

**UNIVERSITY OF TEXAS AT AUSTIN  
SCHOOL OF SOCIAL WORK**

**Course Num.:** SW312  
**Unique Num.:** 65180  
**Semester:** FALL 2009  
**Meeting Days:** MON/WEDS  
**Meeting Time:** 11:00 – 12:15  
**Meeting Place:** SWB 2.130  
**TA:** N/A

**Instructor:** CLAYTON T. SHORKEY, PHD, LCSW, JOSLEEN &  
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**Off. Num.:** SWB1.218G  
**Off. Ph.:** 471-0520  
**Off. Hrs.:** MON/WED  
12:15- 1:15 PM.;  
OR BY APPOINT.



**GENERALIST SOCIAL WORK PRACTICE: KNOWLEDGE, VALUES, AND SKILLS  
(Required Course – BSW Program)**

**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 exercises), experiential learning (e.g., volunteering, role-playing) will also be emphasized in this course.

This course will use an electronic Blackboard site. 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](http://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 and Recommended Texts and Materials**

#### ***Required texts:***

Cournoyer, B. (2008). The social work skills workbook (5<sup>th</sup> Ed.). Pacific Grove, CA: Brooks/Cole.

#### ***Recommended texts:***

Kirst-Ashman, K. & Hull, Grafton Jr.(2001) Generalist practice with organizations & communities. Pacific Grove, CA: Brooks/Cole.

Kirst-Ashman, K. & Hull, Grafton Jr.(2001) Macro skills workbook: A generalist approach. (2<sup>nd</sup> Ed.) Pacific Grove, CA: Brooks/Cole.

Ivey, A. & Ivey, M. (1999) Intentional interviewing & counseling: Facilitating client development in a multicultural society. Pacific Grove, CA: Brooks/Cole.

Johnson, L.C. (1998) Social work practice: A generalist approach. (6<sup>th</sup> Ed.) Boston, MA: Allyn & Bacon Publishers.

Locke, B., Garrison, R., & Winship, J. (1998), Generalist social work practice: Context, story, & partnerships. Pacific Grove, CA: Brooks/Cole.

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

Miley, K., O'Melia, M., & DuBois, B. (2004) Generalist social work practice: An empowering approach. (4<sup>th</sup> Ed.) Needham Heights, MA: Allyn & Bacon.

Poulin, J. & Contributors (2000). Collaborative social work: strengths-based generalist practice. Itasca, IL: F.E. Peacock.

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

Wells, C.C. (1999). Social work day to day: The experience of generalist social work practice. Menlo Park, CA: Addison Wesley Longman.

Woodside, M., & McClam, T. (1998) Generalist case management: A method of human services delivery. Pacific Grove, CA: Brooks/Cole.

## V. Course Requirements

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	PTs	DUE
Agency Selection Form	C/I	Sept. 21 <sup>st</sup>
Ecomap/Questions	10	Sept. 21 <sup>st</sup>
Cultural Profile & Genogram	20	Oct. 5 <sup>th</sup>
Agency Profile/Educ. Contract	40	Oct. 7 <sup>th</sup>
Ethics Group Presentation	10	Oct. 12 <sup>th</sup>
Ethics Workbook Assign.	10	Oct. 12 <sup>th</sup>
Reflection Paper 1	25	Oct. 14 <sup>th</sup>
Listening Skills Workbook Assign.	10	Oct. 21 <sup>st</sup>
Community Cultural Event	10	by Oct. 21 <sup>st</sup>
Videotape Worksheet 1	10	Oct. 26 <sup>th</sup>
Reflection Paper 2	25	Oct. 28 <sup>th</sup>
Oral History Paper	15	Nov. 2 <sup>nd</sup>
Reflection Paper 3	25	Nov. 18 <sup>th</sup>
Videotape Worksheet 2	10	Nov. 25 <sup>th</sup>
Community Assignment	30	Nov. 25 <sup>th</sup> & 30 <sup>th</sup>
Volunteer Hour Log Sheet	C/I	As soon as completed (by 12/2)
Volunteer Evaluation Form	C/I	As soon as completed (by 12/2)
<b>TOTAL</b>	<b>250 POINTS</b>	

### Grades assigned as follows:

233 – 250 pts =	A
225 – 232 pts =	A-
216 – 224 pts =	B+
208 – 215 pts =	B
200 – 207 pts =	B-
191 – 199 pts =	C+
183 – 190 pts =	C
175 – 182 pts =	C-
167 – 174 pts =	D+
159 – 166 pts =	D
150 – 158 pts =	D-
149 – 0 pts =	F

### Required Assignments:

#### 1. Community/ Volunteer experience

- Students must attend a community cultural event on campus or in the community ***prior to October 21<sup>st</sup>***. A comprehensive summary paragraph describing the event attended (time, place, sponsor, your participation) is due upon completion of the assignment. (A list of community cultural groups will be provided; you will be notified of special cultural events taking place during the semester).
- Students must complete **40 hours** of volunteer work in an agency of their choice. [NOTE: Only 5 hours of training can be used toward the 40 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/> or through the SSW Dinitto Career Center Volunteer List ([www.utexas.edu/ssw/dccs/spotvol.php](http://www.utexas.edu/ssw/dccs/spotvol.php)) .

A. Volunteer Agency Selection: (Required for course credit)

Indicate the agency selected for volunteer work, location, supervisor and scheduled volunteer hours. ***Due Sept. 21.***

B. Volunteer Hour Log Sheet:

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. ***Due when hours have been completed.***

C. Reflection Papers: (75 points — 25 points for each of 3 papers)

The volunteer paper is intended to *reflect on a topic discussed in class and incorporate classroom and volunteer knowledge into a 2-3 page paper*. You will receive a list of the topics for each paper in advance. Late papers will lose 2 points each class day not turned in. ***Due dates : Oct. 14, Oct. 28, and Nov. 18.***

D. Agency Profile: (20 points)

The agency profile is intended to help you learn about the agency where you are doing your volunteer work. You will receive specific instructions for the assignment. The components of this profile exemplify the information you will need related to the many agencies with which you will work when you are in practice. ***Due Oct 7.***

E. Educational Contract: (20 points)

The educational contract is a format for organizing your personal objectives with specific activities designed to help you meet those objectives. You will receive specific instructions for the format of this assignment. The educational contract illustrates the type of contract you generally use in work with clients. ***Due Oct. 7.***

F. Volunteer Evaluation Form: (Required for course credit)

Students will submit an evaluation of their performance in their volunteer placement by their agency volunteer supervisor. ***Due Nov. 30.***

## 2. Other Assignments

The remaining required assignments relate more directly to the classroom activities:

A. Workbooks:

Students are expected to complete selected exercises in the Cournoyer workbook by the dates assigned in the course outline. Work will be collected and reviewed for completion and quality of work:

- Eco Map and Questions (10 pts.) – ***Due Sept. 21.***
- Cultural Profile and Genogram (20 pts.) – ***Due Oct. 5.***
- Ethics Questions (10 pts.) – ***Oct. 12***
- Listening Skills (10 pts.) – ***Due Oct. 21.***

B. Oral History Assignment: (15 points)

- In pairs, students are expected to 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 listening, engaging another in conversation, exploring, and appreciation of the unique aspects and strengths of the individual.
- 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.

- *Class Field Trip for oral interview on Oct. 28.*
- *Report due Nov. 2.*

C. Ethics Group Presentation: (10 points)

- Small groups will be formed. Each group will receive a list of ethical scenarios which involve one or more ethical dilemmas.
- Groups will choose two cases to analyze, one of which will be presented.
- Presentations should include: a reading of the case; outlining of the relevant legal duties and social work ethical principles; 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.
- Class time will be provided (but may not be sufficient) for the groups to reach consensus on the appropriate response to the situation and a plan on how they will present the information to the class.
- Groups will have 10 to 15 minutes to present the case, followed by questions/discussion from the class.
- *Due on Oct. 12.*

D. Videotaping: (20 points – 10 points for each of 2 worksheets)

- Students will complete two videotaped assignments during the semester.
  - Groups of four students each will prepare a preliminary tape for the purpose of assessing your beginning interviewing skills by meeting with the Professor in a required 2 hour lab for feedback on first videotape. **Class time on October 19<sup>th</sup> and October 21<sup>st</sup>** will be used for this exercise. *Videotape Worksheet 1 due on October 26.*
  - A second videotape made in pairs on **November 23<sup>rd</sup> in LRC** will be prepared for the purpose of demonstrating your competency in these skills. *Videotape Worksheet 2 due on November 25.*
- Additional instructions will be handed out.
- **Each student must purchase one blank VHS videotape.**
- **Each student must submit their interviews on their own tape.**

E. Community Assignment: (30 points)

- Students will work in small groups to complete this assignment.
- Students are asked to choose one neighborhood/community system for the project.
- Students are expected to research the needs and problems of this system and should select two problems or needs and complete a problem-solving process. The process should include identified goals, tasks needed, a timeline, and identification of specific members in the action system.
- Each group will be given a wall panel in the LRC with which to display their project.
  - The products of the assignment may include posters, photos, charts, graphs related to census data police statistics, maps, and summary data related to goals and tasks. [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 products cannot be resubmitted. Students may want to pre-submit materials to the Professor or the TA. ***Presentations are due on November 25 and November 30.***
- **Points for participation determined by team members!**

### **Instructions for formatting papers:**

**ALL** assignments should be neatly typed double space on letter size paper except the following forms which may be handwritten: Volunteer Agency Selection Form, Group Member Evaluation Form (Group project), Videotaping Assignment Review Paper, and Final Evaluation Form. If you do not have a personal computer at home, computers are available for use at the Learning Resource Center (LRC) and Undergraduate Library Computer Facility (FAC). Please check with them for business hours.

Papers should be in a font size of 11 or 12 and in either Times New Roman or Courier New. Your name and the date should appear on the upper right hand corner of all pages of each assignment. Note that handwritten and/or non-stapled papers will be turned back to you with NO credit.

## **VI. Class Policies**

**Assignments:** Except in the case of extreme emergencies, and then only with the permission of the professor, 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 four (4) 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, e.g., medical documentation) will **receive a letter grade lower than their final grade** as indicated above. **It is the student's responsibility for ensuring that he/she has signed the 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 attendance participation.

**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 adequate participation.

Students requesting an incomplete 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
<b>Session 1</b> <i>Aug. 26<sup>th</sup></i>	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Volunteer opportunities</li> </ul>	
<b>Session 2</b> <i>Aug. 31<sup>st</sup></i>	<ul style="list-style-type: none"> <li>• Syllabus Review</li> <li>• Presentation (Jennifer Luna-Idunate)               <ul style="list-style-type: none"> <li>○ Overview of social work</li> </ul> </li> </ul>	Cournoyer: <ul style="list-style-type: none"> <li>• Ch. 1 Introduction, pp. 1-19</li> </ul> Handout: <ul style="list-style-type: none"> <li>• Social Work Roles</li> </ul>
<b>MODULE I</b>	<b>Course Objective 1:</b> Major dimensions of Generalist Social Work Practice and the “planned change”/problem solving process.	
<b>Session 3</b> <i>Sept. 2<sup>nd</sup></i>	<ul style="list-style-type: none"> <li>• Professional roles and functions; Four basic systems in social work practice               <ul style="list-style-type: none"> <li>○ Presentation (Howard Jones) Salvation Army Adult Rehab</li> <li>○ Presentation (Sammy Morales) Goodwill</li> </ul> </li> </ul>	Handout: <ul style="list-style-type: none"> <li>• Pincus &amp; Minihan: Ch. 3</li> <li>• Generalist Practice</li> </ul>
<b>Session 4</b> <i>Sept. 9<sup>th</sup></i>	<ul style="list-style-type: none"> <li>• Relationships among component systems</li> <li>• Basic process of planned change (pro-active/problem oriented)</li> <li>• Case-management, prevention, and crisis intervention</li> </ul>	Handouts: <ul style="list-style-type: none"> <li>• Pincus &amp; Minihan: Ch. 4 &amp; 5</li> <li>• Social Work Encyclopedia excerpts               <ul style="list-style-type: none"> <li>○ Case management</li> <li>○ Prevention</li> <li>○ Crisis Intervention</li> </ul> </li> </ul>
	<b>Course Objective 2:</b> Apply Social Work “knowledge,” values, and “skills” to their participation in the learning environment.	
<b>Session 5</b> <i>Sept. 14<sup>th</sup></i>	<ul style="list-style-type: none"> <li>• Broad range of Social Work Agencies</li> <li>• Presentation (Amy Price)               <ul style="list-style-type: none"> <li>○ 211</li> </ul> </li> </ul>	Handout: <ul style="list-style-type: none"> <li>• 211</li> </ul>
<b>MODULE II</b>	<b>Course Objective 1:</b> Explain the major dimensions of generalist social work practice and the “planned change”/problem-solving process. Focus on initial client contact through beginning assessment procedures.	
	<b>Course Objective 4:</b> Ability to adapt 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.	
	<i>Cultural competence according to NASW’s Standards begins with self awareness followed by increased other awareness. Students will explore self and family using genograms, ecomaps and learn from each other through sharing this content. Introduction to the psychosocial assessment process adds content related to historical as well as current information pertaining to the individual, family and community origins, deepening awareness of diversity and development of basic assessment skills. Self/other understanding: Family background and environmental influences and psychosocial assessment.</i>	
Date	Description	Readings

<b>Session 6</b> <i>Sept. 16<sup>th</sup></i>	<ul style="list-style-type: none"> <li>• Discuss Ecosystems/Societal influence/eco-maps</li> </ul>	Counoyer: <ul style="list-style-type: none"> <li>• Ch. 2 Professionalism, pp.21-87</li> <li>• Ch. 8 Assessing, pp.249-293</li> </ul>
<b>Session 7</b> <i>Sept. 21<sup>st</sup></i>	<ul style="list-style-type: none"> <li>• Class <b>Present/Discuss</b> Ecomaps</li> </ul>	<b>Due:</b> <ul style="list-style-type: none"> <li>• Ecomap &amp; Questions <ul style="list-style-type: none"> <li>○ <b>Review Counoyer, Ch. 2, pp. 50-52;</b></li> <li>○ <b>Do Questions 2a -2e on pp. 57-58.</b></li> </ul> </li> <li>• Volunteer Agency Selection Form</li> </ul>
<b>Session 8</b> <i>Sept. 23<sup>rd</sup></i>	<ul style="list-style-type: none"> <li>• Discussion on Genograms/Culture</li> <li>• Genogram example (Shorkey)</li> </ul>	Handout: <ul style="list-style-type: none"> <li>• Cultural Profile assignment</li> </ul>
<b>Session 9</b> <i>Sept. 28<sup>th</sup></i>	<ul style="list-style-type: none"> <li>• Presentation (Sonia Castellanos) <ul style="list-style-type: none"> <li>• Mexican-American Families (How culture interacts with service delivery)</li> </ul> </li> </ul>	Handouts: <ul style="list-style-type: none"> <li>• Considerations for work with Mexican- American clients and their families</li> <li>• Culturally Competent Practice Standards</li> </ul>
<b>Session 10</b> <i>Sept. 30<sup>th</sup></i>	<ul style="list-style-type: none"> <li>• Presentation (Emmit Hayes) <ul style="list-style-type: none"> <li>• African-American Families (How culture interacts with service delivery)</li> </ul> </li> </ul>	Handout: <ul style="list-style-type: none"> <li>• Considerations for work with African-American clients and their families</li> </ul>
<b>MODULE III</b>	<p><b>Course Objective 5:</b>  Identify ethical issues and recognize when client, societal, and/or personal values conflict emphasizing the importance of human diversity and social justice in the ethical practice of social work.</p> <p><b>Course Objective 4:</b>  Demonstrate the ability to adapt 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.</p> <p><i>Ethical principles and ethical decision making</i></p> <p><i>Values, ethics, NASW Code of Ethics and Standards for Cultural Competence in Social Work Practice</i></p> <p><i>In this module students learn and apply basic social work values. This includes the NASW Code of Ethics, the Standards for Cultural Competence in Social Work Practice, and their application to case examples/observed situations in their volunteer placement through log entries and class discussion. Diversity and social justice issues related to agency services and policies are highlighted.</i></p>	

Date	Description	Readings
<b>Session 11</b> <i>Oct. 5<sup>th</sup></i>	<ul style="list-style-type: none"> <li>Discuss Ethics</li> </ul>	Cournoyer: <ul style="list-style-type: none"> <li>Ch. 3 Ethical decision making</li> </ul> Handouts: <ul style="list-style-type: none"> <li>Case presentations for Ethics Group presentations</li> <li>Presentation format</li> </ul> <u>Due:</u> <ul style="list-style-type: none"> <li>Cultural Profile and Genogram               <ul style="list-style-type: none"> <li>See example genogram on pp. 48 – 50 for completing genogram</li> <li>Follow <i>Cultural Profile</i> instructions in hand out</li> </ul> </li> </ul>
<b>Session 12</b> <i>Oct. 7<sup>th</sup></i>	<ul style="list-style-type: none"> <li>In class preparation for <i>Ethics Group Presentations</i></li> </ul>	<u>Due:</u> <ul style="list-style-type: none"> <li>Agency Profile &amp; Educational Profile</li> </ul>
<b>Session 13</b> <i>Oct. 12<sup>th</sup></i>	<ul style="list-style-type: none"> <li>In class <i>Ethics Group Presentations</i></li> </ul>	<u>Due:</u> <ul style="list-style-type: none"> <li>Ethics Workbook Assignment pp. 120-122; Questions 1-5.</li> </ul>
<b>MODULE IV</b>	<p><b>Course Objective 3:</b>            Demonstrate skills in observation, communication, interviewing, assessment and problem solving.</p> <p><b>Course Objective 4:</b>            Demonstrate the ability to adapt 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.</p> <p><i>Students will conduct oral histories and develop listening skills &amp; ability to appreciate others with special emphasis on diverse characteristics.</i></p> <p><i>This module builds student's knowledge and skills related to observation and communication skills for social work interviewing and basic counseling.</i></p>	
<b>Session 14</b> <i>Oct. 14<sup>th</sup></i>	<ul style="list-style-type: none"> <li>Discuss basic concept of interviewing</li> <li>In class practice</li> <li>Non-verbal communication exercise</li> <li>Sign up for partners for two hour lab</li> </ul>	Cournoyer: <ul style="list-style-type: none"> <li>Ch. 4 Talking and listening: Basic interpersonal skills pp.127-153</li> </ul> Handouts: <ul style="list-style-type: none"> <li>Oral history handouts               <ul style="list-style-type: none"> <li>Assignment Instructions</li> <li>Oral History: A Guide</li> <li>Ethnography as a bridge to Multicultural Practice.</li> <li>Interviewing Skills</li> </ul> </li> </ul> <u>Due:</u> <ul style="list-style-type: none"> <li>Reflection Paper 1</li> </ul>

Date	Description	Readings
<b>Session 15</b> <i>Oct. 19<sup>th</sup></i>	<ul style="list-style-type: none"> <li>• <b>NOTE: No regular class meeting.</b></li> <li>• <b>Meet in LRC for Individual Lab Sessions with instructor at <i>your scheduled time.</i></b> <ul style="list-style-type: none"> <li>• Videotape Interview 1</li> <li>• Each student should bring his/her own VHS tape.</li> </ul> </li> </ul>	
<b>Session 16</b> <i>Oct. 21<sup>st</sup></i>	<ul style="list-style-type: none"> <li>• <b>NOTE: No regular class meeting.</b></li> <li>• <b>Meet in LRC for Individual Lab Sessions with instructor at <i>your scheduled time.</i></b></li> </ul>	
<b>Session 17</b> <i>Oct. 26<sup>th</sup></i>	<ul style="list-style-type: none"> <li>• Discuss social justice issues and at-risk populations</li> <li>• Presentation (Richard Troxell) <ul style="list-style-type: none"> <li>• Homelessness</li> </ul> </li> </ul>	Handout: <ul style="list-style-type: none"> <li>• Social Justice/At Risk Populations</li> </ul> <b>Due:</b> <ul style="list-style-type: none"> <li>• Videotape Worksheet 1</li> <li>• Listening Skills Workbook Assign. pp. 139-141, 147-148</li> </ul>
<b>Session 18</b> <i>Oct. 28<sup>th</sup></i>	<b><i>Class Fieldtrip for Oral History Interview</i></b>	<b>Due:</b> <ul style="list-style-type: none"> <li>• Reflection Paper 2</li> </ul>
<b>MODULE V</b>	<p><i>Generalist practice: Process of planned change/problem solving, diversity, populations at risk and social &amp; economic justice.</i></p> <p><b>Course Objective 1:</b>  Explain the major dimensions of generalist social work practice and the “planned change”/problem-solving process</p> <p><b>Course Objective 2:</b>  Apply Social Work “knowledge”, values and “skills” to their participation in the learning environment</p> <p><b>Course Objective 3:</b>  Demonstrate skills in observation, communication, interviewing, assessment and problem solving</p> <p><b>Course Objective 4:</b>  Demonstrate the ability to adapt to 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.</p> <p><b>Course Objective 5:</b>  Identify ethical issues and recognize when client, societal, and/or personal values conflict emphasizing the importance of human diversity and social justice in the ethical practice of social work.</p> <p>1) <i>Preparation for client contact</i></p> <p style="padding-left: 20px;">A) <i>Oral history interview report</i></p> <p style="padding-left: 20px;">B) <i>Workbook - Chap. 5 Exercises:</i></p> <p style="padding-left: 40px;">a. <i>5-1: Preparatory reviewing</i></p> <p style="padding-left: 40px;">b. <i>5-2: Preparatory exploring</i></p> <p style="padding-left: 40px;">c. <i>5-3: Preparatory consulting</i></p> <p style="padding-left: 40px;">d. <i>5-4: Preparatory arranging</i></p>	

	<p><i>e. 5-8: Preliminary planning &amp; recording</i></p> <p>C) <i>Assignment of Community Project Groups</i>  <i>The readings, exercises and group project related to this module gives students first-hand experience using the generalist practice “planned change”/problem solving process with a macro-level system. (Details are found in the assignment handout.) This module allows students the opportunity to choose a socially/ culturally/ economically diverse neighborhood to adapt social work skills to reflect the needs of the residents of this area. Group presentations allow sharing of information with other class members related to the selected neighborhoods. Students have an opportunity to use basic interviewing skills, identify issues related to social work values and social justice as well as integrate social work “knowledge,” values and “skills” into a real community system.</i></p> <p>2) <i>Beginning: Introductions, statements of purpose, client roles, policy, ethical factors and seeking feedback</i></p>	
<b>Date</b>	<b>Description</b>	<b>Readings</b>
<b>Session 19</b> <i>Nov. 2<sup>nd</sup></i>	<ul style="list-style-type: none"> <li>At-risk/Social Justice Cont’d <ul style="list-style-type: none"> <li>TBA</li> </ul> </li> </ul>	
<b>Session 20</b> <i>Nov. 4<sup>th</sup></i>	<ul style="list-style-type: none"> <li>Feedback on oral history interviews</li> <li>Introduction to community assignment</li> <li>Students sign up for community assignment groups <ul style="list-style-type: none"> <li>Presentation</li> </ul> </li> </ul>	<p>Cournoyer:</p> <ul style="list-style-type: none"> <li>Ch. 6 Beginning, pp. 177-198</li> </ul> <p>Handouts:</p> <ul style="list-style-type: none"> <li>Community Assignment Presentations</li> </ul> <p><b><u>Due:</u></b></p> <ul style="list-style-type: none"> <li>Oral History Paper</li> </ul>
<b>Session 21</b> <i>Nov. 9<sup>th</sup></i>	<ul style="list-style-type: none"> <li>Discuss planned change process <ul style="list-style-type: none"> <li>Emphasis on strengths perspective</li> </ul> </li> <li>Research-informed practice</li> </ul>	<p>Handouts:</p> <ul style="list-style-type: none"> <li>Planned change</li> <li>Problem Solving</li> <li>Strengths Perspective Evidence-Based Practice/Research Informed Practice</li> </ul>
<b>Session 22</b> <i>Nov. 11<sup>th</sup></i>	<ul style="list-style-type: none"> <li>Discuss problem solving process <ul style="list-style-type: none"> <li>Problem solving exercise</li> </ul> </li> </ul>	<p>Handout:</p> <ul style="list-style-type: none"> <li>Problem-solving</li> </ul>
<b>Session 23</b> <i>Nov. 16<sup>th</sup></i>	<ul style="list-style-type: none"> <li>Discuss brainstorming</li> </ul>	<p>Handout:</p> <ul style="list-style-type: none"> <li>Brainstorming</li> </ul>
<b>Session 24</b> <i>Nov. 18<sup>th</sup></i>	<ul style="list-style-type: none"> <li>Discuss goal specification <ul style="list-style-type: none"> <li>Tangible and intangible goals</li> <li>Decision making</li> <li>Task development/ timeline</li> </ul> </li> </ul>	<p>Cournoyer:</p> <ul style="list-style-type: none"> <li>Ch. 9 Contracting, pp.295-339</li> </ul> <p>Handout:</p> <ul style="list-style-type: none"> <li>Goal Specification</li> <li>Decision-making</li> </ul> <p><b><u>Due:</u></b></p> <ul style="list-style-type: none"> <li>Reflection Paper 3</li> </ul>

Date	Description	Readings
<b>Session 25</b> <i>Nov. 23<sup>rd</sup></i>	<ul style="list-style-type: none"> <li>• <b>NOTE: No regular class meeting.</b></li> <li>• <b>Meet in LRC for Individual Lab</b> <ul style="list-style-type: none"> <li>• Videotape Interview 2</li> <li>• Bring your own VHS tape.</li> </ul> </li> </ul>	
<b>Session 26</b> <i>Nov. 25<sup>th</sup></i>	<ul style="list-style-type: none"> <li>• Community Assignment Presentations</li> </ul>	<b><u>Due:</u></b> <ul style="list-style-type: none"> <li>• Videotape Worksheet 2</li> </ul>
<b>Session 27</b> <i>Nov. 30<sup>th</sup></i>	<ul style="list-style-type: none"> <li>• Community Assignment Presentations</li> </ul>	
<b>Session 28</b> <i>Dec. 2<sup>nd</sup></i>	<ul style="list-style-type: none"> <li>• Wrap up</li> <li>• Course Evaluations</li> </ul>	