COURSE PURPOSE

This course is the first of three courses in social work theory and practice in which foundation knowledge, skills, and values taught. It prepares students for generalist social work practice in diverse settings with diverse client systems. The second course, SSS 453, prepares students to apply the generalist perspective to individuals within the context of their family and the community. The third course, SSS 454, prepares students to practice with groups, organizations, and communities.

This practice theory course is taken concurrently with the Junior Year Field Education Internship that requires eight hours of field work under social work supervision in an agency setting for twelve weeks. See the Junior Field Manual for more detail.

The goal of this course is to introduce students to generalist social work practice. Generalist practice means it is applicable across diverse fields of practice, agency settings, populations and problems. It uses multiple methods and multiple theories. Generalist practice is the foundational knowledge base for professional social work practice and stems from the primary mission of the social work profession, “To enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people, who are vulnerable, oppressed, and living in poverty” (NASW, 1999, p.1).

Building upon the values and ethics of the profession and the field agency’s social welfare policies and services, this course introduces the planned change process of generalist social work practice. This traditional social work practice paradigm that examines the transactions between persons and their environments is expanded to include current knowledge related to the strengths perspective, culturally competent practice that meets the needs of diverse client systems and populations at risk, effective social
services, and social and economic justice.

Agency-based case examples, seminar discussion, role play, and class assignments provide the student with opportunities to gain professional and peer feedback regarding their application of professional social work knowledge and skills to client systems.

CORE COMPETENCIES

The Council on Social Work Education (CSWE), the association representing undergraduate and graduate programs of professional social work education in the United States, uses Educational Policy and Accreditation Standards (EPAS) to accredit programs. The standards support “academic excellence by establishing thresholds for professional competence” (CSWE, 2008). The instruction for this class directly addresses several of the ten core competencies and their related practice behaviors. The competencies and the practice behaviors for this class are as follows:

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>Practice Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify as a professional social worker and conduct oneself accordingly.</td>
<td>1.1 Advocate for client access to the services of social work</td>
</tr>
<tr>
<td></td>
<td>1.2 Practice personal reflection and self-correction to assure continual professional development</td>
</tr>
<tr>
<td></td>
<td>1.3 Attend to professional roles and boundaries</td>
</tr>
<tr>
<td></td>
<td>1.4 Demonstrate professional demeanor in behavior, appearance, and communication</td>
</tr>
<tr>
<td></td>
<td>1.6 Use supervision and consultation</td>
</tr>
<tr>
<td>2. Apply social work ethical principles to guide professional practice.</td>
<td>2.1 Recognize and manage personal values in a way that allows professional values to guide practice</td>
</tr>
<tr>
<td></td>
<td>2.2 Make ethical decision by applying standards of the NASW Code of Ethics and, as applicable, of</td>
</tr>
<tr>
<td></td>
<td>the International Federation of Social Workers/International Association of Schools of Social Work</td>
</tr>
<tr>
<td></td>
<td>Ethics in Social Work, Statement of Principles</td>
</tr>
<tr>
<td>3. Apply critical thinking to inform and communicate professional judgements.</td>
<td>3.2 Analyze models of assessment, prevention, intervention, and evaluation</td>
</tr>
<tr>
<td></td>
<td>3.3 Demonstrate effective oral and written communication in working with individuals, families,</td>
</tr>
<tr>
<td></td>
<td>groups, organizations, communities, and colleagues</td>
</tr>
<tr>
<td>4. Engage diversity and difference in practice.</td>
<td>4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working</td>
</tr>
<tr>
<td></td>
<td>with diverse groups</td>
</tr>
<tr>
<td>8. Engage in policy practice to advance social and economic well-being and to</td>
<td>8.1 Analyze, formulate, and advocate for policies that advance social well-being</td>
</tr>
<tr>
<td>deliver effective social work services.</td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Core Competency</td>
<td>Practice Behavior</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------</td>
</tr>
<tr>
<td>9. Respond to context that shape practice.</td>
<td>9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</td>
</tr>
<tr>
<td>10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</td>
<td>10.1.1. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.</td>
</tr>
<tr>
<td></td>
<td>10.1.3. Develop a mutually agreed-on focus of work and desired outcomes.</td>
</tr>
<tr>
<td></td>
<td>10.2.1 Collect, organize, and interpret client data.</td>
</tr>
<tr>
<td></td>
<td>10.2.2. Assess client strengths and limitations.</td>
</tr>
</tbody>
</table>

**ADDITIONAL EDUCATIONAL OBJECTIVES**

1. To demonstrate responsibility for one's own learning experience by taking initiative in identifying learning needs during supervision and consultation.

2. To understand agency documentation and its role in client system problem resolution.

**COURSE REQUIREMENTS**

A. **Required Text**
   NCSSS Junior Year Field Education Manual 
   Selected readings from professional social work literature will be assigned.

B. **Recommended Texts**
C. Other Recommended Resources and Media
National Catholic School of Social Service http://ncsss.cua.edu/
National Catholic School of Social Service Office of Field Education web pages: http://ncsss.cua.edu/degree_field/field
National Association of Social Workers http://www.socialworkers.org

Please refer to this article for a listing of social work journals:

D. IMPORTANT: DUE DATES
Weekly Field Report: Due every Tuesday for previous week field hours.

Course Assignments
Assignment 1: Agency Orientation Paper Due: 1/24/17
Assignment 2: Agency Profile Paper Due: 2/23/17
Assignment 3: Diversity Awareness Paper Due: 3/28/17
Assignment 4: Final Last Class: 4/27/17

Field Education Office Due Dates
Field Internship (96 hours) (start week of 1/9/17) 8 hours per week
Updated Field Form Due: 1/17/17
Senior Field Placement Applications Distributed Dist: 1/24/17
Senior Field Placement Applications Completed Due: 1/31/17
Learning Plan Due: 2/2/17
Junior Field Evaluation Due: 4/27/17
Log of Field Hours Due: 4/27/17
Junior Evaluation of Field Placement Due: 4/27/17

E. Grading Policy
Agency Orientation Paper 10%
Agency Profile Paper 10%
Diversity Awareness Paper 20%
Final Exam 20%
Attendance and Participation 20%
Field Work Hours & Evaluation 20%

F. Course and Instructor Evaluation
NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at http://evaluations.cua.edu/evaluations using your CUA username and password. Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.
G. Attendance and Participation
Students are required to attend classes and are expected to participate meaningfully in class discussions. The grade for attendance and participation will be lowered by 5 points for each unexcused absence, unless the student contacts the instructor and requests an excused absence prior to the start of the class.

Students are expected to attend field placement for the duration of the semester starting January, 2017 through April 2017. Students cannot terminate field placement prior to the end of April 2017 even if required hours are completed prior to the end of April 2017.

*NOTE: The instructor of this course will have contact with the agency field educators via on-site visits, phone, and e-mail as appropriate. Site visit dates will be identified in consultation with the field instructor and student.

IV. CLASS EXPECTATIONS

Scholastic Expectations
Please refer to NCSSS Announcements or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and should be carefully proof read by the student before submission to the instructor for grading.

Additional Behavioral Requirements:
Students are expected to maintain accepted standards of professional conduct and personal integrity in the classroom. Students should:

- Attend all classes and contribute constructively to the classroom culture
- Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor
- Demonstrate competence in planning academic activities and in following through on those plans
- Reasonably respond to and respect others’ reactions to one’s comments or actions in the classroom
- Use an appropriate level of class time and instructor’s time and attention in and out of class
- Behave in a manner that is consistent with the ethical principles of the social work profession.

Academic Honesty
Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and appropriate Program Handbooks.
Accommodations

Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. Further instructions about the process is available at the following website: http://dss.cua.edu/. As DSS instructs, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.

Class Schedule

WEEK | Topics and Readings
--- | ---
1 | Tuesday, January 10, 2017  
THEORY  
Introduction to Generalist Practice and to Field Education Practicum  
Introduction to course and review of syllabus for SSS 352  
Identification of mutual goals and expectations for course  
Updated Field Information Form Distributed

| Thursday, January 12, 2017  
NO CLASS  
Use time to prepare Agency orientation paper (due 1/24/17)

2 | Tuesday January 17, 2017  
Theory: The Foundation for Generalist Practice in Social Work  
Required Reading: Timberlake, Chapter 1  
- Generalist Practice in Social Work  
- The Foundation of Social Work Practice  
Updated Field Information Form DUE

Thursday January 19, 2017  
Practice: Agency as Context for Knowledge and Skill Development  
Required Reading & Assignment: Blackboard  
- Field instruction and the social work curriculum  
- The partnership with social service agencies  
- The roles of field instructor, field liaison/course instructor,  
procedural chain for resolving problems  
- The scope/limitations of duties/practice in placement.
3 Tuesday January 24, 2017

AGENCY ORIENTATION PAPER DUE
Senior Field Placement Applications Distributed in class
(Allyson Shaffer – Presenting Application/interview process)

Thursday January 26, 2017
Theory: Interviewing
Required Reading: Timberlake, Chapter 4
• The General Method
• The Empowerment Perspective
• The Strengths Perspective
• The Risk and Resilience Perspective

Practice: Getting Started
• Preparing for the internship
• Learning new roles and practicing safety

4 Tuesday January 31, 2017
Theory: Engagement
Required Reading: Timberlake, Chapter 5
• Establishing Professional Relational Boundaries
• Identifying Problem, Need, and Strengths
• Recognizing Feelings and Reactions
• Increasing Client System Investment
• Determining Goals

Senior Field Placement Applications DUE
• Completed & turned into Mrs. Shaffer/Field Office

Thursday, February 2, 2017
Practice: Context of Social Work Practice and the Client System
• The context in which social workers operate
• Client systems: The recipient of service

LEARNING PLAN DUE
Tuesday, February 7, 2017
Theory: Data Collection
Required Reading: Timberlake, Chapter 6
- Gathering Data
- Informed Consent
- Maintaining Confidentiality
- Facts versus Assumptions
- Basic Categories for Data Collection
- Recording Data
- Monitoring the Data-Collection Process

Thursday, February 9, 2017
Practice: Skill Development; Ethical and Legal Concerns
- Acquiring needed skills
- Legal and ethical concerns

Tuesday, February 14, 2017
Theory: Assessment and Contract Planning
Required Reading: Timberlake, Chapter 7
- Assessment Process
- Assessment Statement
- Problem Prioritization
- Goal Setting
- Contract Planning
- Monitoring the Assessment and Contract Planning Process

Thursday, February 16, 2017
Practice: Pragmatic Concerns
- Pragmatic concerns

Tuesday February 21, 2017– NO CLASS – Administrative Monday

Thursday, February 23, 2017
Practice: Check-In
Agency Profile Paper Due
Theory: Review
Engagement, Data Collection, Assessment and Contract Planning
Timberlake, Chapters 5, 6, 7
8 Tuesday February 28, 2017

Theory: Intervention in Micro and Mezzo Generalist Practice
Required Reading: Timberlake, Chapter 8.
- Overview
- Counseling with Individual and Family client systems
- Information and Referral
- Crisis Intervention
- Small Group Intervention
- Case Management and Teamwork
- Designs for Micro and Mezzo Interventions
- Monitoring Intervention

Thursday March 2, 2017
Practice: Check-In, Case/Agency Discussion

SPRING BREAK MARCH 7, 2017- MARCH 9, 2017 NO CLASS

9 Tuesday, March 14, 2017
Theory: Intervention in Macro Generalist Practice
Required Reading: Timberlake, Chapter 9
- Macro Practice Knowledge and Skills
- Social and Political Advocacy
- Social Planning and Community Development
- Locality Development
- Internal Organization Change
- Designs for Macro Intervention
- Monitoring Interventions in Macro Practice
- Working with Different Client Systems
- Using Social Work Foundation Knowledge in Macro General Practice
- Ongoing Cases

Thursday, March 16, 2017
Practice: Check-In, Case/Agency Discussion

10 Tuesday, March 21, 2017
Theory: Evaluation
Timberlake, Chapter 10
- Goal Analysis
- Contract Review
- Planned Contract Reformulation
- Evaluation Questions Ongoing Evaluation
Thursday, March 23, 2017
Practice: Check-In, Case/Agency Discussion

Tuesday March 28, 2017
Diversity Awareness Paper Due
Required Reading: Timberlake, Chapter 11
- The Meaning of Termination
- Core Tasks in the Termination Process
- Monitoring the Termination Process
- Working with Different Systems
- Reactions of Social Workers

Thursday, March 30, 2017
Practice: Check-In, Case/Agency Discussion

Tuesday April 4, 2017
Theory: Termination Continued
Required Reading: Timberlake, Chapter 11
- The Meaning of Termination
- Core Tasks in the Termination Process
- Monitoring the Termination Process
- Working with Different Systems
- Reactions of Social Workers

Thursday, April 6, 2017
Practice: Check-In, Agency/case discussion

Tuesday, April 11, 2017
Practice: Termination Continued
- Termination Process in the field practice setting. Case presentation and Discussion.

Thursday April 13, 2017 EASTER BREAK NO CLASS

Tuesday April 18, 2017
Theory: Generalist Social Work Theory and Practice
Final Exam preparation

Thursday April 20, 2017 UNIVERSITY RESEARCH DAY NO
Tuesday April 25, 2017
Theory: Final distributed

Who we are; Where we’ve been; What’s next?
- Identify three successful events that occurred in your placement
- Identify one thing you would want to have been done differently

Thursday, April 27, 2017
Last Class
DUE:
- Junior Field Evaluation
- Log of Field Hours
- Junior Evaluation of Field Placement
- FINAL

Note: Assignments are expected to be submitted to instructor on the due date unless special arrangements are made in advance. The grade will be lowered 5 points if late without a special arrangement. No extensions will be given if requested on the date due.
Assignment 1: Agency Orientation Paper  
DUE 1/24/17

Introduction:
“Fields of Practice” refers to the distinctive agency settings, client populations, and social problem areas in which social workers are employed.

Agency settings may be public or private agencies, government or nongovernmental organizations, or distinctive organizations such as the workplace, hospitals, and military bases.

Client populations may be related to age, such as infants and children, ethnicity such as Hmong, or groups such as immigrants or refugees.

Social problems refer to the need, issue, challenge, or problem with which the social worker intervenes, such as affordable housing, doctors who take Medicaid payments, learning disabilities, or drug abuse.

Agency structure and function define the social worker’s practice. 
Agency policy define who is served, in what manner, and under what conditions.

Assignment:
Prepare a two-page introduction to your agency by providing the following information;

Name and location of the agency
Mission of the agency
Programs or services offered by your agency
Program or service where you will be placed
Title of your field instructor’s position
Role or job description of your field instructor’s position
The client population served by your program or service

(Note: Assignments are expected to be submitted to instructor on the due date unless special arrangements are made in advance. The grade will be lowered 5 points if late without a special arrangement. No extensions will be given if requested on the date due).
Assignment 2: Field Agency Profile Paper

Introduction:
The purpose of this assignment is to help you obtain a comprehensive understanding of the agency in which you are placed for your field practicum. This includes its place within a field of practice, its organizational purpose, structure and function, and your program or service unit. It is designed to give you a foundation for understanding what it is like to be a worker with a client in your agency/program.

Assignment:
Prepare a twelve-page, doubled-spaced paper, excluding charts, using APA format.
- Follow this outline precisely.
- Interview key people who will help you find the information for this assignment.
- Add charts that the agency uses, if possible; for example, add budget or organizational charts. (Do not insert charts in lieu of the narrative presentation).
- Use the latest available data such as an annual report.

A. Agency Mission, Value Base - Public Law and Policy:
   1. Discuss your agency's mission, goals and objectives.
      Discuss the values that underlie the mission, goals, and objectives.
   2. Values are institutionalized through public laws.
      Identify relevant public law that impacts your agency and its programs.
   3. How do the agency values compare with your values?

B. Funding:
   1. How is the Program funded?
   2. What are the various sources of funding?
      Are the funds sufficient to meet the needs of the agency?
   3. How does the agency solicit funds?
   4. What are some of the funding problems, if any?

C. Organizational Structure:
   1. Identify and describe the specific program in which you work.
   2. Describe the Executive structure of the Agency.
      Present the Advisory Board or Board of Directors using an organizational chart, if available. Use position titles not employee names to discuss the executive structure.
   3. Describe the administrative structure of the agency.
   4. Describe the composition of the professional staff of your program including the different professional disciplines, if appropriate. Include required language proficiency. Include the minimum educational credentials required.
   5. Describe the administrative support staff and their function.

D. Population Served:
   1. Describe the clients served in your program including the following: Geographic boundaries, Age groups - use percentages, Gender - use percentages, Racial and ethnic composition - use percentages, Socioeconomic class - use percentages.
2. Identify the specific problems clients bring to the program.
3. Which clients are not eligible for services?
4. Describe the predominant referral services.

E. Community Involvement:
   1. How does your agency interface with the community it serves?
   2. Name significant institutions, agencies or groups linking your program with the community.

F. Select a real client or select a typical client the agency serves. Do not use the client's real name. Describe the client's path to getting what she/he needs.
   1. How did the client get referred?
   2. Who was the referral source?
   3. What is the client's problem or need?
   4. Name and describe the forms that need to be completed? Include a sample.
   5. What services are available? What days or hours are they available? What services are not available but requested or needed?
   6. Describe the referral network you would use to assist with your client's request.
   7. Describe the agency's physical environment. Is it accessible in terms of location, transportation, and disability accommodations? Is the office inviting and welcoming?
   8. What is the outcome of the client's request for service? What was the time line between request for service and the actual delivery of service?

G. Evaluation:
   1. What data, information or empirical measures does the agency use to evaluate its program or practice effectiveness? How often do they evaluate themselves?
   2. Describe your observations of the agency's effectiveness in meeting its goals. List at least three strengths and three limitations of the program. Describe any changes you would make if you were the Program Director.

H. Observations:
   1. Describe how your experience with your agency has influenced your decision to enter the Social Work field.
   2. Describe what you learned about yourself from your experiences at the agency.
   3. Describe any concerns and suggestions you have about your field placement.

(Note: Assignments are expected to be submitted to instructor on the due date unless special arrangements are made in advance. The grade will be lowered 5 points if late without a special arrangement).

Revised: 1/2017 AG
Assignment 3: Diversity Awareness Paper DUE 3/28/17

Introduction:
During the semester, students will be exposed to various ideas and experiences of others that may be challenging to their worldview and personal beliefs and values. As developing critical self-awareness is a major objective of professional social work education, this assignment is designed to help students consider reactions/responses they have to field placement and classroom experiences. The rationale for this paper is twofold. First, this exercise is meant to help you distinguish between your personal views and your professional views. Second, it is meant to help you identify possible errors in data collection, assessment, and intervention planning when personal rather than professional views are used.

Assignment:
Prepare a 4-5 page paper using APA format.
The point of this assignment is to turn “the eye inward” and conduct an honest self-assessment. This paper will be kept confidential and will not be graded on the content of the information. You will be graded on your ability to move beyond description of the experience to demonstrate self-awareness based on thoughtful reflection and critical self-assessment.

Describe an experience in this class or in your field internship that has been significantly different than your own in relation to age, race, ethnicity, socio-economic status, class, gender, sexual orientation, religion/spirituality, physical ability, or immigration status.

1. What was your immediate reaction to this experience? What is your reaction as you think back on it now?

2. Explain what it is about you that predisposes you to this reaction. For example, can you connect your reaction to previous personal or professional experiences, family or cultural heritage, societal messages, prejudices, biases or lack of knowledge/exposure?

3. Identify specific strengths and/or limitations of your personal and professional development that are revealed in your self-reflection in question #1?

4. For each strength or limitation identified, list an implication for further growth and how you specifically plan to support this growth.

5. How might this reaction impact data collection, assessment, or intervention with clients?

(Note: Assignments are expected to be submitted to instructor on the due date unless special arrangements are made in advance. The grade will be lowered 5 points if late without a special arrangement).