WKU SOCIAL WORK

SWRK 520: GENERALIST SOCIAL WORK PRACTICE 3 credit hours FALL 2024 (8/19/2024 – 12/05/2024)		
Instructor: Dr. Amy Cappiccie, LCSW	**Email:** Amy.Cappiccie@wku.edu	**Office:** Academic Complex 114C
Phone: Google Phone 859-568-4041 (calls and text) Office: 270-745-3820	**Zoom Link:** https://wku.zoom.us/my/lynnhazlett	**Office Hours:** By Appointment
Class Meeting Dates: Thursdays – 8/29, 9/05, 9/26, 10/10, and 11/14	**Class Meeting Times:** 5:30 – 7:30pm CST	**Location:**

Prerequisite(s)/Co-requisite(s): Enrollment is limited to students in Social Work (157); co-requisite: SWRK 560

Course Description: Presents micro level theories as they apply to individuals and families. Foundation level skills are tied to theory for practice including communication skills, case management skills, and assessment skills. Field experience in appropriate off-campus settings may be required. Note: Students are responsible for arranging their own transportation to designated or assigned sites.

Course Information: This course is designed to provide the student with an introduction to the knowledge, values, and skills necessary for effective social work interventions with individuals and families. Course content will be examined from an ecological social systems perspective of person-in-environment that emphasizes the strengths perspective and cultural competency. Both the *NASW Code of Ethics* and the *NASW Standards and Indicators for Cultural Competence in Social Work Practice* will be utilized as integral components of this course. This course will begin the process of socialization to the breadth and complexity of contemporary social work practice. The case method of instruction is heavily utilized in this course. Students will have the opportunity to develop skills in communication, decision making, interviewing, case planning, documentation and recording, assessment, and problem-solving processes and interventions appropriate for beginning level generalist social work practice.

Required Text(s):
Gasker, J. (2023). *Generalist social work practice* (2nd ed.). Sage Publications.

Recommended Text(s):
APA. (2019). *Publication manual of american psychological association* (7th ed.). APA

Learning Outcomes:
Upon successful completion of this course, students should be able to:

      Knowledge
         1. Identify the phases of the helping process and different types of responses.

2. Differentiate between the wide range of social work roles and community resources that may be applied within a system context.

Values
3. Demonstrate an awareness of and sensitivity to diversity and oppression within and among systems based on age, race, ethnicity, religion, gender, ability, and/or sexual orientation.

Skills
4. Demonstrate an understanding of utilizing assessment, documentation, and recording skills in working with clients.

Cognitive & Affective Processes
5. Synthesize results of an assessment and incorporate findings into a professional Bio/Psycho-Social/Spiritual Assessment.
6. Examine personal values that may impeded ability to deliver professionally appropriate and culturally sensitive services.

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 Generalist 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 Educational Policy and Accreditation Standards for Baccalaureate and Master's Social Work Programs. These standards form the basis for the WKU MSW Generalist Year and Advanced Generalist Curriculum. Here at WKU, our specialty is Advanced Generalist Practice in Rural Settings. Please review WKU MSW Generalist Competencies and Advanced Generalist Competencies to develop an understanding of the content that all WKU MSW students must master prior to graduation.

CSWE EPAS Core Competencies for MSW Education:
The Educational Policy and Accreditation Standards (EPAS) core competencies are taught in all Council on Social Work Education (CSWE) accredited MSW programs. Core competencies addressed in this class are defined and included in **Appendix A.**

Course Expectations:
Please note the following general guidelines concerning shared responsibilities of the professor and students in this course:

1. Students are expected to actively participate in developing a positive learning environment with the desire to learn. Engagement is important to the overall spontaneous learning. Class participation and attendance are required. Students may **miss one class** for any reason; students who miss more than one will note a 10% deduction from the final grade. Students who miss more than three classes, when there are 5 or more course meetings, will automatically receive an F in the course.

2. Students are expected to adhere to all policies contained within the MSW Handbook, the Student Code of Conduct at WKU, and be in compliance with the NASW Code of Ethics. Students are expected to act in a professional manner within the classroom and field environment with respect to their peers and faculty. This is addressed in the MSW Handbook and disruptive behaviors may result in a Professional Concerns Form.

3. Plagiarism, cheating, and any other forms of academic dishonesty are prohibited. Any instances of such will result in a grade of "zero" for the assignment and/or course failure and/or expulsion from the program. Please refer to #2 above for the MSW Handbook, Student Code of Conduct, and the NASW Code of Ethics.

4. Students are expected to use APA (current edition) for writing, citing, and listing references. This is for all coursework 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.

5. All assignments are expected to be turned in on time, late assignments will incur at 10% deduction per day late. After one-week, late assignments will no longer be accepted for credit.

6. 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. Behaviors especially under consideration are those related to professional practice, mental illness, substance use, illegal activity, and/or classroom behavior. Concerns in any of these four circumstances will be documented in a Professional Concerns Form in accordance with the MSW Handbook policies.

7. Privacy, confidentiality, and professional boundaries must be examined as professional social workers, especially in the age of technology. Students using social media sites are expected to use the highest privacy settings on their profiles. Students are not permitted to link to or view the social media profiles of clients or employees of the field placement agency. Any issue counter to this will be documented in a Professional Concerns Form in accordance with the MSW Handbook policies.

8. Students are encouraged to utilize academic support services such as The Writing Center and The WKU Libraries to help you be successful in this course.

9. 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. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Student Accessibility Resource Center.

10. In compliance with the following WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation and Discrimination and Harassment Policy; discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. Additionally, WKU does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, on the basis of pregnancy or pregnancy-related conditions. Please go to WKU's Title IX website for full information.

11. All class schedules and activities are subject to change in the event of extenuating circumstances. The instructor **reserves the right to make changes** to the syllabus as needed with reasonable notice and accommodations.

12. Artificial Intelligence (AI) tools such as Chat GPT may be used for brainstorming or gather ideas with appropriate citation, but not for assignments utilizing your critical though. If you are unsure if you are using AI tools appropriately in this course, I encourage you to visit with me. Examples of how to cite AI tools are available at this link.

Brief Description of Course Assignments (full description & rubric for all assignments will be available in Blackboard). The rubric for the assignment used for assessment purposes is included as Appendix B.

Professionalism (5 points)
This rubric will be rated by the faculty covering areas related to Engagement, Collegiality, Growth & Development, Communication, and Adherence to SWRK Values. Students will review the rankings and will turn in a response and plan for growth on at least 1 of the areas pertaining to the class.

Practice Exercises (6 x 20 = 120 points)
During this social work practice course, students will complete several practice forms and in-class skill building exercises. Each practice exercise (total of 6) is worth 20 points for a total of 120 points. These exercises are completed outside of class as practice related exercises. Each student should do their best to complete these exercises because they are directly connected to course readings and major video assignments. In other words, they will help you to improve your social work practice skills and your performance on the major assignments.

Exams (3 x 50 = 150 points)
This assignment is designed to help students gain a broad and in-depth understanding of the basic concepts and skills essential for effective social work practice with individuals, families, groups, organizations, and communities. They will consist of multiple choice, true false, and short answer questions. More detailed instructions will be provided during the face-to-face class meetings.

Videos: Direct Practice Skills Demonstrations & Reflections (Video 1 = 85 points; Video 2 = 170 points)
Students will be utilizing Simucase for the video assignments. Simucase is a software simulation program the bridges theoretcial knowledge and clinical experiences. Their library features a wide range of case scenarios with varying levels of complexity that can help develop case management skills across a range of populations and cultural background. Students will be able to develop and apply their practice skills and receive real-time feedback.

Final Bio/Psychosocial/Spiritual Assessment (BPSA) (200 points)
This assignment is used for assessment purposes and the rubric is found as Appendix B
You are currently in your first field placement with the MSW program and should have some contact with clients. Based on your interactions/knowledge of one selected client, you will complete a bio-psycho-social-spiritual assessment. Bio-psycho-social-spiritual assessments are a basic requirement for working with clients at the foundational level. Throughout this course, you have learned direct practice skills that enable you to successfully engage clients and obtain information necessary to complete thorough bio-psycho-social-spiritual assessments.

Evaluation & Grading
Course grading is based on the following criteria:

Assignment	Points
Professionalism	5
Practice Exercises (6 @ 20 points each)	120
Video #1	85
Video #2	170

Exams (3 @ 50 points each)	150
Bio-psychosocial-spiritual assessment	200
Total Points Possible	**730**

Grading Scale

90% - 100% = A	80% - 89% = B	70% - 79% = C
69% - 60% = D	59% and below = F	

Regular and Substantive Interaction (Online Courses Only)
The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the Regular and Substantive Interaction in Online and Distance Learning webpage.

In this course, regular and substantive interaction will take place in the following ways:
- Availability for synchronous sessions with faculty and students during office hours,
- Faculty participation in discussion boards,
- Weekly announcements,
- Setting assignment due dates that are spread throughout the term of the class, and
- Timely and detailed feedback on assignments provided within one week of submission.

Inclusion Statement
Western Kentucky University (WKU) is committed to ensuring all members of our campus community have access to equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. Consistent with our campus purpose statement and creed, this classroom will be a respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expressions, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and communication styles. If at any time during this course you are excluded or feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

Land Acknowledgement Statement
The history of our community and land gives us the opportunity to recognize, respect, and appreciate our place within that history. Western Kentucky University (WKU) honors and acknowledges the Indigenous peoples' land on which this University was built. All land in the state of Kentucky was once Indigenous territory, which is why it is our duty to acknowledge that WKU exists on Native land. This particular region of Kentucky was home to both the Shawnee (Shawandasse Tula) and Cherokee East (ᏣᎳᎩ Tsalaguwetiyi) tribes.

We also honor and acknowledge the former residents of Jonesville. According to the Jonesville History Project, "Jonesville was a predominantly African American community in Bowling Green, Kentucky, that was demolished in the 1960s to make way for the expansion of the WKU campus. This incident echoed a pattern across the country where the power of eminent domain was utilized to seize property from minority communities for large public works projects under the guise of urban revitalization."

Appendix A

2022 Competencies Addressed in Course	Course Assignments Assessing Behaviors	Course Learning Outcomes	Competency Dimension
Competency 1: Demonstrate Ethical and Professional Behavior	Professionalism Exams 1, 2, 3 Videos 1, 2 BPSA	6 1, 2 3, 4 3, 4, 5	Cognitive & Affective Processes (C&A) Knowledge Values, Skills Values, Skills, C&A
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Exams 1, 2, 3 BPSA	1, 2 3, 4, 5	Knowledge Values, Skills, C&A
Competency 3: Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	Exams 1, 2, 3 BPSA	1, 2 3, 4, 5	Knowledge Values, Skills, C&A
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Videos 1, 2	3, 4	Values, Skills
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Video 2 BPSA	3, 4 3, 4, 5	Values, Skills Values, Skills, C&A
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Video 2 BPSA	3, 4 3, 4, 5	Values, Skills Values, Skills, C&A

Appendix B
Rubric for Bio-Psychosocial-Spiritual Assessment

SWRK 520: Bio/Psycho-Social/Spiritual Assessment **C1**: Demonstrate Ethical and Professional Behavior; **C2**: Advance Human Rights and Social, Racial, Economic, and Environmental Justice; **C3**: Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice; **C7**: Assess Individuals, Families, Groups, Organizations, and Communities; **C8**: Intervene with Individuals, Families, Groups, Organizations, and Communities						
Part I: Narrative						
Dimension	**Exemplary** **5**	**Proficient** **4**	**Marginal** **3**	**Developing** **2**	**Beginning** **1**	**Score**
1. Introduction & Conclusion	Introduction includes ALL of the following: • Purpose of the paper • Advanced organizer Conclusion includes ALL of the following: • Restates the purpose and what was discussed in the paper • Highlights important details and plan for client moving forward	Includes 3 of the bulleted items listed under the "Exemplary" category	Includes 2 of the bulleted items listed under the "Exemplary" category	Includes 1 of the bulleted items listed under the "Exemplary" category	Includes EITHER an introduction OR conclusion; BUT it does not address any of the bulleted items listed under the "Exemplary" category	_____ Score
Note to Instructor: **Items 2-3 & 9 – C7: Assess Individuals, Families, Groups, Organizations, and Communities**						
2. Assessment Questions	Student includes 5 questions in each of the following 4 areas: • Biological • Psychological • Social • Spiritual AND these questions logically flow together	Student includes 4 questions in each of the following 4 areas: • Biological • Psychological • Social • Spiritual AND these questions logically flow together	Student includes 5 questions in 3 of the following 4 areas: • Biological • Psychological • Social • Spiritual AND these questions logically flow together	Student includes 3-4 questions in 3 of the following 4 areas: • Biological • Psychological • Social • Spiritual AND these questions logically flow together	Student includes less than 3 questions AND is missing more than 1 of the following areas: • Biological • Psychological • Social • Spiritual AND these questions logically flow together	_____ Score
3. Assessment Summary	Assessment summary logically flows from the questions identified; AND concisely reflects ALL of the following: • Relevant biological information • Reason for referral • History of present issue	Assessment summary logically flows from the questions identified; AND concisely reflects 7-8 of the components listed under the "Exemplary" category	Assessment summary logically flows from the questions identified; AND concisely reflects 5-6 of the components listed under the "Exemplary" category	Assessment summary logically flows from the questions identified; AND concisely reflects 3-4 of the components listed under the "Exemplary" category	Assessment summary logically flows from the questions identified; AND concisely reflects 1-2 of the components listed under the "Exemplary" category	_____ Score **X3** _____ Score

	• Significant medical history and medications • Family and family history • Substance abuse/domestic violence • Suicidal and/or homicidal ideations or attempts • Support systems • Behavioral observations					

Note to Instructor:
Items 4-5 – C2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice; C3: Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

| 4. Critical Appraisal | Critical appraisal includes ALL of the following:
• Discussion of areas discussed
• Demonstrates critical thinking with respect to areas that were not discussed
• Why non-addressed areas were not included
• Demonstrates critical thinking with respect to identifying additional information that would have been helpful to obtain | Critical appraisal is missing 1 of the bulleted items under the "Exemplary" category | Critical appraisal is missing 2 of the bulleted items under the "Exemplary" category | Critical appraisal is missing 3 of the bulleted items under the "Exemplary" category | Critical appraisal section is included;

BUT lacks critical thought | _____
Score
X2
_____
Score |
| 5. External Factors | Includes a discussion of external factors that addresses ALL of the following:
• Larger systems, groups, and communities are identified
• The impact of macro systems on client functioning is discussed
• Individual and systemic discrimination and oppression are identified
• The impact of discrimination and oppression as | Includes a discussion of external factors;

BUT is missing 1 of the bulleted items under the "Exemplary" category | Includes a discussion of external factors;

BUT is missing 2 of the bulleted items under the "Exemplary" category | Includes a discussion of external factors;

BUT is missing 3 of the bulleted items under the "Exemplary" category | Discussion of external factors are irrelevant to the bio-psychosocial-spiritual assessment | _____
Score
X2
_____
Score |

	barriers to client success are discussed					

6. Goal Setting	Student thoroughly discusses how he/she will determine goals for treatment, including ALL of the following: • How he/she will incorporate client strengths into the goal setting process • How he/she will establish a contract with the client regarding treatment goals • How goals will be sustained/progress monitored	Student thoroughly discusses how he/she will determine goals for treatment; BUT is missing 1 of the bulleted items under the "Exemplary" category	Student vaguely discusses how he/she will determine goals for treatment; BUT does include ALL of the bulleted items under the "Exemplary" category	Student thoroughly discusses how he/she will determine goals for treatment; BUT is missing 2 of the bulleted items under the "Exemplary" category	Student vaguely discusses how he/she will determine goals for treatment; AND is missing 2 of the bulleted items under the "Exemplary" category	_____ Score **X2** _____ Score
7. Termination	Includes a termination plan that addresses ALL of the following: • How he/she will determine client's readiness for termination • How he/she will include the client in the termination plan • Importance of emphasizing positive learning and problem solving • Strategies for maintaining change • Plan for evaluating results • Plan for follow-up	Includes a termination plan; BUT is missing 1-2 of the bulleted items under the "Exemplary" category	Includes a termination plan; BUT is missing 3 of the bulleted items under the "Exemplary" category	Includes a termination plan; BUT is missing 4-5 of the bulleted items under the "Exemplary" category	Discusses termination vaguely; BUT does not address any of the bulleted items under the "Exemplary" category	_____ Score **X2** _____ Score

8. Writing	Paper is written in APA 7th ed. format (title, headers, headings, references) Paper has no grammatical or spelling errors	Paper is written in APA 7th ed. format (title, headers, headings, references) Paper has 1-3 grammatical or spelling errors	Paper is written in APA 7th ed. format (title, headers, headings, references) Paper has 4-6 grammatical or spelling errors	Paper is written in APA 7th ed. format (title, headers, headings, references) Paper has 7-9 grammatical or spelling errors	Paper does not follow APA 7th ed. formatting (title, headers, headings, references); OR paper has more than 10 grammatical or spelling errors	_____ Score

Part II: Bio-Psychosocial-Spiritual Assessment & Treatment Plan						
Note to Instructor: **Items 2-3 & 9 – C7: Assess Individuals, Families, Groups, Organizations, and Communities**						
9. Bio-psychosocial-spiritual Assessment	Assessment thoroughly includes ALL of the following: • Presenting problem • Biological information • Psychological information • Social information • Spiritual information	Assessment is included BUT is missing 1 of the bulleted items under the "Exemplary" category	Assessment is included BUT is missing 2 of the bulleted items under the "Exemplary" category	Assessment is included BUT is missing 3 of the bulleted items under the "Exemplary" category	Assessment is included BUT is missing 4 of the bulleted items under the "Exemplary" category	_____ Score **X2** _____ Score
Note to Instructor: **Items 4-7 & 10 – C8: Intervene with Individuals, Families, Groups, Organizations, and Communities**						
10. Treatment Plan	Treatment plan includes only 1 area of concern; AND includes ALL of the following: • 1 long-term goal • 2 short-term goals/ objectives • 2 tasks for each short-term goal/ objective • Treatment modality • Treatment frequency • Treatment duration	Treatment plan is included BUT is missing 1-2 of the bulleted items under the "Exemplary" category	Treatment plan is included BUT is missing 3 of the bulleted items under the "Exemplary" category	Treatment plan is included BUT is missing 4 of the bulleted items under the "Exemplary" category	Treatment plan is included BUT is missing 5 of the bulleted items under the "Exemplary" category	_____ Score **X3** _____ Score
Note to Instructor: **Items 8 & 11 – C1: Demonstrate Ethical and Professional Behavior**						
11. Documentation	Bio-psychosocial-spiritual assessment and treatment plan are written up as they would be for a medical record	Bio-psychosocial-spiritual assessment and treatment plan contain appropriate information; however, there are 1-2 spelling and/or grammatical errors	Bio-psychosocial-spiritual assessment and treatment plan contain appropriate information; however, there are 3-4 spelling and/or grammatical errors	Bio-psychosocial-spiritual assessment and treatment plan contain appropriate information; however, there are more than 4 spelling and/or grammatical errors	Bio-psychosocial-spiritual assessment and treatment plan are not professionally documented as they would be for a medical record	_____ Score

Total Score: _____/100   **Final Weighted Score: _____/200**

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