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General Description:

SW 204C/D represents the third and fourth semester practice courses in the Social Work curriculum. It builds upon and expands the SW 204A/B in substantial ways. Where the SW 204A/B provided an opportunity for the student to achieve competence in the provision of direct and indirect services within an agency setting, it is recognized that the multilevel practitioner will generally move toward more autonomous practice, supervisory levels of practice, and even administrative roles within organizations. Conceptually SW204A/B provided increased awareness and knowledge about generalist practice, which was then primarily shaped by the field setting in which the student was placed. SW204C/D extends this learning by demanding integration of the foundation content into the skillfully independent application of social work intervention strategies with at least two levels of intervention simultaneously.

To support this expected change in sophistication and function, SW204 C/D provides advanced knowledge or skills in at least five areas. 1) Concepts and models needed to understand concurrent practice with individuals, families, groups, organizations, and communities; 2) Exposure to, and expectation of mastery, of advanced practice skills to address complex direct practice situations including individual/family/group techniques; 3) Increased skills to concurrently address more complex indirect practice situations including supervision, administration and program evaluation techniques; 4) Ability to conduct disciplined and systematic practice based on clearly articulated theoretical principles through exploration, synthesis, and refinement of generic and generalist competencies; and 5) Ability to engage in theoretical and practice research and evaluation activities necessary to display accountability and evidence of effective practice.

SW 204C/D focuses on developing the student's capacity to think critically and systematically so that they can select from a broader range of theoretical concepts, methods and appropriate intervention strategies likely to be productive in a given time and place. This course teaches students to address complex challenges through synthesis of multilevel analysis and action.

SW 204C/D requires the student to draw upon their awareness and knowledge gained in SW 202 into this course when considering problem presentation, and the potential range of interventions that dignify and "fit" that particular client's social, political system. SW 204C/D requires the student to have an integrated knowledge of the theories of human behavior, particularly developmental-systems-biological, small group dynamics, and the complex theories of community and organizational behavior, so that when considering complex intervention alternatives it is being done within the context of basic theory mastery in these areas. In this way SW 204C/D extends the SW 235A/B series into concurrent level practice application.
Theoretical Framework:


Social workers in practice today deal with profoundly vulnerable populations, overwhelmed by oppressive lives, and circumstances and events they are powerless to control. Their problems are often intractable because they are chronic and persistent, or acute and unexpected. When community and family supports are weak or unavailable and when internal resources are impaired, these populations are very vulnerable to physical, cognitive, emotional and social deterioration. Yet, in spite of numerous risk factors and vulnerabilities, a surprisingly large number of children, for example, mature into normal, happy adults.......To more fully understand the human experience, this book examines both vulnerability and risk factors as well as resilience and protective factors....(Gitterman, p. 1)

Gitterman defines resilience as “the tendency to rebound or recoil, to return to prior state, to spring back...the study of resilience lies in the power of recovery and the protective factors that cushion” adversity. The concept of “life circumstances and events” is further developed with the focus on desperate life conditions faced by individuals, families, groups, cultures, whole communities and nations.

These courses are organized around Social Work Practice with Vulnerable Human Conditions Related to Life Circumstances and Events. Life conditions examines social work practice with vulnerable and resilient populations who essentially have to cope with chronic life conditions that have dynamic, genetic, biochemical, and physiological bases. Life circumstances and events examine social work practice with populations that often confront desperate life circumstances. The most helpful facet of this model is that it does not predict specific responses to life events, but instead emphasizes the dynamic relationship between persons and their environments and the need to recognize that a wide range of responses may be forthcoming based on coping measures, personal resources and the availability of external resources.

A second framework is focused on Trauma, whose definition continues to evolve in theory and practice. Judith Herman, in *Trauma and Recovery* (1992) examines post-traumatic stress disorder as a complex experience involving one or more of the following: 1) A history of subjection to totalitarian control over a prolonged period including prisoners of war, survivors of domestic violence, childhood neglect, abuse, molestation and/or sexual exploitation, and 2) Alterations in affect regulation, consciousness, self-perception, interpersonal relationships, and systems of meaning (p. 121).

COURSE OBJECTIVES

Knowledge Based Objectives

1. Apply the concepts and methods of advanced multilevel practice and relate those concepts and methods to the mission and purposes of the profession; and demonstrate their application in assessments, interventions and class assignments. (C) (Meets CPS Standards-M5.4. 1, M5.7.6)

2. Understand the impact of social policy on target populations and clients and develop strategies for social action, aiming to change policy and to impact service development and delivery as demonstrated by in class exercises and assignments. (D) (Meets CPS Standards-M5.7.9)

3. Demonstrate the ability to skillfully apply and provide a rational for the use of multiple methods, techniques, strategies of intervention that are informed by theoretical models and appropriate to diverse client systems as demonstrated by class assignments. (D) (Meets CPS Standards-M5.7.8, M5.7. 1)
Values Based Objectives

By the conclusion of these two courses the student is expected to be able to:

1. Internalize the social work role, its ethics, responsibilities and privileges as demonstrated by in class experiential exercises and assignments. (C & D) (Meets CPS Standards-M5.7.2, M5.4.4)

2. Apply culturally competent practice sensitive to the needs of diverse client groups and applicable to different-sized systems within a multicultural society and world as demonstrated by role plays and in class exercises. (C) (Meets CPS Standards-M5.7.4, M5.4.1)

3. Demonstrate a heightened sense of self-awareness of strengths and limitations, development of professional boundaries, awareness of transference and countertransference reactions, and ability to appropriately seek and utilize feedback as evidenced through in class exercises and class assignments. (C) (Meets CPS Standards-M5.7.3)

4. Demonstrate competence in the use-of-self in expediting practice interventions, based on personal reflection and accurate self-awareness as evidenced through class assignments. (D) (Meets CPS Standards-M5.7.3)

5. Consistently demonstrate skills in the various roles of multilevel practice which include, but are not limited to those of advocate, broker, coach, mediator, counselor, teacher, manager and administrator as evidenced through role-plays, in-class exercises, and assignments. (D) (Meets CPS Standards-M5.4.1)

Skills Based Objectives

By the conclusion of these two courses the student is expected to be able to:

1. Demonstrate leadership and decision making skills in initiating, developing, and following through on a service or project as demonstrated by course assignment. (C) (Meets CPS Standards-M5.7.14)

2. Differentiate “functional/adaptive” behaviors from “non-functional/maladaptive” behaviors in individuals, families, groups, organizations and communities as evidenced through in-class discussions and assignments. (C) (Meets CPS Standard-M5.7.8)

3. Fully develop and articulate an integrated practice model and have the ability to apply that model informed and supported by research as evidenced through class discussions and assignments. (C) (Meets CPS Standard-M5.7.8)

4. Select and apply practice monitoring and evaluation strategies that are appropriate to the needs of the situation and are grounded in social work theory and research (both qualitative and quantitative methods), as evidenced through in class assignments and class discussions. (D) (Meets CPS Standard-M5.7.11)

Specific Competencies

By the conclusion of these two courses the student is expected to be able to:

1. Assess and intervene with multi-organizational systems with specific reference to such issues as services integration, inter-organizational cooperation, coordination and collaboration as demonstrated by in class exercises, discussions and role-plays. (Meets CPS Standard-M5.7.14)

2. Apply at least three of the above theoretical perspectives, demonstrating an ability to examine the helping relationship integrating ethics, values, integrity, use-of-self, concepts of self-development, mutuality and social justice; with an individual, family, group and/or community as evidenced through written assignments. (Meets CPS Standards-M5.7.1, M5.7.2)
3. Demonstrate ability to critically analyze a multilevel case example from beginning to end using the theoretical models identified in this course. Based on this analysis, the student is able to coherently articulate and explain the social work process involved in the assessment and intervention plan, intervention theories to be used, intervention skills employed, to develop, administer and identify use of outcome measures in the process, and be able to demonstrate competence in engagement with transition/termination. The student demonstrates integration of knowledge from HBSE, Policy, Diversity and Research into the formulation. (Meets CPS Standards-M5.7.8, M5.4.4)

4. Choosing at least one of the identified theoretical models, demonstrate through in class exercises and discussions the ability to assess the relationships between community and family systemic components in vulnerable life conditions and be able to formulate interventions to address prevention of community and family dysfunction, enhance functioning of communities and families, and help remedial community and family needs. (Meets CPS Standards-M5.)

5. Utilize case and community data for needs assessment to inform program and resource development, maintenance, and enhancement; develop structures to improve delivery; and to choose, design, implement and use appropriate process and outcome evaluation methods for all levels of intervention. (Meets CPS Standards-M5.7.11)

6. Demonstrate ability to articulate a coherent and integrated understanding of violence and its traumatic consequences at the following levels: institutional, interpersonal, and structural/cultural which is manifested both globally and locally. Demonstrate ability to intervene at multiple levels using the four theoretical models. (Meets CPS Standards-M5.7.8, M5.4.1)

7. Demonstrate ability to select, describe, explain and apply theoretical models in the context of a leadership role in an interdisciplinary team/environment to interpret the social work role/perspective, inform decisions about program and service delivery, and plan and implement a continuum of care and interventions for users of services focusing on vulnerable life conditions, events and circumstances. (Meets CPS Standards-M5.7.14, M5.7.9)

8. Demonstrate ability to describe, explain and apply integrated health and mental health intervention strategies which promote well-being, access to services and strengthen community prevention efforts. (Meets CPS Standards-M5.7.8)

Course Format:
The class will be conducted as a seminar with a combination of lecture, discussion, videos, exercises, group work with each other, and the possibility of guest speakers. Student preparation and participation are integral parts of this learning experience.

The analytical case method approach will be the primary technique used for translating and applying theory into practice. The detailed case studies, as well as the cases brought in by faculty and students, will provide means for students to develop critical thinking and practice skills in a classroom setting. The case material presented in class may be used for class discussions, in-class experiential exercises, and for written and oral assignments. The cases will not only provide a bridge between the classroom and the student's field experience, but will allow the student to explore a wider variety of client systems and practice settings than may be encountered through field placements alone.

Teaching to a Career:
I recognize and appreciate the demands and expectations in your fieldwork placement. However, the material, course focus, textbooks, classroom discussions, handouts, recommended and required readings, and written/oral assignments are geared toward preparing the student to his/her career in social work. Meeting in your group of three in and outside the classroom will provide the student with information and knowledge of other client populations and their life issues in addition to your current MSW II field placement.
By the completion of this two-semester course, students will be educated on issues regarding children, families, health, mental health, medication management, short and long-term treatment modalities, consultation with other systems and professionals involved in your clients’ lives, ethics, political, and organizational issues regarding your work.

Course Texts


Recommended Texts SW 204C/D:


**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 your professor and your field liaison during office hours if you do not believe that your needs are being met in your field placement. We 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:**

**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. There is no substitute or make-up for attendance and participation. As a matter of fairness and equity, missing three (3) scheduled class sessions or the equivalent loses a minimum of one (1) letter grade on the final course grade. 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 and the Division of Social Work if s/he is to continue in the MSW program.

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

**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 two (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 his mailbox with a stamped date by the staff in the Division of Social Work.

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

**Writing Style.** Other than those specified in the assignment requirements, apply the basic APA (American Psychological Association) style for all written assignments both in the main text and in citing references. Copies of the APA manual (5th edition) 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.

**Cellular phone or pager.** Unless you are expecting important phone calls (i.e., family or on-call responsibilities), please turn off your cellular phone or pager during class meetings.

**Field Integration.** The course outline is to be shared with your field instructor and field liaison as soon as possible after the student’s entry into the field placement. This provides guidance for us in supporting the fullest possible integration of field and class learning.

**Tardiness.** Being tardy is unacceptable. If you are unable to meet these expectations, regardless of the cause, please transfer to another section of SW 204C/D 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:

a. 15 minutes late = ¼ absence  
b. 15 - 60 minutes late = ½ absence  
c. 60 or more minutes late = whole absence

**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.

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 all the assignments required by the course.

Assignments:

1. Position Paper (Due 9/22) 10%
2. 3 Field Journal Papers (Due 9/29, 10/20, 11/17) 25%
3. 2 Response Papers (Due 11/3, 12/8) 20%
4. Final Paper—Case Analysis (Due 12/15) 35%
5. Participation 10%

Letter grades will be assigned according to the following scales:
ASSIGNMENT DESCRIPTIONS:

1. **Position Paper (10 points) (Due 9/22).** Write a short paper (2-3 double-space pages) responding to the following:

   - In Chapters 1-3 of *Evidence-Based Practices*, O’Hare makes an ethical argument for “evidence based practice in social work” (EBPSW). Summarize O’Hare’s key points and principles of EBPSW.

   - In Chapter 17 of *Heroic Clients, Heroic Agencies*, Duncan makes a case challenging the tenets of evidence-based practice. Summarize Duncan’s central argument.

   - Position yourself in relation to O’Hare’s and Duncan’s arguments. What points did you agree with? Disagree with? What are the strengths/limitations of each author’s case?

2. **Field Journals (25 points).** As self-directed learners I am asking that you write three reflection papers or journal entries about your experience in field. The assignment gives you the opportunity to work with the readings in a meaningful way, to integrate what you are reading and experiencing in the field into your own developing social work framework. The 1st journal is worth 5 points (due 9/29). (This paper should be 1 page in length.)

   —Please describe the following in the journal paper:

   - Your field work assignment/agency
   - Your duties
   - The clients you serve
   - What you hope to learn from this year’s field work experience

The 2nd and 3rd journal entries (due 10/20, 11/17) are worth 10 points each. These two papers should be 3-5 pages in length and more reflective. Have your journal be an informal evaluation of both yourself and your field placement. Use theories or concepts from the readings and apply them to your field placement. You are critically analyzing and conceptualizing theories, concepts, practice techniques, and ethics and applying them to real-life situations. The questions below can get you thinking about what to write about. You don’t have to answer all of them. Just answer the ones that seem meaningful to answer.

   - What aspects of your placement do you consider to be of highest priority? Lowest priority?
   - Are the demands on your time reasonable?
• Have you been able to strike a workable balance between the demands of the placement, your other academic work, and your personal life and responsibilities?
• What are you most proud of from this semester in your placement?
• What is the biggest blunder you made in your placement this semester? (Have you forgiven yourself?)
• What new or additional experiences do you want or need?
• Do you have any other comments, complaints, observations, or questions?
• What readings or theories stand out to you? Why?
• How can I better serve you as a Practice Instructor and/or as a Field Liaison?

3. Response Papers (10 points each) (Due 11/3, 12/8). You are to write two responses to particular readings in class. Each response paper should be 2-3 typed-pages double-spaced. I would like your responses to be critical and reflective according to the following set of structured questions (no need to cite references):

1. What points, if any, in this reading/material did you like, agree with, find interesting or helpful?
2. What points, if any, did you not like or disagree with?
3. What question do you have from reading this material that you think would be class discussion? Come up with one.
4. What ideas, if any, did you find personally meaningful, i.e., ideas that might have an impact on how you think about your way of practicing with clients or ideas that might incorporate into your personal style of working with clients?

4. Final Paper/Case Analysis* (35 points) (Due 12/15). You will present a case study from your own practice/field placement. Below is the outline to follow.

1. Describe the: a) nature and purpose of your agency; b) your role/ responsibilities in the agency; c) the number of interviews/ contacts that you have had with this client system and a summary of information gathered during these contacts; and d) any collateral contacts you have had on behalf of this client system and the information obtained from these and other sources.

2. Summarize the client system’s presenting problems and assess why the client is seeking help now. Are there any significant personal, familial, organizational, or cultural factors that make it difficult for this client system to seek help? How have socio-cultural factors (such as race, ethnicity, religion, socioeconomic status, gender, and sexual orientation) affected the client system? Provide a formulation of the problem with your rationale. Make sure to integrate literature supporting your position.

3. Provide a conceptual focus for intervention by integrating your formulation of this client system’s presenting problems into two or three themes that capture what you think is problematic and needs to change. Give the client a DSM Diagnosis.

4. How did the client system’s problems originally occur? When you do not have sufficient information, formulate working hypotheses about potential developmental experiences that may have shaped current problems. Suggest how these developmental experiences (individual, familial, organizational, cultural) could interact with current stressors, crises, and resources to shape the client system’s current problems. What theoretical concepts and models support your position? Make sure to integrate literature supporting your position.

5. What are the client’s resources and coping skills? How has the client(s) tried to solve the problem? What are the client(s) goals? What is the client’s theory of change? What is the client(s) view of your role as

*If you work in a macro-placement and/or are not working directly with clients, come talk to me for an alternative assignment.
helper? What exceptions are there to the problem(s)? How have you tried to expand on the exceptions? What have you done to enhance client collaboration?

6. What other intervention you have used to date? What levels of intervention have been addressed, or need to be addressed? Where do you want to go with this client system? What is your experience with his client system? How do assess/rate your alliance with client(s)? How do you feel working with this client system? Are these experiences/feelings similar or different than others who have worked with this client system? How are you managing these feelings and experience so that they do not negatively impact the work you are doing with the client system?

7. 8 – 12 pages using 12-point type and one inch margins
8. Minimum 8 citations within the text
9. Minimum 4 references required in the Bibliography
10. Correct spelling and grammar, accuracy, and complete sentences are required
11. Bibliography and Citations following APA format
12. Clarity, conciseness, critical analysis—do not ramble

5. Participation (10 points). You will receive credit for every time you come to class and participate. Attendance is a basic requirement. It is not possible to pass this course if there is only sporadic attendance. SWRK 204C is a very active course and participation is an ongoing requirement. Students should expect to contribute in each class. Some ways that students can contributed include: asking questions; bringing in relevant newspaper articles to increase class awareness; leading discussion in their small group; volunteering to be in a role-play; answering questions that students or instructor ask; knowing the readings well enough to be able to talk about them; etc. A student’s grade will/can be decreased if, over the course of the semester, the student is not participating and/or responding to classroom discussion.

Class 1: September 8

Topics: Introduction; Course Overview, Requirements, readings, expectations, evaluation
Introduction to Theoretical Frameworks; Field Placement Identification; Ethics

Class 2: September 15

Topics: Evidence-Based Practices: Defining Evidence-Based Practice; Assessment

Required Readings:
1. O’Hare, Chapters 1, 2

Class 3: September 22

Topics: Evidence-Based Practice Interventions; Critique of Evidence-Based Practice

Required Readings:
1. O’Hare, Chapters 3, 4
2. Duncan & Sparks, Chapter 17

Position Paper Due

Class 4: September 29

Topics: Schizophrenia: Case Management: CBT; Psycho-social Interventions; Medication; What Works in Therapy; The Client’s Theory of Change; Collaborative Approaches with Schizophrenia
Required Readings:
1. O’Hare, Chapter 5
2. Duncan & Sparks, Chapters, 1,2,3
1st Field Journal Due

Class 5: October 6
Topics: Substance Abuse; Working with Mandated Clients

Required Readings:
1. O’Hare, Chapter 6
2. Duncan & Sparks, Chapter 16

Class 6: October 13
Topics: Panic Disorder; Panic Disorder; CBT

Required Readings:
1. O’Hare, Chapter 7

Class 7: October 20
Topics: Depression; CBT

Required Readings:
1. O’Hare, Chapter 9
2nd Field Journal Due

Class 8: October 27
Topics: Anxiety and Depression in Children; Attachment Theory; Play Therapy; Child Abuse

Required Readings:
1. O’Hare, Chapters 12 & 14

Class 9: November 3
Topics: ADHD; Children and Medication

Required Readings:
1. O’Hare, Chapter 13
2. “The Ethics and Science of Medication Children” by Sparks and Duncan (article on-line, Locus)
1st Response Paper Due (write a response to Sparks and Duncan’s Article on medicating children). Respond (2/3 pages) to the following questions:

-What points, if any, in this reading/material did you like, agree with, find interesting or helpful?
-What points, if any, did you not like or disagree with?
-What question do you have from reading this material that you think would be class a discussion? Come up with one.
-What ideas, if any, did you find personally meaningful, i.e., ideas that might have an impact on how you think about your way of practicing with clients or ideas that might incorporate into your personal style of working with clients?

**NO CLASS NOVEMBER 10 (VETERAN’S DAY)**

**Class 10: November 17**

Topics: Questions to Create Changes; Solution-Focused Therapy; Crisis Interventions

Required Readings:
1. Duncan and Sparks, Chapter 4, 5
3rd Field Journal Due

**HAVE A GOOD AND SAFE THANKSGIVING BREAK**

**Class 11: December 1**

Topics: Client-Centered Outcome Measurements

Required Readings:
1. Duncan and Sparks, Chapters 7, 8

**Class 12: December 8**

Topics: Critiquing the Medical Model

Required Readings:
1. Duncan and Sparks, Chapters 18, 19
2nd Response Paper Due (write a response to this week’s readings—Chapter 18 & 19). Respond (2-3 pages) to the following questions:
-What points, if any, in this reading/material did you like, agree with, find interesting or helpful?
-What points, if any, did you not like or disagree with?
-What question do you have from reading this material that you think would be class a discussion? Come up with one.
-What ideas, if any, did you find personally meaningful, i.e., ideas that might have an impact on how you think about your way of practicing with clients or ideas that might incorporate into your personal style of working with clients?

**Class 13: December 15**

Topics: Making agencies outcome informed and collaborative; Discussion of your case papers

Required Readings:
1. Duncan and Sparks, Chapters 9 & 11
Final Paper/Case Analysis Due

**Have a nice break and a safe and healthy New Year.**