

California State University, Sacramento
Division of Social Work
Social Work 140B: Social Work Practice Fall 2009

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Web address www.csus.edu/indiv/b/bowies/	The class meets on Wednesdays in Mariposa 2030

COURSE DESCRIPTION

This course focuses on the social work practice process and the building of generalist practice skills. Generalist practice skills are the core of social work practice at all levels (individuals, families, groups, organizations, communities, and society-politics). The social work process will be keenly examined and social work practice skills honed. Social work practice--relationship building, assessment, intervention, and termination skills--will be the primary focus of both SWRK 140B and SWRK 140C. **SWRK 140B focuses on social work practice with individuals and families.** SWRK 140C focuses on social work practice with groups, organizations and communities.

This course will be placed on SacCT for ongoing discussions, updates, posting of scores, lecture notes, quizzes, midterm and grades, questions, placing of articles and notes, as well as any other information related to the course. Each student must activate his/her SacLink account to access the site. **The course id is SWRK 140B section 7.**

Both SWK 140B and SWK 140C emphasize practice within a diverse (age, gender, ethnicity, mental and physical ability, sexual orientation, religion/spirituality, groups of vulnerable and oppressed persons) society. This emphasis is supported by the NASW Code of Ethics which states that "Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability" (NASW Code of Ethics, 1.05c). Social work values, ethics and ethical decision making are applied to the spectrum of social work practice processes. Students are expected to apply knowledge of social systems, lifespan development, life course issues, diversity, and social justice in relationship building, assessment, treatment planning, intervention and evaluation with individuals, families, groups, organizations and communities.

COURSE OBJECTIVES

The course provides learning opportunities for students to develop or achieve the following course objectives:

Knowledge Objectives

- 1) Articulate and apply knowledge and understanding of generalist social work practice within an ecological framework with and on behalf of diverse individuals and families across the lifespan. (Meets Program Learning Objectives [PLO]1,3,6; EPAS 4.5)
- 2) Develop detailed understanding of and learn to apply a generalist social work practice process including assessment, intervention planning, intervention, and evaluation of practice and services with a diversity of individuals and families across the lifespan (PLO 1,3,6,9,12; EPAS 4.5)
- 3) Understand the principles, concepts and skills of strengths-based, empowerment, ecological and culturally competent social work practice frameworks and apply one or more theories with and on behalf of diverse individuals and families across the lifespan. (PLO 3,4,6,7; EPAS 4.1, 4.2, 4.3, 4.5)

- 4) Develop a critical perspective of the frameworks and theories utilized in practice and apply one or more theories in work with clients in the field setting. (PLO 1,3,4,6,7; EPAS 4.0, 4.1, 4.2, 4.3, 4.5)
- 5) Demonstrate knowledge and understanding of social work mission and values, ethics and principles of practice (i.e., NASW Code of Ethics') through critical thinking, identify ethical dilemmas and apply ethical decision making processes. (PLO 1,2,3; EPAS 4.0, 4.1, 4.5)
- 6) Further develop your personal and professional capacities and the ability to manage personal and professional boundaries (this includes demonstration of the ability to apply the values and ethics of social work as articulated in the NASW Code of Ethics). (PLO 1,2,3; EPAS 4.0, 4.1, 4.5)

Skills Objectives

- 1) Apply the strengths, empowerment, and ecological frameworks through the social work practice process, in your field setting when working with diverse individuals and families across the lifespan. (PLO 1, 3,4,6, 7; EPAS 4.5,4.7)
- 2) Identify and utilize appropriate assessment frameworks (bio-psycho-social, eco-map, genogram, and others as assigned. (PLO 1,3,6,7; EPAS 4.3, 4.5,4.7)
- 3) Demonstrate generalist social work practice interview skills with diverse clients across the lifespan. (PLO 1,2,3,4,6,7,10; EPAS 4.1, 4.2, 4.5,4.7)
- 4) Develop and demonstrate the ability to engage in all phases of the social work process with diverse client groups. (PLO 1,2,3,4,6,7,10; EPAS 4.1, 4.2, 4.5,4.7,)
- 5) Articulate social justice and advocacy issues as they relate to vulnerable, diverse, at-risk and/or oppressed populations across the lifespan. (PLO 1,2,3,4,8,10; EPAS 4.0, 4.1, 4.2, 4.7)
- 6) Develop and demonstrate diversity competent social work skills in social work practice with individuals and families of diverse ages, cultures, ethnicities, race, sexual orientations, socioeconomic classes, gender, physical and mental ability, and those who are vulnerable and oppressed. (PLO 1,2,3,4,8,10; EPAS 4.0, 4.1, 4.2,4.7)
- 7) Apply social work values and principles of the NASW Code of Ethics, including the use of ethical decision making processes throughout the helping process with diverse clients across the lifespan (PLO 1,2,3; EPAS 4.0, 4.5,4.7)
- 8) Demonstrate the Integration of specific classroom content with field practicum experiences. (PLO 1,2,3,4,5,6,7,8,9,10,11,12; EPAS 4.0, 4.1,4.2,4.3,4.4,4.5,4.6,4.7)
- 9) Demonstrate the skills of self-awareness and articulate one's sense of self, personal strengths and challenges for ethically-based and culturally competent social work practice (PLO 1,2,3,4,10; EPAS 4.0, 4.1,4.2,4.5,4.6,4.7)

Values Objectives

1. Internalize a valuing of diverse client strengths, resiliencies and resources throughout the social work practice process. (PLO 1,2,3,6,7; EPAS 4.0; 4.1, 4.2, 4.5, 4.7)
2. Demonstrate sensitivity to social and economic justice as it relates to issues of age, race, ethnicity, culture, class, gender, sexual orientation, religion, and/or physical or mental ability, and those who are vulnerable and oppressed. (PLO 1,2,3; 7EPAS 4.0,4.1,4.2, 4.5,4.7)
3. Incorporate the mission, values and ethics of the social work profession in one's development of professional self. (PLO 1,2,3, 6,,8; ESAP 4.0; 4.1, 4.2, 4.4,4.5, 4.7)
4. Integrate the core values of the social work profession as identified in the NASW Code of Ethics into one's social work practice. (PLO 1,2,3,4,6; EPAS 4.0,4.1,4.2,4.5,4.7)

COURSE FORMAT

This course emphasizes student participation. A variety of teaching methods are used to engage students as active learners as they gain skills for social work practice. These include lecture, discussion, experiential exercises, group work, video and audio material, and case studies. The instructor implements cooperative and collaborative learning processes as the primary engines for learning. It is important to realize that this is not a lecture, note taking, and multiple-choice type of course. This is a social work practice course and **demands your active engagement and participation for successful completion.**

Cooperative and collaborative learning are dependent upon student preparation and active participation. Students are expected to have **read all assigned readings before the class session for which they are assigned and be active in cooperative and collaborative learning exercises.**

Disability Accommodation

If you would like to request academic accommodation due to a disability, please contact Services to Students with Disabilities- Lassen Hall room 1008, phone: 916-278-6955 (voice only) or 916-278-7239 (TDD only) or <http://www.csus.edu/sswd>. Office hours are Monday through Friday 8:00 a.m. to 5:00 p.m. (except holidays). If you have a letter from Services to Students with Disabilities please present the letter to me so we can discuss the accommodations you might need for this class.

Attendance

This class does require that students are present and ready to work at each class session. I expect that you will complete the assigned readings prior to each class and be prepared to share your own thoughts and reactions to the readings with the class. *Further, because class participation is so important missing more than 25% of the class sessions will result in an automatic grade of "F" (you cannot pass the class with 4 or more absences)*

If you must be absent from class because of illness or a family emergency, please let me know before missing a class. In the event that you must miss a class you are still responsible for the readings and for submitting any assignments that are due that day. *You must get any missed assignments or handouts, homework assignments and notes from classmates.*

The following criteria will be used in assessing students' attendance:

- Anyone missing three weeks or (6) scheduled class sessions (excused or unexcused) loses one letter grade from the final grade. There is no substitute or make-up for attendance. Missing one-third or more of scheduled class sessions will result in a grade of FAIL for the course.
- Students are responsible for signing the attendance sheet if late for class.
- Repetitive lateness or early departure (i.e., 15 minutes late arrival or early departure - more than three times) will affect the final grade.

Written Assignments

Clear and concise writing are key ingredients for your future in the field of social work. As future social workers, each of you will be called upon to write letters and reports that will impact the lives of individuals, funding, and social policies. The development of writing skills is a life long endeavor; therefore I encourage you to seek out the assistance of the writing tutor whenever you feel the need. Additionally, after I read your assigned work I may refer you to the writing tutor.

All writing assignments shall be **typed, double-spaced and have one-inch margins. Font (typeface) size shall be 12 points.** All papers should include a cover page with your name, name of assignment, instructors' name, course name and date. No late papers will be accepted unless there are extraordinary circumstances and/or prior approval has been given by the instructor. **Always keep a copy of each assignment** you submit to the instructor

- 1) All papers are evaluated for proper use of grammar and spelling and coherently and logically arranged thoughts.
- 2) All papers are evaluated for proper use of knowledge: the integration of concepts, theories, models, and information from readings, lectures and class discussions is used in a way that demonstrates your grasp of the material.
- 3) **All papers** should demonstrate accurate citation of references (both text and Internet) in the style of the American Psychological Association (APA Style).

Criteria for Evaluating Writing

LEGEND

TC = Thoroughly Covered

WC = Well Covered

PC = Partially Covered

NC = Not Covered

TC= Thoroughly Covered = The points made in the essay answer are all relevant to the thesis and support it. The paper makes all the points essential to the thesis. Essay elements demonstrate a correct understanding of the material covered, or, where room for disagreement exists, present thoughtful and plausible interpretations of difficult material. Essay elements use terms, examples, comparisons, criticisms, and the like, as needed, to unambiguously convey a coherent view or explanation of the ideas or arguments being explained.

WC = Well Covered = The points made in the essay answer are all generally relevant to the thesis and tend to give it solid support. The essay answer makes most of the points essential to the thesis. Essay elements evince a mostly correct and a competent understanding of the material covered, or, where room for disagreement exists, present, overall, thoughtful and plausible interpretations of difficult material, even if one or two key elements are not covered or are given questionable treatment.

PC = Partially Covered = The essay makes one or more of the points essential to development of the thesis, although a number of points essential to the thesis may be overlooked or glossed-over, and the argument advanced may include more than a few elements that lend little if any support to the thesis. Some important and obvious points may be misunderstood or missing. Some points may be undeveloped or unrelated to each other. Connections may have to be supplied by the reader.

NC= Not Covered = The essay answer has a thesis and appears to argue for it, but the essay is a series of scattered or unrelated points. The content of the essay evinces misunderstanding of several key concepts (relative to the purposes of the assignment) or understanding of them is not conveyed, yet some key concepts are covered and are not entirely misunderstood.

Plagiarism

Plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution. Regardless of the means of appropriation, incorporating another's work into one's own requires adequate identification and acknowledgement. Plagiarism is doubly unethical because it deprives the author of rightful credit and gives credit to someone who has not earned it. Acknowledgement is not necessary when the material used is common knowledge.

If it is determined that a student has plagiarized the work of another, it can result in the student being suspended or expelled from the University, depending on the circumstances. (<http://www.csus.edu/admbus/umannual/UMP14150.htm>). In this course a grade of {F} can be expected by students who plagiarize.

COURSE ASSIGNMENTS AND GRADING

Assignment	Points
Participation/Homework (5 points for exercise 5.7)	20+5
Field Check-In (5 points from exercise 5.8)	20+5
Journals	50
Quizzes 5@ 10 pts each	50
Mid-Term	50
Biopsychosocial	100
Total	300

- 1) All assignments are required to be turned in on time.
- 2) If the instructor decides to accept late assignments, late assignments will have 5 points deducted for each day the assignment is late.
- 3) I have provided clear guidelines for each assignment and suggest that you follow them closely.
- 4) I am happy to discuss and answer questions about any assignment.
- 5) You will receive clear feedback on each assignment so that you will know both the strengths of your work as well as the ways in which your work can be improved.
- 6) Students are reminded to **retain a duplicate copy** of all their written assignments prior to submitting them for grading in the event of accidental loss or destruction.

Semester grades are based on a total of points

A	100% - 95%	300 - 285
A-	94% - 90%	284 - 270
B+	89% - 87%	269 - 261
B	86% - 84%	260 - 252
B-	83% - 80%	251 - 240
C+	79% - 77%	239 - 231
C	76% - 74%	230 - 222
C-	73% - 70%	221 - 210
D+	69% - 67%	209 - 201
D	66% - 64%	200 - 192
D-	63% - 60%	191 - 180
F	59% <	179 and under

DESCRIPTION OF ASSIGNMENTS

Student Guidelines for Class Participation/Homework (25 Points)

Given the integrative nature of our Division’s practice course with field experience, it is important that students bring their experiences in field to class. Following social work ethics and values, it important to note that **all in-class practice examples and case presentations are bound by the rules of confidentiality.**

The following list is a summary of the expectations for student participation in this class:

- Arrive for class on time.
- Turn off cell phones.
- Attend each class and be an active participant.
- Each student is responsible to read all of the readings assigned for this class and be prepared for class discussion, small group exercises, and assignments.

- **Complete homework**, tests and written assignments in a timely manner.
- Read and think about the readings prior to each class so that you may contribute to the class in an intelligent manner.
- **Challenge yourself** to be an active learner by asking questions, discussing the course content with your classmates, and by addressing your concerns and criticisms with the professor.
- Challenge yourself to be open to hearing the ideas and thoughts of people with whom you disagree.
- If you have concerns about your understanding of the course content or assignment I expect that you will let me know so we can discuss your concerns.
- If you have a concern about anything that happens during class please let me know so we can discuss your concern.
- Thoughts on ethical practice. As developing social work professionals, it is expected that students will become familiar with and **adhere to the NASW Code of Ethics**. This code for professional behavior should guide your actions in class and in the field agency setting.
- Disrespect for student colleagues or the instructor will not be tolerated as classroom dynamics must be safe, appropriate, on topic, open and respectful of diverse opinions and experiences.
- Read the Division of Social Work *Student Standards of Performance*, located on the Division Website under the *FORMS* link.

As a guideline for organizing your workload, note that it is standard educational expectation that students spend 2-3 hours outside of class time “studying” for every hour spent in class.

Criteria for Evaluating Participation

Outstanding Contributor: Contributions in class reflect exceptional preparation. Ideas offered are always substantive, provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly.

Good Contributor: Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.

Adequate Contributor: Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

Non-Participant: This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. If this person were not a member of the class, valuable air-time would be saved.

Homework

Student Manual Exercises and Case Studies

The student manual has many exercises which we will complete both in class and as homework. Most exercises done in class and outside the classroom will be collected. In addition, there will be case studies assigned (available on the SACCT web page). When these are assigned, you will be asked to complete them individually

Social Work 140B Bowie Tuesday Section 6 Class Number 83212 Class location Mariposa 1016 at home. We will then work them in small groups in class. Your individual work on the case studies will also be collected. Full completion and participation counts towards your participation grade.

Journals (50 points)

Using the format given, students will complete the format on a weekly basis. Students will be guided by the professor how to incorporate the following terminology in their journal assignments. **Answer the following questions and include them in your journal for this week. Please type all journal assignments.**

Field Check-In/Journal Terminology

Knowledge:

- Cultural Competence
- Ethical Dilemmas
- Confidentiality
- Self-Disclosure
- Boundary Issues
- Use of Power
- Increasing Self-Awareness
- Developing Critical Consciousness
- Self-Determination
- Generalist Practice
- Ecological Perspective
- Empowerment
- Strengths Perspective

Skills/Roles:

- Use of Professional Self
- Advocate and Broker
- Non-Judgementalism
- Self-Determination
- Confidentiality
- Accountability
- Interpersonal Helping
- Individual/Family/Group
- Treatment
- Risk
- Assessment/Transition
- Service
- Planning/Management
- Confronting
- Conflict Resolution
- Social Action
- Teacher/Trainer
- Case/Resource Management
- Researcher
- Outreach
- Mediator
- Catalyst
- Consultant

Values/Principles:

- Service
- Social Justice
- Human Dignity and Worth
- Importance of Human Relationships
- Integrity
- Competence
- Acceptance
- Individualization
- Self-Determination
- Objectivity
- Honesty
- Lifelong Learning
- Ethical Decision Making

Field Check-In (25points)

Students will participate in field check-in by discussing aspects of their field experiences related to specific concepts. In order to get full credit student must participate in three field check-ins this semester. Students must answer the following when engaging in field check-in.

1. What learning challenge(s) were presented to you this week?
2. What are potential solutions to the challenges?
3. What concepts discussed and learned in class inform your solutions?

Quizzes (5) (10 points each/50 points total)

There are five scheduled quizzes in this course. The quizzes cover material in the Kirst-Ashman and Hull text. This purpose of these quizzes is to have student's study the materials and become grounded in a generalist framework for social work practice.

Quizzes will be held on

- #I- Week: 3- 9/16,
- #II- Week 6- 10/7
- #III- Week 9- 10/28
- #IV- Week 12- 11/18
- #V- Week 15- 12/9

Mid-term (50 points)

The mid-term exam materials may be taken from readings, lectures, films, class discussion or group exercises in class. Each student is expected to complete his or her work independently. The purpose of this exam is to prepare students for more intense work for the remainder of the semester. Follow the directions given on the exam.

Biopsychosocial Cultural/Spiritual Client Assessment (100 points)

Assessment involves both lifelong learning and critical thinking as you bring your professional knowledge and the client's experience together in a process of reflection, analysis and synthesis. Using theoretical knowledge and empirical knowledge within the context of a person-in-environment perspective, you will assess a client (system) at your field placement this semester. You will be using an PIE classification system along with a strengths-based approach to conduct this assessment. 10-12 pages.

REQUIRED BOOKS

Ashman-Kirst, K., Hull, G., (2009). *Understanding Generalist Practice*. Brooks/Cole Publications.

Kirst-Ashman, K., Hull, Jr., G.H., & Vogel, V., (2006). *Student manual for Understanding Generalist Practice* (5th ed.). Belmont, CA: Thomson Brooks/Cole.

Sweitzer, Fedrick H., King, Mary A. (2008). *The successful internship: Transforming and empowerment in experiential learning* (3rd ed.). Belmont, California: Thompson Brooks/Cole

*** THE INSTRUCTOR MAINTAINS THE RIGHT TO MAKE CHANGES TO THE SYLLABUS. AS A MATTER OF FAIRNESS THE INSTRUCTOR WILL GIVE ADEQUATE NOTICE TO STUDENTS BEFORE DURING SO.**

California State University, Sacramento
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Fall 2009
Sylvester Bowie, Associate Professor

I, _____ have thoroughly read through the course syllabus for **SWRK140B** and the Student Standards of Performance found on the Division of Social Work website. I understand the requirements for the course as stated in the syllabus. By signing below, I agree to participation in the course and acknowledge the required assignments, participation expectations, and attendance requirements for **SWRK 140 B**.

_____/_____
Student Signature Date

Student Contact Information

Best Phone Number to Reach You:

Cell: _____/Home: _____

Email Address: _____

Journal Assignment

Name: _____

Instructions: For each week this semester complete this assignment by responding to all statements or questions.

Week (please circle) 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

I met with my field instructor for one or more hours this week.

Yes No

I met with my task supervisor for one hour or more this week.

Yes No N/A

On a scale of one to ten, to what degree do you think your learning needs are being attended to at this agency? _____

1 = never – 10= always

What percentage of the time you are at the agency do you meet with clients? _____

0 – 100%

On a scale of one to ten, what was you level of energy at the agency over the past week? _____

1 = extremely low - 10 = extremely high

On a scale of one to ten how comfortable did you feel in your relationship to staff *during this week*? _____

1 – very uncomfortable - 10 – very comfortable

On a scale of one to ten how comfortable did you feel in your relationship to clients *during this week*? _____

1 – very uncomfortable - 10 – very comfortable

Provide information that forms the basis of your score. It is not sufficient to say I was a 6 on the scale 1-10. Provide a rationale for the score- failure to do that will cause you to lose valuable points.

Answer the following questions and include them in your journal for this week. Please type all journal assignments. Use identifying sub headings for all the questions.

4. What learning challenges were presented to you this week? (not problem of the clients)
5. What are potential solutions to the challenges?
6. What concepts discussed and learned in class inform your solutions? Be specific.
7. Choose at least two of the terminology in the list provided which are relevant to the challenge(s) you have described. Give examples of how they are relevant.
8. What activities from your learning objectives did you engage in this week?

Week	Date	Topic and Readings	Assignments and Quizzes
		Unit 1: Understanding Generalist Practice	Emphasis on Social Work Values and Ethics
1	9/02 —	Course Overview Syllabus Review Building a Classroom Community Where Are You going In Social Work? Understanding Field Placement <u>Readings:</u> 1. Division of Social Work Student Standards (available at http://www.hhs.csus.edu/SWRK/SWForms.htm) 2. Chapter 1: Kirst-Ashman & Hull, pp: 1-20 3. Switzer & King chapter 1	<p>Bring, Student Manual for Understanding Generalist Practice (SM Text)</p> <p>Complete Exercise 1.2 and bring to class Download and bring copy of Student Standards to Class</p>
2	9/9	Social Work Mission, Values, & Ethics Principles for Ethical Practice In Class Exercises (Workbook and others) Field Check-In <u>Readings:</u> 1. Exercise 1.3 in SM Text –prepare for class 2. Chapter 11: Kirst-Ashman & Hull, pp 371-411 <u>Readings:</u> 1. Chapter 11 Kirst-Ashman & Hull, pp. 370-393 2. Review Exercises 11.1 through 11.7 page 375-378 3. Switzer & King chapter 2	Field Entry Due Bring SM Text and Kirst-Ashman & Hull Text Bring SM Text and Kirst-Ashman & Hull Text Complete Exercise 11.6 for turn-in & class discussion 2
3	9/16	Understanding Ourselves Field Check-In In Class Assignment Introduction to Social Work Practice Model Social Justice and Advocacy <u>Readings:</u> 1. Chapter 1: Kirst-Ashman & Hull, pp 21-39 2. Preface & Chapter 1: Hoefler 3. Exercises 1.4-1.6 in SM Text-prepare for small group work <u>Readings:</u> 1. Chapter 2: Kirst-Ashman & Hull, pp. 42-50 2. Review Ex. 2.1 through 2.4 in SM Text –prepare for small group work 3. Switzer & King chapter 3	Field Entry Due Bring SM Text and Kirst-Ashman & Hull Text Bring SM Text and Kirst-Ashman & Hull Text Complete Ex. 2.4 for turn-in & class discussion Quiz # 1 online completed before the start of class

		Unit II. Social Work Practice Skills: Interviewing and Assessment	Emphasis on Social Work Skills Exercises, Role Plays, and Practice
Week		Topic and Readings	Assignments and Quizzes
4	9/23	<p>Client Self-Determination & Empowerment Social Work Practice Process Model Case Management</p> <p>Readings: 1. Chapter 15: Brokering & Case Management: Kirst-Ashman & Hull pp. 505- 2. Review Ex. 15.1 for small group work 3, Ex. 15.3 & 15.4 in SM Text—complete for turn-in 4. Switzer & King chapter 4</p>	<p>Field Entry Due</p> <p>Bring SM Text and Kirst-Ashman & Hull Text</p> <p>Complete Ex. 15.3 & 15. 4 for turn-in and class discussion</p> <p>Bring SM Text and Kirst-Ashman & Hull Text Bring Summers chapter to class</p>
5	09/30	<p>Pre-Phase Engagement Introduction to Interview Skills</p> <p>Readings: 1. Chapter 2: Kirst-Ashman & Hull, pp. 51-75 2. The Case of Trent: on SACCT 3. Review Ex. 2.5 through 2.9 in SM Text-prepare for small group work 4. Switzer & King chapter 5</p>	<p>Field Entry Due</p> <p>Complete, <i>Case of Trent</i> for turn-in and class discussion</p>
6	10/07	<p>Engagement Interview Skills Development</p> <p>Readings: 1. Chapter 5: Kirst-Ashman & Hull, pp. 138-142 2. Ex. 5.1: in SM Text 3. Switzer & King chapter 6</p> <p>Note that exercises 5.7 & 5.8 in SM page 99 will be completed and submitted by week 9 10/28 on SacCT and each will account for 5 points from the homework/participation and field check in section</p>	<p>Field Entry Due</p> <p>Bring SM Text and Kirst-Ashman & Hull Text</p> <p>Complete Ex. 5.1 for turn-in and class discussion</p> <p>Bring SM Text and Kirst-Ashman & Hull Text Bring Summers Chapter to class</p> <p>Quiz II online completed before the start of class</p>
7	10/14	<p>Interview Skills Development</p> <p><u>Motivational interview articles by Wahab</u></p>	<p>Field Entry Due.</p> <p>Bring SM Text and Kirst-Ashman & Hull Text Read Wahab article on SacCT</p>

8	10/21	<p>Assessment and Interview Skills Writing for Social Work Practice</p> <p>Readings: 1. Chapter 5: Kirst-Ashman & Hull, pp. 141-156</p> <p>Readings: 1. 2. Review Ex. 5.2 through 5.5 in SM Text for small group work</p>	<p>Field Entry Due</p> <p>Bring SM Text and Kirst-Ashman & Hull Text</p> <p>Midterm Completed before class based on chapters and materials covered week 4-7</p> <p>Bring All Text Books Text</p>
9	10/28	<p>The Biopsychosocial Spiritual Assessment From Assessment to Planning Hypothesis Development</p> <p>Readings 1. Chapter 6: Kirst-Ashman & Hull, pp. 181-204 2. Review Ex. 6.1-6.4 in SM Text for small group work</p> <p>3. exercises 5.7 & 5.8 in SM page 99 will be completed and submitted by week 9 10/28 Due</p>	<p>Field Entry Due</p> <p>Bring SM Text and Kirst-Ashman & Hull Text</p> <p>Bring SM Text and Kirst-Ashman & Hull Text & Summers chapter exercises 5.7 & 5.8 in SM page 99 will be completed and submitted by week 9 10/28 Due</p>
10	11/04	<p>From Planning to Intervention Recording in SW Practice</p> <p>Readings: 1. Chapter 7: Implementation Applications: Kirst-Ashman & Hull 2. Review Ex. 7.1 in SM Text for small group work 3. Hashimi, J. K. (1981). Environmental modification: teaching social coping skills. Social Work, 323-325 (on SACCT) 1. Chapter 16: Recording in SW Practice: Kirst-Ashman & Hull, pp. 511-543</p>	<p>Field Entry Due</p> <p>Bring SM Text and Kirst-Ashman & Hull Text</p> <p>Quiz III online completed before the start of class</p>
11	11/11	<p>Recording in Social Work Practice Intervention Implementation</p> <p>Readings: 1. Review Ex 7.2 in SM Text for small group work</p> <p>Readings: 1. Review Ex. 7.3 in SM Text for small group work</p>	<p>Field Entry Due</p> <p>Bring SM Text and Kirst-Ashman & Hull Text</p> <p>Biopsychosocial Assessment Interviews should be completed by today</p>
12	11/18	<p>Biopsychosocial Cultural/Spiritual Assessment Peer Feedback Session</p>	<p>Field Entry Due</p> <p>First Draft of Biopsychosocial Due today (11/20) for Peer Feedback Session</p> <p>Quiz IV online completed before the start of class</p>

13	11/25	<p>Evaluation, Termination & Follow-up</p> <p>Readings: 1. Chapter 8: Kirst-Ashman & Hull, pp. 253-270 2. Case 2, The Case of Trent Revisited: on SACCT</p> <p>Readings: 1. Chapter 8: Kirst-Ashman & Hull, pp. 273-285; 286-289 2. Review Ex. 8.1 in SM Text for small group work 3. Ex. 8.2 in SM Text for turn-in</p>	<p>Field Entry Due</p> <p>Bring SM Text and Kirst-Ashman & Hull Text</p> <p>Complete <i>Case of Trent Revisited</i> for turn-in and class discussion</p> <p>Complete Ex 8.2 in SM Text for turn-in and class discussion</p>
14	12/02	<p>Culturally Competent Social Work Practice</p> <p>Readings: 1. Chapter 12: Kirst-Ashman & Hull, pp. 395-423. 2. Complete Ex. 12.2 in SM Text for turn-in and class discussion</p> <p>Readings: 1. Review Ex. 12.3-12.4. Complete individual work and prepare for in class small group work</p>	<p>Field Entry Due</p> <p>Bring SM Text</p> <p>Complete Ex 12. 2 in SM text for turn-in and class discussion</p> <p>Bipsychosocial Assignment Revised Draft Due Today (12/04) for Professor Feedback</p> <hr/> <p>Bring SM Text</p> <p>Complete individual components of Ex 12.3-12.4 for small group work</p>
15	12/9	<p>Culturally Competent/Gender-Sensitive SW Practice</p> <p>Readings: 1. Chapter 13: Kirst-Ashman & Hull, pp. 425-436 2. Review Ex 13.1 and complete individual work and prepare for small group work</p> <p>Readings: 1. Chapter 13: Kirst-Ashman & Hull, pp. 437-459 2. Review Ex. 13.2 and 13.3 in SM Text and complete individual work and prepare for small group work</p>	<p>Field Entry Due</p> <p>Bring SM TEXT</p> <p>Biopsychosocial Draft Returned to You 12/11</p> <p>Complete individual components of Ex 13.1 for small group work</p> <p>Bring SM Text</p> <p>Quiz V online completed before the start of class</p> <p>Complete individual components of Ex 13.2-13.3 for small group work</p>
16	12/16	<p>Finals Week</p>	<p>Biopsychosocial cultural/spiritual-environment Assessment Final Draft Due by 6:30 pm</p>