

SW 381 SOCIAL WORK PRACTICE

Spring 2008

Section 1, Schedule #35965 – Tuesdays and Thursdays 11-12:15 HH 134

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**Office Hours: Mondays: 4-6:30 p.m.; Tuesdays 3-5:30 p.m.
other times by appointment**

I. Purpose and Description

Social Work 381, Micro Social Work Practice, is the first of four practice courses that address the knowledge, skills and values that are the core elements of social work practice. While the Generalist Model is the core principle that guides the undergraduate program, the focus of this particular course is the development of knowledge, values and skills for entry level social workers conducting assessments with individuals, families and therapeutic groups. This course serves as the foundation structure for professional practice and preparation for the field practicum. Particular emphasis is placed on gender and diversity issues, self-knowledge and values clarification and writing skills for practice.

II. Objectives

By the end of the semester, the student will have:

A. Knowledge about social work and be able to:

1. Define the Generalist Model and its importance in social work practice.
2. Discuss diversity and cultural issues as applied to social work practice with individuals including persons of color, women, gays and lesbians and populations at risk.
3. Understand how self-awareness regarding personal values, experiences, strengths and limitations may affect personal development as a social worker.
4. Describe the Problem Solving Model, the Generalist Intervention Model and Client Centered Practice
5. Describe critical components of assessments of individuals, families and therapeutic groups.

B. Skills applicable to social work and be able to:

1. Apply the Generalist Model by completing a psychosocial assessment of an individual including an ecomap and genogram.
2. Analyze the Generalist Intervention Model in social work practice and apply it to assessment and possible interventions with individuals, families and therapeutic groups
3. Demonstrate skills in fundamental social work tasks of interviewing, recording and other oral and written communication activities.
4. Demonstrate the ability to employ culturally competent assessment skills including use of a culturagram

C. Values relevant to the profession of social work and be able to:

1. Describe the core principles, values and ethics of social work practice
2. Understand how the NASW Code of Ethics is applied to social work with individuals, families and groups
3. Describe the process of handling an ethical dilemma
4. Describe own conflicting values in social work practice and ways to resolve those conflicts that are consistent with the Code of Ethics.

III. Course Outcomes

Upon completion of this course, students will be able to:

1. Utilize the Generalist Intervention Model when conducting assessments of individuals, families and therapeutic groups and be able to incorporate genograms, ecomaps and culturagrams as assessment tools.
2. Incorporate knowledge of diversity issues and communication styles when conducting assessments
3. Recognize value conflicts and ethical dilemmas in beginning social work practice
4. Complete beginning level documentation of assessments and possible interventions
5. Identify client risk factors and know when to seek appropriate supervision

IV. Course Readings - Required Text

- Kirst-Ashman, K.K. & Hull, G.H. Jr. (2006). *Understanding Generalist Practice* (4th ed.). Chicago: Nelson-Hall
- Kadushin, A. & Kadushin, G. (1997). *The Social Work Interview* (4th ed.). New York: Columbia University Press.

Other assigned readings available through ProQuest, available on-line through the SDSU Library.

- Congress, E.(1994). The use of culturagrams to assess and empower culturally diverse families. *Families in society*, 75 (9), 531-538
- DeJong, P. & Berg, I. (2001). Co-constructing cooperation with mandated clients. *Social Work*, 46, 361-374.
- Fox, V. (2002). Therapeutic alliance. *Psychiatric Rehabilitation Journal*, 26 (2), 203-205.
- Fukuyama, M.A. (1999). Growing up biracial. *Journal of Counseling and Development*, 77 (1), 12-14.
- Grabeal, C. (2001). Strengths-based social work assessment: Transforming the dominant paradigm. *Families in Society*, 82 (3), 233-242
- Hodge, D. R. (2005). Social work and the house of Islam: Orienting practitioners to the beliefs and values of Muslims in the United States. *Social Work* 50 (2), 162-172.
- Manfred-Gilham, J.J., Sales, E., & Koeske, G. (2002). Therapist and case manager perceptions of client barriers to treatment participation and use of engagement strategies. *Community Mental Health Journal*, 38, 213-221.
- Mattison, D., Jayarante, S., & Croxton, T. (2002). Client or former client? Implications of ex-client definition on social work practice. *Social Work*, 47 (1), 55-64.
- Peterman, L.M. & Dixon, C.G (2001). Assessment and evaluation of men who batter. *Journal of Rehabilitation*, 67 (4), 38-42
- Van Velsor, P. (2004). Revisiting basic counseling skills with children. *Journal of Counseling and Development*, 82 (3), 313-319.

V. Course Assignments

- a. Quizzes and in-class assignments: There will be quizzes and writing assignments during class, many of which will be completed in class. They will cover readings and application of material discussed in class. Quizzes and in-class assignments are worth 20% of the final grade. Please bring an examination book TO EACH CLASS; we will use this book for all written assignments. These assignments may be modified to fit the needs of the class.
- b. Mid-term exam: An exam will be given on March 4 and will cover material readings and/or classroom discussions and lectures. This exam will be worth 100 points
- c. Biopsychosocial Assessment: Students are required to conduct a biopsychosocial assessment. Guidelines for this assignment will be available on Blackboard. The assignment is due May 8 and is worth 200 points.
- d. Final Exam: The final exam will be given on May 15 from 10:30 to 12:30. It will cover content read and/or discussed during the second half of the course. The final is worth 100 points.

VI. Grading

Objective examinations are graded according to their correctness as established by the reading, media or lecture. Essay questions, debates, presentations and papers will be graded subjectively.

Final Grade calculation - final grades are calculated on a percentage basis. The factors in grading (exams, paper, study questions and quizzes) 500 points. See the Student Handbook for an elaboration of grade policies. Grades will be administered in accordance with the University system as described in the SDSU General Catalog. The system uses the following scale:

94-100 A	80-82 B-	67-69 D+
90-93 A-	77-79 C+	63-66 D
87-89 B+	73-76 C	60-62 D-
83-86 B	70-74 C-	<60 F

If a student has a concern about a grade on an exam or paper, they must speak with the professor within one month of the date the grade was received.

The final grade will be based on the following:

<i>Assignment</i>	<i>Due Date</i>	<i>points</i>
In-class assignments and quizzes	TBD	100
Midterm examination	March 4	100
Psychosocial Assessment	May 8	200
Final Exam	May 15	100
TOTAL		500

VII. Class Policies

This is a “practice” class, thus you will be expected to “practice” the social work skills discussed in class. This will be through role plays and group exercises. You have the right to share or withhold personal information in class discussions. Using real life situations, however, brings realism to the exercises, so your participation will be appreciated. Students must respect the confidentiality of their peers and behave professionally. Part of social work education is exploring your values and, in the process you may have strong feelings. It is hoped that you will learn from these experiences and develop self awareness and introspection. You are entitled to your feelings and beliefs; they will be respected by the instructor. You, in turn, are asked to respect the feelings, beliefs and values of others. When you have strong feelings, don’t ignore them – explore them and see what is behind them.

Writing skills are very important in the social work profession. the short in-class writing assignments will give you practice and the opportunity to receive feedback about your writing and critical thinking skills. If you have difficulty writing, there is a list of tutors and campus resources which will be made available to you upon request.

When writing or speaking about a client, you must protect that person’s identity by using a fictitious name, and not revealing facts which would make the person easily identifiable. Always state that you are using a fictitious name to assure that you do not give the impression that you are violating someone’s confidentiality.

When contacting the instructor by email, always include SW381 as part of the subject . Otherwise your email may be ignored or deleted. Always include your full name in your emails.

Please come see me if you want to discuss your progress in class, any difficulties you may be having, or to provide or receive feedback.

Have a great semester!!

A. Attendance and Participation

Students are expected to conduct themselves in a professional manner regarding attendance and participation. They are expected to be prepared for class, having read the given assignment, to arrive on time and stay for the entire class session. When students miss class, they should make sure they obtain notes from another student.

B. NASW Code of Ethics – Class Norms

Social Work is an honorable profession – reflecting the character of the individual practitioner.

Do not cheat.

Anyone using a cell phone or pager during an exam may be suspected of cheating.

Ask permission to leave, if you must, during an exam

Students are expected to submit their own work – this means that they will not take credit for another’s thoughts, ideas etc. by failing to give credit for sources in papers or copying the work of others during examinations.

If a student is suspected of cheating during an exam or of committing plagiarism:

the student may receive no credit for the test or paper

the incident may be reported to the School of Social Work

the incident may lead to dismissal from the University

Refer to the APA guideline available on Blackboard and/or purchase an APA manual as you will be held to these standards throughout your course of studies in the School of Social Work

C. Policies Related to Required Assignments

Assignments are due on the dates indicated.

Assignments which are not submitted in class on the due date may be left in the Social Work office. (HH 119)

If submitted to the SW office, they will be “on time” if they are date stamped by staff on the day they are due

If they do not meet the above criteria, they will be marked down one grade for each day they are late.

Weekends count in this equation as “late days.”

You may make up work or submit late work without penalty ONLY if you have a doctor’s excuse or other documentation that the instructor determines to constitute a legitimate absence

Students are expected to attend and participate in class discussions. Do not sleep, side talk, or use electronic devices that distract your attention from the class discussion.

There is no provision for extra credit

If illness or other extenuating circumstances prevent students from taking an exam when it is scheduled, they should notify the instructor. If the instructor determines that extenuating circumstances are preventing a student from taking the exam on the day it is scheduled, she will negotiate another time for the student to take the exam. Illness or other unforeseen emergencies must be documented. Quizzes may be unannounced and must be taken on the day and time they are given. There will be no make-up quizzes.

D. Disabilities.

The San Diego State University School of Social Work abides by the Americans with Disabilities Act of 1990. Students who have disabilities that can potentially impact their academic performance may request special accommodations by contacting the SDSU Disabled Students Services (DSS) and receiving an evaluation. If DSS determines that a student has a disability and is eligible for special accommodations (e.g., extended time for taking Exams), it is the student's responsibility to inform the instructor. He/she should meet with the instructor and provide the necessary paperwork from DSS for special accommodations.

E. Incomplete grade.

On rare occasions (e.g., severe illness, family emergency), an "incomplete" grade may be granted, provided the student meets the criteria established by University and School of Social Work policies. These criteria include: (a) the instructor must agree that extenuating circumstances prevented the student from completing the work; (b) the student does not have to make up more than 30% of the required course work; and (c) the student and the instructor will sign a contract specifying the actions needed for the student to complete the course and a time line for completion. University policy dictates that an Incomplete must be made up within one calendar year following the end of the term in which it was assigned, or the grade will be converted to an F.

F. Blackboard.

Materials for this course (e.g., SW 381 Syllabus, assignments, handouts) will be posted on Blackboard – <http://blackboard.sdsu.edu/webapps/login>. Please note:

Communication from the instructor. The instructor will use Blackboard to notify students of assignments, post grades, schedule changes or other unforeseen events. Students are responsible for assuring that any registration changes have been posted and that they are on the course roster for the class section that they are attending. They are responsible for assuring that their current email is listed on the Blackboard system. The Blackboard system does not handle hotmail accounts well, so students who have a hotmail account should request a rohan account from SDSU and use it as their University email. Students should check Blackboard on the morning of the class to download any posted documents. Students requiring assistance on Blackboard are encouraged to contact the Blackboard Help Desk at <http://its.sdsu.edu/bbsupport/>.

When emailing the instructor, always include SW381 in the subject and use your full name. If emails are not identified in this manner, they may not be opened or acknowledged.

G. Office hours: The instructor will maintain office hours as listed on the heading of this syllabus, and may be available at other times by appointment. Students are encouraged to use the office hours to discuss questions related to the assigned readings or required assignments. In order to make the best use of office hour time, the instructor encourages students to schedule appointments when possible. The instructor also welcomes questions from students via email or phone (see contact information on the heading of this syllabus).

VIII. Return of written assignments.

If a paper is not returned before the end of the semester, the student may provide a self-addressed stamped envelope so that the instructor can mail the paper. Papers may also be picked up at the instructor's office. School of Social Work policy prohibits leaving graded papers in the student mailboxes.

XI Organization of Course

The following Course Outline lists the topics, required readings, and assignments. Required readings consist of the text and supplemental readings as assigned. Not all readings will be discussed in class. Students are responsible for (and may be tested on) ALL assigned readings, regardless of whether or not they are discussed in class. *The Course Outline is subject to change.*

DATE	TOPIC OF CLASS It is expected students will have read the listed assignments for the following week's classes	READINGS: <i>see details at the end of this table.</i> <i>PQ = ProQuest KA = Kirst Ashman KK = Kadushin</i>
Jan 22-24	Introduction to Course and Generalist Model	KA Ch 1 KA Ch 11
Jan 29-31	Values and Ethics in Social Work Ethical Dilemmas – The “ex” client	KA CH 12-13 PQ: Hodge PQ: Mattison
Feb 5-7	Diversity issues in Social Work Practice: Assessment of Culture Culture and Gender sensitivity -	K & K CH 12 PQ: Congress
Feb 12-14	Cross Cultural Interviewing/Culturagram White Culture In class assignment: Assessment of another’s culture	KA CH 1 PQ: Peterman
Feb 19-21	Ethnicity/Diversity issues continued; The Generalist Intervention Model revisited. Domestic Violence	KA CH 5, 16 PQ Manfred
Feb 26-28	Engagement and Assessment, Recording	Review for midterm
Mar 4-6	Mar 4 Midterm covering assignments and discussions to date Mar 6 Client barriers to treatment	KA CH 2 PQ Graybeal
Mar 11-13	Micro skills: working with adults Strengths based social work assessment	KA CH 9,10 PQ Fukuyama
Mar 18-20	Working with Families Growing up biracial	K&K CH 1,2,3 PQ: Fox
Mar 25-27	Interviewing skills – listening The therapeutic alliance	K & k CH 4,5,6
April 1-3	SPRING BREAK	*****
Apr 8-10	Interviewing skills - Attending, reflecting, summarizing Introductory Phase, Beginning the Interview, Problem Exploration	K & K CH 7,8,9
Apr 15-17	Interviewing skills – Questions and Advice-giving. Problem Solving Interventions, Questioning techniques	K & K 11,13 PQ: DeJong
Apr 22-24	Interviewing skills – Working with resistant clients Nonverbal Communication Involuntary and mandated Adults and Sexually abused children	PQ: Van Velsor
Apr 29 -May 1	Interviewing Children and Adolescents Basic Counseling Skills with Children Course wrap up, evaluation, review for final	
May 6-8	Discuss Assessments Prepare for Final	BIOPSYCHOSOCIAL ASSESSMENTS DUE May 8
May 15	FINAL EXAM	10:30-12:30

Additional References

- Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2006). *Direct social work practice: Theory and skills* (7th ed.). Pacific Grove, CA: Brooks/Cole.
- Homan, M.S. (2004). *Promoting community change: Making it happen in the real world*. Belmont, CA: Brooks/Cole.
- Lukas, S. (1993). *Where to start and what to ask: An assessment handbook*. New York: W. W. Norton. (With audiotapes on reserve at Love Library – Lukas, S. [1993]. *Thinking like a therapist*. New York: W. W. Norton.)
- Lum, D. (2007). *Culturally competent practice: A framework for growth and action* (3rd ed.). Pacific Grove, CA: Brooks/Cole.
- Rivas, R. F., & Hull, G. H. (2004). *Case studies in generalist practice* (3rd ed.). Pacific Grove, CA: Brooks/Cole.
- Sheafor, B. W., Horejsi, C. R., & Horejsi, G. A. (2000). *Techniques and guidelines for social work practice* (5th ed.). Boston, MA: Allyn and Bacon.
- Shulman, L. (1999). *The skills of helping individuals, families, groups, and communities* (4th ed.). Itasca, IL: F. E. Peacock..
- Zastrow, C. (2004). *The practice of social work* (8th ed.). Pacific Grove, CA: Brooks/Cole.