Course Title:
Generalist Practice with Groups, Organizations, and Communities

Course Number:
SWK 5113-101

Course Description:
Generalist Practice with Groups, Organizations and Communities (SWK 5113) is the second of two required professional foundation courses in generalist social work practice. The course continues the exploration of the generalist practice model (more appropriately, the generalist perspective) that focuses on the knowledge, values, skills, and techniques appropriate for assessment and intervention with groups, organizations, and communities. The generalist model enunciated in the course is "oriented toward solving client problems at multiple levels of intervention; that is, such problems may involve individuals, families, groups, organizations, and communities." In other words, the model involves micro, mezzo, and macro systems as targets of change.

Class Dates, Location and Hours:

Dates: August 19-20, September 2-3 & 16-17 and September 30 – October 1, 2011
Location: OCCE, Norman, Oklahoma. Classroom located in the Thurman White Forum building of OCCE, 1704 Asp
Hours: Friday 5:30-9:30 pm.; Saturday 9:00 am to 5:00 pm.
Last day to enroll or drop without penalty: July 21, 2011

Campus Map and Parking Information: A map of the campus can be found on the OU website at: http://www.ou.edu/map The entire campus is open for parking from Friday at 4:00 pm until Monday at 7:00 am. Students can park almost anywhere on campus including the parking garages, permits are not required and meters don’t have to be paid. OUPD will ticket illegal parking such as fire lanes, handicap areas and yellow curbs.

Site Director:
Cathy Yeaman. Assistant: Jan Plavchak. Phone: 405-325-3333; Fax: 405-325-9148; email: apnorman@ou.edu

Professor Contact Information:

Course Professor: Jeanette R. Davidson, Ph.D. ACSW
Mailing Address: African & African American Studies
University of Oklahoma
601 Elm Ave. Rm. 515
Physical Sciences Bldg.
Norman, OK 73019
Telephone Number: 405-325-2285
325-2327 (main office)
E-mail Address: jrdavidson@ou.edu
rsgomez@ou.edu
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.
Textbook(s) and Instructional Materials:

Student materials are available at the Follett/AP Bookstore located in the Oklahoma Memorial Union, 900 Asp Ave., Norman, OK. Orders can be placed online at www.oklahomaunion.bkstr.com or by telephone at 866-369-9713 (toll free in the U.S.) or 405-325-5960 (outside the U.S.). E-mail orders may be sent to oklahomaunion@bkstr.com. Representatives are available from 8 a.m. to 6 p.m. CST Monday through Thursday and 8 a.m. to 5 p.m. CST on Friday. Summer hours: 8 a.m. to 4 p.m. CST. Faxed orders may be placed 24 hours a day to 866-223-5607 (toll free in the U.S.) or 405-325-1557 (outside the U.S.).


Note: The Follett/AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

Course Objectives:

Within this course, we seek to extend the generalist perspective into higher system levels of service and intervention within the foundation framework of social work practice. The course will help us bring together (or perhaps synthesize) those principal components of effective social work practice and will enable us to broaden our conceptual framework of practice by integrating (a) inspiration, (b) worldview, (c) social learning, (d) practice concepts and their application, and (e) the process of social work practice in complex systems—that is, systems that extend beyond individuals. A number of questions will facilitate our focus within the course:

1. What are potential sources of inspiration for our practice? How do we inspire social work practice, that is, bring into the core of our work a strong spirit of service, action, and effectiveness? How do we sustain this spirit and foster its viability in the face of difficult and trying conditions while managing actively the negative consequences of emotional labor?
2. At world views and perspectives can we incorporate into practice that informs our action in specific situations of service and practice? How can such worldviews and perspectives guide our work (and development) as professional social workers?
3. Who (and what, like an organization) can serve as models for our practice and action? How do such sources of inspiration facilitate our social learning in generalist social work practice?
4. How can we integrate (or otherwise create an interplay among) group work, community development, organizational practice, and social action to create powerful interventions in social work practice?
5. How do we articulate processes of social work practice within a strategy of multi-level, multi-method intervention within the context of community?
6. How do we bring to play within the process of an integrative social work practice powerful frameworks of practice like empowerment, social justice, resilience, and strengths that direct group work, practice innovation, advocacy and social action, and systems change?
7. What are principal strategies of social work intervention that we can bring to bear in the context of complex social issues?
Educational Outcomes:

1. Understand the importance of inspiration and continuous revitalization within the context of generalist social work practice.
2. Incorporate a meta-view of practice that guides our practice in social work.
3. Understand how generalist social work practice enables us to address multiple aspects of complex social issues.
4. Broaden our conceptual framework of practice to include groups, organizations, and communities and their relationship to social action.
5. Understand the relationship between social learning and innovation in generalist social work practice.
6. Understand the role of group work in generalist social work practice.
7. Understand the role of organizational practice in generalist social work practice.
8. Understand the role of community development in generalist social work practice.
9. Demonstrate ways of thinking concerning the integration of group work, organizational practice, and community development into intervention programs in particular contexts of social action.
10. Gain insight into principal complex systems strategies in generalist social work practice.
11. Increase our confidence as social work professionals and strengthen our practice self-efficacy.

Integration of Specific Content Areas:
This course will integrate content on vulnerability, populations at risk, human behavior in the social environment, social welfare policy, research utilization and evaluation. Over the course of the semester students will integrate this content into their course assignments culminating in a product in which they demonstrate integrative and complex innovation-oriented thinking within generalist social work practice. Integrative aims involve the following:

1. Demonstrate how human behavior in the social environment content can be incorporated into group work, organizational practice, and community practice to develop theories of intervention in domains created by the interplay of complex social issues and social action.
2. Apply vulnerability and risk as advanced organizers that facilitate the focus of generalist social work practice in domains created by the interplay of complex social issues and social action.
3. Factor into social action in complex social issues the role of social and organizational policy and their influence on programs of change and intervention.
4. Amplify the use of empowerment and strengths-based practice in the design of programs of change.
5. Demonstrate how research utilization and evaluation inform innovation in generalist practice.

Relevant Course Themes:

I. Generalist social work practice: An overview.
II. Inspiration.
III. Concepts and ideas from human behavior theory
IV. Group Work and teams in professional context
V. Organizational practice concepts and their application
VI. Community practice concepts and their application.
VII. Group work in generalist social work practice.
VIII. Evaluation practice from a generalist perspective.
IX. The basic form of generalist social work practice.
X. The advanced form: Multi-level, multi-intervention of generalist social work practice.
Assignments, Grading and Due Dates:

This course is the second of two required foundation method courses in generalist social work practice. The course outlines generalist principles, concepts, and practices at higher system levels involving communities, organizations, and groups. The course continues the exploration of the generalist perspective that focuses on the knowledge, values, skills, and techniques appropriate for assessment, intervention, and evaluation with groups, organizations, and communities. Within the course I invest considerable time in examining the application of generalist principles to populations at risk.

Assignment 1: **Due on first day of class**

Letter to the Instructor: I am asking all students to prepare an interpretive essay in letter form for the first assignment. Please respond to the following five questions:

1. How does this course fit with why you chose social work?
2. How do you conceive of generalist social work practice at this time?
3. What do you hope to achieve in social work by engaging in effective generalist social work practice?
4. What is going on in your chosen field or domain of practice that interests you and that you can connect to generalist social work practice?
5. If you are successful in this course, what will you have achieved by the end of the semester?

Please make the essay four complete pages in length, single spaced, sub-headed with one inch margins. Achieve depth of reflection and develop a coherent theme.

Other course assignments will be given to students on first day of class

Grading: This is a letter-graded course: A, B, C, D, or F.

NOTICE: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

General Course Policies:

A. Make Up Policy: All course work assignments are to be completed by the date stated in the course syllabus (or as established by mutual agreement). Requests for exceptions must be submitted in writing and must be approved in advance by the instructor.

B. Attendance Policy: In accordance with Section 4.20.1 of the Faculty Handbook, "when absences seriously affect a student's class work, the instructor will report this fact to the Admissions and Records Office, where the information will be directed to the dean concerned." Students are expected to attend class, be punctual, and be prepared for involvement. Tardiness is not appreciated and, if excessive will result in a student-instructor conference.

C. Reasonable Accommodation: Any student in this course who has a disability or a learning challenge that may prevent him or her from fully demonstrating his or her abilities should contact the instructor personally as soon as possible to discuss accommodations necessary to ensure full participation and facilitate the student's educational opportunities.

D. Religious Holidays: It is the policy of the University to excuse the absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays.

E. Student Behavior: Each student should acquaint her- or himself with the University codes, policies, and procedures involving academic misconduct, grievances, sexual and ethnic harassment, and discrimination based on physical handicap.
POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy.

Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Honesty

Honesty is a fundamental precept in all academic activities and ... [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:
cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement; assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the “Student’s Guide to Academic Integrity” found at http://www.ou.edu/provost/integrity

Accommodation Statement

The College of Continuing Education [Advanced Programs] is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course.

Copyright

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA

Jeanette R. Davidson, Ph.D., ACSW

Education
- Ph.D. in Social Work, University of Texas, Arlington, TX
- MSSW in Social Work, University of Texas, Arlington, TX
- B.A. (with Honors) in English, University of Strathclyde, Glasgow, Scotland

Current Positions
- Director, African & African American Studies &
- Associate Professor, School of Social Work, University of Oklahoma, Norman, OK

Frequently Taught Advanced Programs Courses
- HR 5110 Multicultural Issues in Human Relations
- SWK 5113 Generalist Practice with Groups, Organizations, and Communities

Major Areas of Teaching and Research Interest
- African American Studies
- Power and Privilege in the Academy
- African women and children
- Black-white interracial marriage
- Culturally competent clinical practice
- Social work education: Issues of diversity

Representative Publications and Presentations

Major Professional Affiliations
• National Council for Black Studies (NCBS)
• National Association of Social Workers (NASW)
• Academy of Certified Social Workers (ACSW)
• Council on Social Work Education (CSWE)

Representative Honors and Awards Received
• Council for Africana Womanism, University of Zimbabwe Chapter. Special Honoree, October 2010.
• Nomination: Women’s and Gender Studies Center for Social Justice: Social Justice Award, 2010
• Camp Crimson Namesake 2008
• Appreciation Award, State of OUr Community, September, 2006
• Department of the Army, Certificate of Appreciation, August 2006.
• Educators Leadership Academy 2005-06
• National Association of Social Workers. Honored For Exemplary Service to the Profession” 2004.
• Honored by the African Student Association (AFSA), University of Oklahoma, 2002.
• National Residence Hall of the University of Oklahoma Honorary for Community Service Program of the Month, November 2001 (for Sooner Love Program).
• First Place Award Winner for Best Article Awards 2000-01, Journal of Intergroup Relations.
• Honored by the African Student Association (AFSA), University of Oklahoma, 2001.
• Nomination Regents’ Superior Teaching Award, University of Oklahoma, 2000.