

**THE UNIVERSITY OF TEXAS AT AUSTIN**  
**SCHOOL OF SOCIAL WORK**  
Fall 2014

**Course Syllabus for:** SW 383R Social Work Practice I  
Unique number 63290  
Thursdays 4:30p – 8:30p  
Room 2.112

**Course Instructor:** Robin M. Smith, LCSW  
Office Phone: 512-471-3438  
Cell Phone: 512-825-5308  
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Office: SSW 3.124J  
Office Hours: 2:00p to 3:00p Thursdays & by appointment

***You can't lead the people if you don't love the people. You can't save the people if you won't serve the people.***

**Cornel West**

**I. STANDARDIZED COURSE DESCRIPTION**

This course provides an introduction to social work practice methodology and professional use of self from a generalist perspective for social work practice with diverse individuals, families, groups, organizations and communities in conjunction with field education.

**II. REQUIRED TEXTS**

1. ***Direct Social Work Practice: Theory and Skills (9th Edition)***, by Hepworth, Rooney, Rooney, Strom-Gottfried and Larsen. Thomson Brooks/Cole, Publisher.
2. Assigned articles and podcasts will be posted on Blackboard.

**III. STANDARDIZATION OF COURSE OBJECTIVES**

Upon completion of this course, you should be able to:

1. Identify and begin to apply social work values and principles of ethical decision making as articulated by the NASW Code of Ethics **(PB 2, 8)**;
2. Demonstrate an understanding of professional use of self and awareness of personal values in the development and maintenance of purposeful, problem solving relationships with multiple levels of client systems, as well as cooperative and constructive relationships with agency staff, other professionals and community members **(PB 2, 3, 7)**;
3. Utilize professional communication skills, supervision and consultation in the effective and ethical provision of services to diverse individuals, families, groups, organizations and communities **(PB 2, 5, 6, 30)**;
4. Demonstrate an understanding of the impact of organizational and community context on service delivery through the in depth analysis of the assigned field agency **(PB 29, 36)**;
5. Demonstrate knowledge of the historical roots and major developments of the social work profession and its commitment to promote social and economic justice for populations at risk **(PB 5, 8)**;

6. Systematically apply an eco-systems framework to engage client systems in identifying target systems and goals, and in analyzing, implementing and evaluating interventions that enhance client system strengths, capacities, assets and resources in relation to their environment (**PB 33, 34, 38, 39**);

7. Recognize the influence of socioeconomic status, age, developmental level, gender, culture, race, ethnicity, physical status, sexual orientation and spiritual beliefs on assessment, planning, intervention and evaluation at all levels of practice (**PB 32, 33, 34, 38**);

8. Demonstrate familiarity with basic concepts and methodology related to work with small groups in agency, organization and community settings (**PB 29, 31, 35, 36**);

9. Identify the importance of empirically based knowledge to evaluate and improve practice, policy and social service delivery (**PB 35, 36, 37**).

The 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, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your Student Handbook.

**EP 2.1.1 Identify as a professional social worker and conduct oneself accordingly:**

**PB2** Practice personal reflection and self-correction to assure continual professional development

Objectives: 1, 2 and 3

Assignment: DVD Role Play Project & Client Case Assessment, Values & Ethics Self-Assessment paper, In-class ethics exercise

**PB3** Attend to professional roles and boundaries

Objectives: 2

Assignment: Agency Analysis, In-class exercise

**PB5** Engage in career-long learning

Objectives: 3 and 5

Assignment: Assigned Readings, Agency Analysis, DVD Role Play Project (Peer Feedback Group)

**PB6** Use supervision and consultation

Objectives: 3

Assignment: DVD Role Play Project & Client Case Assessment

**EP 2.1.2 Apply social work ethical principles to guide professional practice:**

**PB7** Recognize and manage personal values to allow professional values to guide practice

Objectives: 2

Assignment: In-class values exercise, Tests & Values and Ethics Self-Assessment

**PB 8** Make ethical decisions by applying NASW Code of Ethics and, as applicable, IFSW/IASSW ethical principles

Objectives: 1 and 5

Assignment: In-class values exercise; In-class ethics exercise; Values & Ethics Self-Assessment

**EP 2.1.10a. Engagement:**

**PB29** Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities

Objectives: 4 and 8

Assignment: Agency Analysis, Tests & In-class exercises, Case Assessment

**PB 30** Use of empathy and other interpersonal skills

Objectives: 3

Assignment: DVD Role Play Project & Case Assessment, In-class exercises

**PB31** Develop a mutually agreed-on focus of work and desired outcomes

Objectives: 8

Assignment: Tests, DVD Role Play Project & Case Assessment, In-class exercises

**EP 2.1.10b. Assessment:**

**PB 32** Collect, organize, and interpret client data

Objectives: 7

Assignment: DVD Role Play Project & Case Assessment, In-class exercises

**PB 33** Assess client strengths and limitations

Objectives: 6 and 7

Assignment: DVD Role Play Project & Case Assessment, In-class exercises

**PB 34** Develop mutually agreed-on intervention goals and objectives

Objectives: 6 and 7

Assignment: DVD Role Play Project & Case Assessment, In-class exercises

**PB35** Select appropriate intervention strategies

Objectives: 8 and 9

Assignment: DVD Role Play Project & Case Assessment & In-class exercises

**EP 2.1.10c. Intervention:**

**PB36** Initiate actions to achieve organizational goals

Objectives: 4, 8 and 9

Assignment: Agency Analysis

**PB37** Implement prevention intervention that enhances client capacities

Objectives: 9

Assignment: DVD Role Play Project & Case Assessment

**PB 38** Help clients resolve problems

Objectives: 6 and 7

Assignment: DVD Role Play Project & Case Assessment, Principled Negotiation exercise

**PB39** Negotiate, mediate, and advocate for clients

Objectives: 6

Assignment: DVD Role Play Project & Case Assessment, Principled Negotiation exercise

**IV. TEACHING METHODS**

A variety of teaching methods will be utilized in this course, including: lectures, class discussions, experiential learning through simulations and role plays, case examples, student presentations, small group process and guest lecturers. The assignments are carefully designed to support the learning objectives for this course, and to help you hone and successfully apply your interpersonal skills, improve your awareness of the context in which client issues occur, shape your development as an emerging professional, and sharpen your writing skills and self-awareness.

**Canvas** is a very important extension of the classroom and is used for readings, grades, email and class communications. You must have access to a computer and check your email and Canvas regularly. If you do not have a computer with Internet access, computers are available for your use at the Social Work Learning Center (LRC) in the basement of the SSW building, the Flawn Academic Center and campus and public libraries. Computers with text readers are available. Contact Canvas Help for assistance, 1-855-308-2494.

**V. COURSE GRADING**

You will be graded on performance in the following areas for a total of 100 possible points: Class Participation 10 points; Values & Ethics Self-Assessment 10 points; Agency Analysis Paper 10 points; Tests 20 points; DVD Role Play Project 20 points; Multi-Dimensional Case Assessment and Self-Reflection Paper 30 points. Assignments will be graded and returned as soon as possible and grades will be posted on Blackboard. It is strongly recommended that you keep up with your own grade tally and check in with me if you're unsure about your participation grade. *"A" work is work that is excellent in quality and clearly shows the student's efforts to go above and beyond the basic requirements.* The following graduate grading scale will be used to determine your final letter grade for the course:

94.0 and Above	A	
90.0 to 93.999	A-	
87.0 to 89.999	B+	
84.0 to 86.999	B	
80.0 to 83.999	B-	
77.0 to 79.999	C+	
74.0 to 76.999	C	
70.0 to 73.999	C-	(Class failed/no credit)
67.0 to 69.999	D+	
64.0 to 66.999	D	
60.0 to 63.999	D-	
Below 60.0	F	

Students who were admitted to the MSSW program on a conditional basis are not able to take an incomplete for this course if the conditions for admission are still in place.

## VI. COURSE REQUIREMENTS

### A. Class Participation (10 points)

Participation credit will be determined by your attendance (including arriving on time and staying till class is dismissed), your preparation for class, your demonstrated student professionalism (see “Respect for Colleagues” below), your participation in and completion of in-class activities, and the contributions you make to class discussions. Students are expected to arrive on time and stay until class is dismissed. Students must sign the sign in sheet to receive credit for attendance. Please communicate with me if you will be absent or will arrive late or need to leave early. I prefer email so there is a record of your communication. Excessive absences (more than 3) and a pattern of late arrivals or early departures may result in disciplinary action. We do a number of in-class activities that involve completing a worksheet. Be sure to turn these in before leaving class.

#### Participation points will be deducted as follows:

First absence	No deduction
Second absence	- 2.0 points
Third absence	- 3.0 points
Checking email, texting, or other unprofessional behavior in class	- 1.0 point
Unexcused tardy	- 0.5 points
Unexcused early departure	- 0.5 points
Failure to turn in/complete/pass class exercise	- 0.5 points

### B. Values and Ethics Self-Assessment Paper (10 points)

This assignment is designed to help you become more familiar with the NASW Code of Ethics, and to prompt an examination of your values conflicts. Referencing the Code of Ethics, write a 5-6 page double spaced essay that addresses questions about specific principles and standards that might be particularly challenging for you. Guidelines to be posted on Canvas. **Due Sep 18<sup>th</sup>**

### C. Agency Analysis Paper (10 points)

This assignment is designed to help you become more familiar with your host agency. In a 5-6 page double spaced paper, describe the particulars of your agency (structure, mission, funding, client population, etc.); discuss the agency’s inner and outer environment (referencing Saleeby article) and its ability to meet the needs of a diverse population; the role of social workers in the agency; and your impressions of the agency as a newcomer. Guidelines to be posted on Canvas. **Due Oct 2nd**

#### **D. Tests (20 points)**

In order to reinforce concepts explored in the assigned readings, class lectures and class discussions and exercises, there will be 2 tests, one at mid semester, and one at the end of the semester (the second test will not be cumulative). Each test will be worth 10 points and may include a combination of multiple choice and short answer questions. Study guides will be posted on Canvas one week prior to the test. **Test I on Oct 9th; Test II on Dec 4th**

#### **E. DVD Role Play Project (20 points)**

This assignment is designed to help you improve your interviewing and assessment skills, as well as improve your self-awareness and ability to give and receive feedback. Guidelines will be posted on Canvas. This is a two-part assignment:

**1. DVD of Student Interview (5 points).** Choose a student partner. He/she will play a client typical of your agency; you will play yourself (It is OK to work out details of the role play together, but do not script the interview). Interview your partner as if you were doing an initial assessment of him/her for 20 minutes. Once you've recorded your interview, review the DVD and choose a short segment (5 minutes) from the video to show to your feedback group. Come prepared to provide and receive feedback with a group of classmates. Groups meet October 31<sup>st</sup>. You only come to your group; class does not meet as a whole on this day. **Due October 30th**

**2. Self-Reflection Paper with Assessment (15 points).** Reflect on the experience of interviewing your "client" and observing yourself in action by writing a 5-7 page double spaced typed paper. Complete and attach a one page assessment on the "client" you interviewed. **Due November 3rd**

#### **F. Multi-Dimensional Case Assessment & Analysis (30 points)**

This assignment is also intended to strengthen your assessment skills, but takes the challenge a bit further by requiring you to apply your knowledge and skill to an actual client at your agency, and examine multiple dimensions of the case. Choose a client from your student caseload. Using information gathered from your interviews with the client, collateral information and agency records, write a 6-8 page double spaced assessment using the format provided. Assessment must be signed and dated, and requires a Cowger's Matrix attached as an addendum. After completing the assessment, answer the analysis questions provided in a 6-8 page double spaced paper. Specific guidelines to be posted on Canvas. **Due Nov 20th**

### **VII. CLASS POLICIES**

Social work students must adhere to the Student Standards for Professional Conduct of the UT School of Social Work and the NASW Code of Ethics (found in the MSSW Handbook, see web addresses below) and assume responsibility for their own conduct.

**Find the *MSSW Handbook* at <http://www.utexas.edu/ssw/current/forms/>**

**Find the *MSSW Graduate Guide To Field* at <http://www.utexas.edu/ssw/field/forms/>**

**Find this syllabus at <http://www.utexas.edu/ssw/eclassroom/> and on Canvas**

Professional behavior is expected of all students both in research and in the classroom. Professional behavior in the classroom includes the following:

**A. Attendance and Participation:** The success of the course is dependent upon students assuming an active role in class discussions. Attendance and participation for the entire three hours of class are expected of all students. Students who fail to attend class on a regular basis (missing more than three classes without a valid excuse, e.g., medical documentation) may be dropped from the course.

**B. Managing due dates:** Assignments are due at the beginning of class. Papers turned in later than 15 minutes after class begins are considered late. Students will lose 5% of the assignment point value per calendar day that an assignment is late. On subsequent days, papers must be submitted before 5:00 p.m. to avoid an additional 5% penalty. Late papers may be submitted to the receptionist at the Student Services desk or emailed. Any adjustments in assignments due dates and/or examination MUST be discussed with the instructor at least 48 hours PRIOR to the scheduled due date. **Students have one “free” late day per semester to be used at their discretion.**

**C. Respect for Colleagues:** Part of professional accountability includes treating others with respect and courtesy. Within the class this entails listening to the opinions and concerns of others with openness, offering suggestions and ideas in a positive and respectful manner, and willingness to promote group cohesiveness in the learning environment. Managing technology (cell phones, laptops) is a significant way to demonstrate respect for colleagues and the learning. Students are expected to limit technological distractions from the class focus. Lack of demonstrated respect for colleagues will lead to loss of participation points.

**D. Concerns about grade:** Students with concerns or questions about grades are encouraged to discuss these with the instructor. Students with concerns related to equitable distribution of work on a group project should first give the colleague in question a chance to address the concerns. If significant concerns remain, the student(s) is encouraged to approach the instructor during the assignment's development process. The instructor will not consider grade revisions beyond two weeks after the assignment was returned to the student.

**E. Papers:** Students are expected to produce high quality written work in terms of appearance, style, and content (see individual assignment guidelines and grading rubrics for details). Papers submitted after the start of class on the due date or subsequent to the due date will be penalized (see above). When using information from other sources to complete a paper, references and the bibliography should conform to current APA style (refer to School of Social Work handout). Instances of plagiarism will be dealt with according to University policy (see below).

**F. Feedback:** You will have at least two formal opportunities – mid semester and end of semester – to give anonymous feedback about the course, and a number of informal opportunities throughout the semester during class. I encourage you to participate in this process by giving thoughtful, constructive and specific feedback. Not only is it helpful to me as the instructor, it helps future students and is a great way to practice giving constructive feedback, a useful skill in direct practice with clients.

**G. Student Privacy & Confidentiality:** Class discussions or role plays can on occasion bring up strong emotions or raise issues of a personal nature. For your own privacy, please avoid discussing sensitive personal matters in class, and, if you choose, talk with me instead. I will respect and protect your confidentiality/privacy unless the matter must be reviewed by the School of Social Work or must be reported by law (please refer to the MSSW Handbook). I am happy to connect you with resources in the community if your personal needs exceed what I can provide as your instructor.

**H. Client Privacy & Confidentiality:** If your class work causes you to reflect on past or current client contact, and sharing information about that contact is necessary for your learning process, please remember to protect the client's privacy and confidentiality by sharing information judiciously and anonymously.

**I. Academic Withdrawals:** Students who cannot, for any reason, complete the course are advised to withdraw in order to avoid a failing grade (C-or below). The instructor will not withdraw a student unless specifically requested to do so by the University.

## VIII. 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 IN CLASS.** 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. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

**CLASSROOM CIVILITY.** 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 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.

**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 instructor. The instructor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students can contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at [www.utexas.edu/student/cmhc/](http://www.utexas.edu/student/cmhc/).

**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 CLASS MATERIALS.** The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor 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 includes, among other things, uploading class materials to websites for the purpose of sharing those materials with 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). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/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, an examination, a work assignment, or a 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.

**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 to keep the university informed about changes to their 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 <http://www.utexas.edu/its/policies/emailnotify.php>.

**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 among 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 or visit <http://www.utexas.edu/safety/bcal>.

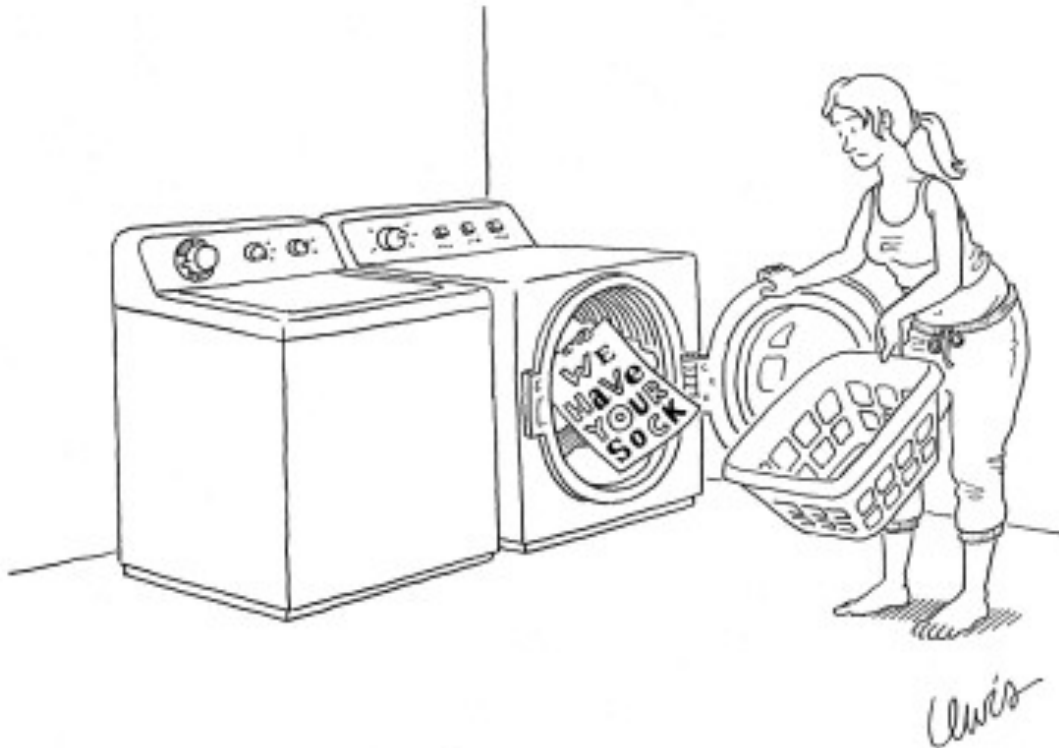
**EMERGENCY EVACUATION POLICY.** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:



- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered 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.

### IX. Changes to Syllabus Disclaimer

The instructor reserves the right to modify this syllabus as needed to correct errors and to best meet the learning objectives of the class. Changes will only be made when necessary and if they are made at all, students will be notified promptly.



We have your life...but you will get it back!

**SW 383R Fall 2014 Course Calendar**

**Section 63290**

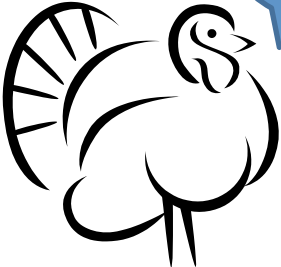

**Instructor: Robin Smith, LCSW**

The following is a general guide to the 15-week fall 2014 semester. The instructor reserves the right to modify the calendar as needed to correct errors, to better meet learning objectives and to accommodate guest speakers and in-class discussions and tasks. Changes will be made only when necessary and, if made, students will be notified in class or by email. Please check Canvas & email regularly for updates.

<b>Date/Topic</b>	<b>Practice I Readings for Class</b>	<b>Practice I Assignments Due</b>	<b>Field I Requirements</b>
<b>WEEK 1</b> <b>Aug 28</b> What to expect – overview of the course  Review Syllabus  Legacies DVD – SW History			<b>A collection of articles to ease the transition into field (see Week 1 on Canvas)</b>
<b>WEEK 2</b> <b>Sep 4</b>  Values of the Profession  SW Roles  Evidence Based Practice	Hepworth Chs 1, 2, 3  <b>SW Podcast – The Process of Evidence Based Practice</b>  <b>Saleeby – The Power of Place</b>		<b>JOURNAL</b>
<b>WEEK 3</b> <b>Sep 11</b>  SW Values & Ethics  Ethics class exercise  Values & Ethics Paper	Hepworth Ch 4  <b>Zure - The Ethical Eye</b>  <b>Congress – ETHIC model of decision making</b>		<b>JOURNAL</b>
<b>WEEK 4</b> <b>Sep 18</b>  Intervention at the Mezzo, Macro Level  The Tool Belt Quiz Competition!	Johnson – Indirect Practice Action  <b>Lens - Principled Negotiation</b>	<b>Values &amp; Ethics Self-Assessment Paper</b>	<b>FREEBIE JOURNAL</b>  <b>Field hours target: 64</b>
<b>WEEK 5</b> <b>Sep 25</b>  Communicating with Empathy & Authenticity	Hepworth Ch 5  <b>Shulman – The Preliminary Phase of Work (Tuning In)</b>  <b>Walters – An Intro to Use of Self in Field Placement</b>		<b>JOURNAL</b>  <b>Final Draft of Educational Contract due</b>

<b>WEEK 6</b> <b>Oct 2</b>  Counterproductive Communication  Cultural Competence  Stereotypes exercise	<b>Hepworth Chs 6 &amp; 7</b>  <b>Day-Vines, et al. - Broaching the subjects of race, ethnicity and culture during the counseling process</b>	<u><b>Agency Analysis Paper</b></u>	<b>FREEBIE JOURNAL</b>  <u><b>Process Recording I due</b></u>
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<b>Date/Topic</b>	<b>Practice I Readings for Class</b>	<b>Practice I Assignments Due</b>	<b>Field I For Seminar</b>
<b>WEEK 7</b> <b>Oct 9</b>  Test I  Mid Semester Feedback	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> Use time after test to work on DVD Role Play Project 😊 </div>	<b>Test I</b>	<b>JOURNAL</b>  <b>Virtual Seminar on Canvas</b>
<b>WEEK 8</b> <b>Oct 16</b> Assessment  Student assessment class exercise	<b>Hepworth Chs 8 &amp; 9</b>  <b>Austrian - Guidelines for Conducting a Psychosocial Assessment, SWDR p. 376</b>  <b>Hodge – Spirituality and People with Mental Illness</b>		<b>JOURNAL</b>  <u><b>Mid-semester evaluation due (turn in in class if not before)</b></u>  <b>Field hours target: 128</b>
<b>WEEK 9</b> <b>Oct 23</b> Assessment cont'd (as needed)  Developing goals & formulating a contract	<b>Hepworth Ch 12 &amp; 13</b>  <b>Ligon – Fundamentals of brief treatment, SWDR p. 215</b>		<b>JOURNAL</b>  <u><b>Process Recording II due</b></u>
<b>WEEK 10</b> <b>Oct 30</b> Video Feedback Groups 2:30- 4:30 Group 1 5:00 -6:30 Group 2 7:00- 8:30 Group 3		<b>DVD Role Play Project (DVD due on this date for viewing. Papers due Monday November 3<sup>rd</sup>)</b>	<b>JOURNAL</b>  <b>Virtual Seminar on Canvas</b>
<b>WEEK 11</b> <b>Nov 6</b>  Social Work with Families	<b>Hepworth 10</b>  <b>Faber &amp; Mazlish – How to Talk So Kids Will Listen.....</b>  <b>Meruvia - Caught in the Middle</b>		<b>JOURNAL</b>

<b>WEEK 12</b> <b>Nov 13</b> Difficult conversations  Confrontation Paradigm class exercise	<b>Hepworth Ch 17</b>  <b>Social Work Podcast-          The Stages of Change          Model</b>		<b>JOURNAL</b>  <u><b>Process Recording III          due</b></u>  <b>Field hours target: 192</b>
<b>WEEK 13</b> <b>Nov 20</b>  Managing Barriers to Change  Termination	<b>Hepworth Ch 18 &amp; 19</b>	<u><b>Multi-Dimensional          Case Assessment &amp;          Analysis Paper</b></u>	<b>FREEBIE JOURNAL</b>
<b>WEEK 14</b> <b>Nov 27</b>  		<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <b>THANKSGIVING HOLIDAY</b> </div>	
<b>WEEK 15</b> <b>Dec 4</b>  Test II followed by Pot Luck Dinner	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <b>Have a delightful, relaxing winter          break. You've earned it!</b> </div>	<b>Test II</b>	<b>Final Evaluation  <u>Self Reflection due in          lieu of Journal</u></b>  <b>Field hours total = 240</b>

**Special Educational Events:**

**Sue Fairbanks Lecture in Psychoanalytic Knowledge**

October 10<sup>th</sup> from 1:00 to 4:00 in the Utopia Theater in SSW

Free but rsvp for space, lknowicki@mail.utexas.edu

**Gilbert Cole, PhD, LCSW, speaks on "In Case of Emergency, Sit Still, Do Nothing and Listen: Psychoanalysis and Urgent Demand"**

The practice of psychoanalysis may seem to most people to be ill-suited to an emergency. But it is important to be clear about what we have in mind when we talk about emergencies and the feeling of urgent demand they can place on the individual. This presentation will explore this sense of emergency and how a psychoanalytic approach aids the clinician when they are confronted by urgent demand.

**2014 Otis Policy Lecture**

October 14<sup>th</sup> 9:00am to 11:30am at Thompson Conference Center on UT campus

Free but rsvp for space, lknowicki@mail.utexas.edu

**Michael Sherraden, PhD speaks on "Building Assets for All: Research & Policy for Universal Children's Accounts"**

Dr. Sherraden will discuss the concept and research on Child Development Accounts (CDAs), and the influence of research in creating new policies. Among important research findings are that children of all races and ethnicities can be included and benefit from CDAs, with positive impacts on their asset holding, personal development, and future educational attainment.

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