

**The University of Texas at Austin
School of Social Work**

| | | | |
|----------------------------|----------------------------------|-----------------------------|--|
| Course Number: | SW 385T | Instructor: | Sarah McCafferty, LCSW |
| Unique Number: | 60835 | Contact Information: | sarah.m.mccafferty@gmail.com |
| Semester: | Spring 2019 | Office Number: | SSW 3.104a |
| Meeting Time/Place: | 5:30pm CST Thursday, Rm 2.116 | Office Hours: | 4:30-5:30pm Thursdays or by appointment |

**Advanced Integrative Capstone
In Social Work Knowledge and Practice**

I. Course Description

Competent social work practice involves broad knowledge of person-in-environment and a full integration of social work knowledge, skills, theory, evidence, and values and ethics and the ability to clearly articulate a rationale for decision-making. This course gives students the opportunity to analyze and apply with greater depth, breadth, and specificity their knowledge, skills, and theories to values and ethics, diversity, populations at risk, social and economic justice, human behavior and the social environment, social welfare policy, social work practice, research and field education. Therefore, the course builds upon all previous courses in the curriculum and their field internships utilizing a multi-level case study method and prepares students for professional practice. Case studies will require students to intervene at all systems levels. The course will be taken concurrently with students' final field placement (in the spring semester) to enhance reciprocal learning in class and in field.

II. Course Objectives

At the completion of this course students will be able to:

1. formulate and identify relevant social work knowledge and theory
2. demonstrate an ability to integrate their knowledge, skills, and values and ethics
3. critically analyze human behavior and social problems at all systems levels
4. critically analyze and apply to their practice research findings in the empirical literature and assess applicability of related media sources (such as professional bulletins, documentaries, and/or other internet sources)
5. defend practice decisions based on ethical principles and relevant data and information
6. organize and present (orally and in writing) a multilevel case analysis based on systematic and conceptually-driven process
7. collaborate effectively with others who may have opposing viewpoints, interpretation of information, or agendas
8. further develop self-awareness of personal strengths and challenges as a social work practitioner
9. apply their understanding of, and commitment to, the promotion of social and economic justice, and the recognition and impact of oppression, discrimination and privilege on individuals, families, groups, practitioners, organizations, and communities

EPAS Competencies

The Steve Hicks School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS).

Using a common evaluation instrument, this course measures the implementation of knowledge, skills, values, and/or cognitive and affective processes to assess the following competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

Outcome 1.1: Apply ethical decision-making skills to issues specific to clinical social work

Outcome 1.2: Recognize and actively engage in efforts to safe-guard against personal biases as they affect the working relationship in the service of the clients' well-being

Competency 2: Engage Diversity and Difference in Practice

Outcome 2.1: Utilize needs, values, and strengths in applying appropriate interventions for diverse client systems

Outcome 2.2: Identify and utilize practitioner/client differences from a strengths perspective

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Outcome 3.1: Utilize knowledge of the effects of oppression, discrimination, and trauma on clients and client systems to guide treatment planning and intervention

Outcome 3.2: Advocate at multiple levels for mental health parity and elimination of health disparities for diverse populations

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Outcome 4.1: Utilize research methodology to evaluate clinical practice effectiveness and/or outcome and apply empirically supported evidence for practice

Outcome 4.2: Utilize critical thinking and the evidence-based practice process in clinical assessment and intervention with clients

Competency 5: Engage in Policy Practice

Outcome 5.1: Identify and evaluate agency programs and/or practices in relation to client needs

Outcome 5.2: Communicate to stakeholders the implication of policies and policy change in the lives of clients

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Outcome 6.1: Integrate theory-based relational skills in all areas of client engagement

Outcome 6.2: Recognize and address the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the working alliance

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Outcome 7.1: Utilize multidimensional bio-psycho-social-spiritual assessment skills and tools

Outcome 7.2: Conduct a multi-level case assessment based on a systematic and conceptually driven process

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Outcome 8.1: Critically evaluate, select, and apply best practices and evidence-based interventions that demonstrate the use of appropriate clinical techniques for a range of presenting concerns

Outcome 8.2: Collaborate with other professionals to coordinate treatment interventions

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Outcome 9.1: Identify and evaluate agency programs and services in relation to client needs

Outcome 9.2: Demonstrate the ability to evaluate practice effectiveness for a range of bio-psycho-social-spiritual needs

Brief Description of Course Requirements

See Guidelines for Assignments & Written Work for additional details.

Case analyses

The major activity this semester involves in-depth class discussion of assorted cases. The case method of teaching begins with the ideas that 1) working to understand and resolve challenging puzzles or problems stimulates learning and 2) that such efforts closely resemble the assessment and decision-making processes needed in professional practice. This educational strategy is further explained in class. In addition, two required readings briefly describe the case method and suggest ways to prepare for case discussions (Wolfer, 2006; Wolfer & Scales, 2006). The case method engages students in class discussions centered on in-depth analysis. The cases involve a variety of problems and dilemmas at various system levels. Each case reports the actual experience of a social work professional, sometimes one who is relatively new to the profession. There are a total of seven cases for analysis and discussion this semester. The first case is considered a practice case and is not graded.

Peer feedback on case analyses

Another major component of this course is that students get and give feedback to each other on their case analyses. Feedback should help students refine their written assignment. Students submit two individual feedback summaries on two cases.

Case presentations from field

Each student will present a case from his/her current or past field placement. The presentation of case information should be approximately 10-15 minutes and a group discussion afterwards is scheduled for approximately 15 minutes. Students must prepare a brief handout with the important case elements for distribution to the class. These should be uploaded ahead of time to Canvas for students to review. Students are assigned dates for their presentation based on their group assignment. All class members must be prepared to give feedback, including asking for questions, talking about options, identifying underlying issues, and making an assessment.

Social work inventory

This assignment requires students to reflect on and integrate their graduate education as a foundation for professional social work practice. The final product has two parts: 1) an integrative summary of your current theoretical perspective; and 2) an articulation of how you understand and apply the social work concept, "use of self." Together, these two components provide a broad framework for summarizing your learning. The process of completing this assignment helps you prepare for professional practice and future development.

III. Teaching Methods

The primary teaching approach in this course is collaborative learning. Course materials are presented primarily through decision case study and in class discussions. Small group work, readings, and lectures are incorporated. The goal is to stimulate students' critical thinking, defensible decision-making, intellectual creativity, and sharing of knowledge and skills to the class. Students are responsible for material presented through all these activities. Students are required to complete the assigned readings for each week and be prepared to discuss them.

All course readings and materials are posted on Canvas.

IV. Course Requirements

Here are four primary graded assignment categories, as listed below, along with their point values. See Section on Description of Assignments for specific details.

| | | |
|---|--------------------------|------------|
| Decision Case Analyses | 2 cases @ 25 points each | 50 |
| Individual Peer Feedback on Decision Cases Analyses | 2 @ 5 points each | 10 |
| Inventory of Social Work Practice | 10 points | 10 |
| Case Presentations from Field | 10 points | 10 |
| Contributions to Class Learning and Case Discussion | 20 points | 20 |
| Total Points | | 100 points |

V. Grading Scale

| | |
|----------------|----|
| 94.0 and Above | A |
| 90.0 – 93.999 | A- |
| 87.0 – 89.999 | B+ |
| 84.0 – 86.999 | B |
| 80.0 – 83.999 | B- |
| 77.0 – 79.999 | C+ |
| 74.0 – 76.999 | C |
| 70.0 – 73.999 | C- |
| 67.0 – 69.999 | D+ |
| 64.0 – 66.999 | D |
| 60.0 – 63.999 | D- |
| Below 60 | F |

VI. Class Policies

1. Students are expected to attend **ALL** class meetings, to read **ALL** the assigned readings, and to participate in class discussions.
2. There are no “excused” absences. Students missing two or more class sessions may receive a 10% reduction in their overall course grade. Students missing three (3) or more class sessions may receive an “F” for the course. The instructor may use her/his discretion. Students should not register for this class if he/she has a conflict with the schedule, however emergencies are understandable. As soon as you know that you will not be attending class because of an emergency, please let your instructor know by email.
3. Coming to class late or leaving class early may count as an absence.
4. Assignments are to be submitted according to the schedule. **Written case analyses will be due electronically to the instructor on the Monday at 12 noon CT before the case is scheduled for class discussion. No late feedback assignments will be accepted or graded.** For assignments that are turned in during class periods, these assignments are due at the *beginning* of the class period. Assignments turned in during or after the beginning of class will be considered late and will receive a ten (10%) penalty per day (weekend days are included in the reduction). The instructor may use her/his discretion.
5. The Publication Manual of the American Psychological Association (APA 7th Edition) is the style manual to be used for all assignments. Incorrect APA style results in a deduction of points on assignments.
6. Appropriate referencing is required. Student failure to use quotation marks for direct quotes or citation for indirect quotations and/or others ideas may result in a “0” for the paper and/or an “F” for the course.
7. All papers are to be word-processed or typewritten, double-spaced, 10 – 12 point font, and 1 inch margins.
8. Any modifications, amendments, or changes to the syllabus and or assignments are at the discretion of the instructor. Changes will be announced in class. It is the responsibility of the student to inquire about any changes that might have been made in his/her absence.
9. Instructor teaching notes to decision cases are available to instructors. These teaching notes are NOT to be used by students for any purposes. The use of these notes is considered an infraction of the University policies governing scholastic dishonesty will result in the initiation of a level three student review and may result in the student’s failure in this class or the program. In addition, it is expected that students will produce original work for feedback and analysis. Therefore, utilizing any past case analyses is not acceptable.
10. Students who have difficulty with the course materials, assignments, or class activities should schedule an appointment with the instructor as soon as possible so that, where appropriate, additional assistance can be provided.
11. This course is part of a professional training program. The behavior that is expected of social workers in professional practice settings is also expected of students in this course. Students are expected to arrive at class punctually, to remain in class for its duration, and to maintain focus upon course content during class. Cell phones and laptops should be turned off or placed on silent during the duration of the class. While it is expected that course content will include examination of a diverse array of ideas and opinions, the professor does require that students engage one another with respect and professionalism.

VII. University Policies

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another’s opinions. A course brings together a group of diverse

individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of

hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://ddce.utexas.edu/disability/how-to-register-with-ssd/>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy of the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexual_harassment.pdf.

CAMPUS CARRY POLICY. The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call [512-232-5050](tel:512-232-5050) or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services Office.

VIII. Flow Chart & Step-by-Step Process for Case Analyses and Feedback

Decision case review and analysis is the foundation of this course. This process both involves individual and group work and written analysis and feedback. A total of seven cases will be used during the semester. The first case is an ungraded practice case. Subsequent to the practice case, each small group writes analyses for two cases. Students individually provide written feedback to other group members on two cases. Procedures and instructions for completing the case analysis and feedback are included in this document. Students remain in the same small groups throughout the semester.

Flow Chart for Analysis and Feedback Processes

| Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 |
|---|---|---|---|---|---|
| Student groups work together to submit 1 st draft of case analysis | A draft is submitted to each individual assigned to give feedback and the instructor Wednesdays by 10 pm CT | Students review and provide individual written feedback to the analysis group members & send copy to the instructor Fridays by 10 pm CT | Analysis groups revise based on feedback and submit final copy to the instructor Following Monday by 12 noon CT | Instructors return graded analysis to group | Case discussion takes place in class Case discussions throughout the week |

IMPORTANT: In order to submit analyses and feedback properly read the section below thoroughly and carefully.

Overview of Written Procedures for Case Analysis

1. Every student individually writes a case analysis of the practice case.
2. Each student group writes an analysis for two additional cases. See the calendar for assigned cases.
3. Each group is responsible for organizing their group members in order to complete all the tasks required for this assignment.
4. Case analyses are submitted via Email or Canvas.
5. To receive feedback, groups **must** provide the first draft case analysis to their feedback group members **no later than 10 pm CST on the Wednesday before** the final due date.
6. Students simultaneously send drafts to the instructor so that credit can be given.
7. Final case analyses must be completed and submitted (via e-mail or Canvas) to the instructor **by 12 noon CST on the Monday before** the weekly class discussion. **No credit will be given for decision case analyses submitted late.**
8. Each of the five required components of the case analysis will receive a score from 0 – 5 points.
9. When groups submit their case analysis, the file should be labeled first by the DAY the class meets, with the course name and “analysis” two-digit case number, and your group name (e.g. WED Capstone Analysis Case 02, Group A1).
10. This information must also appear in the subject heading of the email.

11. Include all group members' names on the written case analysis document.
12. See the instructions on writing a case analysis under Written Assignments Section XI A.

Overview of Procedures for Providing Feedback

1. Students will individually submit feedback on two cases. See the calendar for assigned cases.
2. When each student sends her/his feedback they are required to send it to every member of the group who has written the case analysis.
3. Students must individually provide typed case analysis feedback to every member of the analysis group **no later than 10 pm on the Friday before** the class session in which the particular decision case is scheduled for discussion.
4. Students must simultaneously submit their feedback to the instructor to receive any credit. Late feedback will not be graded.
5. Students send their electronic files labeled as follows: 1) DAY the class meets; 2) "Capstone Feedback" 3) the two digit case number; 4) the group name receiving the feedback; and 5) student's last name and first initial (e.g.. WED Capstone Feedback Case 01 to A1 from Smith, A).
6. Use the above label also as the subject heading of the email.
7. Students include their full name and the student analysis group number should appear on the feedback paper itself.
8. See the instructions on how to write feedback under Written Assignments in Section XI B.

Small Group Organization – Small Groups To Be Assigned

| | Small Groups | Small Groups | Assigned Cases |
|----------|--|--|---|
| Groups A | A1- Booth, Bruns, Cabitac, Camburn | A2- Clubb, Davis, Dush, Garb | 1st case- I'm a Social Worker! 2nd case- But Someone Could Die |
| Groups B | B1 – Gonzalez, Ibarra, Johnson, Kuhn | B2 – Lawson, Reichman, Roach, Saldana | 1st case- Nowhere to Skate 2nd case- Unusual Appeal |
| Groups C | C1 – Saucedo, Scarborough, Scoggan, Swegan | C2 - Viebrock, Vogt, Webster, Zavaleta | 1st case- Fran's Questions 2nd case- Drowning Sorrows |

IX. Guidelines for Assignments & Written Work

A. Guidelines for Written Case Analysis (2 cases X 25 points each=50 points)

(Repeated from Page 2) The major activity this semester involves in-depth class discussion of decision cases. The case method of teaching begins with the twin ideas that working to understand and resolve challenging puzzles or problems will stimulate learning and that such efforts closely resemble the assessment and decision-making processes needed in professional practice. In addition, two required readings briefly describe the case method and suggest ways to prepare for case discussions (Wolfer, 2006). The case method engages students in class discussions centered on in-depth analysis of decision cases. The cases involve a variety of problems and dilemmas at various system levels. Each case reports the actual experience of a social work professional, sometimes one who is new to the profession.

Case analyses are to be written as *executive summaries*. Executive summaries are designed to aid decision makers who need understanding of and advice for dealing with a problematic situation. They provide a concise analysis and recommendation without all of the analytic detail. In fact, executive summaries often represent the first few pages of a more comprehensive analysis. The executive summary format is not intended to be an exhaustive analysis of all possible issues and alternate strategies but rather a concise, focused summary with the issues and alternatives only mentioned to insure they receive consideration. Any situation, no matter how complex, can generally be summarized in no more than two or three pages if reduced to its most essential elements. In your analysis, please make sure that you are incorporating relevant evidence and theory to substantiate your

conclusions, decisions, and recommendation. Also, students must demonstrate their ability to “think like a social worker” throughout their case analysis by incorporating thorough problem solving, attention to contextual issues, and awareness of social justice and diversity.

There are a total of seven cases for discussion and analysis this semester. All written analyses must include the **five** components in the table below. The first case is considered a practice case and is not graded. However, every student must submit an individual case analysis for that first practice case. Please use the headings in the table to identify the sections. **Case analyses are limited to 1,200 words. This also applies to the practice case, and to first drafts of graded cases.**

| Required Components of Case Analyses | |
|--|--|
| A. Introduction | Briefly identify the major elements (i.e., people, settings) of the case (2 – 4 sentences). <i>Note that this section is not graded (see the Case Analysis Evaluation Matrix below)</i> |
| B. Problem Statement (See guidelines for writing problem statements in handout on Canvas) | Give a specific and concisely written formulation of the problem to guide analysis and problem-solving. Do not use a question, but a statement of the problem. This section can usually be completed in no more than two sentences. |
| C. Contextual Analysis | Summarize external issues (and sometimes internal issues) that created, sustain, or add to the problem. Depending on the system level, these may include cultural; economic/resource; political/legal; organizational; social and ethical issues; interpersonal relationships; and intrapsychic and biological conditions. |
| D. Alternative Strategies | Identify three or more possible strategies that may lead to the solution of the problem. These strategies should be plausible, distinct and non-contingent (i.e., not interdependent). Briefly note advantages and disadvantages of each possible solution. These strategies must be grounded in literature and practice. |
| E. Recommendation | Justify your preferred strategy, explaining why you selected that particular one and why it best resolves the problem. Be sure your recommended strategy can be supported with or by resources available in the context. |

In addition to providing edits and comments, professors will rate written case analyses using the following or a similar matrix:

| Case Analysis Evaluation Matrix | | | | |
|--|--|---|--|---|
| Problem Formulation | Contextual Analysis | Alternative Strategies | Recommended Strategy | Writing Style |
| Accurate, clear, specific, concise, and useful | Effectively addresses all important issues | Clearly presents several distinct and appropriate strategies, with well developed advantages and disadvantages for each | Explicitly resolves the entire problem | Clearly and concisely describes the analysis in a grammatically correct fashion |

A *best possible* indicator of full point credit is described above.

The goal of the case analysis is to present clearly, conceptualized, defensive logic model in which the problem statement and the major issues of the case are clearly connected to the alternative and recommended strategies. That is, alternative and recommended strategies closely correspond to and address the identified major

issues in ways that achieve the most desired outcome(s). The contextual analysis (influences outside the case that impact how the issues are perceived) is as equally important to articulate in the case analysis.

B. Guidelines for Providing Feedback (2 X 5 = 10 points)

Another major component of this course is students getting and giving feedback to each other on their case analyses. Peer feedback helps students refine their written assignment. Students are required to submit two *individual* feedback summaries on *two* cases. The process for submitting feedback is also described in detail below.

The process for providing feedback is as follows:

1. In addition to writing case analyses, students provide feedback to other class members. Providing feedback helps writers improve their case analyses and provides incentive for them to reciprocate.
2. To provide beneficial feedback (and also participate effectively in class discussions), students must study the cases carefully every week, including weeks when they provide feedback. Read and analyze cases before giving feedback (i.e., develop your own judgments and conclusions).
3. To get or receive feedback for revising case analyses prior to submission, students must establish and adhere to a system for timely transfer of draft case analyses and feedback. For example, students scheduled to write and submit case analyses must provide draft of their case analyses to feedback group members at 10 pm on the Wednesday before the case is to be discussed. Students providing feedback must respond to the writers by 10 pm the following Friday.
4. For evaluation purposes, each of the five components will receive a score from 0 – 2 points.
5. Feedback provided by instructors during the initial weeks of the course will serve as a model for students to follow. Students may also use the evaluation matrix above for providing feedback.
6. Students utilize e-mail for the transmission of analysis drafts and feedback. This can be accomplished by attaching documents to e-mail.
7. When group members provide feedback, they send the feedback to both the analysis group and instructor (for grading).
8. **Both case analysis drafts and feedback must be sent by the above deadlines.**
9. **Late feedback may receive no credit.**
10. Students must use the five elements below to organize their feedback to the analysis group in a Word document.
11. Do not **only** send a track changes document as feedback. However, a track changes document may be submitted as a supplement to give editorial suggestions.

Beneficial feedback papers should be organized and comment on these five elements:

| Required Components of Feedback |
|---|
| <ol style="list-style-type: none">A. Identify the <u>strengths and weakness</u> of the analysis.B. Include information regarding <u>gaps</u> that authors may have overlooked, and credibility/relevance of the literature and research cited.C. Include concrete, <u>usable suggestions</u> (avoid general statements about quality) for improving the analysisD. <u>Make suggestions regarding the content and flow</u> of the analysis: Does it make sense? Is the problem formulation accurate and helpful? Are the internal and external issues adequately addressed? Has the author considered an adequate range of strategies? Does the recommendation fit the original problem formulation? Does it seem reasonable?E. Offer general <u>assistance about readability and precise writing</u> (e.g., grammar, spelling, sentence structure). |

C. Guidelines for Social Work Inventory (10 points)

This paper focuses on the student's:

- ❖ Social work knowledge, theories, skills, and approaches that inform the student's practice (cite professional literature)
- ❖ "Use of self" in their social work practice (cite professional literature)
- ❖ Experience (and/or lack thereof) with diversity and social justice issues and practice
- ❖ Self-assessed strengths and limitations in their social work practice
- ❖ Plan for professional self-care and their anticipated continuing development

The paper is intended to aid students' transition from graduate school to advanced social work practice. This assignment requires reflection on and integration of students' graduate education as a basis for professional social work practice. The final product has two parts: 1) an integrative summary of your current theoretical perspective and 2) an articulation of how you understand and apply the social work concept, "professional use of self." Together, these two components provide a broad framework for summarizing your learning. The process of completing this assignment will help you prepare for professional practice and future development.

Part I: Theoretical Framework or Practice Models. Discuss the theoretical frameworks or practice models that you have learned over the course of the MSSW program that will guide your social work practice. This should be a framework that is specific to your practice that you have internalized and constructed as a result of learning, critically thinking about, and applying knowledge in your MSSW program, or that you plan to apply. Do not limit yourself to one theory or model; rather *integrate various theories* from the social work knowledge base into your unique framework. Cite sources for the various theories you incorporate. For example, suppose one of the theories that you have incorporated into your framework for practice is "cognitive behavioral theory" or "sustainable development model." When you identify this theory or model as being a part of your practice framework, you should cite the sources that have contributed to the development or application of this perspective.

Part II: Professional Use of Self: Define what is meant by "the professional use of self," and describe in depth how the insights you have gained in graduate school about this concept will be incorporated into your practice model. In your answer, 1) present examples of how your skills and experiences have been utilized productively in your work. 2) Provide examples your challenges and personal growth areas that can potentially hinder your effectiveness in social work. Discuss how you will address these challenges. 3) Discuss what issues pertaining to social justice and diversity have been challenges for you, and what you have learned about working with people different from yourself. 4) Discuss which work situations (with colleagues, clients, community, etc.) you anticipate may be sources of stress for you in professional practice, and describe how you will address these stressors.

Further Learning. When you think of the knowledge and skills you've learned here, what future learning do you intend to pursue? What knowledge and skills do you need to develop further to achieve competence in professional practice? How will you do this?

The inventory is to be double-spaced and word-processed, with a reference list for literature cited in the paper. It should be APA style. Heading and subheadings can be used to denote the above components of the inventory. The paper is required to be at least eight pages long.

The following criteria will be used to evaluate the inventory:

- ❖ Demonstrated ability to integrate social work theories and models, knowledge, skills, and values into a holistic perspective for social work practice
- ❖ Thoroughness in addressing all components of this assignment
- ❖ Specificity of discussion and analysis
- ❖ Depth of discussion and analysis
- ❖ Professional writing skills

D. Guidelines for Case Presentations from Field (10 points)

Assignment Details: For this assignment, students present a case from their internship. Cases presented may involve complex clinical, administrative, and or ethical issues. Students are expected to present the case in a professional manner similar to that used in case conferences/staffing/group supervision in agency settings. Students should be prepared to facilitate a discussion with the class about the issues of concern in the case. A maximum of 40 minutes is allotted for each case presentation.

Students must prepare a written summary of the case to distribute at the time of the presentation. Guidelines for presentation of case and handout include:

1. Brief description of the case situation
2. Key issues/problems
3. Relevant agency/organizational issues
4. Description of student’s role in this situation and/or professional use of self
5. Student’s critical thinking of the problem or issue and its possible resolution
6. Develop at least two prompt questions that you would like addressed by your peers that will help you with this situation.

E. Contribution to Class Learning and Case Discussion (20 points)

Your contribution to the success of this course is essential. Hence, students are expected to actively contribute to the class discussions and learning in and outside the classrooms and will be evaluated according the criteria listed below. Students also may be asked to assess themselves, peers, or group members to inform the evaluation in this area, per the instructor’s discretion.

- **Preparation** – Student is prepared for class by reading cases and researching case related issues
- **Quality of Participation** – Student contributes in a meaningful way to course discussions and small group activities. Participation in course discussions advances the depth of course learning. Student responses demonstrate competency in synthesizing and analyzing course content as well as knowledge in a specific area (or willingness to learn and ask critical question)
- **Frequency of Participation** – Student actively participates in class discussions.

X. COURSE SCHEDULE WITH CASE DISCUSSION & OTHER ASSIGNMENTS

| Date | Analysis Group Sends 1 st Draft to Individuals Assigned to Give Feedback and Instructor | Individual Feedback is Sent to the Analysis Group Members and Instructor | Analysis Group Sends Final Written Case to Instructor | Case Discussion and other Assignments |
|----------------|--|--|---|---|
| Jan 22 – 25 | | | | Syllabus Review; Introduction of Practice Case |
| Jan 28 – Feb 1 | | | | Class Analysis of Practice Case: <u>Larry Steele’s Group</u> INDIVIDUAL CASE ANALYSIS DUE Jan. 29 |
| Feb 4 – 8 | Wed, 10 pm Feb 6 A1 to B1 | Fri, 10 pm Feb 8 B1 to A1 | | Field Presentations C1 |

| | | | | |
|-------------------------|--|--|---|--|
| | A2 to B2 | B2 to A2 | | |
| Feb 11 – 15 | | | Mon, 12 Noon Feb 11 A1 and A2 | Case Discussion: <u>I'm a Social Worker</u> |
| Feb 18 – 22 | Wed, 10 pm Feb 20 C1 to A1 C2 to A2 | Fri, 10 pm Feb 22 A1 to C1 A2 to C2 | | Field Presentations B1 |
| Feb 25 – March 1 | | | Mon, 12 Noon Feb 25 C1 and C2 | Case Discussion: <u>Fran's Questions</u> |
| March 4 – 9 | Wed, 10 pm March 6 B1 to C1 B2 to C2 | Fri, 10 pm March 8 C1 to B1 C2 to B2 | | Field Presentations A1 |
| March 11-15 | | | Mon, 12 Noon March 11 B1 and B2 | Case Discussion: <u>Nowhere to Skate</u> |
| March 18-22 | | | | Spring Break |
| March 25-29 | Wed, 10 pm March 27 C1 to A2 C2 to A1 | Fri, 10 pm March 29 A2 to C1 A1 to C2 | | Field Presentations B2 |
| April 1-5 | | | Mon, 12 noon April 1 C1 and C2 | Case Discussion: <u>Drowning Sorrows</u> |
| April 8-12 | Wed, 10 pm April 10 B1 to C2 B2 to C1 | Fri, 10 pm April 12 C2 to B1 C1 to B2 | | Field Presentations A2 |
| April 15-19 | | | Mon, 12 noon April 15 B1 and B2 | Case Discussion: <u>Unusual Appeal</u> |
| April 22-26 | Wed, 10 pm April 24 A1 to B2 A2 to B1 | Fri, 10 pm April 26 B2 to A1 B1 to A2 | | Field Presentations C2 |

| | | | | |
|-----------------------|--|--|---------------------------------------|---|
| April 29-May 3 | | | Mon, 12 noon April 29 A1 and A2 | Case Discussion: <u>But Someone Could Die</u> |
| May 6-10 | | | | Course Evaluations Social Work Inventory Due |

XI. Course Readings, Organization and Due Dates

Week of January 22-25

- ❖ Introduction of Practice Case: Larry Steele's Group
- ❖ Introductions, course overview, and syllabus

The following readings should be completed in the first two weeks of the semester.

- ❖ Wolfer, T. A. (2005). An introduction to decision cases and case method learning. In T. A. Wolfer & T. L. Scales (Eds.), *Decision cases for advanced social work practice: Thinking like a social worker* (pp. 3-16). Pacific Grove, CA: Brooks/Cole Thomson Learning.
- ❖ Wolfer, T. A. & Scales, L. T. (2005). Tips for discussing decision cases. In T. A. Wolfer & T. L. Scales (Eds.), *Decision cases for advanced social work practice: Thinking like a social worker* (pp. 17-25). Pacific Grove, CA: Brooks/Cole Thomson Learning.
- ❖ Gambrill, E. (1997). A problem-focused model based on critical inquiry. In *Social work practice: A critical thinker's guide* (pp. 96-124). New York: Oxford University Press.
- ❖ Congress, E. P. (2000). What social workers should know about ethics: Understanding and resolving practice dilemmas. *Advances in Social Work, 1*, 1-22
- ❖ McMillen, J. C., Morris, L., & Sherraden, M. (2004). Ending social work's grudge match: Problems versus strengths. *Families in Society: The Journal of Contemporary Social Services, 85*(3), 317-325.

Optional Readings

- ❖ Miley, K.K., O'Melia, M., & DuBois, B. L. (1995). The ecosystems perspective. In *Generalist social work practice: An empowering approach*. Boston: Allyn and Bacon.
- ❖ Rubin, A. (2006). What is (and is not) evidence based practice? NASW Texas Network.
- ❖ Ratliff, N. (2988). Stress and burnout in the helping professions. *Social Casework: The Journal of Contemporary Social Work*, pp. 147 – 154.
- ❖ Borys, D. Nonsexual dual relationships. *Innovations in Clinical Practice: A Source Book, 11*.

Week of Jan 28-Feb. 1

- ❖ **Individual Case Analyses Due on Practice Case**
- ❖ Class analysis of case

Week of February 4-8

- ❖ Field Presentations C1

Week of February 11-15

- ❖ Case Discussion

Week of February 18-22

- ❖ Field Presentations B1

Week of Feb 25 – March 1

- ❖ Case Discussion

Week of March 4-8

- ❖ Field Presentations A1

Week March 11-15

- ❖ Case Discussion

Week of March 18-22

- ❖ SPRING BREAK

Week of March 25-29

- ❖ Field Presentations B2

Week of April 1-5

- ❖ Case Discussion

Week of April 8-12

- ❖ Field Presentations A2

Week of April 15-19

- ❖ Case Discussion

Week April 22-26

- ❖ Field Presentations C2

Week of April 29-May 3

- ❖ Case Discussion

Week of May 6-10

Conclusion: Change in identity status: Student to Professional.

- ❖ Course evaluation and summary
- ❖ Social Work Inventory Due
- ❖ Cherniss, C. (1995). The first year: "I thought I'd died and gone to hell." In *Beyond burnout: Helping*

teachers, nurses, therapists, and lawyers recover from stress and disillusionment (pp. 17-36). New York: Routledge.

- ❖ Hardcastle, D. A., Wenocur, S., & Powers, P. R. (1997). Using self in community practice: Assertiveness. In *Community Practice: Theories and Skills for Social Workers*. New York: Oxford University Press.
- ❖ Levy, C. S. (1976). Personal versus professional values: The practitioner's dilemmas. *Clinical Social Work Journal*, 4(2), 110-120.

XII. Bibliography

Borys, D. Nonsexual dual relationships. *Innovations in Clinical Practice: A Source Book*, 11.

Cherniss, C. (1995). The first year: "I thought I'd died and gone to hell." In *Beyond burnout: Helping teachers, nurses, therapists, and lawyers recover from stress and disillusionment* (pp. 17-36). New York: Routledge.

Congress, E. P. (2000). What social workers should know about ethics: Understanding and resolving practice dilemmas. *Advances in Social Work*, 1, 1-22.

Gambrill, E. (1997). A problem-focused model based on critical inquiry. In *Social work practice: A critical thinker's guide* (pp. 96-124). New York: Oxford University Press.

Hardcastle, D. A., Wenocur, S., & Powers, P. R. (1997). Using self in community practice: Assertiveness. In *Community Practice: Theories and Skills for Social Workers*. New York: Oxford University Press.

Levy, C. S. (1976). Personal versus professional values: The practitioner's dilemmas. *Clinical Social Work Journal*, 4(2), 110-120.

McMillen, J. C., Morris, L., & Sherraden, M. (2004). Ending social work's grudge match: Problems versus strengths. *Families in Society: The Journal of Contemporary Social Services*, 85(3), 317-325.

Miley, K.K., O'Melia, M., & DuBois, B. L. (1995). The ecosystems perspective. In *Generalist social work practice: An empowering approach*. Boston: Allyn and Bacon.

Ratliff, N. (2008). Stress and burnout in the helping professions. *Social Casework: The Journal of Contemporary Social Work*, pp. 147 – 154.

Rubin, A. (2006). What is (and is not) evidence based practice? NASW Texas Network.

Wolfer, T. A. (2005). An introduction to decision cases and case method learning. In T. A. Wolfer & T. L. Scales (Eds.), *Decision cases for advanced social work practice: Thinking like a social worker* (pp. 3-16). Pacific Grove, CA: Brooks/Cole Thomson Learning.

Wolfer, T. A. & Scales, L. T. (2005). Tips for discussing decision cases. In T. A. Wolfer & T. L. Scales (Eds.), *Decision cases for advanced social work practice: Thinking like a social worker* (pp. 17-25). Pacific Grove, CA: Brooks/Cole Thomson Learning.