

**The University of Texas at Austin  
School of Social Work**

**Advanced Integrative Capstone  
in Social Work Knowledge and Practice**

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<b>Unique Number:</b>	62770 and 62775	<b>Office Number:</b>	3.124D
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**I. Course Description**

Competent social work practice involves broad knowledge of person-in-environment and a full integration of social work knowledge, skills, theory, evidence, and values and ethics and the ability to clearly articulate a rationale for decision-making. This course gives students the opportunity to analyze and apply with greater depth, breadth, and specificity their knowledge, skills, and theories to values and ethics, diversity, populations at risk, social and economic justice, human behavior and the social environment, social welfare policy, social work practice, research and field education. Therefore, the course builds upon all previous courses in the curriculum and their field internships utilizing a multi-level case study method and prepares students for professional practice. Case studies will require students to intervene at all systems levels. Course composition will include both Clinical and CAL students in order to promote shared learning experiences and the exchange of advanced knowledge in these concentrations. The course will be taken concurrently with students' final field placement (in the spring semester) to enhance reciprocal learning in class and in field.

**II. Course Objectives**

At the completion of this course students will be able to:

<b>1.</b>	formulate and identify relevant social work knowledge and theory	<b>CL/CAL APB3</b>
<b>2.</b>	demonstrate an ability to integrate their knowledge, skills, and values and ethics	<b>CL/CAL APB1</b>
<b>3.</b>	critically analyze human behavior and social problems at all systems levels	<b>CL/CAL APB3</b>
<b>4.</b>	critically analyze and apply to their practice research findings in the empirical literature and assess applicability of related media sources (such as professional bulletins, documentaries, and/or other internet sources)	<b>CL/CAL APB6, 10d</b>
<b>5.</b>	defend practice decisions based on ethical principles and relevant data and information	<b>CL/CAL APB9, 10d</b>
<b>6.</b>	organize and present (orally and in writing) a multi-level case analysis based on a systematic and conceptually-driven process	<b>CL/CAL APB10c</b>
<b>7.</b>	collaborate effectively with others who may have opposing viewpoints, interpretation of information, or agendas	<b>CL/CAL APB1</b>
<b>8.</b>	further develop self awareness of personal strengths and challenges as a social work practitioner	<b>CL/CAL APB1</b>
<b>9.</b>	apply their understanding of, and commitment to, the promotion of social and economic justice, and the recognition and impact of oppression, discrimination and privilege on individuals, families, groups, practitioners, organizations, and communities	<b>CL/CAL APB1</b>

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.

			<b>Objectives</b>	<b>Assignments</b>
<b>Identify as a professional social worker and conduct oneself accordingly.</b>	<b>CL/APB1</b> Evaluate professional roles and boundaries	<b>CAL/APB1</b> Evaluate professional roles and boundaries	2, 7, 8, 9	Case analyses, peer feedback on case analyses, case presentations from field, social work inventory
<b>EP 2.1.3.</b> <b>Apply critical thinking to inform and communicate professional judgments.</b>	<b>CL/APB3</b> Utilize multiple perspectives to analyze client's strengths and problems	<b>CAL/APB3</b> Utilize effective models of macro professional practice to effectively serve client systems	1, 3	Case analyses, peer feedback on case analyses, case presentations from field
<b>EP 2.1.6.</b> <b>Engage in research-informed practice and practice informed research.</b>	<b>CL/APB6</b> Apply empirically supported evidence to practice	<b>CAL/APB6</b> Use empirical evidence to create strategies for system change	4	Case analyses, peer feedback on case analyses, case presentations from field
<b>EP 2.1.9.</b> <b>Respond to contexts that shape practice.</b>	<b>CL/APB9</b> Adapt micro and mezzo practice by monitoring and responding to changing contexts	<b>CAL/APB9</b> Engage in continuous environmental scanning and forecasting and adapt macro practice based on the acquired knowledge	5	Case analyses, peer feedback on case analyses, case presentations from field, social work inventory
<b>EP 2.1.10c.</b> <b>Intervention</b>	<b>CL/APB10c</b> Critically apply interventions to design, implement and evaluate effective practice	<b>CAL/APB10c</b> Critically apply systematic interventions that prevent problems, expand opportunities, and enhance quality of life	6	Case analyses, case presentations from field
<b>EP 2.1.10d.</b> <b>Evaluation</b>	<b>CL/APB10d</b> Critically analyze, monitor, and evaluate treatment and adherence to best practices	<b>CAL/APB10d</b> Develop and recommend program and/or policy changes based on evaluation	4, 5	Case analyses

### **Brief Description of Course Requirements**

See Guidelines for Assignments & Written Work for additional details.

#### **Case analyses**

The major activity this semester will involve in-depth class discussion of assorted cases. The case method of teaching begins with the twin ideas that working to understand and resolve challenging puzzles or problems will stimulate learning and that such efforts closely resemble the assessment and decision making processes needed in professional practice. This educational strategy will be further explained in class. In addition, two required readings briefly describe the case method and suggest ways to prepare for case discussions (Wolfer, 2006; Wolfer & Scales, 2006). The case method engages students in class discussions centered on in-depth analysis. The cases involve a variety of problems and dilemmas at various system levels. Each case reports the actual experience of a social work professional, sometimes one who is relatively new to the profession. There are a total of seven cases for analysis and discussion this semester. The first case is considered a practice case and is not graded.

**(CL/APB1, CAL/APB1; CL/APB3, CAL/APB3; CL/APB6, CAL/APB6; CL/APB9, CAL/APB9; CL/APB10c, CAL/APB10c; ; CL/APB10d, CAL/APB10d)**

#### **Peer feedback on case analyses**

Another major component of this course will be for students to give and receive feedback to each other on their case analyses. Feedback should help students refine their written assignment. Students will submit two individual feedback summaries on two cases.

**(CL/APB1, CAL/APB1; CL/APB3, CAL/APB3; CL/APB9, CAL/APB9)**

#### **Case presentations from field**

Individuals will present a case relevant to his/her current or past field placement. The presentation of case information should be ten minutes and a group discussion will be scheduled for approximately another 15 minutes. Students may want to give a brief handout with the important case elements, but it is not required. Individuals will be assigned dates for presentations based on his/her group assignment. All class members should be prepared to give immediate and spontaneous useful feedback including asking questions, talking about options, identifying underlying issues, and making an assessment.

**(CL/APB1, CAL/APB1; CL/APB3, CAL/APB3; CL/APB6, CAL/APB6; CL/APB9, CAL/APB9; CL/APB10c, CAL/APB10c)**

#### **Social work inventory**

This assignment requires reflection on and integration of your graduate education as a basis for professional social work practice. The final product will have two parts: 1) an integrative summary of your current theoretical perspective and 2) an articulation of how you understand and apply the social work concept, "professional use of self." Together, these two components provide a broad framework for summarizing your learning. The process of completing this assignment will help you prepare for professional practice and future development.

**(CL/APB1, CAL/APB1; CL/APB9, CAL/APB9; CL/APB10c, CAL/APB10c)**

### **III. Teaching Methods**

The primary teaching approach in this course will be collaborative learning. Course materials will be presented primarily through decision case study and in class discussions. Small group work, readings, and lectures will be incorporated. The goal is to stimulate critical thinking, defensible decision-making, intellectual creativity, and sharing of knowledge and skills with and through the class. Students will be responsible for material presented through all these activities. Assigned readings are for the week in which they are listed and students should complete the readings prior to class and be prepared to discuss them.

#### IV. Course Requirements

Course requirements consist of the four primary graded assignment categories below. The following points are assigned to each assignment. See Guidelines for Assignments and Written Work for specific instructions.

Decision Case Analyses	2 cases @ 25 points each	50
Individual Peer Feedback on Decision Cases Analyses	2 @ 5 points each	10
Inventory of Social Work Practice	15 points	15
Case Presentations from Field	5 points	5
Contributions to Class Learning and Case Discussion	20 points	20
Total Points		100 points

#### V. Grading Scale

100 - 94 = A	76 - 74 = C
93 - 90 = A-	73 - 70 = C-
89 - 87 = B+	69 - 67 = D+
86 - 84 = B	66 - 64 = D
83 - 80 = B-	63 - 60 = D-
79 - 77 = C+	59 and below = F

#### VI. Course Policies

##### 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

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.

##### 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/>).

### **Documented Disability Statement**

Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

### **Religious Holidays**

By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

### **Use of E-Mail for Official Correspondence to Students**

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their 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 email address at <http://www.utexas.edu/its/policies/emailnotify.php>.

### **Safety**

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

### **Behavior Concerns Advice Line (BCAL)**

If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

### **Emergency Evacuation Policy**

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

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.

Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

### Specific Capstone Course Policies

1. Attendance and participation for the full 3 hours of class is required. Students are expected to attend **ALL** class meetings, to read **ALL** the assigned readings, and to participate in **ALL** class discussions.
2. There are no “excused” absences. Students missing two or more class sessions may receive a 10% reduction in their overall course grade. Students missing three or more class sessions may receive an “F” for the course. The instructor may use her/his discretion. Students should not register for this class if he/she has a conflict with the class schedule, however emergencies are understandable. Students are to notify their instructor prior to class by email or at the given office phone number if they cannot attend class due to illness or emergency.
3. Coming to class late or leaving class early may count as an absence.
4. Assignments are to be submitted according to the course schedule. **Written case analyses will be due electronically to the instructor on the Monday at 12 noon CT before the case is scheduled for class discussion. No late feedback assignments will be accepted or graded.** For assignments that are turned in during class periods, these assignments are due at the *beginning* of the class period. Assignments turned in during or after the beginning of class will be considered late and will receive a 10% penalty per day (weekend days are included in the reduction). The instructor may use her/his discretion.
5. The Publication Manual of the American Psychological Association (APA Sixth Edition) is the style manual to be used for all assignments. Incorrect APA style will result a deduction of points on assignments.
6. Appropriate referencing is required. Failure to use quotation marks for direct quotes or citation for indirect quotations and/or others ideas may result in a “0” for the paper and/or an “F” for the course.
7. All papers are to be typewritten, double-spaced, 10 – 12 point font with standard margins.
8. University policies governing scholastic dishonesty, as presented in the General Information Bulletin and the brochure prepared by Student for Academic Integrity apply in this course. Scholastic dishonesty may result in a report to the Graduate Program Director, the Dean of the School of Social Work, and/or the Dean of the Graduate School. Students may receive an “F” for the course and other sanctions in accordance with University policies.
9. Any modifications, amendments, or changes to the syllabus and/or assignments are the discretion of the instructor. Changes will be announced in class. It is the responsibility of the student to inquire about any changes that might have been made in his/her absence.
10. Instructor teaching notes to decision cases are available to instructors. These teaching notes are NOT to be used by students for any purposes. The use of these notes is considered an infraction of the University policies governing scholastic dishonesty and will result in the initiation of a Level Three student review and may result in the student’s failure in this class or the program. In addition, it is expected that students will produce original work for feedback and analysis. Therefore, utilizing any past case analyses is not acceptable.
11. Students who have difficulty with the course materials, assignments, or class activities should schedule an appointment with the instructor as soon as possible so that, where appropriate, additional assistance can be provided.
12. Information shared in class about agencies and clients is considered confidential as per the *NASW Code of Ethics* on educational supervision. Agencies are aware that information is shared in classes for this purpose. However, discussions outside of class, with individuals outside of the class context, are considered a breach of confidentiality.

## VII. Flow Chart & Step-by-Step Process for Case Analyses and Feedback

Decision case review and analysis is the foundation of this course. This process both involves individual and group work and written analysis and feedback. A total of seven cases will be used during the semester. The first case is an ungraded practice case. Subsequent to the practice case, each small group will write analyses for two cases. Students will individually provide written feedback to other group members on two cases. Procedures and instructions for completing the case analysis and feedback are included in this document. Students will remain in the same small groups throughout the semester.

### Flow Chart for Analysis and Feedback Processes

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Student groups work together to submit 1 <sup>st</sup> draft of case analysis	A draft is submitted to each individual assigned to give feedback and the instructor  <b>Wednesdays by 9 pm CT</b>	Students review and provide individual written feedback to the analysis group members & send copy to the instructor  <b>Fridays by 12 noon CT</b>	Analysis groups revise based on feedback and submit final copy to the instructor  <b>Following Monday by 12 noon CT</b>	Instructors return graded analysis to group members	Case discussion takes place in class  <b>case discussions throughout the week</b>

**In order to submit analyses and feedback properly it is important that you read the section below thoroughly and carefully.**

#### Overview of Written Procedures for Case Analysis

1. Every student will individually write a case analysis of the practice case: Jim's License to Drive.
2. Each student group will write an analysis for two cases. See the calendar for assigned cases.
3. Each group is responsible for organizing their group members in order to complete all the tasks required for this assignment.
4. It is suggested that a task and responsibility schedule be determined at the beginning of the semester so that work on these assignments is divided equitably among all group members.
5. Each group should submit a final written task and responsibility schedule to the instructor by the third week of class.
6. Case analyses are submitted via email or Safe Assignment on Blackboard.
7. To receive feedback, groups **must** provide the first draft case analysis to their feedback group members **no later than 9 pm CT on the Wednesday before** the final due date.
8. Students should simultaneously send drafts to the instructor so that credit can be given.
9. Final case analyses must be completed and submitted via e-mail or Blackboard to the instructor **by 12 noon CST on the Monday before** the weekly class discussion. **No credit will be given for decision case analyses submitted late.**
10. For evaluation purposes, each of the five elements will receive a score from 0 – 5 points.
11. When groups submit their case analysis, the file should be labeled with the course name and "analysis" two-digit case number, and your group name (e.g. Capstone Analysis Case 02, Group A1).
12. Also put this information in the subject heading of the email.
13. Include all group members' names on the written case analysis document.
14. See the instructions on writing a case analysis under Guidelines for Written Assignments Section VIII A.
15. In class time will be given for case analyses preparation.

Overview of Procedures for Providing Feedback

1. Students will individually submit feedback on two cases. See the calendar for assigned cases.
2. When each student sends her/his feedback they should send it to every member of the group who has written the case analysis.
3. Students must individually provide type-written case analysis feedback to every member of the analysis group **no later than 12 noon on the Friday before** the class session in which the particular decision case is scheduled for discussion.
4. Students must simultaneously submit their feedback to the instructor to receive any credit. Late feedback will not be graded.
5. When you send your electronic file, label the file with only the course name and the word “feedback,” two-digit case number, the group name receiving the feedback, your last name and first initial (e.g. Capstone Feedback Case 01 to A1 from Smith, A).
6. Also put this information in the subject heading of the email.
7. Your full name and the student analysis group number should appear on the feedback paper itself.
8. See the instructions on how to provide feedback under Guidelines for Written Assignments in Section VIII.B.

**Small Group Organization**

	Small Groups	Small Groups	Assigned Cases
Groups A	A1	A2	1 <sup>st</sup> case: In Good Faith 2 <sup>nd</sup> case: TBA
Groups B	B1	B2	1 <sup>st</sup> case: Unusual Appeal 2 <sup>nd</sup> case: TBA
Groups C	C1	C2	1 <sup>st</sup> case: Private Charity 2 <sup>nd</sup> case: TBA

**VIII. Guidelines for Assignments & Written Work**

**A. Guidelines for Written Case Analysis (2 X 25 = 50 points)**

The major activity this semester will involve in-depth class discussion of decision cases. The case method of teaching begins with the twin ideas that working to understand and resolve challenging puzzles or problems will stimulate learning and that such efforts closely resemble the assessment and decision making processes needed in professional practice. This educational strategy will be further explained in class. In addition, two required readings briefly describe the case method and suggest ways to prepare for case discussions (Wolfer, 2006; Wolfer & Scales, 2006). The case method engages students in class discussions centered on in-depth analysis of decision cases. The cases involve a variety of problems and dilemmas at various system levels. Each case reports the actual experience of a social work professional, sometimes one who is relatively new to the profession.

Case analyses should be written as *executive summaries*. Executive summaries are designed to aid decision makers who need understanding of and advice for dealing with a problematic situation. They provide a concise analysis and recommendation without all of the analytic detail. In fact, executive summaries often represent the first few pages of a more comprehensive analysis. The executive summary format is not intended to be an exhaustive analysis of all possible issues and alternate strategies, but rather a concise, focused summary with the issues and alternatives only mentioned to insure they receive consideration. Any situation, no matter how complex, can generally be summarized in no more than two or three pages if reduced to its most essential elements. In your analysis, please make sure that you are incorporating relevant evidence and theory to substantiate your conclusions, decisions, and recommendation. Also, you should demonstrate your ability to “think like a social



worker” throughout the case analysis by incorporating thorough problem solving, attention to contextual issues, and awareness of social justice and diversity.

There are a total of seven cases for discussion and analysis this semester. All written analyses must include the **five** sections in the table below. The first case is considered a practice case and is not graded. However, every student must submit an individual case analysis for the practice case. Use headings to identify these sections.

**Case analyses are limited to 700 - 1,000 words.**

<b>Required Components of Case Analyses</b>	
<b>A. Introduction</b>	Briefly identify the major elements (i.e., people, settings) of the case (2 – 4 sentences).
<b>B. Problem Statement</b>	Give a specific and concisely written formulation of the problem to guide analysis and problem solving. Not a question, but a statement of the problem. Usually no more than two sentences.
<b>C. Contextual Analysis</b>	Summarize external issues (although sometimes also internal) that created, sustain, or add to the problem. Depending on the system level, these may include: cultural, economic/resource, political/legal, organizational, social, and ethical issues, interpersonal relationships, and intrapsychic and biological conditions.
<b>D. Alternative Strategies</b>	Identify three or more possible solutions to the problem. These solutions should be plausible, distinct and non-contingent (i.e., not interdependent). Briefly note advantages and disadvantages of each possible solution. These strategies should grounded in literature and practice.
<b>E. Recommendation</b>	Justify your preferred strategy, explaining why you selected that particular one and how it best resolves the problem. Be sure your recommended strategy can be supported by resources available in the context.

In addition to providing edits and comments, professors will rate written case analyses using the following or a similar matrix:

<b>Case Analysis Evaluation Matrix</b>				
<b>Problem Formulation</b>	<b>Contextual Analysis</b>	<b>Alternative Strategies</b>	<b>Recommended Strategy</b>	<b>Writing Style</b>
Accurate, clear, specific, concise, and useful	Adequately addresses all important issues	Several distinct and appropriate strategies, with well developed advantages and disadvantages for each	Explicitly resolves the entire problem	Compelling, clear and interesting and with no errors

Each of the five indicators (problem formulation, contextual analysis, alternative strategies, recommended strategy, and writing style, including “thinking like a social worker”) is worth 5/25 points. A *best possible* indicator is described above. A clearly, conceptualized, defensive logic model in which the problem statement and the major issues of the case are clearly connected to the alternative and recommended strategies is the goal of the case analysis. That is, alternative and recommended strategies should closely address the identified major issues in ways that achieve the most desired outcome(s). The contextual analysis (influences outside the case that impact how the issues are perceived) is equally important to articulate in the case analysis.

## **B. Guidelines for Providing Feedback (2 X 5 = 10 points)**

Another major component of this course will be for students to give and receive feedback to each other on their case analyses. Feedback should help students refine their written assignment. Students will submit two *individual* feedback summaries on *two* cases. The process for submitting feedback is also described in detail below.

The process for providing feedback is as follows:

1. In addition to writing case analyses, students will provide feedback to other class members. Providing feedback will help writers to improve their case analyses and provide incentive for them to reciprocate.
2. To provide beneficial feedback (and also participate effectively in class discussions), students must study the cases carefully every week, including weeks when they provide feedback. Read and analyze cases before giving feedback (i.e., develop your own judgments and conclusions).
3. To receive feedback for revising case analyses prior to submission, students must establish and adhere to a system for timely transfer of draft case analyses and feedback. For example, students scheduled to write and submit case analyses must provide a draft of their case analyses to feedback group members at 9 pm, the Wednesday before the case is to be discussed. Students who provide feedback must respond by 12 noon the following Friday.
4. For evaluation purposes, each of the five elements will receive a score from 0 – 1 points.
5. Feedback provided by instructors during the initial weeks of the course will serve as a model for students to follow. Students may also use the evaluation matrix above for providing feedback.
6. It is suggested that students utilize e-mail for the transmission of analysis drafts and feedback. This can be accomplished by attaching documents to e-mail. Alternately, instructors may set up discussion groups on Blackboard.
7. When group members provide feedback, they should send the feedback to both the analysis group and instructor (for grading).
8. **Both case analysis drafts and feedback must be sent by the above deadlines.**
9. **Late feedback may receive no credit.**
10. Students must use the five elements below to organize their feedback to the analysis group in a Word document.
11. Do not **only** send a track changes document as feedback. However, a track changes document may be submitted as a supplement to give editorial suggestions.

Beneficial feedback papers should be organized and comment on these five elements:

Required Components of Feedback
A. Identification of <u>strengths and weakness</u> of the analysis.
B. Information regarding <u>gaps</u> that authors may have overlooked and credibility/relevance of the literature and research cited.
C. Concrete, <u>usable suggestions</u> (avoid general statements about quality) for improvement.
D. <u>Suggestions regarding the content and flow</u> of the paper: Does it make sense? Is the problem formulation accurate and helpful? Are the internal and external issues adequately addressed? Has the author considered an adequate range of strategies? Does the recommendation fit the original problem formulation? Does it seem reasonable?
E. General <u>assistance with writing</u> (e.g., grammar, spelling, sentence structure).

### C. Guidelines for Social Work Inventory (15 points)

This paper focuses on:

- ❖ Social work knowledge, theories, skills, and approaches that inform the student's practice (cite professional literature)
- ❖ Use of self in the student's social work practice (cite professional literature)
- ❖ Student's experience (and/or lack thereof) with diversity and social justice
- ❖ Student's self-assessed strengths and limitations
- ❖ Student's plan for professional self-care and continuing professional development

The paper is intended to aid students' transition from graduate school to advanced social work practice. This assignment requires reflection on and integration of your graduate education as a basis for professional social work practice. The final product will have two parts: 1) an integrative summary of your current theoretical perspective and 2) an articulation of how you understand and apply the social work concept, "professional use of self." Together, these two components provide a broad framework for summarizing your learning. The process of completing this assignment will help you prepare for professional practice and future development.

#### **Part I: Theoretical Framework or Practice Models**

Discuss the theoretical frameworks or practice models that you have learned over the course of the MSSW program that will guide your social work practice. This should be a framework that is specific to your practice that you have internalized and constructed as a result of learning, critically thinking about, and applying knowledge in your MSSW program, or that you plan to apply. Do not limit yourself to one theory or model rather *integrate various theories* from the social work knowledge base into your unique framework. Cite sources for the various theories you incorporate. For example, suppose one of the theories that you have incorporated into your framework for practice is "cognitive behavioral theory" or "sustainable development model." When you identify this theory or model as being a part of your practice framework, you should cite the sources that have contributed to the development or application of this perspective.

#### **Further Learning**

When you think of the knowledge and skills you've learned here, what future learning do you intend to pursue? What knowledge and skills do you need to develop further to achieve competence in professional practice? How will you do this?

## **Part II: Professional Use of Self**

Define what is meant by "the professional use of self," and describe in depth how the insights you have gained in graduate school about this concept will be incorporated into your practice model. In your answer: (a) present examples of how your skills and experiences have been utilized productively in your work; (b) provide examples of your challenges and personal growth areas that can potentially hinder your effectiveness in doing your work and discuss how you will address these challenges; (c) discuss what issues pertaining to social justice and diversity have been challenges for you, and what you have learned about working with people different from yourself; (d) discuss which work situations (with colleagues, clients, community, etc.) you anticipate may be sources of stress for you in professional practice and describe how you will address these stressors.

The inventory should be double-spaced and typewritten with a reference list for literature cited in the paper. It should be APA style. Heading and subheadings should be used to denote the above components of the inventory. A minimum of eight pages is expected for this paper.

The following criteria will be used to evaluate the inventory:

- ❖ Demonstrated ability to integrate social work theories and models, knowledge, skills, and values into a holistic perspective for social work practice
- ❖ Thoroughness in addressing all components of this assignment
- ❖ Specificity of discussion and analysis
- ❖ Depth of discussion and analysis
- ❖ Professional writing skills

### **D. Guidelines for Case Presentations from Field (5 points)**

Each student will make a field case presentation. This assignment will help you apply some of the case method skills you are learning in your field placement.

For this assignment, students will present a case from his/her internship. For example, if you are having difficulty with an ethical issue, you should use this assignment to gain feedback from peers. Or, like some of the cases we have read so far, it might be a complex clinical or administrative issue.

Students should prepare a summary of the case to distribute at the time of the presentation. Guidelines for presentation of case include:

1. Brief description of the case situation
2. Key issues/problems
3. Description of your role in this situation and/or professional use of self
4. Your critical thinking of the problem or issue and its possible resolution
5. Two prompt questions that you would like addressed by your peers that will help you with this situation.

**E. Contribution to Class Learning and Case Discussion (20 points)**

Your contribution to this success of this course is essential. Hence, you are expected to actively contribute to the class discussions and learning in and outside the classroom and will be evaluated according the criteria listed below. Students also may be asked to assess themselves, peers, or group members to inform the evaluation in this area, per the instructor’s discretion.

- **Preparation** – Are you prepared for class by reading cases and researching case related issues?
- **Quality of Participation** – To what extent is your contribution to course discussions and small group activities meaningful? Does your participation in course discussions advance the depth of course learning? Do your responses demonstrate competency in synthesizing and analyzing course content as well as knowledge in a specific area (or willingness to learn and ask critical question)?
- **Frequency of Participation** - To what extent do you actively participate in class discussions or volunteer for class exercises (e.g. frequency of participation – steady, increased, or limited)? Are you consistently on time to class and stay for the entire course session?
- **Leadership** – Do you volunteer to lead class discussion, ask critical questions, and play an active role in small group and overall learning of the course?

**IX. COURSE SCHEDULE WITH CASE DISCUSSION & OTHER ASSIGNMENTS**

<b>Date</b>	<b>Analysis Group Sends 1<sup>st</sup> Draft to Individuals Assigned to Give Feedback and Instructor</b>	<b>Individual Feedback is Sent to the Analysis Group Members and Instructor</b>	<b>Analysis Group Sends Final Written Case to Instructor</b>	<b>Case Discussion and other Assignments</b>
<b>Jan 16 - 20</b>				Practice Case: Case #1 Jim’s License to Drive
<b>Jan 23 - 27</b>				Practice Case: Jim’s License to Drive  <b>INDIVIDUAL CASE SUMMARY DRAFTS DUE</b>
<b>Jan 30 – Feb 3</b>	Wed, 9 pm Feb 1  A1 to B1 A2 to B2	Fri, 12 noon Feb 3  B1 to A1 B2 to A2		Field Presentations C1
<b>Feb 6 - 10</b>			Mon, 12 Noon Feb 6  A1 and A2	Case Discussion #1: In Good Faith

<b>Feb 13 - 17</b>	Wed, 9 pm Feb 15  C1 to A1 C2 to A2	Fri, 12 noon Feb 17  A1 to C1 A2 to C2		Field Presentations B1
<b>Feb 20 - 24</b>			Mon, 12 Noon Feb 20 C1 and C2	Case Discussion #2: Unusual Appeal
<b>Feb 27 – March 2</b>	Wed, 9 pm Feb 29  B1 to C1 B2 to C2	Fri, 12 noon March 2  C1 to B1 C2 to B2		Field Presentations A1
<b>March 5 - 9</b>			Mon, 12 Noon March 5  B1 and B2	Case Discussion #3: Private Charity
<b>March 12 - 16</b>				Spring Break
<b>March 19 - 23</b>	Wed, 9 pm March 21  C1 to A2 C2 to A1	Fri, 12 noon March 23  A2 to C1 A1 to C2		Field Presentations B2
<b>March 26 – 30</b>			Mon, 12 noon March 26 C1 and C2	Case Discussion #4: Case TBA
<b>April 2 - 6</b>	Wed, 9 pm April 4  B1 to C2 B2 to C1	Fri, 12 noon April 6  C2 to B1 C1 to B2		Field Presentations A2
<b>April 9 - 13</b>			Mon, 12 noon April 9  B1 and B2	Case Discussion #5: Case TBA
<b>April 16 - 20</b>	Wed, 9 pm April 18  A1 to B2 A2 to B1	Fri, 12 noon April 20  B2 to A1 B1 to A2		Field Presentations C2
<b>April 23 - 27</b>			Mon, 12 noon April 23  A1 and A2	Case Discussion #6: Case TBA
<b>April 30 – May 4</b>				<b>Course Evaluations</b>  <b>Social Work Inventory Due</b>

## X. Course Readings, Weekly Activities and Due Dates

### **Week of January 16 - 20**

- ❖ Introductions, course overview, and syllabus
- ❖ Introduction to Decision Case Methods – handout
- ❖ Practice Case: Jim’s License to Drive

### **Week of January 23 – 27**

- ❖ Revisit Jim’s License to Drive with feedback from instructors
- ❖ Wolfer, T. A. (2005). An introduction to decision cases and case method learning. In T. A. Wolfer & T. L. Scales (Eds.), *Decision cases for advanced social work practice: Thinking like a social worker* (pp. 3-16). Pacific Grove, CA: Brooks/Cole Thomson Learning.
- ❖ Wolfer, T. A. & Scales, L. T. (2005). Tips for discussing decision cases. In T. A. Wolfer & T. L. Scales (Eds.), *Decision cases for advanced social work practice: Thinking like a social worker* (pp. 17-25). Pacific Grove, CA: Brooks/Cole Thomson Learning.
- ❖ Gambrill, E. (1997). A problem-focused model based on critical inquiry. In *Social work practice: A critical thinker’s guide* (pp. 96-124). New York: Oxford University Press.
- ❖ Congress, E. P. (2000). What social workers should know about ethics: Understanding and resolving practice dilemmas. *Advances in Social Work, 1*, 1-22
- ❖ McMillen, J. C., Morris, L., & Sherraden, M. (2004). Ending social work’s grudge match: Problems versus strengths. *Families in Society: The Journal of Contemporary Social Services, 85*(3), 317-325.

### Optional Readings

- ❖ Miley, K.K., O’Melia, M., & DuBois, B. L. (1995). The ecosystems perspective. In *Generalist social work practice: An empowering approach*. Boston: Allyn and Bacon.
- ❖ Rubin, A. (2006). What is (and is not) evidence based practice? NASW Texas Network.
- ❖ Ratliff, N. (2988). Stress and burnout in the helping professions. *Social Casework: The Journal of Contemporary Social Work*, pp. 147 – 154.
- ❖ Borys, D. Nonsexual dual relationships. *Innovations in Clinical Practice: A Source Book*, 11.

### **Week of January 30 – February 3**

- ❖ Field Presentations C1
- ❖ Small group work

### **Week of February 6 - 10**

- ❖ Case # 1 Discussion

**Week of February 13 - 17**

- ❖ Field Presentations B1
- ❖ Small group work

**Week of February 20 - 24**

- ❖ Case # 2 Discussion

**Week of February 27 – March 2**

- ❖ Field Presentations A1
- ❖ Small group work

**Week March 5 - 9**

- ❖ Case # 3 Discussion

**Week of March 14 – 18**

- ❖ Spring Break – No class

**Week of 19 - 23**

- ❖ Field Presentations B2
- ❖ Small group work

**Week of March 26 - 30**

- ❖ Case # 4 Discussion

**Week of April 2 - 6**

- ❖ Some instructors may allow a draft of SW Inventory to be submitted
- ❖ Field Presentations A2
- ❖ Small group work

**Week of April 9 - 13**

- ❖ Case # 5 Discussion

**Week April 16 - 20**

- ❖ Field Presentations C2
- ❖ Small group work

**Week of April 23 - 27**

- ❖ Case # 6 Discussion



**Week of April 30 – May 4**

Conclusion: Change in identity status: Student to Professional.

- ❖ Course evaluation and summary
- ❖ MSSW Exit Survey
- ❖ Social Work Inventory Due and Discussion
  
- ❖ Cherniss, C. (1995). The first year: "I thought I'd died and gone to hell." In *Beyond burnout: Helping teachers, nurses, therapists, and lawyers recover from stress and disillusionment* (pp. 17-36). New York: Routledge.
  
- ❖ Hardcastle, D. A., Wenocur, S., & Powers, P. R. (1997). Using self in community practice: Assertiveness. In *Community Practice: Theories and Skills for Social Workers*. New York: Oxford University Press.
  
- ❖ Levy, C. S. (1976). Personal versus professional values: The practitioner's dilemmas. *Clinical Social Work Journal*, 4(2), 110-120.