THE UNIVERSITY OF TEXAS
SCHOOL OF SOCIAL WORK

Course Number:	**SW 383T**	**Instructor:**	**Susan Walsh, MSSW**
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Semester:	**Spring 2014**		

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                                    12:30p-1:00 pm and by appointment

SW 383T: Social Work Practice II

I.   STANDARDIZED COURSE DESCRIPTION

This course builds upon Practice I by deepening the students' knowledge of the generalist social work perspective in the application of theory and practice methods for effective and ethical service delivery to diverse individuals, families, groups, organizations and communities in conjunction with field education.

II.   STANDARDIZED COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Critically analyze professional values, ethical dilemmas and ethical decision making and their impact on service delivery, policy and practice; **PB 4, 9, 10**

2. Identify, critique, apply and evaluate social work theories and methods from a strengths based generalist perspective for effective service delivery to diverse individuals, families, groups, organizations and communities; **PB 31, 35, 37**

3. Apply beginning practice skills in the development, leadership and evaluation of small groups in agency, organization and community settings; **PB 29, 31, 35, 36, 40**

4. Identify aspects of human diversity within and between groups and the implications for this diversity in assessment, planning, intervention and evaluation; **PB 1, 29, 35, 36, 39**

5. Demonstrate knowledge of leadership and advocacy skills, conflict management and interprofessional collaboration at all levels of social work practice to promote social and economic justice;   **PB 29, 35, 36, 37, 39**

6. Apply a beginning level of skill in utilizing empirical knowledge to evaluate theoretical frameworks, intervention plans and practice effectiveness; **PB 35, 36, 37**

7. Communicate effectively and professionally, both orally and in writing, assessment, intervention and evaluation plans for diverse client systems that enhance client strengths, capacities, assets and resources. **PB 1, 4**

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 obtained from your Student Handbook.

EP2.1.1 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 the profession's enhancement and to their own professional conduct and growth.

PB1 Advocate for client access to the services of social work
>   Objectives 4, 7
>   Assignments: Advocacy "Speak Out" Project

PB4 Demonstrate professional demeanor in behavior, appearance, and communication
>   Objectives 1, 7
>   Assignments: Advocacy "Speak Out" Project
>   Social Work Theory Application and Intervention Plan

EP2.1.2 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.

PB9 Tolerate ambiguity in resolving ethical conflicts
>   Objective 1
>   Assignments: Social Work Theory Application and Intervention Plan
>   Advocacy "Speak Out" Project
>   Analysis of a Group Process
>   In Class Activities

PB10 Apply strategies of ethical reasoning to arrive at principled decisions
>   Objective 1
>   Assignments: Advocacy "Speak Out" Project
>   In Class Activities

EP2.1.10a Engagement

PB29 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
>   Objectives 3, 4, 5
>   Assignments: Analysis of a Group Process
>   Advocacy "Speak Out" Project
>   Social Work Theory Application and Intervention Plan

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

Objectives 2, 3
Assignments: Social Work Theory Application and Intervention Plan
Analysis of a Group Process

EP2.1.10b Assessment

PB35 Select appropriate intervention strategies
Objectives 2, 3, 4, 5, 6
Assignments: Social Work Theory Application and Intervention Plan
Analysis of a Group Process

EP2.1.10c Intervention

PB36 Initiate actions to achieve organizational goals
Objectives 3, 4, 5, 6
Assignments: Social Work Theory Application and Intervention Plan
Analysis of a Group Process

PB37 Implement prevention intervention that enhances client capacities
Objectives 2, 5, 6
Assignments: Social Work Theory Application and Intervention Plan
Analysis of a Group Process

PB39 Negotiate, mediate, and advocate for clients
Objectives 4, 5
Assignments: Advocacy "Speak Out" Project

PB40 Facilitate transitions and endings
Objective 3
Assignments: Social Work Theory Application and Intervention Plan

III. TEACHING METHODS

This class will be taught using a variety of methods with an emphasis on experiential learning via an active learning centered model. Teaching methods might include role-plays and simulations, case examples, student presentations, videos, class discussions, small group interactions, collegial consultation, lectures and guest lectures. The assignments will provide the opportunity for "learning by doing" in role-play, small groups, and individual and group projects. To achieve success in learning in this course, you must be willing to participate, risk yourself, stretch your creativity, and attend class! You are encouraged to ask questions as well as provide the professor with information and feedback.

IV. REQUIRED & RECOMMENDED TEXTS AND MATERIALS

Required:
Toseland, R. & Rivas, R. (2012). *An Introduction to Group Work Practice.* Boston: Pearson Education, Inc.

All Required Readings listed on the class schedule, not found in the textbooks, will be available via Blackboard and/or e-reserves. If readings are added after the beginning of the class semester, you will be notified by the Professor.

Recommended:
Walsh, J. (2010). *Direct Social Work Practice* (2nd edition). California: Wadsworth Cengage Learning.

V.   COURSE REQUIREMENTS

Participation	50 pts
(includes 15 points for 12 Step Group observation)	
Advocacy "Speak out" Project	75 pts
Analysis of a Group Process Paper	75 pts
Social Work Theory Application and Intervention Plan	100 pts
Quizzes and Take Home Assignments	100 pts
	_____
Total	400 pts

Class Participation (50 pts)
Students are expected to attend each class, arrive on time, return from breaks on time, remain awake, stay for the entire class, and to be actively and meaningfully present for effective learning and demonstration of professional behavior. In order to receive the highest level of participation points, healthy risk-taking for professional growth must be demonstrated. Students must demonstrate openness to learning and work to improve his or her social work skills. Participation points will be determined by attendance, preparation for class, level of interest and effort, respect for others' learning needs, participation/completion of in-class individual and group activities, and contributions to classroom discussions. Absences and tardiness will result in a lowered participation grade and excessive absences and/or tardiness may result in disciplinary action. Points will be deducted as follows:

Absent without notifying professor prior to class by phone, text or email: 10 pts
Tardy (including returning late from break): 5 pts
Absence due to illness or emergency with prior notification: 0 pts
Voluntary absence with prior notification: 5 pts

12 Step Group Observation: Due: 2/20/14
*Additionally, for **15 participation points**, students will be required to attend/observe a 12 Step support group. This will provide students the opportunity to increase their knowledge of the therapeutic group process and leadership skills and to see what twelve step meetings are like. Although students may choose any open group to observe, students may feel more comfortable observing an –Anon meeting such as Al-Anon. Students will complete an information sheet. Detailed guidelines for this assignment are included in the assignment packet.*

Advocacy "Speak Out" Project (75 Pts)   Action Plan Due: 2/27/14
Project completion and brief presentation due date: 4/17/14
Each student will be required to advocate for an issue or population. Students are permitted to collaborate with other students on this project. Each Advocacy "Speak out" project must be approved by your professor prior to the Action Plan due date. As part of the project, students will be required to research the issue, create an action plan, implement the plan and then informally

present the "Speak Out" to the class. Supporting data and the Action Plan will be turned in. Students will give a brief presentation of their project in class. Detailed guidelines for this assignment are included in the assignment packet.

Analysis of a Group Process Paper (75 pts)   **Due: 3/20/14**
Each student will analyze the process of a group which they facilitate/co-facilitate and write a paper describing their observations and analysis. This assignment may be turned in early. Detailed guidelines for this assignment are included in the assignment packet.

Social Work Theory Group Application and Intervention Plan (100 pts)
Due: As assigned on either 4/03/14 or 4/10/14
Class members will be assigned to four task groups with four to five members in each group. Each group will be assigned a practice theory and will construct a case specific theory related application and intervention which will be presented to the class. Detailed guidelines for this assignment are included in the assignment packet.

Quizzes and Take Home Assignments (100 pts total)
Unannounced
During the semester, quizzes will be given to encourage timely reading of the course material. Quizzes will be given on random dates and prior notice may not be given. Periodically, Take Home work will be assigned.

Evaluation and Grading: All students will be awarded points based on the quality of their work. Each assignment will indicate the number of points earned for the assignment. The grading scale is as follows:

376-400 = A   (94.0 and Above)
360-375 = A-   (90.0 to 93.999)
348-359 = B+   (87.0 to 89.999)
336-347= B   (84.0 to 86.999)
320-335 = B-   (80.0 to 83.999)
308-319 = C+   (77.0 to 79.999)
296-307 = C   (74.0 to 76.999)
280-295 = C-   (70.0 to 73.999)
268-279 = D+   (67.0 to 69.999)
256-267 = D   (64.0 to 66.999)
240-255= D-   (60.0 to 63.999)
239 and below = F   (Below 60.0)

Please note that you will not earn credit for graduate courses if your grade falls below a 'C'. You must earn a 'C' or above for credit to be given for the course.

VI.   CLASS 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
Students are expected to behave like professionals in class. This means arriving to class on time, being prepared to participate in the class discussion, and showing respect for one another's opinions. Class members will not, and should not, always agree with one another. In this environment it is a goal to be exposed to diverse ideas and opinions, and sometimes agreement with the ideas expressed by others will not occur. However, it is required that students engage one another with respect and professionalism. Professional behavior is expected of all students in the classroom. Professional behavior in the classroom includes but is not limited to the following:

Use of Computers/Cell Phones in the Classroom
Practice II is a practice course, and class participation is essential. Generally, laptop and tablet computers will not be used in the classroom. When laptops and tablets are being used in the classroom, it is considered unprofessional and disrespectful to use the device for anything other than note-taking or relevant data search that will benefit the entire class. Internet surfing, instant messaging, emailing, working on material outside of Practice II, etc. is not permitted and will result in lowered professional accountability grades and possible disciplinary action.

Cell phone ringers should be turned off when class begins and remain off throughout the duration of the class. Use of Smart phones and text messaging during class is not appropriate.

Attendance and Participation
The skills of leadership, assertiveness and critical thinking are an integral part of effective social work practice. All students are expected to participate fully in class activities and class discussion. Since the overall goal of this course is to help students apply knowledge and theory to practice, the success of the course is dependent upon students assuming an active role in class discussion. Attendance and participation for four hours of class is expected of all students. Students who fail to attend class on a regular basis (missing more than two classes without a valid excuse, e.g., medical documentation) will require a Level Review process. Missing more than two classes with valid excuses may require a Level Review, and absences can lead to students being dropped from both Practice II and Field II courses. Students will lose points from their participation grades for tardiness and absences. **If you are going to be absent or tardy, please contact the professor by phone, text or e-mail prior to class.**

Classroom exercises, discussions, role plays, guest speakers and other class experiential exercises are essential for students' learning and professional growth. This form of learning cannot be "made-up" if missed. Students are expected to contact their peers to secure any missed notes or handouts.

Maintaining Confidentiality
Information shared in class about agencies and clients is considered confidential according to the NASW Code of Ethics re: the sharing of information for educational purposes. However, discussion outside of class with individuals outside of the course regarding information shared in class about clients, supervisors or agencies is a breach of confidentiality. Breach of confidentiality is grounds for disciplinary action within the School and/or possible expulsion from the program.

Time Management
Students will lose 5 points **per calendar day** that an assignment is late. Assignments are due at the beginning of class. Papers turned in after class ends are considered late. On subsequent days, papers must be submitted before 5:00 p.m. to avoid an additional 5-point penalty. Late papers will

be accepted via email to the professor. In certain circumstances, an extension **may** be granted but you must contact the professor as soon as you anticipate you will need more time.

Professional Communication and Conflict Resolution
In the Practice courses, the student is expected to bring any concerns directly to the professor on an individual basis, if the issue is not appropriate to be discussed in class. Students should be prepared to discuss the concern openly, with willingness to accept feedback, and offer possible solutions.

Email will be a frequently used mode of communication between the professor and cohort. All students are responsible for checking their email on a regular basis for class updates. Students are also responsible for alerting the instructor about any changes to their email addresses. Students can use email to ask the instructor questions between class meetings. Emails will be answered in a reasonable time period, which is usually 1-2 business days. Emergencies should be handled by cell phone. Students are expected to use sound professional judgment when deciding what is appropriate to discuss in email as opposed to scheduling an office appointment or visiting the professor during office hours.

Respect for Colleagues/Classmates
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 being willing to promote group cohesiveness in the learning environment.

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 website of the Student Judicial Services, Office of the Dean of Students (http://www.utexas.edu/depts/dos/sjs/).

APA Guidelines and Crediting Sources
When using information from other sources, references and bibliography should conform to current APA style. Instances of plagiarism will be dealt with according to University policy.

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 hearing-impaired). 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/.

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.

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 also notify professors regarding any safety concerns as soon as possible.

Concerns about Grades
Students with concerns or questions about grades are invited to discuss these with the professor. The professor cannot consider grade revision requests beyond one week after the assignment is returned to the student. When a student requests a grade revision, the professor reserves the right to re-grade the assignment. This may result in the grade remaining the same, being raised or being lowered.

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. Discussing the problem with your peer first is requested, using skillful and direct communication provided in a way that can be heard. If significant concerns remain, the student(s) is/are encouraged to approach the professor during the assignment's completion process, **before** the assignment is due.

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.

Use of Blackboard in Class
In this class the professor uses Blackboard—a web-based course management system with password-protected access at http://courses.utexas.edu —to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online quizzes and surveys. Students can find support in using Blackboard at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

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.

Course-Instructor Survey
It is helpful to know of concerns in or about the class before the course-instructor survey results, and the input students provide is very beneficial to planning for the course each week. Students are encouraged to use their professional social work skills to discuss issues related to class and to provide on-going feedback to their instructor. Students are encouraged to participate in the course/instructor survey at the end of the semester as well, but if issues can be addressed prior to that time, it is usually time well spent.

Feedback Statement
During this course the professor will ask students to provide feedback on their learning in informal as well as formal ways, including through anonymous surveys about how the professor's teaching strategies are helping or hindering student learning. It is very important for the professor to know the students' reactions to what is taking place in class, so students are encouraged to respond to these surveys, ensuring that together the professor and students can create an environment effective for teaching and learning.

VII.   COURSE SCHEDULE

Date	Description	Relevant Readings
1/16	Course Overview Introduction to Group Work Ethics	
1/23	Leadership Advocacy	**Loeb** **Lee**
1/30	Groups Diversity and Group Work	**Toseland and Rivas Chapters 3, 4 & 5**
2/06	Groups	**Toseland and Rivas Chapters 7, 9 and Chapter 10 (pgs 320-325)**
2/13	Task Groups Group Termination	**Toseland and Rivas Chapter 11, 12, & 13**
2/20	Introduction to Practice Theory Feminist Theory Structural Family Theory 12-Step Group Observation Notes Due	**Saulnier** **Walsh Chapter 9**
2/27	Existential Grief and Loss Advocacy "Speak Out" Project Plan due	**Randall "Existential Theory"** **Konigsberg** **Goldsworthy**
3/06	Attachment	**Stalker & Hazelton "Attachment Theory"** **Zeanah, Berlin and Boris**
3/13	**Spring Break**	
3/20	Cognitive Behavioral Analysis of a Group Process Paper Due	**Walsh Chapters 6 & 7**
3/27	Crisis Theory and Intervention Trauma	**Walsh Chapter 13** **Perry** **Doyle and Perlman**
4/03	**Application Presentations** Feminist Existential	**Lantz**

4/10	**Application Presentations** Cognitive Behavioral	**Beck & Dozois Butler**
4/17	Review and Integration Advocacy "Speak Out" Project Due "Speak-out" presentations	
4/24	Last Day of Class End of Year Celebration	
5/1	Class Does Not Meet This Week	

VIII. Bibliography

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