-awareness, self-discipline, and social justice within given course assignments and community service.
8. Utilize a strengths perspective when working with clients.
9. Demonstrate the ability to critically assess micro, mezzo, and macro level situations that may affect the client.

Required Texts:

Understanding Generalist Practice (SOW 3300) is a UCF sanctioned service-learning course. Students will spend a minimum of 20 hours over the course of the semester on a service-learning activity. This activity will address a need in our community, support our course objectives, involve a connection between the campus and the world around it, challenge students to be civically engaged, and involve structured student reflection. We'll spend time reflecting on our service-learning experience through a reflection journal and paper assignment as well as in class discussions integrating the experience in the course. While there is a 20 hour minimum for service to pass the course, your service-learning efforts will be the core of much of the learning in the course. Therefore your “grade” for service-learning will come from tangible class-related projects that come out of it rather than simply from completion of the hour minimum.

Our service-learning work in the Understanding Generalist Practice course will involve selecting a human service agency from a list provided by the instructor, attending and assisting in one community event sponsored by that agency along with the activities assigned while providing service within that agency during the semester. This will allow student to work and experience the real world and will ensure that the significant time you put into your class project leads to meaningful results. I must approve all projects.
and each project will begin with a signed agreement among the students, the agency contact person and me. No student will be expected to work on a project to which he or she has significant religious, political or moral objections. It’s the student’s responsibility to let me know about such objectives before we finalize group assignments.

Evaluation of Learning & Grading:

1. **Service Learning Experience: (25 points) 20 hours** of volunteer experience at an agency of the student’s choice from a list of potential agencies provided by the instructor. Students will provide case management through information and referral services, complete a social history with the assistance of an employee of the agency and complete other tasks assigned by the agency. The following needs to be completed as part of the service –learning agreement: A **letter on agency letterhead and/or the hours form verifying volunteer hours must be submitted at the end of the term.**
   a. The student will keep a Journal. It will document an ongoing summary of the learning experience. It should begin by summarizing the agency with the agency name and a brief description of the agency, including services, eligibility, and criteria (if applicable), as well as the populations served. You will reflect on the tasks you were assigned and how you completed them, as well as giving a description of your experiences from a personal perspective. You will also be expected to integrate course content into your learning experience in the agency. You can share any ethical dilemmas that emerged during your time with the agency. The Journal is your forum for sharing your experiences as well as your professional growth. You should feel free to note any critical issues or occurrences that may have taken place.
   b. Upon completion of your learning service experience a short paper (2-3 pages) will be written reflecting on how this collaborative experience influenced your perception of generalist social work practice as well as what aspects of the service-learning experience were most interesting and least interesting? Journals can be hand written but MUST be legible and kept in a professional manner. **If I cannot read it I cannot grade it.** Please give special attention to legibility and neatness.

2. **Mid-Term Exam: (20 points)** An exam will be given covering weeks 1-7. The exam may contain multiple choice, matching, true/false, short answer, essay or a case study.

3. **Case Studies:** Case studies from three levels of intervention; micro, mezzo, and macro will be assigned from the custom reader. Discussion will be held collectively in class utilizing the problem-solving model. You will be required to submit answers to questions individually the week following the discussion.
   a. **Micro** (10 points) TBA
   b. **Mezzo** (10 points) TBA
   c. **Macro** (10 points) TBA

4. **Case Analysis Using the Generalist Intervention Model (GIM): (25 points)** Students will be asked to apply the problem-solving model to a study of an assigned case. Specifically, analyze and describe the social worker’s accomplishments and shortcomings and complete the missing work for the social worker. **Paper will be evaluated as follows:**
   a. **The extent and accuracy of your analysis** relating to the problem-solving process. Guidelines will be distributed week 4.
   b. **Full, explicit use of course content** throughout the content of the analysis.
   c. **Your ability to add** what you think needed to be done in the problem-solving stages
   d. Identification and explanation of any **ethical dilemmas** present.
e. Sentence structure, spelling and punctuation. Preferred writing style is the American Psychological Association (APA).

Tentative Due Dates:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Micro Case Study</td>
<td>Sept. 30, 2004</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>Oct 14, 2004</td>
</tr>
<tr>
<td>Mezzo Case Study</td>
<td>Oct 21, 2004</td>
</tr>
<tr>
<td>Macro Case Study</td>
<td>Nov. 12, 2004</td>
</tr>
<tr>
<td>Volunteer Exp. Paper/Hours and Journal</td>
<td>Dec 2, 2004</td>
</tr>
<tr>
<td>Case Analysis</td>
<td>Dec 2, 2004</td>
</tr>
</tbody>
</table>

Grades:

- **A** = 95-100 (4.0)
- **B+** = 87-89 (3.25)
- **B** = 84-86 (3.00)
- **B-** = 80-83 (2.75)
- **A-** = 90-94 (3.75)
- **C+** = 77-79 (2.25)
- **C** = 74-76 (2.00)
- **C-** = 70-73 (1.75)
- **D+** = 67-69 (1.25)
- **D** = 64-66 (1.00)
- **D-** = 60-63 (.75)
- **F** = 59 or less (0.00)

Course Learning Methods: The instructor will use a variety of teaching strategies including: Lecture/discussion; case analysis; and small group activity. Video and audio illustrations will also be provided to spark student discussion.

Course Policies: Policies for all social work classes can be found in the School of Social Work Student Handbook and The Golden Rule Book.

Course and Classroom Policies and Procedures:
See the BSW Student Handbook for a detailed discussion of the School of Social Work's course policies and procedures and UCF’s Golden Rule for a description of the University's class policies and procedures. Please note below general guidelines concerning the shared responsibilities of the instructor and students in this course:

Completion of Assignments:

1. All examinations and case assignments must be completed in order to pass the course. Students may NOT elect to skip any of the exams or assignments and accept a lower grade.
2. Students should submit assignments at the beginning of the class period on the identified due date. **Five (5) points will be deducted from the student's final grade for each assignment submitted late. No assignment will be accepted after the last day of class.**
3. The instructor reserves the right to make announced changes in course requirements, schedule and assignments. Whenever possible, such changes will include student input.

Final grades:

1. Final grades are available on the internet. However, grades can be mailed to those students who provide the instructor with a stamped, self-addressed envelope. The instructor cannot provide a student with his/her final grade by phone nor can final grades be posted in the School of Social Work. To ensure confidentiality of graded material, papers and exams cannot be left by the instructor for pick up by students in the School of Social Work Office.
2. If the student believes the instructor has made an error in grading or marking an assignment, such errors should be brought to the instructor's attention within the week following the return of the graded assignment. Otherwise, the grade assigned will be considered correct and final.

Attendance: Student participation is an integral part of this course. Students will be expected to assume responsibility for their own learning and to actively involve themselves in class discussions, small group exercises, and role-playing in order to develop necessary practice skills. Therefore, attendance is required. Class sessions will combine didactic, discussion and experiential components. Students must be prepared for class (e.g., complete readings and other assignments prior to class); it is also expected that students will be attentive and respectful in class (e.g., no off-task behavior, no talking among themselves). More than three (3) absences during the semester may result in the lowering of the final grade for the course. Excessive partial absences (i.e., leaving class early) may result the
lowering of the final grade. (See the BSW Student Handbook for more information on attendance requirements.)

Classroom Behavior: Students are expected to contribute to class discussion and are encouraged to voice their opinions. Alternative points of view should be offered and received with tact. As social workers, we must be able to accept diversity of ideas and differences of opinion. Students should feel free to express their personal opinions, and refer to relevant personal situations without fear of disapproval or disrespect. However, the classroom is not a place in which to indulge in personal venting or support seeking.

Academic Integrity: Social workers must demonstrate high standards of integrity. Students are expected to do their own work on all material submitted for a grade. Cheating and plagiarism will not be tolerated. School and University policies on academic integrity will be strictly enforced. Students found to have cheated or plagiarized will receive no credit for the exam or assignment may also receive a failing grade for the course. Students who observe others violate this policy are expected to report this to the instructor. Please see your academic advisor if you have any questions or concerns about this policy.

Incomplete Grades: In exceptional circumstances, an incomplete grade may be given per School and University policies. Individual arrangements must be made with the instructor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester.

Written Assignments:
1. Effective written communication skills are essential to professional social work practice. Thus, students are expected to present their ideas clearly and properly and to adhere to accepted standards of writing. Grammar, punctuation and spelling are to be correct in all written materials submitted, and will be considered in grading written assignments. Work not conforming to these standards or demonstrating serious deficiencies in common English usage will be returned without a grade. When required, references should be included in the APA documentation style. All assignments are to be typed, double-spaced, and on clean bond paper. The only exception to this is the Journal. It must be legible and neat or grading will not occur.
2. Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments. The UWC is located in MOD 608 (near the Communications Building). UWC staff may be reached Monday-Thursday 9am-4pm, Friday 8am-3 pm and Sunday 2-6pm at (407) 823-2197 or http://reach.ucf.edu/-uwc.

Special Accommodations: Students registered with UCF=s Office of Student Disability Services and having special needs which require accommodation for the successful completion of this course must see the instructor no later than the end of the first week of class. Failure to do so may result in accommodation(s) not being made.

Course Outline and Schedule:

<table>
<thead>
<tr>
<th>Weeks 1 &amp; 2</th>
<th>Understanding Generalist Social Work Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 26 &amp;</td>
<td>Content:</td>
</tr>
<tr>
<td>Sept. 2, 2004</td>
<td></td>
</tr>
<tr>
<td>1. The focus and purpose of this course.</td>
<td></td>
</tr>
<tr>
<td>2. Social work as a profession.</td>
<td></td>
</tr>
<tr>
<td>3. The functions of the social work practitioner.</td>
<td></td>
</tr>
<tr>
<td>5. The Generalist Intervention Model</td>
<td></td>
</tr>
<tr>
<td>6. Social work methods.</td>
<td></td>
</tr>
<tr>
<td>7. Generalist practice defined.</td>
<td></td>
</tr>
<tr>
<td>8. Professional organizations, particularly NASW and CSWE.</td>
<td></td>
</tr>
<tr>
<td>9. Culturally competent social work practice</td>
<td></td>
</tr>
</tbody>
</table>
Readings:

Week 3  
Values and Ethics and the Resolution of Ethical Dilemmas  
Sept  9  
Content:
1. Profession and personal values.
2. Personal value inventory.
3. NASW Code of Ethics: responsibilities to clients, colleagues, employers, the profession, and society.
4. Defining ethical practice in social work.
5. Guidelines for ethical decision-making.

Week 4&5  
Micro Practice Skills: Working with Individuals  
Sept. 16& 23  
Content:
1. Target levels: individual, family, group, organization, community.
2. Micro, mezzo, and macro levels of social work practice.
3. Empathic response, paraphrasing, open-ended questions, clarifying, probing, etc.
4. Gender sensitivity
5. Beginning client/worker relationship
7. Conflict resolution
8. Client self-determination
Readings:  

Weeks 6  
Documentation, Engagement, Assessment and Planning in Generalist Practice  
Sept 30  
Content:
1. Strengths identification
2. Types of assessment and assessment tools.
3. Assessment strategies and techniques: individuals, families, groups, organizations and communities.
4. Force-Field Analysis; a tool for critical thinking
5. Micro and macro factors in assessments.
6. Data collection.
7. Goal setting and contracting
8. The importance of writing in social work
9. Factors influencing the selection of a recording method
10. Selected recording methods (forms, scales, charts, ecomaps, genograms, logs, process and summary narratives, video and audiotapes, letters and memos, etc.) for problem formulation (frequency, intensity, and duration), for case files, and for monitoring case progress.
Readings:

**Micro case study due week 6 September 30, 2004**

**Weeks 7 Oct. 7**

**Mezzo Practice Skills: Working with Groups/ Understanding Families**

Content
1. Group Dynamics
2. Types of Groups
3. Worker roles in groups
4. Contact and engagement with resistant and/or non-verbal clients.
5. Assessing families---patterns and interventions
6. Family conflicts, problems and resolutions
7. Variations in family structure
8. Human diversity and family assessment

Readings:
2. Kirst-Ashman & Hull, Ch. 9, *Understanding families*. Pp. 294-325

**Week 8 Oct 14, 2004**

Exam (covering weeks 1-7) Turn in Journals for preliminary review.

**Week 9&10 Oct 21&28**

**Macro Practice Skills: Working with Organizations and Communities**

Social Work Advocacy (Instructor may be at a conference-will advise)

Content:
1. Organizational context of social work practice
2. Worker roles in organizational and community change
3. Social work advocacy
4. Micro, mezzo and macro skills for organizational and community change
5. Case/cause Advocacy
6. Advocacy Intervention Strategies
7. Worker role: Advocate, broker, mediator, organizer

Readings:

**Messo case study due Oct. 21, 2004. Week 9.**

**Week 11 Nov. 04,**

**Implementation Applications**

Content:
1. Implementing the action plan.
3. Influence process and strategies.
4. Micro, mezzo, and macro levels of social work skills.
5. Crisis Intervention/the crisis process
6. Child maltreatment and Protective Services
7. Alcohol-other drug abuse

Readings:

November 11, 2004 Veterans Day Holiday.
(Work on Macro case study it is due next class, Nov 12)

Week 12
Nov. 18, 2004
Evaluation, Termination and Follow-up in Generalist Practice
Content:
1. Evaluating practice.
2. Comparison of evaluation concepts to research terminology and designs
3. Formative and summative evaluations.
4. Introduction to single subject designs.
5. Validity and reliability in measurement.
6. Terminating relationships.
7. Reactions and stages common in termination.
8. Client follow-up
9. Worker issues: Burn-out


Macro Case study Due. Week 12.

November 25 Thanksgiving Holiday.

Week 13
Dec. 2, 2004
Brokering and Case Management in Social Work practice
Content:
1. Privacy principles
2. What is case management and how to apply it to social work practice.
3. Defining brokering
4. Importance of case management and brokering within social work practice

Readings:

Case Analysis Due, Volunteer Exp. paper as well as Journal is due and Documented hours from agency are due.
References


