



University of Michigan-Flint
Department of Social Work
Social Work 490
Fall, 2009



Course Title: SWR 490 Integrative Seminar in SWK
Prerequisite knowledge: Concurrent enrollment in SWR 440/460 or 441/461

Semester Credit: 3 credit hours,

Professor Contact: Denise Dedman, Ph.D.
454 French Hall, 810-762-3390

Office Hours: E-mail contact or phone department office for an appointment

Course Description:

This course is a senior level course that is consistent with CSWE accreditation standards and draws from a student's total Social Work Curriculum (freshman to senior status). Being a 'cap – stone' course, it will also contain content that reflects the direction of General Education among colleges and universities throughout the U.S. As a senior seminar/cap-stone course students are required to demonstrate the full understanding of the scope and purpose in concepts, and practice perspectives, that are applied in Generalist Social Work.

Course Learning Objectives:

Program Objective 1.1: Effectively utilize critical thinking in practice settings. (CSWE 2001, EP3.0.1)

Upon successful completion of the course the student will be able to:

- a. Integrate major concepts from previous courses into a definition of professional social work.
- b. Apply major concepts from previous courses to the statement of the social problem that anchors their professional practice.

Program Objective 1.2: Embody the values and ethics of the social work profession. (CSWE 2001, EP3.0.2)

Upon successful completion of the course, the student will be able to:

- a. Integrate values and principles of ethical decisions making as presented by NASW Code.
- b. Identify personal values within challenges of social justice and social care.
- c. Identify ethical dilemmas in advancing social justice and social care in 21st century context of services to clients.

Program Objective 1.3: Exhibit a consistent sense of professionalism in interactions with others. (CSWE 2001, EP3.0.2)

Upon successful completion of the course, the student will be able to:

- a. Conduct their professional practice such that their body language and active listening skills promote communication with students and faculty.
- b. Demonstrate an understanding of one's self in relation to the ways personal values, preconceptions and emotional reactions influence professional relationships.

Program Objective 1.4: Demonstrate an appreciation of the tradition and history of the social work profession as well as a working knowledge of important emerging professional trends. (CSWE 2001, EP3.0.5)

Upon successful completion of this course, the student will be able to:

- a. Distinguish therapeutic, transformational, and social order views of social work.
- b. Incorporate current trends in professional practice in the recommendations for agency improvement.

Program Objective 1.5: Adapt the knowledge and skills of generalist social work to practice settings of varying sizes and approaches. (CSWE 2001, EP3.0.6)

Upon successful completion of the course, the student will be able to:

- a. Apply the principles of generalist practice to fields of practice in Genesee County.
- b. Demonstrate an ability to integrate social knowledge values and skills into a coherent philosophy of generalist practice.
- c. Understand and demonstrate policy practice skills in regard to economic, political and organizational systems.
- d. Consider how generalist practice exists in an international context.

Objective 1.6: Utilize knowledge of bio-psycho-social characteristics as they apply to individual behavior as a means to understand interactions among and between individuals and the various social structures they encounter. (CSWE 2001, EP3.0.7)

Upon successful completion of the course, the student will be able to:

- a. Identify the reciprocal relationships between human behavior and social environments.
- b. Identify empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems.
- c. Identify theories of biological, sociological, cultural, psychological and spiritual development across the lifespan.

- d. Describe the range of social systems in which people live (individual, family, group, organizational, and community)
- e. Identify the ways social systems promote or deter people in maintaining or achieving health and well-being.
- f. Demonstrate integration of empirical and practice –based knowledge.

Objective 1.7: Demonstrate the ability to respond to appropriate supervision in the practice settings. . (CSWE 2001, EP3.0.11)

Upon successful completion of the course, the student will be able to:

- a. Seek supervision to improve practice skills.

Program Objective 2.1: Demonstrate an understanding of and respect for the positive value of diversity. (CSWE 2001, EP3.0.3)

Upon successful completion of the course, the student will be able to:

- a. Identify how clients fit the category of “population at risk.”
- b. Evaluate their own practice based on ability to increase client-society interdependence as a measure of social justice.

Program Objective 2.2: Understand the origins and workings of oppression and discrimination and demonstrate the ability to implement change in order to advance social and economic justice. (CSWE 2001, EP3.0.4)

Upon successful completion of the course, the student will be able to:

- a. Examine the factors that contribute to this population’s risk for oppression, discrimination, and/or poverty.
- b. Identify how group membership influences access to resources.
- c. Evaluate intervention alternatives based on outcomes that advance interdependence and justice.

Program Objective 2.3: Communicate appropriately and effectively with the variety of audiences regularly encountered in social work practice. (CSWE 2001, EP3.0.10)

Upon successful completion of this course, the student will be able to:

- a. Develop and effectively communicate empirically based knowledge.

Program Objective 2.4: Exhibit the ability to differentially assess and apply appropriate interventions skills necessary to serve diverse populations. (CSWE 2001, EP3.0.3)

Upon successful completion of the course, the student will be able to:

- a. Compare different interventive techniques to meet needs of persons from diverse backgrounds within the same field of practice.

- b. Recognize diversity within and between groups that influence assessment, planning, intervention and research within the same field of practice.

Program Objective 3.1: Exhibit the ability to operate successfully within a complex organization and to successfully utilize appropriate change strategies as necessary. (CSWE 2001, EP3.0.12)

Upon successful completion of the course, the student will be able to:

- a. Outline the steps for organizational change necessary to improve a client outcome within a complex organization.

Program Objective 3.2: Demonstrate insight into the impact of social policies upon client systems. (CSWE 2001, EP3.0.8)

Upon successful completion of the course, the student will be able to:

- a. Identify financial, organizational, administrative, and planning processes required to deliver social services.
- b. Describe role of policy in service delivery, social work practice and attainment of individual and social well-being.
- c. Demonstrate knowledge and skills to understand major policies that form the foundation of social welfare.
- d. Analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery.

Program Objective 3.3: Engage in collaborative efforts to promote social justice. (CSWE 2001, EP3.0.8)

Upon successful completion of the course, the student will be able to:

- a. Demonstrate capacity to advocate for social welfare policy to combat discrimination, oppression, and economic deprivation.

Program Objective 4.1: Evaluation and apply current research findings to one's personal practice and the practice of other relevant professional systems. (CSWE 2001, EP3.0.9)

Upon successful completion of the course, the student will be able to:

- a. Demonstrate integration of empirical and practice –based knowledge.

Program Objective 4.2: Demonstrate quality within one's personal practice and continuous growth in the knowledge and skills of the profession. (CSWE 2001, EP3.0.9)

Upon successful completion of this course, the student will be able to:

- a. Use research knowledge to evaluate their own practice.

Syllabus Changes

From time to time there may be changes made in the course calendar or other elements of the syllabus. All such changes will be announced in class. If a student is unable to attend a class, it is his/her responsibility to check with the instructor or a classmate to determine what announcement may have been made in the missed session.

Professional Expectations of Social Work

Standards of Academic Integrity

The fundamental value of your education and degree is based on the knowledge and skills you acquire from the learning process. The foundation of this value is the basic integrity of you as an individual and the integrity of the course of study. Without integrity, the degree has no meaning. Therefore, we have a professional obligation to uphold the strongest criteria of integrity, and you have a personal obligation to yourself to do likewise.

In light of this obligation, traditional standards of academic integrity are the minimum expectation of the course. Integrity is achieved when credit is given to the appropriate activities or plagiarism (copying another author without crediting the source). Violations of academic integrity will not be tolerated, and will be processed to the full extent. This process can include failure of the assignment, removal from the class, social work program, and/or University. Evidence of academic misconduct can inhibit your eligibility for further study.

College Level Report Writing

All social work courses require papers written outside of class to conform to college level writing standards. Begin your professional career with a writing manual. APA is the standard manual in social work and the social sciences.

Minimum expectations of written work include: typed, double spaced, appropriate margins, correct spelling, proper use of standard English vocabulary and grammar, good organization, appropriate structure and form (use of headings and subheadings). All written assignments must include a cover sheet containing the report writer's name, assignment name, assignment title, course name, date and instructor's name.

Assignments, which require references to text, course content, other literature (e.g. journals, books, movies) or interviews MUST include citations in the text and a reference section in the back of the paper. Refer to the style manual for details of appropriate citations & references. Please note that *Wikipedia* is not an acceptable resource for this course (and most others). If you need to refer to an encyclopedia, please use one that is juried by scholars.

Course Policy on Attendance & Professional Conduct

As the fundamental course teaching social work field instruction, a gate keeping responsibility for the course will be maintained according to the following standards.

- Repeated (more than 2) absences or lateness will be identified to the department's field director as questionable for intern appropriateness, and professional responsibility, student's grade for this course will be lowered.
- Students are expected to act in ways that are consistent with and advance the NASW Code of Ethics at all times of professional study. Pre-majors in social work will be provided direct instruction to remediate behavior that violates the Code of Ethics, with the accompanying expectation of immediate and full compliance. The violation of the Code of Ethics by pre-majors will be recorded by faculty and incorporated in deliberations on decisions about admission to the program. Serious, significant, intentional and/or unresolved violations of the code of ethics will be considered in the deliberations of an admission to the program of a pre-social work candidate.

- Admitted students must maintain the NASW Code of Ethics. Violation of the NASW Code of Ethics by students admitted to the major, is considered as grounds for academic dismissal.
- Students will fully engage in class activities. Students are expected to be attentive, remain on task, and fully participate in discussions, group activities and assignments as directed by the faculty.
- Cell phones use, private conversation and texting are not acceptable activities during class. Students in urgent situations who need to be reached by phone may request permission to receive calls during class.
- Student may use a lap-top computer to review lecture material or take notes from lecture. Checking e-mail, surfing the web, gaming, or otherwise miss-using computers during class will result in loss of computer privileges
- Professional Comportment – Students are expected to present themselves (i.e., appropriate dress), maintain professional behavior, demonstrate enthusiasm for the content, and maintain respectful and collegial interactions with clients, peers and faculty at all times. When challenging ideas or behaviors are presented by others, each student is expected to demonstrate personal composure and act in ways that advance social work values and maintain the NASW Code of Ethics.

Course Policy on Late Papers/Assignments

Papers, exercises and assignments that are turned in late without authorization will not be accepted.

Diversity Statement

It is my intention to honor and respect the diversity of students in attendance in this class. In developing the course, I may have overlooked events of significance to a student. In the event that a class lecture, exam or paper is due on a secular or religious holiday of significance to a student, I will make reasonable accommodations that maintain equity among students. In order to facilitate this action, the student must inform me by the end of the second week of class of the conflict. In this manner, reasonable accommodations can be planned and implemented.

ADA Statement

It is my intention to support the full participation of all students in the learning process of this class. To this end, I have incorporated a variety of instruction techniques and evaluation methods in the course process. Despite these efforts, situations may occur in which the learning style of individual students is not met by the instructional climate.

It is my expectation that students who require specific or additional support in acquiring the course content or demonstrating their achievement of the objectives will inform me of such needs at the beginning of the semester. Anyone in this course who might be entitled to special accommodations must register with the Office of Accessibility Services, Student Development Center, 264 UCEN, 810-762-3456.

Course Assignments and Learning Evaluation

To successfully complete this course you will need to maintain regular attendance, participate in discussion and complete four elements: a paper, two exams, and homework. Your grade for the class will also include class participation and attendance. (There will be a sign in sheet for each class.)

1. Evaluation of Practice Research Paper

During the course of the semester, you will conduct an evaluation of your practice in field placement. This assignment will require you to study your practice as a social worker with the

intention of improving your practice and to document this study using standard processes of a research report (i.e., literature review, research methodology, data analysis and implications).

The project will be assigned in three phases and I will provide guidance at each stage. Please see the course companion, and under the icon “assignments” you will find specific guidelines for each section. The fourth paper requires you to respond to guidance provided on the first three sections and submit an improved full version.

2. Mid-term and Final Exams (worth 100 points, 50 points each)

The two exams (i.e., midterm and final) will be in the format of short answer/essay, and will cover lecture material, assigned readings and supplements. Each exam will be worth 50 points. These are take-home exams, therefore are expected to conform to college level writing requirements. The essays will be graded by the accuracy of a particular answer as well as your ability to demonstrate how the answer represents an integration of this course with knowledge you have learned from previous classes.

Make-up exams are not given. Students need to take exams as scheduled or make arrangements to turn it in early. Authorization is granted on individual circumstances.

Graded exams will be returned in class. However, class time will not be used to discuss them. Conferences can be scheduled to discuss points and corrections.

3. Homework/ class discussion

There are six homework assignments to be completed in this class. For each chapter assigned, draw a model of each social work practice setting based on Payne’s Triangle, and describe how the principles of generalist practice are implemented in each setting. Bring the homework assignments with you to class for small group discussion and submission to me for grading.

Class Participation

Regular Attendance (-5 points)

Students are expected to read course materials ahead of class, attend each class session, arrive on time, and remain until class is dismissed. Grades are reduced when these minimum expectations are not met.

Class Participation (-5 points)

Students are expected to remain attentive to lecture and class discussion. Students are expected to be prepared to respond to direct questions from faculty about pre-reading course materials and the content of the course as presented in class. Students are expected to remain attentive and respectful to classmates during class discussions, and spontaneous in class assignments. Grades are reduced when these minimum expectations are not met.

Evaluating Learning

In this class, evaluating learning is directly related to the determination of a letter grade at the end of the semester. Grades are assigned based on the accumulation of points.

Evaluation of Practice Research Paper	100
Mid-term, Final (50 points each)	100
<u>Homework /Class Activities</u>	<u>100</u>
Total	300 points

A	100-95%
A-	94-90 %
B+	89-85%
B	84-80%
B-	79-75%
C+	74-70%
C	69-65%

You must receive a minimum of C to pass the class.

* Notes:

1. Social Work majors must receive a C or better to continue in the program. Students earning less than a C will need to repeat the course or consider a change in major.
2. This is a professional core course, and each assignment has been created to provide you with an opportunity to practice a pre-requisite skill and acquire foundational knowledge for a particular employment expectation. Successful completion of all assignments is a necessary indicator of your readiness to advance in your professional studies. To this end, it is expected that each student will earn a grade of C or better on each of the major assignments (paper, discussion boards, attendance and exams) to successfully complete the course with a C or better. Although it is technically possible to earn enough points on the scale for a C grade without attempting one or more of the major assignments, students who fail to complete all papers, group work, and exams will receive an "I" (incomplete grade) until all major assignments have been submitted reflecting a passable performance.

Text Book and Reference Materials

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Grinnell, R. & Y. Unrau. (2008). *Social work research and evaluation*. NY: Oxford University Press Inc.

Grobman, L. M. (2005). *Days in the lives of social workers*. (3rd Ed.) Harrisburg, PA: White Hat Communications.

NASW Code of Ethics available at: <http://www.socialworkers.org/pubs/code/default.asp>

Payne, M. (2007). *What is professional social work?* (2nd Ed.). Chicago, IL: Lyceum Books.

Thomlison, B. and Corcorian, K. (2007) *The Evidence Based Internship: A Field Manual*. Oxford Press: NY. ISBN 978-0-19-532350-4

Supplements

Available in Blackboard Field Community Board:

UM-Flint (2009) Field Instruction Handbook

University of Michigan – Flint Definition of Generalist Practice

University of Michigan-Flint Definition of Diversity

Supplements and exercises will be distributed in class or put on Black Board and assigned as the course content warrants it.

Social Work 490 Course Calendar

Week Unit	Topic and Preparation	Class Activity	Objective	Assessment
Week 1	<p><u>Topic:</u> Theory to Practice in Social Work</p> <p><u>Readings:</u> NASW Code of Ethics Bartlett’s Definition <i>University of Michigan-Flint</i> <i>Definitions of:</i> <i>Diversity</i> <i>Generalist Practice</i> <u>Payne</u> <i>Preface</i></p> <p><u>Grinnell & Unrau</u> Part 7: Becoming an Evidence-Based Practitioner Ch. 25: p. 507-526 <i>Evidence- Based Practice</i></p> <p><u>Homework Assignment:</u> <i>Write a “letter to a friend” this should be someone you want to have a high regard for you, but is not familiar with what being a “professional social worker” means. (about 1 page)</i></p>	<p>Lecture: Course over-view Review – social work key concepts</p> <p>Evaluation of Practice Paper guidelines – Paper 1 explanation</p>	Integrate major concepts from previous courses into a definition of professional social work.	Homework
			Apply major concepts from previous courses to the statement of the social problem that anchors their professional practice.	Paper – part 1
Week 2	<p><u>Topic:</u> What is Social Work?</p> <p><u>Readings:</u> Payne</p>	<p>Small group discussion Replicating Discourse “Letters to a Friend”</p> <p>Lecture –</p>	<p>Identify financial, organizational, administrative, and planning processes required to deliver social services.</p> <p>Conduct their professional practice such that their body language and active listening skills promote communication with students and faculty.</p>	<p>Practice Paper 1</p> <p>Discussion</p>

Week 2	Ch. 1 <i>Introduction: The social work discourse</i> <u>Homework Assignment:</u> Draw a Payne’s triangle for your practice at your field placement agency.	Payne’s triangle	Seek supervision to improve practice skills.	Practice Evaluation
		Paper 1 Due	Distinguish therapeutic, transformational, and social order views of social work.	Homework
Week 3	<u>Topic:</u> Bartlett’s Definition: “Knowledge” <u>Readings:</u> <u>Payne</u> Ch. 2 <i>The identity of social work</i> <u>Grinnell & Unrau</u> Part 3: Collecting Data <u>Ch. 7: p. 159-178</u> <i>Case Level Designs</i> Part 2: Designing Research Studies <u>Ch.5: p. 116-121</u> <i>Conceptualization and Measurement</i> <u>Homework Assignment:</u> Identify the major theory of individual, family and practice that are used in your field instruction agency. Explain why you made this choice.	<u>Small Group discussion</u> Whose practice is it: The workers or the clients?	Identify the reciprocal relationships between human behavior and social environments.	Homework Discussion Exam
		Lecture: Theories of Social Work	Identify empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems.	Homework Discussion Exam Paper
		Evaluation of Practice Paper guidelines – Paper 2 explanation	Identify theories of biological, sociological, cultural, psychological and spiritual development across the lifespan.	Homework Discussion Exam
			Describe the range of social systems in which people live (individual, family, group, organizational, and community)	Homework Discussion Exam
			Identify the ways social systems promote or deter people in maintaining or achieving health and well-being.	Homework Discussion Exam Paper
			Demonstrate integration of empirical and practice – based knowledge.	Homework Discussion Exam Paper
	<u>Topic:</u> Bartlett’s Definition: Interventive Technique	<u>Small group discussion</u> What are the theories that define social work	Apply the principles of generalist practice to fields of practice in Genesee County.	Discussion Exam Paper

Week 4	<u>Readings:</u> <u>Payne</u> Ch. 3 <i>Social work as practice</i> <u>Homework Assignment:</u> Identify the major roles and techniques of intervention that are used in your field instruction agency. Explain why you made this choice.	practice in our area? <u>Lecture:</u> Generalist Practice as Interventive technique		
Week 5	<u>Topic:</u> Bartlett's Definition: Values <u>Readings:</u> <u>Payne</u> Ch 4 <i>Social work values: Social justice and social care</i> <u>Homework Assignment:</u> Identify how the values of social work are maintained in your field instruction agency. Explain how you know this to be true.	<u>Small group discussion</u> What roles do you see professional social workers demonstrate to you? <u>Lecture:</u> Bartlett's Definition: Values	Integrate values and principles of ethical decisions making as presented by NASW Code.	Discussion Paper
			Identify personal values within challenges of social justice and social care.	Practice Eval. Paper
			Identify ethical dilemmas in advancing social justice and social care in 21 st century context of services to clients.	Discussion Paper Exam
Week 6	<u>Topic:</u> Bartlett's Definition: Purposes of Social Work <u>Readings:</u> <u>Payne</u> Ch. 6 Social work, power	<u>Small group discussion</u> How have you observed social workers upholding professional values? Are you able to figure out which professionals are	Seek supervision to improve practice skills.	Practice Paper
			Demonstrate integration of empirical and practice – based knowledge.	Practice paper Discussion
			Use research knowledge to evaluate their own practice.	Practice Paper
			Develop and effectively communicate empirically based knowledge.	Practice Paper Discussion

Week 6	<p>and society</p> <p><u>Homework Assignment:</u> Identify which of the central purposes of social work are focused on in your field instruction agency. Explain why you made this choice.</p>	<p>not social workers by their comportment or demonstration of values?</p> <p>Lecture: Bartlett's Definition: Purposes of Social Work</p> <p>Paper 2 Due</p>		
Week 7	<p><u>Topic:</u> Bartlett's Definition "Profession"</p> <p><u>Readings:</u> <u>Payne</u> Ch. 7 <i>Social work: profession among professions</i></p> <p>Ch. 9 <i>Social work: (inter)personal, political and professional</i></p> <p><u>Homework Assignment:</u> There is no assignment this week.</p>	<p><u>Lecture:</u> How do social workers maintain their profession when interacting with co-workers from other professions?</p> <p>Mid term exam</p>	<p>Demonstrate an ability to integrate social knowledge values and skills into a coherent philosophy of generalist practice.</p> <p>Demonstrate an understanding of one's self in relation to the ways personal values, preconceptions and emotional reactions influence professional relationships.</p>	<p>Exam</p> <p>Exam Paper</p>
Week 8	<p><u>Topic:</u> Professional Generalist Practice: Health Care and School Social Work</p> <p><u>Readings:</u> <u>Grobman:</u></p>	<p><u>Small Group Discussion</u> Payne's Triangle comparison across case studies.</p> <p><u>Lecture</u> Variability of Roles in</p>	<p>Compare different interventive techniques to meet needs of persons from diverse backgrounds within the same field of practice.</p> <p>Recognize diversity within and between groups that influence assessment, planning, intervention and research within the same field of practice.</p> <p>Identify how clients fit the category of "population at</p>	<p>Homework Discussion Exam</p> <p>Homework Discussion Exam</p> <p>Homework</p>

	<p>Ch. 3 <i>Remembering why I became a social worker: Lessons learned in internal medicine.</i></p> <p>Ch. 5 <i>Working with pregnant women in public health</i></p> <p>Ch. 6 <i>Managing in managed care</i></p> <p>Ch. 11 <i>Elementary school social work</i></p> <p>Ch. 12 <i>An inner-city high school</i></p> <p>Homework Assignment: For each <u>field of practice</u>: 1. Who is the client population? 2. What are their unique bio-psycho-social needs? 3. What is the goal(s) of social work intervention with this population? 4. What activities do social workers do with this population? 5. What skills are necessary for these activities?</p>	<p>Generalist Practice in these fields of practice.</p>	risk.”	Discussion Exam
	Examine the factors that contribute to this population’s risk for oppression, discrimination, and/or poverty.		Homework Discussion Exam	
	Identify how group membership influences access to resources.		Homework Discussion Exam	
	Evaluate their own practice based on ability to increase client-society interdependence as a measure of social justice.		Practice Evaluation	
	Evaluate intervention alternatives based on outcomes that advance interdependence and justice.		Homework Discussion Exam	
<p>Week 9</p>	<p>Topic: Professional Generalist Practice: Children Youth and Families, and Mental Health</p> <p>Readings: Grobman: Ch. 14 <i>Urban child protective services</i> Ch. 15 <i>A neighborhood youth center</i> Ch. 16 <i>Working with gay and lesbian youth</i> Ch. 23 <i>Partial hospitalization</i></p>	<p>Small Group Discussion</p> <p>Payne’s Triangle comparison across case studies.</p> <p>Lecture Variability of Roles in Generalist Practice in these fields of practice</p>	Compare different interventive techniques to meet needs of persons from diverse backgrounds within the same field of practice.	Homework Discussion Exam
	Recognize diversity within and between groups that influence assessment, planning, intervention and research within the same field of practice.	Homework Discussion Exam		
	Identify how clients fit the category of “population at risk.”	Homework Discussion Exam		
	Examine the factors that contribute to this population’s risk for oppression, discrimination, and/or poverty.	Homework Discussion Exam		
	Identify how group membership influences access to resources.	Homework Discussion Exam		

	<p>Ch. 24 <i>Social work in a clubhouse</i></p> <p><u>Homework Assignment:</u> For each <u>field of practice</u>: 1. Who is the client population? 2. What are their unique bio-psycho-social needs? 3. What is the goal(s) of social work intervention with this population? 4. What activities do social workers do with this population? 5. What skills are necessary for these activities?</p>		Evaluate their own practice based on ability to increase client-society interdependence as a measure of social justice.	Practice Evaluation
			Evaluate intervention alternatives based on outcomes that advance interdependence and justice.	Homework Discussion Exam
Week 10	<p><u>Topic:</u> Advocating for social welfare programs - Observing the legislative process</p> <p><u>Readings:</u> <i>There is no reading assignment for this week</i></p> <p><u>Homework Assignment:</u> There is no assignment this week.</p>	<p>Class field trip to the state capital to participate in L.E. A. D.</p> <p>Lecture: History of Social Welfare Policy and Policy Advocacy as Practice</p> <p>Evaluation of Practice Paper guidelines – Paper 3 explanation</p>	Demonstrate capacity to advocate for social welfare policy to combat discrimination, oppression, and economic deprivation.	Field Trip Paper
			Describe role of policy in service delivery, social work practice and attainment of individual and social well-being.	Exam
			Demonstrate knowledge and skills to understand major policies that form the foundation of social welfare.	Exam paper
			Analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery.	Field Trip Paper
Week 11	<p><u>Topic:</u> Professional Generalist Practice: Mental health, substance abuse, and criminal justice.</p> <p><u>Readings:</u> <u>Grobman:</u> Ch. 25 <i>Life as a group home manager</i></p>	<p><u>Small Group Discussion</u></p> <p>Payne’s Triangle comparison across case studies.</p> <p><u>Lecture</u> Variability of Roles in Generalist Practice in</p>	Understand and demonstrate policy practice skills in regard to economic, political and organizational systems.	Practice Evaluation Part 3
			Compare different interventive techniques to meet needs of persons from diverse backgrounds within the same field of practice.	Homework Discussion Exam
			Recognize diversity within and between groups that influence assessment, planning, intervention and research within the same field of practice.	Homework Discussion Exam

Week 11	<p>Ch. 27 <i>Dual Diagnosis: Substance abuse and mental health in an inpatient setting.</i></p> <p>Ch. 16 <i>Working with gay and lesbian youth</i></p> <p>Ch. 32 <i>Prison Substance abuse treatment</i></p> <p>Ch. 33 <i>A hard day's night: Working with assaultive men in prison.</i></p> <p><u>Homework Assignment:</u> For each <u>field of practice</u>: 1. Who is the client population? 2. What are their unique bio-psycho-social needs? 3. What is the goal(s) of social work intervention with this population? 4. What activities do social workers do with this population? 5. What skills are necessary for these activities?</p>	these fields of practice	Identify how clients fit the category of “population at risk.”	Homework Discussion Exam
			Examine the factors that contribute to this population’s risk for oppression, discrimination, and/or poverty.	Homework Discussion Exam
			Identify how group membership influences access to resources.	Homework Exam
			Evaluate their own practice based on ability to increase client-society interdependence as a measure of social justice.	Practice Evaluation
			Evaluate intervention alternatives based on outcomes that advance interdependence and justice.	Homework Discussion Exam
Week 12	<p><u>Topic:</u> Professional Generalist Practice: Criminal justice and Older Adults</p> <p><u>Readings:</u> <u>Grobman:</u> Ch. 34 <i>Residential treatment for adolescent sexual offenders</i> Ch. 36 <i>Victim services</i> Ch. 38 <i>Nursing home social work</i> Ch. 39 <i>Senior adult coordinator</i></p> <p><u>Homework Assignment:</u> For each <u>field of practice</u>: 1.</p>	<p><u>Small Group Discussion</u></p> <p>Payne’s Triangle comparison across case studies.</p> <p><u>Lecture</u> Variability of Roles in Generalist Practice in these fields of practice</p> <p>Paper 3 Due</p>	Compare different interventive techniques to meet needs of persons from diverse backgrounds within the same field of practice.	Homework Discussion Exam
			Recognize diversity within and between groups that influence assessment, planning, intervention and research within the same field of practice.	Homework Discussion Exam
			Identify how clients fit the category of “population at risk.”	Homework Discussion Exam
			Examine the factors that contribute to this population’s risk for oppression, discrimination, and/or poverty.	Homework Discussion Exam
			Identify how group membership influences access to resources.	Homework Discussion Exam
			Evaluate their own practice based on ability to increase	Practice Evaluation

Week 12	Who is the client population? 2. What are their unique bio-psycho-social needs? 3. What is the goal(s) of social work intervention with this population? 4. What activities do social workers do with this population? 5. What skills are necessary for these activities?		client-society interdependence as a measure of social justice.	
			Evaluate intervention alternatives based on outcomes that advance interdependence and justice.	Homework Discussion Exam
Week 13	<p><u>Topic:</u> Professional Generalist Practice: Hospice and Veterans and the military.</p> <p><u>Readings:</u> <u>Grobman:</u> Ch. 40 <i>Hospice social work</i> Ch. 41 <i>Home health social work</i> Ch. 44 <i>Family advocacy in the military</i> Ch. 45 <i>Outreach to homeless veterans</i></p> <p><u>Homework Assignment:</u> For each <u>field of practice</u>: 1. Who is the client population? 2. What are their unique bio-psycho-social needs? 3. What is the goal(s) of social work intervention with this population? 4. What activities do social workers do with this population? 5. What skills are necessary for these activities?</p>	<p><u>Small Group Discussion</u></p> <p>Payne’s Triangle comparison across case studies.</p> <p><u>Lecture</u> Variability of Roles in Generalist Practice in these fields of practice</p>	Compare different interventive techniques to meet needs of persons from diverse backgrounds within the same field of practice.	Homework Discussion Exam
			Recognize diversity within and between groups that influence assessment, planning, intervention and research within the same field of practice.	Homework Discussion Exam
			Identify how clients fit the category of “population at risk.”	Homework Discussion Exam
			Examine the factors that contribute to this population’s risk for oppression, discrimination, and/or poverty.	Homework Discussion Exam
			Identify how group membership influences access to resources.	Homework Discussion
			Evaluate their own practice based on ability to increase client-society interdependence as a measure of social justice.	Practice Evaluation
			Evaluate intervention alternatives based on outcomes that advance interdependence and justice.	Homework Discussion
	<u>Topic:</u> Professional Generalist	<u>Small Group Discussion</u>	Consider how generalist practice exists in an international context.	

Week 14	Practice: International Context	Payne's Triangle comparison across case studies. <u>Lecture</u> Variability of Roles in Generalist Practice in these fields of practice Paper 4 Due	Incorporate current trends in professional practice in the recommendations for agency improvement.	Paper – part 3
	<u>Readings:</u> <u>Grobman:</u> Ch. 48 <i>Consulting in Armenia</i> Ch. 49 <i>Working with unaccompanied minors in Britain</i> Ch. 50 <i>Working with Raskal Ganges in the Highlands of Papua New Guinea</i>		Outline the steps for organizational change necessary to improve a client outcome within a complex organization.	Paper- part 3
	<u>Homework Assignment:</u> For each field of practice: 1. Who is the client population? 2. What are their unique bio- psycho-social needs? 3. What is the goal(s) of social work intervention with this population? 4. What activities do social workers do with this population? 5. What skills are necessary for these activities?			
Final		Final		