

SWRK 221: Seminar in Foundations for Social Work Practice II

INTRODUCTION TO COURSE AND INSTRUCTOR

Catalog Statement: Analysis and application of the theories, principles and techniques of social work practice with individuals, families, groups, organizations, and communities.

SYLLABUS FOR: Seminar in Foundations for Social Work Practice II SWRK 221	
Spring 2020	California State University, Fresno
Course Information: Social Work Practice II	Instructor:
Units: 4	Office Number:
Time:	E-Mail:
Location:	Telephone:
Website:	Office Hours:

Course Description:

This foundation practice course is designed to familiarize students with the values, knowledge, skills, and cognitive and affective processes necessary in the effective provision of foundation level services to individuals, groups, families, organizations, and communities within a multi-system, generalist context. Students will become knowledgeable of human behavior and the social environment, multidisciplinary theories, principles and related practice techniques to achieve practice goals and enhance capacities of clients and constituencies. Core engagement, assessment, intervention, and evaluation skills will be highlighted with a focus on interpersonal, intrapersonal, organizational, and community processes. Interprofessional relationships within multi-system contexts will be discussed. The development of professional demeanor, including the ethical use of communication including technology as it relates to practice, will be emphasized. Students are expected to evaluate their own practice within a context of social work values and ethics. Specific content and seminar discussion will address the unique needs of diverse populations that is respectful, culturally inclusive, just, and compassionate within the context of the Central Valley's urban/rural environment.

Prerequisites for the course:

SWRK 200, SWRK 220 and concurrent enrollment in SWRK 281

Required Course Materials

Cooper, M. G., & Lesser, J. G. (2015). *Clinical social work practice: An integrated approach*. (5th ed.) Boston: Allyn and Bacon.

Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2017). *Social work macro practice*. (6th ed.). Boston: Pearson Education.

Recommended Texts:

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental and emotional disorders*. (5th ed.). American Psychiatric Association.

American Psychological Association (2010). *Publication manual of the American Psychological Association*. (6th ed.). Washington, D.C.: American Psychological Association.

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills*. (10th edition). Belmont, CA: Brooks/Cole.

COURSE SPECIFICS

Course Goals

1. Students will apply the standards of the NASW Code of Ethics, and relevant laws and regulations in multi-systems practice at increased levels of complexity. [Competency 1]
2. Students will demonstrate increasingly sophisticated written and oral communication skills for practice including understanding of emerging forms of technology and its ethical use at multi-systems practice levels. [Competency 1]
3. Students will assess the impact of social policy and organizational processes as well as the political, economic and environmental influences on social work practice. [Competency 7]
4. Students will understand and apply multidisciplinary theories that inform all levels of competent social work practice. [Competencies 6, 7, & 8]
5. Students will understand and, apply, and evaluate practice interventions with diverse populations. [Competencies 6, 7, & 8]

Student Learning Outcomes:

1. Demonstrate a foundational understanding and application of multidisciplinary theoretical frameworks as applied in empowerment based integrative practice.
2. Demonstrate the application and limitations of the medical model and the role of social work identification of behavioral health issues utilizing the DSM-5.
3. Apply knowledge of environmental and social influences in the development of a multidimensional assessment and mutual intervention planning that address change at various multi-system levels.

4. Demonstrate increased ability to distinguish between legal and ethical considerations at all levels of social work practice.
5. Demonstrate understanding of cognitive and affective processes that affect ethical decision-making with issues such as confidentiality, dual relationships, advocacy, and professional competency at multi-system levels.
6. Critically assess and apply multisystem intervention strategies that enhance client problem solving from a strength-based perspective.
7. Apply culturally relevant interventive strategies that address the unique needs of diverse communities.
8. Understand the concept of intersubjectivity with respect to its influence on the selection and outcome of interventions with diverse client populations.
9. Apply collaborative measures that include input from recipients of service in order to evaluate practice at all systems levels.
10. Apply self-awareness and self-regulation to manage how personal experiences and affective reactions influence professional judgment and behavior through various forms of self-reflection.
11. Identify social policies from local, state, and federal levels that impact service delivery, well-being, and access to social services for clients and advocate for change.
12. Evaluate the impact of challenges in the work environment and develop strategies for effective use of supervision and consultation to guide professional judgment and behavior.
13. Identify and evaluate organizational decision-making structures that empower both staff and clients.
14. Assess environmental contexts that adversely impact clients and learn how to advocate for social and economic justice.
15. Collect and organize information for client/constituent assessments, clinical formulations, intervention plans, and case reports in both written and oral formats.
16. Demonstrate foundational skills in areas of intra- and inter-agency written and oral communication that includes professional and ethical use of technology and social media that facilitate practice outcomes.

Assignment and Examination Schedule

Date	Assignment	Points
2/19	Practice Evaluation Assignment	80
2/26	Anxiety Assignment	80
3/11	Diagnosis Assignment	80
4/1	Theory Application Assignment	80
4/15-5/6 As Assigned	Case Presentation- Oral	80
4/22-5/13 As assigned (1 week after oral presentation)	Case Presentation- Manuscript	120
Throughout Semester as noted on course schedule	Class Participation—14 weeks (5 points per specified class session)	70
5/13	Final Paper	200
Total Possible Points*		790

*Subject to change

Assignments: (120 points):

There are four written assignments, each worth eighty (80) points, in this course. Each will apply practice material to various practice situations and to specific issues encountered in fieldwork internships. Students will be expected to demonstrate their ability to apply theoretical concepts, and practice skills in the field, to describe their practice in writing, to critically analyze the effectiveness of their interventions, and to demonstrate increased personal awareness of strengths and weaknesses through reflective writing. The handout for each assignment will be provided in class, posted on Canvas and discussed in class. Your assignments must be written in APA style and **submitted BOTH on Canvas and in hardcopy by the due date and time.**

Oral & Written Case Presentation: (COMMON ASSIGNMENT – Competency 7) (200 points)

YOU MUST HAVE ACCESS TO A CLIENT. MAKE SURE YOU DISCUSS THIS WITH YOUR FIELD SUPERVISOR! Students will be expected to write and present a case plan that includes an assessment (background case information & referral/presenting problem) and related treatment plan (diagnosis, application of theory, cultural/diversity issues). The case presentation will be presented in class where constructive feedback will be provided by classmates. Ideally,

the practice situation should be a case from your field setting that began during the fall semester. If necessary, a case from your past social work experience unrelated to your field may be used. Please clear this option with your instructor beforehand. Although a practice situation with a focus on an individual, couple, family, organization or community should be chosen, it is important to conceptualize, integrate and present the practice situation to reflect all system levels (i.e., micro, mezzo, and macro). **The written paper will be expected to have 10 pages with a minimum of three references.** (A detailed description of the oral & written assignment along with the rubric will be handed out.) The paper must be in APA style. *Manuscript has a grading rubric, showing potential maximum points of 120. Presentation has a grading rubric, showing potential maximum points of 80.*

SWRK 221's common assignment is located both on Canvas and at the end of this syllabus after the bibliography section. The oral and written rubrics for grading the two components of the common assignment can be found on Canvas.

Final Paper (200 points): The final exam will be an open-book paper requiring the student to integrate course material as applied to a case vignette with micro, mezzo, and macro practice components.

Grading

Your final course grade is based on the following percentage of total possible course points.

- A = 90 -100%
- B = 80 - 89%
- C = 70 - 79%.
- D = 60 - 69%

Grades of I, W, CR/NC will be issued only as noted in the General Catalog.

Course Policies & Safety Issues

Subject to Change Statement

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.

Late Work and Make-up work Policy:

Assignments and the Final Paper must be turned in and on time via Canvas as well as in Hardcopy. ***Late assignments must be submitted within one week of due date and will be dropped one letter grade.*** For compelling and documented reasons and with the consent of the instructor, students may be permitted to submit make-up papers.

Adding and Dropping Classes: Students are responsible for understanding the policies and procedures about the adding/dropping of classes, academic renewals, etc. Students can find more information on adding and dropping at

<http://www.fresnostate.edu/studentaffairs/classschedule/registration/add-drop.html>.

Class Attendance and Participation: SWRK 221 is a weekly seminar and therefore requires your active and meaningful participation. Class participation is defined as active, respectful participation in all skill practice exercises, providing constructive feedback to student peers, receiving feedback from peers, and engaging in thoughtful reflection on theories and practices discussed in class. Students are expected to be prepared for class by reading all assigned readings and reviewing any materials posted on Canvas. In addition, 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. Students will be allowed two (2) *excused* absences during the course of the semester. In order for the absence to be considered an excused absence, a doctor's note must be presented at the class following the excused absence except in extenuating circumstances. For unexcused absences beyond the two excused absences, students will receive a 5 % deduction in course final grade for each class missed. Tardiness or early departures from class will be noted by the instructor and equal ½ class missed.

Use of electronic devices (i.e., computers, smartphones, pagers, cell phones): To minimize class disruptions, please turn these devices off during class unless they are being used for class purposes and with the SPECIFIC PERMISSION OF INSTRUCTOR. If you are required to be "on-call," please advise the instructor at the beginning of class, turn on the vibrating signal, and sit near the door so you can exit with minimal disruption to the class. Audio and video recordings of class lectures are prohibited unless explicit permission from the instructor to do so has been given. Students with an official letter from the Services for Students with Disabilities (SSD) office may record the class if SSD has approved that service. Web surfing, reading email, and doing homework for any class during class are not permitted and will result in a decrease in class participation points.

Plagiarism Detection: The campus subscribes to Turnitin and the SafeAssign plagiarism prevention service through Blackboard, and you will need to submit written assignments to Turnitin/SafeAssign. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin/SafeAssign Originality Reports will not be available for your viewing.

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 Henry Madden Library, Room 1202 (278-2811).

The following University polices can be found at:

- [Adding and Dropping Classes](#)
- [Cheating and Plagiarism](#)
- [Computers](#)
- [Copyright Policy](#)
- [Disruptive Classroom Behavior](#)
- [Honor Code](#)
- [Students with Disabilities](#)
- [Title IX](#)

UNIVERSITY SERVICES

The following University services can be found at:

- [Associated Students, Inc.](#)
- [Dream Success Center](#)
- [Learning Center Information](#)
- [Student Health and Counseling Center](#)
- [Writing Center](#)

THIS SYLLABUS AND SCHEDULE ARE SUBJECT TO CHANGE IN THE EVENT OF EXTENUATING CIRCUMSTANCES.

Tentative Course Schedule Spring Semester 2020

Week	Date	Topic	Readings and Assignments
1	1/22	Review of syllabus Discussion of expectations and course goals Discussion of student goals/needs	
2	1/29	Assessing Communities and Human Service Organizations Social Justice cases/Social Workers as advocates Discuss Practice Evaluation Assignment	Netting, et al Ch. 6 and 8

		<i>Class Participation points</i>	
3	2/5	Building Support for Change, Selecting Strategies, Planning and Implementing Intervention, Monitoring and Evaluating the Intervention Q and A re: Practice Evaluation Assignment <i>Class Participation points</i>	Netting et al Ch. 9, 10, 11 and Netting et al Ch. 12 (in 6th edition only!)
4	2/12	Client suitability First meeting Working relationship Mindfulness Ethics and Boundaries Suicidal adults, adolescents and elderly Managed Care Spirituality Self-care Intro to DSM <i>Class Participation points</i>	Cooper Ch. 1-2 Canvas articles BRING DSM TO CLASS
5	2/19	Beginning, Middle and End stages of treatment Therapeutic relationship Transference/Countertransference The Psychosocial Study DSM: anxiety <i>Class Participation points</i>	Practice Evaluation Assignment Due (In class at start of session and on Canvas by 11:59 pm) Cooper Ch. 3-4 DSM pg 189-190 (Anxiety) pg 197-226 (Specific Phobia, Social Anxiety, Panic Disorder, Panic Attack Specifier, Agoraphobia, Generalized Anxiety Disorder,
6	2/26	DSM: Depression and PTSD Grief/Bereavement Loss history exercise <i>Class Participation points</i>	Anxiety Assignment Due (In class at start of session and on Canvas by 11:59 pm) DSM pg 160-171 AND pg 184-188 (Major Depressive Dis., Persistent Depressive Dis., Specifiers for depressive Dis.).

			DSM pg 271-286 (Post Traumatic Stress Dis. and Acute Stress Dis.) Canvas articles
7	3/4	Multicultural Practice MSE <i>Class Participation points</i>	Cooper Ch. 5 and Canvas articles
8	3/11	Object Relations Theory Self-Psychology Relational Theory <i>Class Participation points</i>	Diagnosis Assignment Due (In class at start of session and on Canvas by 11:59 pm) Cooper Ch 6-8
9	3/18	Cognitive Theory <i>Class Participation points</i>	Cooper Ch. 9 and Canvas articles
10	3/25	Behavior Therapy <i>Class Participation points</i>	Cooper Ch. 10 and Canvas articles
11	4/1	Narrative Therapy <i>Class Participation points</i>	Theory Application Assignment Due (In class at start of session and on Canvas by 11:59 pm) Cooper Ch. 11 and Canvas articles
12	4/8 SPRING BREAK	SPRING BREAK	
13	4/15	Solution Focused Therapy Student Presentations <i>Class Participation points</i>	Cooper Ch. 12 and Canvas articles Student Presentations
14	4/22	Trauma Theory Student Presentations <i>Class Participation points</i>	Cooper Ch. 13 and Canvas articles Student Presentations

			Student Presentation Papers for last week's students (In class at start of session and on Canvas by 11:59 pm)
15	4/29	Student Presentations <i>Class Participation points</i>	Student Presentation Papers for last week's students (In class at start of session and on Canvas by 11:59 pm)
16	5/6	Practice with Children and Adolescents Overflow topics Q and A re Final Paper Student Presentations <i>Class Participation points</i>	Cooper Ch. 14 and Canvas articles/Links Student Presentations Student Presentation Papers for last week's students (In class at start of session and on Canvas by 11:59 pm)
17	5/13	FINAL PAPER DUE ON CANVAS NO LATER THAN 11:59 PM	Student Presentation Papers for last week's students (On Canvas ONLY by 11:59 pm) FINAL PAPER on CANVAS BY 11:59 PM

Finals week	Days	Dates
Final Exam Preparation & Faculty Consultation Days:	Thursday and Friday	May 9-10
Final Semester Examinations	Monday-Thursday	May 13-16
FINAL PAPER DUE ON CANVAS NO LATER THAN 11:59 PM		May 13
PLEASE NOTE: Final case presentation paper is due one week after the presentation of case.		

Bibliography

- American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.
- Anderson, J., & Carters, R. W. (2003). *Diversity perspectives for social work practice*. NY: Allyn & Bacon.
- Appleby, G. A., Colon, E., & Hamilton, J. (2007). *Diversity, oppression, and social functioning: Person-in-environment assessment and intervention*. NY: Allyn & Bacon.
- Berg, I. K., & Dolan, Y. (2001). *Tales of solutions: A collection of hope-inspiring stories*. New York: Norton.
- Bien, T. (2006). *Mindful therapy: A guide for therapists and helping professionals*: Boston: Wisdom.
- Christopher, J., & Eubanks-Carter, C. (2011). Repairing alliance ruptures. *Psychotherapy*, 48(1), 80-87.
- Comas-Diaz, L. (2012). *Multicultural care: A clinician's guide to cultural competence*. Washington, DC: American Psychological Association.
- Courneyor, B. R. (2004). *The evidence-based social work skills book*. Boston: Allyn & Bacon.
- De Jong, P., & Berg, I. K. (2008). *Interviewing for solutions* (3rd ed.). Belmont, CA: Thomson Brooks/Cole.
- Delgado, M., Jones, K., & Rohan, M. (2005). *Social work practice with refugee and immigrant youth in the United States*. NY: Allyn & Bacon.
- de Shazer, S. (1985). *Keys to solution in brief therapy*. New York: W. W. Norton.
- de Shazer, S., Dolan, Y. M., Korman, H., Trepper, T. S., McCollum, E. E., & Berg, I. K. (2006). *More than miracles: The state of the art of solution focused therapy*. New York: Haworth Press.
- Faiver, C., Ingersoll, R. E., O'Brien, E., & McNally, C. (2001). *Explorations in counseling and spirituality: Philosophical, practical, and personal reflections*. Belmont, CA: Brooks/Cole.
- Gambrill, E. (2006). *Social work practice: A critical thinker's guide* (2nd ed.). NY: Oxford University Press.
- Hoefler, R. (2006). *Advocacy practice for social justice*. Chicago: Lyceum Books.

- Jackson, R. L. (2001). *The clubhouse model: Empowering applications of theory to generalist practice*. Belmont, CA: Brooks/Cole.
- Kim, J. S. (2014). *Solution-focused brief therapy: A multicultural approach*. Los Angeles: Sage Publications, Inc.
- Lohmann, N., & Lohmann, R. A. (2005). *Rural social work practice*. NY: Columbia University Press.
- Long, D., Tice, C., & Morrison, J. (2006). *Macro social work practice: A strengths perspective*. Belmont, CA: Thomson Brooks/Cole.
- Lum, D. (2007). *Culturally competent practice: A framework for understanding diverse groups and practice issues* (3rd ed.). Belmont, CA: Brooks/Cole.
- Lum, D. (1996). *Social work practice and people of color: A process-stage approach* (3rd ed.). Boston: Brooks/Cole.
- Mackelprang, R. W. & Salsgiver, R. O. (2015). *Disability: A diversity model approach in human service practice* (3rd ed.). Chicago, ILL: Lyceum Books, Inc.
- Nichols, M. P. & Schwartz, R. C. (2004). *Family therapy concepts and methods* (6th ed.). Boston: Allyn & Bacon.
- Nichols, M. P. & Schwartz, R. C. (2007). *The essentials of family therapy* (3rd ed.). Boston: Allyn & Bacon.
- Poulin, J. (2005). *Strengths-based generalist practice: A collaborative approach* (2nd ed.). Belmont, CA: Brooks/Cole.
- Robison, W. & Reeser, L. C. (2000). *Ethical decision making in social work*. NY: Allyn & Bacon.
- Rothman, J. (1992). *Guidelines for case management: Putting research to professional use*. Itasca, ILL: F.E. Peacock Publishers, Inc.
- Rothman, J. C. (2008). *Cultural competence in process and practice: Building bridges*. NY: Allyn & Bacon.
- Saleeby, D. (2002). *The strengths perspective in social work practice* (3rd ed.). NY: Allyn & Bacon.
- Smith, T. B. (2004). *Practicing multiculturalism: Affirming diversity in counseling and psychology*. NY: Allyn & Bacon.

Thyer, B. (2001). What is the role of theory in research on social work practice? *Journal of Social Work Education*, 37(1), 9-26.

SWRK 221
OUTLINE FOR SOCIAL WORK PRACTICE PRESENTATIONS Case
Presentation and Oral Presentation
(200 Points)

You will be assigned a partner(s) for this assignment depending on the size of the class. With your partner, select a practice situation from one of your field settings about which you feel you had some difficulty and about which you desire to learn more. Ideally, the practice situation should be taken from the field setting that began during the Fall 2019 semester. If necessary, a case from your past social work experience that did not take place during to field may be used. Please clear this option with your instructor beforehand. Although a practice situation with a focus on an individual, couple, family, organization or community may be chosen, it is important to conceptualize, integrate and present your practice situation to reflect all system levels (i.e., micro, mezzo, and macro).

This social work practice presentation requires both a written paper and an oral presentation.

- Follow APA format with your written summary. Follow the format of the following outline to present your work.
- Your written paper must address sections I-IV. *Use headers for each section.*
- Address information that is relevant to your client situation in each section.
- Cite your references.
- **Turn in your written summary, in the form of a paper, one week following the day you make your verbal presentation. You will have to submit this via Safe-Assign as well on Blackboard (APA/Writing Quality = 20 points).**

I. BACKGROUND CASE INFORMATION

- A. Identify the practice setting (e.g., hospital, adoptions, CPS, mental health, Juvenile Justice Campus, community agency).
- B. Provide comprehensive identifying information that helps your classmates understand the practice setting such as the description of your agency, the community, and collateral contacts.
- C. Using fictitious information, describe the client such as name, age, gender, ethnicity, level of education, occupation, health condition, with whom client is living, relationship status, and spiritual identification.

II. REFERRAL/PRESENTING PROBLEM

- A. How did you get involved in this practice situation?
- B. Identify the presenting need or problem around which your social work practice was organized? Summarize relevant current and historical information about the client(s)

and the practice situation. Include onset, frequency, and duration and severity data. Include environmental, mezzo, macro contributing factors.

III. ASSESSMENT AND TREATMENT PLAN

- A. Create a diagnostic impression of the client, using the DSM-5 and a mental status examination (MSE) description.
- B. Application of theory to practice:
 1. Each student must select and apply at least one theoretical orientation that helped you assess the practice situation and develop a plan for intervention with the client.
 2. Explain with concrete examples, how this theory applies to the practice situation (e.g., organizational or clinical practice theories, empowerment or strength perspectives, multicultural diversity competence, feminist theory) both in terms of assessment and practice interventions.
 3. Describe how this theory has been effective or not effective in your chosen population (i.e. is this evidence-based or evidence informed?).
 4. ***Each student must identify themselves with the theory selected and applied to this case.*** (If this is a group project)
 5. Describe strengths, support system, environmental problems, and other relevant considerations.
- C. Identify cultural/diversity issues and your plan to focus on strengths and empowerment.

IV. FOCUSED PRESENTATION OF YOUR WORK

(Total 45 minutes = 30 minutes for presentation + 15 minutes for questions and feedback to your questions from part B below)

- A. Describe a specific focus area where you want feedback or input from your classmates. Examples of possible focus areas are provided below:

Focus: Do you think you focused in the wrong area?
Would you like to consider where and how to shift the focus and prioritize goals?

Stuck points: Did your work get stuck in the process of intervention or even in a single session with a specific client?

Relationship: What significant relationship issues surfaced in this practice
Issues: situation?

How do you feel about a client stakeholders, or constituencies, and how do you handle your feelings while working in this practice situation?

Identify factors (e.g., agency policy), tensions (transference, countertransference) and/or responses that you think may be interfering with the process of forming a good alliance.

Supervision Issues: How have you used supervision, the help of professional colleagues or literature in your practice situation?
Are there problems you would like help with in this area?

Intervention Techniques: What feedback would you like on skills you are using or on interventions that might be more effective?
What difficult choices have you made about interventions? What mistakes and/or successes have you had in this area? How did you handle mistakes you made?
Application of selected theory?
Challenges with system level application?

Critical Incident: Were there key moments (or do you anticipate them) that may have an important impact on the change process?

B. Formulate one or two questions for the class, related to the above, or other relevant areas, and ask the class for specific feedback regarding these questions.

V. WRITTEN SUMMARY

Your typed paper in APA format will be due one week following your class presentation. The written presentation should include all areas mentioned above, demonstrating use of professional literature to understand and work with this client. Please be sure you cite your sources and include them in the references. Information specifically related to section IV should describe your experience of facilitating the consultation with your classmates. Please include a description of how you introduced the context to the class. This would identify what mechanism you used to accomplish IV-C, the specific questions/issues you identified for discussion and feedback (IV-A & IV-B), a description of your classmates' input/feedback, and how you can use their input/feedback.

SWRK 221 Class Presentation Grading Key:

Manuscript has a grading rubric. Maximum points are 120.

Presentation has a grading rubric. Maximum points are 80.

Page Limit	Citations
10 pages (excluding reference list).	Minimum of 3 citations (must use textbook as citation)