Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COHP   Dept/Division: SOCIAL WORK   Alpha Designator/Number: 531   ⦿ Graded   ○ CR/NC

Contact Person: PEGGY PROUDFOOT HARMAN   Phone: 304-696-3146

NEW COURSE DATA:

New Course Title: FOUNDATIONS OF GENERALIST PRACTICE II

Alpha Designator/Number: [5] [3] [1] [ ] [ ] [ ] [ ] [ ]   *(handwritten: SWK)*

Title Abbreviation: [F][O][U][N][D] [ ][O][F] [ ][G][E][N] [ ][P][R][A][C][T][I][C][E] [ ][I][I]

(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words)

THIS IS THE SECOND OF TWO COURSES IN MSW SOCIAL WORK PRACTICE FOCUSED ON PREPARING THE STUDENT FOR ENTRY INTO PROFESSIONAL SOCIAL WORK. PARTICULAR EMPHASISIS PLACED ON THE MICRO LEVEL OF PRACTICE, WORKING WITH INDIVIDUALS AND FAMILIES.

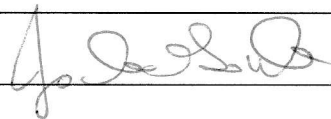Co-requisite(s): NONE   First Term to be Offered: FALL 2016

Prerequisite(s): ~~500 LEVEL COURSES 613 & 6~~ *(handwritten: SWK 521)*   Credit Hours: 3

Course(s) being deleted in place of this addition (*must submit course deletion form*): NONE

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.
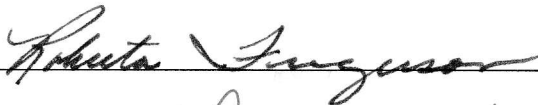
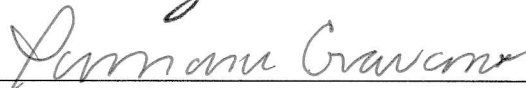Dept. Chair/Division Head _____(signature)_____   Date 3/25/15

Registrar _____(signature) Roberta Ferguson 440701_____   Date 3/26/15

College Curriculum Chair _____(signature)_____   Date 4/3/15

Graduate Council Chair _____   Date _____

College: COHP   Department/Division: Social Work   Alpha Designator/Number:
531

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabu
also must be attached addressing the items listed on the first page of this form.

1.   FACULTY: Identify by name the faculty in your department/division who may teach this course.
        Future faculty and such as the Dean and Program Director shall designate

2.   DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate
department(s) describing the proposal. Enter "*Not Applicable*" if not applicable.
        Not Applicable

3.   REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "*Not
Applicable*" if not applicable.
        Not Applicable

4.   AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed
agreement. Enter "*Not Applicable*" if not applicable.

        Not Applicable

5.   ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized
materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does
not imply approval for additional resources.) Enter "*Not Applicable*" if not applicable.

        Not Applicable

6.   COURSE OBJECTIVES: (May be submitted as a separate document)

Demonstrate integrity, honesty and an ability to communicate the principles of the profession
Employ values clarification as a process regarding use of self in their profession
Recognize personal values assumptions and biases and not impose those views on clients
Illustrate effective use of social work supervision
Recognize competing ethics and utilize decision making steps to address ethical dilemmas
Describe the unique roles and Services that social workers provide
Be responsive to personal feelings, behavior and thoughts and understand how these can impact professional action which may
contribute to social and economic justice
Demonstrate the use of critical thinking skills in their approach to psychosocial assessment and intervention (
Utilize the planned change model (GIM) when working with client system
Utilize a wide range of recording formats to document case (client) activity which is appropriate and clearly articulated
Employ effective oral and written language skills to their professional communications
Utilize a wide range of recording formats to document case (client activity which is appropriate and clearly articulated)
Apply practice models and change strategies used by social workers
Identify opportunities and implement strategies to advocate for clients

7. COURSE OUTLINE (May be submitted as a separate document)

Week 1 Review of the course expectations and syllabus. Lecture related to generalist practice and work with individuals and families. Being empathic, being open, being real, having high internality, being an experiencer of life, having good emotional health being an alliance builder, being competent. Practice: Rating characteristics, Are you empathic? How open are you? Keeping secrets Locus of control and Locus of Responsibility, Allowing yourself to experience ways of attaining and maintaining emotional health Building alliances with others Competence
Week 2 Engagement and assessment (process) Greeting the client; orienting the client to the helping process; discussing Agency Services and client expectations. Practice: Practice: pre-interview process, reality
Week 3 Steps in the planning process/ Identify problems and translate into related needs Specify goals and objectives. Develop a contract.
Week 4 Child maltreatment, Crisis Intervention, Practice with Populations-at-Risk and Alcohol and other substance abuse and other issues will be discussed
Week 5 Practice Develop baseline data on level of client functioning. Review Process Recordings. Helper centered skills asking appropriate questions, contrasting open and closed questions with empathic responding conducting a structured interview asking effective questions.
Week 6 Review baseline data, has intervention worked (determine measurement tool to be utilized for evaluation of effectiveness of practice. Explore address and practice termination session. Follow-up small group discussion regarding reasons for follow-up.
Week 7 Family Assessment; Family conflicts, problems, and their resolutions; enhancing cultural competency. Practice: Genograms, eco-maps- sociograms

Week8 Family treatment and the planned change process. Strategizing for family intervention Implementation of family intervention Evaluation, Termination, and follow-up Practice Discuss Process Recordings.
Week 9 NASW Code of Ethics; conceptualizing and Addressing and ethical dilemma, ranking ethical principles; discussion and resolution of ethical dilemmas. Practice: Vignette

Week 10 Gender sensitivity; women and the generalist intervention model A feminist perspective on micro, mezzo, and macro aspects of generalist practice; a definition of feminism; The feminization of poverty empowering women: common problems. The ethically Astute Cross-Cultural Helper Counseling Gay men and Lesbians, counseling individuals from different ethnic and racial groups, counseling individuals from diverse religious backgrounds.
Week 11 Cross-cultural simulation in class (Bafa/Bafa)
Week 12 Definition of brokering; the effective broker; case management. Practice: Discussion of purchase of service agencies.
Week 13 The importance of writing in social work; What is a record; Recording formats; technological advances; Writing skills and Recording. Practice: Develop "Dummy folder"
Week 14 Evaluation of practice skills Self-review and provide feed-back review from partner, and class.
Week 15 Examining the parallel processes in the termination and evaluation phase, including class, field placement and faculty.

8.   SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

Kirst-Ashman, Karen K., & Hull, Grafton H., (2009). *Understanding Generalist Practic5th .) Chicago, IL: Nelson Hall.*

Neukrug, Ed. (2006). Skills and techniques for human service professionals: Counseling environment, helping skills, treatment issues. Pacific Grove CA: Brooks/Cole

9.   EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

The individual and family sequence is taught in an experiential mode to enable the student to learn first-hand the dynamics involved in working with various populations. A variety of structured exercises and lectures are used to introduce theory, and to provide a basis upo which students begin interacting with their client population. Students are encouraged to take responsibility for their own learning needs and to provide the instructor with feedback regarding these needs.

10.   EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Biopsychosocial assessment
Final exam
On line assignment
Process Recording Video Recording

11.   ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN
UNDERGRADUATE/GRADUATE COURSE

None

12.   PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

Benjamin, A. (2001). *The helping interview* (4th ed). Boston: Houghton MifflinCompany.
Boston: Allyn & Bacon.

Bramer, L.M., & MacDonald, G. (1998). *The helping relationship* (8th ed.). Boston:Brill, N. I. & Levine, J.
(2005). *Working with people: The helping process* (8th ed). New York: Longman.

Compton, B. R., Galaway, B. & Cournoyer, B. (2004). *Social work process* (7th ed). Pacific Grove,

Compton, B.R. & Galway, B. (1994*). Social work process.* Pacific Grove CA: Brooks/Cole.*content, (7th
ed.).* Pacific Grove, CA: Brooks/Cole.

Corey, Gerald, Corey, Maryanne, & Callanan Patrick. (2003). Issues *and ethics in the helping*

Corey, Marianne, & Corey Gerald (2003). *Becoming a Helper.* (4th ed.). Pacific Grove, CA: Brooks/Cole.

Cournoyer, B. R. (2007) *Social work skills workbook (with infotrac)*(5th ed). Belmont, California:
Wadsworth.

Dewees, M. P. Berg-Weger, M. & Birkenmaier, J. (2011). Contemporary *social work practice*
(2nd ed). London: Routledge.

Dolgoff, R., Lowenburg, F. M. & Harrington, D. (2008). *Ethical decisions for social work practice* (8th ed).

DuBois, B. L. & Miley, K. K., (2007). *Social work: An empowering profession* (6th ed).
Boston: Allyn & Bacon.

Egan, Gerard (2002). The skilled helper: *A problem-management and opportunity-development*

Gambrill, C. (2006). Social *work practice: A critical thinker's gui*de (2nd ed*).* New York: Oxford University
Press.

Ginsberg, L. H. (2000*). Careers in social work* (2nd ed).Needham Heights, Massachusetts: Allyn & Bacon.

Goldstein, H. Getting started where the client is *Social Casework,* 64(5), 267-275.

Grobman, L.M. (Ed.) (2002). *The field placement survival guide: What you need to know to get the most
from your\social work practicum (Best of the New Social Worker, 2).*Harrisburg, Pennsylvania: White Hat
Communications.

Grobman, L.M. (Ed.) (2005). *Days in the lives of social workers: 54 professionals tell "Real- Life" stories
from social work practice (5th ed). Harrisburg, Pennsylvania: White Hat
Communications.*

Grobman, L.M. (Ed.) (2005). *More days in the lives of social workers: 35 "Real-Life" stories of advocacy, outreach, and other intriguing roles in social work practice.* Harrisburg, Pennsylvania: White Hat Communications. Grove CA: Brooks/Cole.

Haynes, K.S. & Holmes, K.A. (1994). *Invitation to social work.* New York: Longman.

Hepworth, D. H., Rooney, R. H., Larsen, J. A. & Strom-Gottfried, K. (2009). *Direct social work practice: Theory and skills* (8th ed). Pacific Grove California: Brooks/Cole Publishing.

Hoffman, K.S. & Salee, A.L. (1994). *Social work practice: Bridges to change.* Boston: Allyn & IL:F.E. Peacock.

Kemp, S. Whittaker, J. k., & Tracy, E. M (1997). *Person-environment practice.* New York:

Kirst-Ashman, K. K. & Hull, G. H. (2005). *Generalist practice with organizations and communities* (3rd ed). Chicago: Nelson-Hall.

Kirst-Ashman, K. K. & Hull, G. H. (2009). Understanding *generalist practice* (5th ed). Pacific Grove, CA:

LeCroy, C. W. (2002). *The call to social work: Life stories.* London: Sage Publications.

LeCroy, C.W. (1992). *Case studies in social work practice.* Belmont, CA: Wadsworth.

Lowenberg, F.M. & Dolgoff, R. (2000). *Ethical decisions for social work practice.* (6th ed.).

Lum, D. (2002). Culturally *competent practice: A framework for growth and action* (2nd ed).Pacific Grove, California: Brooks/Cole Publishing.

Mandiberg, J. M. (ED.). (2000). *Stand! Introduction to social work: Contending ideas and* McGoldrick, M. & Gerson, R. (1985). *Genograms in family assessment.* New York:

McMahon, M. O. (2001). The *general methods of social work practice: A generalist perspective* (4th ed). Needham Heights, Massachusetts: Allyn & Bacon.

Melcher, M. J. (2002). *Becoming a social worker: Reflections on a clinician's transformative journey (Best of the New Social Worker, 1).* Harrisburg, Pennsylvania: White Hat Communications.

Miley, K. K., O'Melia, M. W, & Dubois B. L. (Ed.). (2009). *Generalist social work practice: An empowering approach* (6th ed). Boston: Allyn & Bacon.

Morales, A. T., Sheafor, B. W. & Scott, M. E. (2006). *Social work: A profession of many faces (With themes of the times for introduction to social work and social welfare)* (11th ed).Boston: Allyn & Bacon.

Okun, Barbara F. (2002). *Effective Helping: Interviewing and counseling techniques.* (6th ed.).

Bellevue: Coursewise Publishing, Inc. Pacific Grove CA: Brooks/Cole.

Payne, M. (2005). *Modern social work theory* (3rd ed). Chicago: Lyceum Books.

Poulan, J. (2002). *Collaborative social work: Strengths based generalist practice.* Itasca, IL:

Poulin, J., & contributors. (2000). *Collaborative social work: Strengths-based generalist practice* (6th ed.). Needham Heights MA: Allyn and Bacon.

Ragg, D.M. (2001). *Building effective helping skills: The foundation of generalist practice.* Rivas, R. F. & Hull, G. H. (2003). *Case studies in generalist practice* (3rd ed). Pacific Grove, California: Brooks/Cole.

Royse, D., Dhooper, S. S. & Rompf, E. L. (2006). *Field instruction: A guide for social work students* (5th ed).NewYork: Longman.

Saleebey, D. (Ed.). (2008). *The strengths perspective in social work practice* (5th ed). Boston:Allyn & Bacon.

Scales, T. L. & Wolfer, T. A. (2005). *Decision cases for generalist social work practice: Thinking like a socialworker.* Pacific Grove, California: Brooks/Cole.

Sheafor, B. W., & Horejsi, C. R. (2003). *Techniques and guidelines for social work practice.*Boston, MA: Allyn and Bacon.

Shulman, L. (2008). *The skills of helping: Individuals, families, groups and communities* (6th ed). Pacific Grove, California: Brooks/Cole.

Tracy, E. M. & Whittaker, J.K. (1990). The social network map: Assessing social support in clinical social work practice. *Families in Society, 71*(8). 461-470. University Press. Wadsworth Publishing Company

Whittaker, J.K., Tracy, E. M., & Marckworth, M. (1989). *Family support project: identifying*

Woodside, M. & McClam, T. (2003). *Generalist case management: A method of human service*

Zastrow, C. (2009). *The practice of social work: A comprehensive worktext.* (9th ed). PacificGrove, California: Brooks/Cole

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:
Course Number and Title: Catalog Description: Prerequisites:
First Term Offered: Credit Hours:

Department Social Work
Course Number and Title: SWK 531 Foundations of Generalist Practice II
Catalog Description: This is the second of two courses in MSW social work practice in which the purpose continues to be preparation for student for entry professional social work practice. Within this course students continue to apply principles that guide professional practice with particular emphasis placed on the micro level of practice, working with individuals and families.
Prerequisites: None SwK 521
First Term Offered: Spring 2017
Credit Hours 3