

**DEPARTMENT OF SOCIAL WORK
WESTERN KENTUCKY UNIVERSITY**



**Generalist Social Work Practice
SWRK 673 3 credit hours total Winter 2020**

Professor: Erin Warfel, LCSW Email: erin.warfel@wku.edu Phone: 270-745-8923 Fax: 270-745-6841	Office: AC 114-D Office Hours: By appointment
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Class Meeting Times & Locations:
January 6, 2020-January 24, 2020
Face to Face class Saturday, January 11
Location/Room # TBA

Course Description:

This elective course will focus on the dynamics of grief and loss while exploring various theories/models of assessment and intervention. Grief and loss are considered universal experiences for humans; however, mourning is culturally determined. The impact of loss will be viewed from a bio-psycho-socio-spiritual perspective that is holistic and respectful of culture and context. The variety of losses examined throughout this course will include, but are not limited to, the following: aging, death, divorce, displacement, relocation, suicide, abortion, miscarriage, separation, empty nest, natural disasters, etc.

Course Information:

The goal of this course is to prepare students to function more effectively as advanced direct service practitioners in rural settings with issues of grief and loss. Much of a social worker's professional life is spent within the context of grief and loss. Responsible rural social work practice includes providing resources and services to individuals, families and groups as they struggle to come to terms with various aspects of grief and loss in their lives. Therefore, the structure of this class will address and utilize real world experiences.

Required Text:

Albom, M. (1997). *Tuesdays with Morrie*. New York, NY: Random House.

Machin, L. (2014). *Working with loss and grief: A theoretical and practical approach*. Sage Publishing: Thousand Oaks, CA.

Recommended Texts:

APA. (2009). *Publication manual of American Psychological Association*. 6th ed. Second printing. Washington, D.C.: Author.

MSW Mission Statement:

The mission of the MSW program at WKU is to prepare students for advanced professional social work practice to meet the needs of increasingly diverse rural population in the community, in Kentucky, and in a global society.

Council on Social Work Education (CSWE) Definition of Specialized Practice and Required Core Competencies for MSW Education

[The Council on Social Work Education \(CSWE\)](#) Commission on Accreditation (COA) and Commission on Educational Policy (COEP) developed the [2015 Educational Policy and Accreditation Standards for Baccalaureate and Master's Social Work Programs](#). These standards form the basis for the WKU MSW Generalist Year Curriculum. As part of these standards, each master's social work program must design at least nine unique competencies that are used in the creation of their specialized year. Here at WKU, our specialty is [Advanced Generalist Practice in Rural Settings](#). Our program faculty have developed nine (9) unique competencies that are the focus for the specialized year curriculum. Please review the competencies at [WKU MSW Advanced Generalist Competencies](#) to develop an understanding of the content that all WKU MSW students must master prior to graduation. Core competencies addressed in this class are defined as follows:

2015 Competencies Addressed in Course	Course Assignments Assessing Behaviors	Course Learning Outcomes	Competency Dimension
Competency 1: Demonstrate Ethical and Professional Behavior	Professionalism	1,2,3,4,5,6	Skills, Values, Knowledge, Cognitive & Affective Processes
	Annotated Bibliography/Article Critique	1, 6	Knowledge, Cognitive & Affective Processes
	Book Review	1,2,4 6	Knowledge, Values, Cognitive & Affective Processes
	Natural Disaster Reaction	3, 4	Values, Skills

Competency 2: Engage Diversity and Difference in Practice	Annotated Bibliography/Article Critique	3, 5	Values, Cognitive & Processes
	Natural Disaster Reaction	3, 4	Values, Skills
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Annotated Bibliography/Article Critique	2,3,5	Knowledge, Values, Cognitive & Affective Processes
	Natural Disaster Reaction	3,4,6	Values, Skills, Cognitive & Affective Processes
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Annotated Bibliography/Article Critique	1, 2,3	Knowledge, Values
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Annotated Bibliography/Article Critique	3,4	Values, Skills
	Book Review	1, 6	Knowledge, Cognitive & Affective Processes
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Article Critique/ Annotated Bibliography	4,5	Skills, Cognitive & Affective Processes
	Book Review	2,4	Knowledge, Skills

Learning Outcomes

Upon Successful completion of this course, students will be able to:

Knowledge

1. Identify the relevant models/theories that apply to grief and loss.
2. Differentiate between the various stages of grief and loss.

Values

3. Apply knowledge of cultural differences in mourning and grief recovery work.

Skills

4. Utilize assessment and intervention strategies related to dynamics of grief and loss.

Cognitive & Affective Processes

5. Synthesize current research related to trends in areas of grief and loss.
6. Examine personal values and changing perspectives on grief and loss that may impede ability to deliver professionally appropriate and culturally sensitive services.

Description of Course Assignments:

Professionalism (30 points with rubric assigned)

The Professionalism Rubric on Blackboard outlines 15 behaviors indicative of professionalism (i.e., attendance, punctuality, active participation, communication, respect, self-awareness, diversity awareness, collegiality, oral expression, written expression, initiative & reliability, responsiveness to feedback, compliance with professional requirements, responsiveness to communication, professional appearance).

Annotated Bibliography (50 pts)

Each student will select an area of grief and loss (aging, death, divorce, displacement, relocation, suicide, abortion, miscarriage, separation, empty nest, natural disasters, etc.) they are particularly interested in and examine the social work literature related to the area. This annotated bibliography should produce 5 current articles (within the last 8 years) with at least 2 being from the research literature.

The articles will be presented in the form of an annotated bibliography of roughly two to three paragraphs for each entry. Each annotated bib should start with the citation. You should describe/summarize the article and then as well as give your reaction/analysis or discussion of relevance.

- Summary of the article
- Your personal reactions.
- Your professional reactions, analysis, and application to practice.
What new awareness was gained that will assist you in your social work practice? How will this be applied?

Reaction Paper (100 points)

Review and choose one recent national tragedy (Examples- 9/11, Hurricane Katrina- Louisiana, Sandy Hook, Marshall County, other school shootings, Hurricane Maria- Puerto Rico, others as approved by instructor). Consider several sources, both conservative and liberal as well as any responses from your national professional organizations (NASW, CSWE). Develop a reaction paper (3-4 typed pages, not including title and reference page) that provides your responses from a personal as well as professional perspective. Give an overview of the event and answer the following questions:

- What was your personal experience/reactions and what do you remember the most? What impacted you the most and how did you take care of any emotions that surfaced?
- What did we (us citizens) lose besides lives? What have we learned? What shifted or changed? What did we gain, or what could we have gained?
- Speak to priorities, human rights, political systems, social justice, etc.

- What was (or would have been) social work's position on the issues, and how does this agree or disagree with your own position?
- Briefly research the area of national trauma work (natural disasters, gun control, terrorism etc.) and discuss what applies in this situation and what you think will work for healing.

All papers should follow APA guidelines (including title page and reference page) and be clear, organized & free from grammatical errors

Tuesdays with Morrie: Book Review (50pts.)

This paper should be 3-4 typed pages in length and will cover the following:

- Overview of the book
- Authors' intent and major message
- Themes raised by the Author
- Strengths and weaknesses of the book
- Major learning from a personal perspective
- Major implications for social work practice
- Relevance for your practice as a social worker
- New insights, awareness and /or dilemmas created for you

Please address the above and use excerpts from the book and other sources to support your discussion. Grammar, syntax, organization, clarity, quality of writing will all be graded.

Evaluation and Grading

Course grading is based on the following criteria:

<u>Assignment</u>	<u>Maximum Point Value</u>
Professionalism	30 points
Annotated Bibliography	50 points
National Tragedy Reaction	100 points
Book Review	150 points
Total Points	330

Grading Scale

The following grading formula will apply:

100% – 90% (330 pts - 297 pts)	A
89% – 80% (296pts – 263pts)	B
79% – 70% (262pts – 231pts)	C
69% and below (< 231pts)	F

Academic Support

Most of us find that we need some academic support and direction during our time at the university. WKU offers many resources that can help you be successful in this course. These are listed below.

Student Accessibility Resource Center

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in DSU Room 1074 in the Downing Student Union. The phone number is 270-745-5004. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Student Accessibility Resource Center.

Writing Center Assistance

The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during our operating hours. WKU's writing tutors have been trained to provide helpful feedback to students at all phases of a writing project. They can help you brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper for you. See instructions on the [Writing Center](#) website for making online or face-to-face appointments. Or call (270) 745-5719 during the Writing Center's operating hours (also listed on the website) for help scheduling an appointment.

Learning Assistance at WKU

The Alice Rowe Learning Assistance Center (LAC) is located on the South Campus, SC 238. This facility is open between face to face MSW classes on Saturdays 12:30 – 1:30 for writing assistance, computer access or a quiet place to study.

Off Campus Library Support

The Extended Campus Library Services Office will copy citations and pull library books for students at extended campuses and send them through the mail. There is no cost to students (although you do have to pay to return the library books). WKU also has a courier service to extended campuses. For further information, go to the [Extended Campus Library Support](#) website. Turn-around time can be anywhere from a few days to two weeks, so plan ahead!

Policy:

Students are expected to adhere to all policies contained with the [MSW Handbook](#) and the [Code of Student Conduct](#) at Western Kentucky University.

Professionalism:

The [NASW Code of Ethics](#) is a guiding framework and source for identifying

professional performance. Students are expected to practice in an ethical manner while in the classroom or completing assignments pertaining to this course in accordance with the *MSW Student Handbook*, *WKU Student Code of Conduct* and the *NASW Code of Ethics*. Behaviors especially under consideration are those related to professional practice, mental illness and/or substance use, illegal activity and classroom behavior. Concerns in any of these four circumstances will be documented in a Professional Concerns Form and referred for a Student Professional Concerns Review. Students are expected to understand the policy, in its entirety, found in the *MSW Student Handbook*.

Social Media:

Privacy, confidentiality, and professional boundaries must be examined as professional social workers, especially in the age of technology. Professional standards found in the *NASW Code of Ethics* must be strictly followed concerning social media. Students using social media sites are expected to use the highest privacy settings on their social media profiles, so field agency personnel and/or clients cannot access photographs and private information. Students are not permitted to link to or view the social media profiles of clients or employees of the field placement agency. In the event that a student's social media profile or linkage is considered a poor professional practice or an ethical violation, the issue will be documented in a Professional Concerns Form and referred for a Student Professional Concerns Review.

Plagiarism and Academic Dishonesty:

Plagiarism and cheating are prohibited. Academic dishonesty is prohibited by the *MSW Student Handbook*, the *University Code of Student Conduct* and is also counter to social work values and ethics included in the *NASW Code of Ethics*. Students are expected to be familiar with these policies and ethical guidelines and to follow them at all times. Any instances of academic dishonesty will mean a grade of "zero" for the assignment and/or course failure. Students should review the "Academic Offences" section of the [WKU Student Handbook](#) and "Acknowledging Credit" sections of the [1999 Code of Ethics, National Association of Social Workers](#).

APA:

Students are expected to use APA style (6th ed.) for writing, citing and listing references. This is for all course work including papers, pamphlets, and online assignments. Online assignments must include in text references and full text references at the end of the assignment just as all other written documents in this course.

Attendance:

Students are expected to participate in developing a positive learning environment with the desire to learn. Class discussion is a turn-taking activity; participation includes *not talking out-of-turn and not monopolizing the discussion*. Given that we have one (1) face to face class, students may not miss this class

session. Students who miss will note a 10% deduction from the final grade percentage for this class.

Assignment Completion:

Students are expected to turn all assignments in on time. Assignments, which are late, will be reduced at a rate of 10% per day. Therefore, if you would have received 50 points on an assignment, which is three days late, the score will be reduced by a total of 15 points. After one week, late assignments will no longer be accepted for credit but must be turned in to complete the course.

Other

The instructor reserves the right to make changes to the syllabus as needed with reasonable notice and accommodations for the students.

References

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Multimedia

Council on Social Work Education Website

<http://www.cswe.org>

Grief Steps

www.griefsteps.com

Hospice

www.hospicenet.org

Human Rights Campaign Website

<http://www.hrv.org>

National Association for Multicultural Education Website

<http://www.inform.umd.edu/name>

National Association of Social Work Website

<http://www.naswdc.org>

New Social Worker

<http://www.socialwork.com/>

Partnership In Caring

www.partnershipincaring.org

The Grief Recovery Method

www.grief.net