

**BASIC SOCIAL WORK SKILLS FOR GENERALIST PRACTICE
SOCIAL WORK 345 - FALL 2011**

Instructor: Susan Sieczkowski, LCSW
Phone: 402-709-8503

Email: SusanSieczkowski@creighton.edu
Hours: by appointment

Course Description

This course is designed to study the principles, values, skills and knowledge base of generalist social work practice. Students will develop a knowledge base and introductory level of social work skills through course content and classroom experiences. This course is taken in conjunction with pre-practicum and fosters student professionalism and introductory level competency.

Goals of the Social Work Program

Program mission

Informed by Ignatian ideals, a global perspective, social work knowledge, values, skills, ethics, history and purpose, the Department of Social Work is dedicated to the formation of competent, effective entry level generalist social work practitioners, as social change agents committed to the well-being of self and others, engaging in the pursuit of social and economic justice, empowerment of vulnerable populations, human rights, and the advancement of social work knowledge including the mutual influence of research and social work practice.

Goals of the Social Work Program:

1. Prepare undergraduate generalist social work practitioners grounded in evidence-informed practice, to work with individuals, families, groups, organizations and communities including an understanding and applicability of the global perspective for practice.
2. Prepare entry level generalist practitioners who apply ethical decision-making based on the National Association of Social Work Code of Ethics, and the Ignatian charisms integrating personal and professional ideals through mature self-evaluation and self-reflection.
3. Prepare social work leaders committed to advancing social and economic justice and human rights along with reducing social and economic inequities in society.

Date		Practice Behaviors: Student will be able to:	Reading, Topics, Assignments, Exercises, Activities
8/30/11	2.1.1 Identify with the profession of social work	Practice personal reflection and self-correction to assure continual professional development	Introductions: self-awareness reflection and sharing NASW Code of Ethics Core Values Dissecting the definition of generalist practice
9/6/11	2.1.1 Identify with the profession of social work	Attend to professional roles and boundaries	Read Chapters 1 & 2 Miley, O'Melia and DuBoise. Integration of NASW Core Values with mission statements of Tenet/CUMC Target systems: micro, mezzo, macro Professional roles: the many hats of social work exercise Systems theory applied to practice

9/13/11	2.1.4 Engage diversity and difference in practice	Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	Read Chapter 3 Miley, O'Melia and DuBoise Individual sharing of personal differences Multicultural competence: race/ethnicity Culture of poverty Disabilities/People First language Completion of cultural self-inventory
9/20/11	2.1.3 Engage in critical thinking	Analyze models of assessment, prevention, intervention and evaluation	Read Chapters 4 & 5 Miley, O'Melia and DuBoise Strengths Perspective Empowering Approach Examination of Early Development Network services as examples of empowerment practice
9/27/11	2.1.2 Apply ethical principles to guide professional practice	Recognize and manage personal values in a way that allows professional values to guide practice Make ethical decisions by applying standards of the NASW Code of Ethics	Read Chapters 6 & 7 Miley, O'Melia and DuBoise Dialogue Phase of Generalist Practice NASW Code of Ethics, Confidentiality, Client/Worker Rights and Responsibilities as part of forming a partnership Articulating Situations: responding to content/feelings Reflective listening practice opportunities
10/4/11	2.1.7 Apply knowledge of human behavior and social environment	Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation	Read Chapter 8 Miley, O'Melia and DuBoise Defining directions Transforming challenges into needs class exercise Understanding and reframing resistance Substance abuse evaluation & intervention: J. Bergin Crisis intervention model for domestic violence, child/elder abuse and suicide risk issues
10/11/11	2.1.9 Respond to contexts that shape practice	Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services	Class sharing on community agencies: identification of appropriate resources for specific needs and client systems, examining the outreach to culturally diverse populations Midterm assessment
10/25/11	2.1.10b Engage, Assess, Intervene and Evaluate Client Systems	Assess client strengths and limitations	Read Chapter 9 Miley, O'Melia and DuBoise Identifying strengths Developmental Assets Group exercise in developing questions to determine assets
11/1/11	2.1.10b Engage, Assess, Intervene and Evaluate Client Systems	Collect, organize and interpret client data	Read Chapter 10 Miley, O'Melia and DuBoise Assessing resource capabilities Case study of chronically ill elderly patient: identifying her strengths, developing follow-up questions, eco-map Genograms: individual practice opportunities Composing a social history
11/8/11	2.1.10b Engage, Assess, Intervene and Evaluate Client Systems	Develop mutually agreed-on intervention goals and objectives	Read Chapters 11 & 12 Miley, O'Melia and DuBoise Creating and maintaining action plans Construction of goals and objectives/practice opportunities Use of SOAP notes in documentation Rehearsed role plays
11/15/11	2.1.9 Respond to contexts that shape practice	Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments	Read Chapter 13 Miley, O'Melia and DuBoise The group as client system Participation in simulated group experience/processing Social workers as members of multi-disciplinary teams Rehearsed role plays

11/15/11 cont.		and emerging societal trends to provide relevant services	
11/22/11	2.1.6 Engage in research-informed practice	Research evidence to inform practice	Read Chapters 14 & 15 Miley, O'Melia and DuBoise Identifying gaps in services and developing resources Social action and advocacy in the service of client/community Taking a critical look at research literature Small group review and discussion of research articles
11/29/11	2.1.3 Engage in critical thinking	Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues	Review excerpts from class members' video projects. Discuss client diversity issues, phases/processes of practice, goals/objectives, outcome evaluation.
12/6/11			Read Chapter 16 Miley, O'Melia and DuBoise. Achieving closure with client systems. Review course content. Ritualizing end of class.
12/13/11			Final exam

4.0 Course Requirements

Required Texts

Miley, K., O'Melia, M., DuBoise, B. (2009). Generalist social work practice: An empowering approach. Boston: Allyn and Bacon.

Classroom Behavior

Students are not allowed to use laptops in the classroom unless you have special accommodations. You may use the computer in the classroom when necessary. Also, no texting or cell phone use during class. Because this is a practice discipline you are expected to participate in class

Course Requirements & Grading

Attendance Policy: Students are expected to attend and participate in all classes. If students miss a class they are responsible for **all** information presented during the missed class. If you know in advance that you are going to be absent, please notify the instructor. **Each unexcused absence in excess of one will lower the final percentage grade by 5 points.**

Grading: Course will be graded on the following assignments:

Exams **2x100** **200 points**

Video **150 points**

Described on separate handout

Rehearsed Role Play **50 points**

In groups of two or three, students will prepare an interview between client and social work generalist for presentation in class. The scenario will be assigned, as will the phase and skills to be incorporated.

Class discussion**50 Points**

Students must demonstrate that they are current with the reading and prepared to discuss the material. Students are expected to respond to questions, offer questions, keep the discussion focused and listen when others are speaking.

A =100-93%	Performance is outstanding achievement . The work is submitted on time, written well with content that demonstrates high quality critical thinking. The student is respectful and fully participates in class discussion and demonstrates leadership. All paperwork is handed in on time. Outstanding piece of writing with no grammatical, spelling, punctuation, and usage errors.
B+=92-87%	Performance at this level is competent or solid. Work is handed in on time and has strong content but insufficient critical thinking. Students participate in class and show leadership in class. Paperwork is submitted on time. Overall good piece of writing but with few grammatical, spelling, and usage errors. Shows good conceptual, organizational, and methodical developments in the paper.
B=86-83%	Performance is fairly competent . Student is generally consistent in class and shows signs of improvement. The student demonstrates a beginning level of professional demeanor and behaviors. Paper does not show a full picture of the nature and scope of the problem. It is less developed conceptually, methodologically, and organizationally.
C+=82-77%	Performance is adequate with some unevenness and limitations observed; student needs to continue to work in this area. Students demonstrate limited participation in class. Paper addresses the objectives but does not have sufficient depth or content. The student does not demonstrate professional demeanor and behavior consistent with the profession.
C=76-73%	Performance is minimally acceptable ; problems are evident and consultation with the professor is required. Paperwork is late. Assignments are late with minimal quality. Paper is in control of the subject but not in a comprehensive manner. Shows quite a few grammatical, spelling, and usage errors. Lacks critical thinking. The student does not demonstrate professional demeanor and behavior consistent with the profession.
D=72-63	Performance unsatisfactory and definite problems exist in this area. The work is of poor quality. Is not involved in any class discussion or activities. The student does not demonstrate professional demeanor and behavior consistent with the profession. The paper avoids requirements of the assignment. It is characterized by unsubstantiated and general statements. Grammar, spelling, and punctuation make the narrative difficult to read.
F = below 63%	Lack of participation, poor attendance, is not actively involved in class discussions, repeatedly turns in papers and assignments late. The paper has significant grammatical, spelling and punctuation errors. It does not address the objectives of the assignment and minimally deals with the topic. A cogent, analytical position on the topic was not taken. Outside references are absent. The student does not demonstrate professional demeanor and behavior consistent with the profession.

***Academic Honesty:** The Department of Social Work has adopted the College of Arts and Sciences Policy on academic honesty. A description of this policy is found in the department policy manual and practicum manual as well as on the Creighton University web page under the College of Arts and Sciences policies. As an accepted major in the department of social work you have signed the Acceptance, Advancement and Termination Policy of the Department of Social Work and are held responsible for the contents therein including the policy on academic honesty. Violation of this policy may result in an "F" for the project or exam.

Bibliography

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- Gamble, D. N. (2011). "Advanced Concentration Macro Competencies for Social Work Practitioners: Identifying Knowledge, Values, Judgment and Skills to Promote Human Well-Being." *Journal of Community Practice*. 19 (4), 369-402.
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- Preece, S. (2009). "Learning Patterns in Social Skills Training Programs: An Exploratory Study." *Child & Adolescent Social Work Journal*. 26 (2), 87-101.
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