

**MISSISSIPPI VALLEY STATE UNIVERSITY  
DEPARTMENT OF SOCIAL WORK  
FALL 2018-2019  
SW 330 Social Work Practice I**

*This document does not constitute a contract with the University. It contains guidelines only.*

<b>Academic Term and Year:</b>	Fall 2018-2019
<b>Course Prefix and Number:</b>	SW 330-01
<b>Course Title:</b>	Social Work Practice I
<b>Days, Time and Location of class:</b>	Monday 6:00-8:40pm Sutton Administration Building, 232
<b>Professor:</b>	Gloria Tidwell
<b>Office Location:</b>	William Sutton Administration 2 <sup>nd</sup> floor
<b>Office Hours:</b>	<b>By Appointments Only</b>
<b>Office Phone Number:</b>	(662) 254-3365
<b>Main Office Number</b>	(662) 254-3365
<b>Email Address:</b>	
<b>Prerequisite:</b>	SW 210 Introduction to Social Work
<b>Required Technology Skills:</b>	Students in this class are expected to be efficient in the use of computers, the internet and PowerPoint.

**CATALOG COURSE DESCRIPTION**

The study of generalist social work practice model with an emphasis on micro systems.

**COURSE DESCRIPTION**

This course helps the student to blend knowledge, values and skills into social work practice. Students learn to incorporate a generalist perspective when engaging, assessing and intervening

with clients. Much emphasis will be placed upon skill development in assessment and intervention in course assignments. This course pursues two primary goals. First it aims to teach students the relationship building, interviewing, and problem solving skills necessary for them to work with individual and family client systems. The second major goal is to introduce students to the generalist perspective. They will learn to view both personal and environmental issues when working with clients.

The following stages of a generalist perspective are highlighted in this course:

- ❖ Engagement
- ❖ Assessment
- ❖ Planning
- ❖ Implementation
- ❖ Evaluation
- ❖ Termination
- ❖ Follow-up

The importance of cultural competency in working with diverse populations is highlighted. The impact of discrimination, economic deprivation and oppression, rural lifestyle and culture, along with the knowledge of values, customs and religious beliefs within populations with a special focus on differential assessment and intervention techniques are stressed throughout the course.

#### **DEPARTMENT OF SOCIAL WORK/BSW PROGRAM MISSION STATEMENT**

The mission of the Department of Social Work at Mississippi Valley State University is to prepare graduates to practice with individuals in need and populations at risk in rural areas. The Bachelor of Social Work (BSW) Program prepares students to apply the knowledge and skills of generalist social work practice with individuals, families, groups, organizations and communities. Through the curriculum, the program instills in students social work knowledge, values, and skills in a manner which enables students to work with diverse populations in a wide range of settings. Concurrently, special emphasis is placed on social work practice with impoverished minorities living in rural regions, such as the Mississippi Delta in which the University is located and committed to serve, as well as rural areas globally.

#### **DEPARTMENT OF SOCIAL WORK/BSW PROGRAM MISSION**

The mission of the Department of Social Work at Mississippi Valley State University is to prepare graduates to practice with individuals in need and populations at risk in rural areas. The Bachelor of Social Work (BSW) Program prepares students to apply the knowledge and skills of generalist social work practice with individuals, families, groups, organizations and communities. Through the curriculum, the program instills in students social work knowledge, values, and skills in a manner which enables students to work with diverse populations in a wide range of settings. Concurrently, special emphasis is placed on social work practice with impoverished minorities living in rural regions, such as the Mississippi Delta in which the University is located and committed to serve, as well as rural areas globally.

## **BSW PROGRAM GOALS**

1. Educate students for entry level social work positions for generalist practice with individuals, families, groups, organizations and communities.
2. Provide students with the necessary knowledge and skills for working with diverse populations, including oppressed, minority and rural populations.
3. Instill in students a professional social work identity which incorporates the values and ethics of the profession.

## **COMPETENCIES**

### **Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- Use technology ethically and appropriately to facilitate practice outcomes.
- Use supervision and consultation to guide professional judgment and behavior.

### **Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of

difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- Present themselves as learners and engage clients and constituencies as experts of their own experiences.
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- Engage in practices that advance social, economic, and environmental justice.

### **Competency 4: Engage In Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

- Use practice experience and theory to inform scientific inquiry and research.
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

### **Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers

understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- Assess how social welfare and economic policies impact the delivery of and access to social services.
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

### **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

### **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

### **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

### **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

- Select and use appropriate methods for evaluation of outcomes.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

- Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**Rural Competency 10: Use interventions that recognize the needs and strengths present in rural communities**

- Understand and use appropriate interventions needed to address the strengths of individuals, families, groups, and communities in rural.

**Rural Competency 11: Coordinate interventions with social workers, related professionals, leaders and citizens in rural areas in order to develop resources and programs that enhance services for rural clients**

- Demonstrate knowledge of local resources in rural settings in order to effectively empower children and families to enhance their capacities.

**COMPETENCIES**

<b>Competencies</b>		<b>Assessment</b>
<p><b>Competency 1</b> Demonstrate Ethical and Professional Behavior</p>	<ul style="list-style-type: none"> <li>• Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</li> <li>• Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</li> <li>• Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic</li> </ul>	<ol style="list-style-type: none"> <li>1. Role Plays</li> <li>2. Oral Presentations</li> <li>3. Exams</li> <li>4. Class discussions</li> <li>5. Case Studies</li> <li>6. Volunteer Experience</li> </ol>

	<p>communication.</p> <ul style="list-style-type: none"> <li>• Use technology ethically and appropriately to facilitate practice outcomes.</li> <li>• Use supervision and consultation to guide professional judgment and behavior.</li> </ul>	
<p><b>Competency 2</b> Engage Diversity &amp; Difference in Practice</p>	<ul style="list-style-type: none"> <li>• Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</li> <li>• Present themselves as learners and engage clients and constituencies as experts of their own experiences.</li> <li>• Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</li> </ul>	<ol style="list-style-type: none"> <li>1. Role Plays</li> <li>2. Oral Presentations</li> <li>3. Exams</li> <li>4. Class discussions</li> <li>5. Case Studies</li> <li>6. Volunteer Experience</li> </ol>
<p><b>Competency 3</b> Advance Human Rights &amp; Social, Economic and Environmental Justice</p>	<ul style="list-style-type: none"> <li>• Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</li> <li>• Engage in practices that advance social,</li> </ul>	<ol style="list-style-type: none"> <li>1. Role Plays</li> <li>2. Oral Presentations</li> <li>3. Exams</li> <li>4. Class discussions</li> <li>5. Case Studies</li> <li>6. Volunteer Experience</li> </ol>



	economic, and environmental justice	
<b>Competency 4</b> Practice-informed Research & Research-informed Practice	<ul style="list-style-type: none"> <li>• Use practice experience and theory to inform scientific inquiry and research.</li> <li>• Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</li> <li>• Use and translate research evidence to inform and improve practice, policy, and service delivery.</li> </ul>	<ol style="list-style-type: none"> <li>1. Role Plays</li> <li>2. Oral Presentations</li> <li>3. Exams</li> <li>4. Class discussions</li> <li>5. Case Studies</li> <li>6. Volunteer Experience</li> <li>7. Summative Group Project</li> </ol>
<b>Competency 5</b> Engage in Policy Practice	<ul style="list-style-type: none"> <li>• Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</li> <li>• Assess how social welfare and economic policies impact the delivery of and access to social services.</li> <li>• Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</li> </ul>	<ol style="list-style-type: none"> <li>1. Role Plays</li> <li>2. Oral Presentations</li> <li>3. Exams</li> <li>4. Class discussions</li> <li>5. Case Studies</li> <li>6. Volunteer Experience</li> <li>7. Summative Group Project</li> </ol>
<b>Competency 6</b> Engage in Individuals, Families, Groups, Organizations, and	<ul style="list-style-type: none"> <li>• Apply knowledge of human behavior and the social environment, person-in-environment,</li> </ul>	<ol style="list-style-type: none"> <li>1. Role Plays</li> <li>2. Oral Presentations</li> <li>3. Exams</li> <li>4. Class discussions</li> </ol>

Communities	<p>and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</p> <ul style="list-style-type: none"> <li>• Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</li> </ul>	<ol style="list-style-type: none"> <li>5. Case Studies</li> <li>6. Volunteer Experience</li> <li>7. Summative Group Project</li> </ol>
<p><b>Competency 7</b> Assess Individuals, Families, Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> <li>• Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</li> <li>• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</li> <li>• Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</li> <li>• Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences</li> </ul>	<ol style="list-style-type: none"> <li>1. Role Plays</li> <li>2. Oral Presentations</li> <li>3. Exams</li> <li>4. Class discussions</li> <li>5. Case Studies</li> <li>6. Volunteer Experience</li> <li>7. Summative Group Project</li> </ol>

	of clients and constituencies.	
<b>Competency 8</b> Intervene with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> <li>• Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</li> <li>• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</li> <li>• Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</li> <li>• Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</li> <li>• Facilitate effective transitions and endings that advance mutually agreed-on goals.</li> </ul>	<ol style="list-style-type: none"> <li>1. Role Plays</li> <li>2. Oral Presentations</li> <li>3. Exams</li> <li>4. Class discussions</li> <li>5. Case Studies</li> <li>6. Volunteer Experience</li> <li>7. Summative Group Project</li> </ol>
<b>Core Competency 9</b> Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> <li>• Select and use appropriate methods for evaluation of outcomes.</li> <li>• Apply knowledge of human behavior and the social environment, person-in-environment, and other</li> </ul>	<ol style="list-style-type: none"> <li>1. Role Plays</li> <li>2. Oral Presentations</li> <li>3. Exams</li> <li>4. Class discussions</li> <li>5. Case Studies</li> <li>6. Volunteer Experience</li> <li>7. Summative Group Project</li> </ol>

	<p>multidisciplinary theoretical frameworks in the evaluation of outcomes.</p> <ul style="list-style-type: none"> <li>• Critically analyze, monitor, and evaluate intervention and program processes and outcomes.</li> <li>• Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</li> </ul>	
<p><b>Rural Competency 10</b> Use interventions that recognize the needs and strengths present in rural communities</p>	<ul style="list-style-type: none"> <li>• Understand and use appropriate interventions needed to address the strengths of individuals, families, groups, and communities in rural areas.</li> </ul>	<ol style="list-style-type: none"> <li>1. Role Plays</li> <li>2. Oral Presentations</li> <li>3. Exams</li> <li>4. Class discussions</li> <li>5. Case Studies</li> <li>6. Volunteer Experience</li> <li>7. Summative Group Project</li> </ol>
<p><b>Rural Competency 11</b> Coordinate interventions with social workers, related professions, leaders, citizens in rural areas in order to develop resources and programs that enhance services for rural clients</p>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of local resources in rural settings in order to effectively empower children and families to enhance their capacities.</li> </ul>	<ol style="list-style-type: none"> <li>1. Role Plays</li> <li>2. Oral Presentations</li> <li>3. Exams</li> <li>4. Class discussions</li> <li>5. Case Studies</li> <li>6. Volunteer Experience</li> <li>7. Summative Group Project</li> </ol>

## COURSE REQUIREMENTS

### Required Textbooks:

Kirst-Ashman, K., & Hull, G. (2018). *Understanding generalist practice* (8<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.

Rath, T. (2007). *Strengths finder 2.0*. New York: Gallup Press.

### **Supplemental Texts:**

O'Hare, Thomas (2009). *Essential skills of social work practice: Assessment, intervention and evaluation*. Chicago: Lyceum Books

*Children in the States: Mississippi* (July 2015)

Children's Defense Fund

[www.childrensdefense.org](http://www.childrensdefense.org)

*NASW Code of Ethics* (1996, 2008)

National Association of Social Workers

[www.socialworkers.org](http://www.socialworkers.org)

*NASW Standards for Social Work Practice in Child Welfare*

National Association of Social Workers

[www.socialworkers.org](http://www.socialworkers.org)

Thomlison, B. (2016). *Family assessment handbook* (4<sup>th</sup> ed.) Belmont, CA:

Brooks/Cole/Cengage.

### **Class Attendance Policy:**

Class attendance is required. Students are expected to attend all class sessions. If a class is missed, the student is still responsible for any announcements, handouts, or material presented in class.

### **Policy and Procedure on Cheating and Plagiarism:**

#### **Philosophy**

Honesty and integrity are essential values of Mississippi Valley State University's mission to pursue truth and knowledge. All persons – administrators, faculty, staff, and students – share the responsibility for achieving high standards of excellence. Academic dishonesty of any kind negates this mission and is antithetical to the development of morally and ethically sound human beings. Therefore, Mississippi Valley State University will not tolerate cheating or plagiarism in any form. Cheating and plagiarism compromise the process of fair and equitable evaluation conferred by the University. Students who engage in such activities deny themselves the opportunity to benefit from accurate assessment and feedback and prevent full academic and personal development.

#### **Responsibility**

Although the faculty of Mississippi Valley State University is responsible for establishing the standards for moral and academic excellence in teaching and learning, these standards can be

reached only with the cooperation and support of students. Each student is expected, therefore, to accept responsibility for maintaining honesty and integrity in all endeavors inside and outside the classroom, studio, or laboratory. Faculty encourages ethical behaviors by: establishing an atmosphere of respect in the classroom; stating clearly on the syllabus their standards and expectations for academic performance, structuring learning situations that encourage honesty and deter cheating and plagiarism; and for presenting and enforcing the University's policy on academic dishonesty.

### **Definitions**

**Cheating** is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit. Such behavior also includes assisting another student in such practice. Although cheating is often associated with examinations, it is the intent of this definition that the term "cheating" not be limited to examination situations only, but also that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

**Plagiarism** is a specific type of cheating which consist of the misuse of the published and/or unpublished works of others by misrepresenting the intellectual property of others as one's own ideas or works.

### **Academic Sanctions for Cheating or Plagiarism**

When a faculty member responsible for a course has reason to believe that an action of a student falls within one or both of the aforementioned definitions, the faculty member should initiate a conference with the student to present the student with the charge and the evidence. If the student admits to the wrong doing, the instructor shall impose an academic sanction. The instructor has the prerogative of lowering the grade, assigning a grade of "0" or "F" for the work submitted, assigning an "F" for the entire course, or recommending another penalty, including dismissal from the University. In the advent that the student does not admit wrong doing or that no mutually agreeable settlement is reached as a result of the faculty-student conference, the faculty member will consult the department chair.

### **Make-up Examination Policy:**

It is the responsibility of the student to request to make up an examination within one week following the missed examination. The decision rests with the class instructor as to whether a student will be allowed to make up the test. The decision will be based on whether the instructor considers the reason for missing the examination to be justifiable.

### **Teaching/Learning Strategies:**

Various teaching methods will be used to meet the course objectives and stimulate discussions in the class. Students are expected to participate in discussion and share their thoughts regarding issues being discussed. This class will be formatted in order to accommodate the use of videos, assigned readings and presentations as well as lecturing. Guest speakers who are experienced in mental health assessment will present information to help students to understand the progression of mental illness and the cutting edge intervention to help those diagnosed with mental illness to live and maintain a healthier emotional being.

**Required Tasks/Activities:**

1. **Direct Practice with Individuals and Families Role Plays.** (300 points)
2. **Exams.** (300 points)

There will be 2 exams and a final exam valued at 100 points each.

3. **Summative Project Group Presentation.** (300 points)

**Evaluation Procedures:**

Assessment: The instructor will evaluate student performance using the following tools:

Role Play Activities		=	200
Exams (3x100)		=	300
Group Presentation		=	150
Volunteer Experience		=	100
Attendance and Class Participation		=	100
<b>Total</b>		=	850

**Performance Standards:**

Grading Scale:

A	790-850
B	729-789
C	668-728
D	607-667
F	606-below

**AMERICANS WITH DISABILITIES ACT: Services for Students with Disabilities (SSD)**

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT)

Building to register for the program at the beginning of each semester. If you are determined to be eligible after your confidential consultation, you will be provided with a Memo of Accommodations that must be submitted to each of your instructors.

For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or [billy.benson@mvsu.edu](mailto:billy.benson@mvsu.edu).

### **COURSE ACTIVITIES**

<b>Week 1</b>	-Course Overview – Discussion of Assignments Introducing Generalist Practice Chapter 1- Kirst-Ashman & Hull	Class Discussion
<b>Week 2</b>	Introducing Generalist Practice Chapter 1 - Kirst-Ashman & Hull	Class Discussion
<b>Week 3</b>	Practice Skills for Working with Individuals Chapter 2 – Kirst-Ashman & Hull	Class Discussion
<b>Week 4</b>	Practice Skills for Working with Individuals Chapter 2- Kirst-Ashman & Hull	Class Discussion
<b>Week 5</b>	Values, Ethics, and the Resolution of Ethical Dilemmas Chapter 11- Kirst-Ashman & Hull	Class Discussion
<b>Week 6</b>	Values, Ethics, and the Resolution of Ethical Dilemmas Chapter 11 – Kirst-Ashman & Hull  Engagement and Assessment in Generalist Practice Chapter 5- Kirst- Ashman & Hull  <b>Service Learning Agency Form Due</b>	Class Discussion  Assessment Class Discussion Role Play Activity
<b>Week 7</b>	<b>MIDTERM – October 1, 2018</b>	
<b>Week 8</b>	Engagement and Assessment in Generalist Practice Chapter 5- Kirst-Ashman & Hull	Class Discussion Role Play Activity
<b>Week 9</b>	Planning in Generalist Practice Chapter 6 – Kirst-Ashman & Hull	Class Discussion Role Play Activity



Week 10	Examples of Implementation in Generalist Practice Chapter 7 – Kirst-Ashman & Hull	Class Discussion Role Play Activity
<b>Week 11</b>	Evaluation, Termination and Follow-up in Generalist Practice Chapter 8 – Kirst-Ashman & Hull	Class Discussion Role Play Activity
<b>Week 12</b>	Understanding Families: Family Assessment Chapter 9– Kirst-Ashman & Hull	Class Discussion Role Play Activity
<b>Week 13</b>	Working with Families Chapter 10 – Kirst-Ashman & Hull <b>Role Play Video Due</b>	Class Discussion Role Play Activity
<b>Week 14</b>	<b>FALL BREAK THANKSGIVING HOLIDAY November 19-23, 2018</b>	
<b>Week 15</b>	<b>Summative Project Group Presentations</b> <b>Service Learning Verification Form Due</b>	Oral Presentations
<b>Week 16</b>	<b>FINALS WEEK December 3, 2018</b>	Review for final exam Assessment

## BIBLIOGRAPHY

- Bearse, M.L. (2008). Native Americans: Practice interventions in the Encyclopedia of Social Work. (20<sup>th</sup> Edition) Oxford University Press.
- Congress, E. (2008). Codes of ethics in the Encyclopedia of social work (20<sup>th</sup> Edition). Oxford University Press.
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# GRADING

## **Direct Practice with Individuals and Families Role Plays.** (100 points)

This will be an in-class role play presentations allowing students to demonstrate generalist practice skills needed to work with individuals and families in various social work settings. Role playing and critiquing will be utilized to assist the student in self-assessment of their skills in this area.

**Role Play Video.** (100 points) Students will also submit a five-minute role play video demonstrating beginning social work skills. Instructions will be given in class at a later date.

## **Summative Project Group Presentation.** (150 points)

Goals:

- Apply knowledge from classroom to social problem
- Reflect and integrate material
- Demonstrate key practice behaviors in a presentation

Assignment:

Over the course of the semester, students will have attended class sessions covering topics relevant to generalist practice in social work. For this cumulative assignment, students will work in groups to create a presentation addressing a social problem from a generalist social work perspective. During the presentation, each student is expected to demonstrate foundation level skills.

The presentation will be focused by each group on a relevant social issue chosen from one of the following broad topics below:

Abortion	Elder Abuse	Poverty
Affirmative Action	Environmental Justice	Racism
Affordable Care Act	Health Disparities	Sexual Assault/Rape
Ageism/Age Discrimination	Health Care Reforms	Sexual Abuse/Addiction
Alcoholism	HIV/AIDS	Suicide
Child Abuse	Homelessness	Teen Pregnancy
Classism	Human/Sex Trafficking	Violence Against Women
Disaster Relief	Intimate Partner Violence	Reproductive Rights
Dream Act/Immigration	Living Wage	Youth Violence
Eating Disorders	Physician Assisted Suicide	

As part of the final project, students will develop a PowerPoint presentation that includes key learning from the classroom experiences. The presentation should include the following:

- Identification of the social problem with research supporting the background presenting.
- Include considerations of diversity and cultural awareness.
- It is expected that research and supported data will be presented from appropriate and scholarly sources (e.g., peer reviewed journal articles or government websites).

Students will discuss how the social problem impacts on all practice levels. However, particular attention should be paid to addressing the chosen topic on the MICRO level.

- Identify how social workers can revolutionize or alleviate the social problem demonstrating generalist intervention model skills.
- Special attention should be given to assessment, planning, implementation, and evaluation.

The presentation is expected to be 15 minutes with 5 minutes of questions from your cohort. Students should time their presentation to make sure it is no longer than 20 minutes. Appropriate citations following APA formatting are expected for all of the information presented. Without appropriate citations, the information will not be considered valid.

Group meetings outside of class will be necessary to complete this project. Your presentation must demonstrate critical thinking and thoughtfulness. You will not be successful in this project by assigning out different pieces and integrating at the final moment.

Groups will be randomly assigned by the instructor. If there is a problem within the group dynamics, part of the grade is the ability of the group to work out these issues and to collaborate and create a cohesive presentation.

Points	I.	<b>Introduction (50 points)</b>	
		a.	Presents a thesis statement (What is the focus of the presentation?)
		b.	Provides a context for the main issue (Brief and relevant background information.)
		c.	Indicates the scope and direction of the presentation (Serves as a navigation guide for the presentation.)
		d.	Engages the audience (Why does this social problem matter?)
		e.	Overall Clarity: Upon reading the initial paragraph, the audience has a clear idea of the presenters' purpose.
	II.	<b>Oral Presentation (50 points)</b>	
		a.	Organized in a manner that moves from general to specific. Presentation seems to have a cohesive voice; as opposed to various voices of multiple group members (i.e., group members are in agreement and clearly focused on the overall presentation rather than their individual part)

	b.	Appropriate examples are given to illustrate key concepts.
	c.	Main points are supported by high-quality and reliable references
	d.	Conclusion wraps up what was discussed; main points of the presentation are restated
	e.	Conclusions issues a call for action or suggestions for future possible research
	<b>IV.</b>	<b>Visual Presentation (50 points)</b>
	a.	Content is accurate.
	b.	Information is presented in a logical order.
	c.	Layout of slides is pleasing to the eye. Transitions, charts, and/or images are used to enhance the presentation.
	d.	Free of grammatical and spelling errors.
		Adheres to APA formatting
	e.	Good presentation style demonstrated: eye contact, knowledgeable, presented in a professional manner.
150		<b>Total</b>

### **Volunteer Experience Activity (100 points)**

Students will volunteer in an approved social service agency 2-3 hours per week over the course semester of 10 weeks. A total of **20 hours** of volunteer experience is expected to be completed by **Thursday, November 29, 2018**. Students will receive a Service Learning Agency Form to be completed and returned to the Instructor by **Thursday, September 27, 2018**. **Agencies must be approved by the instructor before students can begin the volunteer experience.** The agency should have a degreed social worker (Bachelor's or Master's Level) that is willing to assist the student with professional development. Upon completion of the volunteer experience, students will submit a Community Service/Service Learning Verification Form (**Due Date: Thursday, November 29, 2018**).

In conjunction with the volunteer activity, students will engage in the following assignments to assist with the (7) Planned Change Steps in the Generalist Intervention Model:

- Overview of Agency
- Discussion Questions
- Mock-up Biopsychosocial assessment
- Mock-up Treatment Plan
- Mock-up Genogram/Ecomap
- Assessment of Agency

\*Students will be provided additional instructions (in-class) for the above assignments prior to the due dates.