

**San José State University**  
**School of Social Work**  
**Social Work 110: Foundations of Social Work Practice**  
**(Course Code: 43704; Section 1)**  
**Fall 2011**

<b>Instructor:</b>	Nathan C. Thomas, MSW, LCSW
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<b>Office Hours:</b>	TBA
<b>Class Days/Time:</b>	Thursdays, 9:00am – 11:45pm
<b>Classroom:</b>	MacQuarrie Hall 322
<b>Co or Pre-requisite:</b>	ScWk 110 is a prerequisite or co-requisite for ScWk 140

**Faculty Web Page and MYSJSU Messaging (optional)**

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on this course's web page at:

<http://www.sjsu.edu/people/nathan.thomas/courses/sw110/>

You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor).

**Catalog Description**

Introduction to the history, mission, values, skills and knowledge base of generalist social work practice within a transcultural perspective. Focus on social work practice with emphasis on those populations at-risk who are disenfranchised and marginalized. (3 units).

**Course Description**

The primary focus of this course is to introduce foundation knowledge necessary for generalist social work practice. This course is geared to raise the student's self-awareness, assertiveness, understanding of social work values and ethics, critical thinking ability in social work practice, promotion of social and economic justice, and appreciation for diversity. The course will emphasize a strengths perspective to the problem-solving process of empowering the vulnerable persons, groups and communities to address their needs. The experience of diverse populations and populations at risk will be emphasized.

## Course Student Learning Objectives (SLO)

Upon completion of ScWk 110 students will be able to:

1. Demonstrate self-awareness of personal knowledge limitations and biases, and understand social work values and ethics by identifying core values central to the profession.  
Program Objectives: 1(b), 2(b) (Self-awareness)
2. Recognize and communicate their understanding of the importance of difference in shaping life experiences and understand the generalist approach within a strengths-based, ecological perspective, and transcultural perspective working with people from various cultural backgrounds.  
Program Objectives: 4(c) (Diversity)
3. Gain knowledge of the role and function of historical, social, political, and economic factors as the underlying causes and mechanisms of oppression and discrimination that have historically shaped and defined the field of social welfare and the profession of social work.  
Program Objectives: 5(a) (Justice)
4. Demonstrate critical thinking as a means to understand generalist social work practice and to describe the various roles by social workers as change agents at the micro, mezzo and macro levels.  
Program Objectives: 3(a) (Critical thinking)
5. Demonstrate professional demeanor in behavior, appearance, and communication as well as effective oral and written communication.  
Program Objectives: 1(d) (Professional identity), 3(c) (Communication skills)
6. Demonstrate a beginning capacity to discern and promote sustainable practice and service delivery change to improve service quality.  
Program Objectives: 9(b) (Respond to contexts that shape practice)

## Required Texts/Readings

**Mandatory Textbook:** DuBois, B. & Miley, K. K. (2011). *Social Work: An Empowering Profession*, (7<sup>th</sup> ed.). Boston: Allyn and Bacon

The following **mandatory readings** are on Reserve in MLK Library. Both hardcopy and electronic copy of each reading material are available.

Chapter 1 and Chapter 2 from Samantrai, S. (1996). *Interviewing in Health and Human Services*, Chicago, IL: Nelson-Hall.

*Supplemental Readings:*

National Association of Social Workers. (1999). *Code of Ethics of the National Association of Social Workers*. Washington, D.C.: NASW Press.

Szuchman, L. & Thomlinson, B. (2004). *Writing with style: APA style for social work*. Belmont, Ca: Brooks/Cole

**Library Liaison (Optional)**

For assistance in the library go to the King Library Reference Desk (2<sup>nd</sup> floor; 808-2100) and/or utilize the Social Work Research Guide available at <http://libguides.sjsu.edu/scwk>. The Social Work Library Liaison is: Crystal Goldman 408.808.2015 or [Crystal.Goldman@sjsu.edu](mailto:Crystal.Goldman@sjsu.edu).

**Classroom Protocol**

Students are expected to arrive on time, participate in class discussions and exercises, and to be attentive to lectures and discussions. It is important to be courteous and respectful to ones peers as well as to the instructors. Students are asked to refrain from using cell phones, earphones or other devices.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

**Assignments and Grading Policy**

Your grade in this course will be based on your presentations, written work, tests and participation as follows:

Assignment	Points	Course Student Learning Objective/Competency (SLO)
Personal Perspectives	15	SLO: 1, 2
Social History	15	SLO; 2, 5
Fields of Practice Group Assignment and Oral Presentation	30	SLO: 3, 4, 5
Final Exam	25	SLO: 1, 3, 4
Class Participation	15	SLO: 1, 2, 3, 4, 5, 6

## **Penalty for Late Work**

It is your responsibility to submit assignments on time. If you are unable to submit an assignment by the date and time indicated on this syllabus (or announced in class), you must discuss your situation with me at least 48 hours prior to the time the assignment is due. If you submit an assignment after the due date and time without discussing with the instructor, 10% of the total assignment point value will be deducted automatically. Errors in spelling, grammar and syntax will also be subject to a grade penalty.

### ***Assignment 1: Personal Perspectives***

Based on the first few weeks of course material, lecture, readings, and a lifetime of living and self-knowledge, students will articulate a personal perspective on social work practice. This perspective should be approximately 3-4 type-written pages and will address the following content areas:

1. What is one issue you struggle with?
2. What do you think is the root or cause of this issue for you?
3. What is the patterned behavior that you use to lower your stress?
4. Do you see this patterned behavior as a weakness or strength?
5. What was it like to address this issue in a paper?
6. Based on your understanding, why does such human distress occur?
7. What affect does the social system (e.g, government, politics, culture, economics, etc) have on individual and behavior? In other word, how influential you think that the social system is shaping nature and behavior.

To assist the student in understanding what a client experiences when asked to address issues in his or her family, a section should be devoted to describing what it was like to think about and analyze one's own functioning.

### ***Assignment 2: Social History\****

The social worker is to prepare a typed 3-4 pages highly factual and detailed social assessment report on a classmate, relative, friend, roommate, acquaintance. You are required to work with the two degrees of separation rule: 1) The person should be of a different race and 2) have one other significant difference from you (language, gender, etc). The information in this report should justify your final impressions and inferences. The report should use the following headings:

1. Identifying Information: (birth date, occupation, race, religion, marital status, etc). You may change the name and vitals to protect someone's privacy.
2. Family Background and Personal History: general family history, school performance, employment history (if any), marital/relationship history
3. Natural Support Network: (significant relationships and nature of involvement).
4. Physical Environment: (housing situation, financial stability, transportation resources, neighborhood).

5. Important Life Events: (situation and client's response to deaths of significant others, serious losses or traumas, significant life achievements, family dysfunctions, other events).
  6. Religion and Social Activities: (denominations, church membership, extent of involvement, spiritual perspective, special observances).
  7. Prior Contacts with Helping Agencies (all agencies or counseling etc.)
  8. Impressions and Assessment: summarize your impression and inferences from the above facts including strengths and resources.
- \*Before you conduct an interview, you should obtain an interviewee's permission.**

### ***Assignment 3: Fields of Practice Group Assignment and Oral Presentation***

Each group (3-4 students) will present information on one of the practice fields (Child Welfare, Health, Juvenile Justice, Mental Health, Rehabilitation/Disabilities, Aging, Emergency/Crisis Services, Drug/Alcohol, Education/Schools). Once each group selects one of the practice fields, the group will arrange an interview with a social work professional at a social service agency.

Each group also will **submit a portfolio**. This is an organized notebook containing: 1) typed minutes of your group's meetings, including who attended, contributions of each member, 2) at least three journal articles as references to support your project (i.e., references to support the historical perspective or current issues), 3) a brochure of the agency you interviewed, 4) the outline of the interview and 5) outline of the following four areas. All portfolios will be turned in one week after the presentation. The following areas should be covered in your portfolio and presentation:

1. Historical perspective (when was the field first defined, has the definition of the problem changed over time?)
2. Differing political perspectives on this problem area (what is the nature of the problem from different perspectives, what is the dominant view in the US at this time?)
3. Current issues and trends (what are the relevant issues in the field, what trends appear likely in the future?)
4. Practice implications for social workers (what are the common roles of the social worker in this field of practice, what are the most common practice settings/agencies, what practice methods are used most by social workers in this field?)

Each group will present their agency interview in class either during Week 13 or Week 14. Approximately 20 minutes will be allotted per group for presentation and questions. Groups are expected to provide handouts and/or materials on the agency's services for fellow students and a one page outline of the presentation for the instructor.

Each member of the group will submit separately, one page personal reflection on their experience in the group. Answering these three questions: 1) How well did the

group work together? 2) In what way did the group dynamics not work? And 3) What did you learn from the group dynamics? Give a detailed description of what you would do to change the dynamics of the group.

### ***Final Exam***

The final exam will cover all class material (i.e., from lectures, class discussions and required readings) for the entire semester. The exam may include any or all of the following: multiple choice, matching, true/false, and essay questions.

The Final Exam will be on Wednesday, December 14 from 7:15am - 9:30am in MacQuarrie Hall 322.

### **Class Participation:**

Students will be assessed on the frequency, punctuality, quality, and depth of their in-class participation in class discussions. As part of class participation, students are expected to critically analyze information that is presented/discussed, bring examples and applications of the concepts being covered, be prepared to discuss readings, and provide additional insights on issues from their own special knowledge and expertise. Students should notify the instructor in advance if they are not able to attend class or if they need to leave class early. Social work is a verbal profession, thus being verbally involved in class discussions, activities, and your ability to share how your personal learning experience is evolving will be evaluated. Please respect the instructor and your colleagues.

### **APA Format and Writing Requirements:**

All papers must follow current American Psychological Association (APA) format guidelines (6th edition) with the following exceptions: *the use of running heads is optional*. All papers must use standard, 12-point fonts (e.g., Times Roman) and be free of typographical, formatting, spelling, and content errors, as the quality of the writing will be evaluated as part of the grade for all written assignments. Be sure to carefully review and edit all drafts prior to submission. All ideas, quotes, and information taken or derived from other sources must be appropriately cited and referenced in accordance with APA rules.

### **Grading**

The grading and evaluation distribution for the class is outlined below.

<b>Percentage</b>	<b>Grade</b>
97-100%	A +
93-96%	A
90-92%	A -
87-89%	B +
83-86%	B

80-82%	B -
77-79%	C +
73-76%	C
70-72%	C -
67-69%	D +
63-66%	D
60-62%	D -
Below 60%	F

## University Policies

### Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at [http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

### Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

## University Resources

### Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

### **Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit [the LARC website](http://www.sjsu.edu/larc/) for more information at <http://www.sjsu.edu/larc/>.

### **SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

### **Peer Mentor Center**

The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

## Social Work 110: Foundations of Social Work Practice | Fall 2011 | Course Schedule

This schedule is subject to change with fair notice. I will announce any changes in class and may not announce the change via e-mail, you are still responsible for this information, please connect with another student when you miss a class.

**Table 1 Course Schedule**

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/25/11	<p><u>Introduction and Overview of Social Work Practice</u></p> <ul style="list-style-type: none"> <li>- Overview of the Course</li> <li>- Introduction to Social Work Practice &amp; Generalist Practice Model</li> </ul>
2	9/1/11	<p><u>The Context of Generalist Social Work Practice</u></p> <ul style="list-style-type: none"> <li>- Emergence of social work as a profession</li> <li>- The issues related to social work's status as a profession</li> <li>- Introducing generalist social work- multiple levels of intervention</li> <li>- Social work methods: casework, group work, community organization, and the integrated generalist model</li> </ul> <p>Reading: DuBois &amp; Miley, Chapter 1, 2 &amp; 3</p>
3	9/8/11	<p><u>Values and Ethics in Social Work and Diversity</u></p> <ul style="list-style-type: none"> <li>- Common values of the social work profession</li> <li>- Social work Codes of Ethics</li> <li>- Ethical Principles for social work</li> <li>- Concepts associated with cultural, racial, and ethnic diversity including sociocultural dissonance, ethnic identity, and cultural pluralism</li> </ul> <p>Reading: DuBois &amp; Miley, Chapter 5 &amp; 7</p>
4	9/15/11	<p><u>Social Work and the Elements of Empowerment</u></p> <ul style="list-style-type: none"> <li>- Effects of social injustice, including oppression, discrimination, dehumanization, and victimization (the “isms”)</li> <li>- A strengths based approach to practice</li> <li>- Working toward resiliency &amp; empowering</li> <li>- Understanding of client rights and roles in the intervention process</li> </ul> <p>Reading: DuBois &amp; Miley, Chapter 6</p> <p><b>Assignment 1: Personal Perspectives Due.</b></p>
5	9/22/11	<p><u>Social Work Functions and Roles</u></p> <ul style="list-style-type: none"> <li>- Overview of the phases of the social work process</li> <li>- Various roles of social worker</li> <li>- Integrate social work practice, policy, and research in the</li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>functions of social work</p> <p>Reading: DuBois &amp; Miley, Chapter 9 &amp; 10</p>
6	9/29/11	<p><u>The Phases of the Change Process: Assessment</u></p> <ul style="list-style-type: none"> <li>- Goals for Intake/Assessment</li> <li>- Bio-psycho-social-cultural assessment</li> <li>- Eco-map and geno-gram</li> <li>- Social history</li> </ul> <p>Reading: Samantrai, Chapter 1(on reserve)</p>
7	10/6/11	<p><u>Interviewing: Principles</u></p> <ul style="list-style-type: none"> <li>- Importance of interviewing skills</li> <li>- Relationship Building</li> <li>- Role of culture in interviewing: the dynamics of cross-cultural communication with culturally diverse clients</li> </ul> <p>Reading: Samantrai, Chapter 2 (on reserve)</p>
8	10/13/11	<p><u>Interviewing: Essential skills</u></p> <ul style="list-style-type: none"> <li>- Attentive listening</li> <li>- Effective questioning</li> <li>- Reflecting content and feeling</li> <li>- Developing an individual style</li> <li>- Summarization and Interpreting</li> <li>- Putting it all together</li> </ul> <p><b>Assignment 2: Social History due at the beginning of class.</b></p>
9	10/20/11	<p><u>Social Work in the Public Domain</u></p> <ul style="list-style-type: none"> <li>- Poverty in America</li> <li>- Clarification of the poor &amp; Types of unemployment</li> <li>- Impact of poverty on individuals, families, and society</li> <li>- Social work and homelessness</li> </ul> <p>Reading: DuBois &amp; Miley, Chapter 11</p>
10	10/27/11	<p><u>Social Work in Health, Rehabilitation &amp; Mental Health</u></p> <ul style="list-style-type: none"> <li>- Health care- Hospital based services</li> <li>- Major mental health concerns</li> <li>- Social work and disabilities</li> <li>- General features of chemical dependency and the related issues for social work intervention</li> <li>- Criminal justice</li> </ul> <p>Reading: DuBois &amp; Miley, Chapter 12</p>
11	11/3/11	<p><u>Fields of Practice Group Presentation</u></p> <p>Student Presentations in class</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<b>Assignment 3: Group Project Portfolio due at ONE week after your presentation.</b>
12	11/10/11	<u>Fields of Practice Group Presentation Continued</u>  Student Presentations in class  <b>Assignment 3: Group Project Portfolio due ONE week after your presentation</b>
13	11/17/11	<u>Social Work with Families and Youths</u> <ul style="list-style-type: none"> <li>- Child maltreatment &amp; Child welfare system</li> <li>- Juvenile justice system and working with adolescents at risk</li> <li>- Cycle of violence</li> </ul> Reading: DuBois & Miley, Chapter 13
--	11/24/11	<b><u>No Class – Thanksgiving Holiday</u></b>
14	12/1/11	<u>Social Work with Adults and Aging Seniors</u> <ul style="list-style-type: none"> <li>- Intimate partner violence, including contributing factors and programs and services</li> <li>- Dynamics of and response to elder abuse</li> <li>- Programs and services for older adults, including the field of gerontological social work (hospice, nursing home, etc)</li> <li>- Definition of Successful aging</li> <li>- Bereavement counseling</li> </ul> Reading: DuBois & Miley, Chapter 14
15	12/8/11	<u>Review of generalist social work practice</u>  <u>Class Ending</u>
<b>The Final Exam will be on  Wednesday, December 14 from 7:15am - 9:30am in MacQuarrie Hall 322</b>		