

**Social Work 220 Seminar in Foundations for Social Work Practice I**  
(4 units) Fall  
2010

**Catalog Statement**

Concurrent enrollment in SWRK 280 required. Seminar about the development of social work practice with an emphasis upon intervention with individuals, families, small groups, organizations and communities.

**Course Rationale**

The professional foundation prepares students to utilize a problem-solving, person-environment interaction approach to social work skills that will enable students to enhance the well-being of people and to help ameliorate the environmental conditions that adversely affects people's ability to meet their needs. The intent of the course is to enable students to become creative problem solvers who are cross-culturally competent and are committed to social justice within an empowerment perspective. This perspective assumes that the isolated problems that individuals experience are often directly related to social problems that manifest themselves as personal concerns in the lives of individuals and families and in the functioning of groups, organizations and communities.

This foundation course assumes that students will subsequently focus on a multisystems approach to interventions in the practice concentration courses that follow.

**Course Description**

The foundation practice content will include knowledge, values, and skills to enable students to assist clients to mobilize resources to solve their own problems and to facilitate change in the systems of which they are a part, in order to create a more responsive environment. The generalist, strengths-based approach to practice in this foundation course will focus on social problems and utilize differential role taking across a continuum of points of intervention that span individuals, groups, families, organizations and communities.

A special focus of this course is planning interventions that are appropriate for working with populations-at-risk: women, persons of color, people with disabilities, older persons, members of the LGBT community, people living in poverty, and other marginalized populations.

**Educational Goals**

1. Introduce students to social work as a helping profession within an ethical and legal context.
2. Describe and apply the departmental mission (social justice, empowerment, multi-cultural diversity) to the Generalist Intervention Model for problem-solving and assessment.
3. Prepare students with foundational verbal and written social work practice skills for Generalist Practice at multiple intervention levels.
4. Prepare students to understand and ameliorate the environmental conditions that adversely affect populations-at-risk (focusing on social class, culture, ethnicity, age, sexual orientation, disability and other factors that serve to marginalize individuals, groups, families, and communities).
5. Introduce students to specific frameworks for the evaluation of practice.

## **Learning Objectives/Outcomes**

- 1.1 Demonstrate of understanding of the social work profession's purpose for caring, social justice, and empowerment.
- 1.2 Apply the NASW Code of Ethics to micro, mezzo, and macro practice.
- 1.3 Demonstrate an applied understanding of mandatory reporting laws regarding elder and dependent abuse, child abuse, and the duty to warn in social work practice.
- 1.4 Demonstrate an applied understanding of confidentiality, informed consent, and self-determination to multiple levels of practice.
- 1.5 Conduct an ethics audit of a social work agency, based on Reamer's (2000) ethics audit.
- 2.1 Demonstrate an awareness of, and respect for, cultural differences and a beginning awareness of one's own cultural biases.
- 2.2 Apply culturally appropriate assessment skills at all systems levels; develop the skills necessary to become culturally competent.
- 2.3 Apply the concepts of social justice and client empowerment to agency policies and procedures.
- 2.4 Describe the concept of becoming a client at all systems levels and be able to facilitate client participation and self-advocacy at all systems levels.
- 2.5 Use culturally appropriate methods to identify client needs, set goals, and plan interventions with specific, achievable objectives and outcome evaluation measures.
- 2.6 Describe culturally appropriate methods to terminate relationships with clients of all systems sizes.
- 3.1 Engage the client, establishing rapport and the ability to connect, using culturally appropriate methods.
- 3.2 Demonstrate the application of ethnographic interviewing skills at all systems levels.
- 3.3 Apply a variety of interviewing skills including empathic listening and responding, the use of open and closed ended questions, and verbal following.
- 3.4 Develop personal awareness of verbal and non-verbal barriers to effective communication.
- 3.5 Apply, at the beginning level, skills related to collection and dissemination of information, the provision of support, negotiation and referral, and appropriate self-disclosure.
- 3.6 Develop appropriate the writing skills necessary to complete a variety of social work tasks including: assessments of individuals and organizations, process notes, service plans, meeting agendas and minutes, intake and termination summaries, and journal entries.
- 4.1 Demonstrate an awareness of, and beginning ability to, function in core social work practice roles: advocate, broker, case manager, counselor, and facilitator at multiple systems levels.
- 4.2 Describe the meaning of "dual focus" in social work practice and identify environmental changes needed in order to resolve problems confronted by individuals, groups, organizations, and communities.
- 4.3 Identify and explain the use of ecological and systems theories, the empowerment perspective, and theories of organizational and community dynamics for assessing multi-system levels of function, including an appreciation of the diverse influences, and perspectives associated with age, gender, social class, ethnicity, race, culture, sexual orientation, and disability.
- 4.4 Demonstrate respect for power differences between social workers and client systems and involve clients at all systems levels actively in all aspects of the problem-solving process including assessment, intervention planning, program development, and evaluation.
- 5.1 Understand the evaluation of one's own practice as a part of the intervention process with different size systems.
- 5.2 Identify and describe evaluation tolls such as action research, single system design, client functioning assessments, client satisfaction surveys, and goal attainment scaling.
- 5.3 Develop a beginning ability to apply a framework for evaluation of practice to a specific case in the field practicum.

## **Required Purchases - Text**

Kirst-Ashman, K. & Hull, G.H. (2009). *Understanding generalist practice* (5<sup>th</sup> edition). Pacific Grove, CA: Brooks/Cole.

Lee, J. (2001). *The empowerment approach* (2<sup>nd</sup> ed.). New York: Columbia University Press.

## **Recommended Texts and References**

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, D.C.: Publisher

Cummins, L; Sevel, J; & Pedrick, L, C. (2006). *Social work skills demonstrated; Beginning direct practice*, 2<sup>nd</sup> ed. (CD Rom). Needham Heights, MA: Allyn & Bacon.

Gutierrez, L.M. & Lewis. (1999). *Empowering women of color*. New York: Columbia University Press.

Gutierrez, L.M. Parsons, R.J., & Cox, E.O. (1998). *Empowerment in social work practice: a sourcebook*. Pacific Grove, CA: Brooks/Cole. (CSUF library, e reserves)

## **Methods of Instruction**

- Texts
- Classroom discussion and student engagement in presenting their viewpoints.
- Experiential exercises
- Student presentations
- Student papers
- Lectures
- Practice skill role plays with feedback
- Student journals

## **Web-Based Instruction/Blackboard**

This course is web-supported. The course syllabus, assignments, readings, and supplemental material are posted on Blackboard. To access Blackboard students need a university (CVIP) email account and Internet connection. It is your responsibility to make sure you can access and negotiate Blackboard for class materials and resources. For orientations to Blackboard contact the Digital Campus Resource Center at <http://www.csufresno.edu/digitalcampus/default.htm>; 278-6892. Web-based technical assistance is available for students at Digital Campus **Quick Start**:

[http://www.csufresno.edu/digitalcampus/faculty/Digital\\_Campus\\_Quick\\_Start.htm](http://www.csufresno.edu/digitalcampus/faculty/Digital_Campus_Quick_Start.htm).

**Be aware:** If you submit work regarding email, it is your responsibility to follow up with me to ensure I receive it.

National Association of Social Workers <http://www.socialworkers.org/>

## **Relevant Web-Sites**

National Association of Social Workers – California Chapter

<http://www.naswca.org/>

Council on Social Work Education

<http://www.cswe.org/>

## Assignments and Grading Criteria

Activity	Weight	Points
Attendance & Participation	10%	50
Assignment 1	10%	50
Assignment 2	30%	150
Assignment 3	20%	100
Final Exam	30%	150

Final grades will be based on accumulated points from each assignment, attendance and class participation. Grades will be based on the following point spread:

90 – 100 %	450 – 500 pts	A
80 – 89 %	400 – 449 pts	B
70 – 79 %	350 - 399 pts	C
60 – 69 %	300 – 349 pts	D
59 % or below	0 – 299 pts	F

### Description of Writing Requirements:

Assignments involve both content and writing quality. Completion of assignments requires the student to give careful thought and consideration to each response. Equally important is the quality of the writing of the assignment.

A well done work product should include one's ability to critically think about the assignment and to effectively apply one's knowledge of the major concepts taught in this course. It should also be a well written product that clearly conveys the content.

All assignments must follow APA guidelines; contain proper grammar, spelling, punctuation and sentence structure. Assignments will be graded on both content and writing, with **20%** of the grade being based on quality writing.

If, during the course of grading an assignment, there are a significant number of writing errors, grading will be suspended. The paper will be returned to the student, who will be given a timeframe in which to re-write the assignment in an effort to correct the errors. No penalty will be given in this situation. The attached Grading Checklist will be used to identify writing criteria on which assignments will be graded.

It is not uncommon for students to face difficulties with writing skills. Students who find themselves in this situation would benefit from scheduling a conference with this instructor as soon as possible to discuss concerns and to offer strategies and suggestions for improvement in writing skills. Resources for assistance are also available.

## GRADING CHECKLIST

### Dear Student:

Due to the errors identified below, I am returning your paper without a grade. You have \_\_\_\_\_ (specify time period) to rewrite your paper and correct these errors. You can access the Learning Resource Center (<http://studentaffairs.csufresno.edu/lrc/main.html>), Writing Center (<http://www.csufresno.edu/writingcenter/>), or Bee Yang at 559-278-6489 or [beey@csufresno.edu](mailto:beey@csufresno.edu) for assistance in revising your paper and correcting the grammatical and spelling errors.

	Sentences are not started with capital letters
	Sentences have incorrect ending punctuation
	Sentences are incomplete
	Paragraphs are not indented
	Misplaced commas
	Run-on sentences
	Commas/numbering incorrect when listing items in a series
	Misuse of quotation marks
	Apostrophes are not used appropriately for contractions
	Spelling errors
	Unnecessary words
	Poor grammar choices (unnecessary words can be eliminated)
	Poor transitions between sentences
	Poor transitions between paragraphs
	Misuse of common homonyms (there, they're, their; to, too, two; your, you're)
	Incorrect verb tense
	Lack of agreement between subjects and predicates
	Pronouns do not agree with nouns they replace
	Incorrect use of colons
	Incorrect use of semi-colons
	Incorrect levels of headings
	Underlining (italics) used incorrectly
	Parentheses used incorrectly
	Dashed used incorrectly
	Other: Explain

### Course Policies

### Description of Exams/Major Assignments:

Assignment #1: Applying analytical skills to a culturally sensitive practice situation. Students will conduct a self-evaluation of their personally held beliefs and values that may be challenged. Students will apply the empowerment perspective and compare and contrast systems and ecological theoretical application to this case. The Generalist Practice Model will be applied to this multi-faceted case situation at micro, mezzo and macro levels.

Assignment #2: Applying the Generalist Intervention Model to a Macro System (written assignment and class presentation). Students will evaluate the structure, mission, policies and procedures of a social work agency, applying the problem-solving generalist model, and evaluating agency practice and procedure with respect to social work ethics and values, and the departmental mission statement.

Assignment #3: Applying the Generalist Intervention Model to a Micro System (written assignment and demonstration). Students will apply the Generalist intervention model to an individual social work client.

Final Exam Written Assignment: Applying the Generalist Intervention Model to a case study at all systems levels.

**Late Papers:** All assignments and major papers must be turned in to me as specified in assignment. **Assignments that are not turned in to me on the due date and time specified will automatically be reduced by one whole letter grade. All assignments must be turned in within one week of due date or they will not be accepted by instructor.**

**Attendance & Participation:** Students are expected to be present and on time for all classes and to notify the instructor in advance when compelling circumstances make attendance impossible. University, School, and Departmental policies require all students to attend class. Evaluation criteria for attendance and participation are explicated via the rubrics on page 11 of this document.

**Cell phones:** To minimize class disruptions, please turn these devices off during the class except where a situation requires that you be “on-call.” Please advise me of such situations at the beginning of class and sit near the door, so you can exit with minimal disruption to the class.

### **University Policies**

**Students with Disabilities:** Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the building across from Madden Library (278-2811).

**Cheating and Plagiarism:** “Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term ‘cheating’ not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one’s own work.” Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University’s policy regarding cheating and plagiarism, refer to the [Class Schedule](#) (Policy/Legal Statements) or the [University Catalog](#) (University policies).

**Code of Academic Integrity – Honor Code:** “Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities. Students should:

- a. understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b. neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c. take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.” For more information, refer to the Code of Academic Integrity – Honor Code, APM 236, [www.csufresno.edu/aps/apm/236.pdf](http://www.csufresno.edu/aps/apm/236.pdf).”

Referenced Policies from the University’s Academic Policy Manual

APM 235—Policy on Cheating and Plagiarism

<http://www.csufresno.edu/aps/apm/235.pdf>

APM 241—Policy on Course Syllabi and Grading

<http://www.csufresno.edu/aps/apm/241CourseSyllabiandGradingMay2004>

APM 336—University Statement on Faculty Rights and Responsibilities

<http://www.csufresno.edu/aps/apm/336.pdf>

**Computers:** “At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from [Information Technology Services](#) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.”

**Disruptive Classroom Behavior:** “The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. . . Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.”

**Copyright policy:** Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [copyright web page](#).

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any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

**Subject to Change**

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

**Class Attendance Rubric (25 Points)**

<b>Performance Element</b>	<b>Exemplary (25 points)</b>	<b>Accomplished (20 points)</b>	<b>Developing (15 points)</b>	<b>Incomplete (5 points)</b>
<b>Attendance</b>	<input type="checkbox"/> No classes missed in the semester <input type="checkbox"/> Always on time <input type="checkbox"/> Stays until class is over	<input type="checkbox"/> Three absences in the semester; or <input type="checkbox"/> Combination of absence and tardiness or early departure that equals three episodes	<input type="checkbox"/> Four absences in the semester; or <input type="checkbox"/> Combination of absence and tardiness or early departure that equals four episodes	<input type="checkbox"/> Five or more absences in the semester; or <input type="checkbox"/> Combination of absence and tardiness or early departure that equals five episodes

**Class Participation Rubric (25 Points)**

<b>Performance Element</b>	<b>Exemplary (25 points)</b>	<b>Accomplished (20 points)</b>	<b>Developing (15 points)</b>	<b>Incomplete (5 points)</b>
<b>Class participation</b>	Student takes a consistent active role in own learning. Through participation and inquiry, student consistently demonstrates a desire to learn and share ideas in class. Student initiates discussion, asks significant questions, and offers insights. Student takes risks, to offer an opinion, and listens to others. Student consistently demonstrates class preparation by responding to questions about readings and assignments and participates in class activities.	Student takes an active role in own learning. Student often participates in class discussion, volunteering own ideas, and asking questions. Student respectfully listens to classmates. Student often demonstrates class preparation by responding to questions about readings and assignments and participates in class activities.	Student appears reluctant to take risks. Inconsistent participation in class discussions that often does not demonstrate critical thought. Student listens to classmates and respects their opinions. Student is sometimes prepared to answer questions when called upon. Demonstrates reluctance to participate in class activities.	Student rarely participates in class discussion or asks questions. Student hesitates to share own ideas or to take risks. Student may not always respectfully listen to the opinions of others. Student participates only when called upon and is often not prepared to respond. Demonstrates avoidance of participation in class activities.



**Social Work 220**  
**Seminar in Foundations for Social Work Practice I (4 units)**  
**COURSE SCHEDULE**  
**Fall 2010**

<b>WEEK/ Date</b>	<b>TOPIC</b>	<b>READING ASSIGNMENT</b>	<b>DUE DATES AND ACTIVITIES</b>
<b>Week 1</b>  August 23 & 25	<b>Introduction to Social Work Practice and Each Other</b>	<input type="checkbox"/> NASW Code of Ethics (available via NASW website) <input type="checkbox"/> Web address for this document is available on page five of this syllabus	<input type="checkbox"/> Class Assignments, Requirements, and Grading <input type="checkbox"/> The Departmental Mission: Empowerment, Social Justice, Cultural Diversity <input type="checkbox"/> The Social Work Code of Ethics, and Case Examples <input type="checkbox"/> <b>Skill Exercises:</b> Introducing Oneself with Warmth, Respect, and Cultural Sensitivity
<b>Week 2</b>  August 30 & Sept. 1	<b>The Generalist Problem-Solving Model</b>	<input type="checkbox"/> <b>Text</b> - Kirst-Ashman & Hull, Chap. 1 <input type="checkbox"/> <b>Text</b> – Lee: Chapter 1-3	<input type="checkbox"/> Problems, Needs, Assessment, Goals, Objectives, Interventions, Evaluation and Follow-Up <input type="checkbox"/> Biopsychosocial, ecological, and systems theory to interventions <input type="checkbox"/> Emphasizing strengths <input type="checkbox"/> <b>Skill Exercise:</b> Applying the Model to a migrant farm family having experience a trauma using Multi-systems empathic listening, engagement, warmth, & genuineness
<b>Week 3</b>  Sept. 8  <b>Sept. 6 OFF</b>	<b>Social Justice, Cultural Diversity and Intervention</b>  <b>Field Placement Begins Sept. 7</b>	<input type="checkbox"/> Lee, Chapters 4-6 <input type="checkbox"/> Gutierrez & Lewis (1999), Chapter 3	<input type="checkbox"/> The effects of gender and sexual orientation on communication <input type="checkbox"/> Age, disability and communication <input type="checkbox"/> Cultural contexts of communication <input type="checkbox"/> Self-awareness and empowerment in intervention <input type="checkbox"/> <b>Skill Exercise:</b> Obtain self-awareness, cultural knowledge & understanding in practice by interviewing person different than self.
<b>Week 4</b>  Sept. 13 & 15	<b>Applying the Generalist Model to a Micro System</b>	<input type="checkbox"/> <b>Text</b> - Kirst-Ashman & Hull, Chapter 2 <input type="checkbox"/> <b>Text</b> - Lee, Chapter 7 <b>Handout</b> - Ethnographic interviewing  <b>Bring SW 280 Learning Agreement to class on 9/15/09 for in- class discussion</b>	<p style="text-align: center;"><b>Assignment 1: Due on 9/15/10</b></p> <p style="text-align: center;"><b>Theoretical Applications to Culturally Sensitive Practice Situation</b></p> <input type="checkbox"/> Verbal and Nonverbal Behavior <input type="checkbox"/> Issues and Hurdles in Interviewing <input type="checkbox"/> Viewing the Individual in an Environmental and Strength-based Context <input type="checkbox"/> Ethnography as a Philosophical Stance <input type="checkbox"/> <b>Skill Exercise:</b> Ethnographic interviewing a person of color, from gang culture, elder, single parent, LGBT
<b>Week 5</b>  Sept. 20 & 22	<b>Applying the Generalist Model to a Mezzo System I (Groups)</b>	<input type="checkbox"/> <b>Text</b> - Kirst-Ashman & Hull, Chapter 3 <input type="checkbox"/> <b>Text</b> - Lee, Chapter 11	<input type="checkbox"/> Methods of facilitating vs. hindering the effectiveness of groups <input type="checkbox"/> Understanding group dynamics, problems and strengths <input type="checkbox"/> Constructing group interventions which facilitate client empowerment.

			<input type="checkbox"/> Planning an intervention for a group <input type="checkbox"/> <b>Skill Exercises:</b> Forming and Norming in Groups on topic of graduate admission criteria (including issues re: writing criteria & its implications for ESL students)
<b>Week 6</b> Sept. 27 & 29	<b>Applying the Generalist Model to Mezzo System II (Families)</b>	<input type="checkbox"/> <b>Text - Kirst- Ashman &amp; Hull, Chapters 9 and 10</b>	<input type="checkbox"/> Variations in family structure, diversity, and strengths <input type="checkbox"/> Family assessment <input type="checkbox"/> Resolving conflicts in families <input type="checkbox"/> Using the Problem-solving process to plan interventions. <input type="checkbox"/> Family intervention technique <input type="checkbox"/> <b>Skill Exercise:</b> Role play interviewing a family regarding concerns about explosive, aggressive teenage son and developing interventions.
<b>Week 7</b> October 4 & 6	<b>Applying the Generalist Problem-Solving Model to a Macro System</b>	<input type="checkbox"/> <b>Text - Kirst-Ashman &amp; Hull, Chap. 4</b> <input type="checkbox"/> <b>Text - Lee, Chapters 13</b>	<input type="checkbox"/> Agency structures, policies, procedures, and missions <input type="checkbox"/> Theoretical frameworks for macro practice <input type="checkbox"/> Advocacy practice and social work roles <input type="checkbox"/> Building organizations <input type="checkbox"/> <b>Skill Exercises:</b> Becoming a Client: Understanding limited access to services; Putting an advocacy plan into action.
<b>Week 8</b> October 11 & 13	<b>Multi-systems, Generalist Assessment</b>	<input type="checkbox"/> <b>Text - Kirst-Ashman &amp; Hull, Chap.5</b> <input type="checkbox"/> <b>Text - Lee, Chapter 8</b>	<p style="text-align: center;"><b>Assignment 2: Part 1 &amp; 2</b>  <b>Due on 10/13/10</b>  <b>GETTING TO KNOW YOUR AGENCY</b>  <b>(description, values, mission, access by diverse populations)</b>  <b>&amp;</b>  <b>COMMUNITY ASSESSMENT (Explore neighborhood, area, residents, interview key informants re: life, values, and needs of the community)</b></p> <input type="checkbox"/> Assessing an agency client in the institutional and environmental context <input type="checkbox"/> Defining client's definition of problems as unmet needs <input type="checkbox"/> Assessing strengths <input type="checkbox"/> Defining environmental definitions of client's problems, with special considerations of contexts due to social class, ethnicity, race, culture, age, disability, gender. <input type="checkbox"/> Defining agency perspectives on client's problems and needs, in terms of social work roles, social policy, funding considerations, procedures, and expectations. <input type="checkbox"/> Needs assessment in organization and community practice <b>Skill Exercises:</b> Using open and closed ended questions: Interviewing skills for conducting assessments.

<p><b>Week 9</b></p> <p>October 18 &amp; 20</p>	<p><b>Developing a Multi-systems Generalist Intervention Plan</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Text</b> - Kirst-Ashman &amp; Hull, Chap. 6,</li> <li><input type="checkbox"/> <b>Text</b> - Lee, Chapter 9</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Setting up a strength-based intervention plan for a client problem or need</li> <li><input type="checkbox"/> Including the client in problem definition and plan</li> <li><input type="checkbox"/> Developing specific, achievable, measurable goals</li> <li><input type="checkbox"/> Developing clear-cut objectives with assigned responsibility for both client and social worker in achieving objectives</li> <li><input type="checkbox"/> Setting up an intervention plan for a related agency policy or procedure to facilitate service delivery.</li> <li><input type="checkbox"/> Connecting intervention plan to social policy, law, and funding issues</li> <li><input type="checkbox"/> <b>Skill Exercises:</b> Analyzing written intervention plans. Writing measurable goals and objectives.</li> </ul>
<p><b>Week 10</b></p> <p>October 25 &amp; 27</p>	<p><b>Conducting Strength-based Interventions and Responding to Crisis or Unanticipated Events</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Text</b> - Kirst-Ashman &amp; Hull, Chapter 7</li> <li><input type="checkbox"/> <b>Text</b> - Lee, Chapters 11 and 12</li> </ul>	<p style="text-align: center;"><b>Assignment 2: Part 3</b> <b>Due on 10/27/10</b></p> <p style="text-align: center;"><b>COMMUNITY ANALYSIS (Research 3 agencies that field agency interfaces with to identify resources, expertise, needs for improving service delivery to residents)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Short term practice with individuals and families</li> <li><input type="checkbox"/> Examining agency resistance to intervention and planning response</li> <li><input type="checkbox"/> Examining group and family difficulties with following through on interventions and planning response.</li> <li><input type="checkbox"/> Ad hoc responses to organizational challenges</li> <li><input type="checkbox"/> Responding to emerging issues or critical issues in the community</li> <li><input type="checkbox"/> <b>Skill Exercises:</b> Constructive confrontation. Conducting a parent meeting connected with gang violence, a recent school abduction or similar crisis situation</li> </ul>
<p><b>Week 11</b></p> <p>Nov. 1 &amp; 3</p>	<p><b>Evaluation and Follow-up</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Text</b> - Kirst-Ashman &amp; Hull, Chap. 8</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ongoing and summary evaluation modalities for evaluating one's own practice.</li> <li><input type="checkbox"/> Single subject design techniques</li> <li><input type="checkbox"/> Needs assessment, program evaluation, and program monitoring.</li> <li><input type="checkbox"/> Matching research questions with appropriate evaluation methods</li> <li><input type="checkbox"/> Utilization of evaluation findings.</li> <li><input type="checkbox"/> Planned versus unplanned terminations; examples at multi-system levels</li> <li><input type="checkbox"/> Differential meanings of endings to practitioners and clients</li> </ul>

			<input type="checkbox"/> <b>Skill Exercises:</b> Coping with clients who prematurely end services. Initiating an evaluation of one's own practice with a supervisor or client. Program evaluation; assessing post-graduate needs of MSW students (including students of color, older students, ESL issues) <input type="checkbox"/> Choosing an evaluation plan.
<b>Week 12</b> Nov. 8 & 10	<b>Ethical and Legal Issues at Multisystems Levels</b>	<input type="checkbox"/> California Legal Code. <input type="checkbox"/> <b>Text</b> - Kirst-Ashman & Hull, Chap. 11 <input type="checkbox"/> <b>Handout:</b> Reamer's Model of Agency Ethics Audit	<b>Assignment 3 Due on 11/10/10 Multi-Dimensional Assessment</b> <input type="checkbox"/> Ethics and the organization <input type="checkbox"/> When are ethical and legal challenges the same and when are they different? <input type="checkbox"/> Case examples in ethical and legal dilemmas <input type="checkbox"/> Mandatory reporting requirements and the duty to warn <input type="checkbox"/> <b>Skill Exercises:</b> Suicide assessment; Discussing Tarsoff Duty to Warn or mandatory reporting; conducting an agency ethics audit
<b>Week 13</b> Nov. 15 & 17	<b>Advocacy for Social Justice: Working with Special Population</b>	<input type="checkbox"/> <b>Text</b> - Kirst-Ashman & Hull, Chap. 12 & 14 <input type="checkbox"/> <b>Text</b> - Lee, Chapters 10 & 14	<input type="checkbox"/> Adverse impacts of agency structure and politics due to social class, race, ethnicity, income, rural residence, sexual orientation, age, gender, disability, or social orientation; empowerment theory and empirical studies. <input type="checkbox"/> Examining assessment and interventions from empowerment and social justice perspectives. <input type="checkbox"/> Using community organizing and legislative advocacy to achieve social justice <input type="checkbox"/> Applying concepts to specific macro and micro case vignettes <input type="checkbox"/> <b>Skill Practice:</b> Confronting a peer about sexual harassment; Lobbying for legislation against budget cuts to TANF programs.
<b>Week 14</b> Nov. 22  <b>Nov. 24 OFF</b>	<b>Case Management and Referral</b>	<input type="checkbox"/> <b>Text</b> - Kirst-Ashman & Hull, Chap. 15	<input type="checkbox"/> Knowing community resources <input type="checkbox"/> Connecting agencies with one another and facilitating cooperation and sharing of resources <input type="checkbox"/> Coping with interdisciplinary challenges and turf wars <input type="checkbox"/> Connecting individual clients with, and facilitating effective use of community resources <input type="checkbox"/> <b>Skill Practice:</b> Helping a client follow through on a referral to Alcoholics Anonymous: Planning a interagency meeting to discuss a common problem.
<b>Week 15</b> Nov. 29 & Dec. 1	<b>Effective Written Communication</b>	<input type="checkbox"/> <b>Text</b> - Kirst-Ashman & Hull, Chap. 16. <input type="checkbox"/> <b>Handouts:</b> Sample written notes and summaries	<input type="checkbox"/> Agency mission statements, meeting agenda development, written minutes <input type="checkbox"/> Agency progress reports and summaries <input type="checkbox"/> Progress notes and process recordings <input type="checkbox"/> Writing agency memos and taking minutes

			<input type="checkbox"/> Analyzing barriers to communication <input type="checkbox"/> <b>Skills Exercises:</b> Self-reflective writing; use of consultation to discuss self-awareness and utilize supervision/consultation. Writing progress notes and inter-agency memos on program development in child welfare
<b>Week 16</b> Dec. 6 & 8	<b>Course Overview</b>		
<b>FINAL</b> Dec. 15 8:45-10:45	<b>Hard copy of Final must be deposited in PHS 118 no later than 10:45 a.m. on Dec. 15.</b>	<b>No exceptions will be made</b>	<input type="checkbox"/> <b>Final paper due</b> <b>Evaluation of Practice (applying Generalist Intervention Model to immigrant family where issues of cultural difference, HIV/AIDS, substance abuse, domestic violence, elder needs, child acting out, spiritual concerns are present)</b>