

**Valdosta State University, Division of Social Work  
SOWK 6000, Orientation to Advanced Generalist Practice  
Summer 2013**

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**E-Mail:** [mgidding@valdosta.edu](mailto:mgidding@valdosta.edu)  
**Credits:** 2 credit hours (hybrid format: 1/3 F2F and 2/3s online)  
**Location:** Pine Hall 114  
**Dates:** Saturdays from 1:30-5:30 pm: June 9; June 23; July 7; and July 21

**CATALOG DESCRIPTION:**

An overview of social work principles and skills. This is a transition course to orient students who already have a BSW degree to the graduate degree perspective. This course is for Advanced Standing students only.

**COURSE DESCRIPTION:**

SOWK 6000, Orientation to Advanced Generalist Practice, is offered only to Advanced Standing students in their first semester in the MSW Program. This course is designed to serve as a bridging course to assist students as they move from their individual BSW Programs into the MSW Program. This course is structured through the use of foundation program objectives, and course outcomes are designed to assist students in reviewing major subject areas that are addressed in their BSW program, and to help these students in applying foundation content to the types of assignments and expectations that are integral to the MSW Program.

**RELATION TO OTHER COURSES:**

Serves as the gateway course that introduces the social work conceptual and value base for integration throughout the advanced generalist curriculum.

**REQUIRED TEXT:**

**NO required textbook.** Students are required to use their undergraduate texts as reference books when needed, and supplemental materials will be made available. Student's undergraduate Practice I text will be needed for an assignment.

**REQUIRED TECHNOLOGY:**

This course will require you to have equipment and skills allowing ready and constant access to a computer with Internet connection to the web. This individual requirement is not fulfilled by Valdosta State University, but you must supply this access at your home or workplace. Requirements of home computing systems will be provided in detail in the required SOWK 6100 course. BlazeVIEW will be used as the software platform for course

enhancement. Your documents will reside in the BlazeVIEW course site, where you will find all components of the course except selected handouts that will be given out in class. I want to encourage you to access the online course materials as soon as possible. Begin with the home page and the top left link entitled, "Getting Started". Then explore the rest of the course. Valdosta State provides free technical support for students. If you need technical assistance, call the Help Desk at 229-234-4357, visit the Help Desk, or the BlazeVIEW web site for Frequently Asked Questions. You may also contact your instructor for assistance.

### **PROGRAM OBJECTIVES THAT INFORM SOWK 6000**

This course is organized by outcomes that will provide focus, consistency, and clear evaluation criteria. Skills and knowledge that support achievement of the course outcomes will be emphasized. Course outcomes are derived from the foundation program objectives, and all lessons, materials, methods and assignments are designed to facilitate a review of this content. Since this course is offered only to Advanced Standing (AS) students, it is designed as a "bridging" course to assist students in identifying areas in which they are fully prepared to engage in their concentration year and areas in which they will need to review further. **Upon completion of this course, students should demonstrate that they have acquired the skills in their BSW Program to complete the following foundation program objectives:**

#### **Program Objectives related to SOWK 6000:**

1. Conduct multi-level generalist practice based on the planned intervention process.
2. Demonstrate the ability to apply critical thinking within the context of professional social work practice.
3. Analyze and apply the values and ethics of the social work profession.
4. Using the strengths perspective, practice without discrimination and with respect, knowledge, and skills that are appropriate for the range of human differences.
5. Understand and challenge mechanisms of oppression and discrimination.
6. Apply strategies of advocacy and social change to advance justice.
8. Select and apply human behavior theory and evidence to inform practice using the ecosystems perspective as an organizing framework.
11. Demonstrate the ability to communicate across client populations, colleagues and communities, in both written and verbal form.
13. Demonstrate the ability to function within the structure of organizations, delivery systems and community networks and seek organizational change.
14. Identify with the social work profession and behave professionally.

#### **COURSE OBJECTIVES ADDRESSED IN SOWK 6000:**

Articulate and apply key elements of generalist practice to selected case studies, particularly use of Planned Intervention Process (PIP).

Identify examples of oppression and discrimination in case studies and identify change strategies.

Demonstrate the critical thinking ability of applying content to a case study or practice situation.

Analyze multiple causes of a problem or case, and use these explanations to develop hypotheses/intervention strategies.

Using a simulated client interview, identify elements of interviewing skills based on Foundation Practice Courses.

Use selected theories of human development to inform client assessments.

Apply relevant sections of the NASW Code of Ethics (1999) to a series of ethical dilemmas.

Identify multi-level examples of oppression, racism, and discrimination as shown in a blacklisted video.

Review selected theories of human behavior from HBSE and apply theories to selected case studies.

Reflect on one's preparation and readiness for Advanced Standing status including areas of strength and areas needing work.

Demonstrate ability to engage in multi-level problem-solving in relation to a community problem.

Communicate effectively both through professional writing and through in-class discussions and activities. (*These course objectives are linked to assignments in the Mini POCO Map found at the end of the syllabus*)

Become familiar with the *MSW Student Code of Conduct*.

## **COURSE POLICIES for SOWK 6000 found in 2013 MSW STUDENT HANDBOOK (ON WEB)**

**ALL written materials (unless otherwise specified) for the course MUST be submitted in APA format. When required (written papers), students will lose 10% of the total points per assignment for a submission that is not in APA style.** Students unfamiliar with APA format may purchase the *Publication Manual of the American Psychological Association* (2001), available at the VSU Bookstore as well as at local stores (ISBN: 1-55789-790-4) Washington, DC: American Psychological Association).

**See Section on Course Policies (printed at the end of the syllabus).** Students in the MSW program are being prepared for interventions with clients in private agencies, public agencies, and independent practice. The NASW Code of Ethics (2008) provides ethical standards that comprise a base for practice. Behaviors that violate this Code are handled formally under Section 2.11 and 3.01 (d), acts that violate the Code are the most serious violations within our profession. It is essential that all students become well-acquainted with the Code. In all of these settings, however, certain other standards are essential to professional comportment. Likewise students are expected to uphold standards of the *MSW Student Code of Conduct* which all students must sign prior to entering the MSW Program.

### **Student Absence Policy**

Students must attend class unless they are ill or unless they have a family emergency. Class attendance is governed by the MSW Attendance Policy (2007) found in *Student Handbook*. Because summer semester is so brief, attendance is mandatory!

### **Academic Dishonesty/Plagiarism**

Academic Dishonesty and Plagiarism are not acceptable in a professional social work program nor are they acceptable at Valdosta State University. Information on Academic Dishonesty and Plagiarism is found in the Policies section of this syllabus. The MSW Policy on Academic Dishonesty is found in the *MSW Student Handbook* on the web. ***Safe Assign will be used as a tool in this course (see below):***

### **USE OF SafeAssign TO PREVENT PLAGIARISM**

By enrolling in SOWK 6000, each student agrees and acknowledges that required coursework may be subject to submission for textual similarity review to SafeAssign, a tool that is contained in BlazeVIEW and that is used on the Valdosta State University campus. For more information on SafeAssign for Students, see (<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>). As indicated on the website, SafeAssign may be used by instructors or by students themselves to insure that their assignments do not contain plagiarized content or non-referenced materials prior to assignment submission in BlazeVIEW. Students in SOWK 6000 will be asked to submit all major course assignments to SafeAssign. In doing so, students thereby consent to disclose personal information. Students may consent to release personal identification to SafeAssign by uploading course work documents through the SafeAssign tool provided in the online BlazeVIEW course. When students submit their work, they

may choose to submit their assignment either 1) to the Global Reference Database or 2) only to the institution's internal database. All submitted work will be included as source documents in the database solely for the purpose of detecting plagiarism in other papers.

### **Incompletes**

Incompletes will be given only in cases of extreme emergencies with proper documentation, and only if your advisor, the program director, and your instructor agree that it is appropriate. Since this course must be completed prior to a student's entry into the concentration year, granting an Incomplete will delay the student's beginning the concentration year unless all work is completed before the first day of class in Fall.

### **Use of Laptops and Cell Phones in Class**

Because SOWK 6000 is a required practice class, student use of laptops for in-class note taking must be approved by instructor unless mandated by the Student Access Program at VSU. In this case, students must submit paperwork to instructor and discuss the assistive devices that will be needed to enhance student's learning. Students who choose to "surf the web" or post on Facebook during class will receive a grade deduction of **10 points per class** in which this occurs. Students who choose to text under the desk and use their phones inappropriately in class also will lose **10 points per class**. These technologies distract student learners. Based on complaints from other students in the MSW Program, use of these devices class often distracts other students who can observe and overhear these activities. Students are expected to advise the instructor if they are on call and to put phones on silent and leave the classroom to take call. Phone calls during class, just as phone calls during client sessions, are not acceptable professional behavior. These behaviors are identified in the *MSW Student Code of Conduct*.

### **COURSE OUTLINE**

During the summer of Graduates of 2013, SOWK 6000 will be based information that is provided in SOWK 6100, the Orientation Course that is mandatory for Advanced Standing (AS) students. All assignments must be submitted on-line using the same method as is required for the submission of assignments in the SOWK 6100 so that you will be prepared for courses offered in the fall.

**DUE DATES FOR ASSIGNMENTS are posted in the Course Timeline and in the SYLLABUS.** The timeline is designed to assist students in organizing their work across the brief semester and keeping track of assignment due dates. SOWK 6000 represents a review of one's BSW material, a professional practice course, and students are expected to model professional behavior in the classroom including timeliness and attention to professional responsibilities and adherence to the NASW Code of Ethics. Lateness and not submitting assignments are not acceptable. Students will lose points for late papers unless students have a medical excuse or family emergency. Please submit papers early enough to determine whether there are submission problems. **SOWK 6000 provides several opportunities to practice and demonstrate student performance of submission of assignments on-line. Thus, the timely submission of papers is an required. Late submissions will be penalized by losing 10% of the total points per day.**

If an individual encounters a personal crisis or emergency that will impact class attendance or participation, the student must contact Dr. Giddings and other instructors immediately.

**ATTENDANCE: Because of the brevity of the summer session and the fact that there only are four class sessions, attendance requirements are more stringent. Attendance is MANDATORY except for cases of illness or family emergency. Documentation of the emergency must be provided, and Dr. Giddings must be contacted prior to the absence. Students will lose a letter grade for each class missed (emergencies are the exception). Students who miss TWO classes for any reason will have**

**missed 50% of the course and are expected to RETAKE the course. This policy dovetails with the Attendance Policy of the Division that is found in the *MSW Student Handbook*.**

**GRADING:** For each assignment, point values are provided as well as a minimum length for papers. Grading include a focus on content, writing skills, and clarity of ideas. Points will be taken off for writing that contains numerous errors which make the document difficult to read and understand. APA format must be used with a reference list at the end as specified in the *APA Manual (6<sup>th</sup> ed.)*. Ten percent, 10%, of the total number of points per assignment will be deducted for papers that do not comply with this format. Course grades will be determined by the total points accumulated for the semester. To reiterate, the timely submission of papers is an expected part of assignment completion, and all late submissions will lose 10% of the total points per day. The Deficiency Points Policy described in the *MSW Student Handbook*, as this is particularly critical for Advanced Standing Students. **AS students who receive two grades of C or lower are dismissed from the MSW Program!**

Please note that students can lose points on an assignment (as stated above) for lateness and if APA is mandated, for not using APA format. These points are deducted before the assignment is graded. An important part of this initial course is to remind AS students that following directions is an important part of being successful in the course!

**A total of 370 points is possible for course.**

**A = 333- 370**

**B = 296- 332**

**C = 259- 295**

**D = 222- 258**

**F = 221 and below**

**Assignments for SOWK 6000 must be submitted to the Dropbox. The quiz will be in-class.**

**Two Self-Reflection Narratives:** these include assignments of no more than two pages written in response to specific discussion questions provided by the instructor. Each narrative will be worth 25 points for a total of 50 points.

**Not So Good Interview Assignment:** This assignment is based on a video which students will watch in class and which will be accessible online for one week. This interview was conducted by a psychiatric resident and contains many basic performance errors in interviewing and client assessment. Students will identify performance errors committed in the video and link these errors to concepts learned in Practice One. Students will assess the impact of these errors on the overall outcome of the interview. Assignment is worth 100 points.

**Quiz will be given in Class 23 and will cover Practice One concepts and HBSE concepts from Classes 1 and 2. Content will be a review of the Ecological Systems Perspective and major concepts from Practice One. The quiz is worth 50 points.**

**A Macro Intervention Exercise will be based on a selected policy-related article from the course. Students will be asked to read the assigned material and must develop an intervention project that meets the needs of a high-risk target group of clients. Exercise is worth 50 points.**

**Final paper requires that students integrate and apply theoretical content to social work practice. The topic for this paper is, "Applying Attachment Theory to Social Work Practice". Directions for the assignment are found in BlazeVIEW and include library research on a specific social work population or area of practice. Use of APA format is required.**

**Participation points will be given per class for participation in class, professional comportment, and the timely submission of all assignments. A total of 20 possible points with 5 points per class.**

## **SOWK 6000 – Due Date Template Available and Course Calendar is used**

### **Module 1 – Saturday, June 8, 2013, 1:30-5:30 pm**

*Introductions to the MSW Program/Syllabus*

*Review of Generalist Content: Ecological Systems Perspective, Planned Intervention Process (PIP), Systems Theory*

\*Two of these handouts will be made available at the AS Orientation Session in May.

- HOMEWORK:**
- 1) WRITTEN Assignment on Tonya Rabb**
  - 2) READ FOR CLASS (Read the Crain and Raley articles BEFORE Class 1. Take general notes, highlight, or use whatever means you choose to help you recall the major key of the article.)**
  - 3) Self-Reflection Narrative**

### **REQUIRED READINGS FOR MODULE 2/Class 2**

\*Crain, William (2010). *Theories of development: Concepts and applications* (6<sup>th</sup> ed.), 35-65. Boston: Prentice-Hall.

Karen, R. (2002). *Becoming attached: First relationships and how they shape our capacity to love*. Chapter 11, Chapter 17. (Handout will be given out in Class 1)

Lewis, Amini, & Lannon (2001). *A general theory of love*. New York: Vintage Books. Chapter 2; Chapter 3. (Handout will be given out in Class 1)

\*Raley, J. (2002). *A user's guide to the brain*. New York: Vintage Books. Read the Introduction plus pages 14-43. (**Handout will be given out at AS Orientation**)

### **Module 2 – Saturday, June 22, 2013, 1:30-5:30 pm**

*Rabb Case*

*Review of directions for “Not So Good Psychiatric Interview” Assignment which will be available online from June 23 through July 3*

*Moving from Generalist Practice to Advanced Generalist Practice: Attachment Theory and the Human Brain – Lecture and Discussion*

**HOMEWORK** 1) **WRITTEN ASSIGNMENT: “Not So Good Psychiatric” Interview**  
2) **Self-Reflection Narrative 2**

**REQUIRED READING FOR THIRD CLASS!!!**

Shore, A. N. (2009). Effects of a secure attachment relationship on right brain development, affect regulation and infant mental health. *Infant Mental Health Journal*, 22(1-2), 7-66. (Excellent research article on brain development)

**Module 3 – Saturday, July 6, 2013, 1:30 to 5:30 pm**

*Review of “Not So Good Interview”/Interviewing Skills*

*Applying Attachment Theory to Practice – Lecture and Review of Readings/Final Assignment*

*Ethics Exercise – Review of NASW Code of Ethics in preparation for graduate education*

**HOMEWORK:** 1) **IN CLASS QUIZ on Class Notes for Classes 1 & 2 (you need to study for this)**  
2) **Self-Reflection Narrative 3**  
3) **Decide on topic for final paper and begin library research on articles**

**REQUIRED READINGS FOR THIRD CLASS!!!**

Shore, A. N. (2009). Effects of a secure attachment relationship on right brain development, affect regulation and infant mental health. *Infant Mental Health Journal*, 22(1-2), 7-66.

Tough, P. (2009). The poverty clinic, *New Yorker*, 25-32.

*(Dr. Giddings is away during the second week in July. She will check BlazeView several times during the week and will be accessible through her cellphone. If there is an emergency, contact Ms. Kyles in the Division office [229 249-4864] who will locate her.)*

**Module 4 – Saturday, July 20, 2012, 1:30 to 5:30 pm**

Attachment and The Brain continued

In class Activity using Shore’s article and Tough’s article

**FINAL Assignment due BY MIDNIGHT, Wednesday, July 24**

Wrap-up of course/SOI evaluation process

**HOMEWORK: 1) FINAL WRITTEN ASSIGNMENT DUE JULY 24, 12:00 pm, MIDNIGHT**

## **COURSE, DIVISION OF SOCIAL WORK, AND VALDOSTA STATE UNIVERSITY POLICIES**

The goal of the Division of Social Work is to prepare students for the professional practice of social work. The Division requires students to adhere to professional practices and standards in all classes and practicum. These practices and standards are outlined in the MSW Student Code of Conduct which can be found in the current *MSW Student Handbook* ([www.valdosta.edu/sowk](http://www.valdosta.edu/sowk)). The Code of Conduct must be signed by all students beginning MSW students. The following standards are not negotiable: Students may depend on well-planned classes and knowledgeable instructors. Professors are committed to the facilitation of student success. Learning is a complex phenomenon for which BOTH instructors and students are responsible. Evaluation criteria are stated clearly in the syllabus. However, if students have questions about grading, it is the students' responsibility to discuss these matters with their instructors. The course syllabus represents a contract between students and the instructor. Professors reserve the right to modify syllabi, and students will be notified in writing when such changes are made. Likewise, students are responsible for reading and following instructions on the syllabi.

**Class Attendance:** Because the MSW Program is a professional program, class attendance is **MANDATORY**. The Attendance Policy is extremely important and can be found in the current *MSW Student Handbook*. Students are expected to be on time for class and to return from breaks in a timely manner. Likewise, students are expected to participate in class discussions and activities.

**Submission of Assignments:** All assignments must be submitted **ON TIME** and **IN THE MANNER** directed by the faculty (e.g., brought to class, submitted to the Assignment Drop Box, etc.). The method of assignment submission should be clearly specified in the syllabus. Assignments submitted in unacceptable manners (e.g., pushed under a faculty member's door, delivered by a classmate, or submitted through general e-mail) will put the student's submission at risk for either a loss of points or an F, depending on the judgment of the instructor. Assignments submitted according to given deadlines are extremely important for professional social workers. Additional information about assignment submission is found in the Attendance Policy.

**Academic Honesty:** Plagiarism and other forms of academic dishonesty are not acceptable in a professional social work program. Students who engage in this type behavior risk failure on specific assignments, in the course, and possible dismissal from the MSW Program. Academic dishonesty is prohibited by the university as well as the Division of Social Work. The following link outlines university policies: <http://romulus.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml/>. The Academic Dishonesty Policy for the Division of Social Work is found in the *MSW Student Handbook* that is found on-line.

**Incompletes:** Incomplete grades are given only in cases of extreme emergency with proper documentation, and are granted only with the prior approval of the instructor. Policies governing Incompletes are found in the *MSW Student Handbook*.

**Academic Performance:** Students are expected to maintain a 3.00 grade point average in the MSW Program. A discussion of all academic expectations and grading can be found in the *MSW Student Handbook*, including the Division's policy of Academic Deficiency Points given for grades lower than C.



**Cancellation of Classes:** The University President may cancel classes under specific emergency conditions. The most frequent cause of cancellation is inclement weather. Please check the main page of the VSU web site if you have concerns about inclement weather or an emergency situation: <http://www.valdosta.edu>.

#### **IMPORTANT STUDENT INFORMATION**

**Technology Assistance:** Students having technology problems may contact the Help Desk: <http://www.valdosta.edu/helpdesk/> 229.245.4357 or [helpdesk@valdosta.edu](mailto:helpdesk@valdosta.edu). Their hours are 8:00 AM – 5:00 PM, Mondays – Thursdays; 8:00 AM – 5:00 PM, Fridays; 11:00 AM – 5:00 PM, Saturdays; and 1:00 PM – 9:00 PM, Sundays. The Helpdesk is located at the Circulation Desk in Odom Library. Students also should talk with their instructors if the technology problems are not easily resolved.

**Specific Learning Needs:** Students requiring classroom accommodations or modifications because of a documented disability should discuss their needs with the professor at the beginning of the semester. Students who are not registered with the Access Office for students with Disabilities should contact VSU's Access Office for Students with Disabilities: <http://www.valdosta.edu/access/> 229.2498, or 229.219.1348 (TTY). The link for the office is [access@valdosta.edu](mailto:access@valdosta.edu) / and the office is located in Room 1115 Nevins Hall.

**Students Experiencing Academic Difficulties:** Students with academic concerns are strongly encouraged to contact the staff of the Student Success Center: <http://www.valdosta.edu/ssc/> 229.333.7570. The Center, whose link is: [ssc@valdosta.edu](mailto:ssc@valdosta.edu), is located on first floor of Langdale Hall on the main VSU campus. Services provided by the Success Center include tutoring, writing assistance, help with time management, and assistance is available for online students. Students are encouraged to make appointments with Center Staff through the web link or by telephone. The Center is available to all VSU students, and evening appointments are available. Additional services include the Counseling Center: <http://www.valdosta.edu/counseling/>, 229.333.5940. Services are free of charge to students with emotional/mental, social, substance abuse and other problems. Physical health services are available the Farber Health Center: 229.333.5886 <http://services.valdosta.edu/auxiliary/contact.aspx?Dept=health>.

**Emergency Campus Policy:** The Police Contact Emergency Number is **229.259.5555**. The Campus Police Division is located in the Oak Street Parking Deck, Second Floor. Officers will escort students on campus, and emergency phones are placed across campus. STUDENTS ARE STRONGLY ENCOURAGED TO PROGRAM THE CAMPUS EMERGENCY NUMBER, 911 (for local police) and \*447 (GA State Highway Patrol) INTO THEIR CELL PHONES.

#### **MINI POCO MAP (Relating course to the MSW Curriculum)**

FPO1. Conduct multi-level generalist practice based on the planned intervention process

CO1. Articulate and apply key elements of generalist practice to selected case studies, particularly use of the Planned Intervention Process (PIP) (**Tonya Rabb Case**).

FPO2. Demonstrate ability to apply critical thinking within the context of professional social work.

CO2. Using a simulated client interview, identify elements of good interviewing skills and poor interviewing skills based on Practice I content (**Not So Good Assignment**)..

CO3. Use selected theories of human development to inform client assessments.

**(Final Paper)**

CO4. Demonstrate the critical thinking ability of taking one body of ideas or theory and applying the content to a case study or problem situation **(Final Assignment)**

CO5. Analyze multiple causes of a problem or case, and use these explanations to develop hypotheses and intervention strategies **(Tonya Rabb Assignment)**

FPO3. Analyze and apply the values and ethics of the social work profession.

CO1. Apply relevant sections of the NASW Code of Ethics (1999) **(Not So Good Interview).**

FPO4. Using the strengths perspective, practice without discrimination and with respect, knowing the range of human differences.

CO1. Identify multi-level examples of oppression, racism, and discrimination as demonstrated in a historical, blacklisted video **(Salt of the Earth Activity).**

FPO8. Select and apply human behavior theory and evidence to inform practice using the ecosystems perspective as an organizing framework.

CO1. Review selected theories of human behavior from HBSE and apply these theories to selected base studies and client situations **(Final Paper)**

FPO 11. Demonstrate the ability to communicate across client populations, colleagues and communities, in both written and verbal form.

CO1. Communicate effectively both through professional writing and through in-class discussions and activities **(Self-Reflection Assignments 1-3)**

FPO 13. Demonstrate ability to function within the structure of organizations, delivery systems and community networks and seek organizational change.

CO1. Demonstrate ability to engage in multi-level problem-solving in relation to a community problem **(Parenting Program in class activity)**

FPO 14. Identify with the social work profession and behave professionally.

Become familiar with the *MSW Student Code of Conduct* **(Orientation/Class 1).**