CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Division of Social Work

SW 204A Social Work Practice I : Fall 2012

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Course Description

Social Work Practice I is the first graduate practice course concurrent with the field curriculum. Its aims are to provide students a foundation for more advanced practice as well develop essential skills for more immediate practice competence.   Employing a generalist perspective, this course covers values, knowledge, and skills essential for foundation social work practice with diverse populations. The course provides students with a common base and a general method for practice with different size systems: individuals, couples, families, groups, organizations, and communities. This course's primarily focus is direct practice with individuals, families, and some groups in the context of organizations and communities.(Note: organization and community approaches/interventions in the delivery of services to individuals, families, and groups receive more focus in SW204B). 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, resilience, and strength approaches to social work practice. The general social work process involves engagement, assessment, planning, intervention, evaluation, and termination. The course emphasizes multi-level assessment and direct practice intervention theory and skills. Specific integration of the course content with the field practicum is achieved through tasks and assignments where field instructors and students collaboratively attend to the use of the skills addressed in the classroom, the readings, and special assignments.

Course Objectives

<u>Knowledge Objectives</u>

1. Demonstrate an understanding of the generalist perspective and the ecosystem 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 principles, concepts and skills of strengths-based and culturally competent models for practice with and in behalf of diverse individuals, families, groups, organizations, and communities.

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 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-psychosocial assessments

4. Integrate specific classroom content with field practicum experiences

5. Describe and explore a sense of self in one's strengths and challenges for ethically-based, culturally competent practice

6. Apply the principles of the Code of Ethics in the helping process

7. Critically analyze and apply theory-based interventions.

Value 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 incorporate the core values of the social work profession as identified in the Code of Ethics into one's practice.

4. Value client system strengths, resiliencies, and resources in assessment and intervention.

Course Format

This course is conducted on a discussion-laboratory basis. **You are expected to have carefully read and studied all assigned readings prior to class sessions.** Your preparation and participation are integral parts of this learning process. You 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 may be utilized. When presenting field material, safeguard client confidentiality. **You need to share the course outline with the field instructors in order to provide guidance for both field instructors and you during the field experience. Please speak with me during office hours if you do no believe that your needs are being met.**

Course Expectations
COURSE ASSIGNMENTS AND GRADING

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

Attendance and Participation (including Field Logs)	**100 points**
Mid-Term Exam	300 points
Practice Presentation	300 points
Assessment and Intervention Planning Paper	300 points
Total	1000 points

A	93 to 100%
A-	90 to 92%
B+	85 to 89%
B	83 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 (10% of final grade)

Your interest, time, and 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 for preparation 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.

- Field Logs will constitute one-half of the final participation grade..

The Field Logs will be used in small group discussion during the first part of every class. I will collect these from one of the small groups each week for my information, comments, and final grading purposes.   The format for the field log is attached to the syllabus.

For all classroom participation, the following guidelines influence the final grade.

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 (30% of final grade)

An in-class open book exam will be given week seven (7) and will be based on readings and class material through week seven (7). You will be asked to apply your knowledge and skills to a case study.

Practice Presentation (30% of final grade)

Due during last two (2) weeks of classes.

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 interview/assessment or intermediate phase, or contact with a multiple client system. An introduction is required. Include in your introduction:

Your rationale for selecting this particular practice situation;

The purpose of the agency and the service you are providing;

 Age/ethnicity/race/gender/sexual orientation/socioeconomic background of clients;

 The presenting issues and needs and how these were determined; and

 The theoretical approaches, models, techniques, and/or strategies your group planned to implement during the role-playing and your rationale for your selection

 The role play (simulated practice) itself should not exceed 30 minutes

.

 Upon completion of the videotaped role play, provide a 10-15 minute conclusion. Evaluate the session and discuss what you have learned for your next contact with this client system. Some guidelines for this evaluation are:

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

- 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 specific practice skills that enhanced the practitioner's ability to engage and effectively serve the clients.
- What did you notice about non-verbal communication elements?
- Discuss the practitioner's strengths and/or limitations while attempting to integrate diverse practice approaches (ecological systems, empowerment/strength/ resilience, narrative, ethnographic approaches, others)

 It is expected that each of the role play presentations clearly illustrate the application of interviewing skills and practice approaches examined in this class, 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)

<u>**Due on Class 11**</u>

This paper involves a summary and analysis of an individual or family case that you have been working on in your field placement. Please advise your field instructor about this assignment early in the semester so that you will have material for this paper.

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

The paper must be typed and double-spaced and should not exceed 15 pages long. You are required to incorporate material from class discussions and class readings to support your discussion. You can also use readings from other courses, literature reviews, and credible information from the internet to support your ideas; yet, it is not required. Document your citations and references carefully using current APA format. Use the headings identified below and make sure you address each section fully. Please see me for an adaptation of this assignment if you are in a community organization placement.

I. Case Assessment (20%)

- Background and Demographic Information about the Client(s).

- Initial Referral/Screening Process: What were the client's strengths and challenges upon initial referral? Describe the way in which the person/family's strengths and needs/challenges/issues were referred to you. What was the client's understanding of the referral at the time of the first contact? How did you assess client's understanding? What evidences support your observations?

- Initial and Ongoing Assessment Processes:

  - Using an ecological approach describe your initial assessment regarding client's strengths and needs/challenges/issues and all its dimensions (e.g., intrapersonal, interpersonal, environmental, spiritual dimensions, etc.).

  - Did the presenting strengths and needs/challenges/issues identified in the initial referral differ from the client's point of view? If affirmative, how were you able to reconcile this difference? What other needs/challenges/issues have been identified through your on-going assessment?

  - What internal (within the agency) and external (within the community) resources were identified to assist with your intervention? Explain how the resources may or may not have been accessible, available, and reliable; implications of possible lack of resources. What have been your strengths and restrictions pertinent to this case?

II. Case Theories (10%)

- What theoretical framework / lens initially guided your assessment? (Explain the process for selecting the specific theoretical framework / lens as well as provide a rationale justifying its appropriateness)

- Did your theoretical framework change or remain the same throughout your intervention with these clients? (Explain possible changes and rationale).

III. Development of Intervention Plan (20%)

- Development of Plan of Intervention: From the assessment section of your paper, identify 2 or 3 major areas of concern or situations that need urgent and attainable interventions. Discuss and list your goals, objectives, and methodology of intervention for addressing the client's needs.

- Discuss client's involvement in this process. Provide a rationale or a theory base for the selection of interventions.

- Explain the process by which empirically sound (that is measurable) interventions were considered and/or selected.

IV. Implementation of Plan of Action (25%)

- Implementation of Plan of Intervention: Discuss the way in which you were able to engage the client and/or the client system in the helping relationship? What helping roles did you use? What challenges have you encountered?

- Discuss the processes for implementing your interventions. Have you been able to engage in a multi-level practice through the application and combination of multi-level interventions / approaches? Explain how? What else could have been done?

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

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

V. Ethical and other considerations (15%)

- Ethical and Legal Issues: Identify and discuss ethical and legal issues pertinent to this case.

- Socio-Cultural – Spiritual Issues: Identify and discuss any issues of race, ethnicity, gender, sexual preference, economics, or political discrimination/oppression pertinent to this case. How were they addressed through your interventions?

VI. Evaluation (brief) (10%)

- Evaluation: What is your self-evaluation of both the process and the outcome at this point in time, based on your stated intervention objectives?

- Is there anything you would do differently, anything more you would have liked to do?

- Demonstrate how a research design was used (or might have been used) to evaluate the intervention, the outcome and the process.

Note: Throughout the semester, students will have opportunities to share their processes while conducting and completing this assignment.

Texts Required:

Boyle, S.W., Hull, G.H., Mather, J. H., Smith, L.L. and O.W. Farley, Direct practice in social work. Boston: Pearson,

DeJong.P. and Berg,I.K. Interviewing for solutions.. Belmont.CA, Brooks-Cole,

In addition, a number of required readings are placed on SAC CT

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.

SOCIAL WORK PRACTICE

COURSE STRUCTURE

Fall 2012 Dr. Joe Anderson

WEEK	CONCEPTS AND ASSIGNMENTS	READINGS TEXT	READINGS SAC CT
1	Introduction to Class, Course, and Skills Lab Syllabus Presentation Social Work Foundation Practice Overview Small Group Incomplete Sentences Exercise		
	UNIT I DIRECT PRACTICE FOUNDATION		
2 & 3 Perspectives	Concepts: Generalist Framework and Empowerment Ecosystems Perspective Strengths Approach Social Justice Orientation Solution-Building Model	Week 2: Boyle, et. al., Ch 1 DeJong and Berg, Ch1 Group A Logs due	Anderson, J. (1997). Social Work with Groups. Ch. 3 Generalist Perspective and Practice. pp 33-48. Swenson, C.R.(1998). Clinical social workers contribution to a social justice perspective. Social Work, 43, (6) 527-537. Ecomap Diagram (Anderson, J) Dual Perspective Diagram (Anderson, W) Rivas and Hull,case study #26
	Concepts:: Generalist Perspective for Foundation Practice Ecomapping and the Dual Perspective Diversity Perspectives DVD Interviewing for Solutions, Clips 1, 2, and 3 Small Group Lab Case Study/Skill	Week 3: Boyle et. al., Ch. 2 DeJong and Berg, Ch.2 Group B Logs due	Kilpatrick, A.C. and Holland (2003. Working with Families, Ch 2. An ecological systems social constructionism approach to family practice, pp. 14-32 Anderson, J. and Carter, R. W. (2004) Diversity Perspectives for social work practice. In. R. A. Dorfman et. al. (Eds). Paradigms of Clinical Social Work. pp. 19-33. Rivas and Hull, case study #4
4 Introduction to Values and	Concepts NASW's Ethical Principles/Central Values	Boyle et. al., Ch. 3 DeJong and Berg, Ch3	Gutierrez, L. M. (1990). Working with women of color: An empowerment perspective. Social Work. 35(2). 149-153.

Ethics	Professional Integrity Ethical Decision-Making Commitment to Service Small Group Lab: Pairs Engagement Interviews	Group C Log due	Early, T.J. and GlenMaye, L.F. (2000). Valuing families: Social work practice from a strengths perspective. Social Work. 45(2): 118-130 Rivas and Hull, case study#13
	UNIT II THE HELPING PROCESS		
5 Introduction to Skill Base Engagement	Concepts: Basic Interactional and Interviewing Skills Phase Specific Skills Critical Thinking Skills DVD: Interviewing for Solutions, Clips 4, 5,6, and 7. Small Group Lab: Pairs Interviews.	Boyle et. al. Ch. 4 DeJong and Berg, Ch. 4,5,6 Group A Logs due	DeJong, P., and Miller, S. D (1995) How to interview for client strengths. Social Work. 40: 729-736. Wright, O.L., and Anderson, J.D., (1998). Clinical Practice with African American families. Families in Society. 79(2)L 197-205 Rivas and Hull, case study #5
6 Assessment	Assessment Frameworks and Tools Small Group Case Study: Prepare for practice presentation . Small Group Lab: Pairs Assessment Interviews.	Boyle et. al., Ch. 5 Group B Logs due	Meyer, C.H. (1995). Assessment. In R.L. Edwards, ed. Encyclopedia of Social Work. Pp.266-270. Cowger, C.D., and Smively, C.A. (2002). Assessing client strengths. In A.R. Roberts and G.J. Greene, Eds. Social Worker's Desk Reference. Pp.221-225 Rivas and Hull, case study #8
7 Planning	MID-TERM EXAM	Boyle et. al., Ch. 6 Group C Logs due	Bisman, C.C. (1999). Social work assessment: Case theory construction. Families in Society. 80(3): 240-247 J. Corcoran, (2005). Building Strengths and Skills, Ch. 5 Phases of the strengths-and-skills-building model. Pp.71-106

		Boyle et. al., Chs. 7 and 8	Lee, M.Y.. (2003). The solution-focused approach to cross-cultural clinical practice: Utilizing cultural strengths. Families in Society. 84 (3): 385-394
8 Intervention	Class Case Study DVD: Interviewing for Solutions, Clips 11, 12, 14, 17, 19 and 20 Small Group: Prepare for Practice Presentation	DeJong and Berg, Ch. 7,8,9,10 Group A Logs due	 Rivas and Hull, case study#10
9 Evaluation and Termination	Class Case Study DVD: Interviewing for Solutions, Clips 21 and 22 Small Group: Prepare for Practice Presentation	Boyle et. al., Chs. 13 and 14 DeJong and Berg, Ch. 11, 12 Group B Logs due	Rivas and Hull, case study #'s 2&7
	UNIT III MEZZO AND MACRO SYSTEMS		
10 Family-Centered Practice	Class Case Study Small Group: Prepare for Practice Presentation	Boyle et. al., Ch. 10 Group C Logs due	Hartman, A. and Laird, J. (1983). Family Centered Social Work Practice. Ch. 1 A family focus in social work practice, pp. 3-22; and Ch. 5 Family theory for family-centered practice, pp.75-107 Rivas and Hull, case studies #'s 8&12
11 Practice with Groups	ASSESSMENT ASSIGNMENT DUE Class Case Study Small Group: Prepare for Practice Presentation	Boyle et. al., Ch. 11 Group A Logs due	Anderson, J. (1997) Social work with Groups, Ch. 6. Overview of social work practice through group process. Pp. 109-122 Rivas and Hull, case study #17
12 Macro Systems Work	Class Case Study Small Group Practice Presentation : Group A	Boyle et. al., Ch. 12 DeJong and Berg, Ch 13,14,15 Group B Logs due	Rivas and Hull, case study #28.

13 Practice Presentations	Groups B and C Practice Presentations	Group C Logs due	

Field Log Assignment

Name:_____

Instructions: For each week this semester complete this assignment by responding to all statements or questions.

Week (please circle)   1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

I met with my field instructor for one or more hours this week.

Yes □   No □

I met with my task supervisor for one hour or more this week.

Yes □   No □   N/A □

On a scale of one to ten, to what degree do you think your learning needs are being attended to at this agency?
_____

1 = never – 10= always

What percentage of the time you are at the agency do you meet with clients?_____

0 – 100%

On a scale of one to ten, what was you level of energy at the agency over the past week?_____

1 = extremely low   - 10 = extremely high

On a scale of one to ten how comfortable did you feel in your relationship to staff *during this week*?_____

1 – very uncomfortable - 10 – very comfortable

On a scale of one to ten how comfortable did you feel in your relationship to clients *during this week*?_____

1 – very uncomfortable - 10 – very comfortable

Answer the following questions and include them in your log for this week. Please type all log assignments.

1. What learning challenges were presented to you this week?

2. What are potential solutions to the challenges?

3. What concepts discussed and learned in class inform your solutions? Be specific.

4. What activities from your learning objectives did you engage in this week?

Full credit will be given to students who complete the logs. Special attention will be focused on use of concepts and terminology. Inadequate coverage of these will result in less than full credit.