

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

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|--|---|
| <b>Course Number:</b> SW 383 R   | <b>Instructor:</b> Sarah K. Sloan, LCSW<br>Clinical Assistant Professor   |
| <b>Unique Number:</b> 64250  | <b>Office Number:</b> 3.124   |
| <b>Semester:</b> Fall 2014   | <b>Office Phone:</b> (512) 471-9107   |
| <b>Meeting Time/Place:</b> Wednesdays 8:30am-11:30am (Field Seminar 11:30am-12:30pm)<br>Room : 2.116 | <b>Office Hours:</b> Wednesdays 12:30-1:30pm*<br>and by appointment<br>*Regular office hours are not held on 9/24, 10/15, 11/19. On these days office hours will be held by appointment |
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**SOCIAL WORK PRACTICE I**

**I. 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.

Prerequisites: This course must be taken concurrently with Field Instruction I. It is either taken with or after Basic Dynamics of Organizations and Communities, Basic Dynamics of Individuals and Families and Social Policy I. It is a prerequisite for Social Work Practice II and Field Instruction II.

**II. COURSE OBJECTIVES**

Upon completion of this course students will be able to:

- A. 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)**
- B. 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)**
- C. 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)**

- D. 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)**
- E. Demonstrate knowledge of the historical roots and major developments of the social work profession and its commitment to promote social and economic justice. **(PB 5, 8)**
- F. Systematically apply a transtheoretical, 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)**
- G. 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)**
- H. Demonstrate familiarity with basic concepts and methodology related to work with small groups in agency, organization and community practice. **(PB 29, 31, 35 36)**
- I. 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.**

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to their own professional conduct and growth.

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

Objectives: 1, 2 and 3

Assignment: Video Role Play and Critique  
Ethics and Social Work Practice Assignment  
Classroom discussion and exercises

**PB3** Attend to professional roles and boundaries

Objectives: 2

Assignment: Comprehensive Field Agency Analysis

**PB5** Engage in career-long learning

Objectives: 3 and 5

Assignment: Ethics and Social Work Practice Assignment  
Classroom discussion

**PB6** Use supervision and consultation

Objectives: 3

Assignment: Video Role Play and Critique

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

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards and relevant law.

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

Objectives: 2  
Assignment: Final take-home exam  
Classroom discussion and exercises  
Self-inquiry and Ethics assignment

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

Objectives: 1 and 5  
Assignment: Final take-home exam  
Classroom discussion and exercises  
Self-inquiry and Ethics assignment

### **EP 2.1.10a. Engagement**

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

Objectives: 4 and 8  
Assignment: Comprehensive Field Agency Analysis  
Community Task Group Assignment

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

Objectives: 3  
Assignment: Video Role Play and Critique  
Classroom exercises

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

Objectives: 8  
Assignment: Multidimensional Assessment

### **EP 2.1.10b. Assessment**

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

Objectives: 7  
Assignment: Video Role Play and Critique  
Multidimensional Assessment  
Evidence Based Practice Assignment

#### **PB 33 Assess client strengths and limitations**

Objectives: 6 and 7  
Assignment: Video Role Play and Critique  
Multidimensional Assessment

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

Objectives: 6 and 7  
Assignment: Multidimensional Assessment

**PB35** Select appropriate intervention strategies  
Objectives: 8 and 9  
Assignment: Multidimensional Assessment  
Evidence Based Practice Assignment

### **EP 2.1.10c. Intervention**

**PB36** Initiate actions to achieve organizational goals  
Objectives: 4, 8 and 9  
Assignment: Comprehensive Field Agency Analysis

**PB37** Implement prevention intervention that enhances client capacities  
Objectives: 9  
Assignment: Multidimensional Assessment

**PB 38** Help clients resolve problems  
Objectives: 6 and 7  
Assignment: Multidimensional Assessment

**PB39** Negotiate, mediate and advocate for clients  
Objectives: 6  
Assignment: Multidimensional Assessment

### **III. TEACHING METHODS**

This class will be taught using a variety of teaching methods to foster a stimulating, creative and collaborative learning community. Experiential learning that builds upon students' field instruction will be emphasized. Other teaching methods include small group interaction, class discussion, role play, videotaping, videos, guest speakers, lecture and learning activities in the community. For a meaningful experience in this class, students must actively participate, take risks, stretch their creativity, apply their critical thinking skills and attend class regularly. All students are encouraged to ask questions, raise issues, provide the instructor feedback and meet with the instructor individually as needed to enhance their learning.

Students with disabilities are expected to inform the instructor so appropriate academic accommodations may be planned. Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities in the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

### **IV. REQUIRED TEXTS AND MATERIALS**

Hepworth, D., Rooney, R., Rooney, G., Strom-Gottfried, K., and Larsen, J. (2010). *Direct social work practice: Theory and skills*. (9<sup>th</sup> ed.) Belmont, CA. Brooks/Cole.

\*Roberts, A. and Greene, G. (2009). *Social workers' desk reference*. New York: Oxford University Press. (required text of all students in program)

\*The book is not available at the University Co-op bookstore. It is available through Oxford University Press (<http://www.oup.com/us/>) website at a discounted price.

## V. Course Requirements

Students will be required to complete the assignments listed below. Detailed assignment learning objectives and instructions, including expected demonstration of content mastery and skill development will be provided in a separate handout. All assignments will be discussed in detail in class and students are encouraged to meet with the instructor should they have any questions about the assignments. Grading sheets with point allocation will be provided with the assignment guidelines. All assignments will be graded on depth and quality of required content, creativity and critical thinking skills, overall professionalism and quality of writing. Specific point totals for each assignment are indicated below. **All students are required to complete a grading sheet that is to be turned in with each assignment to foster their skill and comfort in self evaluation – a critical component of practice evaluation.**

### Assignment Summary

| Assignment                                 | Points            | Due Date        |
|--|-------------------|-----------------|
| <b>Class Participation</b>                 | <b>15 points</b>  | <b>Weekly</b>   |
| <b>Comprehensive Field Agency Analysis</b> | <b>100 points</b> | <b>9/24/14</b>  |
| <b>Self-Inquiry and Ethics</b>             | <b>50 points</b>  | <b>10/15/14</b> |
| <b>Video Role Play and Critique</b>        | <b>100 points</b> | <b>10/22/14</b> |
| <b>Evidence Based Practice Assignment</b>  | <b>15 points</b>  | <b>11/5/14</b>  |
| <b>Multidimensional Assessment</b>         | <b>100 points</b> | <b>11/19/14</b> |
| <b>Take Home Final</b>                     | <b>120 points</b> | <b>12/5/14</b>  |

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**500 points**

### **Comprehensive Field Agency Analysis (100 points)**

**Due 9/24/14**

This assignment provides students an opportunity to: 1) collect data on their field agencies in order to facilitate their orientation and integration into the agency; 2) assess the agency’s accessibility for diverse client populations and overall cultural competence; 3) understand the policies and legislation that impact agency practice; 4) analyze the impact of the community and organizational context on the agency service delivery system; 5) determine salient social and economic injustice issues addressed by agency programs; 6) identify methods of practice evaluation and research utilized by their agency; and 7) recognize value conflicts and ethical dilemmas encountered in this setting. Students will research and complete a comprehensive agency analysis of the data gathered that includes an overall assessment of agency strengths, leadership, openness to innovation, and future trends.

### **Self-Inquiry and Ethics (50 points)**

**Due 10/15/14**

To begin the process of self-evaluation needed for effective social work practice, students are asked to analyze an area of the NASW Code of Ethics that seems most challenging compared to their own personal beliefs. This assignment encourages creativity, critical thinking, and authenticity. A separate assignment sheet will be provided.

**Video Role Play and Critique (100 points)****Due 10/22/14**

The purpose of this assignment is to provide students an opportunity to practice basic engagement and relationship building skills and the problem solving process in a videotaped interview with a partner from class. Students will select a role play topic and schedule a taping session in the LRC. The video and a written critique will be turned in to the instructor. The written critique will require students to identify and evaluate the use and effectiveness of their social work roles, skills and interventions. Students will also participate in small group viewing and feedback sessions to deepen their clinical learning and increase their comfort and skill in the use of supervision and consultation.

**Evidence Based Practice Assignment (15 points)****Due 11/5/14**

The purpose of this assignment is for the students to obtain experience using evidence-based practice tools and resources. In evidence-based practice interventions, social workers use available research to guide their practice decision-making. Students will pose a question about an intervention or treatment approach in their field setting and search on available databases for support for that approach from research done with that population or problem area.

**Multidimensional Assessment (100 points)****Due 11/19/14**

A multidimensional case assessment of a client in field is required. The primary purpose of this assignment is to increase students' knowledge and skill in data gathering, intervention planning and practice evaluation. While gathering client information and developing an intervention plan, students will identify client strengths, assets and resources, salient social and economic justice issues impacting their particular client population, significant policy implications, potential value conflicts and ethical dilemmas and important considerations related to agency and community context. The theoretical foundation for the intervention design will be a systems/ecological/ transtheoretical/developmental strengths based framework.

**Final Examination (120 points)****Due 12/5/14**

A final take home examination is focused on the integration of all course material including readings, media, guest speakers, and lectures and application of course content in the context of the students' field experiences. Students will have 2 weeks to complete the exam.

**Grading****UT Graduate Grading Scale**

100 - 94 = A  
93 - 90 = A-  
89 - 87 = B+  
86 - 84 = B  
83 - 80 = B-  
79 - 77 = C+  
76 - 74 = C  
73 - 70 = C- (Class failed/no credit: 73 and below)

69 - 67 = D+  
66 - 64 = D  
63 - 60 = D-  
59 and below = F

### **Class Point Total Grading Scale**

|                |    |  |
|----------------|----|--|
| 470-500 points | A  | Students who were admitted into 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. |
| 450-469 points | A- |  |
| 435-449 points | B+ |  |
| 420-434 points | B  |  |
| 400-419 points | B- |  |
| 385-399 points | C+ |  |
| 370-384 points | C  |  |
| 350-369 points | C- |  |
| 335-349 points | D+ |  |
| 320-334 points | D  |  |
| 300-319 points | D- |  |
| 299 or below   | F  |  |

## **VI. Class Policies**

This class will operate under the guidelines of professional accountability in the classroom. The following policies will be observed:

### **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.

### **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>

### **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/>.

## **Professional Conduct in Class**

Students are expected to act like professionals in class. This means students should arrive on time, be prepared to participate in discussions, and show respect for one another's opinions. In the classroom environment, students will be exposed to diverse ideas and opinions and may not always agree with ideas expressed by others. However, students are expected to engage one another with respect, courtesy and professionalism. This entails listening to the opinions, concerns and feelings of others with openness, speaking honestly about one's own experience, offering suggestions and ideas in a positive and respectful manner, and being willing to promote group cohesiveness in the learning environment.

## **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/).

## **Attendance and Participation**

Attendance and participation for the full three hours of class and the additional hour of field seminar is expected for all students. **After two absences the student's final grade will be lowered by one grade (A to A-, A- to B+, etc.).** Further absences may result in the student being dropped from the course. Repeated late arrivals to class will be considered as an absence. Classroom exercises, discussions, role plays, guest speakers and other class experiential exercises are essential for the students' professional learning and continued development of self-awareness. This form of learning cannot be "made up" once missed. Students are to notify the instructor prior to class at the given office number or via email if they cannot attend class due to an illness or emergency.

## **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.



## **Maintaining Confidentiality**

Information shared in class about agencies and clients is considered to be covered by the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that de-identified information is shared in class for this purpose. However, discussions outside of class with individuals not in this class or with other members of the class/field seminar regarding information shared in class about clients is considered a breach of confidentiality. All students are expected to maintain confidentiality.

## **Papers**

Students are expected to produce high quality work in terms of appearance, writing style and content. Points will be deducted for errors, misspellings, incorrect grammar, poor organization, repetition of information, and inferior word processing. When using information from other sources, references and bibliography should conform to the current APA style of citation. Students are encouraged to consult with the SSW writing consultant ([dinittowritingconsultant@gmail.com](mailto:dinittowritingconsultant@gmail.com)) for assistance with any writing assignments. Plagiarism is a serious violation of university rules and will be dealt with according to university policy.

## **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://www.utexas.edu/depts/dos/sjs/>).

## **Time Management**

All assignments are due at the beginning of class on the date indicated. **Late papers will be penalized 5 points per day that they are late. For example, if the paper is due at 8:30 and turned after this time, it is considered a day late.** Contact the instructor before the assignment is due if other arrangements need to be made due to an emergency.

## **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 that 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.

### **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 or in an unsafe manner, 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're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

### **Feedback**

Students will be asked to provide feedback on their learning and the professor's teaching strategies in informal as well as formal ways. It is very important for the professor to know the students' reactions to what is taking place in class, ensuring that together the professor and students can create a dynamic and effective learning community. Students are highly encouraged to provide ongoing feedback to the instructor during class and office visits.

## VI. COURSE SCHEDULE

| <u>Date</u> | <u>Topic</u>  |
|-------------|---|
| 8/27        | <p><b>Introduction to the profession of social work Class #1</b></p> <ul style="list-style-type: none"><li>• Historical roots</li><li>• Professional purpose and mission</li><li>• Commitment to social and economic justice</li><li>• Universal social work competencies</li><li>• Generalist practice and social worker roles</li><li>• Professional use of self</li></ul> <p>Readings: <b>HRRSL Ch. 1, 2</b> (Scan and browse chapters for questions)<br/><b>LEARNING ASSESSMENT DUE</b></p>   |
| 9/3         | <p><b>Social work values and ethics Class #2</b></p> <ul style="list-style-type: none"><li>• Personal vs. professional values</li><li>• Cardinal social work values</li><li>• NASW Code of Ethics</li><li>• Texas State Board of SW Examiners Code of Conduct</li><li>• Value conflicts and ethical dilemmas</li><li>• Guidelines for ethical decision- making</li><li>• Supervision and consultation for ethical practice</li><li>• Malpractice and risk management</li></ul> <p>Readings: <b>NASW Code of Ethics</b><br/><b>Canvas Module #2:</b> Dewane, “Use of Self”<br/>Tervalon, “Cultural Humility”<br/><b>HRRSL Ch. 4</b><br/><b>SWDR Ch. 14, 15</b><br/><b>WEEKLY FIELD LOG DUE</b></p> |
| 9/10        | <p><b>Guiding frameworks for social work practice Class #3</b></p> <ul style="list-style-type: none"><li>• Critical thinking</li><li>• The Role of the Agency</li><li>• The problem solving process</li><li>• Overview of the helping process</li><li>• Review of systems and ecological theories</li><li>• Transtheoretical/Stages of Change model</li><li>• Strengths perspective</li><li>• Cultural competence</li><li>• Resilience and developmental assets</li></ul> <p>Readings: <b>HRRSL Ch. 3</b><br/><b>SWDR: 21</b><br/><b>Canvas Module #3:</b> “Critical Thinking, What is it?”<br/><b>WEEKLY FIELD LOG DUE</b></p>   |
| 9/17        | <p><b>Engagement and relationship building skills Class #4</b></p> <ul style="list-style-type: none"><li>• Professional communication skills for all levels of social work practice</li></ul>   |

- Microskills – review and skill based practice

Readings: **HRRSL** Ch. 5-only pp. 89-100 and 6  
**SWDR** Ch. 81  
**Canvas Module #4:** Rogers, “Therapeutic Conditions”  
**WEEKLY FIELD LOG DUE**

**9/24**                      **Engagement and relationship building skills Class #5**  
Microskills – continued review and skill based practice  
Readings: **HRRSL** Ch. 7, 17  
**Canvas Module #5** Attitudes of Mindfulness and  
Gerdes and Segal, Empathy  
**WEEKLY FIELD LOG DUE**  
**Comprehensive Field Agency Analysis DUE**

**10/1**                      **Multidimensional assessment Class #6**  
**No class or seminar meeting - Field Trip on your own**

- Overview of multidimensional assessment
- Identification of client system strengths, assets and resources
- Aspects of diversity in assessment  
(Socioeconomic status, age, developmental context, gender, race, physical status, sexual orientation and spiritual beliefs)

Readings: **HRRSL** Ch. 8, 9  
**Canvas Conference Class #6:** Multidimensional Assessment  
Introduction  
**WEEKLY FIELD LOG DUE**

**10/8**                      **Multidimensional assessment continued Class #7**  
Process and product  
Readings: **HRRSL** Ch. 8,9 continued from last week  
**Canvas Conference for Class #6** should be completed  
**Blanton assignment** must be completed  
**WEEKLY FIELD LOG DUE**

**10/ 10**                      **Sue Fairbanks Lecture in Psychoanalytic Knowledge 1 – 4 p.m.**  
**Optional**  
“In Case of Emergency, Sit Still, Do Nothing, and Listen: Psychoanalysis and Urgent Demand,” by Dr. Gilbert Cole

**10/15**                      **Specialized Assessments Class #8**

- Suicidal risk/risk of harm to others
- Domestic violence
- Abuse of children and the elderly

**Family Assessment**

- Dimensions of family assessment
- Family strengths and resilience
- Eco-maps, genograms and family sculpting as

assessment tools  
Readings: **HRRSL** Ch. 10, 15  
**SWDR** Ch. 57, 58, 59  
**WEEKLY FIELD LOG DUE**  
**Process Recording #1 due**  
**Self-Inquiry and Ethics Assignment DUE**

**10/22**                      **Intervention planning Class #9**

- Evidence based practice
- Designing intervention, maintenance and evaluation plans
- Identifying and operationalizing goals and objectives
- Utilizing contracts
- Evaluating practice effectiveness

Readings: **HRRSL** Ch. 12, 13  
**SWDR** Ch. 72  
**Canvas Module #9** Murdach, “Soft Evidence”  
**WEEKLY FIELD LOG DUE**  
**VIDEO Role-play and Written Video Critique Assignment DUE**

**10/29**                      **Video Role Play Review in Class Class #10**  
**Class will meet in small groups**  
**WEEKLY FIELD LOG DUE**

**11/5**                        **Termination Class #11**

- Stages of the termination process
- Clinical considerations for the client and worker

**Spirituality and Religion**  
Readings: **HRRSL** Ch. 19  
**SWDR** Ch. 89  
**Canvas #11: “Spirituality/Religion in Social Work”**  
**Evidence Based Practice Assignment DUE**  
**WEEKLY FIELD LOG DUE**

**11/12**                      **Intro to group work in agency, organization and community settings Class #12**

- Distinguishing types of group
- Task groups-effective goals, leadership, process and evaluation
- Issues on planning and formation
- Stages of Group Development
- Effective group leadership
- Methods of evaluation

Readings: **HRRSL** Ch. 11  
**WEEKLY FIELD LOG DUE**  
**Process Recording #2 due**

- 11/19**                      **Community and organizational practice Class #13**
- Targeting larger client systems for change
  - Advocacy and social action
- Readings: **HRRSL** Ch. 14  
**SWDR** Ch.129
- Canvas Module #13:** Loeb-We Don't Have to Be Saints and Principled Negotiation
- Multidimensional Assessment DUE**  
**LAST WEEKLY FIELD LOG DUE OF SEMESTER**
- 
- 11/26**                      **No Class - Happy Thanksgiving! Class #14**
- Class time is made up through outside video production and video review group meetings.  
Final exam will be emailed to you
- 
- 12/3**                        **Endings and transitions Class #15**
- Course review, reflection and evaluation
  - Moments of Excellence celebration
  - Looking ahead to Practice II
- Field Professional Portfolio DUE**  
**Process Recording #3 or Review of video by Field Instructor**  
**Bring thoughts about Moments of Excellence classmate**
- 
- 12/5**                        **TAKE HOME EXAM DUE BY 5:00 p.m.**

## VII. BIBLIOGRAPHY

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