

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

Course Number:	SW383T Practice II	Instructor:	Sarah K. Sloan, LCSW
Unique Number:	63430	Office Number:	SWB 3.124K
Semester:	Spring 2014	Office Phone:	(512) 471-9107
Meeting Time/Place:	Wednesdays 8:30-11:30am Field Seminar 11:30am-12:30 pm Room 2.118	Office Hours:	Wednesdays 12:30-1:30pm and by appointment
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SOCIAL WORK PRACTICE II

Course Description

This course builds upon Social Work Practice I by deepening 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.

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 workers

Objectives 4, 7

Assignments: SW Advocacy Assignment

PB4 Demonstrate professional demeanor in behavior, appearance, and communication

Objectives 1, 7

Assignments: SW Theory Application

Video Role Play and Critique

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: Ethics Application Assignment

PB10 Apply strategies of ethical reasoning to arrive at principled decisions

Objective 1

Assignments: SW Advocacy Assignment

EP2.1.10a Engagement

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

Objectives 3, 4, 5

Assignments: SW Theory Application

SW Advocacy Assignment

PB31 Develop a mutually agreed upon focus of work and desired outcomes

Objectives 2, 3

Assignments: SW Theory Application

EP2.1.10b Assessment

PB35 Select appropriate intervention strategies
Objectives 2, 3, 4, 5, 6
Assignments: Video Role Play and Critique
SW Theory Application
Client Case Assessment

EP2.1.10c Intervention

PB36 Initiate actions to achieve organizational goals
Objectives 3, 4, 5, 6
Assignments: Video Role Play and Critique

PB37 Implement prevention intervention that enhances client capacities
Objectives 2, 5, 6
Assignments: Video Role Play and Critique
Client Case Assessment

PB39 Negotiate, mediate, and advocate for clients
Objectives 4, 5
Assignments: SW Advocacy Assignment

PB40 Facilitate transitions and endings
Objective 3
Assignments: Video Role Play and Critique

Teaching Methods

This class will be taught using a variety of 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-plays, videos, guest speakers, lecture and assigned learning activities in the community. For a meaningful experience in this class, students must actively participate, take risks, stretch their creativity and critical thinking skills and attend class regularly. All students are encouraged to provide the instructor feedback and meet with the instructor individually as needed to enhance their learning.

Required and Recommended Texts and Materials

Required Texts:

Turner, Francis J. (ed.). (2011). *Social work treatment: Interlocking theoretical approaches*. (5th Ed.) New York: Oxford University Press.

The following text is required of all students upon admission and readings will be assigned throughout the course of a student's program.

Roberts. A.R. (Ed.) (2009). *Social workers' desk reference*. New York: Oxford University Press.

Students will also continue to use their texts from Practice I and Field I:

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

Sweitzer, H. and King, M. (2009). *The successful internship: Transformation and empowerment in experiential learning*. (3rd Ed.) Belmont, CA.: Brooks/Cole Thomson Learning.

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 listed 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.**

Community Support Group Observation 50 Points Due 2/12

This assignment is designed to provide students with a community based learning experience to increase their knowledge of therapeutic group process and leadership skills. Students will attend a community support group or 12 Step meeting and write a brief analysis of their observations demonstrating their knowledge of group process, group leadership skills, actual or potential ethical dilemmas in groups and the important role of community or organizational context.

Social Work Practice Theory Application 100 points Due 3/5-3/26

The purpose of this assignment is to further develop student's research, critical thinking, and presentation skills while increasing their knowledge and skill in the application of a social work practice theory. Students will also have the opportunity to develop their effective task group membership skills. Students will collaborate in a small group project that culminates in a "professional staff development training" on a skill-based application of a practice theory for the class. Detailed guidelines and suggestions for successful presentations are provided in the class handout on assignment instructions and grading criteria.

Video Role Play and Critique 100 points Due 4/9

The purpose of this assignment is to provide students with an opportunity to further develop the social work practice skills learned in Practice I and to demonstrate a beginning level of skill in the application of a social work practice theory. Students will prepare a video role-play with a partner from class and participate in small group viewing and feedback sessions to deepen their clinical learning and further develop their comfort and skill in the use of supervision and consultation. A written critique of the video is also a part of this assignment.

Client Case Assessment 100 points

Due 4/16

The purpose of this assignment is to further develop student's knowledge and skill in assessment, intervention planning and practice evaluation, and building upon student's learning in Practice 1. Students will choose a client from their agency caseload to assess, and then write a very concise (one-page) assessment to be accompanied by an in-depth 6 page Reflection and Analysis paper, with an emphasis on a selection of an appropriate intervention, attention to the macro level, implications of the client's presenting problem, and the ethical and theoretical dimensions of the case. Guidelines will be posted on Blackboard.

Ethics Application 25 points

Due 4/23

This is an integrative in class assignment that provides students with an opportunity to identify, critically analyze and apply strategies of ethical decision making to client based scenarios at all levels of practice. Demonstrated knowledge of social work values, ethical standards, the NASW Code of Ethics and ethical decision making protocol will be required.

Social Work Advocacy Assignment 75 points

Due 4/23

This assignment is designed to provide students with a community based learning experience to foster the development of their leadership and advocacy skills along with their "professional voice" in promoting social justice. Students will creatively develop and implement a "Speak Out" on a social justice of their choice. The assignment will culminate with a brief classroom presentation summarizing the project, discussing the outcome and their own professional learning.

Participation and Preparedness 50 points

Weekly

Because you are graduate-level social work students, it is expected that you will be able to participate on a deeper level in class discussions, taking healthy risks to work outside of your comfort zone. In order to receive the highest level of participation points, healthy risk-taking for increasing self-awareness and professional growth must be demonstrated. Participation points will be determined by attendance, level of interest, respect for others' learning needs and **contributions** to classroom discussions and activities. Being prepared for class by reading assigned material is part of this professional expectation as well. There will be four in-class activities throughout the semester that will gauge your preparedness for class.

Assignment Summary

Community Support Group Observation	50 points
Social Work Practice Theory Application	100 points
Video Role Play and Critique	100 points
Client Case Assessment	100 points
Ethics Application (in class)	25 points

Social Work Advocacy Project	75 points
Participation and Class Preparedness	<u>50 points</u> 500 points

Letter grades will be assigned as follows:

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- Failing Grade	
335-349 points	D+	
320-334 points	D	
300-319 points	D-	
299 or below	F	

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 email address. Students should check their email 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.

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.** Further absences may result in the student being dropped from the course. Repeated late arrivals to class may 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. The instructor reserves the right to **add or deduct 10 points from the final point total** based on the quality of students' classroom participation. Students are to notify the instructor prior to class at the given office number if they cannot attend class due to an illness or emergency.

Religious Holidays

According to 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 educational supervision purposes. Agencies are aware that de-identified information is shared in classes 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 work processing. When using information from other sources, references and bibliography should conform to the current APA style citation. Students are encouraged to consult with the SSW writing consultant for assistance. (<http://www.utexas.edu/ssw/dccs/students/graduate-writing-consultations/>) 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 assignments will be penalized 5 points per day that they are late.** This includes papers that are turned in after 8:30 am on the day they are due. Contact the instructor before the assignment is due if other arrangements need to be made due to an emergency. **Students have one “free” late day per semester to be used at their discretion.**

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.

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.

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.

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 encouraged to provide ongoing feedback to the instructor during class and office visits.

**COURSE CALENDAR
ASSIGNMENTS AND READINGS DUE DATES**

PRACTICE AND FIELD

DATE	Class Topics ASSIGNMENTS DUE	ASSMT. POINTS	READINGS TO BE COMPLETED
1/15	Welcome Back Course/Syllabus Overview Ethics Re-Visited Review Final Exam Group Work in Generalist Practice Tasks Groups		Toseland and Rivas: Chapters 1-3 (Blackboard)
1/22	Group Work in Generalist Practice Where to Start and What to do <ul style="list-style-type: none"> • FIELD LOG 		Toseland and Rivas: Chapters 7 (Blackboard) SWDR #97 Davis & Jansen, Making Meaning of AA for Social Workers (Blackboard)
1/29	Advanced Clinical Skills Intro to SW Practice Theories <ul style="list-style-type: none"> • FIELD LOG 		HRDSL, Chapter 18 Turner Ch. 1 Listen to Theories for Clinical Practice Podcast: http://socialworkpodcast.com/2009/08/theories-for-clinical-social-work.html
2/5	SW Leadership, Creativity and Advocacy Creativity Guest: Vicki Packheiser, LCSW <ul style="list-style-type: none"> • FIELD LOG • EDUCATIONAL CONTRACT DUE (FIELD) 		SWDR # 130, 131 Loeb, We Don't Have to be Saints (Blackboard)
2/12	Psychodynamic Theories: Ego Psychology and Object Relations Attachment Theory Guest: Tammy Linseisen, LCSW <ul style="list-style-type: none"> • FIELD LOG • COMMUNITY SUPPORT GROUP OBSERVATION 	50 points	Turner Ch. 10, 25 SWDR 42 Stalker and Hazleton, Attachment Theory, Blackboard
2/19	Crisis Theory <ul style="list-style-type: none"> • FIELD LOG 		Turner Ch. 9 SWDR #25, 100

	<ul style="list-style-type: none"> • PROCESS RECORDING #1 		
2/26	Solution Focused Model Motivational Interviewing <ul style="list-style-type: none"> • FIELD LOG <p><i>March 4, 2014 Social Work Day at the Legislature</i></p>		Turner Ch. 32 Class Handouts
3/5*	Cognitive-Behavioral Theory <ul style="list-style-type: none"> • FIELD LOG • SOCIAL WORK PRACTICE THEORY APPLICATION* (FOR THOSE STUDENTS PRESENTING COGNITIVE-BEHAVIORAL THEORY) • MID-SEMESTER EVALS 	*100 points	Turner Ch. 6, 7
3/12	<p style="text-align: center;">-----SPRING BREAK-----</p> <p style="text-align: center;">No assignments due during Spring Break</p>		
3/19*	Feminist and Relational Cultural Theory <ul style="list-style-type: none"> • FIELD LOG • SOCIAL WORK PRACTICE THEORY APPLICATION* (FOR THOSE STUDENTS PRESENTING FEMINIST AND RELATIONAL CULTURAL THEORY) <p>Guest: Delinda Spain, LCSW-S</p>	*100 points	Turner Ch. 11, 13, 27 SWDR #37
3/26*	Narrative Theory <ul style="list-style-type: none"> • FIELD LOG • SOCIAL WORK PRACTICE THEORY APPLICATION* (FOR THOSE STUDENTS PRESENTING NARRATIVE THEORY) 	*100 points	Turner Ch. 8 SWDR #36 Combs and Freedman, Narrative, Poststructuralism, and Social Justice: Current Practices in Narrative Therapy, Blackboard
4/2	Mindfulness Based Interventions <ul style="list-style-type: none"> • FIELD LOG • PROCESS RECORDING #2 		Turner Ch. 19 Baer, R. Mindfulness Training as a Clinical Intervention, Blackboard Reading Packet

4/9	Existential Theory Grief and Loss Guest: Erin Spalding, LMSW Christi Center <ul style="list-style-type: none"> • FIELD LOG • VIDEO ROLE PLAY AND CRITIQUE 	100 points	Turner Ch. 12 SWDR # 90 HRDSL Review Ch. 8, 9 for Assessment Assignment
4/16	Video Role Play Reviews in-class <ul style="list-style-type: none"> • FIELD LOG • CLIENT CASE ASSESSMENT • PROCESS RECORDING #3 	100 points	No readings assigned
4/23	Advocacy Assignment and Presentations <ul style="list-style-type: none"> • IN CLASS ETHICS ASSIGNMENT • SOCIAL WORK ADVOCACY ASSIGNMENT • CAL PROJECT AND BRIEF SUMMARY (FIELD) 	25 points 75 points	<u>NASW Code of Ethics</u> HRDL, Chapter 19 review for Termination
4/30	Review, Reflection & Celebration <ul style="list-style-type: none"> • NO FIELD LOG DUE • MOMENTS OF EXCELLENCE • PROFESSIONAL PORTFOLIO (FIELD) • WORDS OF WISDOM FOR NEXT CLASS • FINAL FIELD EVALUATION AND SELF REFLECTION EMAILED TO SARAH SLOAN BEFORE FINAL FIELD VISIT 		No readings assigned

** Each student will choose one group and will only turn in ONE of these; your due date for your assignment depends on which group presentation you participate in.*

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