

**Tompkins Cortland Community College**

**Master Course Syllabus**

**Course Discipline and Number: HUMS 200**

**Year: 2024-2025**

**Course Title: Generalist Social Work Practice Skills**

**Credit Hours: 3**

**I. Course Description:** This course is designed to orient students to the knowledge, values, and skills utilized in generalist social work practice. It presents an array of perspectives including ecological, strengths-based, and systems perspectives. Students are introduced to ethics, the helping relationship, cultural competency, professional role expectations, and phases of practice. Utilizing a problem-solving approach, students practice observation, reflective listening, communication, interviewing, and assessment through experiential exercises. Students cannot apply credit for both HUMS 110 and HUMS 200 toward their degree. Prerequisites: HUMS 105; prior completion of, or concurrent enrollment in, ENGL 101. 3 Cr. (3 Lec.) Fall and spring semesters.

**II. Additional Course Information:**

1. HUMS 200 is the second core course in the Human Services A.S., A.A.S., and Certificate.
2. This course is a prerequisite for HUMS 229 and HUMS 232.
3. A C or better grade is required for students in Human Services programs

**III. Student Learning Outcomes**

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

1. Describe the nature of the therapeutic relationship, recognize ethical dilemmas and demonstrate ethical decision-making strategies in practice situations.
2. Employ basic helping skills and techniques and core facilitative and interpersonal skills in the helping relationship.
3. Explain psychological, cultural, political, and social influences on human behavior.
4. Utilize the phases of generalist social work practice to assist clients from assessment through termination of services.
5. Discuss professionalism/professional role behaviors.

**IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Outcomes**

**Tompkins Cortland ILOs      N/A**

Complete this section for “service” courses only (e.g. courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.

- ☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.
- ☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.
- ☐ Use technology appropriate to their discipline.
- ☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

### **Program Learning Outcomes**

Complete this section for program-specific courses (e.g. those that share the same 4 letter designation as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program

**Human Services A.S., A.A.S., Certificate**

**PLO 2:** Explain and deploy standards for ethical practice (including competency in assessing/reporting child abuse/neglect), and illustrate a working knowledge of NYS and Federal Confidentiality regulations.

SLO 1: Describe the nature of the therapeutic relationship, recognize ethical dilemmas, and demonstrate ethical decision-making strategies in practice situations.

**PLO 3:** Identify and apply appropriate evidence based interventions with clients, honoring their right to self-determination, and utilizing/developing their strengths.

SLO 2: Employ basic helping skills and techniques and core facilitative and interpersonal skills in the helping relationship.

SLO 4: Utilize the phases of generalist social work practice to assist clients from assessment through termination of services.

**PLO 4:** Work with diverse populations as allies guided by the knowledge of the impact of social and institutional oppressions, including but not limited to racism, poverty, classism, ageism, sexism, and homophobia, upon individuals, families, and groups.

SLO 3: Explain psychological, cultural, political, and social influences on human behavior.

**PLO 5:** Apply basic concepts of psychological and social development to helping relationships, to better understand human behaviors in social contexts.

SLO 3: Explain psychological, cultural, political, and social influences on human behavior.

### **SUNY General Education Outcomes N/A**

If this course **assesses** a SUNY GEN ED Outcome, check all that apply and indicate which course outcome(s) address each checked item:

☐ CRITICAL THINKING - Students will:

- a. identify, analyze, and evaluate arguments as they occur in their own or others' work; and
- b. develop well-reasoned arguments.

☐ **INFORMATION MANAGEMENT - Students will:**

- a. perform the basic operations of personal computer use;
- b. understand and use basic research techniques; and
- c. locate, evaluate and synthesize information from a variety of sources.

☐ **GENERAL EDUCATION CATEGORY - Area(s):**

For courses that are approved to meet one (or more) of the ten SUNY General Education categories, indicate which category the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that category:

☒ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Outcomes.

**V. Essential Topics/Themes**

1. Understanding professionalism
2. Valuing diversity and inclusion
3. Understanding and applying the NASW Code of Ethics
4. Learning the stages of the therapeutic relationship
5. The importance of self-care and burnout prevention

**VI. Methods of Assessment/Evaluation**

Method	% Course Grade
1. Self-Assessment Writing Assignment	12.5%
2. Ethical Decision-Making Paper	12.5%
3. 2 Quizzes	12.5%
4. Final Project	50%
5. Attendance, Punctuality, Participation	12.5%

**VII. Texts – ☒ Required    ☐ Recommended    ☐ Used for more than one course (list courses)**

1. Cournoyer, Barry R. (2017). <i>The Social Work Skills Workbook</i> . 8th ed., Cengage
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*Editions listed are current as of date of syllabus. More recent editions may be used.*

**VIII. Bibliography of Supplemental Materials – None provided**

**IX. Other Learning Resources**

<b>Audiovisual:</b> : <a href="https://www.ted.com/talks/sally_kohn_what_we_can_do_about_the_culture_of_hate">https://www.ted.com/talks/sally_kohn_what_we_can_do_about_the_culture_of_hate</a>
<b>Electronic:</b> <a href="https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English">https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English</a>
<b>Other:</b> None specified

**Attendance Policy:** To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.

**Services for Students with Disabilities:** It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.

**Academic Integrity:** Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.

Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.