I. Purpose and Description of Course

This first semester practice course provides an overview of generalist social work as a method of intervention with fundamental concepts, principles, values, techniques, and skills. Students learn generalist practice content that focuses on strengths, capacities and resources of client systems in relation to their broader environments. Within this generalist practice framework, the focus is on becoming competent in specific practice behaviors needed to work with individuals, families, groups, organizations and communities.

These practice behaviors (consistent with the EPAS) include:
1) engaging clients in an appropriate working relationship; 2) identifying issues, problems, needs, resources, and assets; 3) collecting and assessing information; 4) identifying gaps in service delivery; and 5) developing an initial intervention plan. Students are introduced to the steps of the evidence-based practice (EBP) process and expected to apply critical thinking skills to their interventions at the micro, mezzo, and macro levels. These skills

The course aim is to achieve three outcomes. First, the beginning social work student will gain skills in assessment across all levels of intervention (i.e., micro, mezzo, macro). The generalist social work practice perspective is presented as a problem-solving model to assist individuals, families, groups, organizations, and communities to achieve personal and social change. Particular emphasis in the course is placed on the assessment of individuals within their family, neighborhood, and community context. Students also learn to assess organizations and communities, especially the student’s field practicum agency within its community context.

A second outcome of the course is that students will begin to identify as a social work professional by acquiring knowledge of values, ethics, and legal issues pertaining to social work practice. Students are introduced to various social work intervention roles (e.g., advocate, broker, educator, counselor, facilitator, case manager) and learn how to maintain the professional boundaries inherent with each role.

Finally, students will gain skills in engagement and relationship building with individuals, families, small groups, organizations, and communities. Class role plays and other experiential
exercises will help students develop interviewing skills, engage clients in building relationships, and apply conscious use of self in generalist social work practice. Particular attention is placed on the use of the EBP process in determining intervention strategies that are most effective with clients and communities of low socioeconomic status as well as individuals who experience oppression due to race, ethnicity, sexual orientation, gender, religion, age, or disability.

II. Expected Competencies

A. **At the completion of SW630, students are expected to achieve the following EPAS competencies:**

2.1.1 E.P.

<table>
<thead>
<tr>
<th>E.P. 2.1.1 Identify as a professional social worker and conduct oneself accordingly</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF 1.a. Demonstrate beginning capacity to advocate for client services by utilizing a policy practice framework and negotiating for community based and culturally sensitive programs and services</td>
</tr>
<tr>
<td>CF 1.e. Support the purpose and values of the profession through consistent pursuit of learning, and recognize the relationship between career long learning and contributing practice effectiveness</td>
</tr>
<tr>
<td>CF 1.f. Utilize supervision/consultation effectively, including the need to augment knowledge, or to mediate conflict arising from personal values and emotions related to practice and professional contexts.</td>
</tr>
<tr>
<td>CF 1.g. Demonstrate capacity to perceive the diverse viewpoints of clients, community members, and other cases of value conflicts by applying professional practice principles</td>
</tr>
<tr>
<td>CF 1.h. Demonstrate knowledge of ethical decision making methods and the capacity to apply these in practice</td>
</tr>
</tbody>
</table>

2.1.2 E.P.

<table>
<thead>
<tr>
<th>E.P. 2.1.2 Apply social work ethical principles to guide professional practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF 2.a. Demonstrate awareness of personal values and bias and manages such bias to engage in practice consistent with professional ethics and values</td>
</tr>
<tr>
<td>CF 2.b. Understanding the professional value base and apply the NASW Code of Ethics and other applicable codes of ethics in creating plans and making decisions that affect children, youth, adults, families, and communities</td>
</tr>
<tr>
<td>CF 2.c. Demonstrate the capacity to perceive the diverse viewpoints of clients, community members, and others in cases of value conflict and the ability to resolve these conflicts by applying professional practice principles</td>
</tr>
<tr>
<td>Competencies</td>
</tr>
<tr>
<td>CF 2.d. Demonstrate knowledge of ethical decision making methods and the capacity to apply these in practice, policy, advocacy, and research.</td>
</tr>
</tbody>
</table>

2.1.3 E.P.

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<tr>
<th>E.P. 2.1.3 Apply critical thinking to inform and communicate professional judgments</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF 3.a. Demonstrate the ability critically to appraise, integrate and apply evidence-based knowledge and practice principles, as well as client and other knowledge, in conducting and communicating ethically competent assessments and interventions</td>
</tr>
<tr>
<td>CF 3.b. Demonstrate the capacity to monitor and analyze the gathering, assessment and evaluation of information to inform practice model design and use, including assessment intervention and evaluation</td>
</tr>
<tr>
<td>CF 3.c. Understand and apply the principle that all oral and written communication must conform to audience needs and adhere to professional standards</td>
</tr>
</tbody>
</table>
2.1.4 E.P. 2.1.4 Engage diversity and difference in practice

CF4.a. Demonstrate knowledge of historical legal, socioeconomic and psychological forms of oppression and ability to develop culturally sensitive interventions within that understanding

CF 4.b. Recognize how institutional racism power and dynamics affect workplace culture and climate in practice

CF4.c. Demonstrate self-awareness of bias including knowledge of and capacity to manage power differences, when assessing and working with diverse populations

CF 4.d. Demonstrate ability to understand and communicate the effects of individual variation in the human developmental process and its importance to the shaping of life experiences within diverse group

C4.e. Demonstrate capacity to learn from the consult/collaborate with others and to engage constituents/consumers within the helping process

2.1.6 E.P. 2.1.6 Engage in research-informed practice and practice-informed research

CF6.b. Demonstrate knowledge of how to consult and utilize research evidence to inform ongoing practice and policy at all levels

2.1.7 E.P. 2.1.7 Apply knowledge of human behavior in the social environment

CF7.a. Demonstrate beginning ability to apply conceptual behavior frameworks to social environments involved in assessment, intervention and evaluation

2.1.10 E.P. 2.1.10 (c) Intervention

CF10(a).b. Demonstrate the ability to work with individuals, families, and groups to identify and work towards accomplishments of shared goals

CF10(b).a Demonstrate the ability to effectively engage with diverse individuals to gather, analyze, and interpret consumer/client information in a coherent objective manner

CF10(b).b. Demonstrate capacity to conduct a comprehensive, collaborative, unbiased assessment that follows legal and ethnic guidelines and identify strengths and needs

CF10(b).c. Demonstrate ability to involve individuals, family members, and community service providers to develop coordinated intervention

CF10(b).d. Demonstrate ability to critically determine the most appropriate intervention strategies to implement a plan

EP 2.1.10 (c) Intervention

CF10(c).a. Demonstrate beginning ability to initiate efforts consistent with service and organizational goals

CF10(c).b. Demonstrate capacity to identify and utilize preventative measures that enhance individual client’s strengths and protective factors

CF 10(c).c. Demonstrate capacity and skills to identify and prioritize challenges and to foster solutions that call on client/consumers’ existing strengths

CF10(c).d. Demonstrate the capacity and skills to undertake the role of client advocate in negotiating for needed policies, resources, and services

CF10(c).e. Recognize the importance of understanding the transition and termination processes and demonstrate the capacity to sensitively terminate work

E.P. 2.1.10 (d) Evaluation

CF10(d).a. Demonstrate a beginning ability to systematically monitor, analyze, and evaluate interventions applying a knowledge-for-action approach to determine future action
III. Textbook and Readings

Required Text:

Required Supplemental Readings:


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
**Co-Requisite Course - SW 650 Required Reading:**

**Recommended Texts:**


**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/

**Internet Resources:**
California Board of Behavioral Sciences Website at: [http://www.bbs.ca.gov/](http://www.bbs.ca.gov/)

California Legislation at: [www.leginfo.ca.gov](http://www.leginfo.ca.gov)


**IV. Course Assignments**

Assignments 1: Three Quizzes (15% each of final grade)

There will be three multiple choice quizzes 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. Please refer to the class schedule for the dates of quizzes.
Assignment 2: Integrative Client Systems Assessment & Introduction to Evidence-Based Practice – Paper Assignment (45% of final grade).

See Appendix A.

**Individual Assignment** with a Client selected from your field practicum setting, along with Field Instructor/Agency approval. Decision pertaining to paper assignment will be decided by third class session.

Using the Evidence-Based Practice process steps, the students apply the Generalist Social Work Practice Perspective to a client situation and complete a multidimensional assessment on the client. The assessment should identify the micro, mezzo, and macro presenting problems and/or treatment issues of the case and include a discussion of high risk factors and ethical dilemmas identified in the assessment. The assignment requires that students apply the evidence-based practice process as they search for evidence related to the practice situation they have selected.

Assignment 3: 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 mid level “B” participation (85%). Unexcused absences will cause students to lose participation points. Receiving a B+ (87–89), A- (90 – 94), or “A level” (95 – 100) for the participation and exercises/worksheets grade will depend on the degree to which 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 group project, etc.).

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.*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Formal Due Date</th>
<th>Pts.</th>
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<tbody>
<tr>
<td>Quizzes (3 quizzes at 15 pts. each)</td>
<td>Sept. 25th, Oct. 23rd, Dec. 4th</td>
<td>45</td>
</tr>
<tr>
<td>Client Systems Assessment – Evidence-Based Interventions Paper</td>
<td>Dec. 11th in class</td>
<td>45</td>
</tr>
<tr>
<td>Participation / Exercises &amp; Worksheets</td>
<td>On-going</td>
<td>10</td>
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<tr>
<td>Total Points Possible</td>
<td></td>
<td>100</td>
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</table>
V. Grading

Grades will be administered in accordance with the policies set forth in the Graduate Bulletin and will follow the School of Social Work Grading Policy documented in the Graduate Student Handbook. (Refer to the School of Social Work website for a copy of the Graduate Student Handbook: http://socialwork.sdsu.edu/student-resources/references/msw-handbook/)

The following grading scale will be utilized:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100-95</td>
</tr>
<tr>
<td>A-</td>
<td>94-90</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 or less</td>
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</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 needed to 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 not only demonstrates very good mastery of content, but also shows that the student has (a) undertaken complex tasks, (b) applied critical thinking skills to the assignment, and/or (c) demonstrated creativity in her or his 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 work that is judged to be very good. This grade denotes that a student has demonstrated a more-than competent understanding of the material being tested in the assignment.
3. A grade of B is given to student work that meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets the basic expectations of the course.
4. A grade of B- denotes that a student’s performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.
5. A grade of C reflects a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.
6. Grades between C- and F denote 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 B. As per the guidelines above: “A grade of ‘B’ 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 time line for completion.

VI. Teaching Methods and Class Policies

Course objectives will be achieved through conceptual and experiential means. Methods of teaching will include lectures, class discussion of required readings, discussion groups, videotapes, written assignments, possibly guest speakers, and experiential exercises focused on clinical skill development (e.g., role-plays, case presentations, values clarification exercises, 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.

Class Policies

1. NASW Code of Ethics and Class Norms:
   The NASW Code of Ethics is an academic standard at 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 that they have seen or are currently seeing in their field placements or work settings.

Best interests of clients. Students should use terminology that preserves the integrity of the person (e.g., “an individual diagnosed with schizophrenia”, “a child diagnosed with Attention Deficit Hyperactivity Disorder”, “a child who has a learning disability”). Individuals should not be labeled with a condition (e.g., “a schizophrenic,” “a borderline,” “the disabled” or “the disabled”).

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, passing notes, 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 or others.
This course is a seminar, meaning that as adult learners, students are expected to take an active role in creating a positive learning environment by studying the assigned readings prior to class and actively contributing to class discussions. Students are expected to bring material from their advanced field placements to class discussions. This may include specific case examples, ethical dilemmas encountered that are relevant to the course material or sharing of knowledge obtained in the field placement. Small group exercises will occur in class. Students are expected to actively participate in any small group to which they are assigned.

**Cell Phone, Social Media Free Zone:** There will be no use of cell phones, or social media on laptops, tablets, etc. during class time as these may create distractions to the student’s learning experiences and process. Thus reading emails, texting, tweeting, Instagrams, etc. are not allowed in class. The Instructor reserves the right to request students to remove electronic devices if or when distractions occur.

3. **Academic Honesty and Integrity:**

Students are required to adhere to the guidelines set forth in the Graduate Bulletin (see Regulations of the Division of Graduate Affairs). 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:

- **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.
- **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” (Lindley, as cited in the Bulletin of the Graduate Division, SDSU, 2000-2001, p. 40).
- **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 Bulletin of the Graduate Division.*

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 class and again after the break. 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.). Vacations and other out of town activities will not be considered to be excused absences. Also, the student’s field practicum experience should not conflict with class time (in accordance with SSW policy).

   Students acting as professionals, shall notify the instructor in advance via Blackboard email, if they need to miss class, arrive late, or leave early. If there is no notification provided to the instructor, the absence is considered to be unexcused. When students miss class, they shall take responsibility for obtaining all information discussed and presented in class and posted on Blackboard. More than one unexcused absence will result in the final letter grade being lowered by half a grade (ex. B+ to B).

5. **Religious Observances:**
   Please notify the instructor within the first two weeks of the semester if your religious observances conflict with class or 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.

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 to discuss the reasons preventing them from taking the exam. The instructor will then negotiate another time for the student to take the exam.

   **Policy on late assignments.** The instructor expects that students will turn in the written assignments by the due dates specified in the Course Outline. Students should contact the instructor immediately (by phone or 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 two grade levels (e.g., from A to B+), and a new due date will be established. The penalty for lateness will be increased to one full letter grade (three grade levels - e.g., from A to B) 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 the day of 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.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
</table>
| Week 1 Aug. 28 | Introduction / Course syllabus, assignments and schedule / SDSU Library resources  
CSWE Competencies  
Overview of Social Work Practice: A Generalist Perspective  
Mission and Purpose of Social Work  
Beginning Systems model  
Social Work Origins – Film: Hull House & J. Addams  
Required Readings:  
Hepworth et al (2013): Ch. 1  
CA Board of Behavioral Sciences (BBS) – Clinical SW and Counselor Definitions  
[www.bbs.ca.gov](http://www.bbs.ca.gov)  
SDSU Resources on Plagiarism – see required reading section |
| Week 2 Sept. 4 | Social work roles  
The initial phase: Building the relationship  
Engagement, empathy, assessment, and exploration  
Required Readings:  
Hepworth et al (2013): Ch. 2 & 3 |
| Week 3 Sept. 11 | Engagement: Applying the Generalist Intervention Model with Clients (micro, mezzo, macro levels)  
Empathy and Communication  
Preparing and Conducting Interviews  
Required Readings:  
Hepworth et al (2013): Ch. 5 and 6  
Recommended:  
Lukas (1993): Preface, Ch. 1  
| Week 4 Sept. 18 | Ethics, Values, and Laws Impacting Social Work Practice  
Introduction to the NASW Code of Ethics  
Operationalizing Cardinal Social Work Values  
Laws Regulating Social Work Practice: High-Risk Factors and Clients  
Required Readings:  
Hepworth et al (2013): Ch. 4  
California Evidence Code 1010-1027 (Privileged Communication & Exceptions)  
[www.leginfo.ca.gov](http://www.leginfo.ca.gov) |
| Week 5 Sept. 25 | Quiz # 1  
Introduction to Evidence-Based Practice Process |
| Week 6  | Oct. 2 | Overview of the Steps of Evidence-Based Practice  
EBP and Client Assessments  
Guest Speaker?  
Required Readings:  
Thyer (2004) |
|---|---|---|
| **Week 6**  | **Oct. 2**  | **Interviewing Skills:** Preparing for the First Interview With a Client, Conducting the First Interview  
Interviewing Skills and Communication when Engaging Clients  
Required Readings:  
Hepworth et al (2013): Ch. 7 |
| Week 7  | Oct. 9 | Introduction to the Psychosocial Assessment  
Assessment tools  
Culturally Competent assessment  
Multidimensional assessment  
Case Study: Review and Discussion  
Required Readings:  
Hepworth et al (2013): Ch. 8  
Congress (2009)  
McPhatter (1991) |
| Week 8  | Oct. 16 | Psychosocial Assessment / Multidimensional Assessment (cont.)  
The Mental Status Exam  
Assessment and High Risk Factors- child abuse, suicidal and homicidal risk, substance abuse, domestic violence  
Strengths & Risks at Micro, Mezzo, and Macro Levels  
Crisis Intervention with At-Risk Clients  
Required Readings:  
Hepworth et al (2013): Ch. 9  
Lukas (1993): Ch. |
| Week 9  | Oct. 23 | Quiz # 2  
Assessing the Individual in the Context of Family System and Culture  
Working with Children  
Working with Older Adults  
Guest Speaker?  
Required Readings:  
Hepworth et al (2013): Ch. 10 |
| Week 10  | Oct. 30 | Negotiating Goals and Contracting  
Required Readings:  
Hepworth et al (2013): Ch. 12 |
| Week 11 | Nov. 6 | Overcoming Barriers to the Relationship  
| Transference and countertransference  
| The involuntary client  
| Stages of change  
| Required Readings:  
| Hepworth et al (2013): Ch. 18  |
| Week 12 | Nov. 13 | Planning and Implementing Practice Models  
| Task-Centered Model  
| Crisis Intervention  
| Case Management  
| Required Readings:  
| Hepworth et al (2013): Ch. 13  
| Kanter (2011): Clinical Case Management  |
| Week 13 | Nov. 20 | Planning and Implementing Practice Models (continued)  
| Cognitive Restructuring  
| Solution-Focused Brief Treatment  
| Required Readings:  
| Hepworth et al (2013): Ch. 13 (continued)  |
| Week 14 | Nov. 27 | Instructor will not be holding a class session.  
| Students will use this time to work on exam preparation and case study assignment.  
| Required Readings:  
| Hepworth et al (2013): Ch. 14  
| Gibelman & Furman (2008): Ch. 1  
| Long et al (2006): Ch. 3  |
| Week 15 | Dec. 4 | Quiz # 3  
| Macro Practice and Organizational Assessment  
| Engagement & Assessment in Organizations & Communities  
| Advocacy and Empowerment  
| Required Readings (continued):  
| Hepworth et al (2013): Ch. 14  
| Gibelman & Furman (2008): Ch. 1  
| Long et al (2006): Ch. 3  |
| Week 16 | Dec. 11 | Client Systems Assessment Paper Due at beginning of class  
| Termination, evaluation, and follow-up  
| Professional Self-Care  
| Summary and Review - Evaluation of Learning  
| Required Readings:  
| Hepworth et al (2013): Ch. 19  
| Congratulations on Completing Your First Semester of Graduate Social Work Practice!  
| Have a GREAT Winter Break!  |
VIII. Course Bibliography


State of California, Board of Behavioral Sciences (January 2012). *Statutes and regulations relating to the practice of professional clinical counseling, marriage and family therapy, educational psychology, and clinical social work*. Sacramento, CA.
Suggested EBP Bibliography:


Appendix A: Social Work 630 – Fall 2013: Paper Assignment

Integrative Client Systems Assessment and Introduction to Evidence-Based Practice

The purpose of this assignment is to provide students an opportunity to integrate theory and practice by using the Generalist Intervention Model to complete: (a) an assessment of a client situation and (b) a case conceptualization of the client’s presenting problems and concerns. Student selects an Individual Client from his/her practicum setting and will base the assessment and case conceptualization on this identified client.

1. Discuss the assignment with your Field Instructor. Document this discussion by completing the form provided in this syllabus and/or on Blackboard. Your paper will not be accepted if this documentation is not attached at the time the paper is submitted.

2. Select a client from your current field placement.

3. Agency Context

Provide a brief description of your current field placement and your role as an intern. Identify and describe the agency that is serving the client. Is it a public or private nonprofit agency? What are the purpose and goals of the agency?

What services are provided by the agency to the target population(s)? Where do these services fit on the continuum of care (i.e., clinical case management, outpatient, day treatment, inpatient, residential)?

Part One: Assessment

Assessment – Description of Client

4. Briefly describe the client system, indicating if the case study involves work with an individual, or with the individual in the context of his or her family. Include the client’s age, gender, gender identity and expression, race, ethnicity, socioeconomic class, sexual orientation, marital status, religion, education, current employment, and composition of family/household system in this description.

Document how the social worker in the case obtained information for the assessment (e.g. direct interviews with client).

5. Complete a Genogram, Eco-map, and Culturagram of the client system. These assessment tools are to be included as appendixes and do not count against the page limit. Use these tools as illustrations as the team analyzes the client’s family background and dynamics, environmental stressors and resources, and cultural diversity factors.

Assessment – Presenting Major Problem(s) / Precipitating Factor(s):

6. What brought the client(s) in for treatment?
   Referral Source; Reason for seeking services; Onset and duration; Sites of the problem; Previous treatment; Precipitating event; Severity
Assessment – High Risk Factors / Legal mandates and Ethical Issues

7. Discuss the high risk factors and ratings that were applicable for the client(s), as per a completed Risk Assessment Worksheet.

8. Consider onset, duration, and current level of severity of each of the applicable high risk factors. When assessing suicidal ideation, include a description of the client’s intent, plan, means, history of past attempts, and family history.

(Risk Assessment Worksheet and Narratives- to be included as an appendix).

Part Two: Generalist Case Conceptualization

9. Generalist Assessment of Client’s Problems / Therapeutic Issues, Strengths, and Further Information Needed (on all levels, i.e., micro, mezzo, and macro levels)

10. Using the Generalist Intervention Model, complete your assessment of the client’s problems and therapeutic issues in micro, mezzo, macro levels (i.e. biophysical, use and/or abuse of medications and/or substances, cognitive, emotional, behavioral, family, and cultural issues). Refer to Hepworth et al., 2013, Chapter 9.
   a. Discuss any other information you would have further explored/assessed in all micro, mezzo, macro levels.
   b. Case Conceptualization: Synthesize relevant information gained in the initial interviews. Answers the question: How do you see the client’s problems? Discuss the ethical dilemmas and legal issues you anticipate encountering in this case. Discuss a plan for addressing these issues.
   c. What are the client’s strengths and resources?

11. Treatment Planning and Interventions

   The treatment plan should include the following:
   a. Problem statements. Summarize the problems and concerns your client presented. Identify the specific issue/problem you want to focus for this paper.
   b. Treatment goals. (Short-term and Long-term goals for the specific issue(s) you selected. Remember to include: in what ways did the treatment goals and interventions address high risk factors and ethical dilemmas in the case?
   c. Interventions. Start with the EBP question and identify the intervention you chose for your client. Describe your search process. Select five empirical articles testing the effectiveness of intervention. Critique the chosen intervention for its effectiveness. Is it empirically validated? Does it consider your client’s characteristics and situation? What are the gaps or limitations of this intervention?

   Describe the ways in which evidence-based interventions will be used in your treatment plan for this client situation. Use course readings on Evidence Based Practice (and others as desired) to support the critique.

12. Conclusion
Format of Paper

The paper should be no more than 6 pages, 1-inch margins, double spaced, 12-point font and comply with APA format. It should include a title page with running head and an abstract that follows the format for a review article (i.e., purpose of paper, sources of information, brief statement of findings).

References must be cited in APA format – both in text and on the reference list, and the reference list and references in text must agree exactly.

The paper should be clear, well organized and free of grammar or typographical errors.

Appendices for the paper will include: Genogram, Eco-Map, Culturagram, and Risk Assessment.
Documentation that Paper Assignment was Discussed with Field Instructor

(Student) ____________________________ has discussed the requirements of this paper with me, including the assessment, case conceptualization and treatment plan that will be implemented with a client of the agency.

_________________________     ________________________
Field Instructor - Name Printed  Field Instructor Signature  Date

_________________________
Student - Name Printed

Student Signature  Date

(Student will submit this original form attached to their paper assignment on the required due date to the SW 630 course instructor.)