

SCWK 2622 - Social Work Processes

Fall 2026 Syllabus, Section 01, CRN 40831,

Credit hours: 3

Instructor

Lynnette Bilal

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Course Description

2622. Social Work Processes. Addresses the full range of communication skills in systems of all sizes for professional social work practice. Includes principles of effective communication, functions and purposes of communication, and the roles of social workers. Thirty clock hours of volunteer engagement required. Three hours lecture. Prereq.: SCWK 1510. 3 s.h.

This course is designed to assist students in becoming competent and effective interviewers by teaching them specific skills. It also includes principles of effective communication, functions and purposes of communication and roles of social workers. Students are required to arrange and complete 20 hours of volunteer activities. The instructional methods utilized in this course include lecture/discussion, role-play, experiential exercises, and videos. Bring the Cummins text to every class as we will be actively using it for in-class activities. You are expected to be in the classroom when class begins; arriving late is disruptive to your classmates. Students are expected to participate actively in each class session, to come to class prepared to discuss content of required course assignments (readings) and to submit assignments on time.

Credit Hrs. 3.0.

Prerequisite: Social Work 1510.

Course Readings

Group	Title	Author	ISBN
Required	Social Work Skills for Beginning Direct Practice, 4th ed.		

Required Text:

Cummins, Linda, Sevel, Judith & Pedrick, Laura (2012). Social Work Skills for Beginning Direct Practice, 4th ed., Pearson: Boston, MA.

Optional Text:

Kadushin, A. & Kadushin, G. (2013). The Social Work Interview, 5th ed., Columbia University Press: New York.

The course readings are subject to change in the event of extenuating circumstances, research developments, current events, and/or to ensure better learning.

Schedule of Topics and Assignments

Day	Date	Reading(s)	Proposed Topic	Due/To Prepare for Class
Tue	8/25		CLASS INTRODUCTIONS Blackboard overview Review of syllabus Review of Volunteer procedure	

Thu	8/27	CUMMINS CH 1 An Introduction to Social Work and Helping Process	Students begin developing an understanding of social work as a profession and the helping process as an intentional, professional relationship.
Tue	9/1	CUMMINS CH 1 An Introduction to Social Work and Helping Process	Students begin developing an understanding of social work as a profession and the helping process as an intentional, professional relationship.
Thu	9/3	Readings: Cummins Chapter 2 Values and Ethics in Social Work	Students will: Identify major social work values. Apply ethical principles to practice situations. Recognize ethical dilemmas. Understand professional boundaries. Explain why self-determination can be complicated.
Tue	9/8	Readings: Cummins Chapter 3 Theory Directed Social Work Practice Power point for Cummins Chapter 3	Students will: Explain why theory matters. Identify how theory influences assessment. Understand that theories influence how social workers interpret client behavior. Connect theory to intervention.
Thu	9/10	Cummins, Chapter 4 The Cultural Context of Practice: Using Interviewing Skills Effectively	Students will: Explain how culture influences helping relationships. Recognize personal assumptions and biases. Practice culturally responsive interviewing. Avoid stereotyping. Incorporate cultural context into assessment and communication.
Tue	9/15	Cummins Chapter 5 Basic Skills for Direct Practice	Students will learn and demonstrate attending behaviors and interviewing skills.
Thu	9/17	Cummins Chapter 6 Advanced Social Work Skills for Direct Practice	Students will demonstrate how to focus an interview using advanced level skills and practice advanced-level interviewing.
Tue	9/22	Cummins Chapter 7 Common Errors in Direct Practice (Pitfalls)	Students will identify common errors (pitfalls) in the helping process and analyze how common errors (pitfalls) can divert the helping process.

Thu	9/24	Cummins CH. 8 Intake and Engagement	Students will identify essential intake process, professional relationship, empathy and rapport, countertransference, professional versus friendship relationships, self-awareness, confidentiality, first meetings, home visits, and signs of successful engagement.
Tue	9/29	Cummins CH. 8 Intake and Engagement & CH 9 The Assessment Process	Students will identify essential intake process, professional relationship, empathy and rapport, countertransference, professional versus friendship relationships, self-awareness, confidentiality, first meetings, home visits, and signs of successful engagement. CH 9 Students will: Explain assessment as an ongoing process. Gather multidimensional information. Identify strengths and resources. Explore risk and protective factors. Distinguish facts from assumptions. Incorporate the client's perspective
Thu	10/1	Cummins CH 10 Problem Identification, Planning, and Contracting	Students will: Identify client-defined problems. Prioritize problems. Develop goals. Develop measurable objectives. Collaboratively develop plans. Explain contracting.
Tue	10/6	Cummins CH 11 Treatment and Intervention	Students will: Connect interventions to assessment findings. Select appropriate interventions. Explain why an intervention is appropriate. Implement interventions collaboratively. Monitor client response.
Thu	10/8	Cummins CH 12 Practice and Evaluation	Students will: Explain why social workers evaluate practice. Identify indicators of progress. Use client feedback. Review goals. Determine whether interventions should continue or change.

Tue	10/13	Cummins, Chapter 13 Termination	Students will: Explain the purpose of termination. Prepare clients for ending services. Review progress. Identify remaining needs. Develop a transition plan. Address feelings associated with termination. Maintain professional boundaries.
Thu	10/15	GUEST SPEAKERS AND CATCH-UP	GUEST SPEAKERS AND CATCH-UP

The course schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better learning.