

Section III

Overview of Curriculum

III. Overview of the Curriculum

A. Curriculum Structure

The **MSW** requirement consists of 60 credit hours. Since the program will have only one concentration, Advanced Generalist Practice, all enrolled students will have the same degree requirements.

The program has defined six subdivisions within which the course work will be organized. These subdivisions are:

- ◆ Human Behavior and the Social Environment (HBSE)
- ◆ Social Welfare Policy
- ◆ Social Work Practice
- ◆ Research
- ◆ Field Education
- ◆ Social Problem Electives

In defining these six subdivisions, the program has included five of the CSWE mandated curriculum areas: Human Behavior and the Social Environment; Social Welfare Policy; Social Work Practice; Research; and Field Practicum. The other four CSWE mandated curriculum areas (Social Work Values and Ethics, Diversity, Promotion of Social and Economic Justice, and Populations-at-Risk) are handled within the curriculum threads defined by the MSW Program. The program has defined five curriculum threads. These threads are woven and infused throughout the curriculum, both in the foundation and in the advanced coursework. The curriculum threads are:

- ◆ Values, ethics, social and economic justice: a thread which combines two curriculum areas (1) Values and Ethics and (2) Social and Economic Justice
- ◆ Diversity/Populations at Risk, included related national and international issues: a curriculum thread which combines two curriculum areas (1) Diversity and (2) Populations at Risk
- ◆ Systems/ecological perspective
- ◆ Problem-solving process
- ◆ Systems of all types and sizes, including national and international

These threads will permeate each of the curriculum subdivisions: Human Behavior and Social Environment; Social Policy, Practice, Research, Field Education, Advanced Generalist Practice, and Concentration electives. They will appear in each course, in the objectives and in course assignments. It is, therefore, through the infusion of the curriculum threads, that the four CSWE required curriculum areas of values and ethics, social and economic justice, diversity, and populations at risk will be addressed.

Distribution and Sequencing of Courses Required for MSW
Concentration in Advanced Generalist Practice

FIRST SEMESTER

SW 5101 - Generalist Social Work Practice in a Multicultural Environment I	3 Credits
SW 5201 - Field Experience I	4 Credits
SW 5301 - Social Welfare Policy and Services I	3 Credits
SW 5401 - HBSE I	3 Credits
SW 5501 - Integrative Seminar I	2 Credits
SEMESTER TOTAL CREDITS	15 Credits

SECOND SEMESTER

SW 5102 - Generalist Social Work Practice in a Multicultural Environment II	3 Credits
SW 5202 - Field Experience II	4 Credits
SW 5402 - HBSE II	3 Credits
SW 5502 - Integrative Seminar II	2 Credits
SW 5601 - Social Work Research I	3 Credits
SEMESTER TOTAL CREDITS	15 Credits

THIRD SEMESTER

SW 6101 - Advanced Generalist Practice in a Multicultural Environment I ¹	3 Credits
SW 6201 - Field Experience III ¹	6 Credits
SW 6602 - Social Work Research II - Evaluation Research	3 Credits
SW 6701 - Assessment in Social Work	3 Credits
SEMESTER TOTAL CREDITS	15 Credits

FOURTH SEMESTER

SW 6102 - Advanced Generalist Practice in a Multicultural Environment II ²	3 Credits
SW 6202 - Field Experience IV ²	6 Credits
SW 6302 - Social Welfare Policy and Services II	3 Credits
Free Elective	3 Credits
SEMESTER TOTAL CREDITS	15 Credits
GRAND TOTAL CREDITS	60 Credits

¹Since there is no Integrative Seminar in the Third Semester; these two courses will be linked to provide continuity.

²Since there is no Integrative Seminar in the Fourth Semester; these two courses will be linked to provide continuity.

B. Generalist Foundation

Foundation, as defined within the Kean MSW Program, encompasses an overview of the profession of social work and its practice focusing on scope and breadth and infusing throughout the curriculum understanding of and sensitivity to cross-cultural and human diversity issues, including race, ethnicity, age, sexual orientation, disabling conditions and socioeconomic status.

Beginning with expectations that students have a liberal arts base in their undergraduate work, we require the following prior to admission: a biological or physical laboratory science; statistics; sociology; psychology and either economics, political science or American government and politics. In addition to supporting the foregoing, the Practice Curriculum Area Committee has recommended requiring evidence of strong human relations and communication skills.

There is consistency between the first and second semester requirements in that the generalist practice, field, and HBSE courses are offered both semesters. The second semester content builds upon content covered in the first semester, ensuring that issues relevant to systems of all types and sizes are covered. Course content is viewed globally, and courses assist students in acquiring foundation knowledge; exploring values and ethics; and first observing, then engaging in appropriate practice tasks.

The first social policy course is given in the first semester and is designed to provide the framework within which problems are viewed and services delivered. Social work research is taken during the second semester, after students have been exposed to practice realities and have acquired beginning skill levels. It is expected that this will contribute to students seeing research as an integral part of their own professional development and practice on many levels.

The generalist foundation courses provide for the development of knowledge, values and skills essential for understanding beginning generalist practice. These courses allow for application of knowledge of systems theory, force field analysis, the generalist intervention model, social policy, human behavior and social environment; social work research; and the building blocks of the liberal arts prerequisites.

The majority of the foundation courses are presented during the first and second semesters. The following sequence includes those courses which constitute the generalist foundation. In the second year, the Research II and Social Policy II courses also contain foundation elements. Half of each of these courses has been classified as foundation.

Following the sequence, a discussion of the specific requirements and their placement in specific curriculum sequences is discussed.

1. Generalist Social Work Practice Foundation Courses

This two-semester sequence is designed to provide a generalist perspective for social work practice, emphasizing a concurrent focus on both social problems and human needs. In this context a student will learn to select and implement whatever approach or theory is best suited to a particular problem. This will involve using the problem-solving process and ecosystems thinking as a means toward selecting theories and methods to be used for change. Consequently, this approach will examine client strengths as well as the transactions between and among people and their environment. Poverty and oppression will be addressed with a major focus on empowering clients toward social change, learning the processes by which this change will occur, cultural and ethnic diversity, as well as oppression. Values and ethical issues will be stressed. The importance of using research to plan and evaluate intervention will be addressed.

FIRST SEMESTER

SW 5101 - Generalist Social Work Practice in a Multicultural Environment	3 Credits
SW 5201 - Field Experience I	4 Credits
SW 5301 - Social Welfare Policy I	3 Credits
SW 5401 - HBSE I	3 Credits
SW 5501 - Integrative Seminar I	2 Credits
SEMESTER TOTAL CREDITS	15 Credits

SECOND SEMESTER

SW 5102 - Generalist Social Work Practice in a Multicultural Environment II	3 Credits
SW 5202 - Field Experience II	4 Credits
SW 5402 - HBSE II	3 Credits
SW 5502 - Integrative Seminar II	2 Credits
SW 5601 - Social Work Research I	3 Credits
SEMESTER TOTAL CREDITS	15 Credits

The courses in this curriculum area form the foundation for the advanced generalist practice courses taught in the second year of the program.

C. Advanced Generalist Curriculum

The Advanced Generalist Practice Concentration at Kean is committed to the education of social work students for independent practice in complex social systems. Central themes within this practice are a commitment to diversity and populations at risk and a belief that with support, human systems have the strength to shape their own destiny and overcome the many sources of oppression.

The following directions for the concentration are based upon the work of Schatz, Jenkins and Sheafor (1990):

Increased knowledge of theories, concepts and models to understand practice with individuals, families, groups, organizations, communities and social institutions.

Advanced practice skills to address complex practice situations including work with individuals, families, groups, communities, organizations, and social institutions and responsibilities related to direct intervention, supervision, administration and policy/program evaluation

Ability to conduct disciplined and systematic eclectic practice through extrapolation, synthesis and refinement of generalist practice competencies.

Ability to engage in theoretical and practice research and evaluation.

Ability to address value and ethical dilemmas inherent in practice.

a. Definition

Advanced generalist practice is effective practice providing knowledge and skills for autonomous practice with systems of all types and sizes from the interpersonal to the national/international, with strong emphasis on practice evaluation. Advanced generalist social work is built on a strong liberal arts foundation that is integrated with professional knowledge, values and ethics for the understanding of persons within their immediate as well as a global environment. Grounded in social work values that uphold the dignity of all individuals and groups regardless of their differences, and in theories for understanding of individuals, groups, communities and social institutions and the transactions therein, advanced generalist practice allows for the utilization of a holistic systems/ecological approach to problem-solving which openly and selectively employs theories and techniques for intervention at all levels of functioning. It employs the four generalist practice roles of enabler, broker, advocate, and coordinator and adds four additional roles (counselor/clinician, supervisor, manager, and administrator) which give it breadth and depth.

b. Curriculum: Conceptualization

Advanced Generalist Practice has been defined as an approach grounded in the traditional systems/ecological perspective of social work. The focus of social work intervention is on the interaction between client systems and their environments; the social worker seeks to strike a balance between client systems' coping abilities and environmental demands. Social Workers may at times (1) direct change strategies toward the client system, (2) direct change strategies toward the environment, and (3) direct change strategies toward the interaction of the client system and its environment. Advanced generalist practice is based on a systems/ecological perspective in human/social service practice, and is about "building more supportive, helpful, and nurturing environments for clients through environmental helping, and increasing their competence in dealing with the environment by teaching basic life skills." (Whittaker, James and James; Garbarino, 1983)

c. Four themes provide the underpinning of the ecological perspective:

- Transaction - There is an ongoing transaction among client systems and their environments.
- Competency Orientation - A major thrust of the perspective is to develop client system competencies in transacting with their environments.
- Creating and Sustaining a Supportive Environment - The focus on transaction and client system competencies requires a "matching" of situation to client system. This entails the creation and maintenance of supportive, helpful, and nurturing environments. In order to accomplish this, social workers must have an enlarged and refined repertoire of environmental interventions. Currently these environmental interventions are the underdeveloped aspects of social work methods and strategies.
- Linking - The "matching of client system to environment requires that the two are "connected". This form of practice emphasizes the development and use of various linking strategies and techniques so that client system competencies can be played out and actualized in a supportive environment.

d. Intervention skills and their theoretical underpinnings.

- 1) **Problem solving:** This is based on the task-centered model, breaking down problems into manageable tasks. This is one of the program threads. The roles are: 1) Counselor/clinician, 2) Supervisor, and 3) Manager.
- 2) **Skill acquisition:** This is based on the task centered model and social learning theory: breaking down problems into manageable stages, modeling/development of self-efficacy, and behavioral rehearsal/practice. It involves learning skills to work with systems of all types and sizes. The roles are: 1) Counselor/clinician, 2) Supervisor, 3) Manager, and 4) Administrator.
- 3) **Critical Thinking and Analytic Skills:** Research, the task centered model, human relations theory, social learning theory, exchange theory provide alternative perspectives, interpretation, and task assignments. The

roles are: 1) Administrator, 2) Manager, 3) Supervisor, and 4) Counselor/clinician.

- 4) **Education:** This is based on social learning theory and human relations theory and involves gaining alternative perspectives, practicing new skills, rehearsing, teaching others, teaching oneself, and training. The roles are: 1) Supervisor, 2) Manager, 3) Counselor/clinician, and 4) Administrator 5)
- 5) **Managing:** This grows out of human relations theory, the task centered model, social learning theory, and exchange theory, providing structure, leadership, organization, assuming control, and focusing on tasks. The roles are: 1) Manager, 2) Administrator, 3) Supervisor, and 4) Counselor / Clinician.
- 6) **Negotiation and conflict resolution:** These are based on exchange theory and human relations theory, and involve resolving disputes, ameliorating tension, and bartering. The roles are: 1) Manager, 2) Administrator, 3) Supervisor, and 4) Counselor/clinician.
- 7) **Narrative Expression:** This draws on exchange theory, human relations theory, research and social policy through making persuasive arguments, providing evidence and research, and reporting. The roles are: 1) Administrator, 2) Manager, 3) Supervisor, and 4) Counselor/clinician.
- 8) **Resource acquisition:** This skill draws on human relations theory, the task centered model, and exchange theory, and includes concrete and physical resource acquisition, budgeting and financial management. The roles are: 1) Administrator, 2) Manager, 3) Counselor/clinician, and 4) Supervisor.
- 9) **Social change and empowerment:** This also includes recognition of systems growth and maturation (changes that occur within the natural cycle). Social learning theory, exchange theory, and human relations theory (Freire) form the basis. Collective experience, advocacy, political power, and empowerment are the means. Social work values and ethics/social and economic justice and Diversity/Populations at Risk threads are particularly important here. The roles are: 1) Administrator, 2) Counselor/clinician, 3) Supervisor, and 4) Manager.
- 10) **Interpersonal and/or intersystem support/change:** This builds on human relations theory, exchange theory, social learning theory, and the task-centered model. It includes community support, family changes, group membership, societal involvement, and systemic changes. Social work values and ethics/social and economic justice and Diversity/

Populations at Risk threads are particularly important here. The roles are:
1) Administrator, 2) Counselor/clinician, 3) Supervisor, and 4) Manager.

In these ten possible intervention skills, an attempt has been made to show how the four theories chosen can underpin interventions by the counselor/clinician, supervisor, manager and administrator with individuals, families, groups, communities, organizations, and social institutions. Using descriptions of specific interventions in this way rather than a blanket term such as therapy is more congruent with advanced generalist practice, where the social worker is expected to possess more universally applicable skills. It is anticipated that students taking this course will develop a repertoire of theory-based interventions conditioned by the values of social work that will guide their practice with clients, whether it be an individual, family, group, community, organization or social institution.

iv. Structural Approach to Advanced Generalist Practice Social Problem

- The approach begins with the identification of the problem as counselor/clinician, supervisor, manager, and/or administrator using Human Behavior and the Social Environment, Social Policy and Research
- It continues with assessment of the problem as counselor/clinician, supervisor, manager, and/or administrator using Assessment, Diagnosis, and Research
- This is followed by intervention as counselor/clinician, supervisor, manager, and/or administrator using Generalist Practice I and II (enabler, broker, advocate and coordinator) and Advanced Generalist Practice I and II
- There is simultaneous testing and development of practice of skills as social worker using field education
- Finally, evaluation and identification of other social problems provides feedback to stage 1.

vi. Curriculum: Content

Courses offering advanced breadth and depth of knowledge, values, skills and theories; knowledge for development of sensitivity and understanding for professional practice with diverse groups; providing selective and/or combined practicum experiences for the application of knowledge, values, skills and theories at the all levels of practice including national/international/ cross-cultural practice opportunities; and knowledge and practice opportunities to engage in practice evaluation.

vii. Advanced Generalist Curriculum Sequencing

The advanced generalist curriculum is presented during the third and fourth semesters. The course listing on the next page presents this curriculum and its sequencing.

THIRD SEMESTER

SW 6101 - Advanced Generalist Practice I¹
SW 6201 - Field Experience III¹
SW 6602 - Social Work Research II - Evaluation Research
SW 6701 - Assessment in Social Work

SEMESTER TOTAL CREDITS 15

FOURTH SEMESTER

SW 6102 - Advanced Generalist Practice II²
SW 6202 - Field Experience IV²
SW 6302 - Social Welfare Policy II
Free Elective

SEMESTER TOTAL CREDITS 15

¹Since there is no Integrative Seminar in the Third Semester; these two courses will be linked to provide continuity.

²Since there is no Integrative Seminar in the Fourth Semester; these two courses will be linked to provide continuity.

Although the Research II course and the Social Policy II course are both 3-credit courses, only 1.5 credits from each course will be dedicated to concentration content. Thus in the chart above, each course is counted as 1.5 credits.

The list of proposed elective courses is presented on the next page. It was developed based upon the social needs found in the feasibility study to be most prevalent in New Jersey.

FREE ELECTIVES

SW 6702 – Issues of Social and Economic Justice	3 Cr
SW 6703 – Issues Confronting Contemporary Families	3 Cr
SW 6704 – Issues of Aging	3 Cr
SW 6706 – Comfort Care	3 Cr
SW 6801 – Trauma in Social Work Practice	3 Cr

Students will select one of the social needs studied in the free elective courses as a focus for their work in the advanced generalist practice courses, policy course, field education, and research course. This will allow students to address this social need in a variety of arenas throughout the advanced curriculum, giving a unifying focus to the student's educational experience.

c. Concentration Practice Curriculum

The clear delineation of course responsibilities and the focus on the four concentration social work roles (counselor/clinician, supervisor, manager, and administrator) coupled with the ongoing use of the foundation roles (enabler, broker, advocate, and coordinator) enables the practice courses to develop a central purpose. It is proposed that the primary objective of the practice courses is to educate students in theory-based social work interventions. The four selected theories and models of intervention, exchange theory, human relations theory, social learning theory and the task-centered model, have the ability to provide explanations and predictions with respect to problems in systems of all types and sizes. By the use of a limited number of theories and models it is anticipated that students will develop a firm theoretical

foundation as the underpinning for their roles as counselor/clinician, supervisor, manager and administrator.