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.

Both SWK 140B and SWK 140C emphasize practice within a diverse (age, gender, ethnicity, mental and physical ability, sexual orientation, religion/spirituality) 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).

COURSE OBJECTIVES

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

1) Articulate and apply the social work practice process, operating principles, and contexts for practice.
2) Develop detailed understanding and learn to apply a generalist perspective.
3) Apply the strengths, empowerment, and ecological frameworks, in your field setting, when working with individuals, families, and groups (small client systems), and organizations, and communities (large client systems).
4) Understand social work practice theories and apply one or more theories in your field setting.
5) Develop a critical perspective of the frameworks and theories utilized in practice.
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).
7) Utilize and critique assessment frameworks (bio-psycho-social, eco-map, genogram, and others as assigned).
8) Develop interviewing skills as they pertain to diverse client systems.
9) Develop and demonstrate the ability to engage in all phases of the social work process with diverse client groups.
10) Develop the skills and demonstrate ability to work with multicultural clients in diverse settings.
11) Demonstrate the ability to engage in the lifelong learning process as a professional social work practitioner.

**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](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.

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).

**Criteria for Evaluating Writing**

**LEGEND**

+ = Thoroughly Covered
√ = Well Covered
* = Partially Covered
∅ = Not Covered

+= **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.

√ = **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.

* = **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.

∅ = **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**

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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</td>
<td>50</td>
</tr>
<tr>
<td>Field Check-Ins</td>
<td>50</td>
</tr>
<tr>
<td>Quizzes 5@ 10 pts each</td>
<td>50</td>
</tr>
<tr>
<td>Mid-Term</td>
<td>50</td>
</tr>
<tr>
<td>Skills-Lab</td>
<td>100</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</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>100% - 95%</td>
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<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>
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<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>
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<tr>
<td>C+</td>
<td>79% - 77%</td>
<td>239 - 231</td>
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<tr>
<td>C</td>
<td>76% - 74%</td>
<td>230 - 222</td>
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<tr>
<td>C-</td>
<td>73% - 70%</td>
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<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>
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<tr>
<td>F</td>
<td>59% &lt;</td>
<td>179 and under</td>
</tr>
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</table>
Social Work 140B Anderson

Student Guidelines for Class Participation/Contribution (50 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 is 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:

1) Arrive for class on time.
2) Turn off cell phones.
3) Be an active participant by participating in class discussions, small group discussions, role playing, group exercises, and homework assignments.
4) Read and think about the readings prior to each class so that you may contribute to the class in an intelligent manner.
5) Challenge yourself to be an active learner by asking questions, discussing the course content with your classmates, and by addressing your concerns and criticisms to the professor.
6) Challenge yourself to be open to hearing the ideas and thoughts of people with whom you disagree.
7) If you have concerns about your understanding of the course content or assignments I expect that you will let me know so we can discuss your concerns.
8) 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 will not be tolerated as classroom dynamics must be safe, appropriate, on topic, open and respectful of diverse opinions and experiences.
9) Students take ownership of expression of bigotry. In other words, rather than attribute negative characteristics to a social group or to a member of that group, students begin with, “This is how I have been taught to believe,” or “I don’t like to admit it, but I do have the belief that…”
10) Students are responsible for reading the Student Standards of Performance found at http://www.hhs.csus.edu/SWRK/SWForms.htm.
11) Please be sure to see me about any frustrations, anxiety and any problems you are experiencing in field. As the faculty liaison to your field placement I will want to assist you with any concerns you have about your placement.

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.

**Field Check-In (50 points)**
- Students’ interest, time, commitment to the course, as well as personal/professional development is highly valued. Being prepared for class discussion and activities are required.
- Your intelligent, verbal contribution to the class at least once a week and your case presentations and solicitation of consultation from your peer colleagues.
- Each student is required to share throughout the semester their field experiences with the class and instructor. Classroom exercises, assignments and group exercises may be a part of this experience.
- Group case consultations are popular at all levels of social work practice. This is your opportunity to utilize the wisdom and creativity of your colleagues.

Some check-ins will be structured and some will be unstructured. Use the check-in terms, when instructed, to give feedback regarding your field placement.

**Check-In 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

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

There are two 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.

Mid-term (50 points)

The mid-term exam is an in-class open book test. 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.

Skills Lab (100 points)

Throughout the semester students will be practicing interviewing skills and techniques through video-taped role play. A culminating exercise will be for students to participate in a 15 minute taped interview and assess the skills they have used. Students are expected to solicit constructive feedback from their student’s colleagues as part of the assessment process. The skills lab is also the final assignment/project for the semester. Students will document their assessment in a 6-8 page paper. An outline will be given to students regarding paper content and structure.

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.
<table>
<thead>
<tr>
<th>Week</th>
<th>Course Title</th>
<th>Readings</th>
<th>Quiz and Assignment Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview</td>
<td>Frankel &amp; Gelman; Chs. 1-2. pp 1-31.</td>
<td>Field Check-In</td>
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<td>Syllabus Overview</td>
<td>Kirst-Ashman &amp; Hull; Ch. 1</td>
<td>Role-Play</td>
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<td>Kirst-Ashman &amp; Hull; Ch. 2, 11</td>
<td>Group Exercise</td>
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<td>2</td>
<td>Field Check-In</td>
<td>Coggins &amp; Hatchett; Ch. 1 LOCUS</td>
<td>Quiz #1 – Extra Credit</td>
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<tr>
<td>3</td>
<td>Kirst-Ashman &amp; Hull; Ch. 4</td>
<td>Kirst-Ashman &amp; Hull; Ch. 2, 11</td>
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<td>Kirst-Ashman &amp; Hull; Ch. 6</td>
<td>Group Exercise</td>
<td>Quiz #4</td>
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<td>8</td>
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<td>Kirst-Ashman &amp; Hull; Ch. 9 -10</td>
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<td>9</td>
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<td>Kirst-Ashman &amp; Hull; Ch. 9 -10</td>
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<td>10</td>
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<td>11</td>
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<td>Detailed Family Assessment - LOCUS</td>
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<td>Group Exercise</td>
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<td>Kirst-Ashman &amp; Hull; Ch. 6-7</td>
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<td>Quiz #6</td>
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<td>15</td>
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<td>Kirst-Ashman &amp; Hull; Ch. 6-7</td>
<td>Final Exam Due</td>
</tr>
</tbody>
</table>
I, ____________________________ have thoroughly read through the course syllabus for SWRK140B. 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.