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### SW 350.01: Social Work Intervention I: Generalist Practice with Focus on Individuals and Families

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#### Recommended Citation

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## **Syllabus**

Social Work 350

Fall 2002

Section 1

Social Work Intervention I: Generalist Practice with Focus on Individuals and Families

4 Credits

Mondays & Wednesdays 1-3 pm.

LA 105

Instructor: Charlie Wellenstein

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Teaching Assistant: Mollie Cudmore

**Prerequisites:** SW 200 and approval of application to enroll in upper division social work course.

**Course Goals:** The UM social work major focuses on preparation for professional practice. In keeping with that orientation, SW 350 is a professionally oriented course designed to provide students with the basic knowledge and skills to work directly with individual and families. The course helps prepare students for their senior practicum and future employment. Students also gain an understanding of the relationship between social service and social policy by examining social work theory and practice.

**Course Objectives:** Students completing SW 350 will be able to:

1. Describe the phases in planned change and the helping process.
2. Describe and critique the generalist perspective and its application to practice.
3. Describe the various professional roles common to direct social work practice (e.g., broker, counselor, teacher, case manager, advocate).
4. Describe how cultural, racial, ethnic, class and religious factors relate to social functioning of individuals and families and explain how a knowledge of such factors can be applied in practice.
5. Demonstrate understanding of gender sexual orientation, ability, and age as key themes in the social reality of individuals and families and explain how knowledge of such factors can inform practice.
6. Describe how self-understanding and critique can be enhanced and how worker self-awareness relates to practice decisions and activities.
7. Demonstrate knowledge of process evaluation, including the use of procedures such as single subject design, measurement of client satisfaction and task achievement scaling, and how basic research concepts such as sampling, validity and reliability apply to the evaluation of services to clients.

8. Prepare professional reports and document service activities (e.g., social assessment reports, case notes, service contracts, treatment plans, discharge plans and summaries).
9. Describe and compare several theories, models and perspectives used with work with individuals and families, especially the strengths perspective, crisis intervention, task-centered practice, behavioral analysis, the interactional approach, and family systems theory.
10. Identify the implicit or explicit assumptions of practice theory or model concerning how and why people and systems change.
11. Gather data and assess social functioning of individuals and families using several different procedures such as observation, eco-mapping, culturegrams, checklists and scales.
12. Describe the basic principles and guidelines for working with the non-voluntary client, the hard to reach client and the dangerous client.
13. Describe the elements and activities of effective case management, client advocacy, interagency coordination and referral.
14. Describe how agency context (mission, policy, procedures, and funding base) may influence selection of practice roles and intervention.
15. Describe how community context, public attitudes, political climate, scope of problem, demographics, culture, available resources, and economy influence the selection of practice roles and interventions.

**Texts:**

Sheafor, B., Horejsi, C., & Horejsi, G. (2000). Techniques and guidelines for social work practice. Boston: Allyn and Bacon.

Selected readings on ERES and reserve at the Mansfield Library. Password is SW350.

Course Handouts

**Course Format:**

This course is structured to simulate the practices and demands of a social work agency. The mission of the classroom/ agency is social work development. Given the practice orientation of the course, attendance and participation are critical and mandatory (more than two absences will affect your grade). This course places considerable demands on students' time. Students will participate in practice intervention techniques, prepare written reports, and evaluate their knowledge and skills. Like all social service organizations, the classroom/ agency has many policies and procedures that must be followed. Several of the written assignments for this course are designed to stimulate the work you will be doing during your practicum and after graduation. Your work should be clear, well organized and on time.

Because this course is preparation for professional practice, students are expected to adhere to the Social Work Code of Ethics. Please read and review the Code of Ethics (on

line at [www.naswdc.org/pubs/code](http://www.naswdc.org/pubs/code)) before committing to participation in this course. Students are expected to demonstrate ethical standards of practice in fulfilling course assignments.

## **Course Assignments**

The course assignments are designed to simulate the work you will be doing as a social worker. The assignments should be clear, and well organized. Meeting deadlines is a reality in social work practice and in this course. Students are expected to complete written assignments on time. When citing references in your written work, please use APA format. Information on APA documentation is available at [www.apa.org/apa-style/](http://www.apa.org/apa-style/).

Late assignments will be accepted, but points will be deducted to what is the equivalent of one-half grade per day late.

### **1. Reflections on cultural diversity**

This assignment provides the opportunity to broaden and deepen your understanding of cultural experience distinct of your own. This exercise asks you to explore aspects of difference that pose barriers to understanding. Throughout the semester, you will write two short essays that address various aspects of cultural diversity as related to the other culture that you chosen to learn about. Each essay should be no more than two double spaced typed pages in length. Use APA format citing references in your essays. Think critically as you read and write about cultural diversity.

#### **Essay # 1 (Due Sept. 18)**

Identify a person or a group from a cultural background different from your own that you may have difficulty working with as a social worker. Why did you choose this person/group? What do you believe to be the important differences in your cultural experiences? Where might there be common ground?

Essay # 2 (Due Oct. 2) Read, summarize, critique and reflect on an article from a scholarly journal or text addressing some aspect of the cultural history of the person or group you have selected. Please site the journal in APA format.

### **2. Social Assessment (Due Oct. 16)**

You are the social worker for a family service agency. For the piece on the account of the Unabomber's brother and family "His Brother's Keeper", Washington Post Magazine, July 15, 2001), you as the social worker will provide an ecomap and a genogram that depicts David Kaczynski's life. Then use one additional assessment tool in Techniques to make an additional social assessment. Include a brief (one page) critique of the assessment tools.

#### 4. Assignments Related to Social Worker/Clients Relationship

Role Play #1 due Oct. 30

Role Play #2 due Nov. 25

At the start of the semester, each student will be assigned a partner. You will each assume the role of client and social worker. You are to develop a two role-plays for each time you are the social worker (you may want to check with me on the appropriateness of you role play). Each role-play should be videotaped and last approximately ten minutes. The first role-play should be the first meeting with you client. The second role-play should have you asking your client a “difficult question”. In addition, for each role-play, you should include a process recording. Then based on your process recording, you are to critique you role as the social worker. Your critique should be based on social work techniques learned in class. The critique should be two pages in length.

Specific process recording guidelines and questions to reflect on in your critique will be distributed and discussed in class.

#### 5. Assessment (Due November 11)

A three page assessment based on an in class interview. The assessment should follow a form distributed in class.

#### **Quizzes**

There will be two quizzes covering the materials from the readings. The dates are October 7 and November 18.

#### **Final**

There will be a comprehensive final exam on December 19. There will be a review in class.

#### **Class Participation**

Attendance is required for this course. Class attendance and discussion are an important component of your learning experience. It is important to share your perspective not only for grading but also for the enhancement of other’s knowledge. Therefore it is necessary that you participate in all class discussion, exercises, and demonstrations. Also, you should come to class prepared to discuss the readings.

#### **Disability Accommodations**

Accommodations will be made with the Department of Disability Services. Also students with disabilities are welcome to discuss accommodations with me.

**Determination of Course Grade:**

Cultural Diversity Essays (25 points each)	50
Unabomber Assessment	50
Assessment	50
Quizzes (25 points each)	50
Video Taping and Process Recording	100
Final	50
Class Participation	50
<b>Total Points</b>	<b>400</b>

<b>Points Earned</b>	<b>Grade</b>
365-400	A
335-364	B
305-334	C
265-304	D
Below 265	F

**Selected Bibliography**

- Berg, K.,I., & Kelly, S. (2000). Building solutions in child protective services. New York: Norton.
- Corey, G. (1990). The theory and practice of group counseling. Pacific Grove, CA: Brooks/Cole.
- Corey, M.S., & Corey, G. (2001). Groups: process and practice (6<sup>th</sup> ed.). Pacific Grove: Brooks/Cole.
- Cournoyer, B. (1996). The social work skills workbook. (2<sup>nd</sup> ed.). Pacific Grove, CA: Brooks/Cole.
- Rauner, D. (2000). They still pick me up when I fall. New York: Columbia University Press.
- Salabee, D. (1997). The strengths perspective in social work practice. (2<sup>nd</sup> ed.) New York: Longman.
- Scheafor, B., Horejsi, C., & Horejsi, G. (2000). Techniques and guidelines for social work practice.(6<sup>th</sup> ed.) . Boston: Allyn and Bacon.
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- Sommers-Flannagan, J., & Sommers-Flannagan, R. (1997). Tough kids, cool counseling. Alexandria, Virginia: American Counseling Association.
- Stone, D., Patton, B., & Heen, S. (1999). Difficult conversations. New York: Penguin.
- Wells, C. C., (1989). Social work day to day. White Plains, New York: Longman.

