California State University, Sacramento  
Division of Social Work  
Social Work 140B: Social Work Practice  
Fall 2006

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Email: revesze@csus.edu  
Office Hours: Tuesday: 1-3pm

Class meeting place: Mariposa 1014  
Class meeting day: Tuesday and Thursday

COURSE DESCRIPTION

This course focuses on the social work practice process and the building of generalist practice skills within a cross cultural context. 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.
2) Develop detailed understanding of the generalist perspective and it’s applications.
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 beginning level interviewing skills as they pertain to diverse client systems.

9) Develop and demonstrate the ability to engage in all phases (engagement, middle and ending) of the social work process with diverse client groups.

10) Develop the skills and demonstrate ability to work with multicultural clients in diverse settings

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 lectures, discussions, experiential exercises, small group work, video material, and case studies. The instructor will implement cooperative and collaborative learning processes as the primary vehicles for learning. It is important to realize that this is not a standard didactic course where the instructor lectures and the students passively take notes. This is a social work practice course taken concurrently with a field practicum requiring your active engagement and participation for successful completion.

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. Confidentiality will be respected.

Attendance

It is expected 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. 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 from classmates.

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

- Anyone missing more than three scheduled class sessions 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 roll if late for class.
- Repetitive lateness or early departure (i.e., 15 minutes late arrival or early departure - more that three times) will affect the final grade (up to 10 points deducted from 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 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).

Plagiarism

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>
<th>Due Date</th>
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<tbody>
<tr>
<td>Participation and Attendance</td>
<td>50</td>
<td>Ongoing</td>
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<tr>
<td>Field Check-Ins</td>
<td>50</td>
<td>Ongoing</td>
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<tr>
<td>Video Self-Assessment Project</td>
<td>150</td>
<td>Week 4</td>
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<tr>
<td>Part 1</td>
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<td>Week 14</td>
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<td>Part 2</td>
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<tr>
<td>Guided Field Journal</td>
<td>100</td>
<td>Weekly</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
<td>Week 14</td>
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<tr>
<td>Quiz # 1</td>
<td>25</td>
<td>Week 5</td>
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<td>Quiz # 2</td>
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<td>Week 10</td>
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1) All assignments are required to be turned in on time.
2) Late assignments will have 5 points deducted for each day the assignment is late. The instructor reserves the right not to accept late assignments.
3) Clear guidelines for each assignment will be provided 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

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<thead>
<tr>
<th>Points</th>
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<tr>
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<tr>
<td>474 - 450</td>
<td>A-</td>
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<td>449 - 425</td>
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<td>399 - 375</td>
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<td>254 and below</td>
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**DESCRIPTION OF ASSIGNMENTS**

**Participation** (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 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.

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. As well, the Division of Social Work’s Diversity Statement will be reviewed and followed in class.

**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.

**Video Self Assessment project Part 1 & 2** (150 points)

Part 1-This two part assignment challenges students to reflect on their emerging social work skills, strengths, and challenges ahead. Students are asked to form dyads, each in turn role playing a case scenario that demonstrates at least 3-4 social work intervention skills (i.e. active listening, paraphrasing, engagement, reframing, etc.). Part 1 is a baseline video. Each member of the dyad will role play a first interview with a client, one will be the client the other the social worker, then reversing roles. Each member is expected to produce a 5 minute interview. Case examples can be drawn from field or provided by the instructor. Students are asked after completing the video to fill out the **Self reflection and goal-setting questionnaire**, which will be handed out in class. Students will not be graded on the quality of the interview but on the self-reflection questionnaire using the following criteria 1) responses reflect an honest assessment of strengths and challenges.2) future goals are in keeping with social work best practice standards.

**Due week 4**

Part 2- Reassessment video- This gives you the opportunity to reassess your progress in skill building. Since building social work skills is a life long process students are asked to create goals for the future beyond this semester. Dyad formation and interview length is the same as for part I. Students are asked to use the same client or client system. Again the grading will be based on
your responses to the **Self-reflection and goal setting questionnaire**, which will be handed out in class. **Due week 14.**

**Guided Field Journal** (100 points)

Students are asked to journal their field experiences weekly as well the complete self-reflection hand-outs (hand-outs will be given out the first week of class). In general, journal entries should reflect the student’s basic understanding of the type of agency they are placed at, funding source, as well the client systems and community the agency serves. Journals need to handed in on a weekly basis. Journal contents are confidential. **Due weekly**

**Final Exam** (100 points)

The final exam will consist of a case study, which will require your assessment as well as multiple choice and true and false questions. This is an in-class open-book test. **Week 14**

**Quizzes** (25 points each)

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. **Week 5 &10**

**REQUIRED BOOKS**


Other Required Readings: Found on LOCUS

*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 DOING SO.*

**REQUIRED SUPPLEMENTAL READING ON LOCUS**

8-10 SUPPLEMENT READINGS FOUND ON LOCUS WILL BE ASSIGNED. THE READING LIST WILL BE HANDED OUT IN CLASS.
<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
<th>Quiz and Assignment Dates</th>
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</table>
| 1    | **Unit 1 Understanding Generalist Practice**  
Understanding Field in Social Work Roles and Responsibilities  
NASW Code of Ethics | Course Overview  
Syllabus Overview  
Check-In |
| 2    | Chapter 1 and Chapter 11: Kirst-Ashman and Hull  
Chapter 1: Lukas | Check-In |
| 3    | Chapter 2: Kirst-Ashman and Hull  
Chapter 2: Lukas | Check-In |
| 4    | Chapter 3 - 4: Kirst-Ashman and Hull | Check-In  
**Video Assignment Part 2**  
**Quiz # 1** |
| 5    | Assigned Readings-LOCUS | Check-In  
**Quiz # 1**  
**Quiz # 2** Kirst-Ashman and Hull Chapters 5-8 |
| 6    | Assigned Readings-LOCUS | Check-In |
| 7    | Chapter 5: Kirst-Ashman and Hull | Check-In |
| 8    | Chapter 6: Kirst-Ashman and Hull | Check-In |
| 9    | Chapter 7: Kirst-Ashman and Hull | Check-In |
| 10   | Chapter 8: Kirst-Ashman and Hull | Check-In  
**Quiz # 2** Kirst-Ashman and Hull Chapters 5-8 |
| 11   | Assigned Readings-LOCUS | Check-In |

**Unit 2 Interviewing and Assessment**  
**Emphasis on Multicultural Understanding**

**Unit 3 Social Work Knowledge and Theory**
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<tr>
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<tr>
<td>13</td>
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<td><strong>Final Exam Video</strong></td>
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<td><strong>Assignment Part 2</strong></td>
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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 SWRK140B.