This course has a Sac CT site. Go to https://online.csus.edu
Log in with your "My Sac State" ID & password. If you are registered for the course, it will automatically appear in your Sac CT site.

<table>
<thead>
<tr>
<th>COURSE DESCRIPTION</th>
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</thead>
<tbody>
<tr>
<td>This is the first course in a three semester practice sequence. Social work 140A provides an introduction to generalist social work practice, preparing the student for work with individuals, families, groups, organizations, community and societal levels. The focus is on the problem solving process with individuals and families and on communication and observational skills. The course is structured around the phases of social work practice. Students need to understand the tasks for each phase, communication skills for use in building and maintaining helping relationships with clients and client systems, the decisions and challenges in each practice phase, and empowering interventions. Specific perspectives and concepts introduced in this course include the problem-solving model, the ecological perspective, the strengths perspective and the empowerment perspective. This course will also address the responsibilities of the social worker for ethical conduct and competent practice which includes critical self-awareness; sensitivity, and knowledge of the psychological impact of oppression on the client-social worker relationships.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>COURSE FORMAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course is conducted on a lecture/discussion/laboratory basis. The course will include lectures, videos, discussion questions, in-class writing, and case analyses. Role play, small group discussions, one-on-one exercises, and case presentations will also be utilized. Students presenting material from prior or current human service experiences must safeguard client confidentiality.</td>
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<table>
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<tr>
<th>COURSE OBJECTIVES</th>
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<tbody>
<tr>
<td>By the conclusion of the semester students will accomplish the following and thus enhance their ability to provide effective service as a social work intern.</td>
</tr>
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</table>

1. Know the goals, functions and values of the social work profession and the various roles that social workers use on behalf of client systems and or community groups, and are able to identify micro, meso and macro implications of interventions. Demonstrated by roleplays, class discussion, exercise writing assignments.
2. Know and be able to apply the ecological framework in assessment of a problem situation. Demonstrated by role-plays, class discussion, exercise writing assignments.
3. Know and be able to apply perspectives and concepts that maximize client self-determination and social worker respect for clients (strengths perspective, empowerment). Demonstrated by role-plays, Human Assistance Office Visit, exercise writing assignments.
4. Know and be able to use communication skills to achieve specific purposes in the helping relationship and recognize the cross cultural, gender and social class issues involved in worker-
client communication practice (cross-cultural approaches are emphasized in 140B). Demonstrated by role-plays, in-class assignment, class discussion, Skills Analysis Assignment.

5. Understand that social work encounters involve relationship building, assessment, intervention, and evaluation. Demonstrate how particular communication skills and styles interface with these social work "phases." Demonstrated by role-plays, in-class assignment, class discussion, exercise writing assignments.

6. Understand the elements of the NASW Code of Ethics that guide social workers' behavior in individual and organizational relationships with clients; Demonstrated by role-plays, written assignment, class discussion, exercise writing assignments.

7. Identify particular client issues, and set goals related to a significant theme. Identify social work skills and theoretical perspectives as taught in this course that would assist this work. Demonstrated by class discussion, exercise writing assignments, Vignette assignment.

8. Identify and use essential process components relevant to social worker-client interactions such as creation of hope, respect, consideration of client process needs and expectation of help, affirmation of client, direct versus non-direct approaches. Demonstrated by role-plays, class discussion, Interview Process & Social Assessment Paper.

9. Understand the connection between individual problem situations and larger system problems. Demonstrated by class discussion, role plays, exercise writing assignments, Interview Process & Social Assessment Paper.

10. Understand the ways that the perspectives and processes of generalist practice are applied to groups and large client systems and the implications of this approach for social service delivery and community organization effort. Demonstrated by writing assignment, class discussion, Group Presentation: Agency Analysis.

11. Demonstrate the ability and appreciate the importance of distinguishing one's own needs from the needs of the client. Demonstrated by role-plays, in-class assignment, class discussion.

12. Gain trust in your own talents and develop an evaluative posture toward your work as a basis to integrate supervisor and client feedback. Demonstrated by role-plays, in-class assignment, class discussion, Interview Process & Social Assessment Paper.


### COURSE PHILOSOPHY

Many times we approach learning experiences with expectations about what we will get from them. The model in the academic setting translates to the professor’s giving information and papers/tests and the student’s getting knowledge and grades. I hope that in this class the linear giving and getting gives way to a fluid process of giving to each other. I believe that in order for this process to occur, we will have to: (1) frame our work together as giving to, receiving from, and growing with each other as well as with our communities and clients; (2) open our hearts and be vulnerable and real; (3) explore parts of ourselves that are often hidden and make us feel uncomfortable; (4) move toward full acceptance of ourselves and the people whom we serve; (5) maintain our commitment to be aware of our intentions, to be aware of our thoughts and feelings, and to cultivate a positive, effective presence.

Let’s identify guidelines that will help us achieve #1-5 as a class:

### CONFIDENTIALITY

Confidentiality is very important to be maintained and respected. All client and personal information shared in the class must be treated as confidential.
TEXTBOOKS


COURSE REQUIREMENTS

1. **Furlough Disclaimer:** Due to the massive budget cuts in the State of California, faculty have been furloughed for 2 days per month. The CSU administration and the faculty labor union are quoted as saying that “cuts of this magnitude will naturally have consequences for the quality of education.” There is one furlough day for this class: April 23.

2. **Attendance and Participation:** Attendance and participation are important! It is not possible to pass this course if there is only sporadic attendance. If you miss 2 or more classes, you will forfeit the option of receiving an A grade for the course (e.g. a grade of “A” will drop to a “B”). Any student missing more than 3 classes will not pass the course. Special consideration will be considered in extreme circumstances.

3. **Consistent Lateness** (i.e. anytime after start time): 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) you will not receive credit for any class session when you show up after the class has begun.

4. **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.

5. **Late Assignments:** You are expected to complete assignments and turn them in on time. For every day the assignment is late, 2 points will be subtracted from the paper’s final grade.

6. **Writing Help:** 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, both the University and the Division of Social Work have tutors that are available to help you. For more information, check out the icon on the SacCT home page called “Writing Help.”

7. **Written Assignments:** Written assignments shall be typed, double-spaced, have one-inch margins, and use APA format. Font (typeface) size shall be 12 points. All papers should include a cover page with your name, name of assignment, instructors’ name, course name and date. For every day the assignment is late, 2 points will be subtracted from the paper’s final grade. Keep a copy of each assignment you submit to the instructor. Please do not use binders, folders or other types of covers for assignments.

8. **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
9. **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.

10. **Plagiarism and Cheating:** It is unethical and illegal to plagiarize (i.e., to copy more than 3 words of another author or copy the ideas of others without citing the source). Similarly, it is unethical to copy another student's answers for a take-home paper. Please be aware that I will watch for this and will take appropriate university-sanctioned action if necessary.

11. **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.

12. **Use of Laptops and Other Electronic Devices in Class:** All electronic devices, including cellular phones, pagers, laptop computers and palm pilots must be turned off. Laptops and/or palm pilots are not allowed to be used during class time.

13. **SacCT:** This course has a SacCT site so that you can turn in papers and take exams. If you need technical assistance at any time during the course, please contact the University Help Desk by e-mail helpdesk@csus.edu, phone (916) 278-7337, or visit them in person at ARC 2005. You may also refer to SacCT Student Resources that demonstrate how to use various tools within SacCT.

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.

15. **Grading Range**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100% - 95%</td>
</tr>
<tr>
<td>A-</td>
<td>90-94%</td>
</tr>
<tr>
<td>B+</td>
<td>89% - 87%</td>
</tr>
<tr>
<td>B</td>
<td>86% - 83%</td>
</tr>
<tr>
<td>B-</td>
<td>82% - 80%</td>
</tr>
<tr>
<td>C+</td>
<td>79 - 77%</td>
</tr>
<tr>
<td>C</td>
<td>76% - 73%</td>
</tr>
<tr>
<td>C-</td>
<td>72% - 70%</td>
</tr>
<tr>
<td>D+</td>
<td>69% - 67%</td>
</tr>
<tr>
<td>D</td>
<td>66% - 63%</td>
</tr>
<tr>
<td>D-</td>
<td>62% - 60%</td>
</tr>
<tr>
<td>F</td>
<td>59% - 0%</td>
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</tbody>
</table>
TWO MANDATORY FIELD MEETINGS

There is so much preparation that has to go into setting students up in field placements, therefore, the Division of Social Work requires that 140A students attend the following meetings. *Attendance will be taken at these meetings.*

1. **Mandatory Undergraduate Field Orientation, Part A**
   For convenience, it is offered at two different times. Choose one:
   - Feb 3, Wed, 5:30-7:30 pm, University Union, Foothill Suite (3rd floor)
   - Feb 4, Thur, 9:00-11:00 am, University Union, Foothill Suite (3rd floor)

2. **Field Faire**
   Mar 3, Wed, 1:00-4:00 pm, University Union, Ballroom (1st floor)
   Please dress in business attire.

FIELD RELATED DEADLINES AND EVENTS

1. Mar 12, Fri: Field applications due. Put in the wooden “Field Box” located in the Division of Social Work Main Office, Mariposa Hall, Room 4010.
2. Mar 26, Fri, 1:30-3:00pm: Field Interview Prep Workshop
   University Union, Delta Suite (3rd floor). RSVP to Stacy Tillman in Field Office
tillmans@csus.edu

LEARNING OUTSIDE THE CLASSROOM

Social Work is a profession that gets involved in the community. This is a time of great change and unrest. I encourage you to better understand the issues surrounding the CSU and State budget. Below are just two of the many different events that you are encouraged to attend

- **March 4 Education**: March 4 Thurs (time TBA) at the Capitol. The UC’s and several CSU campuses will join together. Encourage your families and peers to come. This will be a good demonstration of social action.

- **NASW Legislative Lobby Days**: April 11th & 12th, Sun/Mon, 8 to 4 pm, $58 Legislative Lobby Days is a two-day event to help educate students and professionals alike about important legislation affecting clients and the social work profession and advocate those issues at the State Capitol. Lobby Days is a great opportunity to learn more about the legislative process and get the "hands-on" lobbying experience of talking to state Legislators about important issues.

To register online with NASW: [http://www.naswca.org/](http://www.naswca.org/) Enter two codes:
1. Group Code: csusac10
2. Early Bird Code: ebcsusac10 (need to register by 2/12 by 5pm)

**Lobby Days Scholarship:** The cost of this event will be reimbursed when you apply for a CSUS “Student Academic Development (SAD)” grant. You must apply by March 8th and you will be reimbursed for your expenses (cost of event, parking, lunch, etc.).
[http://www.csus.edu/acaf/forms/sadp_app.stm](http://www.csus.edu/acaf/forms/sadp_app.stm)
## ASSIGNMENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Dates</th>
<th>Where</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation &amp; Out-loud Knowledge of Reading</td>
<td>15</td>
<td>Ongoing</td>
<td>In Class</td>
</tr>
<tr>
<td>Human Assistance Office Visit</td>
<td>45</td>
<td>2/26</td>
<td>Bring to class.</td>
</tr>
<tr>
<td>Four Workbook Assignments</td>
<td>40</td>
<td>1. 2/12</td>
<td>Bring to class.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. 3/12</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. 3/19</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. 4/16</td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td>75</td>
<td>3/26</td>
<td>In Class, In Computer Lab via SacCT</td>
</tr>
<tr>
<td><em>There is no makeup for this exam.</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role Play Interviews</td>
<td>100</td>
<td>Either on: 4/30, 5/07 or 5/14</td>
<td>Bring to class.</td>
</tr>
<tr>
<td>Online Quiz</td>
<td>15</td>
<td>By Fri, 5/21, 11:59 pm</td>
<td>See Assessment Tool, SacCT</td>
</tr>
<tr>
<td><em>There is no makeup for this quiz.</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do not wait until the last minute in case you have problems accessing the quiz.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>290</td>
<td></td>
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</table>

**PARTICIPATION & OUT-LOUD KNOWLEDGE OF READING**

Meaningful class participation is one of the requirements of university education. It demands that assigned readings be completed and thought about before class. Participation includes attendance, thoughtful questions, engaging in class exercises, constructive interaction with other class members and instructor, and contributions to discussion. You should expect to participate throughout the session. If this is a problem for you (because you feel uncomfortable talking out in class) please see me so we can figure out what is the best way for you to contribute to the class discussion/community. I value your feedback, thoughts and experience and want them to be a prominent part of this learning experience.

**HUMAN ASSISTANCE OFFICE VISIT**

See complete instructions on page 10 of this syllabus.

**FOUR WORKBOOK ASSIGNMENTS**

You will complete assignments from the Cournoyer workbook and turn them into class.

**EXAM**

This exam will include multiple choice, true/false, short answer and essay questions. It will cover every part of the course: the readings (textbook, workbook, and any reading given in class), the lectures, the guest lectures, the videos, the class exercises and discussions. The essays will be graded on how well you
demonstrate your mastery of the content. I am available to meet with students prior to every exam if further assistance is needed to understand the class material and the nature of the exam.

**ROLE PLAY INTERVIEWS**
You will pair up with a classmate and will be provided with a case study which will be the basis for both a recorded interview and an in-class role play. Over the course of the semester, the teams will review their case study sufficiently to develop two role play scenarios based on the information in the case. In the role plays, each student will take a turn in the role of the social worker and as the client. The team mates will decide together what information from the case will be addressed in each role play. Each interview will be digitally recorded for a 20 minute interview. Each student will evaluate his or her interview skills through a written summary (format to be provided). The pair will then present a portion of their role play to the class during one of the last three classes. Detailed instructions will be provided on SacCT in the Assignment Tools.

**ONLINE QUIZ**
This quiz is to be taken online through SacCT. You will take it at home (or wherever!). The quiz will be available after the last class and due by Friday 05/21 at 11:59pm. It will be multiple choice and true /false questions. Please note: there are no make-ups for a missed exam.

In taking this quiz, you will have one attempt to get into SacCT to take it. Once you are in the quiz, you can take as much time as you need during this one attempt. You will need a lock down browser in order to take the quiz. Try not to wait until the hour that the quiz is due. Many students have had internet or other problems related to accessibility when taking online exams. You should allow yourself at least two days to manage the problems associated with accessing the quiz. For SacCT support at any time during the course, please contact the University Help Desk by email helpdesk@csus.edu, phone (916) 278-7337, or visit them in person at ARC 2005.

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**CALENDAR OF EVENTS**
Subject to Change at the instructor’s discretion or as academic requirements demand.

<table>
<thead>
<tr>
<th>Week 1: Jan 29</th>
<th><strong>Topics:</strong> Course Introduction, Syllabus Review &amp; Course Expectations; Community building activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2: Feb 05</td>
<td><strong>Topics:</strong> Generalist SW Practice; Human System Perspectives; Social Work Skills</td>
</tr>
</tbody>
</table>
| Remember to attend Field Orientation 2/3 or 2/4 | **Readings:** Miley et al.: Chapters 1 & 2  
Cournoyer: Chapter 1 |
| Week 3: Feb 12       | **Topics:** Ethical Decision Making; Values and Multicultural Competence  
**Due:** Workbook Exercise 1  
**Readings:** Miley et al.: Chapter 3  
Cournoyer: Chapter 3 |
| Week 4: Feb 19 | **Topics:** Strengths and Empowerment  
**Readings:** Miley et al.: Chapters 4 & 5 |
| --- | --- |
| Week 5: Feb 26 | **Topics:** Strengths and Empowerment Continued  
**Due:** Human Assistance Visit Paper  
**Readings:**  
Miley et al: Chapters 4 & 5 |
| Week 6: Mar 05 | **Topics:** Forming Partnerships  
**Readings:**  
Miley et al: Chapter 6  
Cournoyer: Chapter 2 |

**Remember to attend Field Fare 3/3** |
| Week 7: Mar 12 | **Topics:** Basic Interpersonal Skills; Preparing for Clients  
**Due:** Workbook Exercise 2  
**Readings:**  
Cournoyer: Chapters 4 & 5 |
| Week 8: Mar 19 | **Topics:** Articulating Situations; Relationship Building  
**Due:** Workbook Exercise 3  
**Readings:**  
Miley et al.: Chapter 7  
Cournoyer: Chapter 6 |
| Week 9: Mar 26 | **Topics:** Defining Directions and Identifying Strengths  
**Due:** Exam  
**Readings:**  
Miley et al: Chapter 8  
Cournoyer: Chapter 7 |

**Spring Break – No CLASS** |
| Week 10: April 09 | **Topics:** Assessment  
**Readings:**  
Miley et al.: Chapters 9 & 10  
Cournoyer: Chapter 8 |
| Week 11: April 16 | **Topics:** Intervention Planning and Contracting  
**Due:** Workbook Exercise 4 |
|------------------|--------------------------------------------------|
| **Readings:**    | Miley et. al.: Chapter 11 & 12  
Cournoyer: Chapter 9 |
| Week 12: April 23| No Class Due to Furlough |
| Week 13: April 30| **Topics:** Implementing Interventions  
**Due:** Role Play Interviews |
| **Readings:**    | Miley et al: Chapters 13 & 14  
Cournoyer: Chapter 10 |
| Week 14: May 07  | **Topics:** Termination and Evaluation  
**Due:** Role Play Interviews |
| **Readings:**    | Miley et al: Chapter 15 & 16  
Cournoyer: Chapter 11 |
| Week 15: May 14  | **Topics:** Class Review, Evaluation and Celebration  
**Due:** Role Play Interviews |
HUMAN ASSISTANCE OFFICE VISIT

Understanding the client experience and how it impacts the client-worker interaction is important in effective social work practice. This assignment is designed to help you to heighten your awareness of being a client and how the experience may impact on the client-social worker interaction. The student is to spend one hour sitting in the waiting room of Sacramento County Department of Human Assistance located at 1725 28th Street (28th at R Street).

I. INTRODUCTION (5 points)
State the overall purpose and objectives of paper. Include the date, time, and location of your visit.

II. WAITING ROOM OBSERVATIONS (15 points)
A. Physical Environment: Describe the physical environment.
B. Workers: Discuss the workers’ demeanor, dress, and eye contact with clients.
   Speculate on the various ways it might impact clients’ attitudes toward the workers and agency.
C. Clients: Discuss clients’ demeanor, dress, and eye contact. Speculate how what you observed is likely to impact the workers’ attitudes toward the clients.

III. INTERACTIONS (5 points)
A. Between Worker & Clients: Describe the nature and tone of the interactions between the clients and workers. How were the clients treated? Give some examples.

IV. BARRIERS IN PHYSICAL ENVIRONMENT (5 points)
Physical Barriers: Describe any physical barrier(s) within the agency waiting area. Speculate how the physical barrier(s) is likely to impact clients’ attitudes toward the workers and agency.

V. ANALYSIS (10 points)
After giving thoughtful consideration to items I-IV above, speculate on the various ways this agency might impact clients’ future attitudes toward seeking help from social service agencies.

VI. SUMMARY/REFLECTION (5 points)
Share your personal feelings you experienced while sitting in the waiting room. What are the sources of your feelings?

GUIDELINES FOR THE WRITTEN ASSIGNMENT

1. Page length: 3-5 pages (no more than 5). Your “References” page will be an additional page.
2. Use double-space, 12-point font and 1 inch margins.
3. Number the items and use the headings so that I can easily know what item you are addressing.
4. Use citations throughout the paper. Use the American Psychological Association (APA) format for citation. Have at least four citations that come from at least two different sources. I recommend making use of your 125A/B Hutchinson textbook, Person & Environment (i.e., the chapter on physical environments). Include a page that is titled “References.” NOTE: You use APA citations when taking information or quotes from other sources. You can find information on APA format at www.wisc.edu/writing/Handbook/DocAPA.html.
5. The assignment must be turned in during the class period that it is due. Do not email papers. There is a “2 point per day” deduction for late papers.
6. A rubric will be made available on SacCT in the “Assignment Tool.”