SHAW UNIVERSITY
Department of Social Sciences
Social Work (SOW) 371-01
Introduction to Generalist Practice (3 Credit Hours)
Prerequisite: SOW 210

Instructor:
Office:
Classroom:
Office Hours:

and by Appointment
Telephone:

E-mail:

Social Work Program Mission

The mission of Shaw University’s baccalaureate social work program is to prepare and graduate competent and principled social work majors at the generalist practice, entry level of the profession for service, advocacy, and leadership and to prepare students for successful graduate education.

Social Work Program Goals

Graduates of the Shaw University Social Work Program will:

1. Serve diverse client systems with respect, dignity, integrity, and competence. Serving diverse client systems includes using such methods of intervention as providing direct services, advocating, collaborating, and empowering clients.
2. Seek and obtain leadership positions in their chosen field of practice and in positions of leadership in the profession, communities, and society;
3. Advocate for societal systems and economic changes that improve the lives of those experiencing a range of life circumstances and conditions that impede optimal social functioning;
4. Engage in life-long learning by building on their baccalaureate social work education. Life-long learning includes attending social work graduate school, participating in continuing education offerings, using supervision, engaging in self-development and personal growth and activities, and other means that contribute to enhancing one’s effectiveness and contributions as a professional social worker;
5. Work for social and economic justice for all people, with a special focus on populations at-risk, oppressed and disadvantaged populations, in order to improve their quality of life and help them achieve acceptance, tolerance, and full participation in society. By
example, our graduates will be role models in advocating for acceptance, tolerance, equality, and eliminating discrimination.

**Social Work Program Learning Outcomes**

1. Apply critical thinking and analytical skills in generalist social work practice.

2. Incorporate and apply social work values, ethical principles and standards in generalist practice with all client systems.

3. Practice without discrimination and demonstrate cultural competence, knowledge, and skills related to clients’ age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation with respect, dignity, worth, and recognition of the potential of all people.

4. Practice with diverse client systems without discrimination, facilitated by demonstrated knowledge of the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

5. Demonstrate knowledge of and interpret the history of the profession, its historical roots, its contemporary structures and issues and the roles of social workers.

6. Apply generalist social work knowledge, skills, and practice experience to intervene, problem solve and advocate at the micro, mezzo, and macro levels.

7. Apply evidence-based theoretical frameworks to understand individual development and behavior across the life span and the interactions among and between individuals, families, groups, organizations, and communities.

8. Critically analyze, formulate, and influence social policies.

9. Evaluate, interpret, and analyze research studies and apply research findings to practice, programs, and policies and evaluate one’s practice interventions.

10. Use communication skills differentially across client populations and with colleagues, and communities.

11. Use professional development methods such as supervision, consultation, continuing education, graduate school, and participation in professional organizations for lifelong service, advocacy, and leadership.

12. Practice within organizations and service delivery systems to effect social and organizational changes.
Course Description:

Introduction to Generalist Practice is the first of Shaw University’s Social Work Program four-part Generalist Practice course sequence.

Through the teaching of class lectures, class exercises, required readings, discussions, and assignments, and the course introduces the practice skills as well as overall effective communication skills for engagement, assessment, planning, implementation, evaluation, termination, and follow-up. The course introduces the seven-step Generalist Intervention Model for planned change, and promotes the use of a strengths-based, culturally competent, and ecological perspective/systems theory approach for generalist practice with diverse populations and for multiple-level interventions with individuals, families, groups, organizations, and communities. The course gives particular emphasis to the ethical responsibility of the generalist practitioner to work as an advocate for social change, social and economic justice, and towards client empowerment of culturally diverse and populations at-risk. The course also introduces basic evaluation methods of generalist practice at micro, mezzo, and macro levels.

Throughout the course, a strong emphasis is placed on the development and application of critical thinking to generalist practice, and the course serves to provide the requisite knowledge base, values, and practice skills in order to equip and prepare students as effective generalist practitioners at the BSW level, and to set the foundation for the remaining Shaw University Social Work Program practice courses.

Required Text:


Additional readings and articles will be assigned during the course.

Student Learning Outcomes:

At the conclusion of this course, through class lectures and discussions and the accomplishment of required readings and course assignments, students will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment of Student Learning Outcomes</th>
<th>Linkage to Program Learning Outcomes</th>
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</thead>
<tbody>
<tr>
<td>1. Identify and describe the dimensions of generalist practice social work.</td>
<td>Exam Questions Written Assignments Class Exercises</td>
<td>PLO# 6</td>
</tr>
<tr>
<td>2. Demonstrate knowledge of social work values, ethics, and standards, and their application to generalist practice.</td>
<td>Exam Questions Written Assignments Class Exercises</td>
<td>PLO# 1, 2, 6</td>
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<tr>
<td>3. Identify and describe the elements of the 7-Step Generalist Intervention Model</td>
<td>Exam Questions Written Assignments Class Exercises</td>
<td>PLO# 1, 6</td>
</tr>
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<td>4. Demonstrate the ability to apply social work values, ethics, and standards, in generalist practice client engagement and assessment.</td>
<td>Exam Questions Written Assignments Class Exercises</td>
<td>PLO# 2, 3, 4, 6</td>
</tr>
<tr>
<td>5. Demonstrate the ability to apply critical thinking and analytical skills in generalist practice.</td>
<td>Exam Questions Written Assignments Class Exercises</td>
<td>PLO#: 1, 6, 7</td>
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<td>6. Identify and describe elements of a systems theory based approach to understanding problems.</td>
<td>Exam Questions Written Assignments Class Exercises</td>
<td>PLO# 6, 10</td>
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<td>7. Demonstrate knowledge of the elements and context of micro, mezzo, and macro-level generalist practice.</td>
<td>Exam Questions Written Assignments Class Exercises</td>
<td>PLO# 5, 6, 7</td>
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<td>8. Identify generalist practice skills and apply in the role of the generalist practitioner at micro, mezzo, and macro practice levels.</td>
<td>Exam Questions Written Assignments Class Exercises</td>
<td>PLO# 3, 5, 6</td>
</tr>
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<td>9. Describe and demonstrate knowledge of culturally competent generalist practice skills with diverse client systems.</td>
<td>Exam Questions Written Assignments Class Exercises</td>
<td>PLO# 3, 4</td>
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<td>10. Identify and describe methods of generalist practice intervention and advocacy for social and economic justice for populations at-risk.</td>
<td>Exam Questions Written Assignments Class Exercises</td>
<td>PLO# 4, 5, 10, 12</td>
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<td>11. Identify basic methods and the purpose of evaluation in generalist practice.</td>
<td>Exam Questions Written Assignments Class Exercises</td>
<td>PLO# 6, 9</td>
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**Course Requirements:**

1. Students are required to purchase the required course textbook, which is available at the Shaw University Bookstore.
2. Students are expected to complete assigned readings before class. This will greatly enhance the student’s ability to integrate information presented in class and to participate in our class discussions.
3. Students are required to attend all scheduled class meetings.
4. Students are required to participate in all class activities including lectures, discussions, readings of course material, and use of Blackboard learning system*.
5. Students are required to participate in classroom exercises and to complete special
assignments related to the achievement of course objectives.

6. Students are required to take three written exams. Students must take exams on scheduled dates.

Because of the relevant nature of the material and topics in the course, students may be assigned special class readings and assignments from select newspapers, news magazines, periodicals, Internet or professional journals. * (Note: Throughout the course, some required assignments will be posted only on Blackboard. The course syllabus will also be available on Blackboard.)

1. Class Attendance

The attendance policy printed in the Shaw University Undergraduate Catalogue will be enforced. When a student is unable to attend class, it is the student's responsibility to call the professor in advance, whenever possible. It is the student's responsibility to obtain the notes, handouts, or other material for the missed class. Students remain responsible for all assignments due during the missed class. An absence does not excuse the student from any work or due dates.

Attendance will be taken at the beginning of each class and students not present at that time will be marked absent. Students who come in late are required to inform the instructor immediately following that class period in order to be counted late rather than absent. Once in attendance, students should not leave class without the instructor's permission.

Class attendance is mandated for all Shaw University students. Students are responsible for attending class on time and adhering to the University's Class Attendance Policy. The Attendance Policy is printed in the Shaw University Undergraduate Catalogue and shall be enforced. Each student is allowed as many unexcused absences per semester as the class meets per week.

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<tr>
<th>Time Class Meets Per Week</th>
<th>Unexcused Absences Allowed</th>
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<tr>
<td>3</td>
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<td>2</td>
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Students who do not exceed the allowable number of absences will receive five points as part of the total points for the final course grade.

After the allowed number of unexcused absences has been used, students will receive points as part of the final course grade according to the following table for unexcused absences greater than the allowed absences.
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<tr>
<th>Number Greater Than Excused Absences</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td>1</td>
<td>4</td>
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<td>2</td>
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<td>5 or more</td>
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</tbody>
</table>

Students arriving after attendance is taken are responsible for informing the instructor of their presence in class immediately after class so that the recording of their absence can be changed to a “late”; three (3) “late” attendances will equate to one (1) unexcused absence. An absence does not excuse the student from any work or due dates. Once in attendance, students should not leave class without the teacher’s permission.

2. Class Participation

Students are expected to actively participate in a positive manner in the learning process. Participation includes: demonstrating critical thinking, active learning, development and use of listening and speaking skills needed for career success, and the ability to join a discipline’s conversation. Such participation will include asking questions, active listening, seeking out and valuing the opinion of others, and showing respect for peers and the instructor. Participation also includes evidence that the student has read the assigned material prior to class and by contributing to class discussions, and asking questions about the readings and lectures. Students will be assigned participation points primarily based on the Student Participation Rubric below:
### SHAW UNIVERSITY
### Student Participation Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary 5</th>
<th>Outstanding 4</th>
<th>Satisfactory 3</th>
<th>Adequate 2</th>
<th>Unsatisfactory 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interaction/ participation in classroom, learning activities</strong></td>
<td>Demonstrates critical thinking skills, evidence that student read assigned material, asks focused and appropriate questions, always interacts, responds regularly to questions, freely volunteers opinions, initiates appropriate questions, does not dominate discussion</td>
<td>Demonstrates beginning critical thinking skills, some evidence that student read assigned material, often interacts in class, responds often to questions, occasionally interacts and responds to questions when prompted, contributions not as clearly focused, contributions lack focus, rambling, or tangential, questions sometimes digressive</td>
<td>Occasionally, demonstrates critical thinking skills, volunteers point of view, provides minimal answers when called upon, does show interest in class and discussion, some evidence that material was read</td>
<td>Rarely demonstrates critical thinking skills, does not participate or respond to questions, almost never volunteers to contribute or provide information, little or no evidence that read assigned material or completed assignments may be disruptive to class</td>
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| **Engagement in the electronic/ email learning forum** | Demonstrates competency in using electronic/email, including Blackboard learning forum assignment. Completes all tasks for every assignment within allotted time, provides complete written comments related to assignments or tasks, follows directions accurately of assignment or task | Follows directions with minimal difficulty, most of time no difficulty accessing and using electronic learning forum | Misses no more than two assignments, minimal difficulty accessing and using electronic learning forum | Misses more than two assignments. Some difficulty accessing and using electronic learning forums | Never logs onto Blackboard or check email, assignments not completed, no demonstrated competency in using electronic learning forum |

| **Professional attitude and demeanor** | No disruptive classroom behavior, no cell phones or electronic devices during class, respectful and courteous to others, recognizes and respects other students' points of view, alert in classroom, enthusiastic for work | Rarely disruptive and disrespectful on rare occasions, alert in the classroom on most occasions, enthusiastic most of the time, no cell phones or electronic devices | Minimally disruptive and disrespectful, sometimes lethargic in the classroom | Disruptive and disrespectful, rarely enthusiastic | Not respectful and courteous, alert or enthusiastic in the classroom |

| Punctuality | 0-2 times tardy | 3-4 times tardy | 5-6 times tardy | 7-8 times tardy | 9-10 times tardy |

### Course Requirements Grade Point Table

| Attendance | 05 points |
| Participation | 05 points |
| Class Exercises and Assignments | 20 points |
| Exams: (Exam#1: 20 pts; #2, #3: 25 pts ea) | 70 points |
| **Total** | **100** |

### Grade Point Evaluation:

| A = 90-100; B = 80-89; C* = 70-79; D = 60-69; F = 59 and below | **Note**: A grade of "C" is required to pass the course and advance in the SOW course curriculum. |
**Exam Policy:**
Students are required to take exams as scheduled. If for any reason a student fails to take any exam, it is the student’s responsibility to contact the instructor immediately to discuss the nature of their absence. *Missing any course exams may result in a failing grade for the course.* If a student is absent without notice for an exam and was unable to take the examination due to a legitimately unforeseen reason (at the discretion of the instructor), the student must provide appropriate documentation for their absence to the instructor and that the instructor will keep. Appropriate documentation is an official excuse from Shaw University Student Affairs, a signed doctor’s note from a medical professional, or another entity as approved by the Office of Student Affairs formally excusing the student for the day of the missed exam. This is the only way a student will be allowed to take a make-up exam; there will be no exceptions. In this case, students will be allowed to take a makeup exam and must make arrangements with the instructor to do so as soon as possible. Note that the content and composition of make up exams will be at the discretion of the instructor. If the student does not provide appropriate documentation, they will not be allowed to take a makeup exam and a “zero” will be entered as the student’s grade for that particular exam. Students are strongly encouraged to take exams as scheduled.

**Student Classroom Decorum Expectations**
To enhance the learning atmosphere of the classroom, students are expected to dress and behave in a fashion conducive to learning in the classroom. More specifically, students will refrain from disruptive classroom behavior (i.e., talking to classmates, disrespectful responses to teacher instructions; swearing; wearing clothes that impede academic learning such as but not limited to, wearing body-revealing clothing and excessively baggy pants; hats/caps, and/or headdress. Students will turn off telephones prior to entering the classroom. Students who exhibit the behaviors described above, or other such behaviors determined by the instructor as inappropriate to class conduct and the learning environment, will be immediately dismissed from class.

Each behavior construed by the teacher/professor as noncontributive to learning will be recorded, properly documented, and appropriately reported to the student and to the student’s advisor, the Social Work Program Director, and the chair of the academic department offering the course. Students who exhibit the behaviors described above, or similar behaviors for a total of three incidents will be suspended from class.

The student will be readmitted to class only following a review and decision by the department chair. The student may appeal the decision of the department chair to the Dean of the College offering the course, and, subsequently, to the Office of the Vice President for Academic Affairs, and then to the President of Shaw University. The decision of the President will be final. Failure to follow the procedures herein outlined will result in termination of the appeal, and revert to the decision of the department chair.

The report will be in written form with a copy provided to both the student and the department chair. A copy of the report will be retained by the instructor and also placed in the student’s academic record.
Classroom Guidelines

1. Turn off beepers, pagers, cell phones, and any other electronic devices including CD players, iPods, iPhones, etc. in class.

2. Eating food, drinking, sleeping, improper sitting, and wearing sunglasses, hats/caps are prohibited in class.

3. Do not talk with classmates about irrelevant subjects in class.

4. If you leave classroom before the class is over without instructor’s permission, it will be regarded as being absent.

5. Read the Shaw University “Student Classroom Decorum Expectations” carefully and abide by them strictly.

6. Reread the course syllabus.

Additional student behavior codes may be found in the Shaw University Student Handbook.

Student Disability:
If you are a person with a disability and anticipate needing accommodations of any type in order to participate in the class, you must notify Student Disability Services (Counseling Center at 919-546-8525), provide the necessary documentation of the disability and arrange for the appropriate authorized accommodations. Once these accommodations are approved, please identify yourself to me privately in order that we can implement these accommodations.

Academic Dishonesty:
It is the philosophy of Shaw University that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. A student who plagiarizes or cheats - whether giving or receiving information - will receive a grade of zero on that particular exam or paper, and may receive a grade of “F” for the course.
<table>
<thead>
<tr>
<th>Week 1</th>
<th>1-11</th>
<th>Course Introduction</th>
<th>Review of Course Syllabus</th>
<th>Review of Course Syllabus</th>
<th>Obtain Required Course Textbook</th>
<th>Course Syllabus</th>
<th>Examination questions.</th>
<th>Course Exercises &amp; Assignments</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Reviewing Generalist Practice</td>
<td>Text Ch. 1 pp. 1-25</td>
<td>Review of Text</td>
<td>Assigned Text Reading</td>
<td>Lecture Notes</td>
<td>Course Textbook</td>
<td>Blackboard Learning System</td>
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<td>Uniqueness of social work profession; overview of values and ethics in generalist practice.</td>
<td>Review of Text</td>
<td>Class Discussion</td>
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<td>Course Book</td>
<td>Lecture Notes</td>
<td>Course Textbook</td>
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<td>PowerPoint</td>
<td>Blackboard</td>
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<td>Blackboard</td>
<td>Lecture Notes</td>
<td>Course Textbook</td>
</tr>
<tr>
<td>Week 2</td>
<td>1, 2, 3, 4, 6</td>
<td>Introduction to Generalist Practice</td>
<td>Text Ch. 1 pp. 1-25; pp. 25-39</td>
<td>Class Lecture</td>
<td>Assigned Text Reading</td>
<td>Lecture Notes</td>
<td>Examination questions.</td>
<td>Course Exercises &amp; Assignments</td>
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<td>Eco perspective &amp; system theory</td>
<td>PowerPoint</td>
<td>Blackboard</td>
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<td>Blackboard</td>
<td>Lecture Notes</td>
<td>Blackboard Learning System</td>
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<td></td>
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<td>Generalist SW Education: Diversity, social &amp; economic justice, populations at-risk, empowerment, strengths-based approach, critical thinking</td>
<td>Blackboard</td>
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<td>Blackboard</td>
<td>Lecture Notes</td>
<td>NASW Code of Ethics</td>
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<td>3, 4, 6</td>
<td>Introduction to Generalist Practice</td>
<td>Text Ch. 1 pp. 27-39; NASW Code of Ethics</td>
<td>Class discussion &amp; lecture</td>
<td>Assigned Text Reading</td>
<td>Lecture Notes; NASW Code of Ethics</td>
<td>Examination questions.</td>
<td>Blackboard</td>
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<td>Seven-step Generalist Intervention Model (GIM)</td>
<td>Blackboard</td>
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<td>Blackboard</td>
<td><a href="http://www.naswda.org/">http://www.naswda.org/</a></td>
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<tr>
<td>Week 3</td>
<td>2, 4</td>
<td>Social Work Values &amp; Ethics</td>
<td>Text Ch. 11 pp. 353-369</td>
<td>Class discussion &amp; lecture</td>
<td>Assigned Text Reading</td>
<td>Lecture Notes; Course Textbook NASW Code of Ethics</td>
<td>Examination questions.</td>
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<td>2, 4, 7</td>
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<td>Ethical Dilemmas: Definition and examples</td>
<td>Text Ch. 11 pp. 376-393</td>
<td>Class discussion &amp; lecture</td>
<td>Assigned Text Reading</td>
<td>Lecture Notes</td>
<td>Examination questions.</td>
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<td>Ethical Dilemmas: Resolution Decision making steps; Adherence to NASW Code</td>
<td>Ethical Dilemmas in Practice Exercise Written Assignment</td>
<td>Class exercise: Allocating Resources</td>
<td>Ethical Dilemmas in Practice Exercise Written Assignment</td>
<td>Course Textbook NASW Code of Ethics</td>
<td>Ethical dilemma Exercise Assignment</td>
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<td>Ethical Dilemmas in Practice Exercise Written Assignment</td>
<td>Course Textbook Blackboard Learning System</td>
<td>Micro-skill exercises</td>
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<tr>
<td>2, 5, 6, 7</td>
<td></td>
<td>Micro-level practice skills: Engagement/Interviewing Emphasizing client empowerment and self-determination</td>
<td>Text Ch. 2 pp. 55-75</td>
<td>Class discussion &amp; lecture</td>
<td>Assigned Text Reading</td>
<td>Lecture Notes</td>
<td>Examination questions; Interview exercise assignment</td>
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<td>1-7</td>
<td>EXAM #1</td>
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<tr>
<td>Week 5</td>
<td>3, 5, 7</td>
<td>Assessment in Generalist Practice</td>
<td>Text Ch. 5 pp. 142-154</td>
<td>Class discussion &amp; lecture Student Assessment Interview Exercise</td>
<td>Assigned Text Reading</td>
<td>Lecture Notes</td>
<td>Examination questions</td>
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<td>Individual assessment Assessment methods Client Assessment Exercise</td>
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<td>Course Textbook Blackboard</td>
<td>Interview exercise assignment</td>
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<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Text</td>
<td>Class</td>
<td>Assigned</td>
<td>Lecture</td>
<td>Examination</td>
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<td>6</td>
<td>3, 5, 7</td>
<td>Assessment in Generalist Practice</td>
<td>Text Ch. 5 pp. 155-166</td>
<td>Class discussion &amp; lecture</td>
<td>Assigned Text Reading</td>
<td>Lecture Notes</td>
<td>Examination questions</td>
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<td>Family Assessment –Ecomap</td>
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<td>Course Textbook</td>
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<td>Engagement Generalist Practice</td>
<td>Text Ch. 2, 5 pp.40-75 pp. 142-154</td>
<td>Class discussion &amp; lecture</td>
<td>Assigned Text Reading</td>
<td>Lecture Notes</td>
<td>Examination questions</td>
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<td>Review of Role Play Engagement &amp; Attending Skills Exercise Assignment</td>
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<td>Course Textbook Blackboard</td>
<td>Interview exercise assignment</td>
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<td>7</td>
<td>2, 4, 8</td>
<td>Engagement &amp; Attending Skills Role Play Assignments</td>
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<td>Assignment Rubric</td>
<td>Assignment Rubric</td>
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<td>7</td>
<td>2, 4, 8</td>
<td>Engagement &amp; Attending Skills Role Play Assignments</td>
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<td>Assignment Rubric</td>
<td>Assignment Rubric</td>
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<td>8</td>
<td>2, 4, 8</td>
<td>Engagement &amp; Attending Skills Role Play Assignments</td>
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<td>Assignment Rubric</td>
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<td>8</td>
<td>2, 3, 4, 5, 8</td>
<td>Planning in Generalist Practice</td>
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Integration in GIM; Practice knowledge and skills; Developing interventions | Text Ch. 12 pp. 402-423 | Class discussion & lecture | Assigned Text Reading | Lecture Notes  
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SOW 371 Macro Level Ethical Dilemma Exercise-Allocation of Resources

You have obtained a $50,000 social welfare services grant. You must decide where to spend the money on one of the following (client) systems. Each situation requires the full amount of $50,000 in order to be of any effectiveness (dividing up the money is not an option). You must reach a unanimous decision and provide your rationale.

Which of the following client system should receive the money?

- A prematurely born infant with crack–addiction who needs an incubator (cost: $50,000) in order to live.

- Start-up money for a runaway shelter for teenage girls.

- A sexual offender rehabilitation program.

- A homeless Latino-American family consisting of a couple and their two infant boys.

- A homeless African/Black family consisting of a couple and their baby girl who have just arrived in the U.S. from Africa.

- A fifty-four year old military veteran who needs a heart transplant to survive.

- Treatment for an eighteen year-old gay white male with AIDS who believes he contracted the disease through sex.

- An Alzheimer’s treatment program for senior citizens; the first client on the waiting list for this program is your Grandmother.

- A thirty-nine year old single parent (5 year old son) African-American woman without health insurance who has recently been able to quit smoking but still needs emphysema treatment.

- Yourself, who has graduated from college but have been unable to find work for six months.

Consider the rationale and reasoning is involved in your determination of which client/program receives the money and which client/program does not receive it.

Do you recognize if (and if so how) your decision is influenced by certain values, beliefs, judgments? (What personal values did you employ or recognized as to influencing your decision? What criteria should be used in making such decisions? What issues/considerations make your decision difficult? What could help you make such a decision more easily?)

Note any conflicts among your group members-remember: your group must reach a unanimous decision.
Name  
SOW 371 Introduction to Generalist Practice  
Ethical Dilemmas in Micro Practice Exercise

1) You are to read each ethical dilemma below and propose resolutions to each scenario.

2) Identify the professional values and ethical principles upon which that resolution is based.

Papers must be type-written in Times New Roman 12 point font. You are to include the heading format as it appears at the top of this page, and are due in class on Wednesday, September 12.

**Ethical Dilemma # 1**

You are an intake worker at a shelter for runaway teens. When Cindy, the agency support staff calls you for your next client, you look in the waiting area and see that the client is Ricky, the 14 year-old son of lifelong friends of your family. You are friends with Ricky’s older siblings. He glances up and recognizes you? What is the ethical thing to do?

**Ethical Dilemma # 2**

You are a worker at an agency who works with clients referred by CPS, and specializes in teaching parents effective parenting and child management skills. Over the past six months, you have been working with Dionne, a former crack user who as result of her past behavior is being monitored by CPS, but has established 3 months of abstinence, to gain control of her two children’s behavior. It has been very difficult for Dionne to trust you, but you have established a trusting relationship, and she has been able to discuss difficult issues with you. Prior to your next scheduled session with Dionne, you have learned that Dionne has relapsed. Dionne could lose custody of her children if you report her use to CPS. What is the ethical thing to do?

**Ethical Dilemma # 3**

You are a financial assistance worker at a public assistance agency. Agency policy requires all workers to report any extra income clients may earn. The exact amount of such income is then deducted from their total assistance checks. An excited client, Missy, bursts out, “I’m so happy! My neighbor is going to pay me to take care of her two children while she works. This will help me to afford groceries for my family”

As her worker, what should you do? Should you report the additional income and thereby decrease her financial assistance check? If so, should you tell Missy what you plan to do? What might Missy’s reaction be? Or should you keep Missy’s statement confidential, thereby disobeying agency policy? What is the ethical thing to do?
SOW 371 Micro Skills Exercise Assignment – Empathetic/Active Listening Response to Clients

Review the material in Chapter 2, especially focusing on the “Practicing Empathetic Responses” and “Empathy” sections as well as the “verbal responses to clients” material. Make certain that you understand how each type of response is defined, how they differ and most importantly how they are conveyed to the client.

Read “Example #1” provided. Review the example responses and how they each have their own particular purpose and content.

For “Example #2”, you are to provide written examples of the different types of responses as indicated. Make sure to use your own responses: do not repeat the exact responses used in Example #1. Also, you are to provide a written introduction at the beginning of the interview session, based on the information given.

You can simply follow the format by typing in your responses next to the type of response asked for in the example. All work is to be typed in 12-point size Times New Roman style font.

**Example #1 Client statement:** “I’m so frustrated and overwhelmed with my life!” First, I got into an argument with my best friend, and then I found out something else happened.”

**Empathetic response:** “It sounds like there are some situations that are bothering you.”

**Encouragement:** “Why don’t you tell me more about what’s happened.”

**Rephrasing:** “You’re fed up with what’s happening.”

**Reflective responding:** “It seems that you are very upset.”

**Clarification:** “Do you mean you that you don’t like what’s happening in your personal relationships?”

**Interpretation:** “Perhaps things are so overwhelming that you’re not sure how they’ll work out.”

**Emphasizing client strengths:** “I appreciate what you’ve told me, and it’s good that you recognize how you feel. That’s often helpful in beginning to work problems out.”

**Eliciting information-close ended question:** “Is this the first time you’ve gotten into an argument with your friend?”

**Eliciting information-open ended question:** “What are your reasons for being so frustrated?”
Example #2

You are a counselor at Sunnyview Individual and Family Counseling Agency. You are handed a file by Terri, (the receptionist/support staff), and told that your next client assessment (first interview) is now here and waiting in the reception area. You walk into the reception area where you see an individual who appears “sad” (is not smiling).

You introduce yourself by stating:

__________________________________________________________________________

__________________________________________________________________________

After the introduction, you go back to your office, and at the beginning of the session the client states the following:

“My mother went into the hospital last week. I’m really worried about her.”

Your Empathetic response:

Encouragement:

Rephrasing:

Reflective responding:

Clarification:

Interpretation:

Emphasizing client strengths:

Eliciting information-open ended question:

Eliciting information-close ended question:
SOW 371 Introduction to Generalist Practice Assessment Exercise

Date: ____________________

Student’s (Client’s) Name (First, Last): __________________________________________

Identifying Information (include age, marital status, gender):

__________________________________________________________

Race/Ethnic Identification: _______________________________________

Other Notable Aspects of Diversity: _______________________________________

Mezzo system involvement (family, employment, school, community, etc.):

__________________________________________________________

Macro system Involvement:
(if none, write “None at this time” or “N/A” if not applicable)

Client Identified Strengths: (What does the client see as being her/his best qualities? What is something he/she is proud of about themselves? What are their identified supports (eg., family, peers, community/social supports, etc.):

1. _____________________________________________________________

2. _____________________________________________________________

3. _____________________________________________________________

When they experience a problem, how do they usually handle it? ____________________________

__________________________________________________________

__________________________________________________________

Client spiritual beliefs/What does Spirituality mean to them? ____________________________

____________________________________________________________________

____________________________________________________________________

Worker Identified Strengths: ____________________________________________

Significant life events (past year/lifetime): __________________________________

____________________________________________________________________

____________________________________________________________________

Short-term Goal (within next 12 months): __________________________________

____________________________________________________________________

Long-term Goal (2-5 years): ___________________________________________
**SOW 371 Micro Skills/Engagement Worker-Client Interview Exercise Assignment**

**Student:** ________________________  **Date:** ______________

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<tr>
<th>Attending Skill</th>
<th>Demonstrated (Y/N)</th>
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<td>Assessment of client’s perspective/understanding of situation</td>
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<tr>
<td>Empathetic response</td>
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<td>Recognition/Emphasis of client’s strengths/culture/diversity</td>
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<td><strong>Explanation of agency services/Intervention suggestion (i.e., what type of services/resources do you think would help meet the client’s needs)</strong></td>
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**Instructor Comments:** __________________________________________________________

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**Total points** (5 possible total) ____

**Note:** Exercise points counted as part of Exam 2 overall grade
SOW 371 Macro Level Advocacy Letter Writing Assignment

When targeting the system for change involves a community, governmental, or political agency/organization, influencing decision makers is a critical aspect and common task of macro level practice. One method is to write decision makers expressing your perspective on an issue. This exercise is designed to give you practice in writing an effective advocacy letter. Letters are due in class Monday, November 19th, and no late letters will be accepted after that date.

Objectives: You will be able to:
1) Identify relevant decision makers of a social welfare issue.
2) Prepare a letter that contains appropriate content and composition such as proper format, the correct address, an appropriate opening, presentation of ideas, closing, spelling, grammar, sentence structure, etc.
3) Develop essential writing skills for generalist practice and social and economic justice advocacy.
4) Develop essential critical thinking skills for generalist practice and social and economic justice advocacy.

Choices: The topic of your letter must be selected from one of the following choices:
1) Write the District Attorney of Jena, Louisiana, Reed Walters, and state your position specifically to his handling of the case and address both what you think should be changed and why. Your ideas should be supported by substantive knowledge and not simply general opinions. Keep your focus to the DA’s office as discussing how the school or police handled the case are other dimensions (if not altogether involving different organizations/systems) of the issue. Be sure to use the correct address for the District Attorney in your letter (you’re the social worker, so its’ your responsibility). Students are encouraged to research the specifics of the Jena 6 issue to develop a more informed perspective and position.

A word of caution: I am aware that there is much information about the issue available from many sources, including the web. Students are advised not to plagiarize any content that is not their own words, as any letters containing plagiarized content will graded as an “F” and documented as a case of plagiarism in the student’s academic file. You have been advised.

Remember that part of the objective of this assignment is for you to develop your own communication and writing skills; write your letter as if you are actually going to send the letter as a BSW student practitioner!

2) Review the information below about the closing of Dorothea Dix Hospital and the proposals for the land following the hospital’s closure. Select from the six alternate proposals and write your local representative in the North Carolina General Assembly identifying the proposal you most agree with and providing two reasons supporting your position. You must also provide a reason why you believe the other proposals are not the best use of the land (think of the micro/mezzo/macro-level implications: what use of the land would best serve all the community—is that possible for any of the six given proposals?). You can also suggest your own alternate proposal, provided it is a well considered and sound idea. Your position should be supported by substantive knowledge and not simply general opinions. Students are encouraged to research the specifics of the issue to develop a more informed perspective and position.

Remember that you can use the class handout as a starting guide to the webpage which will help you identify you local representative; Raleigh Day students should use Zip Code “27601” to identify their General Assembly representative. Be sure to use the correct address for your representative in your letter. (you’re the social worker, so its’ your responsibility).

Remember that part of the objective of this assignment is for you to develop your own communication and writing skills; write your letter as if you are actually going to send the letter as a BSW student!
Dorothea Dix Hospital

WHAT HAPPENED?

After two years of study and extensive meetings, state lawmakers are still a long way from deciding what to do with the Dorothea Dix campus.

A committee of local legislators, who will advise the General Assembly on what to do with the site, have extended their deadline for a decision.

The state-owned campus right here in Raleigh is the home of Dorothea Dix Hospital, a mental health facility that opened in 1856. The hospital will close next year, and the future of the land is a well-contested issue. It's prime real estate -- 315 acres on elevated ground overlooking downtown Raleigh from the southwest.

During two days of meetings, the legislators heard two new ideas for the site. Four had already been advanced. One option for the state, of course, is simply to sell it.

WHAT'S PROPOSED?

CITY IN A PARK: Keep 167 acres of open space and Health and Human Services offices; build offices, shops and 1,200 apartments and condos.

CENTRAL PARK: Keep 167 acres of open space and Health and Human Services offices; add community gardens and walking trails.

GARDEN OF LIGHTS: Keep 180 acres of open space, build 1,500 apartments and condos, a hotel, a school and restaurants.

DIX PARK: Keep most of the land as open space and tear down the nonhistoric buildings.

DIX GARDEN: Turn the entire site into a world-class botanical garden.

DIX MEMORIAL: Keep 200 acres of open space and Health and Human Services offices, adapt historic buildings for new uses and build a mental health treatment center.

WHAT'S NEXT?

State employees will research the site further for the next committee meeting, which has not been scheduled. They'll focus on determining the land's monetary value.
SOW 371-Introduction to Generalist Practice Cultural Competence Assignment

Description:
You are to locate and read one social work literature article to help you gain an understanding about culturally sensitive social work practice with diverse populations. You are preparing a minimum 2-3 paragraph length written summary of the published literature. This is known as a “literature review” or literature explication.

All assignments need to be type-written in 12-point Times New Roman font and include use of proper grammar, spelling, and sentence structure, and include a proper heading in the top left corner with the student’s name, course number and title, and date.

Assignments are due in class the day of your final exam (or submitted even earlier—which is always recommended—if you choose). No late and no hand written assignments will be accepted!

Assignment Objectives/Learning Outcomes:
1. To identify and describe one suggested social work intervention strategy for working with diverse populations.
2. To utilize social work literature to identify practice techniques and intervention strategies which are supported by existing research literature for working with diverse populations.

Procedure:
Locate one social work practice based journal article, book, or professional paper which describes some aspect of social work practice with one of the diverse populations discussed in your textbook (i.e., Ch. 12). I recommend looking at the bibliography in the back of the text, the International Index to the Social Sciences, and/or Social Work Research and Abstracts, which are available through the library’s electronic database, as well as NC Live. Read the article thoroughly and identify one (or the main) practice technique and/or intervention strategy which the author suggests will be effective in working with (the) diverse population.

Be sure to include and discuss all of the following points in your summary:

1. Identify the population and the specific social welfare issue/problem experienced (e.g., child/family counseling, school social work, mental health, substance abuse, domestic violence, health care, access to resources/services, etc.) that the article addresses. (1-2 sentences)
2. Describe the approach in summarization. Be sure to include the specific practice techniques of the intervention. (3-4 sentences)
3. Indicate the research contained in the article that the author uses to support his or her intervention suggestion. (1-2 sentences)
4. Discuss your impressions of the intervention based on the following aspects (1 sentence each):
   a. Do you believe the intervention strategy would be effective—why or why not?
   b. What are the limitations of the intervention?
   c. Would you be comfortable using this approach—why or why not?

5. Discuss some aspect of the populations’ culture and it’s impact on social work practice that you learned as a result of your reading. (1-2 sentences).

6. All responses must include a copy of the article your summary is based on.

Grading: Addressing all points listed above in a coherent, properly written manner is worth up to 5 total points.
**SOW 371-Introduction to Generalist Practice Extra Credit Assignment**

**Description:**
You are to locate and read one social work literature article to help you gain an understanding about culturally sensitive social work practice with diverse populations, specifically those with disabilities or whose diversity is based on sexual orientation. You are to prepare a 2 page written summary of the journal/literature article. This is known as a “literature review” and/or literature explication.

All assignments need to be type-written in 12-point Times New Roman font and include use of proper grammar, spelling, and sentence structure, and include a proper heading in the top left corner of the student’s name, course number and title, and date.

**Extra Credit Assignments are due in class (and recommended to be submitted even earlier) the day of your final exam. No late and no hand written assignments will be accepted!**

**Assignment Objectives/Learning Outcomes:**
3. Identify and describe one suggested social work intervention strategy for working with the diverse population of either persons with disability or whose diversity is based on sexual orientation (i.e., gay, lesbian, or transgender) population.
4. Use social work literature to identify techniques and strategies for working with diverse populations supported by existing research literature.

**Procedure:**
Locate one journal article, book, or professional paper which describes some aspect of social work practice with the diverse population.

Read the article and identify one technique and/or strategy which the author suggests will be effective in working with (the) diverse population.

Be sure to answer these questions in your summary:

7. Identify the population (ie. if it is individuals with disability, then identify which specific type of disability; or if sexual orientation: gay/lesbian/transgender) that the article addresses. Discuss the rationale for culturally diverse practice with the identified population. Example: Have they been underserved and how and why?
8. Describe the approach in summarization. Be sure to include the specific practice techniques of the intervention.
9. Indicate the research contained in the article that the author uses to support his or her intervention suggestion.
10. Discuss your impressions of the intervention based on the following aspects (1 sentence each):
    a. Do you believe the intervention strategy would be effective-why or why not?
    b. What are the limitations of the intervention?
    c. Would you be comfortable using this approach-why or why not?

11. Discuss some aspect of the populations’ culture and its impact on social work practice that you learned as a result of your reading. (1-2 sentences).
12. **All responses must include a copy of the article your summary is based on.** No article-no points!

**Grading:** Addressing all points listed above in a coherent, properly written manner is worth up to 5 additional points on the total of your exam points score.