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:

A. **EPAS 1: Demonstrate Ethical and Professional Behavior (CF1.b, 1.d, 2.a, 2.b)**
   1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, and models of ethical decision making. [quizzes]
   2. Demonstrate professional demeanor in behavior; appearance, and oral, written, and electronic communications. [quizzes; assigned papers]

B. **EPAS 2: Engage Diversity and Difference in Practice (CF4.b)**
   3. Apply and communicate understanding of the importance of diversity and difference in shaping experiences in practice at the micro, mezzo, and macro levels. [quizzes; papers]
   4. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients. [quizzes]

C. **EPAS 3: Advance Human Rights and Social, Economic, and Environmental Justice**
   5. Engage in practices that advance social, economic, and environmental justice [papers]

D. **EPAS 4: Engage in Practice-Informed Research and Research-Informed Practice (CF3.a)**
   6. Use practice experience and theory to inform scientific inquiry. [papers]
   7. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. [papers]
   8. Use and translate research evidence to inform and improve practice, policy, and service delivery. [papers]

E. **EPAS 6: Engage with Individuals, Families, Groups, Organizations, and Communities (CF10(a)b)**
   9. Apply knowledge of human behavior and the social environment and Motivational Interviewing to engage with clients and groups. [quizzes]

**EPAS 7: Assess Individuals, Families, Groups, Organizations, and Communities (CF 10(b)a)**
10. Collect and organize data, and apply critical thinking, to interpret information from clients and constituencies. [quizzes]
11. Select appropriate intervention strategies based on assessment, research knowledge, and values of clients. [quizzes; papers]

**EPAS 8: Intervene with Individuals, Families, Groups, Organizations, and Communities (CF10 (a)c; CF 10 (c)b)**
12. Apply knowledge of human behavior and the social environment, crisis theory, group theory, and other frameworks in interventions with clients. [quizzes; papers]
13. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. [quizzes]

**EPAS 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (CF 10 (d)a)**
14. Select appropriate methods of evaluation of outcomes. [quizzes]
III. Required Text and 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](http://infotutor.sdsu.edu/plagiarism/index.cfm)
  Academic Senate - University Academic Policies on Cheating and Plagiarism
  [http://senate.sdsu.edu/policy/pfacademics.html](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](http://www.sa.sdsu.edu/srr/complaint1.html)
- External Resources
  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](http://tlt.its.psu.edu/suggestions/cyberplag/cyberplagexamples.html)

**Recommended Readings:**

**Additional Required Reading Materials:**
Other required articles and resources will be available through Blackboard and links included in the syllabus. Articles for which links are provided are owned by the San Diego State Library system.

**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)

**Some helpful Evidence-Based Practice websites:**
[http://www.naswdc.org/research/naswResearch/0108EvidenceBased/default.asp](http://www.naswdc.org/research/naswResearch/0108EvidenceBased/default.asp)
[http://www2.cochrane.org/reviews/](http://www2.cochrane.org/reviews/)
IV. Course Assignments
Assignment 1: Comprehension - Four Quizzes (four quizzes valued at a total of 50% of course 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 (45% of final course 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. This assignment is divided into 3 separate papers that will be due over the course of the semester. Please refer to the Course Outline for the related due dates for each paper.

Details for your papers are posted on Blackboard. All papers are to be submitted through TurnItIn via Blackboard and are due by the beginning of class on due date.
Late papers receive -5% first day (up till midnight); -10% thereafter. Similarity scores on TurnItIn are expected to be 10% or less. By taking this course, you agree that all required papers may be subject to submission for textual similarity review to Turnitin for the detection of plagiarism. Some papers submitted for review will be included as source documents in the global Turnitin repository to be used in future reviews. You should remove your name and any other personally identifying information from your papers prior to submission to Turnitin.

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
3: Attendance, Participation, Exercises/Worksheets (5% of course 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 and participating in discussion and class activities is considered satisfactory level “C” participation.

Assignment Formal Due Date and % of final grade
1. Comprehension - Quizzes
   (2 quizzes valued at 15% each and 2 quizzes valued at 10% each)

2. Client Service Issue – Evidence-based Intervention Paper
   a. Agency Overview Paper – 5%
   b. Client Service Issue Paper – 15%
   c. Evidence Based Interventions Paper – 25 %

3. Attendance, Participation, Exercises, & Worksheets – 5%
   On-going

Total Points Earned for the course: 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:
A = 100-94  C = 76-74
A- = 93-90  C- = 73-70
B+ = 89-87  D+ = 69-67
B  = 86-84  D  = 66-64
B- = 83-80  D- = 63-60
C+ = 79-77  F = 59 or less
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.)
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, and experiential exercises (e.g., role-plays, clinical case vignettes).

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). Please refer and review the NASW Code of Ethics, located at ttp://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

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.

3. Academic Misconduct:

Academic misconduct is an act in which a student seeks to claim credit for the work or efforts of another without authorization or citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of a student's academic performance, or assists other students in any of these acts.

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. Field placement activities should not interfere with class attendance.

5. Accommodation for Religious Observances:

Students will be allowed to complete examinations or other requirements in advance of a religious observance. However, it is the student’s responsibility to contact the professor in advance so that he or she can make the necessary arrangements.
6. SDSU Faculty Senate Disability Policy:
If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

7. Course Assignments:
Exams/Quizzes: 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 advance notification 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.

Written assignments: All written assignments are to be turned in at the start of class on the due date. Emailed papers will not be accepted.

All make-up exams will be administered during the SDSU Exam Period day and time for SW 483A. 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 1 week late, and the student would then receive a zero for the assignment. All papers are to be handed in to the instructor at the start of class unless other arrangements have been made with the student.

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 the morning of 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

VII. Course Outline
The Course Outline is subject to changes by the instructor throughout the semester. Students are 
responsible for ALL assigned readings, regardless of whether they are discussed in class.

Weekly Topics
Week 1: 
Aug. 25 & Aug. 27
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

Required Readings:
Kirst-Ashman & Hull (2015): Ch. 1 
SDSU Resources on Plagiarism – see required reading section

Week 2
Sept. 1 & Sept. 3 
Social work values, Ethics, and the Resolution of Ethical Dilemmas

Required Readings:
Kirst-Ashman & Hull (2015): Ch. 11 
(Download for course) 
Social Work, 58 (2), 163-172.

Week 3
Sept. 8 & Sept. 10
Intake and engagement, data collection and assessment; assessment of individuals; use of 
validated assessment tools and measures; diversity and assessment; cultural humility

Required Readings:
Kirst-Ashman & Hull (2015): Ch. 2 and 5 
depression scale to assist in the case management of patients living with HIV/AIDS. Case 
Management Journals, 11 (4), 210-216.
Sept. 10 - Quiz # 1

Week 4
Sept. 15 & Sept. 17
Assessment continued; Planning and contracting in Generalist Practice

Required Readings:
Kirst-Ashman & Hull (2015): Ch. 6

Week 5
Sept. 22 & Sept 24
Intervention and Monitoring: Crisis Intervention with Individuals and Families

September 24 Paper #1 Agency Overview Paper Due – at the start of class

Required Readings:
Kirst-Ashman & Hull (2015): Ch. 7

Week 6
Sept. 29 & Oct. 1
Crisis intervention and identification of high risk clients; mandated reporting; Suicide from a systems perspective.

Required Readings:
Kirst-Ashman & Hull (2015): Ch. 7
See http://www.suicidology.org/web/guest/current-research

Week 7
Oct. 6 & Oct. 8
Intervention and monitoring: Strengths-based case management with individuals and families; Brokering and Case management process

Required Readings:
Kirst-Ashman & Hull (2015): Ch. 15
Week 8
Oct. 13 & Oct. 15
Understanding Families and Family Assessment

Required Readings:
Kirst-Ashman & Hull (2015): Ch. 9

Oct. 13 - Quiz # 2

Week 9
Oct. 21 & Oct. 23
Understanding Families and Family Assessment (cont.)
Required Readings:
Kirst-Ashman & Hull (2015): Ch. 9

Week 10
Oct. 27 & Oct. 29
Working with Families
Required Readings:
Kirst-Ashman & Hull (2015): Ch. 10

October 29 – Paper #2 – Client Service Issue Paper Due – at the start of class

Week 11
Nov. 3 & Nov. 5
Social work practice with groups: Engagement and assessment, roles, dynamics, process, theories, interventions; group work with diverse populations; EBP in group work

Required Readings:
Kirst-Ashman & Hull (2015): Ch. 3

Week 12
Nov. 10 & Nov. 12
Groups - continued

Required Readings:
Kirst-Ashman & Hull (2015): Ch. 3 (cont.)
Nov 10 - Quiz # 3

Week 13
Nov. 18 & Nov. 20
Evaluation, Termination, and Follow-Up

Required Readings:
Kirst-Ashman & Hull (2015): Ch. 8

Week 14
Nov. 24 & Nov. 26

Nov 24 - Quiz # 4
November 27 - Holiday

Week 15
Dec. 1 & Dec. 3
Culturally Competent Practice (revisited) and Gender-Sensitive Social Work Practice
Review of EVP assignment

Required Readings:
Kirst-Ashman & Hull (2015): Ch. 12 and 13

Week 16
Dec. 8 (Tues. – last class)

*Dec 8 - Evidence Based Interventions Assignment - Paper Due at beginning of class*

Course Wrap-Up

Summary and Review - Evaluation of Learning
Recommended Reading: