I. Purpose and Description

This is the third of four required social work practice courses in the social work major taken concurrently with SW 489A, Field Practicum. The course presents social work theories, principles, and practice interventions. Building upon skills learned in SW381 and 382, it covers the Generalist Social Work Perspective, the Generalist Intervention Model and systems theory which provide a framework for use of these skills with individuals, families and groups, with an emphasis on evidence-based interventions. Crisis intervention, case management, and group work will be covered, all with a focus on application to diverse populations. Diversity and cultural competency is also a theme that is threaded throughout the course. Class discussions will enable students to examine values, ethics, and conscious use-of-self in practice. Client vignettes as well as own field internship experiences will be utilized to enhance and integrate learning. A major goal is for students to critically analyze and demonstrate evidence-based knowledge, values, and skills associated with the basic level of generalist social work practice and apply this knowledge to a specific area of practice related to the field internship.

II. Expected Competencies

After completion of SW483A, students will demonstrate competence in the following areas: (EPAS: Educational Policy and Accreditation Standards, Council of Social Work Education)

A. EPAS 2.1.2: Apply social work ethical principles to guide professional practice:
1. Recognize and manage personal values in a way that allows professional values to guide practice. (measure: final exam)
2. Identify ethical dilemmas and possible solutions by applying standards of the National Association of Social Workers Code of Ethics. (measure: quizzes; final exam)
3. Apply strategies of ethical reasoning to arrive at principled decisions. (measure: quizzes; final exam)
B. EPAS 2.1.3: Apply critical thinking to inform and communicate professional judgments:

C. EPAS 2.1.6: Engage in research-informed practice and practice-informed research:
4. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom. (measure: EBP papers)
5. Use research evidence to inform practice in one’s field context. (measure: EBP papers)
6. Demonstrate effective oral and written communications skills. (measure: EBP papers)

D. EPAS 2.1.4: Engage diversity and difference in practice:
7. Analyze the implications for practice of culture, color and other aspects of human diversity, i.e., age, gender, disability, sexual orientation, and trauma history. (measure: quizzes; exam; EBP papers)

E. EPAS 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
8. Collect, organize, and interpret client data (measure: exam)
9. Assess client strengths and limitations (measure: exam)
10. Select appropriate intervention strategies (measure: exam)
11. Implement prevention interventions that enhance client capacities (measure: exam)
12. Critically analyze, monitor, and evaluate interventions (measures: EBP papers, exam)
13. Describe when and how to appropriately utilize crisis intervention and case management interventions with individuals, families, and groups of clients. (measure: quizzes; exam)
14. Apply knowledge related to group dynamics, roles, process, and theory to groups, within the generalist perspective, using the evidence-based process. (measure: quizzes; EBP papers; exam)

III. Required Text


Required Resources to Review on Plagiarism:
SDSU Resources
SDSU Plagiarism: The crime of intellectual property by SDSU librarian Pamela Jackson
http://infotutor.sdsu.edu/plagiarism/index.cfm
Academic Senate - University Academic Policies on Cheating and Plagiarism
http://senate.sdsu.edu/policy/pfacademics.html
Center for Student Rights and Responsibilities - Reporting a case of suspected plagiarism to Judicial Procedures Office
http://www.sa.sdsu.edu/srr/complaint1.html

External Resources
Plagiarism: How to avoid it http://www.aresearchguide.com/6plagiar.html
Cyberplagiarism: Detection and Prevention from Penn State. Wholesale Copying, Cut & Paste, Inappropriate Paraphrase, Citation Guidelines, Practice Exercise
http://tlt.its.psu.edu/suggestions/cyberplag/cyberplagexamples.html
Plagiarism is a serious offense in academia and will be treated according to the university policy, as written in the SDSU catalog. Any plagiarism infraction will be reported to the SDSU Office of Student Rights and Responsibilities as is mandated by the CSU Chancellor.

If you are unsure as to what is plagiarism: Students can take the 30-minute pre- and post- online quiz: SDSU Plagiarism: The crime of intellectual property by SDSU librarian Pamela Jackson, found at: http://infotutor.sdsu.edu/plagiarism/index.cfm

Optional Texts and Readings:

Some helpful Evidence-Based Practice websites:
http://bjs.ojp.usdoj.gov/
http://www.naswdc.org/research/naswResearch/0108EvidenceBased/default.asp
http://www.nrepp.samhsa.gov/
http://www.cebc4cw.org/
http://www.campbellcollaboration.org/resources/links/links_social_welfare.php
http://www.campbellcollaboration.org/resources/links/links_crime_and_justice.php
http://www2.cochrane.org/reviews/

Readings: Are all available through the SDSU library. You may need to use Interlibrary loan to get some of them. It is suggested you download all of them as soon as you can.

IV. Course Assignments

Assignment 1: Four Quizzes (10% each of final grade)

There will be four multiple choice, short-answered quizzes based on the required readings and class lectures of the course. Students are expected to study all assigned readings, whether or not they are discussed in class. Students are required to bring 2 Scantron Forms, #882-E (green, short forms) and a #2 pencil for each exam.

Please refer to the class schedule for the dates of quizzes. Due to finals week classroom scheduling and time restraints, only one make-up quiz for the semester will be allowed.

Assignment 2: Client Service Issue / Evidence-Based Interventions – Paper Assignment (50% of final grade).

Refer to Appendix A for assignment posted on Blackboard.

There are three sections to this assignment that will address steps in the evidence-based research process. The process includes: (1) Formulating an answerable practice
question; (2) Searching for the best available evidence; (3) Critically reviewing the evidence; (4) Applying the evidence; and (5) Evaluating its outcomes.

Section assignments #1 and #2 will enable you to formulate your answerable practice question. You will be examining your own context of social work practice through discussion with your Field Instructor and through the agency’s materials. You will also be describing a service need problem as presented in peer-reviewed studies.

Section assignment #3 is where you will review programs/interventions, the methods used to evaluate them, and critique the evidence.

**Attendance, Participation, Exercises/Worksheets (10% of final grade)**

As adult learners, students are expected to take an active role in creating a positive learning environment. Role plays and other experiential exercises are designed to give students an opportunity to practice the skills taught in class, as well as to begin to apply the course material to social work practice with clients. Students will benefit from actively participating in these exercises and will be better able to apply and integrate what they learn in class to their work with clients in their field placement.

Students will be evaluated on quality of participation, e.g. attendance, completion of class assignment, topic preparedness, understanding of the reading, application of reading to the discussion, group collaboration, professional etiquette/behaviors in class, etc.

*Attending all classes with no unexcused absences and completing all class worksheets and/or exercises is considered satisfactory level “C” participation. Unexcused absences will cause students to lose participation points. Receiving the participation and exercises/worksheets grade will depend on the degree to which to students participate in class discussions and in the skill development portion of the course, whether experiential (i.e., role plays, case presentations), or written exercises (e.g. as the summary of one’s individual contribution to the class).*

*Students are encouraged to bring in case situations from their field practicum to contribute to class discussions. They are expected to maintain client confidentiality at all times by changing names and disguising identifying information.*

**SW 483A Student Information Data Form - required**

Please refer to Data Form posted on Blackboard. This form is due in class by Tuesday, September 3, 2013.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Formal Due Date</th>
<th>Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension - Quizzes (4 quizzes valued at 10% each)</td>
<td>9/19, 10/17, 11/14, 12/5</td>
<td>40</td>
</tr>
</tbody>
</table>
| Client Service Issue – Evidence-based Interventions Paper | Sections 1 & 2 – Nov. 19th  
Section 3 – Dec. 10th | 50   |
| Section 1 – Agency Overview                     |                         |      |
| Section 2 – Client Service Issue/Need            |                         |      |
| Section 3 – Evidence-Based Interventions         |                         |      |
| Attendance, Participation, Exercises, & Worksheets| On-going                | 10   |
| Total Points Possible                            |                         | 100  |

V. Grading

Grades will be administered in accordance with the policies set forth in the SDSU General Catalog and will follow the School of Social Work Grading Policy in the Undergraduate Handbook.

The following grading scale will be utilized:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-94</td>
</tr>
<tr>
<td>A-</td>
<td>93-90</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
</tr>
<tr>
<td>B</td>
<td>86-84</td>
</tr>
<tr>
<td>B-</td>
<td>83-80</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
</tr>
<tr>
<td>C</td>
<td>76-74</td>
</tr>
<tr>
<td>C-</td>
<td>73-70</td>
</tr>
<tr>
<td>D+</td>
<td>69-67</td>
</tr>
<tr>
<td>D</td>
<td>66-64</td>
</tr>
<tr>
<td>D-</td>
<td>63-60</td>
</tr>
<tr>
<td>F</td>
<td>59 or less</td>
</tr>
</tbody>
</table>

Final grades will be “averaged up” only if the total points are at .5 or above. (Ex. 89.5 becomes 90.) Grades with percentages below .5 will not be “averaged up”. (Ex. 89.4 remains 89.)

Assignments will be completed in a timely fashion. No assignments will be accepted after the due date, unless otherwise negotiated prior to the due date. Extensions for assignments are generally not given, except at the instructor’s discretion for extenuating emergency circumstances. Please refer to assignment policies located later in this syllabus.

Grades will be determined in accordance with the following guidelines:

1. Grades of A or A- are reserved for student work that is judged to be outstanding. The work demonstrated an excellent mastery of content and also shows that the student has (a) undertaken complex tasks, (b) applied critical thinking skills to the assignment, and/or (c) demonstrated creativity in his/her approach to the assignment. The degree to which the student demonstrates these skills determines whether he/she receives an A or an A-.

2. A grade of B is given to student work that is judged to be praiseworthy. This grade denotes that the student has demonstrated a sound understanding of the material being tested in the assignment(s), and has demonstrated a moderate level of complexity in his/her approach to the assignment. The degree to which a student demonstrated this complexity or creativity determines whether he/she receives a B+, B, or B-.
3. A grade of C+ denotes a student’s grasp on the content and expectations of the assignment are more than satisfactory.

4. A grade of C is given to the student that meets the requirement of the assignment. It denotes that the student has done satisfactory work on the assignment and meets the expectations of the course.

5. A grade of C- denotes that a student’s performance was less than satisfactory on the assignment, reflecting a less-than-satisfactory grasp of content and/or expectations.

6. A grade of D is given to work that is judged to be minimally passing. It reflects a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.

7. A grade of D- or F denotes a failure to meet minimum standards, reflecting serious deficiencies in a student’s performance on the assignment.

NOTE: Completion of all components of the assignment would result in a grade of C. As per the guidelines above: A grade of “C” is given to student work that meets the basic requirements of the assignment. It denotes that the student has done satisfactory work on the assignment and meets the basic expectations of the course.

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 timeline for completion.

VI. Teaching Methods and Class Policies

A. Teaching Methods

Course outcomes will be achieved through conceptual and experiential means. Methods of teaching will include lectures, class discussion of required readings, discussion groups, video clips, written assignments, possibly guest speakers, and experiential exercises (e.g., role-plays, values clarification exercises, classroom learning activities, assessment skills worksheets).

Although the primary responsibility for introducing, organizing, and explaining course content rests with the instructor, it is expected that students will take responsibility for their own learning, incorporate critical thinking skills, show professional respect to the instructor and to each other, and help create a classroom atmosphere that facilitates the teaching/learning process.

B. Class Policies

1. NASW Code of Ethics and Class Norms:

The NASW Code of Ethics has been adopted as an academic standard by the SDSU School of Social Work. Students are expected to maintain a high standard
of professionalism and to follow all the principles of the NASW Code of Ethics (NASW, 1996, Revised 2008). The Code of Ethics specifies that social workers should be “continually aware of the profession’s mission, values, ethical principles, and ethical standards and practice in a manner consistent with them” (NASW, 1996, Revised 2008 Ethical Principles). Adherence to the Code of Ethics includes placing clients’ interests in highest priority, maintaining client confidentiality, demonstrating appropriate professional boundaries, treating one’s colleagues with respect, and maintaining standards of honesty and integrity. Please refer and review the NASW Code of Ethics, located at http://www.socialworkers.org/pubs/code/default.asp for its ethical principles.

Confidentiality. Students are expected at all times to maintain the confidentiality of clients, organizations, etc. that they have seen or are currently seeing in any of their field experiences and/or work settings.

2. Participation/Classroom Etiquette:
Class participation means to be actively engaged in the learning process and demonstrate professionalism. This includes demonstrating interest in class discussions, refraining from doing other work in class, e.g. reading; engaging in social media activities; working on non-course material; passing notes; and/or engaging in side conversations. I encourage you to contribute comments, ask questions, and be an active participant in your education. Please respect the contributions of others.

Cell Phone, Social Media Free Zone: Use of cell phones, and/or social media on laptops, tablets, etc. during class time is not permitted as these may create distractions to the student’s learning experiences and process. Thus reading emails, texting, tweeting is not permitted in class. All electronic devices (except laptops for SW 483A course use only) shall be stored under the student’s seat and turned off. The Instructor reserves the right to request students to remove electronic devices if or when distractions occur. All laptops, tablets, etc. will be automatically turned off and put away prior to beginning classroom learning experiential activities, small group activities, film clips being exhibited, and when guest speakers are presenting.

3. Academic Honesty and Integrity:
Students are required to adhere to the academic regulations / guidelines set forth in the General Catalog.

The NASW Code of Ethics asserts that social workers should “behave in a trustworthy manner” and “not participate in, condone, or be associated with dishonesty, fraud, or deception” (NASW, Rev 1999, Ethical Principles & Section 4.04). Social work students should conduct themselves in a manner consistent with the social work value of integrity and avoid all forms of academic misconduct including: cheating, plagiarizing, stealing course examinations, falsifying data, violating copyright laws, asking another student to sign the roll for them when they are not attending class, and/or intentionally assisting
another individual in any of those actions. Please note the following definitions and policies:

a. Cheating includes (1) giving or taking exam answers to or from another student, (2) copying another student’s paper (in part or in its entirety), and (3) falsifying one’s own or another student’s class attendance.

b. Plagiarism is “formal work publicly misrepresented as original; it is any activity wherein one person knowingly, directly and for lucre, status, recognition, or any public gain resorts to the published or unpublished work of another in order to represent it as one’s own. Work shall be deemed plagiarism (1) when prior work of another has been demonstrated as the accessible source; (2) when substantial or material parts of the source have been literally or evasively appropriated (substance denoting quantity; matter denoting qualitative format or style); and (3) when the work lacks sufficient or unequivocal citation so as to indicate or imply that the work was neither a copy nor an imitation. This definition comprises oral, written, and crafted pieces. In short, if one purports to present an original piece but copies ideas word for word or by paraphrase, these ideas should be duly noted” (Lindey, as cited in the Bulletin of the Graduate Division, SDSU, 2000-2001, p. 40).

c. Giving authorship credit. The NASW Code of Ethics states that social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed. Social workers should honestly acknowledge the work of and the contributions made by others (NASW, 1999). Students should be careful to give appropriate authorship credit to anyone from whom they have obtained information for written assignments and class presentations, including citing books, journal articles, Internet websites, class lectures, professional colleagues, and/or classmates. The instructor may check written assignments for plagiarism by entering portions of the paper into a variety of websites.

**Consequences for academic misconduct:**
Academic misconduct will be handled according to University policy. Students who are found plagiarizing the works of others or committing other forms of academic misconduct will be subject to standards set forth by the University. Such action could result in failing an assignment, failing the class, or being expelled from the University. Please refer to the SDSU General Catalog and the School of Social Work Student Undergraduate Handbook.

4. **Attendance / Absences:**
Attendance is expected. Adult learning requires diligent study of assigned readings, active participation in class discussions and attendance. Students are expected to come to class on time and stay for the entire class session. Note, attendance may be taken at the beginning of or at any time during the class. Absences and partial class attendance can significantly interfere with students’ ability to meet course objectives and may impact the student grade. The
instructor will excuse absences resulting from verified unforeseen circumstances (e.g., illness, family emergency, etc.).

5. Religious Observances:
Please notify the instructor within the first two weeks of the semester if your religious observances conflict with class or assignment due dates so appropriate arrangements can be made.

6. Academic Accommodations / 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 academic accommodations by contacting the SDSU Student Disability Services (SDS) and receiving an evaluation. If SDS determines that a student has a disability and is eligible for academic accommodations (e.g., extended time for taking exams, etc.), it is the student’s responsibility to inform the instructor. He/she should meet with the instructor and provide the necessary paperwork from SDS for academic accommodations as soon as possible and at least one week prior to taking exams/quizzes.

7. Course Assignments:
Exams: Exams must be taken on the dates they are scheduled. If illness or other extenuating circumstances prevent students from taking an exam on the scheduled date, they should contact the instructor immediately to discuss the reasons preventing them from taking the exam. Make-up exams will be provided only in the case of illness and/or family emergency and with notification by Blackboard email to the instructor on or before the day of the exam. The instructor reserves the right to request proof of illness/emergency to confirm the excused absence. All make-up exams will be administered during the SDSU Exam Period day and time for SW 360. Reminder - due to finals week classroom scheduling and time restraints, only one make-up exam during the semester will be allowed.

Policy on late assignments. The instructor expects that students will turn in the written assignments by the due dates specified. Students should contact the instructor immediately (by email) if unforeseen circumstances (e.g., severe illness, family emergency) prevent completion of work by the due date. If the emergency is verifiable, and the instructor agrees that it justifiably prevented student from completing the assignment, the student may negotiate an extended time frame for completing the work.

Late papers will not be accepted if the student has failed to contact the instructor prior to the due date. If the paper is late for any reason other than a verifiable emergency, but has been discussed with the instructor prior to the due date, the grade for the student will be reduced by one grade level (e.g., from A to B) for days late, partial changes (i.e., + or -, will be used for further fractions of the week) and a new due date will be established. The penalty for lateness will be increased further by full letter grades if the student still fails to turn in the assignment by the extended due date. The
instructor may choose not to accept a paper that is more than 2 weeks late, and the student would then receive a zero for the assignment.

8. Policies on Communication:

Communication with the instructor. The instructor will use Blackboard to send emails to students notifying them of documents posted on Blackboard and/or updates to course assignments. Students are responsible for assuring that: (a) they are currently registered in the course, and (b) their current email is listed on the Blackboard system.

Blackboard: Materials for this course, including Lecture PowerPoint slides and Grades will be posted on Blackboard. The slides will be posted by 11:00pm the day before the class. Students should check Blackboard immediately before class to download any posted documents. Not all Power Points or readings will be discussed in class. All Power Points are intended to be used as references for student review of class discussions and reading materials. Any information from the readings may be included in test questions, even if the material has not been discussed in class.

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 (preferred mode of communication is Bb email). Please see contact information on the heading of this syllabus.
VII. Course Outline

The Course Outline is subject to changes by the instructor throughout the semester. Note that all readings will not be covered in class. Students are responsible for ALL assigned readings, regardless of whether they are discussed in class.

Week 1: August 27 & 29:
Introduction and review of syllabus.
Systems theory, the Generalist Social Work Practice Perspective and Intervention Model, and Evidence Based Practice (EBP); Writing an academic paper

Readings:
Text: Chapter 1

Week 2: September 3. (Thursday, September 5th, no class session – use this time for researching paper assignment.)
Social work values, ethics, and the resolution of ethical dilemmas

Readings:
Text: Chapter 11

Download for course


Week 3: September 10 & 12
Intake and engagement, data collection and assessment; assessment of individuals; use of validated assessment tools and measures; diversity and assessment; cultural humility

Readings:
Text: Chapter 5
Optional: Chapter 2: Compare and contrast with what you learned in SW381!

**Week 4: September 17 & 19:**
Assessment continued; Planning and contracting

Readings:
Text: Chapter 6


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**Weeks 5, 6, & 7: September 24 & 26, October 1 (October 3 – no class session), October 8 & 10:**
Intervention and monitoring: Crisis Intervention with Individuals and Families; Identification of high risk clients and mandated reporting; Ethical decision making; Intervention with suicide risk; Suicide from a systems perspective.

9/24: Crisis intervention and identification of high risk clients
Readings:
Text: Chapter 7

10/1: Suicide identification
Readings:
See [http://www.suicidology.org/web/guest/current-research](http://www.suicidology.org/web/guest/current-research)

10/8: Suicide intervention
Readings:

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**Weeks 8, 9, 10: October 15, 17, 22, 24, 29, 31:**
Intervention and monitoring: Strengths-based case management with individuals and families; Steps in case management process; Assessment and intervention with families

10/15: Case management
Readings:
Text: Chapter 15

10/22: Assessment of families
Readings:
10/29: Working with families
Readings:
Text: Chapter 10

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Weeks 11, 12, 13: November 5, 7, 12, 14, 19, 21
Social work practice with groups: Engagement and assessment, roles, dynamics, process, theories, interventions; group work with diverse populations; EBP in group work; Evaluation, termination, and follow-up

*Sections 1 and 2 of the Client Issue Assignment are due in class on November 19th (Agency analysis and Client service issues/concerns).*

Readings:
11/5:
Text: Chapter 3

11/12: Groups continued
Readings:

11/19: Evaluation, termination, and follow-up
Readings:
Text: Chapter 8

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Weeks 14: November 26 and 28 - Thanksgiving (no class sessions); Week 15: December 3 & 5:
Revisiting cultural competency and cultural humility
Readings:
11/26 Text: Chapter 12
12/3: Gender-sensitive social work practice
Readings
Text: Chapter 13

Week 16: December 10:
Professional development, self-care, and course wrap-up

Section 3 of the Client Issue Assignment is due in class on December 10th (Evidence-Based Interventions).

Congratulations on completing SW 483A!

Readings:

VIII. Bibliography


quality in mandated community treatment: Blending care with control.  
*Psychological Assessment*, 19, 397-410.


