

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

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

|                            |  |                             |  |
|----------------------------|--|-----------------------------|--|
| <b>Course Number:</b>      | 385 T                                    | <b>Instructor:</b>          | Ruth Fagan-Wilen, LCSW, PhD                    |
| <b>Unique Number:</b>      | CLIN 62785<br>CAL 62750                  | <b>Office Number:</b>       | 3.104a   |
| <b>Semester:</b>           | Spring 2012                              | <b>Contact Information:</b> | (210) 219-0055 (cell)<br>(512) 284-9948 (home) |
| <b>Meeting Time/Place:</b> | Room 2.130<br>Thursday<br>5:30 – 8:30 PM | <b>Office Hours:</b>        | Thursdays<br>4-5 PM                            |

**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,<br/>10d</b> |
| <b>5.</b> | defend practice decisions based on ethical principles and relevant data and information   | <b>CL/CAL APB9,<br/>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 optioned 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><br>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. 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/ABP3</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. 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. 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. Intervention</b>  | <b>CL/APB10c</b><br>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  |

### III. Description of Course Requirements

There will be 4 major assignments that total 100 pts:

**1) Case analyses - 50 pts (group grade)**

The major activity this semester will involve in-depth class discussion of assorted cases, subsequent to submission of a group case analysis for two cases (25 pts for each analysis). 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 social work practice. (*See Appendix, p 14*)

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)

**2) Peer feedback on case analyses - two at 5 pts each = 10 pts (individual grade)**

Another component of this course will be for students to get and give brief written feedback (via e-mail) to each other on their case analyses, prior to the final analyses submissions. This feedback should help students refine and sharpen their case analyses assignment. Students will submit two individual feedback summaries on two cases. (*See Appendix, p 16*)

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

**3) Case Presentation from Field and Social Work Inventory Paper - 20 pts (individual grade)**

There are two parts to this assignment:

**a) Case presentation from field (oral) 10 pts**

Individuals will present in class a case relevant to his/her current or past field placement. The presentation of case information should be 10 minutes and a group discussion will be scheduled for approximately another 15 minutes. Students should give a brief handout with the important de-identified case elements. Individuals will be assigned dates for presentation based on his/her group assignment. All class members should be prepared to give immediate, spontaneous, and useful feedback, including asking questions, talking about options, identifying underlying issues, and making an assessment. (*See Appendix, p 18*)

**b) Social work inventory (written paper – 10-12 pages) 10 pts**

This written assignment requires: 1) an integrative summary of your current theoretical perspective; and 2) an articulation of how you understand and have applied the social work concept, “use of self,” both in your work with the field case presented in class, and in social work practice in general. The process of completing this assignment will help you prepare for professional practice and future development by asking that you integrate theoretical

perspective(s) with your on-going social work practice. (See Appendix, p 18)

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

**4) Contributions to class learning and case discussion - 20 pts (individual)**

This requires not only regular and punctual attendance, but informed and active class participation. Being thoroughly familiar with the cases for analyses (whether your group has submitted the analysis or not), having involved participation with your small group case analyses, and timely responses on all assignments will also be considered. Active and *shared* student work in analyses groups will be evaluated as part of this grade. (See Appendix, p 20).

**Summary of Course Requirements and Grading Structure**

|   |                                 |                   |
|---|---------------------------------|-------------------|
| <b>Decision Case Analyses</b>   | <b>2 cases @ 25 points each</b> | <b>50</b>         |
| <b>Individual Peer Feedback on Decision Cases Analyses</b>                    | <b>2 @ 5 points each</b>        | <b>10</b>         |
|   |                                 |                   |
| <b>Case Presentation from Field (10) and Social Work Inventory Paper (10)</b> | <b>20 points</b>                | <b>20</b>         |
| <b>Contributions to Class Learning and Case Discussion</b>                    | <b>20 points</b>                | <b>20</b>         |
| <b>Total Points</b>   |                                 | <b>100 points</b> |

**IV. 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.

**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. Additional Class Policies**

1. Students are expected to attend **ALL** class meetings, to read **ALL** the assigned readings, and to participate in class discussions.
2. Students missing two or more class sessions may receive a 10% reduction in their overall course grade. Students missing three (3) 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 schedule,

however emergencies are understandable. As soon as you know that you will not be attending class because of an emergency, please let your instructor know by email or phone.

3. Coming to class late or leaving class early may count as an absence.
4. Assignments are to be submitted according to the schedule. **Written case analyses will be due electronically to the instructor on the Monday at 12 noon 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 ten (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 6th 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 “O” for the paper and/or an “F” for the course.
7. 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.
8. 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.
- 9) Issue of Safety--As part of professional social work education, student may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student’s responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should also notify instructors regarding any safety concerns
- 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 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.

## **VII. Students with Special Learning Needs and Disabilities**

The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

## VIII. Course Readings, Organization and Due Dates (Decision cases and readings uploaded on Bb)

### January 19

- Introductions, course overview, and syllabus
- Introduction to Decision Case Methods
- 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.
- Divide into Decision-Case small groups (6 groups in total)
- **Practice Case:** *Jim's License to Drive* – review written case assignment (see p 14 in syllabus)

### January 26

- **\*\*\* Individual case analysis due for *Jim's License to Drive***  
Class discussion about analyses of *Jim's License to Drive*
- Gambrell, 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.
- Read Case #1: *In Good Faith* – small group work

### February 2

- **Field Presentations Citrus 1**

### February 9

- ***In Good Faith* Discussion in class**
- Read Case #2: *Unusual Appeal* – small group work

### February 16

- **Field Presentations Berry 1**

**February 23**

- **Case # 2 Unusual Appeal Discussion in class**
- Read Case #3: *Private Charity*—small group work

**March 1**

- **Field Presentations Apple 1**

**March 8**

- **Case # 3 Private Charity Discussion in class**
- Read Case # 4: TBA - Small group work

**Week of March 12 - 16**

**SPRING BREAK -- NO CLASS**

**March 22**

- **Field Presentations Berry 2**

**March 29**

- **Case # 4 - TBA - Discussion in class**
- Read Case # 5 – TBA – small group work

**April 5**

- **Field Presentations Apple 2**

**April 12**

- **Case # 5 - TBA - Discussion in class**
- Read Case # 6 – TBA – small group work

**April 19**

- **Field Presentations Citrus 2**

**April 26**

- **Case # 6 – TBA - Discussion in class**

May 3

**Last class!**

**Conclusion:** Change in identity status: Student to Professional.

- Course evaluation and summary
- MSSW Exit Survey
- **Social Work Inventory Paper - 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.



**ASSIGNMENT DUE DATES**

(Same as above assignments schedule but more detailed)

| <p><b>Dates</b></p>                  | <p><b>Analysis Group sends 1<sup>st</sup> Draft to Individuals Assigned to Give Feedback and to Instructor</b></p>                           | <p><b>Individual Feedback is sent Back to the Analysis Group Members and Instructor</b></p>  | <p><b>Analysis Group Sends Final Written Case Analysis to Instructor</b></p>   | <p><b>In Class - Case analyses discussions, Field presentations, and small group meetings</b></p>   |
|--------------------------------------|--|--|--|---|
| <p><b>Week of Jan 17 - 20</b></p>    |  |  |  | <p><b>Thur Jan 19</b><br/>                     Introductions, review of syllabus<br/>                     Discussion of Practice Case: <i>Jim's License to Drive</i> - Assigned Readings - Analyses Groups meet</p>         |
| <p><b>Week of Jan 23 – 27</b></p>    |  |  |  | <p><b>Thur Jan 26</b><br/>                     Individual Practice Case Analysis Due For <i>Jim's License to Drive</i> – class discussion - Assigned readings – Read Case # 1: <i>In Good Faith</i> – small groups meet</p> |
| <p><b>Week of Jan 30 – Feb 3</b></p> | <p><b>By Wed, Feb 1 9 PM</b><br/><br/>                     Apple 1 to Berry 1 – Apple 2 to Berry 2 - <i>In Good Faith</i></p>                | <p><b>By Fri, Feb 3 12 noon</b><br/><br/>                     Berry 1 back to Apple 1<br/>                     Berry 2 back to Apple 2</p> |  | <p><b>Thur Feb 2</b><br/><br/>                     Field Presentations<br/>                     Citrus 1</p>  |
| <p><b>Week of Feb 6 - 10</b></p>     |  |  | <p><b>By Mon, 12 Noon Feb 6</b><br/><br/>                     ** Apple 1 and Apple 2 submit <i>In Good Faith</i> analyses To professor</p> | <p><b>Thur Feb 9</b><br/><br/>                     Case Discussion <i>In Good Faith</i><br/><br/>                     Read Case #2: <i>Unusual Appeal</i> – small groups meet</p>   |
| <p><b>Week of Feb 13 - 17</b></p>    | <p><b>By Wed, Feb 15 9 PM</b><br/>                     Citrus 1 to Apple 1 – Citrus 2 to Apple 2<br/>                     Unusual Appeal</p> | <p><b>By Fri, Feb 17 12 noon</b><br/>                     Apple 1 back to Citrus 1<br/>                     Apple 2 back to Citrus 2</p>   |  | <p><b>Thur Feb 16</b><br/><br/>                     Field Presentations<br/>                     Berry 1</p>  |

| <b>DATES</b>                    | <b>Analysis Group Sends 1<sup>st</sup> Draft to Individuals Assigned To Give Feedback And to instructor</b> | <b>Individual Feedback is Sent back to the Analysis Group Members and to Instructor</b>   | <b>Analysis Group Sends Final Written Case to Instructor</b>  | <b>In Class: Case Discussions, Field Presentations and small group meetings</b>                             |
|---------------------------------|---|---|---|---|
| <b>Week of Feb 20 - 24</b>      |   |   | <b>Mon, 12 Noon Feb 20</b><br><br>** Citrus 1 and Citrus 2 submit <i>Unusual Appeal</i> analyses to professor | <b>Thur Feb 23</b><br>Case Discussion #2: <i>Unusual Appeal</i><br><br>Read Case #3: <i>Private Charity</i> |
| <b>Week of Feb 27 – March 2</b> | <b>By Wed, Feb 29, 9 PM</b><br><br>Berry 1 to Citrus 1<br>Berry 2 to Citrus 2<br><i>Private Charity</i>     | <b>By Fri, Mar 12 12 noon</b><br><br>Citrus 1 back to Berry 1<br>Citrus 2 back to Berry 2 |   | <b>Thur Mar 1</b><br><br>Field Presentations<br>Apple 1   |
| <b>Week of Mar 5 – 9</b>        |   |   | <b>Mon, 12 Noon March 5</b><br><br>** Berry 1 and Berry 2 Submit <i>Private Charity</i> analyses to professor | <b>Thur Mar 8</b><br><br>Case Discussion #3: <i>Private Charity</i><br><br>Read Case #4: (TBA)              |
| <b>Mar 12 – 16</b>              | <b>SPRING BREAK</b>   |   |   |   |
| <b>Week of Mar 19 - 23</b>      | <b>By Wed, Mar 21, 9 pm</b><br>Citrus 1 to Apple 2<br>Citrus 2 to Apple 1<br>Case #4 – TBA                  | <b>By Fri, Mar 23, 12 noon</b><br>Apple 2 back to Citrus 1<br>Apple 1 back to Citrus 2    |   | <b>Thur Mar 22</b><br><br>Field Presentations<br>Berry 2  |
| <b>Week of Mar 26 - 30</b>      |   |   | <b>Mon, 12 noon March 26</b><br>** Citrus 1 and Citrus2 Submit Case #4 (TBA) analyses to prof                 | <b>Thur Mar 29</b><br><br>Case Discussion #4: TBA<br><br>Read Case # 5: TBA                                 |
| <b>Week of April 2 - 6</b>      | <b>By Wed, April 4, 9 PM</b><br><br>Berry 1 to Citrus 2<br>Berry 2 to Citrus 1                              | <b>By Fri, April 6 12 noon</b><br>Citrus 2 back to Berry 1<br>Citrus 1 back to            |   | <b>Thur April 5</b><br><br>Field Presentations<br>Apple 2   |

| <b>DATES</b>                  | Case # 5 – TBA<br><br><b>Analysis Group sends 1<sup>st</sup> Draft to Individuals Assigned to Give Feedback and to Instructor</b> | Berry 2<br><br><b>Individual Feedback is Sent back to the Analysis Group Members and Instructor</b> | <b>Analysis Group Sends Final Written Case to Instructor</b>  | <b>In-Class Case Discussions, Field Presentations and small group meetings</b>    |
|-------------------------------|---|---|---|---|
| <b>Week of April 9 - 13</b>   |   |   | <b>Mon, 12 noon April 9</b><br>** Berry 1 and Berry 2 Submit Case #5 (TBA) to professor               | <b>Thur April 12</b><br>Case Discussion #5: Case TBA<br>Read Case # 6: TBA        |
| <b>Week of April 16 – 20</b>  | <b>Wed, April 18 9 PM</b><br><br>Apple 1 to Berry 2<br>Apple 2 to Berry 1 – Case # 6 (TBA)  | <b>Fri, April 20 12 noon</b><br><br>Berry 2 back to Apple 1<br>Berry 1 back to Apple 2              |   | <b>Thur April 19</b><br><br>Field Presentations<br>Citrus 2                       |
| <b>Week of April 23 - 27</b>  |   |   | <b>Mon, 12 noon April 23</b><br>** Apple 1 and Apple2 Submit analyses for Case # 6 (TBA) to professor | <b>Thur April 26</b><br>Case Discussion #6: Case TBA                              |
| <b>Week of Apr 30 - May 4</b> |   |   |   | <b>Thur May 3</b><br><br>Last Class!<br>Course Evals --<br>SW Inventory Paper Due |

## APPENDIX

### Explanation of Assignments

#### 1) . GROUP CASE ANALYSES ASSIGNMENT

##### 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, though the first case is an ungraded practice case. Subsequent to learning from the non-graded practice case, each small group will write analyses for two assigned cases, one before spring break and one after spring break. Students will also individually provide written feedback to other group members on two different cases. Though student groups will each only have two assigned case analyses during the semester, all students are expected to be immersed in critical thinking, analysis, and discussion for all six cases, even during the weeks when your group may not have to write or give feedback. 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.

##### Small Group Analyses Assignments and Due Dates (2 cases per group)

|                     | Small Group (3-4 students) | Small Group (3-4 students) | Assigned Case and Due Date   |
|---------------------|----------------------------|----------------------------|--|
| <b>Apple Group</b>  | Apple 1                    | Apple 2                    | <p><u>1<sup>st</sup> case: <i>In Good Faith</i> – final analysis due Mon 2/6 at noon; class discussion on 2/9</u></p> <p><u>2<sup>nd</sup> case: <i>TBA</i> – final analysis due on Mon 4/23 at noon; class discussion on 4/26</u></p> |
| <b>Berry Group</b>  | Berry 1                    | Berry 2                    | <p><u>1<sup>st</sup> case: <i>Private Charity</i> final analysis due on Mon 3/5; class discussion on 3/8</u></p> <p><u>2<sup>nd</sup> case: <i>TBA</i> – final analysis due Mon 4/9; class discussion on 4/12</u></p>                  |
| <b>Citrus Group</b> | Citrus 1                   | Citrus 2                   | <p><u>1<sup>st</sup> case: <i>Unusual Appeal</i> final analysis due Mon 2/20; class discussion on 2/23</u></p> <p><u>2<sup>nd</sup> case: <i>TBA</i> – final analysis due Mon 3/26;</u></p>  |

**Flow Chart for Analysis and Feedback Processes**

| Step 1  | Step 2  | Step 3   | Step 4  | Step 5  | Step 6  |
|---|---|--|---|---|---|
| <p>Student groups work together in class and on-line to prepare 1<sup>st</sup> draft of assigned case analysis</p> <p><b>By when:</b><br/>In our Thursday evening class and on-line</p> | <p>1st draft analysis is then submitted to each individual assigned to give feedback, and to the instructor</p> <p><b>By when:</b><br/>On-line, the following Wednesday by 9 pm</p> | <p>The individual students review and provide individual written feedback about 1<sup>st</sup> draft analysis to analysis group members, &amp; send copy of their feedback to the instructor</p> <p><b>By when:</b><br/>Friday (2 days later) by 12 noon</p> | <p>Analyses groups then revise based on feedback and <b><u>submit their final analysis copy to the instructor</u></b></p> <p><b>By when:</b><br/><b>***The next Monday by 12 noon -- see previous schedules for exact due dates</b></p> | <p>Instructors return graded analysis to small group members</p> <p><b>By when:</b><br/>Instructor will return graded final case analyses to groups by following Thursday class</p> | <p>*** Case discussion takes place in class</p> <p><b>By when:</b><br/>In the same class during which graded final case analyses are returned</p> |

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

**Overview of Written Procedures for Case Analysis**

- 1) In order to better learn the process for the semester, every student will individually write a case analysis of the non-graded practice case *Jim's License to Drive*. Students will be given information to help guide this initial practice analysis.
- 2) Thereafter, each student group will write a group analysis for two cases. See above calendar for assigned cases. **Information will be given in the following section as to how to organize and structure your group case analyses.**
- 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 among all group members. This process will be evaluated at the end of the semester to assess shared participation in each group.
- 5) Case analyses (both draft and final) are sent via Email to the instructor, so that credit can be given.
- 6) To receive feedback, groups **must** provide the first draft case analysis to their feedback group members **no later than 9 pm on the Wednesday before** the final due date, as per schedule described above.

- 7) Final case analyses must be completed and submitted (via e-mail) 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.**
- 8) **When groups submit their case analyses (draft or final), the file and e-mail subject heading should be labeled with the words: Final (or Draft) Case Analysis, the case name, your name, and your group (ie: Final Case Analysis, In Good Faith, Susan Jones, Apple 2 Group) .**
- 9) Include all group members' names on the written case analysis document.
- 10) \*\* Be sure to cc the instructor when sending your first draft for feedback, as well as when submitting your final group analyses.

### **Writing the Decision-Case Analyses (as a Group)**

Case analyses should be written by your group 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 three or four pages, double-spaced, if reduced to its most essential elements. In your analysis, please make sure that your group is incorporating relevant evidence and theory to substantiate the 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.

#### **Outline to Follow for Written Analyses:**

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 still submit an individual case analysis for this first practice case.

**For your individual practice (ungraded) case analysis, and for all the group case analyses that follow, use this 5 section outline of required components:**

1. **problem-formulation**
2. **contextual analysis (ie, what *external* factors, such as environmental, social, economic, cultural, and/or political factors may be influencing this case)**
3. **possible alternative strategies to resolve the problem(s) identified in 1**
4. **your recommended strategy chosen from alternatives**
5. **Over-all writing and citation style**

**Case analyses are limited to 700 - 1,000 words. (3 – 4 pages, double-spaced)**

### **How Decision-Case Analyses are Graded:**

In addition to providing edits and comments, professors will rate written case analyses using the same 5 part outline as above, or a similar matrix:

| <b>Case Analysis Evaluation Matrix</b>            |  |  |  |  |
|---|--|--|--|--|
| <b>1) Problem Formulation</b><br><br><b>5 pts</b> | <b>2) Contextual Analysis (External factors)</b><br><br><b>5 pts</b> | <b>3) Alternative Strategies</b><br><br><b>5 pts</b>   | <b>4) Recommended Strategy</b><br><br><b>5 pts</b>                 | <b>5) Writing Style</b><br><br><b>5 pts</b>                                |
| Accurate, clear, specific, concise, and useful    | Adequately addresses all important external issues                   | Several distinct and appropriate strategies, with well developed advantages and disadvantages for each | Explicitly resolves the problem(s) with the best outcomes possible | Compelling, clear, interesting, and with no grammatical or citation errors |

Each of the five indicators (problem formulation, contextual analysis, alternative strategies, recommended strategy, and writing style) is worth 5 pts each = 25 points in total. **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 as equally important to articulate.

## 2) . **INDIVIDUAL FEEDBACK ASSIGNMENT ABOUT CASE ANALYSES ( 2 x 5 pts = 10 pts)**

Another important component of this course will be for students to get and give feedback to each other on their case analyses. Feedback should help students refine and improve their written assignment, as well as provide incentive for them to reciprocate. Each of the two feedback assignments will be graded by the instructor on a 5 pt scale.

### **Procedure for Submitting Feedback:**

- 1) Students will individually submit feedback summaries on two cases. By the 1<sup>st</sup> – 2<sup>nd</sup> class of the semester students will know what two cases they will be giving feedback on, and the due dates for feedback on those 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 (usually 3-4 students).
- 3) Students must individually provide type-written case analysis feedback (single-spaced) 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. (See p 17 for specific components of written feedback)
- 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 back to the group with your feedback, label the file and e-mail subject heading with “Feedback”; the name of the case; your name; and your group’s name (ie, Feedback, *In Good Faith*, Susan Jones, Apple 2 group)**
- 6) Your full name and the student analysis group name should also appear on the feedback paper itself.
- 7) \*\* Be sure to cc the instructor when sending individual feedback back to your analysis group.

### **Process for Submitting feedback:**

To provide beneficial feedback (and also participate effectively in class discussions), students must study the cases carefully every week, including weeks when they do not provide feedback. Read and analyze cases before giving feedback (i.e., develop your own judgments and conclusions).

- 1) The maximum feedback score to an analysis group member would be 5. Therefore, each of the five elements used in the case analysis can receive a score of from 0 - 1 point, using a Word document. (To provide feedback from 0 – 1 you may use decimals: ie, .25, .5, .75) Feedback suggestions for additions or changes may be made in each category (see p 17 for specific ways to give feedback and scores)
- 2) Feedback provided by instructors during the initial weeks of the course will serve as a model for students to follow.
- 3) Students should utilize e-mail attachments for the transmission of analysis drafts and feedback.
- 4) Both case analysis drafts and feedback must be sent by the deadlines stated on p. 9 – 11.
- 5) Late feedback may receive no credit.



### Required Components of Written Feedback

Beneficial and constructive feedback should include comments in some or all of the following areas. These areas can then be applied to the 5 sections in the written case analysis (**problem formulation, contextual analysis, alternative strategies, recommended strategy, writing style**). Each area can receive points from **0 – 1 pts**.

**Note:** Feedback to decision-case group members is meant to be thoughtful and helpful. Please take it that way!

- A. **Identification of strengths and weakness of the section.** (ie, "list of alternative strategies (part 3) is truly excellent..." = 1.0 points)
- B. **Information regarding gaps that authors may have overlooked** and credibility/relevance of the literature and research cited for the area (ie "in contextual analysis (part 2) there are obvious community/economic issues related to labor unions, discussed in the case, that your analysis overlooked." = .25 )
- C. **Concrete, usable suggestions** (avoid general statements about quality or improvement). (ie, "under recommended strategy (part 4) authors might specify exactly how the relationship between the agency supervisor and his supervisee might be improved...." = .75 )
- D. **Suggestions regarding the content and flow 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? (ie, "You've outlined the problem formulation and contextual factors quite well, however, the alternative strategies do not seem to connect to the problem formulation in a logical way. Please clarify..." = .50
- E. **General assistance with writing** (e.g., grammar, spelling, sentence structure). (ie. "Sentence structure is too long and complex. Shorten and tighten sentence/paragraph structure so the analysis is more concise and clear. Also, a number of spelling errors..." = .50

### **3). Case Presentation From Field & Social Work Inventory (20 points)**

#### **Part One : Case Presentation from Field: (10 points)**

Each student will make a field case presentation in class (approx 10 minutes), and then lead class discussion related to the case (approx 15 minutes). This assignment will help you apply some of the case method skills you are learning in your field placement, as well as provide case material for your social work Inventory paper.

For this assignment, students will present to the class 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 brief written summary of the case (1-2 pages, single spaced) to distribute at the time of the presentation. Guidelines for presentation of case include:

- a. **brief description of the case situation**
- a. **Key issues/problems**
- b. **Description of your role in this situation and/or professional use of self**
- c. **Your critical thinking of the problem or issue and its possible resolution, including what theoretical social work frameworks and/or interventions may be used, and why.**
- d. **Develop at least two prompt questions that you would like addressed by your peers that will help you with this situation.**

#### **Part Two: Inventory Paper - 10-12 pages (10 points)**

The paper is intended to aid the student's 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 generally, as well as in terms of your field-based case presentation. 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.

#### **Section A 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. Consider how evidence-based practice may inform your social work practice. 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, as well as how evidence-based practice contributes to the efficacy and use of this model.

When you think of the knowledge and skills you have learned, what relevance or connection do they have to the field-based case you chose to present in class? What relevance may your knowledge and skills have to any of the decision-cases discussed and written about in our class this semester?

**Further Learning:** 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?

### **Section B Professional Use of Self**

The second part of the paper asks that you 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 *challenges or personal growth areas* that can potentially hinder your effectiveness in doing your work. 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.

Conclude with your plan for professional self-care, and for continuing professional development to achieve competence in professional practice.

The inventory should be double-spaced and word-processed, with a reference list for literature cited in the paper. It should use APA (6<sup>th</sup> Ed) citation style. Heading and subheadings should be used to denote the above components of the inventory. The paper should be from 10-12 pages in length.

### **How Inventory Paper will be Graded:**

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, including integration of how field case presented in class does/does not relate to student’s theoretical and practice perspectives
- Specificity of discussion and analysis
- Depth of discussion and analysis
- Professional writing skills

#### **4) . Contributions to Class Learning and Class Discussion ( 20 points)**

Your contribution to this success of this course is essential. Hence, you are expected to not only attend class regularly and on time, but actively contribute to the class discussions and learning in and outside the classrooms 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 questions)?
  - **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?
- 

#### **Optional Class 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.