CALIFORNIA STATE UNIVERSITY, SACRAMENTO  
Division of Social Work  
Fall 2006  

204A Social Work Practice I  

Section 3  

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<tr>
<th>Joe Anderson, Ph.D., ACSW</th>
<th>Class Meets: Monday 3:00 – 5:45pm</th>
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<tr>
<td>Office Hours:</td>
<td>Mariposa Hall 1014</td>
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<tr>
<td>916-278-4332</td>
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<tr>
<td>E-Mail: <a href="mailto:joseph.anderson@csus.edu">joseph.anderson@csus.edu</a></td>
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<td>Office: Mariposa 3015</td>
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Course Description  

Social Work Practice 204A is the first required practice course in the graduate social work curriculum. Employing a generalist perspective, this course introduces students to social work values, knowledge, and skills essential for foundation social work practice with diverse populations. The course will provide students with a common base for practice with different size systems: individuals, couples, families, small groups, organizations, community, and society. This course's primarily focus is on individuals, families, and groups in direct practice. Fieldwork experiences, in conjunction with the reading materials, form the basis of many course discussions and other learning experiences.

The ecosystem perspective, which provides a basic theoretical framework for the course, is oriented toward person-in-environment and understanding the application of multiple levels of intervention. Other theoretical frameworks integrated into the course include empowerment, strengths, interactional, and postmodern approaches to social work practice. The general social work process involves engagement, assessment, planning, intervention, evaluation, and termination. Multi-level assessment and intervention will be emphasized with particular attention to interviewing, counseling and system development skills for practice.

Course Objectives  

Knowledge Objectives  

1. Demonstrate an understanding of the generalist perspective and the ecosystem (ecological system) perspective in analyzing client's strengths and challenges.  
2. Acquire the knowledge of the general social work process, which ranges from assessment and intervention with individuals and families to the evaluation of services delivered.  
3. Display an understanding of various values, ethics and principles of professional practice (i.e., NASW Code of Ethics).  
4. Understand the small group and group process as a resource in social work practice.
5. Understand the principles, concepts and skills of the strengths-based models for practice.

**Skill Objectives**

1. Articulate social justice and advocacy issues as they relate to vulnerable, diverse, at-risk, or oppressed populations.
2. Master the principles and develop beginning analytical and interactional skills for engagement, interviewing, assessment, intervention, evaluation and termination.
3. Assess individuals and families through the use of various established assessment tools, including ecomaps, genograms, and bio-psycho-social assessments.
4. Integrate specific classroom content with field practicum experiences.
5. Describe and decipher a sense of self through a description of ethnicity, religious philosophy, personality traits, and personal values.
6. Apply the principles of the Code of Ethics in the helping process.
7. Critically analyze and apply strengths-based empowerment-oriented intervention strategies.

**Values Objectives**

1. Display a sensitivity to social and economic justice as it relates to issues of age, race, ethnicity, culture, class, gender, sexual orientation, religion, and/or physical or mental ability.
2. Begin to internalize the philosophy, values, and ethics of the profession.
3. Begin to internalize the principles of self-determination, respect for human dignity, and client individuality.
4. Value client system strengths, resiliencies, and resources in assessment and intervention.

**Course Format**

This course is conducted on a discussion-laboratory basis. **Students are expected to have carefully read and studied all assigned readings prior to class sessions.** Readings are not rehashed in class. 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 discussion, one-to-one exercises, and published and field site case presentations will be utilized. Students presenting field material should safeguard client confidentiality. **Students are encouraged to share the course outline with the field instructors in order to provide guidance for both field instructors and students during the field experience. Please speak with me during office hours if you do not believe that your needs are being met.**

**Course Expectations**

This course demands students active participation. Taking risks even if the environment does not feel completely safe is encouraged. In order to enhance feelings of safety and to create a positive learning environment, the following must apply:
• Students attend class.
• Students are prompt.
• Students have read the assigned material and come to class prepared.
• Students get their needs met by interacting with classmates and by raising their concerns and criticisms with the instructor.
• Students do not ridicule others.
• Students own expression of bigotry. In other words, rather than attribute a negative characteristic to a social group or to a member of that group, students begin with, “This is how I have been taught to believe, or I don't like to admit it but I do have the belief that...”
• Students are committed to personal/professional growth and self-exploration.
• Students resolve issues that they may have with other group members. If students are not sure how to accomplish this task, students and instructor can discuss possible strategies. **It is not acceptable to miss class in order to avoid the group.**

Written work must be mechanically and stylistically acceptable. Serious deficiencies in areas such as spelling, punctuation, sentence structure, and coherent organization will result in lower grades. Plagiarism (claiming the work of someone else as your own) will result in a grade of FAIL for the course.

**Where appropriate, the following criteria are used to evaluate assignments:**

• Effective use of knowledge: the integration of concepts, theories, models, and information from readings, lectures, and class discussions is used in a way that demonstrates internalization.
• The inclusion of personal points of view along with rationale, logic, and examples: generalization of ideas, observations, concepts, and experiences are carefully supported with empirical data, conceptual work generated by authors, practitioners, or researchers, and/or original thoughts.
• Organization: thesis in introduction, smooth relationship between ideas and between paragraphs, clear overall structure, and integrative concluding section. Careful planning is evident in the organization.
• Clarity: syntax, grammar, punctuation, and spelling. Sentences and paragraphs are clear, unified, and coherent.
• References in appropriate format (use of APA format).

(Students are reminded to retain a duplicate copy of all their written assignments prior to submitting them for grading in the event of accidental loss or destruction.)

**Students are expected to complete all the work for the course on time and without exception when they are due, and where special circumstances arise and they are granted permission, by the last regularly scheduled class meeting.** Any accepted late assignments will be penalized in the grade. If students need help or have questions, they are encouraged to contact me. Incompletes are not given automatically. A grade of Incomplete 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 this course.
Course Assignment and Grading

Each student's final grade will result from averaging the grades obtained from all the assignments required by the course.

1. Attendance and Participation 15%

2. Mid-Term 25%

3. Practice Presentation 30%

4. Assessment and Intervention Planning Assignment 30%

   Total: 100%

A  93 to 100
A- 90 to 92
B+ 85 to 89
B  82 to 85
B- 80 to 82
C+ 77 to 79
C  73 to 76
C- 70 to 72
F  69 or less

Disability and Accommodation

California State University, Sacramento seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable notice must to be given to the instructor and to the Services to Students with Disabilities office in Lassen Hall. http://www.csus.edu/sswd/sswd.html.
Services to Students with Disabilities (SSWD) Phone: (916) 278-6955 (Voice) : (916) 278-7239 (TDD only)
Fax: (916) 278-7825 E-mail Address: sswd@csus.edu.

**Attendance and Participation (15% of final grade)**

Students interest, time, commitment to the course, as well as personal/professional development are highly valued. Attending all scheduled class sessions and being prepared for class discussion and activities are required. The following criteria will be used to assist in assessing students attendance and participation:

As a matter of fairness and equity anyone missing three (3) scheduled class sessions loses a minimum of a letter grade on the final course grade. There is no substitute or make-up for attendance and participation. Missing five (5) scheduled class sessions will result in drop from the course or a failing grade and will require the student to make arrangements to complete the course in a fashion acceptable to the Program Director and Division of Social Work.

- Each student is responsible to read each of the readings assigned for this class and be prepared for class discussion.
- Repetitive lateness (i.e., 15 minutes late - more that three times ) will affect the final grade. Speak to the instructor individually if you believe that you will be repetitively late for class.

**Guidelines for Evaluating Participation**

**Outstanding Contributor:** Contributions in class reflect exceptional preparation. Ideas offered are always substantive, provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly.

**Good Contributor:** Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.

**Adequate Contributor:** Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

**Non-Participant:** This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

**Unsatisfactory Contributor:** Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. If this person were not a member of the class, valuable air-time would be saved.
Mid Term Exam (25% of final grade)

An in-class open book exam will be given week seven and will be based on readings and class material through week 6. You will be asked to apply your knowledge and skills to a case study as well as answer objective questions.

Practice Presentation (30% of final grade)

Due weeks 13 and 14

The first day of class students will be divided into small groups. Each group will have a minimum of 10 weeks to select a case scenario and develop a videotaped role play presentation. Each group will have 60 minutes of class time for their presentation.

The video taped simulation can be presented as an initial interviewing/assessment, intermediate phase, or termination contact. An introduction is required in order for other class members and instructor to gain understanding of the process of referral/screening/contracting and current status of the case. The following questions may be useful for your introduction:

Who is seeking services?

- Age/ethnicity/race/gender/sexual orientation/socioeconomic background of client?
- What are the presenting issues and needs?
- What theoretical approach, model, techniques, and/or strategies will you implement during the role-playing? What is your rationale for your selection?

You may also describe the service setting. For instance, what is the purpose of your agency and the service you are providing? Also in what capacity are you involved with the client?

Upon completion of the role playing, students are asked to provide a ten-to-fifteen minute conclusion. Within the conclusion students should discuss the session presented in terms of sharing their own assessment of the session and possible follow-up procedures. The following suggestions are questions that can be used as guidelines:

Discuss the degree to which you believe a collaborative partnership was developed between you and the client

- What were some of the factors that contributed to the emergence of this partnership?
- Were there any cultural/ethnic/gender/socioeconomic barriers?
- Discuss and provide examples of empathic communication skills that enhanced your ability to engage and effectively serve the client
- What did you notice about non-verbal communication elements?
- Discuss your strengths and/or limitations while attempting to integrate diverse practice approaches (ecological systems, empowerment/strength/ resilience, narrative, ethnographic approaches, others)
- Discuss the overall context of the intervention and processes
- Discuss possible future ideas for on-going assessment and intervention.

It is expected that each of the role play presentations clearly illustrate the application of interviewing skills examined through the course of the class, integration of practice approaches,
as well as demonstration of the internalization of social work values and ethics. The instructor will provide additional guidance as requested. Do not hesitate to ask questions during class time, call me during office hours, or schedule an appointment with me if you have further questions regarding this assignment. All members of the group will receive the same grade based on how the group as-a-whole completed the learning assignment. In some instances where a student's performance is below average, the instructor reserves the right to give this student a separate grade apart from the group grade.

Assessment and Intervention Planning Assignment (30% of final grade)

Due last day of class

This paper involves an assessment of a client-system you have been working with in your field placement using class readings/discussion and exercises, as well as the role playing assignment as guidelines. Choose an individual or family that you have been working with in your field placement during this semester. Please advise your field instructor about this assignment early in the semester so that you will have material for this paper.

Develop an outline for assessment of this client system and a plan for service. Use your knowledge of course concepts to assess this case for direct practice from a generalist perspective. Apply your outline for the assessment and plan to your selected client system. The paper must be typed, double-spaced and 15-20 pages long. Half of the grade is for the outline and half for its application.

Texts Required:


Supplemental (Used for class presentations and skills lab but not required):
In addition, a number of required reading are placed on LOCUS. LOCUS is accessed through the CSUS Library Homepage and the student’s SAC LINK account.

Classroom principles (norms) to strive for.

1. Students feel as if they have a voice.
2. Students feel that when they speak people listen with open minds, open hearts, and open ears.
3. Everyone-students and faculty- expects to learn from each other and change in the process.
4. Students realize that each has partial knowledge and therefore needs one another to develop a fuller understanding.
5. Students feel as if who they are is recognized, understood, and assumed to be a critical part of their capacity to learn.
6. Everyone assumes that dissent, debate, and disagreement are part of how we learn.
7. Everyone realizes that the class is one forum to express one’s ignorance, misinformation, incomplete knowledge, and that voicing such ideas is one way of expanding learning.
8. Everyone recognizes the importance of the personal and the experiential as one source of knowledge in combination with other sources.
9. The class builds trust over time, disclosing more personal contributions gradually, voluntary, and at an appropriate pace to maximize the positive outcomes of taking risks.
10. Class is understood as a space to analyze things that matter deeply to us and our futures.

What I hear, I forget;
What I see, I remember;
What I do, I understand.

Confucius 451 B.C.
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<th>CLASS</th>
<th>CONCEPTS AND ASSIGNMENTS</th>
<th>READINGS TEXT</th>
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<td>Check-Ins: My field placement's current practice orientation appears to be _______ and my current reaction to it is ___. Class Presentations and Discussion: Generalist Perspective for Foundation Practice Ecomapping and the Dual Perspective Diversity Perspectives Video: Interviewing for Solutions, Clips 1, 2, and 3 or Helping Skills Small Group Lab Case Studies/Skill</td>
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<td>4 Introduction to Values and Ethics</td>
<td>Learning Activities</td>
<td>Check-In: A potential ethical dilemma I may experience in my field placement is _______. Presentation and Discussion: Group Process and Mutual Support Small Group Lab Case Study/Skills</td>
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<td>Learning Activities</td>
<td>Check-In: Thus far in my field placement, my strongest skill from the readings is ________ and the one I believe I am most challenged to work on is _________. Video: Interviewing for Solutions, Clips 4, 5, 6, and 7. Small Group Lab: Prepare and demonstrate role play of 10 minutes of an contact from the case study.</td>
<td>African American families. <em>Families in Society</em>, 79(2) L 197-205</td>
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<td>8 Intervention</td>
<td>Check-In: I want mostly to share with the class that: _________. Class Case Study Video: Interviewing for Solutions, Clips 11, 12, 14, 17, 19 and 20 Small Group: Prepare for</td>
<td>Doyle et. al., Chs. 7 and 8 Rivas and Hull, #1, 2, 3, 28 Supplemental: Shulman, Ch. 4 Lee, M.Y.. (2003). The solution-focused approach to cross-cultural clinical practice: Utilizing cultural strengths. <em>Families in Society</em>, 84 (3): 385-394</td>
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<tr>
<td>Chapter</td>
<td>Practice and Evaluation</td>
<td>Activity</td>
<td>Resource(s)</td>
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<td>Evaluation and Termination</td>
<td>Check-In: With about five (5) weeks left, what I most want to accomplish in my field placement is ______. Class Case Study Video: Interviewing for Solutions, Clips 21 and 22 Small Group: Prepare for Practice Presentation</td>
<td>Boyle et. al., Chs. 13 and 14 Rivas and Hull, #7 Supplemental: Shulman, Ch. 5</td>
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<td>10</td>
<td>Family-Centered Practice</td>
<td>Class: Check-In: The readings that I found I connected with the most were ______. Class Case Study Small Group: Prepare for Practice Presentation</td>
<td>Boyle et. al., Ch. 10 Rivas and Hull, #8,9,11,12 Supplemental: Shulman, Chs. 6 and 7 Hartman, A. and Laird, J. (1983). <em>Family Centered Social Work Practice</em>. Ch. 1 A family focus in social work practice, pp. 3-22; and Ch. 5 Family theory for family-centered practice, pp. 75-107</td>
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<td>11</td>
<td>Practice with Groups</td>
<td>Check-In: The readings I found I connected with the most were ______. Class Case Study Small Group: Prepare for Practice Presentation</td>
<td>Boyle et. al., Ch. 11 Rivas and Hull, 16,17, 18 Supplemental: Shulman, Chs. 8-14 Anderson, J. (1997) <em>Social work with Groups</em>, Ch. 2 Historical perspective, pp. 17-32; and Ch. 6. Overview of social work practice through group process. Pp. 109-122</td>
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<td>12</td>
<td>Macro Systems Work</td>
<td>Check-In: The readings I found I connected with the most were ______. Class Case Study Small Group: Prepare for Practice Presentation</td>
<td>Boyle et. al., Ch. 12 Rivas and Hull, #19,20, 25 Supplemental: Shulman, Chs. 15-17 Vadde, R., and Gallant, J.P. (2002). Bridging the gaps between micro and macro practice. Large scale change and a unified model of narrative deconstructive practice. <em>Journal of Social Work Education</em>. 38(3): 439-459.</td>
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<td>14</td>
<td>Presentations Course Ending and Evaluation</td>
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