

SW 383R PRACTICE I

UNIQUE 61490

FALL 2017

Class Meets: Thursdays 8:30 am to 12:30 pm in SW 2.118

Instructor: Professor Robin Smith, LCSW

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Office hours: Thursdays 1:00 pm to 2:00 pm & by appointment

Course Description

This course provides an introduction to social work practice methodology and professional use of self from a generalist perspective. It will provide you with the basics for working with diverse individuals, families, groups, organizations and communities. It is taught in conjunction with Field I, and students are expected to try out newly acquired knowledge, values and skills in field. By the end of this course, you should be able to...

1. Identify and begin to apply social work values and principles of **ethical decision making** as articulated by the NASW Code of Ethics.
2. Demonstrate an understanding of **professional use of self** and awareness of professional values in the development and maintenance of purposeful, problem solving relationships with multiple levels of client systems, as well as agency staff, other professionals and community members.
3. Utilize **professional communication skills, supervision and consultation** in the effective and ethical provision of services to diverse individuals, families, groups, organizations and communities.
4. Demonstrate an understanding of **the impact of organizational and community context** on service delivery through the in depth analysis of the assigned field agency.
5. Demonstrate **knowledge of the historical roots** and major developments of the social work profession and its commitment to social and economic justice.
6. Systematically apply an **eco-systems framework** to engage client systems in identifying goals, and in analyzing, implementing and evaluating interventions.
7. Recognize the influence of socioeconomic status, age, developmental level, gender, culture, race, ethnicity, physical status, sexual orientation and spiritual beliefs – **diversity** - on assessment, intervention and evaluation at all levels of practice.
8. Demonstrate familiarity with **basic concepts and methodology** related to work with small groups in agency, organization & communities.
9. Identify the importance of **empirically based knowledge** to evaluate & improve practice, policy and social service delivery.

How will I learn?

I teach using a variety of methods with an emphasis on experiential learning for the purpose of building skill and confidence. The generalist nature of the course content requires a didactic approach as well. Therefore, PowerPoint lectures, role-plays, videos, class discussions, small group and dyad exercises, and guest speakers will all be utilized.

For success in this class, you must be willing to participate and take risks and be willing to “stretch” out of you comfort zone. You are expected to ask questions when expectations are unclear, provide me with constructive feedback in a timely manner and meet with me individually as needed and/or when requested.

Student Rights & Responsibilities

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality
- You have a right to meaningful and equal participation, to self-organize into small groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others. Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

If anything is getting in the way of your learning, please let me know as soon as possible so we can discuss it!

Course Requirements

Required Textbook:

Hepworth, D. H., Rooney, R.H., Rooney, G.D., & Strom-Gottfried, K. (2017). Direct social work practice: Theory and skills (10th ed.). Cengage Learning, Boston MA.

Articles and Podcasts are assigned weekly to supplement the text. They can be found on Canvas with this link:

https://utexas.instructure.com/courses/1209031/modules#module_1123285

Attendance and Participation (10 points):

Being a self-motivated, lifelong learner is essential to becoming a strong social work professional. It is also critical that you practice new skills and learn to work effectively with other social work professionals. Therefore, consistent attendance (you come every time, on time, and stay until dismissed), demonstrated preparation (you complete the required readings before class) and regular participation (you share insights, ask relevant questions, and contribute to exercises) are expectations of this course. I do not excuse absences. It is up to you to decide whether missing class is worth the point deduction. I do ask that you communicate in a timely manner your absence, tardy or early departure. Email communication is preferred.

Students are expected to practice professional behavior in class. This includes, but may not be limited to, paying attention to lectures and fellow students during discussions, showing respect for opinions that may differ from your own, and communicating with the professor and others in a professional manner. We will use some class time to discuss what constitutes a civil classroom. On occasion, you will be required to complete a pop quiz or written exercise in class. These must be turned in before leaving for the day. **Because of their distraction potential, all electronic devices – including laptops - must be put away/silenced during class unless their use is requested by the professor for a class exercise, or their use supports a documented disability.**

Attendance and participation points will be deducted in the following manner:

Absence 1 will result in a loss of 0 points as long as you communicate with me in a timely and professional manner

Absence 2 will result in a loss of 2 points

Absence 3 will result in a loss of 3 points

Tardies and early departures will result in a loss of 1 point each time unless excused by Prof. Smith

Distracted or disrespectful behavior in class will result in a loss of 1 point each time

Poor performance on a written class exercise, or failure to turn one in, will result in the loss of 1 point each time

A pattern of absences or late arrivals/early departures, or lack of preparation/participation may result in disciplinary action.

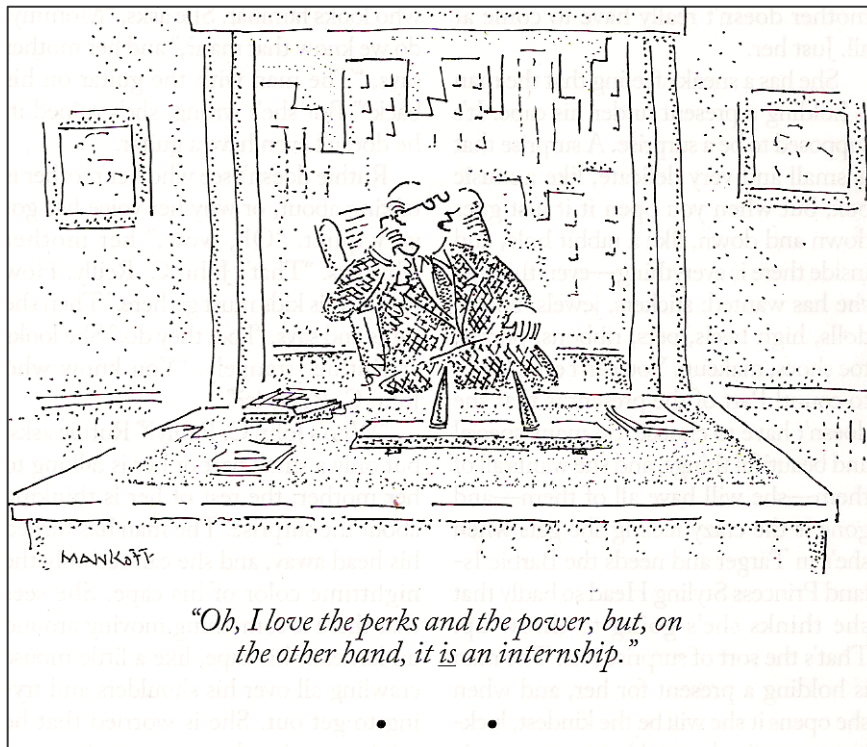
Assignments:

1. **Two Quizzes (Relates to learning outcomes 1 - 9):** To reinforce key concepts from the readings, you will complete two quizzes outside of class, one at mid-semester and one at the end of the semester. Each quiz will be made up of approximately 5 short answer/essay type questions and will cover the readings assigned before the quiz due date. Quizzes will be posted in Canvas one week prior to the due date. See course outline below & Canvas for due dates. Each quiz is worth 10% of grade.
2. **Agency Analysis (Relates to learning outcome 4):** To familiarize you with your field agency at a deeper level, and to strengthen your critical thinking about social work at the organizational level, you will write a paper examining your field agency's structure and ability to meet clients' needs. Guidelines with grading rubric and due date can be found in Canvas. 20% of grade.

3. **Video Project (Relates to learning outcomes 1, 2 and 3):** To help you improve your interviewing and assessment skills, and your ability to give and receive feedback, you will video record yourself and a student partner doing an initial client interview. After reviewing your video and receiving feedback from a small group of classmates, you will reflect on the experience in a paper. Guidelines with grading rubric and due date can be found in Canvas. 20% of grade.
4. **Client Assessment with Case Analysis (relates to learning outcomes 6, 7 and 9):** To strengthen your ability to gather, analyze and synthesize client data, you will choose a client from your caseload in field and complete a multi-dimensional assessment on him/her/them. To improve your ability to connect private troubles with public issues, relate ethics to practice, and utilize professional use of self, you will also complete an in-depth analysis of your case. Guidelines with grading rubric and due date can be found in Canvas. 30% of grade.

The following table summarizes how you will demonstrate your learning and how each assignment is weighted:

| Assignments | Points possible | Percent of Total Grade |
|---|-----------------|------------------------|
| 1. Class Attendance & Participation | 10 | 10 |
| 2. Quiz 1 | 10 | 10 |
| 3. Quiz 2 | 10 | 10 |
| 4. Agency Analysis | 20 | 20 |
| 5. Video Project | 20 | 20 |
| 6. Client Assessment with Case Analysis | 30 | 30 |
| Total: | 100 | 100 |



Course Outline

All instructions, assignments, readings, rubrics and essential information will be on the Canvas website at <https://utexas.instructure.com/courses/1209031>. Check Canvas regularly and use it to ask questions about the course schedule. **Changes** to the schedule may be made at my discretion and if circumstances require. It is your responsibility to note these changes when announced (although I will do my best to ensure that you receive the changes with as much advanced notice as possible).

| Week | Date | Class Topic | Readings due by class time | Assignments are due the Friday after class by noon |
|------|-------|---|---|---|
| 1 | 8/31 | Overview of Practice I Making Social Work History | Reading from Field Engagement | Nothing due |
| 2 | 9/7 | Values of the Profession, SW Roles, Evidence Based Practice | 1. Hepworth Chapters 1, 2 & 3 2. SW Podcast | Journal 1 |
| 3 | 9/14 | Ethical decision making, dual relationships | 1. Hepworth Chapter 4 2. Reamer article 3. Congress article | Journal 2 |
| 4 | 9/21 | Mezzo & Macro Practice, Principled Negotiation, Impact of Environment | 1. Hepworth Chapter 14 2. Lens article 3. Saleebey article | Journal 3 Learning Contract |
| 5 | 9/28 | Empathic Responding, Use of Self, "Tuning In" | 1. Hepworth Ch 5 2. Shulman article 3. Dewane article | Journal 4 - FREEBIE Agency Analysis |
| 6 | 10/5 | Effective communication, broaching the subjects of race, ethnicity & culture | 1. Hepworth Chapters 6 & 7 2. Day-Vines, et al. article | Journal 5 Process Recording I |
| 7 | 10/12 | Assessment process & product, documentation | 1. Hepworth Ch 8 2. Austrian article 3. Sidell reading | Journal 6 Mid semester evaluation |
| 8 | 10/19 | Assessing multiple dimensions, special assessments | 1. Hepworth Ch 9 2. Hodge article 3. Lukas article | Journal 7 - CREATIVE Quiz I due |
| 9 | 10/26 | Assessing diverse groups and families Guest Speaker | 1. Hepworth Ch 10 2. Congress article | Journal 8 Process Recording II |
| 10 | 11/2 | Video Feedback Groups (class does not meet, students only attend small group) | No reading | Video due by feedback group Journal 9 – FREEBIE Video Project Paper |
| 11 | 11/9 | Contracting, developing goals, interventions | 1. Hepworth Chapters 12 & 13 2. DeJong & Miller article | Journal 10 |
| 12 | 11/16 | Additive empathy and confrontation, stages of change model | 1. Hepworth Ch 17 2. SW Podcast | Journal 11 Process Recording III |
| 14 | 11/30 | Over & Under involvement with clients, Working effectively across cultures, Termination | 1. Hepworth Chapters 18 & 19 2. Velasquez article | Journal 12 - FREEBIE Client Assessment w/ Case Analysis |
| 15 | 12/7 | Last Class – Pot Luck | No reading | Self-Reflection Narrative Quiz 2 (Field Hours & Final Evaluation are due by 5:00 on Monday Dec. 11 th unless otherwise arranged) |

Class Policies

Social work students must adhere to the Student Standards for Professional Conduct of the UT School of Social Work and the NASW Code of Ethics and assume responsibility for their own conduct.

Find the MSSW Handbook at <http://www.utexas.edu/ssw/current/forms/>

Find the MSSW Graduate Guide to Field at <http://www.utexas.edu/ssw/field/forms/>

Professional Conduct in Class: The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

Student Privacy & Confidentiality: Class discussions or role plays can on occasion bring up strong emotions or raise issues of a personal nature. For student privacy, it is recommended that students not discuss matters of a highly sensitive nature in class. If you need to talk, come see me after class. Your privacy and confidentiality will be protected unless the matter must be reviewed by the School of Social Work or must be reported by law (please refer to the MSSW Handbook and Title IX requirements). I will connect you with resources in the community if your personal needs exceed what can be provided by me or by UT services.

Client Privacy & Confidentiality: If class work prompts you to reflect on past or current client contact, and sharing information about that contact is necessary for the learning process, it is your professional obligation to protect the client's privacy and confidentiality as much as possible by sharing judiciously and anonymously (this applies to information shared about staff at your field agency as well).

Classroom Civility: A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues.

Personal Pronoun Preference: Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Policy on Social Media and Professional Communication: Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including **any** information that might lead to the identification of a client or compromise client confidentiality in **any** way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as the University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

Unanticipated Distress: Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the instructor. The instructor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students can contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

Grading Policies

If you are confused by a grade or the feedback you receive on an assignment, make an appointment to meet with me. I enjoy talking face to face with students about how they can improve and may give some credit back. If a student has demonstrated strong class participation and professionalism throughout the semester, I round up any fractional point totals. For instance, a 93.2 (A-) point total would become a 94 (A).

Assignments are all due to Canvas on Fridays by 12:00 noon (the only exception being the video portion of the video project which is due by the date your feedback group meets). Assignments turned in after noon on the Friday due date are considered late. Students will lose 5% of the assignment point value per calendar day that an assignment remains un-submitted. On subsequent days, papers must be submitted to Canvas by noon to avoid the additional 5% penalty. If you anticipate a problem turning in an assignment on time, please contact me in advance of the due date to discuss an adjusted due date. **You have one free late day per semester to be used at your discretion, but you must indicate in Canvas that you are using your "pass" when you submit the assignment for it to be applied.**

| Grade | Cutoff |
|-------|--------|
| A | 94% |
| A- | 90% |
| B+ | 87% |
| B | 84% |
| B- | 80% |
| C+ | 77% |
| C | 74% |
| C- | 70% |
| D | 65% |
| F | <65% |

A grade of C- or below = class failed/no credit

University Policies

Academic Integrity: Each student in the course is expected to abide by the University of Texas Honor Code: "As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity." Plagiarism is taken very seriously at UT. Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT's Academic Honesty and the University Honor Code which can be found at the following web address: http://deanofstudents.utexas.edu/sjs/acint_student.php

Q Drop Policy: If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

Policy on Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

Use of Class Materials: The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

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://diversity.utexas.edu/disability/>.

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

Use of E-Mail for Official Correspondence To Students: Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time- sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>

University Resources for Students: Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. There are also a range of resources on campus:

Services for Students with Disabilities: This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact. Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329- 3986 (video phone). <http://ddce.utexas.edu/disability/about/>

Counseling and Mental Health Center: Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. <http://www.cmhc.utexas.edu/individualcounseling.html>

Other Resources:

ITS: <http://www.utexas.edu/its/>

Libraries: <http://www.lib.utexas.edu/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

Writing Resources and Support: <https://www.lib.utexas.edu/services/writing>

Important Safety Information: If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns. **The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>**

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at:
www.utexas.edu/emergency