Course Description
SWRK 140C, the practice of generalist social work, is a foundational course in social work education. This course broadens the scope of social work practice from the individual to other levels of social work practice. We will build on foundations established in SWRK 140A and 140B to expand your social work knowledge and skills, and to expand your ethical practice in a variety of settings and situations. We will learn and practice skills around engagement, assessment, intervention, service evaluation, and termination with families and relational clients; group work; and community practice. A key concept this semester is understanding the relationship between all levels of social work practice, from the individual to the international. Our class will incorporate readings, discussion, role-plays, guest speakers, a community project, groups, and other exercises and assignments to provide a diverse set of didactic (direct instruction) as well as experiential (hands-on/practice) learning opportunities.

Social work is both an academic and applied discipline. As the co-requisite for this course is your field placement (SWRK 195B), your field experiences will be integral to our classroom experience. Continuing from last semester (140B), this practice course will require you to be a direct, active, collaborative learner in order to succeed in this class. Cooperative and collaborative learning are dependent upon student preparation and active participation. Students are expected to have read all assigned readings before the class session for which they are assigned and be active in cooperative and collaborative learning exercises.

Theoretical Framework
Social work education and practice are always informed by theory. Social workers operate from theoretical perspectives to engage in thoughtful, ethical practice based upon our profession’s values. Social workers value, protect, and strive to advance the dignity of the individual; human relationships; diversity; human rights; social justice, and we recognize that people influence and are influenced by their environments. (CSWE EPAS 2015; NASW 2008). This class continues the following theoretical framework established during previous classes:

- Ecosystems (person-in-environment)
- Social justice
- Human rights
- Strengths
- Postmodern/social construction
- Other theoretical perspectives to be discussed.

(Birkenmaier, Berg-Weger, Dewees, 2014; CSWE EPAS, 2015)

*We will continue to explore how values inform theory, and how theory informs practice.*

Values → Ethics → Theory → Practice → Research → Practice & Theory

*We will explore through course material and exercises, including dyads, groups, and class discussion, how this plays out in practice.*

*We will pay particular attention is given to how intervention at one level may influence what is happening at other levels.*

**Incorporating Field Into Classroom Learning**

Your experiences in field will be integral to our work together. Part of your grade will be based on classroom participation, which will heavily integrate examples from your field placement. Social workers engage in ethical and professional behavior (CSWE EPAS, 2015). Please be sure to safeguard the confidentiality of your client by avoiding using identifying information about your clients when discussing them in class.

**Ethical & Professional Social Work Practice**

As social workers, we are accountable to our clients, our colleagues, and the public for ethical and professional practice. The NASW Code of Ethics is our standard for ethical and professional social work. Familiarize yourself with the Code, and conduct yourself accordingly in field and in the classroom. If you have a question about the ethics of a given situation, always use your resources – consult the Code; myself; your field instructor; and/or another professional colleague/peer. You may access a copy of the NASW Code of Ethics online here: http://www.socialworkers.org/pubs/code/code.asp.

Ethical violations (disrespect for colleagues, breaking confidentiality, etc.) may result in failure of this course, particularly if the instructor or the field instructor has previously advised a student of the violation(s).

**Your Learning Goals**

Social workers evaluate practice with individuals, families, groups, organizations, and communities (CSWE EPAS 2015). In other words, in order to tell if one is being effective, one must have clear goals, and always begin with the end in mind.

What do YOU want to get out of this course? At the end of the semester, you should be able to reflect on how you have increased, diversified, and sharpened your direct practice social work skills with families/relational clients; groups; and communities. Although this syllabus will provide our structure as a group, I am interested in what your goals for your own field placement, classroom experience, and ongoing social work practice are.

**Feedback Informed Instruction**

Social workers engage in research-informed practice, and practice-informed research (CSWE, 2015). Teaching this class is part of my practice, and your feedback is part of my research. I am committed to improving my instruction in response to your feedback on an ongoing basis –
Advocacy to create change is a key social work skill, as is effective communication. Please communicate with me regularly to provide constructive feedback on what is working well or what could be improved about your learning experience. *Don’t wait until the semester is over to let me know how our class could work better for you!*

**CSWE Competencies**
The Council on Social Work Education oversees schools of social work, and accredits programs to be able to grant BSW and MSW degrees. The BSW is a professional degree, meaning you graduate with a standardized set of skills that should be applicable wherever you go in your social work practice. The CSWE publishes standards for what is required for foundational social work courses, including this one. There is an “explicit curriculum” (i.e., what must be directly taught), as well as an “implicit curriculum” (i.e., experiences and concepts that must be included in your learning experience, but not necessarily directly stated).

The CSWE’s following nine competencies and eight learning objectives form the structure and the basis of our class content, as well as your field education (included in your field agreement and field evaluation).
Course Objectives

By the end of the course, students will be able to:

1. **Identify as a professional social worker and demonstrate professional behaviors.**
   - Demonstrate knowledge and understanding of the mission and values of the social work profession.
   - Practice personal reflection, self-correction and management of personal values and ethical decision-making to assure continual professional development, including attending to professional roles and boundaries.
   - Demonstrate the ability to use supervision and consultation to guide professional judgment and social work practice.
   - Demonstrate a sense of self-knowledge, one’s strengths and challenges for ethically-based, culturally competent practice.
   - Demonstrate professional demeanor in behavior, appearance, and communication.
   - Demonstrate the capacity for critical self-awareness and self-examination and the effective use of

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**Course Competencies**

<table>
<thead>
<tr>
<th>Social Work Competency</th>
<th>SWRK 140C Course Objectives</th>
<th>Related Course Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate Ethical and Professional Behavior</td>
<td>1, 2, 3</td>
<td>Class discussions, exercises, role plays Case studies Field Updates Experiential Group</td>
</tr>
<tr>
<td>2. Engage in Diversity and Difference in Practice</td>
<td>1, 3, 4</td>
<td>Class discussions, exercises, role plays Case studies Field Updates Experiential Group</td>
</tr>
<tr>
<td>3. Advance Human Rights and Social, Economic, and Environmental Justice</td>
<td>4, 5</td>
<td>Class discussions, exercises, role plays Case studies Field Updates Experiential Group</td>
</tr>
<tr>
<td>4. Engage in Practice-Informed Research and Research Informed Practice</td>
<td>3, 6, 8</td>
<td>Class discussions, exercises, role plays Case studies Field Updates Experiential Group</td>
</tr>
<tr>
<td>5. Engage in Policy Practice</td>
<td>8</td>
<td>Class discussions, exercises, role plays Case studies Field Updates Experiential Group</td>
</tr>
<tr>
<td>6. Engage with Individuals, Families, Groups, Organizations, and Communities</td>
<td>1, 2, 3, 4, 8</td>
<td>Class discussions, exercises, role plays Case studies Field Updates Experiential Group</td>
</tr>
<tr>
<td>7. Assess Individuals, Families, Groups, Organizations, and Communities</td>
<td>1, 2, 3, 4, 5, 7, 8</td>
<td>Class discussions, exercises, role plays Case studies Field Updates Experiential Group</td>
</tr>
<tr>
<td>8. Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
<td>1, 2, 3, 4, 5, 7, 8</td>
<td>Class discussions, exercises, role plays Case studies Field Updates Experiential Group</td>
</tr>
<tr>
<td>9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</td>
<td>1, 2, 3, 6, 8</td>
<td>Class discussions, exercises, role plays Case studies Field Updates Experiential Group</td>
</tr>
</tbody>
</table>
supervision, feedback from colleagues, and current social work research and literature.

2. **Apply social work ethical principles to guide professional social work practice.**
   - Recognize and manage personal values in a way that allows professional values to guide work.
   - Understand and apply the principles of the Code of Ethics in the helping process.
   - Make ethical decisions by applying strategies of ethical reasoning to arrive at principled decisions.
   - Understand and demonstrate ability to apply ethical decision making screens to ethical dilemmas.
   - Describe and explore a sense of self in one’s strengths and challenges for ethically-based, culturally competent practice.

3. **Apply and demonstrate critical thinking in social work practice.**
   - Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice.
   - Demonstrate effective oral and written communications.
   - Integrate specific classroom content with field practicum experiences, and field practicum experiences with classroom content.

4. **Incorporate and enhance diversity and difference in social work practice.**
   - Recognize the extent to which a culture’s structures and values shape life experiences as well as oppress.
   - View oneself as learners and engage those with whom one work as informants.
   - Apply self-awareness and self-regulation in the management of personal biases and values in working with diverse clients.

5. **Advocate for and advance human rights and social and economic justice.**
   - Identify forms and mechanisms of oppression and discrimination.
   - Articulate social justice and advocacy issues as they relate to vulnerable, diverse, at-risk, or oppressed populations.
   - Articulate how to engage in practices that advance social and economic justice.

6. **Utilize research processes to inform social work practice.**
   - Understand strategies for evaluating social work practice.
   - Recognize how research evidence informs practice.

7. **Utilize and apply knowledge of human behavior and the social environment.**
   - Demonstrate an understanding of the generalist perspective and the eco-system perspective in analyzing client’s strengths and challenges.
   - Utilize conceptual frameworks to conceptualize problems, interventions, and evaluation of interventions.
   - Demonstrate how to critique and apply knowledge to understand person and environment.

8. **Engage, assess, intervene, and evaluate with individuals, families, groups, communities and organizations**
   - Articulate how to substantively and affectively prepare for action with individuals and families, groups, organizations, and communities Master abilities in basic interviewing skills, such as listening, empathy, genuineness, pacing, confrontation, and focusing.
   - Master the principles and develop beginning skills for engagement, interviewing, assessment, intervention, evaluation and termination.

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- Use empathy and other interpersonal skills including facilitating transitions and endings.
- Assess individuals through the use of various established assessment tools, including eco-maps and bio-psycho-social assessments.
- Demonstrate awareness and understanding of the dynamic transaction between individual and families and social welfare and economic policies and the impact of such on wellbeing, presence and accessibility to services.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients.
- Develop appropriate and mutually agreed on focus of work, desired outcomes, and intervention goals and objectives that help clients resolve problems and capitalize on client strengths.
- Demonstrate how to collect, organize, and interpret client data.
- Demonstrate how to critically analyze, monitor, and evaluate interventions.
- Demonstrate beginning skill in the monitoring and evaluation of practice, and of the importance of involving clients in this evaluative process.

**Required Textbook**

**Written Assignments and Writing Resources**
Unless otherwise specified, all written assignments will be formatted in APA style, including citation of all sources. All written assignments should be typed and double-spaced. They should be mechanically and stylistically acceptable. Serious deficiencies in areas such as spelling, punctuation, sentence structure, and coherent organization will result in lower grades. If you are struggling with writing or formatting a written assignment, please take advantage of on- or off-campus resources. For free, one-on-one help with writing in any class, visit the University Reading and Writing Center in Calaveras 128. The Reading and Writing Center can help you at any stage in your reading and writing processes: coming up with a topic, developing and organizing a draft, understanding difficult texts, or developing strategies to become a better editor. Students can sign up for up to an hour a week with a tutor by visiting the Reading and Writing Center in CLV 128. Students may drop in at any time, but please visit the Writing Center website for current “drop-in only” hours. The Reading & Writing Center also offers tutoring for one unit of academic credit through ENGL121. For Reading and Writing Center hours and more information, visit the website at www.csus.edu/writingcenter. The Division of Social Work also offers writing tutors. Visit or contact Division of Social Work Office for more information. Copies of the APA manual are available in the library. The Online Writing Lab through Perdue University has an excellent online APA style guide: https://owl.english.purdue.edu/owl/resource/560/01/. *The Sacramento State Student Writing Handbook* is also handy. There is a reference copy in my office, as well as at the Sacramento State library. Or you may access it here: http://www.csus.edu/wac/wac/students/csus_writing_handbook.pdf.

**Course Assignments and Grading**
All assignments are graded based on the following criteria where appropriate:
- Effective use of knowledge; the integration of concepts, theories, and information from readings, lectures, and class discussions, as well as proper citation of sources.

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The inclusion of personal points of view along with rationale and logic, with clear distinction of this from other material.

Organization: thesis in introduction, smooth relationship between ideas and between paragraphs, overall structure, integrative concluding section.

Clarity; understandability, good style and form. Syntax, grammar and spelling. References in appropriate format (use of APA format). Please remember to always retain a duplicate copy of all your written assignments prior to submitting them for grading in the event of accidental loss or destruction.

A grade of Incomplete may be assigned only in cases of illness, accident, or other occurrences clearly beyond the student's control. It is the student's responsibility to communicate with the instructor in a timely manner regarding your circumstances, and to fulfill the University's and/or Division's policies and procedures for obtaining an Incomplete for a course grade. Students who fail this policy will automatically be assigned a failing grade for the course.

General Guidelines for Written Assignments
As social workers, we need to be able to communicate clearly. Easily readable, concise writing is vital to social work. Our work requires us to regularly write documents including letters, case notes, written assessments, and reports that will impact the lives of individuals, families, agency funding, and social policies.

We are fortunate to have a writing tutor here in the Division of Social Work. I may refer you to the writing tutor if it appears your writing needs improvement to meet class standards. This is not an insult, but an opportunity to improve your skills on behalf of yourself and your future clients.

Always keep a copy for yourself of each assignment you submit to your instructor.

- All assignments are required to be turned in on time.
- If the instructor decides to accept late assignments, late assignments will have 5 points deducted for each day the assignment is late.
- I have provided clear guidelines for each assignment and suggest that you follow them closely.
- I am happy to discuss and answer questions about any assignment.
- You will receive clear feedback on each assignment so that you will know both the strengths of your work as well as the ways in which your work can be improved.
- Clear and concise writing are key ingredients for your practice as a social worker. As social workers, documentation, reports, case notes and other writings are critical elements that always impact the lives of clients, potential funding, and social policies.
- All writing assignments in this course are viewed as expressions of social work practice skills. Approach each written assignment as a PROFESSIONAL activity. All assignments should be written with the following guidelines in mind:
  - All papers are to be typed, double-spaced.
  - Font size shall be 12 points.
  - All papers are evaluated for proper use of grammar and spelling and coherently and logically arranged, thoughts.
• All papers are evaluated for proper use of knowledge: the integration of concepts, theories, models, and information from readings, lectures and class discussions is used in a way that demonstrates your grasp of the material.
• All papers should demonstrate accurate citation of references (both text and internet) in the style of the American Psychological Association (APA Style).
• Always keep a copy of each assignment you submit to the instructor
• No late papers will be accepted unless there are extraordinary circumstances clearly beyond your control, and/or prior approval has been given by the instructor.

Criteria for Evaluating Writing

LEGEND
+ = Thoroughly Covered √ = Well Covered
* = Partially Covered ∅ = Not Covered

• + = Thoroughly Covered = The thesis is clear. The points made in the essay answer are all relevant to the thesis statement, and support it. The paper makes all the points essential to the thesis statement. Essay elements demonstrate a accurate understanding of the material covered, or, where room for disagreement exists, present thoughtful and plausible interpretations of difficult material. Essay elements use terms, examples, comparisons, criticisms, and the like, as needed, to unambiguously convey a coherent view or explanation of the ideas or arguments being explained.
• √ = Well Covered = The points made in the essay answer are all generally relevant to the thesis and tend to give it solid support. The essay answer makes most of the points essential to the thesis. Essay elements evince a mostly correct and a competent understanding of the material covered, or, where room for disagreement exists, present, overall, thoughtful and plausible interpretations of difficult material, even if one or two key elements are not covered or are given questionable treatment.
• * = Partially Covered = The essay makes one or more of the points essential to development of the thesis, although a number of points essential to the thesis may be overlooked or glossed-over, and the argument advanced may include more than a few elements that lend little if any support to the thesis. Some important and obvious points may be misunderstood or missing. Some points may be undeveloped or unrelated to each other. Connections may have to be supplied by the reader.
• ∅ = Not Covered = The essay answer has a thesis and appears to argue for it, but the essay is a series of scattered or unrelated points. The content of the essay evinces misunderstanding of several key concepts (relative to the purposes of the assignment) or understanding of them is not conveyed, yet some key concepts are covered and are not entirely misunderstood.

Cheating/Plagiarism

There is a zero tolerance policy for any form of academic cheating or plagiarism in this class.
Cheating is:
- Taking credit for work you did not do.
- Dishonestly using someone else’s work or answers on a quiz, exam, or assignment.
Plagiarism is:
- The use of another person/people/organization’s ideas, without proper credit to that entity.
- The heavy reliance on other people’s/organization’s ideas, even if rephrased in your own words, without adequate original work and thought on your own part.
- Submitting work written by anyone other than yourself.

Plagiarism will not be tolerated, and is grounds for failing this class. This is a matter not only of academic standards, but also of ethics. Social workers work on behalf of vulnerable populations. These populations and the public trust us to act ethically, and with integrity (CSWE EPAS, 2015 & NASW, 2008).

If you are feeling tempted to plagiarize, DON’T. I use software that runs your written work through extensive databases and easily identifies plagiarized materials. In all likelihood, you will be caught.

If you are unsure what constitutes plagiarism, please feel free to consult with me, any other Sacramento State faculty member, a librarian, or the University Writing Center.

Students with Disabilities
Disability is a broad category, encompassing any variety of difference in ability from both visible and invisible physical disabilities, to learning and processing disorders. I will make every attempt possible to accommodate your disability; however, I cannot accommodate something I do not know about! Please communicate with me about your needs via email (woodford@csus.edu) or at my office hours (listed at the top of the syllabus).

Please also take advantage of on- and off-campus resources, especially Services to Students with Disabilities:
- Main SSWD Office: Lassen Hall, Room 1008 (first floor)
- SSWD High Tech Center: AIRC Rooms 2010-2011
- Monday - Friday, 8:00 a.m. - 5:00 p.m.
- (916) 278-6955 • sswd@csus.edu • More info: http://bit.ly/2iUAleV

Safer Space
Social justice is a core social work value, and social workers incorporate and enhance diversity and difference in social work practice (CSWE EPAS, 2015). Our classroom’s culture will reflect these values as a safer space for all students and guests of marginalized identities. This means we will be mindful at all times of our own social location, and how our words and actions impact those around us with less social privilege, especially when challenging another person’s experience and ideas.

Course Assignments
1. Attendance, Participation, In-Class Discussion (100 points)
   Social workers demonstrate professional behavior, and act in a manner that is worthy of the trust of our clients and the public (NASW, 2008). As a developing professional, it is key that you show up on time and engage with the material and your peers, as you would with a client.

   Grades for participation will be based on the attendance record, your degree of active in class participation, completion of online activities (class activities, exercises, case studies, questions).

   If you must be absent from class because of illness or a family emergency, please let me know before missing a class. In the event that you must miss a class you are still responsible for the readings and for submitting any assignments that are due that day. You must get any missed assignments or handouts, homework assignments and notes from classmates.
The following criteria will be used in assessing students’ attendance:
Anyone missing three scheduled class sessions (excused or unexcused) loses one letter grade from the final grade. There is no substitute or make-up for attendance. **Missing five or more scheduled class sessions will result in a failing grade** for the course.
Students are responsible for signing the attendance sheet if late for class.
Repetitive lateness or early departure (i.e., 15 minutes late arrival or early departure - more than three times) will affect the final grade.

**End of Chapter questions, and Family & Community Case Study: Brickville**
We will be working with the case study of the Stone family and Brickville, which follows along with the Birkenmaier book, and is available here: [http://routledgesw.com/brickville/home](http://routledgesw.com/brickville/home). Exercises and tools from the end of chapters and from online case study will be assigned in class or via SacCT. When there are options, choose ONE of the assigned options to complete. You will write up your answers and bring them to class, where they will be discussed. These exercises will help you develop critical thinking skills with regard to how factors such as culture, discrimination, and issues at all levels affect client situations. Students will practice skills relating to theory application and generalist intervention.

**2. Field Updates (4 per semester, 25 points each)**
During the semester you will write FOUR Field Updates. This assignment is to be typed, APA formatted, and with citations.
There are four parts to each update, meaning you should include Parts One through Four every time you turn in a Field Update:
*Part One* is a simple check list wherein you will let me know how the field internship is going for you.
*Part Two* requires that you integrate classroom learning in the field.
*Part Three* guides you to explore Self Awareness and Exploration.
*Part Four* instructs you to assess how you are integrating each of the 9 CSWE learning competencies from your learning agreement in your field placement.
- Download the Field Update Form and Field Update Grading Rubric from our Blackboard page, under the folder Field Education, to give you additional specific guidance on this assignment.
- Again – each field update you turn in should include each of the four above sections.
- As mentioned in class, if you have a Field Update paper due the same day as a Group Leader Report, you may turn the Group Leader Report in on Thursday, the day after the following class (i.e., 8 days later instead of 7). This is NOT true for Group Member papers.

**NO LATE Field Updates will be accepted.**

**3. Experiential Group:** (120 pts for related written assignments + a component of the participation portion of your grade)
**Learning objectives:**
- Analysis of Group Formation, Processes, & Dynamics
- Values-Based Practice
- Narrative Therapy

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For a period of 6-7 weeks, students will develop and maintain an experiential process & support group on Social Work Values Based Practice, using Narrative Therapy techniques. We will be using articles I post to SacCT.

During the second week of class students will divide up in groups. Each group will be comprised of 4 to 5 students and will meet in separate rooms (if possible) for their own groups. You will stay with this group throughout the duration of the experiential group this semester. One hour of in-class time will be used for each of the meetings held by the students. Each week, a student will have the responsibility of leading a group session. You as a group will decide how the rotation works – i.e., who is the leader on which week(s).

The group leader should use group time to:

- Open, lead, and close the group and using group facilitation skills
- Lead a discussion on the content of the readings
- Practice the specific skills described in the articles
- Act as “cultural leader” for the group, using social work values, as well as specific values identified by the group

The leader of the day is then responsible for submitting a Group Leader Report and group members are responsible for completing the Group Member Report. This will be due the Wednesday following your group session*. The instructor will spend time observing groups in action and sit in the sessions held by the group as an observer, not as a participant, a group facilitator, or an advisor. Following each group session, the professor will provide feedback and groups can process an analysis of the group session.

Format for group feedback process after group session:
1. Group leaders process what they did in the group well, what they realized they would do differently, and what would they like to improve upon.
2. Group members then share what they experienced as “in-role” (group member and leader) issues, experiences; what they experienced from the leader-suggestions for improvement, what they liked and want to keep for their own practice.
3. The instructor provides feedback on observations.

There are 2 written components to the written assignment: Group Leader Report & Group Member Report. Please see the specific guidelines for the written assignments on SacCT under the folder entitled “Experiential Group.”

Component One: Group Leadership. (60 points)

- 5 pages
- Due the week after you lead your group.
- If your group has only 5 members, and you lead/co-lead a second group on the last week of group, you will turn in the equivalent of and additional member paper, not a second group paper. CONNECT WITH ME FOR DETAILS.
- *As mentioned in class, if you have a Field Update due the same day as a Group Leader Report, you may turn the Group Leader Report in on Thursday, the day after the following class (i.e., 8 days later instead of 7). This is NOT true for Group Member papers.

Component Two: Member Journal (60 points for all 5 = 12 pts each)

- 2 pages per session you are a member of.
- Due the week after each group.

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4. Social Change at the Community Level Project
Social workers challenge injustice, and work to create social change for and on behalf vulnerable and oppressed individuals and groups of people, based on principles of social justice (NASW Code of Ethics, 2008).

The purposes of this assignment:
- To learn about a social issue.
- To be able to describe its effects at various levels – individual, relational (family/other interpersonal relationship), and community level.
- To take an action to pursue social change around this issue.
- To share knowledge with your peers.

Assignment details:
1.) **Choose an issue & community**
   a. Identify a social issue (poverty, homelessness, racism, sexism, transphobia, unjust housing policies, budget cuts to transportation, etc.).
   b. Identify a population affected by this issue. Describe the population in a way that the people you’re describing would identify with and feel heard/honored by. You do NOT have to do this project with your own field placement agency/clients, but you may. If you choose to do this project on the community at your field placement, please have a conversation with your field instructor about this assignment, and ensure that you are operating within the scope of your agency’s policies and practices. You may take action on your own or with classmates/colleagues/people in your own community.
   c. Research the issue: What is the history of the problem? What are the forces that keep it in place? Are there official policies? Informal practices? What are the power dynamics in the situation? Research includes formal sources, as well as community experiences as directly told to you by those who experience them.
   d. Describe the real life effects on marginalized people? What is the direct impact of this issue on the community?
   e. Identify an action you can take that will promote social change around this issue. Be creative!

2.) **Brief proposal** (bullet point list or just one paragraph of text okay) regarding your topic & action to be approved by the instructor by 3/15/2017. I will approve or discuss any modifications to your proposal within a week. Your proposal should include:
   a. The social issue you’ve identified.
   b. The population the issue affects. (If more than one, just choose one population.)
   c. Your proposed social change action.
   d. How this action will promote social change around this issue for the betterment of the community.
   e. How you will be mindful of protecting the wellbeing and confidentiality of the folks you work with on this project.

3.) **AFTER your proposal is approved by the instructor, plan & implement your action.**
a. If you’re working with others (clients, community members who are not your clients, other colleagues, etc.), discuss what type of action is likely to be most effective, as well as feasible for you to complete.
b. Collaborate with your clients or community members around finding an idea for how to create the change come from your clients, and work alongside them to make this happen, rather than imposing your ideas on them.

4.) **Take action!** Be mindful not to divulge the nature of your relationship to the client to anyone with whom you’re advocating for change, unless your client has given you permission ahead of time to mention that you are their social worker.

5.) **Debrief** with those you took action with. What went well? What could have gone better? Will you take more action on this issue (**not required for this project**)?

6.) **Present** your social action in class the last day of class. You will have 5-10 minutes to present this project. Include the following in your presentation and write-up, which you may use as a guide during your presentation:
   a. The issue and briefly share its history.
   b. The community and population(s) affected by the issue.
   c. Describe your action. Tell us the story!
   d. Share any social change outcomes that have already happened, or that you hope for as a result.
   e. Q&A from your peers about the project.
   f. **NOTE:** BE MINDFUL OF PROTECTING THE CONFIDENTIALITY OF ANY OF YOUR CLIENT(S) WHO PARTICIPATE ALONG WITH YOU IN THIS PROJECT. If you are going to use an issue & population you are working with in field, be sure to change names & identifying details to protect the confidentiality of clients. Do not take or use photographs/videos of your clients in your presentation.
   g. Turn in write-up to me after your presentation.

### Assignments/Grading Scale:

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<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance/Participation:</td>
<td>100 points</td>
</tr>
<tr>
<td>2. Field Updates (4x):</td>
<td>100 points (25 points each)</td>
</tr>
<tr>
<td>3. Experiential Group:</td>
<td>120 points</td>
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<tr>
<td>4. Social Justice at the Community Level Project:</td>
<td>75 points</td>
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</tbody>
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<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
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<tr>
<td>C-</td>
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<tr>
<td>D+</td>
<td>67-69.9%</td>
<td>265-275 points</td>
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<td>63-66.9%</td>
<td>249-264 points</td>
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**Grading Scale:** 395 points total
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<thead>
<tr>
<th>Date:</th>
<th>Readings</th>
<th>Topic</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td><strong>Week 1:</strong> Weds, 1/25/17</td>
<td>Syllabus</td>
<td>Course Introduction Field Discussions</td>
<td>Intro Questionnaire (To be handed out in class)</td>
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<tr>
<td><strong>Week 2:</strong> 2/1/17</td>
<td>(Birkenmaier, et al.) Field Check-In Chapter 8: (p.325-362) Additional Readings: see SacCT Group Discussion-Agenda for Week 1 of exp. group</td>
<td>SW Practice with Groups: Engagement, Assessment &amp; Planning</td>
<td>Form Groups</td>
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<td><strong>Week 3:</strong> 2/8/17</td>
<td><strong>Introduction and Engage &amp; Discover sections</strong> Additional Readings: see SacCT <em>Experiential group topic: Birkenmaier et al readings; NASW core value of human relationships</em></td>
<td>SW Practice with Groups: Engagement, Assessment &amp; Planning</td>
<td>Group #1 Field Update # 1 Due</td>
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<tr>
<td><strong>Week 4:</strong> 2/15/17</td>
<td>(Birkenmaier, et al.) Chapter 9: (p.367-387) Additional Readings: see SacCT</td>
<td>SW Groups: Intervention, Termination, Eval</td>
<td>Group #2 (Leaders, Member group report)</td>
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<td><strong>Week 5:</strong> Weds: 2/22/17</td>
<td>Field Discussion Additional Readings: see SacCT</td>
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<td>Group #3 (Leaders, Member group report)</td>
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<td><strong>Week 6:</strong> 3/1/17</td>
<td>(Birkenmaier, et al.) Chapter 9: (p.388-407) Additional Readings: see SacCT Field Discussion</td>
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<td>Group #4 (Leaders, Members group report)</td>
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<td><strong>Week 7:</strong> Weds: 3/8/17</td>
<td>(Birkenmaier, et al.) Chapter 9: Review Additional Readings: see SacCT</td>
<td>SW Groups: Intervention, Termination, Eval</td>
<td>Field Update #2 Group #5 (Leaders, Members group report)</td>
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<td>Week 8: Weds: 3/15/17</td>
<td>Field Discussion</td>
<td>Group #6 (Leaders, Members group report) Social Change Project Proposal Due</td>
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<td>Week 9: 3/22/17</td>
<td>Spring Recess NO CLASS</td>
<td>NO CLASS No assignments due</td>
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<td>Week 10: Weds: 3/29/17</td>
<td>(Birkenmaier, et al.) Chapter 10: (p.412-433) Additional Reading: See SacCT SW Practice w/ Communities (Engagement, Assessment, Planning)</td>
<td>(Leaders, Members group report)</td>
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<td>Week 12: Weds: 4/12/17</td>
<td>Birkenmier, et al. Chapter 11 Additional Readings: See SacCT Field Discussion SW Practice w/Communities (Intervention, Termination, and Eval)</td>
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<td>Week 13: Weds: 4/19/17</td>
<td>Additional Readings: See SacCT Field Discussion Evaluating Your Practice Field Update #3</td>
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<td>Week 14: Weds: 4/26/17</td>
<td>(Birkenmaier, et al.) Chapter 12: Additional Readings: See SacCT Field Discussion SW Practice w/Organizations (Engagement, Assessment, Planning)</td>
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<td>Week 16: Weds: 5/10/17</td>
<td>Last week of Field Social Change Project Presentations FIELD EVALS DUE by (5/13/17) Social Change Project &amp; Presentations Due</td>
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<tr>
<td>Final Exams</td>
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<td>Final Paper Due:</td>
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</table>
***The instructor reserves the right to change the syllabus as dictated by the needs of the course and will inform students as soon as possible, if changes are made. The instructor will attach updated syllabi to Blackboard as they become available. It is the student’s responsibility to ensure they are using the most updated syllabus and have the correct information regarding assignments and due dates. Please see me if there are any questions.***