REQUIRED BOOKS


**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.**

**THIS TEXT WILL BE USED BOTH SEMESTER FOR SECTION B & C OF THIS PRACTICE CLASS**

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 SacCT account to access the site.

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:

| 2.1.1 Identify as a Professional Social Worker and Conduct Oneself Accordingly |
|---|---|
| a. Advocate for client access to the services of social work |
| b. Practice personal reflection and self-correction to assure continual professional development |
| c. Attend to professional roles and boundaries |
| d. Demonstrate professional demeanor in behavior, appearance, and communication |
### Social Work Ethical Principles

#### 2.1.5 Advance Human Rights and Social and Economic Justice
- a. Understand forms and mechanisms of oppression and discrimination
- b. Advocate for human rights and social and economic justice
- c. Engage in practices that advance social and economic justice

#### 2.1.6 Engage in Research-Informed Practice and Practice-Informed Research
- a. Use practice experience to inform scientific inquiry
- b. Use research evidence to inform practice

#### 2.1.7 Apply Knowledge of Human Behavior and the Social Environment
- a. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation
- b. Critique and apply knowledge to understand person and environment

#### 2.1.8 Engage in Policy Practice to Advance Social and Economic Well-Being and to Deliver Effective Social Work Services
- a. Analyze, formulate, and advocate for policies that advance social well-being
- b. Collaborate with colleagues and clients for effective policy action

#### 2.1.9 Respond to Contexts that Shape Practice
- a. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
- b. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

#### 2.1.10 Engage, Assess, Intervene, and Evaluate with Individuals, Families, Groups, Organizations and Communities
- a. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
- b. Use empathy and other interpersonal skills
- c. Develop a mutually agreed-on focus of work and desired outcomes.
- d. Collect, organize, and interpret client data
- e. Assess client strengths and limitations
- f. Develop mutually agreed-on intervention goals and objectives
- g. Select appropriate intervention strategies
- h. Initiate actions to achieve organizational goals
- i. Implement prevention interventions that enhance client capacities
- j. Help clients resolve problems
- k. Negotiate, mediate, and advocate for clients
- l. Facilitate transitions and endings
- m. Critically analyze, monitor, and evaluate interventions
- e. Engage in career-long learning
- f. Use supervision and consultation

#### 2.1.2 Apply Social Work Ethical Principles to...
### Guide Professional Practice

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>Recognize and manage personal values in a way that allows professional values to guide practice</td>
</tr>
<tr>
<td>b.</td>
<td>Make ethical decisions by applying standards of the National Association of Social Workers <em>Code of Ethics</em> and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work <em>Ethics in Social Work, Statement of Principles</em></td>
</tr>
<tr>
<td>c.</td>
<td>Tolerate ambiguity in resolving ethical conflicts</td>
</tr>
<tr>
<td>d.</td>
<td>Apply strategies of ethical reasoning to arrive at principled decisions</td>
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#### 2.1.3 Apply Critical Thinking to Inform and Communicate Professional Judgments

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom</td>
</tr>
<tr>
<td>b.</td>
<td>Analyze models of assessment, prevention, intervention, and evaluation</td>
</tr>
<tr>
<td>c.</td>
<td>Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</td>
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</table>

#### 2.1.4 Engage Diversity and Difference in Practice

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<tbody>
<tr>
<td>c.</td>
<td>Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</td>
</tr>
<tr>
<td>d.</td>
<td>Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
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### 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, web based and online instructional activities, 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 lifelong 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).
4) Please regard all written work to be submitted as a formal paper and the guideline above MUST be followed in every instance.

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/umanual/UMP14150.htm) In this course a grade of {F} can be expected by students who plagiarize.

COURSE ASSIGNMENTS AND GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation/Homework</td>
<td>25</td>
</tr>
<tr>
<td>Field Check-In and related assignment (field text)</td>
<td>25</td>
</tr>
<tr>
<td>Journals (4 submitted: 9/24, 10/29, 11/19 &amp; 12/10)</td>
<td>40</td>
</tr>
<tr>
<td>Quizzes 5@ 10 pts each (9/15, 10/06, 11/3, 11/17 &amp; 12/1)</td>
<td>50</td>
</tr>
<tr>
<td>Mid-Term (completed by 10/25 before the start of class)</td>
<td>50</td>
</tr>
<tr>
<td>Biopsychosocial (draft 12/06 hard copy for peer review. Final draft ecopy due 12/15 submitted on SacCT by 12 noon)</td>
<td>50</td>
</tr>
<tr>
<td>Final – completed on SacCT by 3 PM 12/15</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100% - 95%</td>
<td>300 - 285</td>
</tr>
<tr>
<td>A-</td>
<td>94% - 90%</td>
<td>284 - 270</td>
</tr>
<tr>
<td>B+</td>
<td>89% - 87%</td>
<td>269 - 261</td>
</tr>
<tr>
<td>B</td>
<td>86% - 84%</td>
<td>260 - 252</td>
</tr>
<tr>
<td>B-</td>
<td>83% - 80%</td>
<td>251 - 240</td>
</tr>
<tr>
<td>C+</td>
<td>79% - 77%</td>
<td>239 - 231</td>
</tr>
<tr>
<td>C</td>
<td>76% - 74%</td>
<td>230 - 222</td>
</tr>
<tr>
<td>C-</td>
<td>73% - 70%</td>
<td>221 - 210</td>
</tr>
<tr>
<td>D+</td>
<td>69% - 67%</td>
<td>209 - 201</td>
</tr>
<tr>
<td>D</td>
<td>66% - 64%</td>
<td>200 - 192</td>
</tr>
<tr>
<td>D-</td>
<td>63% - 60%</td>
<td>191 - 180</td>
</tr>
<tr>
<td>F</td>
<td>59% and under</td>
<td>179 and under</td>
</tr>
</tbody>
</table>
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
Social Work 140B Bowie Tuesday Section 6 Class Number 83212 Class location Mariposa 1016
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
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 (40 points)**

Using the format given, students will complete the format on a weekly basis, but will submit only 5 of these
journals. Please note the due date for the 5 journals are (9/24, 10/29, 11/19 & 12/10) and will each be scored
out of 10 points each. 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 to be used each semester in journals as well as other written work**

<table>
<thead>
<tr>
<th>Knowledge:</th>
<th>Skills/Roles:</th>
<th>Values/Principles:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Competence</td>
<td>Use of Professional Self</td>
<td>Service</td>
</tr>
<tr>
<td>Ethical Dilemmas</td>
<td>Advocate and Broker</td>
<td>Social Justice</td>
</tr>
<tr>
<td>Confidentiality</td>
<td>Non-Judgementalism</td>
<td>Human Dignity and Worth</td>
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<tr>
<td>Self-Disclosure</td>
<td>Self-Determination</td>
<td>Importance of Human Relationships</td>
</tr>
<tr>
<td>Boundary Issues</td>
<td>Confidentiality</td>
<td>Integrity</td>
</tr>
<tr>
<td>Use of Power</td>
<td>Accountability</td>
<td>Competence</td>
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<tr>
<td>Increasing Self-Awareness</td>
<td>Interpersonal Helping</td>
<td>Acceptance</td>
</tr>
<tr>
<td>Developing Critical Consciousness</td>
<td>Individual/Family/Group</td>
<td>Individualization</td>
</tr>
<tr>
<td>Self-Determination</td>
<td>Treatment</td>
<td>Self-Determination</td>
</tr>
<tr>
<td>Generalist Practice</td>
<td>Risk</td>
<td>Objectivity</td>
</tr>
<tr>
<td>Ecological Perspective</td>
<td>Assessment/Transition</td>
<td>Honesty</td>
</tr>
<tr>
<td>Empowerment</td>
<td>Service</td>
<td>Lifelong Learning</td>
</tr>
<tr>
<td>Strengths Perspective</td>
<td>Planning/Management</td>
<td>Ethical Decision Making</td>
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<td></td>
<td>Confronting</td>
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<td>Conflict Resolution</td>
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<td>Social Action</td>
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<td></td>
<td>Teacher/Trainer</td>
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<td></td>
<td>Case/Resource Management</td>
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<td>Researcher</td>
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<td>Outreach</td>
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<td>Mediator</td>
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<td></td>
<td>Catalyst</td>
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<td></td>
<td>Consultant</td>
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Field Check-In (25 points)

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 (session 6)- 9/15,
#II- Week 6 (session 12)- 10/6
#III- Week 9 (session 18)- 10/27
#IV- Week 12(session 24)- 11/17
#V- Week 15 (session 30)- 12/1

Mid-term (50 points)

The mid-term exam materials will be taken from readings, lectures, films, class discussion or group exercises in class. There will be questions (true false, multiple choice, fill in the blank and short answers, class discussions, video and student manual exercises) based on activities since the first week of class.

Biopsychosocial Cultural/Spiritual Client Assessment (50 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 the PIE classification system along with a strengths-based approach to conduct this assessment. This should be between 10-12 pages long. Please see writing requirement for all submitted papers.

Final 60 points

The final will be based on the readings after the midterm. There will be questions (true false, multiple choice, fill in the blank and short answers- all based on the assigned reading, class discussions, video and student manual exercises) based on activities since week number 8.
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. Provide explanation and information that forms the basis of your score. For example you could say for a particular category I was a “6” because …. You will then briefly describe or identify the points that made you determine your score. Provide a rationale for the score- failure to do that will cause you to lose valuable points.

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

I did meet with my field instructor for one or more hours this week.
Yes ☐ No ☐

I did meet 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 that you are at the agency do you meet with clients?________ 0 – 100%

On a scale of one to ten, what was your 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

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 (This form will be available on SacCT for your monthly use).

<table>
<thead>
<tr>
<th>Questions</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What learning challenges were presented to you this week? (not problem of the clients)</td>
<td></td>
</tr>
<tr>
<td>2. What are potential solutions to the challenges?</td>
<td></td>
</tr>
<tr>
<td>3. What concepts discussed and</td>
<td></td>
</tr>
</tbody>
</table>
4. 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.

5. What activities from your learning objectives did you engage in this week?

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic and Readings</th>
<th>Assignments and Quizzes</th>
</tr>
</thead>
</table>
| 1    | 8/30-9/01 | Course Overview  
Syllabus Review  
Building a Classroom Community  
Where Are You going In Social Work?  
Understanding Field Placement  

**Readings:**  
1. Division of Social Work Student Standards  
(available at http://www.hhs.csus.edu/SWRK/SWForms.htm)  
2. Chapter 1: Kirst-Ashman & Hull, pp: 1-48  
3. Switzer & King chapter 1 | Bring, Student Manual for Understanding Generalist Practice (SM Text)  
Complete Exercise 1.2 and bring to class  
Download and bring copy of Student Standards to Class |
| 2    | 9/6&8  | Social Work Mission, Values, & Ethics  
Principles for Ethical Practice  
In Class Exercises (Workbook and others)  
Field Check-In  

**Readings:**  
1. Chapter 11 Kirst-Ashman & Hull, pp. 393-438  
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  |
| 3    | 9/13 & 15 | Understanding Ourselves  
Field Check-In  
In Class Assignment  
Introduction to Social Work Practice Model  
Social Justice and Advocacy  

**Readings:**  
1. Chapter 2: Kirst-Ashman & Hull, pp. 49-73  
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 Exercise and |

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learned in class inform your solutions? Be specific.
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<th>Week</th>
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| 4    | Client Self-Determination & Empowerment  
Social Work Practice Process Model  
Case Management  
**Readings:**  
2. Review Ex. 15.1 -15.4 for small group work  
3. Ex. 15.3 & 15.4 in SM Text—complete for turn-in on 9/22 (group work one copy only)  
4. Switzer & King chapter 4 | Field Entry Due  
Bring SM Text and Kirst-Ashman & Hull Text  
Complete Ex. 15.3 & 15. 4 for turn-in and class discussion  
Bring SM Text and Kirst-Ashman & Hull Text  
Bring Summers chapter to class |
| 5    | Pre-Phase Engagement  
Introduction to Interview Skills  
**Readings:**  
1. Chapter 2: Kirst-Ashman & Hull, pp. 73-90  
2. Review Ex. 2.5 through 2.7 in SM Text-prepare for small group work  
3. Switzer & King chapter 5 | Possibly off campus visit to the SAFE center wait for confirmation from Melaine edwarming@saaccounty.net |
| 6    | Engagement  
assessment I  
generalist practice  
**Readings:**  
1. Chapter 5: Kirst-Ashman & Hull, pp. 157-184  
2. Ex. 5.1: in SM Text  
3. Switzer & King chapter 6 | Quiz II online completed before the start of class 10/06 |
| 7    | Interview Skills Development  
**Motivational interview articles by Wahab** | Read Wahab article on SacCT |
| 8    | Assessment and Interview Skills  
Writing for Social Work Practice  
**Readings:**  
2. Review Ex. 5.2 through 5.5 in SM Text for small group work | No face to face meeting on 10/18 complete SacCT based assignment. |
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| 9    | 10/25 & 27 | The Biopsychosocial Spiritual Assessment  
From Assessment to Planning  
Hypothesis Development | **Readings:**  
2. Review Ex. 6.1-6.4 in SM Text for small group work | Midterm Completed before class on 10/25 based on chapters and materials covered week 4-8 chapter 5, 15 & 2 |
| 10   | 11/01 & 03 | From Planning to Intervention  
Recording in SW Practice | **Readings:**  
1. Chapter 7: Implementation Applications: Kirst-Ashman & Hull 235-284  
2. Review Ex. 7.1 in SM Text for small group work  
(located and read this journal article before coming to class- instructor will verify that you have located the article with a check off of the hard copy you take with you to class. It is not likely that you will locate this article by “Googling” it)  
1. Chapter 16: Recording in SW Practice: Kirst-Ashman & Hull, pp. 565-620 Recording in Social Work Practice | Quiz III online completed before the start of class 11/03 |
| 11   | 11/8 & 10 | Intervention Implementation  
**Readings:**  
1. Review before class Ex 7.2 (A-C) in SM Text for small group work  
**Readings:**  
2. Review Ex. 7.3 in SM Text for small group work  
3. Review Ex. 7.4 before class and be prepared to do exercise A-D in class | |
| 12   | 11/15 & 17 | Biopsychosocial Cultural/Spiritual Assessment  
Review of Engagement and assessment including interviewing- role playing and case studies- review chapter 5 in preparing for this week | Quiz IV online completed before the start of class 11/17 |
| 13   | 11/22 (24 is Thanksgiving) | Evaluation, Termination & Follow-up | **Readings:**  
1. Chapter 8: Kirst-Ashman & Hull, pp. 285-325  
**Readings:**  
2. Chapter 8: Kirst-Ashman & Hull, pp. 273-285; 286-289  
3. Ex. 8.2 (all three case situations) in SM Text for turn-in (Group work- one copy only for the group) | Complete Ex 8.2 in SM Text for turn-in and class discussion |
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| 14 | 11/29 & 2/01 | **Readings:**  
2. Complete Ex. 12.2 in SM Text bring hard copy to class and be prepared for class discussion  
**Readings:**  
1. Review Ex. 12.3-12.4. Complete individual review and prepare for in class small group work | Complete Ex 12.2 in SM text for turn-in and class discussion  
Complete individual components of Ex 12.3-12.4 for small group work  
Quiz V online completed before the start of class on 12/1 |
| 15 | 12/06 & 08 | Culturally Competent/Gender-Sensitive SW Practice & advocacy  
**Readings:**  
1. Chapter 13 & 14: Kirst-Ashman & Hull,  
2. Review Ex 13.1 and complete individual work and prepare for small group work  
Peer Feedback Session  
**Readings:**  
1. Chapter 13: Kirst-Ashman & Hull, pp. 469-510  
2. Chapter 14: Kirst-Ashman & Hull, pp 511-536  
2. Review Ex. 13.2 and 13.3 & 14.1-14.4 in SM Text and complete individual work and prepare for small group work | Draft of Biopsychosocial Due this week (12/06) for Peer Feedback Session  
Complete individual components of Ex 13.1 for small group work  
Bring SM Text  
Complete individual components of Ex 13.2-13.3 for small group work |
| 16 | 12/13& 15 | Finals Week – complete final on SacCt and submit Biopsychosocial cultural/spiritual-environment Assessment also on SacCT | Biopsychosocial cultural/spiritual-environment Assessment Final Draft Due by 6:30 pm |