

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK
Generalist Social Work Practice: Skills, Knowledge, & Values
(Required Course – BSW Program)

Course Number: SW 312	Instructor: Miki Tesh, LCSW
Unique Number: 62325	Semester: Spring 2012
Class Time: 9:30-11:00am Mon/Wed	Class Location: SSW 2.132
Email/Phone: tesh.miki@gmail.com 512-539-9701 (email, call, or text)	Office Hours: I am available before/after each class, and by appointment. Inform me ahead of time to schedule an appointment

I. STANDARDIZED COURSE DESCRIPTION

This is the first course in the practice methods sequence, in which students are introduced to the fundamental values and ethics, skills, and knowledge relevant to generalist social work practice. Areas covered include the NASW Code of Ethics and Standards for Cultural Competence in Social Work Practice; the development of observation, communication, interviewing and assessment skills utilizing the problem-solving approach. Experiential learning is emphasized, including a 45-hour volunteer component in which students have direct client contact.

II. STANDARDIZED COURSE OBJECTIVES

By the end of the course, students will be able to:

1. Explain the major dimensions of generalist social work practice and the planned change/problem-solving process with individuals, families, groups, organizations and communities.
2. Apply Social Work knowledge, values, and skills to their participation in the learning environment.
3. Demonstrate skills in observation, communication, interviewing, assessment and problem solving.
4. Demonstrate the ability to differentially use basic social work skills to reflect the needs of clients of diverse groups distinguished by race, ethnicity, class, gender, culture, sexual orientation, religion, age, physical or mental abilities, and national origin.
5. Identify ethical issues and recognize when client, societal, and/or personal values conflict emphasizing understanding, affirmation and respect for human diversity and social justice in the practice of social work.

III. TEACHING METHODS

A variety of teaching methods will be utilized (e.g. discussion, lecture, and group exercises); experiential learning (e.g. volunteer project, role playing, & active learning) will be emphasized. **Use of Blackboard (Bb) in Class.** The instructor will use Blackboard (**Bb**) —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, and to submit assignments (if noted). Students can access support in using Blackboard (**Bb**) at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly. Additionally, the Learning Resource Center at the SSW (1st floor) has computers and can provide some computer assistance.

IV.CLASS POLICIES

Grading Policy/Grading Criteria

100-94 = A	93-90 = A-	89-87 = B+	86-84 = B	83-80 = B-	79-77 = C+
76-74 = C	73-70 = C-	69-67 = D+	66-64 = D	63-60 = D-	60-0 = F

Attendance/Tardiness. It is the student’s responsibility to be on time and sign the attendance sheet at the beginning of each class. Students who are absent are responsible for making up missed in-class work and/or obtaining class material/content from a classmate. Attendance is an important part of the course grade, which is included with participation.

Assignments. Assignments should be turned in with correct spelling, punctuation, or grammar. The format of the assignments should follow the Publication Manual of the American Psychological Association (APA 5th ed.). Some style information is available at www.apastyle.org/, and a list of updated style guides for electronic sources is available at www.apastyle.org/eleceref.html. If additional writing assistance is needed please contact The University of Texas at Austin Undergraduate Writing Center at (512) 471-6222 or visit their website at <http://uwc.utexas.edu/>.

Class Participation and Use of Technology. Attendance and participation are important for effective learning. Students are expected to attend class, and actively participate in discussions and exercises. Use of technological devices (cell phones, ipods, mp3s, computers, etc.) is not permitted, and will reduce the participation grade of the student. For emergencies or family issues, you may leave your cell phone on in vibrate/silent mode (calls should be taken outside the classroom).

Use of Blackboard (Bb) in Class. As noted above, in this class the instructor uses Blackboard (**Bb**) — 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 (**Bb**) at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

Feedback Statement. Feedback is two-way. During this course the instructor will ask students to provide feedback on their learning in informal as well as formal ways, including through anonymous surveys about how the instructor’s teaching strategies are helping or hindering student learning. It is very important for the instructor 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 instructor and students can create an environment effective for teaching and learning. If students are concerned about their class performance, the instructor is more than willing to work with students to help them improve either their understanding of course content. The instructor can meet with students during office hours, or by appointment.

Email Communication with Instructor. The instructor is available by email to answer questions about assignments. Students should submit questions or requests for clarification at least 24 hours before an assignment is due. If an assignment is due in less than 24 hours, the instructor cannot guarantee a timely response. The instructor may suggest a meeting time for discussion if needed. Notifications regarding anticipated absences should be submitted the instructor as soon as possible.

V. GENERAL 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 instructor expects students to act like 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 instructor does require that students engage one another with respect and professionalism. Privacy and confidentiality should be respected and kept private by everyone in the class. In addition, all emails are to be written in a professional manner and tone.

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/scholdis.php>).

Services for Students with Disabilities. Upon request, appropriate academic accommodations can be made for any student with a documented disability. Any student who requires special accommodations should 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). The letter should be presented to the instructor at the beginning of the semester so that needed accommodations can be discussed. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

Religious Holidays. By UT Austin policy, students must notify the instructor 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 instructor 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 instructor 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:

1. 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.
2. If you require assistance to evacuate, inform the instructor in writing during the first week of class.
3. In the event of an evacuation, follow the instructor’s instructions.
4. 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.

VI. TEXT AND COURSE MATERIALS

1. **Recommended Text:** Cournoyer, B. (2008/2011). *The Social Work Skills Workbook* (6th Ed.). Pacific Grove, CA: Brooks/Cole. (*Available used*)
2. **Articles in BlackBoard (Bb) and through email:** There are readings in BlackBoard (Bb). I will alert you via email when recently published articles are made available.
3. **Video Taping:** Each student will need to acquire equipment to complete two videotaped interview assignments. The School of Social Work Lab is available as needed, however it will probably be easier to use (or borrow) cell phones, video cameras, or computer skype camera's. Reserve rooms in the lab downstairs to make videos. Upload a portion onto your *Youtube* account. Youtube will not let you upload more than 15 minutes. You will only show 2-5 minutes to a small group of people. Make your video **private** on Youtube.
4. **Movies:** You will be responsible for watching movies, writing a brief commentary, sharing your thoughts in class. Movies may be located at Redbox, Netflix, and the movie theater (depending on movies). Early, before class showings of videos are available (only by request of class).
5. **Email:** Sometimes I send recently published reading material before the next class. Check your email regularly for updates.

VII. COURSE ASSIGNMENTS

Attendance and Participation

This part of the grade will be determined by: class attendance, participation in discussions, and completion of the in-class and homework assignments.

Participation is not only important for active learning, but also important as a social worker. Social workers are advocates and communicators, and work with groups and teams. Learning how to communicate well is fundamental for helping others. Being open, uncensored, diplomatic, non-dominating but non-submissive, are useful communication skills for advocating and counseling.

Participation (and attendance) is worth 1/3 of your grade. Due to the format and content of this course, regular and punctual attendance is imperative. Students are expected to be in class; to participate in a *friendly, open, and respectful manner with others; and to share thoughts or experiences to build on learning knowledge and insight.* This is meant to be an engaging class where the most learning occurs through active participation. *A respectful, open, and encouraging environment will set the pace.* Using skills we learn in class can be applied within the discussions and interactions. **Students are expected (to try) to make at least one comment/question per class (as appropriate).**

When late or absent, notify the instructor via email as soon as possible (see Attendance Policy above). Because this class relies on participation, involvement, and mutual respect of all class members, it is important for students to come to class prepared to take part in discussion each week, which are based on the class assignments. There will be many opportunities for students to take part in experiential in-class exercises.

Please turn cell phones and lap tops off during class. A description of proper classroom etiquette will be provided.

A sign-in sheet will be passed around at the beginning of each class period. It is the student's responsibility to remember to sign the attendance sheet each week.

Classroom Contract

Email me (tesh.miki@gmail.com) stating that you read the contract and syllabus handed out in class, and also posted on BlackBoard **(Bb)**.

Writing Assignments

All writing will be approximately a paragraph in length, and be submitted on Blackboard **(Bb)**. Two methods of submission include:

A. JOURNAL: *Private and only shared with the professor.* Each student will have their own Bb Journal where they will submit some writings (approximately 1-3 paragraphs). Students are encouraged to add pictures, links, videos, poems, art, or any other creative attributes.

B. DISCUSSION BOARD: *Public for whole class.* Write one paragraph *and comment on two other student's write-ups.* Comments need to be meaningful, follow classroom etiquette, and a minimum of a couple of sentences or a paragraph. Try to space out commentary if you can among all classmates. Students are encouraged to add pictures, links, videos, poems, art, or any other creative attributes. ****Keep other people's detailed information as confidential as possible on the discussion board****

Journal Self and Situation Analysis

Vulnerability, Courage, Authenticity, and Shame: Brene Brown, Ph.D. - Watch the videos at <http://www.brenebrown.com/speaking>, (TED & UP Videos). Brene Brown, Ph.D., is a researcher and teacher at the University of Houston, School of Social Work. Write about the concepts she discusses. Use examples from your personal or professional life to demonstrate the concepts learned. Use concepts learned in class.

Timeline History, Ecomap, & Genogram: Make all three diagrams using your own family. Write a reflective paper about your diagrams. You may want to consider some of the following: *What roles do people play? How is affection expressed? How do you or others express feelings? Who has been influential? What individuals are energy enhancing or energy depleting? How was discipline handled? What historical events made the most impact on your personality or how you think about things? What about ethnic heritage? What is your concept of an "ideal" family, "non-ideal" family, or a "real" family? How does this affect you now?*

How Stress Impacts my life (Stress: Portrait of a Killer (PBS) - On Netflix. Watch 1 hr. PBS special. Write about what you learned, as it relates to social work concepts, and your life. Where in your life do you find personal or situational strengths to reduce stress? What steps are you going to take to reduce stress? Use concepts learned in class.

Body Language: How does your body language and facial expressions affect the rapport you have or could have with others? How could it be better? What are your strengths? Talk about at least one example. Use concepts from class.

Grief & Loss in the Movie, *Rabbit Hole*, *50/50*, *Lars and the Real Girl*, *The Savages*, or another film (with approval): Watch film and write an analysis of movie as it relates to grief and loss. Write about other personal or professional experiences to add substance. Include concepts learned in the course.

Honesty Week: Spend a week trying not to lie about anything. Is it possible? Is it appropriate? What did you notice about yourself or others? How is this exercise pertinent to social work skills when talking with clients, families, co-volunteers/workers? What is challenging and what did you learn that might help you as a social worker?

Group Discussion Board

****Keep other people's detailed information as confidential as possible on the discussion board****

Real Life Interviews

Real Life Interview #1 Find someone and do a real counseling session or interview with. Try to make the conversation last at least 30-45 minutes. This is not videotaped or viewed by anyone. Try to pick someone who will be open to the interview, and maybe really wants to talk and get support. This can be someone at your volunteer placement, or a friend, or a stranger. I would discourage picking a person who has a position of "authority" like a supervisor or parent. You should be able to, hopefully, relax into a conversation that ends up being supportive, and where you will use learned course skills. Use the counseling fundamentals, but if you feel comfortable, include some other skills learned in class. **Keep information as confidential as possible on the discussion board. Stick to main learning concepts, and stay away from details about the person themselves. Mainly discuss your own use of skills, areas of improvement and strengths, and the complexity of interviewing someone.**

Real Life Interview #2 *(Same as before, but this time try to find someone very DIFFERENT from yourself).* Find someone and do a real counseling session or interview with. Try to make the conversation last at least 30-45 minutes. This is not videotaped or viewed by anyone. Try to pick someone who will be open to the interview, and maybe really wants to talk and get support. This can be someone at your volunteer placement, or a friend, or a stranger. I would discourage picking a person who has a position of "authority" like a supervisor or parent. You should be able to, hopefully, relax into a conversation that ends up being supportive, and where you will use learned course skills. Use the counseling fundamentals, but if you feel comfortable, include some other skills learned in class. **Keep information as confidential as possible on the discussion board. Stick to main learning concepts, and stay away from details about the person themselves. Mainly discuss your own use of skills, areas of improvement and strengths, and the complexity of interviewing someone.**

Videotaped Interviews

Videotaped Interview #1 Students will pair up, and keep the same partner for both Video #1 and Video #2. Write a short discussion analyzing yourself. Interviews should last 15-30 minutes. Students will upload a portion of their video (2-5 min) to *Youtube* and present it to a small group of about 6 students. Students will use a strengths based assessment to critique each other. Strengths based assessment is used for a couple of reason: A.) To practice using this skill with others, B.) to reduce anxiety so that students can try out new skills and take more risks in experimenting with different styles. Students will meet in their small groups, one group at a time, during class time hours, rotating in shifts.

PRELIMINARY VIDEO #1 -completed early in the semester for the purpose of assessing your **beginning basic interviewing skills**, using basic communication skills. You will pair up with your partner to create the video. 2-3 minutes will be shared in a small group. Write on discussion

board assessing your strengths and areas of improvement . **Keep information as confidential as possible on the discussion board. Stick to main learning concepts, and stay away from details about the OTHER person. Mainly discuss your own use of skills, areas of improvement and strengths, and the complexity of interviewing someone.**

Videotaped Interview #2 Students will pair up, and keep the same partner for both Video #1 and Video #2. Write a short discussion analyzing yourself. Interviews should last 15-30 minutes. Students will upload a portion of their video (2-5 min) to *Youtube* and present it to a small group of about 6 students. Students will use a strengths based assessment to critique each other. Strengths based assessment is used for a couple of reason: A.) To practice using this skill with others, B.) to reduce anxiety so that students can try out new skills and take more risks in experimenting with different styles. Students will meet in their small groups, one group at a time, during class time hours, rotating in shifts.

NEW SKILLS VIDEO #2- the same procedure will be followed as the first video. It is made for the purpose of demonstrating your competency in ***new skills learned in class since the first video***. Include a comparison of the first and second interviews, again focusing on strengths and areas of improvement. Write on discussion board assessing your strengths and areas of improvement. **Keep information as confidential as possible on the discussion board. Stick to main learning concepts, and stay away from details about the OTHER person. Mainly discuss your own use of skills, areas of improvement and strengths, and the complexity of interviewing someone.**

Other Discussion Board Assignments

Image: Submit a picture, art, or any kind of image that represents something learned in class. Pick a class concept that is more meaningful to you. You can make a picture, take a picture, google images, art, videos, cartoons, whatever you want that represents something you have learned or are learning in class. Discuss how the image relates to what you are learning in class.

Song Analysis: Submit lyrics (add video or song link, if you want) that represents a specific counseling method or social work perspective you learned in class. Discuss why the song relates to what you are learning in class.

Rate Yourself – Write a paragraph analyzing your self-rating during the class practice sessions. What does it mean when you rate yourself high? Low? What skills do you think you have made improvements on? What skills would you like to continue to work on?

Ethics Interview - Interview a supervisor or experienced social worker in your volunteer placement or from another place. Talk about one particular type of ethical issue. Maybe ask them to talk about a particularly hard ethical dilemma, and how they handled it. In this Discussion Board, write a small description on this one situation, and maybe how they handled it, and what you thought about it.

Volunteer Experience

All students enrolled in SW 312 must complete **45 volunteer hours** at an approved agency. It is the student's responsibility to locate an agency at which to complete the hours. To aid students in their search for an agency, search the following sites for additional volunteer opportunities:

<http://deanofstudents.utexas.edu/vslc>

<http://www.211centraltexas.org/>

<http://volunteer.truist.com/ut/volunteer/>

1. Approval for the volunteer placement must be granted by the course instructor. Only 10 training hours can be used toward the 45 hour requirement. If you are enrolled in SW310 at the same time as this course, you will only have to complete 75 volunteer hours (instead of 90).

2. Required Volunteer Forms – all forms must be submitted to successfully complete the course. The forms are:

- a. *Agency Selection Form*
- b. *Educational Contract (signed by a supervisor)*
- c. *Agency Evaluation of Student (signed by a supervisor)*
- d. *Volunteer Time Logs (signed by a supervisor)*

*****Please note that if a student does not complete at least 30 hours of the 45 volunteer hours, the student will not pass the course.*****

VIII. Summary of Course Requirements

Requirements	points	Due Date
Overall class participation	30	-2 point per class missed
Classroom Contract Email that you read contract to tesh.miki@gmail.com	Credit/No Credit	1/23
JOURNAL		
*Vulnerability and Courage	5	1/25
*Timeline History, Ecogram, Genogram	5	1/30
*How Stress impacts my life	5	2/1
*Body Language	5	2/6
*Grief and Loss	5	3/21
*Honesty Week	5	4/25
DISCUSSION BOARD		
*Real Life Interview #1	5	2/15
*Real Life Interview #2	5	3/28
Video Taped Interview #1	10	2/22
Video Taped Interview #2	10	4/11
*Image	5	2/29
*Song Analysis	5	3/7
*Rate Yourself	5	4/4
*Ethics Interview	5	4/18
VOLUNTEER EXPERIENCE		
Agency Selection Form	Credit/No Credit	2/8
Education Contract	Credit/No Credit	2/8
**Agency Evaluation of Student	Credit/No Credit	5/2
**Time Log Hours	Credit/No Credit	5/2
*Can skip 2 out of the 12 assignments **Required to pass course		
TOTAL POINTS		
100 points		

IX. COURSE SCHEDULE

Section	Day	Date	Topic	Reading	Due
Self-awareness	WED	1/18	What is Generalist Practice? What concerns you the most about direct client contact?		
	MON	1/23	The Strengths Perspective & Giving up perfectionism	VIDEO WATCHING ASSIGNMENT - “Strengths Perspective and giving up perfectionism”	Due: Classroom Contract
	WED	1/25	The Systems/ Ecological Perspective	1. Cournoyer Chapter 1 & 2 2. Bb reading - “Tending to Japan”	Journal Due: Vulnerability and Courage
	MON	1/30	Stress & Culture	1. VIDEO WATCHING ASSIGNMENT - “Stress Portrait of a Killer” http://www.netflix.com/Movie/National-Geographic-Stress-Portrait-of-a-Killer/70107420 2. Bb Reading -Sci America Article on Stress	Journal Due: Timeline, Eco, Genogram
Direct Client Contact in Social Work Practice	WED	2/1	Children’s Counseling	1. http://www.a4pt.org/ps.playtherapy.cfm 2. Bb reading - “Be reflective not directive”	Journal Due: How Stress Impacts my Life
	MON	2/6	Reflective Listening: Rapport, Client Centered, Carl Rogers	Cournoyer Chapter 6, 7, 8	1) Journal Due: Body Language 2) Volunteering Forms Due: a) Agency Select b) Educ. Contract Forms
	WED	2/8			
	MON	2/13	Reframing	Bb reading- 1. “Pessimism vs. Optimism” 2. “Depression Evolution” 3. “Mind Review First Rate”	Discussion Board Due: Real Life Interview #1
	WED	2/15			
	MON	2/20	VIDEO #1 PRESENTATIONS		Discussion Board Due: Video-tape Interview #1
	WED	2/22			
	MON	2/27	Cognitive Behavior Therapy	http://nacbt.org/whatiscbt.aspx	Discussion Board Due: Image
	WED	2/29			

	MON	3/5	Solution Focused Brief	1. http://www.sfbta.org/about_sfbt.html 2. Cournoyer Chapter 10	Discussion Board Due: Song Analysis
	WED	3/7			
	MON	3/12	Spring Break		
	WED	3/14			
	MON	3/19	Grief and Loss	1. VIDEO WATCHING ASSIGNMENT - "Grief and Loss" 2. Bb reading- a) "Hounded" b) Huston" c) "Grief Scientific America"	Journal Due: Grief and Loss
	WED	3/21			
	MON	3/26	Motivational Interviewing	1. http://www.motivationalinterviewing.org/quick_links/about_mi.html Cournoyer 2. Cournoyer Chapter 11 & 12	Discussion Board Due: Real Life Interview #2
	WED	3/28			
	MON	4/2	Mindful Self-Compassion	1. http://www.self-compassion.org/ 2. Bb reading- a) "Many Unhappy Returns;" b) "Mindful Self-Comp. for Kids"	Discussion Board Due: Rate Yourself
	WED	4/4			
	MON	4/9	VIDEO #2 PRESENTATIONS		
	WED	4/11			
Critical Thinking and Ethics	MON	4/16	Critical Thinking & Ethical Decision Making	1. Cournoyer Chapter 3, 4, & 5 2. Bb reading- a) "Ethics Matrix" b) http://www.socialworkers.org/pubs/code/code.asp	Discussion Board Due: Ethics Interview
	WED	4/18			
	MON	4/23	Child and Adult Protective Services	Bb reading- a) "America's approach to sex offenders" b) "Less Scared Straight"	Journal Due: Honesty Week
	WED	4/25			
	MON	4/30	Interpersonal Violence	http://www.safeplace.org/	
	WED	5/2	Review		Volunteering Due: 1) Agency Evaluation 2) Time Log Forms