Social Work Practice 204A is the first required practice course in the graduate social work curriculum. Employing a Generalist Practice Perspective, this course introduces students to social work values, knowledge, and skills essential for beginning social work practice with diverse populations. The course will provide students with a general framework for practice with different size systems: individuals, couples, families, small groups, organizations, community, and society. (Note: Family, Group and Community approaches/interventions will be covered in greater detail in SW204B.) This course’s primarily focus is on the individual: engagement, assessment, ethical practice, record keeping, general intervention strategies, and building the mutual alliance with your client/client system. Fieldwork experiences, in conjunction with the reading materials, form the basis of many course discussions.

The ecological perspective and systems theory, which provide the basic theoretical framework for the course, are oriented toward problem solving in context and understanding the application of multiple levels of intervention. Other theoretical frameworks integrated into the course include empowerment and strength approaches. Assessment, planning, intervention, evaluation, termination, and follow-up are all different integral parts of this process. Multi-level assessment and interventions will be emphasized with particular attention on skills and practice with vulnerable and oppressed populations. Specific pragmatic interfacing of the classroom content with the field practicum is achieved via journals, assignments, and in-class discussions. Field instructors and students also collaboratively focus attention on the development of skills covered in the classroom and in field.

Content in this course is designed to integrate with content taught in human behaviors, social policy, and diversity courses. Theories of human behaviors and social policy are incorporated with key practice theories and concepts for providing strength-based services across the spectrum of client systems. The impact of social policy on human behaviors and the delivery of services are examined. The importance of professional self-awareness and effective use of self is explored and demanded throughout the course. Students are strongly encouraged to examine the congruency and relevance among their own personal beliefs and convictions, their clients' belief systems and views, and the profession's core beliefs and principles. Required readings for this course have been selected for their sound empirical findings of variables found to impact social work practice with individuals and families within diverse contexts.

**Theoretical Framework**

Social work practice is a dynamic, interactive, multi-level process with strong attentions to social justice and working toward social change. The profession's philosophy, values, knowledge, and skills guide this helping process. This professional practice is operationalized within the particular social and cultural context of the target community and environment. Students are expected to apply their liberal arts training to further develop their critical thinking skills regarding society at-large, people and problems, as well as the myriad manifestations of cultures. The course explores and seeks to increase the student's understanding and integration of knowledge in ethics, science, cultural anthropology, sociology, economics, political
science, psychology, and other relevant disciplines. In addition, students are expected to expand and
develop a greater understanding and sensitivity to issues of racism, sexism, homophobia, ageism, as well as
social and economic stratification. Relevant practice theories and models on family therapy, group
dynamics, and social actions are also incorporated.

Course Objectives

Knowledge Objectives
1. Demonstrate an understanding of the generalist perspective and the eco-system (ecological system)
perspective in analyzing clients’ strengths and challenges as demonstrated through written assignments
and class discussions. (Meets CPS standards-M5.4.3, M5.7.8)
2. Acquire the knowledge of the social work process which ranges from assessment and intervention with
individuals/ the client system in their environment (of services delivered) as demonstrated through class
assignments. (M5.7.8, M5.7.6, M5.4.1)
3. Display an understanding of various roles, boundaries, and principles of professional practice, i.e. NASW
Code of Ethics, professional use of self, professional functions, and empowerment as demonstrated
through in class exercises and discussions. (Meets CPS standards-M5.4.4, M5.7.2, M5.7.3)
4. Understand the basic elements of individuals/ client systems within their environments such as roles,
boundaries and power structure, as well as the interaction of these family dynamics within various cultural
contexts as demonstrated through in class exercises and assignments. (Meets CPS standards-M5.7.1,
M5.7.8)

Skill Objectives
1. Articulate social justice and advocacy issues as they relate to vulnerable, diverse, at-risk, or oppressed
populations as demonstrated through class discussion, role plays, and written assignments. (Meets CPS
standards-M5.4.4, M.5.72, M.5.7.4, M.5.7.9)
2. Master the principles of engagement, interviewing, assessment, intervention, evaluation and termination
with individuals and families as demonstrated through class discussion, role plays and written
assignments. (Meets CPS standards-M5.7.12)
3. Assess individuals, families, agencies, and communities through the use of various established
assessment tools, including ecomaps, genograms, and bio-psycho-social assessments as demonstrated
through course assignments. (Meets CPS standards-M5.7.1)
4. Integrate specific classroom content with field practicum experiences as evidenced through classroom
exercises and course assignments. (Meets CPS Standards-M5.6)
5. Describe and decipher a sense of self through a description of ethnicity, religious philosophy, personality
traits, and personal values as demonstrated through in class simulations and course assignment. (Meets
CPS Standards-M5.7.3, M5.4.5)
6. Apply the principles of confidentiality, professional boundaries, and use of self in the helping process as
evidenced through class assignments. (Meets CPS Standards-M5.4.4, M5.7.2, M5.7.3)
7. Critically analyze and apply theory-based intervention strategies as demonstrated through course
assignments. (Meets CPS Standards-M5.7.1, M.5.7.8)
8. Assess record keeping knowledge, learn how to keep accurate, legal, professional records of client/ client
system contact, learn basic knowledge of Health Insurance Portability and Accountability Act (HIPPA).

Values Objectives
1. Display a sensitivity to social and economic justice as it relates to issues of age, race, ethnicity, and
culture, class, gender, sexual orientation, religion, physical or mental ability as demonstrated by course
assignment and in-class exercises. (Meets CPS standards-M5.7.2, M5.7.3, M5.7.4, M5.4.2)
2. Begin to internalize of the philosophy, values, and ethics of the profession as demonstrated by in class
small group discussions and assignments. (Meets CPS standards-M5.4.4, M.5.7.2, M5.7.3)
3. Begin to internalize the principles of self-determination, respect for human dignity and client individuality as demonstrated by class participation and simulated experiences in the classroom setting. (Meets CPS standards-M5.4.4, M5.7.2, M5.7.3)

4. Display and understanding of a continuum of traditional to acculturated values, norms, beliefs, and behaviors of varies ethnic groups within the region as demonstrated through course assignments and class discussions. (Meets CPS standards-M5.7.4, M5.7.2)

Course Format

This course is conducted on a lecture-discussion-laboratory basis. Students are expected to have read all assigned readings prior to class sessions. Student preparation and participation are integral parts of this learning process. Students will lead and participate in exercises and group discussions about practice and practice issues. This will provide a special opportunity to integrate the field experience with classroom learning. Role-plays, small group discussions, one-to-one exercises, and case presentations from field sites will be utilized. Students presenting field material should safeguard client confidentiality. Students are required to share the course outline with the field instructors in order to provide guidance and integration for both field instructors and students during the field experience. Please speak with ME, your professor/field liaison, during office hours if you do not believe that your needs are being met in your field placement. I NEED TO KNOW. I take your Field Placement very seriously. Field is the heart of social work education.

Course Expectations

This course demands your active participation. In order to enhance feelings of safety and to create a positive learning environment the following must apply:

- Know your classmates; they will be your learning partners and your peer support.
- Be prompt. Attend class, the whole class period.
- Read the assigned materials.
- Do all your work.
- Get your needs met by interacting with classmates and by raising your concerns and criticism with the instructor.
- Conduct yourself in a professional, productive, respectful, and non-violent manner.

Specifically, you are expected to adhere to the following requirements.

1. **Attendance.** Attendance of the complete class period and participation in discussion are expected and will be graded. Your interest, time, and commitment to the course as well as personal/professional development are highly valued. Attending all scheduled class sessions for the full period and being prepared for class discussion and activities is required. As a matter of fairness and equity, anyone missing three (3) scheduled class sessions or the equivalent loses a minimum of one letter grade on the final course grade. There is no substitute or make-up for attendance and participation. Missing (4) four scheduled class sessions or the equivalent will result in a failure from the course and will require the student to make arrangements to meet with the Directors of the Graduate Program Director and the Division of Social Work if s/he is to continue in the MSW program.

2. **Plagiarism.** Any form of cheating or plagiarism will result in a failing grade for the course.

3. **Assignments.** It is expected that all assignments will be due on the date indicated on the syllabus, unless a decision is explicitly made and announced in class to change the due date or due to very special and unexpected circumstances. Late assignments will only be accepted with prior permission from the professor. The assignment will be reduced two full letter grades for each week the paper is late. More than 2 weeks late constitutes a failure for the assignment. Papers are to be handed in to the professor in class. If late, they are to be placed in her mailbox with a stamped date by the staff in
the Division of Social Work. Papers will not be read ahead of time. Papers will not be allowed to be re-written.

4. Assigned Readings. Assigned readings should be completed as they correspond with the class schedule.

5. Writing Style. Other than those specified in the assignment requirements, apply the basic APA (American Psychological Association, most current edition) style for all written assignments both in the main text and in citing references. Copies of the APA manual are available in the library. All written assignments should be typed and double-spaced. They must be mechanically and stylistically acceptable. Serious deficiencies in areas such as spelling, punctuation, sentence structure, and coherent organization will result in lower grades.

6. E-mail: All students are expected to obtain an e-mail account and to check their e-mail regularly. Some class communications will be through e-mail. You may apply for a student account through the university. **You are required to check your e-mail every week by the Monday before class. I will** be making various announcements or may adjust reading/ written assignments according to the weekly needs of your class and/or field requirements.

7. Cellular phone or pager. Please turn off your cellular phone or pager during class meeting. I reserve the right to hold your cell phone/pager during class time if I determine your cell phone/pager becomes a distraction for anyone in class. If your work situation expects you to be “on call” on a regular basis during class time, please switch sections of this class to accommodate your employment needs. If you anticipate an on-going personal/ family responsibility to be “on call” or available to a family member, please switch sections of this class to accommodate your personal needs.

8. Tardiness: Being tardy is unacceptable. Class begins at 3:00 p.m. If you are unable to meet these expectations, regardless of the cause, please transfer to another section of SW 204AB which accommodates your schedule. You need to make arrangements to arrive on time. Give all consideration to traffic, parking, getting coffee and food, walking to class, etc.

Please note the following consequences of tardiness at the beginning of class and after break:

   a. 15 minutes late = ¼ absence  
   b. 15 - 60 minutes late = 1/2 absence  
   c. 60 – 90 minutes late = ¾ absence  
   d. 90 or more minutes late = whole absence

8. Election November 7, 2006 - VOTE  
   Given the importance of our national, state, and local election, we will provide opportunity for discussion regarding implications of this election on social work practice.

**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 and conducts should guide your actions in class and in the field agency setting. Ethical violations (e.g., disrespect for colleagues) may result in failure of this course, particularly if the instructor or the field instructor has previously advised a student of the violation(s).

**Students with Special Needs**

Students with disabilities that may require special accommodations are encouraged to contact the Services to Students with Disabilities. (Lassen Hall 1008, phone: 278-6955).
Course Assignments and Grading

In addition to the assignment specific instructions, the following criteria are applied:

- **Effective use of knowledge**: the integration of concepts, theories, and information from readings, lectures, class discussions, as well as personal points of view that are presented in professional, rational, and logical manners.
- **Organization**: An introduction, smooth relationship between ideas and between paragraphs, overall structure, and integrative conclusion.
- **Clarity**: understandability, good style and form. Syntax, grammar and spelling. References in appropriate format (use of APA format).

Please remember to always retain a duplicate copy of all your written assignments prior to submitting them for grading in the event of accidental loss or destruction.

Students are expected to complete all the work for the course on time when they are due. When special circumstances arise, the student should seek special permission from the instructor. If you need help or have questions, do not hesitate to contact the instructor or contact the CSUS Tutorial Services.

A grade of "Incomplete" is not given automatically. The grade may be assigned only in cases of illness, accident, or other occurrences clearly beyond the student's control. It is the student's responsibility to fulfill the University's and/or Division's policies and procedures for obtaining an Incomplete for a course grade. Students who fail this policy will automatically be assigned a grade of FAIL for the course.

Each student's final grade will result from combining the grades obtained from these assignments:

1. 3 Field Process Papers (10 points each) 30%
2. Biopsychosocial-cultural Assessment (BPSCA): 30%
3. Oral Task-Centered/ Problem Solving Intervention/ Treatment Plan: 30%
4. Oral Participation - this can impact your final grade: 10%

**I. Field Process Recordings/ Journals.** Timely submission of field papers brings common and important concerns to the classroom for discussions and consultations. The journal is not a detailed play-by-play recording of your work in field. Each is a two page paper responding to the Murphy and Dillon Exercises noted below. It is a reflective summary of your field experience.

Choose 3 (Three) of the below. These exercises will help integrate your classroom learning with your field experience. Please keep all journal assignments in one folder. Hand all previous journal assignments in together so that by the end of the semester you will have all three in one folder.

**NOTE:**
If at any time you do not provide an indication that you are integrating course material with your field placement in class or via your assignments, I reserve the right to add an additional field assignment paper.

**CHOOSE 3: (Each is worth 10% of final grade)**

#1. Due 9/13: Exercise 1.3 on page 12
#2. Due 9/20: Exercise 2.2 on page 22
#3. Due 9/27: Exercise 3.11 on page 69
#4. Due 10/4: Exercise 4.4 on page 83 (use a client in your field)
#5. Due 10/11: Exercise 4.8 on page 92
#6. Due 10/18: Exercise 5.1 on page 112 (use a client in your field)
II. Biopsychosocial-Cultural Assessment: Due November 1
30% of Final Grade

The task of this assignment is to assess an individual client or client system from your field placement. “Client system” is for those who are in macro placements, i.e. community organizing, program development, etc. The overall purpose is for you to acquire a foundation of the individual assessment process. Choose a client/client system from your field placement with whom you are working or beginning to work. Try using a client/client system whose issues are not overwhelming, difficult, and/or extremely complicated, but one with whom you are engaged and ready to work.

GRADING CRITERIA

1. Clarity and conciseness
2. Integration of course texts and reading material and/or theory with your client in field.
3. Spelling, grammar, sentence structure – you will lose one full grade with errors in this area
4. Bibliography: minimum 6 different references required
5. Citations: 10 required
6. Length – 10 to 12 pages
7. Due Date: November 1, 2006

FORMAT/OUTLINE

1. Introduction
2. Agency identification
3. Your role/responsibilities with your client/client system.
4. Referring source of client
5. Follow “Box 6.1: Sample Assessment Outline” in M&D p. 132
6. Answer the questions in Luepker pp. 27 – 38: “Other Essentials to Include” which are only specifically pertinent to your client. You may integrate this information within the M&D outline if it assists with clarity or “timing” of your acquisition of knowledge or work with your client.
7. Answer the questions in Luepker pp. 7 – 8 regarding your documentation of Informed Consent
8. Conclusion

If you are in a macro-oriented placement, please see Chapter 15 in the Hepworth, Rooney, and Larson text on reserve in the library. This provides ample examples for assessment of an agency, program development, community organizing, advocacy or planning assessment. Please see me if this is not adequate material. I have several other sources and texts for you to examine. As always, please call me with any questions during the semester regarding this assignment.

III. Biopsychosocial-cultural Assessment, Intervention Plan, and Progress: In Class 12/13
In-Class Oral Presentation and Written Outline: Presented to your group of 3. 30% of Final Grade

This paper involves an assessment and an intervention plan of a case or project you have been working on in your field placement. Choose an individual, family, or community project that has been ongoing during the semester. PLEASE INFORM your field instructor about this assignment early in the semester so that you will have material for this paper. You may use the same client from your BPSCA #1 Assignment.

Consider using Gagerman’s “Sarah” as a guideline for your work.
Minimally, this paper should include the following components (The percentage is approximate distributions of your efforts for this assignment):

I. Case Assessment (20%)
II. Case Theory (10%)
III. Intervention Plan (35%)
IV. Implementation (15%)
V. Ethical and other considerations. (15%)
VI. Evaluation (5%)

Based on the different intents of the assessment and the functions of the agency, there are many ways to conduct a Bio-psycho-social-cultural assessment. Different agencies will have different formats. Write up your case theory first (which theories inform your practice) to see if any vital information may need to be added. Be flexible and creative in the use of these models or outlines to comprehensively and accurately understand and address your client’s needs and develop a quality assignment for this course.

The outline must be typed and single spaced, between four and five pages long – no longer. You should incorporate material from class discussions, class readings, literature reviews, creditable information from the Internet to support your ideas. Use headings in the assignment to make sure you address each section fully. Please see me for an adaptation of this assignment if you are in a macro placement.

General Outline:

I. Case Assessment (20%)
   1. Background and Demographic Information about the Client(s).
   2. Referral/Screening Process: Describe the way in which the client/family/community issue was referred to you. What was the "client's" understanding of the referral at the time of the first contact? How do you know this?
   3. Initial and Ongoing Assessment Processes:
      a) Using the ecosystems approach describes the initial presenting problem/need/issue(s) and its dimensions (e.g., personal, interpersonal, socioeconomic dimensions).
      b) Did the presenting problem/need/issues(s) identified in the initial referral differ from the client's point of view? If affirmative, how were you able to reconcile this difference? Was the initial presenting problem the actual issue? What other needs/issues have been identified through your on-going assessment?
      c) What internal (within the agency) and external (within the community) resources were identified to assist with your intervention? Explain how the resources may or may not have been accessible, available, and reliable. What have been your strengths and limitations pertinent to this case?

II. Case Theories (10%)

III. Intervention Plan (35%)
   1. Development of Plan of Intervention: From the assessment section of your paper, identify 2 or 3 major areas of concern or situation that need urgent but attainable interventions. Discuss and list your goals, objectives, and methodology of intervention for addressing the client's needs.

IV. Implementation (15%)
   1. Implementation of Plan of Intervention:
      a) Discuss the way in which you were able to engage the client and/or the client system in the helping relationship? What helping roles did you use? What problems have you encountered?
b) Discuss the processes for implementing your interventions. Have you been able to engage in a multi-level practice through the application and combination of multi-level interventions/approaches? Explain how? What else could have been done?

c) What stage (beginning, middle, or termination) are you at with this client/project at the time of this paper? If termination has occurred describe the experience. If it has not occurred, how will it take place, what do you anticipate will happen? Describe any plans for follow-up.

d) In what ways was your agency able to meet the needs of this client or client system, what were its limitations?

V. Ethical and other considerations (15%)

1. Ethical and Legal Issues: Identify and discuss ethical and legal issues pertinent to this case.
2. Socio-cultural Issues: Identify and discuss any issues of race, ethnicity, gender, sexual preference, economics, or political discrimination/oppression pertinent to this case. How were they addressed through your interventions?

VI. Evaluation (brief) (5%)

1. Evaluation: What is your self-evaluation of both the process and the outcome at this point in time, based on your stated intervention objectives?
2. Is there anything you would do differently, anything more you would have liked to do?

IV. Oral Participation: 10% – You are expected to participate in classroom discussion by integrating material from the readings of the day. While I recognize that some of you are quiet/reserved individuals, I am asking you to become more vocal and engage with the rest of us. All of you have much to offer each other. I take all your questions as valid and sincere. If you have a question or input to offer regarding the content of the readings, current discussion, or field placement, assume that you have at least one other colleague who has a similar question/input to offer. I will not be measuring your participation each day. Rather, I will examine patterns and quality of your input throughout the semester.

V. Groups – I will assign you to groups of 3 for the semester. Your group will meet in and outside class time to discuss classroom material, do role plays, assist/consult with each other regarding assignments, and provide the venue for presenting your final oral case presentation. Groupwork is a significant method of social work practice. Your tasks groups provide a venue for learning. We will further study theory and practice of groups next semester in SW 204B.

Required Texts


Recommended Texts


Further Texts/ References/ Bibliography


APA, 5TH EDITION CITATION GUIDE

1. Citation of a work discussed in a secondary source (APA manual, Pg. 247):
Sedenberg and McClelland's study (as cited in Coltheart, Curtis, Atkins, & Haller, 1993) states that...
2. Citing a personal communications (APA manual, p. 214):
L. Rodriquez (personal communication, April 18, 2003) stated that…
(Note: Personal Communications are not cited on final reference list.)

3. Listing a web document on final reference page:

4. Citing an organizational source in text of paper and on final reference page:
   - On Reference Page:
   - In Text of Paper:
     It is believed that the incidence of strokes is on the rise for females (American Heart Association, 2003, p. 23).

5. How NASW’s Code of Ethics should be listed in text of paper and on final reference page:
   - On Reference Page:
   - In Text of Paper:
     The standards in the NASW (1999) Code of Ethics require that…

6. Below are some examples of how to correctly cite an author’s or several authors' works in the text of your paper. You need to pay attention to the details:
   - Johnson (1997) lists a series of “communication rules” that are often demonstrated in the relationships of those who suffer from codependency (p. 268).
   - Rodriguez (2000) discusses the crisis of methamphetamine in California’s Central Valley.
   - There has been much attention to the methamphetamine crisis in Central California (Rodriguez, 2000).

7. If you do not have a direct quote, you do not need to put the page number in the citation:
    Rondero (2000) emphasizes the need for macro-level interventions as an essential ingredient to reduce the incidents of babies born with fetal alcohol syndrome.

8. If you have a direct quote, you need to include the page number in the citation:
    Garcia (1997) states, “…there is much joy in alcoholism treatment work and much pain and despair also” (p. 3).

9. See the syllabus for correct way to list the textbooks and course reader articles on your reference page.

NOTES:
It is recommended that you purchase the APA manual, 5th edition for comprehensive citation information.
You cannot take the exact words of an author and claim them as your own. This is called plagiarism and it is against the law. THIS CAN GET YOU DISCHARGED FROM THIS CLASS AS WELL AS THE UNIVERSITY (See CSUS Course Catalog on the consequences of
plagiarism). Be careful to summarize what the author has said and put this summary in your own words. This is sometimes difficult for you to know how to do. If you need help with this, see me. Other resources: CSUS Writing Center & the Division of Social Work Writing Tutor.

**COURSE OUTLINE**

Please note these abbreviations regarding references for your readings:

1. M&D - Murphy and Dillon
2. Luepker – Luepker
3. R&G – Roberts and Greene

**Session # 1 – September 6:**

Handouts: Syllabus (on Division Web Site)
- Luepker, Chapters 1 – 3 outlines
- Ecological Map
- Gagerman’s “Sarah” – BPSCA/ Task Centered Treatment Plan
- Gagerman’s Handout on Interviewing/ Assessment/ Engagement Skills

TOPICS:
Introductions, Overview of the Profession, Course Outline, syllabus, requirements, expectations, Social Work Philosophy , Overview of Helping Process, Values and Ethics, Challenges of Social Work, Field Placement Reviews, NASW Code of Ethics (Please bring this document to class. You received it in your admission packet.)

**Session # 2 - Sept. 13**

TOPICS:
Direct Practice Domain; Philosophy, Roles, Systems Theory, The Life Model, Identity of the Professional Helper, Use of Self; Multiculturalism/ Diversity; Eco-Map Handout

Required Readings:
1. M & D – Chapter 1: A Different Kind of Talking: The Clinical Interview
2. R & G – Chapter 10: Using the Culturalgram with Culturally Diverse Families
3. R & G – Chapter 18: Gitterman “The Life Model”

**Session #3 - Sept. 20**

TOPICS:
Overview of the Helping Process; The Interview Environment; Opening Lines; Agency as Representative; Record Keeping; Teaching Record Keeping; Supervision Contract
Required Readings:
1. M&D - Chapter 2: Getting Started – The Interview Environment
2. Luepker – Chapters 1, 9, Appendix K: Purposes of Clinical Records; Teaching Record Keeping; Sample of Supervision Contract (discuss with your field instructor)
3. R & G – Chapter 5: Kagle - “Record Keeping”

**Session # 4 - Sept. 27**

**TOPICS:**
Attending and Listening; Language Differences/ Meanings; Verbal and Nonverbal Communication; Informed Consent; Confidentiality – and it’s Exceptions; Tarasoff

Required Readings:
1. M & D: Chapter 3- Attending and Listening
2. Luepker: Chapters 2, 4 – Documenting Informed Consent; Confidentiality and its Exceptions

**Session # 5 – Oct. 4:**

**TOPICS:**
Developing Empathic Responses and Capacity for Empathy;
Protecting Confidentiality with: a) Minors, b) Parents c) Guardians d) Families e) Couples f) Groups g) subpoenas;
Working with Clients’ Strengths/ Strengths Perspective

Required Readings:
1. M&D – Chapter 4: Support and Empathy; Empathic Failures;
2. Luepker – Chapter 5: Policies & Procedures for Protecting Confidentiality
3. R&G – Chapter 40: “Cowger and Snively “Assessing Client Strengths”

**Session #6 - October 11**

**TOPICS:**
Exploration, Focusing and Elaboration; Barriers to Communication; Client’s Readiness to Change; Assessment and Diagnosis; Multidimensional/ Biopsychosocial Assessment: Assessing Intrapersonal/ Interpersonal Environmental Systems; Cognition, Perception, Memory, Judgment, Reality Testing, Affective/ Emotional Functioning, Behaviors, Cultural/ Diversity Factors; DSM Overview; PIE Overview
Required Readings:

1. M&D - Chapter 5: Exploration and Elaboration
2. R&G - Chapter 36: Austrian “Guidelines for Conducting a BPSA”
3. R&G - Chapter 32: Munson “Guidelines for DSM System” (note p. 186- Axis IV)
4. R&G - Chapter 34: Karls “Person-in-Environment System”

Session #7 - October 18:

TOPICS:
Formal Clinical Assessment; Negotiating Goals, Formulating a Contract; Planning and Implementing Change; Task-Centered Intervention/ Treatment Planning; Changing Behaviors: Partializing; Outline of BPSA, Face Sheets

Required Readings:

1. R&G – Chapter 17: Reid & Fortune “Task-Centered Treatment”
2. M&D - Chapter 6: Assessment, Goal Setting, Contracting, and Evaluation
3. Luepker – Chapter 3, Appendix F: Characteristics and Contents of a Good Record
4. “Sarah” – Handout on Task Centered Treatment – Bring to class

Session #8 - October 25

TOPICS:
Assessing and Enhancing Family Functioning in Diverse and Multicultural Contexts; Conducting the Couple and/or Family Interview; Genograms

Required Readings:

1. R&G: Chapter 42: McGoldrick “Using Genograms to Map Family Patterns”
2. R&G: Chapter 43: Walsh “Family Resilience”
3. Genogram Handout – you will do your family genogram in your small group

BIOPSYCHOSOCIAL-CULTURAL ASSESSMENT
Class Lab: Meet in your groups with your BPSCA of your client
- present your client to your groups/ receive feedback/ consultation on your paper

Session #9 – November 1

BIOPSYCHOSOCIAL-CULTURAL ASSESSMENT DUE TODAY

TOPICS:
Clinical Case Management in Various Settings – the Heart of Social Work Practice
Required Readings:
R&G: Part VIII: pp. 467 – 510
  -Chapters 85, 86, 87, 89, 90, 91, 92, 93
  -Child Welfare, Clients with Severe Mental/ Developmental Disabilities, Substance-Abusing Clients, Medical Settings, Older Adults, HIV/AIDS

NOVEMBER 7, 2006. ELECTION DAY – EXERCISE YOUR RIGHT TO VOTE

Session # 10 - November 8

TOPICS:
Gaining New Perspectives: Helping Clients Identify Stuck Patterns, Developing New Perspectives; Changing Behaviors: Helping Clients Do Things Differently, Normalizing Ambivalence; Partializing Behavior; Examining Thoughts and Cognition Patterns; Barriers to Change

Required Readings:
1. M&D – Chapters 7 – 8: Helping Clients See & Do Things Differently

Session #11 - November 15

TOPICS:
Crisis Intervention; Trauma Theory; Assessing for Danger to Self or Others; Community Crises;

Required Readings:
1. M&D – Chapter 9: Working with People in Crisis

Session # 12 - November 22

TOPICS:
Cognitive-Behavioral Therapy; Short-Term Treatment

Required Readings:
1. R&G – Chapter 16: Ligon – “Fundamentals of Brief Treatment
2. R&G – Chapter 21: Vonk and Early – “Cognitive-Behavior Therapy”
3. R&G -  Chapter 58: Springer – “Treatment Planning with Adolescents: ADHD Case
4. Gagerman – Sarah’s BPSA and Short-Term Treatment Plan

**Have a safe and enjoyable Thanksgiving Break – NO FIELD Nov. 23-24**

**Session # 13 – November 29**

**TOPICS:**
The Social Work Relationship: Difference, Power and Influence, Directly Addressing the Relationship Process; Self-Disclosure and Other Boundary Issues

**Required Readings:**

**Session # 14 – December 6**

**TOPICS:**
Assessing for Child Abuse/ Neglect/ Molestation/ Violence; Post-Traumatic Stress Disorder (PTSD); Assessment for Substance Abuse

**Required Readings:**
1. R&G-  Chapter 121: Lehmann and Rabenstein “ Children Exposed to Domestic Violence”
3. R&G – Chapter 64: Vonk “DX and TX of PTSD”
4. R&G – Chapter 69: Prochaska and Prochaska “Guidelines for Families with Child Abuse and Neglect”

**Session # 15 – December 13**

**Final: In-Class Task-Centered Intervention/ Treatment Plan**

**Oral Presentation to your Group**
Make 4 copies: 1 for yourself, 2 for your group members, 1 for me

**Final Notes:**
I reserve the right to adjust assignments and readings during the course of the semester. This is needed so that I am able to be flexible according to your needs and interests. I look forward to a good student-professor alliance. Thank you. Dr. J.

**HAVE A SAFE AN RESTFUL HOLIDAY - SEE YOU NEXT YEAR 2007**
Class # 1 – January 31, 2007 – Download syllabus from Division’s Web Site

Topics:
On-going Education and Self-Care; Supervision; Syllabus and Review of Course material

Readings:
1. M&D – Chapter 13 - Professional Issues: Ongoing Education and Self-Care
2. Luepker – Chapter 8 - Clinical Supervision Records (show this chapter to your field instructor)