Multi-Level Practice with Vulnerable Life Conditions

SWK 204C/Section 2: Thursday 12 noon – 2:45pm

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Mondays: 12-1:00
Phone: 278-4227
Thursdays: 3:00-5:00
email: mimi.lewis@csus.edu
Or by appointment

This course has a WebCT site. Go to www.online.csus.edu
Log into “WebCT 6” with your CASPER Web ID & Password.

COURSE DESCRIPTION

SW 204C/D builds upon the content of SWRK 204A/B. SW 204A/B provided an opportunity for you to achieve competence in the provision of multilevel practice and to move toward a wide range of more autonomous practice. SW 204A/B provided increased awareness and knowledge about generalist practice and skillful application of interventions from the beginning to the termination of your client contact. There are four modules in 204C/D: community mental health; disability, trauma/violence and families at risk.

COURSE OBJECTIVES

1. Apply the concepts and methods of advanced multilevel practice and demonstrate their application in assessments, and interventions.

2. Develop strategies for social action, aiming to change policy and to impact service development and delivery, as evidenced by successful completion of in class exercises and assignments.

3. Demonstrate an understanding of the impact of social policy on target populations/clients and develop strategies for social action, aiming to change policy and to impact service development and delivery, as evidenced by successful completion of in class exercises and assignments.

4. Internalize the social work role, its ethics, responsibilities and privileges as demonstrated in in class exercises and assignments.

5. Apply culturally competent practice sensitive to the needs of diverse client groups and applicable to different sized systems within a multicultural society as demonstrated by class exercises and assignments.

6. Internalize the social work role, its ethics, responsibilities and privileges as demonstrated in in class exercises and assignments.

7. Demonstrate the ability to apply multiple methods, techniques, and intervention strategies that are informed by theories as evidenced by class assignments.

8. Internalize the social work role, its ethics, responsibilities and privileges as demonstrated in in class exercises and assignments.

COURSE REQUIREMENTS

1. Attendance: Attendance and participation are important. It is not possible to pass this course if you miss 2 or more classes. You will automatically fail the course if you miss 3 or more classes.

2. Personal Reflection: Self-awareness is essential. It is not possible to pass this course if you miss 3 or more classes. You will automatically fail the course if you miss 3 or more classes.

3. Internalize the social work role, its ethics, responsibilities and privileges as demonstrated in in class exercises and assignments.

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your final grade will be adjusted. Special consideration will be considered in extreme circumstances.

2. **Consistent Lateness:** Be aware that this course is about professional behavior. Being late should be a rare occurrence. If you are late consistently (*i.e., you have a pattern of being late*) your grade will suffer (*i.e., points will be taken off of your weekly “participation” grade).*

3. **Classroom Preparation and Participation:** Students need to be prepared to participate in discussions and in oral and written exercises. The instructor will expect classroom participation and discussion regarding readings, case material, integration of field experiences, and other activities as they pertain to classroom feedback and interaction. A student’s participation grade will be decreased if the student is not participating and/or responding to classroom discussion.

4. **Late Assignments:** You are expected to complete assignments and turn them in on time. There is a one-day grace period. For every day the assignment is late, 5 points will be subtracted from the paper’s final grade. If you have special circumstances, you may ask permission for an assignment to be turned in later than the due date. You must contact me before the assignment is due. *If you receive permission to turn in the assignment late, there will not be a penalty.*

5. **Writing Assignments:** Serious deficiencies in areas such as spelling, punctuation, sentence structure, and coherent organization will result in lowered grades. If you are concerned about the quality of your writing and would like some assistance, please make an appointment with the instructor BEFORE THE ASSIGNMENT IS DUE to discuss how to obtain the help you need. I do not automatically allow students to re-write papers after a grade is given, so it is best that you turn in a draft of your work prior to the due date if you are concerned about your writing or your understanding of the assignment. You are reminded to retain a copy of all their written assignments prior to submitting them for grading in the event of accidental loss or destruction.

6. **APA Citations and Formatting:** The field updates and final assignment must follow APA guidelines. Papers must be typewritten and double-spaced. All margins must be 1 inch with 12 point font. See Web CT for an guide on APA, 5th Edition citation.

7. **Writing Assistance:** The Division has a Writing Tutor and the University has a Writing Center to help students. Don’t be hesitant to use these services. The best writers are those that ask for help.

8. **Plagiarism and Cheating:** It is unethical and illegal to plagiarize (*i.e., to copy the words and thoughts of others without citing the author as the source*). Similarly, it is unethical to copy someone else's answers for a paper. Please be aware that I will watch for this and will take appropriate university-sanctioned action if necessary.

9. **Ethical Practice:** As developing social work professionals, it is expected that students will be 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. Ethical violations (e.g., disrespect for colleagues) may result in failure of this course, particularly if the instructor has previously advised a student of the violation(s). Classroom dynamics must be safe, appropriate, on the topic, undominated, and respectful of diversity, opinion and experience.

10. **Field Integration:** Concurrent registration in SW 295C is required. This syllabus is to be shared with the field instructor as soon as possible after the student’s entry into the field in order to provide guidance for both the field instructor and classroom instructor in supporting the fullest possible integration of field and class learning.

11. **Field Problems:** I commit to an immediate response if you suspect any problems or concerns with your field placement. It is the student and field instructor’s responsibility to bring the issue to my attention and my responsibility to help mediate or negotiate the process to its best resolution. For more information on the procedures on notification and documentation, see the Field Manual (www.hhs.csus.edu, click on “Social Work,” then on “Field Program.”).
12. **The University’s Policy on Incomplete Grades:** A grade of “incomplete” may be assigned only in cases of illness, accident or other occurrences clearly beyond the student’s control. Incomplete grades are not automatically given. It is the student’s responsibility to fulfill the university’s and/or Division’s policies and procedures for obtaining an incomplete. Students who fail to follow applicable policies will be assigned a grade of “fail” for the course.

13. **Students with Special Learning Needs:** The Americans with Disabilities Act of 1990 (ADA) provides protection from discrimination for qualified individuals with disabilities. Students with a disability, who require assistance, will need to contact the Office of Services to Students with Disabilities (SSWD) for coordination of academic accommodations. The SSWD is located in Lassen Hall, Room 1008. Their phone number is 916-278-6955 (voice) or 916-278-7239 (TDD). Please let me know of any special education needs you may have as early as possible.

14. **My Open Door Policy:** Knowledge of the material in this course is your lifeline to good, quality social work and I want it to be as fun, understandable and interesting as possible. If you have a question, concern, or suggestion, please do not hesitate to come see me or call me. I am here to help you.

15. **Grading Range:**

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<tr>
<td>94.5-100</td>
<td>A</td>
<td>89.5-94.4</td>
<td>A-</td>
<td>86.5-89.4</td>
<td>B+</td>
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<td>79.5-83.4</td>
<td>B-</td>
<td>76.5-79.4</td>
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<td>66.5-69.4</td>
<td>D+</td>
<td>63.5-66.4</td>
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<td>59.5-63.4</td>
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**TEXTBOOKS AND COURSE READER**

**Required Texts**

**Recommended Texts**

**Course Reader:** The Course Reader is available for 3 hour loan in the Library Reserve Bookroom.

**COURSE ASSIGNMENTS**

<table>
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<tr>
<th>Activity</th>
<th>Points</th>
<th>Due Dates</th>
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<tr>
<td>Participation/Aloud Knowledge of Reading</td>
<td>15</td>
<td>Every Session</td>
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<tr>
<td>Three Field Updates</td>
<td>45 (15 each)</td>
<td>9/28, 10/19, 11/16</td>
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<tr>
<td>Multi-Level Case Analysis/Oral Presentation</td>
<td>40</td>
<td>Oral 12/14, Written 12/19</td>
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**PARTICIPATION AND KNOWLEDGE OF READING:** *I am interested in how you participate in this course.* You will receive credit based upon your participation in class, which includes your knowledge of the weekly reading. Participating means that you talk in a relevant fashion (about the lectures, discussions, readings, field, etc.) and that you listen and give feedback to your colleagues. It means that you volunteer to speak in class discussions and participate in your small group activities.
• **WEEKLY READING QUESTIONS ON WEB CT 6**: Weekly questions on the reading are available on Web CT 6. Be prepared to answer these questions in class when in large/small group discussions or in written assignments.

• **WEEKLY OUTLINES ON WEB CT**: As well, look to Web CT 6 to get a class agenda and handouts for that session. Please bring these to class.

Your participation grade is based on the depth and breadth of your in-class participation (written, verbal and non-verbal). NOTE: If you are a student who finds it difficult to speak out in class, please see me so we can talk about the best way for you to participate in class.

The approximate breakdown is below:

15 points: Present, verbal and non-verbal language demonstrates that you are psychologically supportive of classmates, guest speakers, the professor and their opinions; respectful of the process and willing to take risks (beyond comfort level) with class exercises in order to be an active part of learning community; is very prepared with knowledge of the reading.

10 points: Present, verbal and non-verbal language demonstrates that you are psychologically supportive of classmates, guest speakers, the instructor and their opinions, respectful of the process, do not actively participate in the process/discussion; leave room often; are occasionally late to class.

5 points: Attitude is less than supportive; appears uninterested in class topics and peer concerns, consistently shows signs of not knowing the content of the weekly reading, has a chronic pattern of lateness, leaves room excessively.

**MULTI-LEVEL CASE ANALYSIS & SMALL GROUP PRESENTATION**

You will complete a comprehensive multi-level case analysis from your field placement. You will assess a case from the micro (direct practice) level and meso (organizational/agency) level. You will then present this case analysis to two other classmates. I will post this assignment on Web CT by the third week of class. Below is a general outline:

I. Micro/Direct Service Level
   A. Assessment: Biological, Psychological, Social, Spiritual & Human Diversity Aspects
   B. Course of Treatment & Treatment Progress
   C. Self-Assessment & Personal Exploration
   D. Theory + Literature Review

II. Meso/Organizational Level
   A. Assessment: Your agency’s Strengths/Vulnerabilities regarding Client
   B. Intervention Plan

**THREE FIELD UPDATES**: During the semester you will write three field updates. Use the headings below and turn them in via Web CT (“Field Update Drop Box”). Be particularly aware of confidential information and use factitious client names. Be as reflective of your field experience as you can. Use APA citations in Section II. Minimum page amount: 5

I. **Significant Field Observations, Lessons and/or Cases**: Write about what you are doing in field in terms of case observation, interviewing, your individual/group work, etc. If you are seeing clients, write about two or three cases. If you are observing cases or reading files, write about this. Your first update will be mostly introducing the internship and your field orientation. Do not make this writing a “play by play” recording of everything you are doing in field. Instead, describe the cases and analyze what you are attempting to do in the case (or describe and analyze what someone else is attempting to do with the case). You may also raise a practice or ethical question that you want input on from your instructor and classmates.
II. **Curriculum Integration**: Discuss any concept, theory, technique that is relevant to this case. Perhaps the reading on depression was significant, or there was a technique that your field instructor taught you that you fumbled (with best intentions). This is a chance to connect your field work to the course/field material. The concepts, theories or techniques you refer to do not have to come from 204C. They could come from another course, from a workshop you recently attended or from a scholarly book you are reading. Use APA citations and add a final reference page to your paper.

III. **Personal Exploration**: Write about anything that you learned about yourself—any personal reactions from your placement, your clients, practice class, etc. Discuss any countertransference you notice. How is your self-care and how might this be influencing your field work. Are you carrying any gratitude, resentment, and/or expectations about your clients or the field placement that influences your work?

IV. **My Use of Field Instruction**: Write about what you are doing in your instruction hour, how it is going, what you like/dislike about it, etc. (Are you meeting at least one hour/week?)

V. **ONLY IF RELEVANT- Field Problems or Concerns**: If you haven’t done so above, please describe the problem or concern concerning your field placement.

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<thead>
<tr>
<th>Field Update Grading Criteria</th>
<th>Points</th>
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<tr>
<td>QUALITY OF DESCRIPTION AND ANALYSIS: Level of detail and thoughtful critique and personal reflection</td>
<td>8</td>
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<tr>
<td>USE OF LITERATURE/INTEGRATION: Relevance and ability to tie literature, theory, technique, etc. to field issue.</td>
<td>4</td>
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<tr>
<td>CLARITY OF WRITING: Grammar, syntax, punctuation, word choice</td>
<td>3</td>
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**CALENDAR OF EVENTS & READING ASSIGNMENTS**

*Subject to Change at the Instructor’s Discretion or as Academic Requirements Demand.*

*Indicates that article or chapter is in the Course Reader.*

**Date: 9/7 (Class 1)**

**Topic:** Welcome to this Class!
Course overview, requirements, readings & expectations; Explanation of how 204C/D builds upon the theories, skill and knowledge of 204A/B. What is multi-level practice, evidenced-based practice? Who are you? Who am I? Who are we as a class? Your field placement, etc.

**Date: 9/14 (Class 2)**

**Topic:** Ethical Decision Making: How Doing the “Right Thing” Isn’t Always so Obvious
Expanding your knowledge and use of the NASW Code of Ethics; Untangling the controversies and competing values associated with ethical decision making; Aspirational Vs Mandatory Ethics; The California Board of Behavioral Science Examiners (BBSE) and NASW as “watchdog.”

**Required Reading:**

**Bring to Class:** A copy of the NASW Code of Ethics (available on Web CT).
Date: 9/21 (Class 3)
**Topic:** Cognitive Restructuring and Multilevel Practice with Depression
Assessment and Best Practice approach to depression; Special considerations when evaluating and working with elderly; Cognitive interventions with use of the thought record, evidence record and awareness of thinking distortions.

**Required Readings:**

Date: 9/28 (Class 4)
**Due: Field Update 1**
**Topic:** Racism in Mental Health Care; Working with Suicidal/Homicidal Clients
The overlooked connection between depression/suicide and systems of oppression (racial prejudice, free market economy, consumerism); Your agency’s policies and practices in dealing with suicidal and homicidal clients; Being present with yourself and your suicidal client (i.e., explore the dark while having a foot in the light).

**Required Reading:**
*Poussaint & Alvin (2000). Intro (1-20); Ch 3 Boy, you must be crazy (63-83); Ch 8 The road ahead (142-57).

**Discuss with Field Instructor:**
1. How does your agency document informed consent to treatment (with adults and with children)? Bring this paperwork into class.
2. What is your agency's policy on working with clients who are suicidal and/or homicidal? Is there a standardized "safety contract" that you must complete and have clients sign? If so, bring into class.

Date: 10/5 (Class 5)
**Topic:** Belly Breathing and Multi-level Practice with Anxiety
Assessment and Best Practices to anxiety: cognitive behavioral approach, exposure, and stress inoculation training; The macro issue of “supersaturated attention” due to media and consumerism; Diaphragmatic breathing as a self-care strategy for your own anxiety; **Guest Presenter Mike Skolnick, Kaiser Vallejo, will be demonstrating his CBT work with panic.**

**Required Readings:**
*Magnier (2005). Driven to be made in China (3 pages)

Date: 10/12 (Class 6)
**Topic:** Using Your “Wise Mind” in working with Personality Issues
Assessment and intervention of pervasive personality issues; Best practices for BPD: radical acceptance, mindfulness training & CBT; The need for organizations to provide ongoing training and supervision to help workers give the best care and attention to these clients.

**Required Readings:**
Date: 10/19 (Class 7)

Due: Field Update 2

Topic: Being Recovery Oriented with Your Seriously and Persistently Mentally Ill Clients
Assessment & intervention of schizophrenia; Best Practices: Pschosocial Rehab Model, Active Case Management, Individual & Family Education, VocReb, Pharmacology; Macro-level advocacy for consumers. Guest speaker Dr. Tammy Navarro, Human Resources Consultants, shares about her struggles with schizophrenia and her joys with recovery; Policies issues concerning self-determination.

Required Readings:

Date: 10/26 (Class 8)

Topic: The Intricacies of Human Diversity and Your Own Diversity Awareness
Unveiling the full meaning of human diversity; How far do we need to move out of our own “cultural comfort zone” in order to do ethical social work.

Required Readings:
*Kort (2004). Queer eye for the straight therapist (1-4)
*Nash & Nguyen (1996). When a ghost comes to therapy; Multicultural practice sometimes requires fast footwork (1-5).

Date: 11/2 (Class 9)

Topic: Instilling Hope and Reducing Harm: Working with Substance Users
Assessment & intervention strategies; The Stage of Change Readiness; What if clients aren’t ready: Increasing motivation for change; Best practices to help decrease ambivalence (denial): Motivational interviewing.

Required Reading:

Date: 11/9 (Class 10)

Topic: Multilevel Social Work with Children and Their Families
Supporting children and their families; The social context of children’s live in a postmodern, junk food, MP3 world; Engaging children and parents one step at a time; The tripartite assessment.

Required Readings:
Web. Ch 1-4 (3-99)
Date: 11/16 (Class 11)
Due: Field Update 3
Topic: Mood, Anxiety, Conduct & Attention Issues in Children and Adolescents
Something to think about: incorporating exercise into your child & family interventions.
Required Reading:
O’Hare (2005). Ch 13: Conduct disorder and ADHD in Children and Adolescents (394-437)

Date: 11/23                          Thanksgiving/Indigenous People’s Day

Date: 11/30 (Class 12)
Topic: Topic: Multilevel Practice with Advanced Age, Chronic Illness and Care Giving
The burden of care for caregivers; Ethical issues when working with the elderly: reviewing biases and respecting boundaries
Required Reading:
*McCallion, Toseland, Gerber, & Banks (2004). Increasing the use of formal services by caregivers of people with dementia (441-450).

Date: 12/7  (Class 13)
Topic: Grief & Bereavement in the Family; Making Sense of Death, Dying and Loss
Spirituality and grief work with children and adults; Your own personal grief and loss history & its relationship to your professional work; The ethical issue of assisted suicide.
Required Reading:
Web, Ch.12 Children in families affected by illness and death (259-285).
*Van Loon (1999). Desire to die in terminally ill people (260-8).

Assignment: Think about your own personal history with death, grief and loss. Bring in a picture of someone you loved who has died for our Memorial Altar.

Date: 12/14 (Class 14)
Due Today: Case Presentation
Due on 12/19: Paper
Each student will present his or her multi-level case analysis in a small group of three. Please time the presentation to take 30 minutes. After the presentations are complete, the class will conduct a closing round to bring closure to our semester and work together.

Have a Safe Holiday Season and Semester Break 😊😊
Field begins the week of January 2-5, 2007. You can contact Jill Kelly if you have any field related concerns during the winter break (278-7198).
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. Rodriguez (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…
   Social workers are bound by a Code of Ethics (NASW, 1999).

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.


