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, and homophobia), and to minimize the negative effects of oppression on clients in given case situations.
7. Demonstrate the professional attributes of altruism, accountability, self-awareness, self-discipline, and social justice within given course assignments.
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:

Evaluation of Learning & Grading:
1. Mid-Term Exam: (25points) Exam will be given covering weeks 1-6. The exam may contain multiple choice, matching, true/false, short answer, essay or a case study.
2. 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 (15 points)- TBA
3. Case Analysis Using the Generalist Intervention Model (GIM): (25points) 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:
Micro Case Study: June 30, 2004 Mezzo Case Study: July 14, 2004
Mid term Exam: June 17, 2004 Macro Case Study: July 21, 2004
Volunteer Experience Paper/Hours: July 14, 2004 Case Analysis: July 28, 2004

4. Volunteer Experience: (15 points) 20 hours of volunteer experience at an agency of the student’s choice. A list of potential agencies will be provided by the instructor. A letter on agency letterhead verifying volunteer hours must be submitted at the end of the term. Students will submit a personal reflection paper discussing their experience. Guidelines will be provided.

Grades
A = 95-100 (4.0) B- = 80-83 (2.75) D+ = 67-69 (1.25)
A- = 90-94 (3.75) C+ = 77-79 (2.25) D = 64-66 (1.00)
B+ = 87-89 (3.25) C = 74-76 (2.00) D- = 60-63 (0.75)
B = 84-86 (3.00) C- = 70-73 (1.75) 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. Excessive partial absences (i.e., leaving class early) may result in 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 ungraded. When required, references should be included in the APA documentation style. All assignments are to be typed, double-spaced, and on clean bond paper.

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](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.

**Important Academic Dates:**
- Summer 2004 Classes Begin: May 10 (M)
- Late Registration & Add/Drop: May 10 (M)
- Application for Grade Forgiveness Deadline: May 4 (T)
- Fees Due; Last Day for Full Refund: May 14 (F)
- Withdrawal Deadline: June 18 (F)
- Classes End; Last Day to Remove Incomplete: July 30 (F)
- Final Examination Period: July 30 (F)
- Grades Due in Registrar’s Office: August 4 (W)
- Grades Available on POLARIS: August 5 (R)

**Course Outline and Schedule:**

**Week 1**
**May 12, 2004**
**Understanding Generalist Social Work Practice**
**Content:**
1. The focus and purpose of this course.
2. Social work as a profession.
3. The functions of the social work practitioner.
4. The Generalist Intervention Model
5. Social work methods.
7. Professional organizations, particularly NASW and CSWE.
8. Culturally competent social work practice

**Readings:**

**Week 2**
**May 19, 2004**
**Values and Ethics and the Resolution of Ethical Dilemmas**
**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.

**Readings:**
Kirst-Ashman & Hull, Ch.11, *Values, ethics, & the resolution of ethical dilemmas*. Pp. 356-399.

**Week 3 & 4**
**May 26, 2004**
**Documentation**
**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.
11. Privacy principle

**Readings:**

**Week 5**  
No Class – Instructor Attending Conference

**Week 6 & 7**  
Micro Practice Skills: Working with Individuals

**June 16, 2004**  
**June 23, 2004**  

**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:**

**Week 8**  
Mid-Term Exam  
**June 30, 2004**

**Week 9**  
Mezzo Practice Skills: Working with Groups/ Understanding Families

**July 7, 2004**  

**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 10**  
July 14, 2004  
**Macro Practice Skills: Working with Organizations and Communities**  
**Social Work Advocacy**  
**Brokering and Case Management in Social Work practice**  
**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  
8. What is case management and how to apply it to social work practice.  
**Readings:**  

**Week 11**  
July 21, 2004  
**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:**  

**Week 12**  
July 28, 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  
**Readings:**  
References


