

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD

Department of Social Work

SW 646: ADVANCED PRACTICE I

Classroom: DDH/105H

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Office Hours:

Tuesday 1:00 – 3:00 p.m.

Thursday 1:00 – 3:00 p.m.

Other hours by appointment

COURSE DESCRIPTION

This is the first practice course within the Advanced Generalist Practice concentration and builds on the knowledge and skills gained in foundation courses. It is designed to prepare students to carry out social work roles in various social agencies. The focus of this course is on the application of theories, concepts, and principles in direct service. Students are expected to develop competencies in assessments, intervention strategies, and in ongoing review of cases. Students will become acquainted with the range of services and settings that constitute the field of social work practice. Social work roles, functions, and processes across levels of practice will be emphasized.

COURSE LINKAGES

This course links vertically with the foundation practice courses (SW 540 and 541), on which it builds directly, and with the foundation human behavior, policy, research, and practicum courses, on which it builds indirectly. This course moves the student from understanding to critical analysis and application of knowledge, theories, and skills for assessment and intervention across the lifespan. As a concentration practice course, it links horizontally with the concentration practicum (SW650 series) and vertically with the second and third advanced practice courses, SW 647 and SW 648.

COURSE OBJECTIVES

Upon completion of the advanced practice sequence, the student will demonstrate the ability to:

1. Gather, analyze, and integrate data from multiple sources about individuals and families, organizations, and communities into a coherent social work diagnosis.
2. Formulate explanatory hypotheses about individual, family functioning, organization, and community functioning from at least three theoretical perspectives.
3. Design interventions that are consistent with explanatory hypotheses and that incorporate and understand of the interaction among micro, mezzo, and macro levels.

4. Describe communication patterns and techniques appropriate to work with individuals of different developmental ages and of various cultural, ethnic, racial, and gender backgrounds.
5. Analyze the contribution of cultural, ethnic, racial, and gender variables to problems in intervention at each level of practice.
6. Describe tasks and strategies appropriate to the beginning, middle, and end phases of practice.
7. Analyze ethical dimensions of practice.
8. Evaluate cases to identify assessment and intervention errors and to recommend appropriate alternatives.
9. Describe client advocacy interventions.
10. Identify personal characteristics that facilitate and inhibit effective social work practice.

Students will demonstrate these objectives through the following activities:

Class discussions

Role-Playing exercises

Tests

TEXTS

Cormier, S; Nurius, P.S.; and Osborn, C.J.. (2009). Interviewing and Change Strategies for Helpers (6th edition). Belmont, CA. Brooks/Cole Publishers.

DeJong, P. and Berg, I. K. (2008). Interview for Solutions (3rd Edition). Belmont, CA. Brooks/Cole Publishers.

COURSE REQUIREMENTS, ASSIGNMENTS, AND GRADING

1. **Professional Conduct.** The mission of the CSUB Department of Social Work is to prepare competent and ethical social work practitioners who possess the knowledge, skills, and values required to prevent social problems, intervene in problem areas, and improve the social conditions of the region through culturally sensitive practice. Personal responsibility is a necessary part of the professional practice of social work. Attendance, punctuality, and participation are necessary components of personal responsibility: Regular class attendance, punctuality, and participation are required. Professional participation requires familiarity with the assigned readings. Assignments are to be turned in when they are due. Late assignments will be accepted only in the event of major life disruptions such as significant illness, injury, childbirth, or natural disasters. Problems of unprofessional conduct will be addressed through the advisement and student status review procedures outlined in your student handbook.

2. **Academic Honesty:** Rigorous honesty is necessary for the practice of professional social work. The statement on academic honesty in the university catalog is the minimum standard that will be applied in this course. See also the *NASW Code of Ethics* and the *Publication Manual of the American Psychological Association*. This instructor will refer students who display dishonesty to the Student Status Review process and will recommend discharge from the department
3. **Tests:** There will be two tests. You will be responsible for knowing the contents of each text. Each week we will have time to discuss the assigned readings, but in the event we do not discuss the chapter readings, you will still be responsible for the readings and each test will be based on those readings. There will be a mid-term exam and a final exam. Each test will be worth 100 points.
4. **Make-up tests:** Make-up tests will not be given. Also, there is no extra credit offered in this course.
5. **Laboratory:** In each chapter, there will be assigned learning activities. You will keep a portfolio of each of these learning activities and submit them for review. Each weekly learning activity is worth 5-15 points (depending on the quality of submissions).
6. **Grading:** Letter grades will be assigned according to the following:
 - A = 90% - 100% (350-315 points)
 - B = 80% - 89% (314-280 points)
 - C = 70% - 79% (279-245 points)
 - D = 60% - 69% (244-210 points)
 - F = 00% - 59% (209- below)
7. **Grievance Procedure:** A graduate student who is dissatisfied with the course evaluation or grade should first discuss the issue with the instructor. If the student still feels unsatisfied and wishes to address the issue further, the student should then consult with, in sequential order, the Program Director, the appropriate School Dean, the Dean of Graduate Studies and Research, and finally the Associate Vice President for Academics.
8. **Students with Disabilities:** If you have special needs as addressed by the Americans with Disabilities Act, please register with the Office of Services for Students with Disabilities as soon as possible (654-2171). If you need this syllabus in a different medium, notify us at the address and telephone number below. Reasonable efforts will be made to accommodate your special needs.

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COURSE CONTENT

Week 1: September 14 and 16, 2010: Imagery and Modeling Strategies

- Review of the syllabus
- Read: Cormier, Nurius, and Osborn - Chapter 11 pages 308 - 345
- Discuss: Participant Modeling; Client Imagery; and Covert Modeling with diverse groups
- Role-playing exercises: Demonstration of strategies for Participant/Covert Modeling; and Client Imagery

Week 2: September 21 and 23, 2010: Reframing, Cognitive Modeling, and Problem-Solving Strategies

- Read: Cormier, Nurius, and Osborn – Chapter 12 pages 346 - 381
- Discuss: Reframing, Cognitive Modeling, Problem-Solving with diverse groups
- Role-playing exercises: Demonstration of strategies for Reframing, Cognitive Modeling and Problem-Solving

Week 3: September 28 and 30, 2010: Cognitive Change and Cognitive Restructuring Strategies

- Read: Cormier, Nurius, and Osborn – Chapter 13 pages 382 - 415
- Discuss: Cognitive Restructuring with diverse groups
- Role-playing exercises: Application of cognitive therapy and cognitive restructuring

Week 4: October 5 and 7, 2010: Stress Management Strategies/Meditation and Relaxation Strategies

- Read: Cormier, Nurius, and Osborn – Chapters 14 and 15 pages 416 – 485
- Discuss: Diaphragmatic Breathing, stress inoculation, meditation, muscle relaxation with diverse populations
- Role-playing exercises: breathing and stress inoculation; mindfulness meditation and muscle relaxation

Week 5: October 12 and 14, 2010: Exposure and Self-Management Strategies.

- Read: Cormier, Nurius, and Osborn – Chapters 16, and 17 pages 486 - 560
- Discuss: Exposure strategies; self-management strategies and resistance with diverse populations
- Role-playing exercises: Conducting exposure; development of a client self-management program; stimulus control

Week 6: October 19 and 21, 2010: Strategies for Working with Resistance

- Read: Cormier, Nurius, and Osborn – Chapters 18 pages 562-602
- Discuss: Solution Focused and Motivational Interviewing
- Mid-term exam: Take home exam

Week 7: October 26 and 28, 2010: Solution-Focused Interviewing

- Read: DeJong & Berg – Chapters 1-3 pages 1-51
- Discuss: Solution Building and Skills for Not Knowing
- Role-playing exercises

Week 8: November 2 and 4, 2010: Solution-Focused Interviewing

- Read: DeJong & Berg – Chapters 4-6 pages 52-113
- Discuss: Engagement and Exploring Skills
- Role-playing exercises

Week 9: November 9, 2010 (No class on 11/11/10) Solution-Focused Interviewing

- Read: DeJong & Berg – Chapters 7-9 pages 115-212
- Discuss: Feedback and monitoring skills; Interviewing Involuntary Clients
- Role-Playing exercises:

Week 10: November 16 and 18, 2010: Solution-Focused Interviewing

- Read: DeJong & Berg – Chapters 10-12 pages 213-258
- Discuss: Crisis Situations, Outcomes and Professional Values/Human Diversity
- Role-playing exercises:

Finals Week:

- Final exam.
- **Due November 24, 2010**

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