

**THE UNIVERSITY OF TEXAS AT AUSTIN**  
**SCHOOL OF SOCIAL WORK**  
Fall 2015

**Course Syllabus for:** SW 383R Social Work Practice I  
Unique number 60605  
Thursdays 4:30p – 7:30p  
Room 2.112

**Course Instructor:** Robin M. Smith, LCSW  
Office Phone: 512-471-3438  
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Office Hours: 2:00p to 3:00p Thursdays & by appointment

***You can't lead the people if you don't love the people. You can't save the people if you won't serve the people.***

**Cornel West**

**I. STANDARDIZED COURSE DESCRIPTION**

This course provides an introduction to social work practice methodology and professional use of self from a generalist perspective for social work practice with diverse individuals, families, groups, organizations and communities in conjunction with field education.

**II. REQUIRED TEXTS**

1. ***Generalist Social Work Practice: Intervention Methods***, by Walsh, J. Brooks/Cole Cengage Learning, Publisher.
2. Assigned articles and podcasts will be posted on Canvas.

**III. COURSE OBJECTIVES**

Upon completion 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 **(PB 2, 8)**;
2. Demonstrate an understanding of professional use of self and awareness of personal values in the development and maintenance of purposeful, problem solving relationships with multiple levels of client systems, as well as cooperative and constructive relationships with agency staff, other professionals and community members **(PB 2, 3, 7)**;
3. Utilize professional communication skills, supervision and consultation in the effective and ethical provision of services to diverse individuals, families, groups, organizations and communities **(PB 2, 5, 6, 30)**;
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 **(PB 29, 36)**;
5. Demonstrate knowledge of the historical roots and major developments of the social work profession and its commitment to promote social and economic justice for populations at risk **(PB 5, 8)**;
6. Systematically apply an eco-systems framework to engage client systems in identifying target

systems and goals, and in analyzing, implementing and evaluating interventions that enhance client system strengths, capacities, assets and resources in relation to their environment (**PB 33, 34, 38, 39**);

7. Recognize the influence of socioeconomic status, age, developmental level, gender, culture, race, ethnicity, physical status, sexual orientation and spiritual beliefs on assessment, planning, intervention and evaluation at all levels of practice (**PB 32, 33, 34, 38**);

8. Demonstrate familiarity with basic concepts and methodology related to work with small groups in agency, organization and community settings (**PB 29, 31, 35, 36**);

9. Identify the importance of empirically based knowledge to evaluate and improve practice, policy and social service delivery (**PB 35, 36, 37**).

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.

**EP 2.1.1 Identify as a professional social worker and conduct oneself accordingly:**

**PB2** Practice personal reflection and self-correction to assure continual professional development

Objectives: 1, 2 and 3

Assignment: Video Project, Client Case Assessment & Analysis, Values & Ethics Self-Assessment, In-class ethics exercise, reading review

**PB3** Attend to professional roles and boundaries

Objectives: 2

Assignment: Agency Analysis, In-class exercises, reading review

**PB5** Engage in career-long learning

Objectives: 3 and 5

Assignment: Assigned Readings, Agency Analysis, Video Project, extra credit

**PB6** Use supervision and consultation

Objectives: 3

Assignment: Video Project & Client Case Assessment, Ethics & Values Self-Reflection

**EP 2.1.2 Apply social work ethical principles to guide professional practice:**

**PB7** Recognize and manage personal values to allow professional values to guide practice

Objectives: 2

Assignment: In-class values exercise, reading review, Case Analysis, Values and Ethics Self-Assessment

**PB 8** Make ethical decisions by applying NASW Code of Ethics and, as applicable, IFSW/IASSW ethical principles

Objectives: 1 and 5

Assignment: In-class values exercise; In-class ethics exercise; Values & Ethics Self-Assessment

**EP 2.1.10a. Engagement:**

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

Objectives: 4 and 8

Assignment: Agency Analysis, in-class exercises, Case Assessment

**PB 30** Use of empathy and other interpersonal skills

Objectives: 3

Assignment: Video Project & Case Assessment, In-class exercises

**PB31** Develop a mutually agreed-on focus of work and desired outcomes

Objectives: 8

Assignment: Video Project, Case Assessment, in-class exercises

**EP 2.1.10b. Assessment:**

**PB 32** Collect, organize, and interpret client data

Objectives: 7

Assignment: Video Project, Case Assessment & Analysis, In-class exercise

**PB 33** Assess client strengths and limitations

Objectives: 6 and 7

Assignment: Video Project, Case Assessment, In-class exercise

**PB 34** Develop mutually agreed-on intervention goals and objectives

Objectives: 6 and 7

Assignment: Video Project, Case Assessment, In-class exercise

**PB35** Select appropriate intervention strategies

Objectives: 8 and 9

Assignment: Video Project, Case Assessment, in-class exercise

**EP 2.1.10c. Intervention:**

**PB36** Initiate actions to achieve organizational goals

Objectives: 4, 8 and 9

Assignment: Agency Analysis

**PB37** Implement prevention intervention that enhances client capacities

Objectives: 9

Assignment: Video Project, Case Assessment & Analysis

**PB 38** Help clients resolve problems

Objectives: 6 and 7

Assignment: Video Project, Case Assessment & Analysis, Principled Negotiation exercise

**PB39** Negotiate, mediate, and advocate for clients

Objectives: 6

Assignment: Video Project & Case Assessment, Principled Negotiation exercise

**IV. TEACHING METHODS**

A variety of teaching methods will be utilized in this course, including: lectures, class discussions, experiential learning through simulations and role plays, case examples, student presentations, small group process and guest lecturers. The assignments are carefully designed to support the learning objectives for this course, and to help you hone and successfully apply your interpersonal skills, improve your awareness of the context in which client issues occur, shape your development as an emerging professional, and sharpen your writing skills and self-awareness.

**Canvas** is a very important extension of the classroom and is used for readings, grades, email and class communications. You must have access to a computer and check your email and Canvas regularly. If you do not have a computer with Internet access, computers are available for your use at the Social Work Learning Center (LRC) in the basement of the SSW building, the Flawn Academic Center and campus and public libraries. Computers with text readers are available. Contact Canvas Help for assistance, 1-855-308-2494.

**V. COURSE GRADING**

You will be graded on performance in the following areas for a total of 100 possible points: Attendance 5 points; Class Participation 25 points; Values & Ethics Self-Assessment 10 points; Agency Analysis Paper 15points; Video Role Play Project 20 points; Case Assessment and Self-Reflection Paper 25 points. Assignments will be graded and returned as soon as possible (approximately one week from the time of submission for small assignments, approximately two weeks for larger assignments) and grades will be posted on Canvas. Keep up with your own grade tally and check in with me if you're unsure about your participation grade. *"A" work is work that is excellent in quality and clearly shows the student's efforts to go above and beyond the basic requirements.* The following graduate grading scale will be used to determine your final letter grade for the course:

94.0 and Above	A	
90.0 to 93.999	A-	
87.0 to 89.999	B+	
84.0 to 86.999	B	
80.0 to 83.999	B-	
77.0 to 79.999	C+	
74.0 to 76.999	C	
70.0 to 73.999	C-	(Class failed/no credit)
67.0 to 69.999	D+	
64.0 to 66.999	D	
60.0 to 63.999	D-	
Below 60.0	F	

Students who were admitted to the MSSW program on a conditional basis are not able to take an incomplete for this course if the conditions for admission are still in place.

## VI. COURSE REQUIREMENTS

### A. Attendance (5 points)

Regular attendance is critical to getting as much as possible out of Practice I since much of what we learn is reinforced in class with discussion and role-plays. Points will be deducted as follows:

First absence	No deduction with timely email
	- 1 point without timely email
Second absence	- 2 points
Third absence	- 3 points

Excessive absences (more than 3) may result in disciplinary action.

### B. Participation (25 points)

Participation credit will be earned multiple ways:

**Reading Reviews (15 points):** You are expected to complete the reading assignments each week in order to be prepared for class. To help with comprehension and prompt critical thinking, there will be a five-question reading review to complete for that week's assigned reading/listening. I will request that you turn in a reading review four times during the semester and submission dates will not be announced prior to class. Each reading summary will be worth a maximum of 5 points. They may be handwritten as long as your handwriting is legible. Reviews can be turned in in class or by email. The lowest score of the four will be dropped.

**Practice Assessment (5 points):** Students will do a brief assessment write-up in class and turn it in for credit and feedback.

**Engaged participation in class (5 points):** Students who consistently show up on time and regularly make a positive contribution to the class will earn 5 points. Behaviors that will lead to deductions:

Checking email, texting, repeated side talking, checking out, pattern of returning late from break or other unprofessional behavior in class	- 1 point
Each unexcused tardy or early departure	- 1 point

Excessive tardies and/or early departures – excused or otherwise – may result in disciplinary action.

**Extra credit (3 points max):** Earn extra participation credit by attending one approved social work lecture or workshop (Otis lecture, Fairbanks lecture, Poverty Simulation, Liz Carpenter Plan II lecture - others to be announced and other events will be considered, please consult me) and writing a brief (half page, single spaced) summary of the event and what you learned. Event cannot be dual purpose (something you're already required to attend for another class or for field). Write-up must be completed and turned in by last class day, no exceptions.

### **C. Values and Ethics Self-Reflection (10 points)**

This assignment is designed to familiarize you with the NASW Code of Ethics principles and standards, and to prompt an examination of your potential values conflicts. Referencing the Code of Ethics, answer questions (5 pages) about principles and standards that might pose a challenge for you. Specific guidelines will be posted on Canvas. See calendar for due date.

### **D. Agency Analysis (15 points)**

This assignment is designed to help you become more familiar with your host agency. In a 7-8 page double spaced paper, describe the particulars of your agency (structure, mission, funding, client population, etc.) and its ability to meet the needs of a diverse population; the role of social workers in the agency; and your impressions of the agency as a newcomer. Specific guidelines will be posted on Canvas. See calendar for due date.

### **E. Video Project (20 points)**

This assignment is designed to help you improve your interviewing and assessment skills, as well as improve your self-awareness and ability to give and receive feedback. Guidelines will be posted on Canvas. See calendar for due date. This assignment has two parts:

- 1. Video & feedback group (10 points).** Choose a student partner. He/she will play a client typical of your agency; you will play yourself. It is OK to work out details of the role play together, but do not script the interview. Interview your partner as if you were doing an initial assessment of him/her for 20 minutes. Once you've recorded your interview, review it and upload it to Canvas. Choose a short segment (5 minutes) from the video to show to your feedback group. Come prepared to provide and receive feedback with a small group of classmates. You only come to your group; class does not meet as a whole on this day.
- 2. Self-Reflection (10 points).** Reflect on the experience of interviewing your "client" and observing yourself in action by writing a 5-6 page double spaced typed paper.

### **F. Case Assessment & Analysis (25 points)**

This assignment is also intended to strengthen your assessment skills. Choose a client from your student caseload. Using information gathered from your interviews with the client, collateral information and agency records, write a 7-8 page double spaced assessment using the format provided. After completing the assessment, answer the analysis questions provided in a 7-8 page double spaced paper. Specific guidelines will be posted on Canvas. See calendar for due date.

## **VII. 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 (found in the MSSW Handbook, see web addresses below) 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/>**

**Find this syllabus at <http://www.utexas.edu/ssw/eclassroom/> and on Canvas**

Professional behavior is expected of all students both in research and in the classroom. Professional behavior in the classroom includes the following:

**A. Attendance and Participation:** The success of the course is dependent upon students assuming an active role in class discussions. Attendance and participation for the entire three hours of class are expected of all students. Students who fail to attend class on a regular basis (missing more than three classes without a valid excuse, e.g., medical documentation) may be dropped from the course.

**B. Managing due dates:** Assignments are due to Canvas on the date/time provided for each assignment (see calendar). Papers turned in later than 30 minutes after the due time are considered late. Assignments will lose 5% of the original point value per calendar day that an assignment is late. On subsequent days, papers must be submitted by 5:00 p.m. to avoid an additional 5% penalty. Late papers must be submitted to Canvas. Any adjustments in assignments due dates and/or examination **MUST** be discussed with the instructor at least 48 hours **PRIOR** to the scheduled due date. **Students have one “free” late day per semester to be used at their discretion.**

**C. Respect for Colleagues:** Part of professional accountability includes treating others with respect and courtesy. Within the class this entails listening to the opinions and concerns of others with openness, offering suggestions and ideas in a positive and respectful manner, and willingness to promote group cohesiveness in the learning environment. Managing technology (cell phones, laptops) is a significant way to demonstrate respect for colleagues and the learning. Students are expected to limit technological distractions from the class focus. Lack of demonstrated respect for colleagues will lead to loss of participation points.

**D. Concerns about grade:** Students with concerns or questions about grades are encouraged to discuss these with the instructor. Students with concerns related to equitable distribution of work on a group project should first give the colleague in question a chance to address the concerns. If significant concerns remain, the student(s) is encouraged to approach the instructor during the assignment’s development process. The instructor will not consider grade revisions beyond two weeks after the assignment was returned to the student.

**E. Papers:** Students are expected to produce high quality written work in terms of appearance, style, and content (see individual assignment guidelines and writing rubric for details). Papers submitted subsequent to the due date/time will be penalized (see above). When using information from other sources to complete a paper, references and the bibliography should conform to current APA style (refer to School of Social Work handout). Instances of plagiarism will be dealt with according to University policy (see below).

**F. Feedback:** You will have at least two formal opportunities – mid semester and end of semester – to give anonymous feedback about the course, and a number of informal opportunities throughout the semester during class. I encourage you to participate in this process by giving thoughtful, constructive and specific feedback. Not only is it helpful to me as the instructor, it helps future students and is a great way to practice giving constructive feedback, a useful skill in direct practice with clients.

**G. Student Privacy & Confidentiality:** Class discussions or role plays can on occasion bring up strong emotions or raise issues of a personal nature. For your own privacy, please avoid discussing sensitive personal matters in class, and, if you choose, talk with me instead. I will respect and protect your confidentiality/privacy unless the matter must be reviewed by the School of Social Work or must be reported by law (please refer to the MSSW Handbook). I am happy to connect you with resources in the community if your personal needs exceed what I can provide as your instructor.

**H. Client Privacy & Confidentiality:** If your class work causes you to reflect on past or current client contact, and sharing information about that contact is necessary for your learning process, please remember to protect the client's privacy and confidentiality by sharing information judiciously and anonymously.

**I. Academic Withdrawals:** Students who cannot, for any reason, complete the course are advised to withdraw in order to avoid a failing grade (C-or below). The instructor will not withdraw a student unless specifically requested to do so by the University.

## VIII. UNIVERSITY POLICIES

**THE UNIVERSITY OF TEXAS HONOR CODE.** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

**PROFESSIONAL CONDUCT IN CLASS.** The 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.

**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.

**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 [www.utexas.edu/student/cmhc/](http://www.utexas.edu/student/cmhc/).

**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.

**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://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 e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time- sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

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



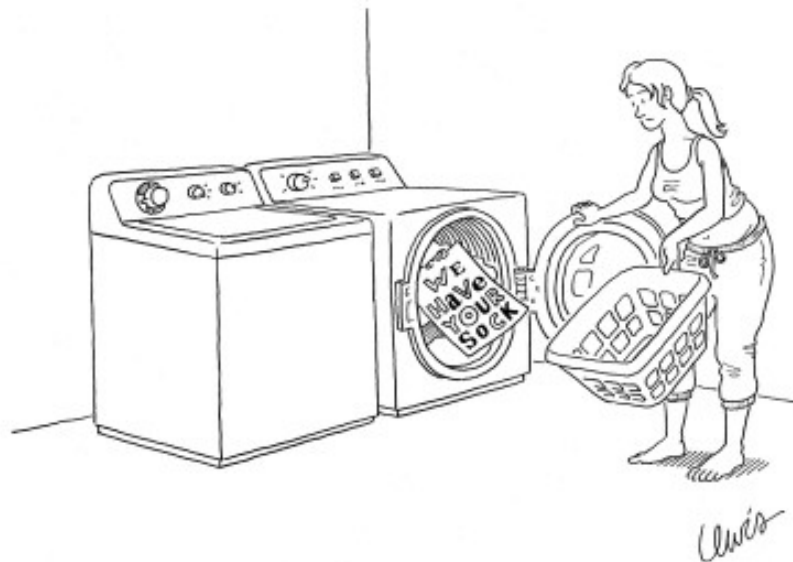
Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

**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 are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

#### **IX. Changes to Syllabus Disclaimer**

The instructor reserves the right to modify this syllabus as needed to correct errors and to best meet the learning objectives of the class. Changes will only be made when necessary and if they are made at all, students will be notified promptly.



We also have your life. At least you'll get that back.

**SW 383R Fall 2015 Course Calendar**

**Section 60605**

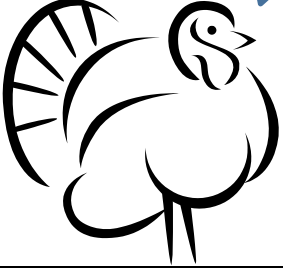
**Instructor: Robin Smith, LCSW**

The following is a general guide to the 15-week fall 2015 semester. The instructor reserves the right to modify the calendar as needed to correct errors, to better meet learning objectives and to accommodate guest speakers and in-class discussions and tasks. Changes will be made only when necessary and, if made, students will be notified in class or by email. Please check Canvas & email regularly for updates.

<b>Date/Topic</b>	<b>Reading Assignments for Practice I</b>	<b>Due for Practice I</b>	<b>Due for Field I</b>
<b>WEEK 1</b> Aug 27  Introduction to Generalist Practice	None	None	None
<b>WEEK 2</b> Sep 3  Elements of Generalist Practice & Intro to Ethics	Walsh Ch 1  Zur - The Ethical Eye  Congress – ETHIC model of decision making	Reading review?	<b>JOURNAL 1</b> Journals are due every Friday by 5:00 to Canvas
<b>WEEK 3</b> Sep 10  Evidence Based Practice	Walsh Ch 2  SW Podcast – The Process of Evidence Based Practice	<b>Values &amp; Ethics Self-Assessment Paper</b> <b>Due Monday 9/14 by 5:00</b>	<b>FREEBIE JOURNAL!</b>
<b>WEEK 4</b> Sep 17  General Practice at the Organizational Level	Walsh Ch 11  Lens - Principled Negotiation	Reading review?	<b>JOURNAL 3</b>  Field hours target: 64
<b>WEEK 5</b> Sep 24  Communicating with Empathy & Authenticity	Walsh Chs 3 & 4  Faber & Mazlish – How to Talk So Kids Will Listen & Listen So Kids Will Talk	Reading review?	<b>JOURNAL 4</b>  Process Recording 1
<b>WEEK 6</b> Oct 1  Counterproductive Communication & Cultural Competence	Hepworth Chs 6 & 7  Day-Vines, et al. - Broaching the subjects of race, ethnicity and culture during the counseling	<b>Agency Analysis Paper</b> <b>Due Mon 10/5 by 5:00</b>	<b>FREEBIE JOURNAL!</b>

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Date/Topic	Practice I Readings for Class	Practice I Assignments Due	Field I For Seminar
<b>WEEK 7</b> <b>Oct 8</b> <b>Assessment in Generalist Practice</b>	<b>Walsh Ch 8</b>  <b>Austrian – Guidelines for Conducting a Psychosocial Assessment</b>	<b>Reading review?</b>	<b>JOURNAL 6</b>
<b>WEEK 8</b> <b>Oct 15</b>  <b>Special Assessments</b> <b>Suicide</b> <b>Spiritual</b>	<b>SW Podcast – The CASE Approach with Shawn Shea, MD</b>  <b>Hodge – A Template for Spiritual Assessment</b>	<b>Reading review?</b>	<b>JOURNAL 7</b>  <b>Field hours target: 128</b>
<b>WEEK 9</b> <b>Oct 22</b>  <b>Theories for Generalist Intervention</b>	<b>Walsh Ch 5 &amp; 6</b>  <b>DeJong &amp; Miller – How to Interview for Client Strengths</b>	<b>Reading review?</b>	<b>JOURNAL 8</b>  <b>Process Recording 2</b>
<b>WEEK 10</b> <b>Oct 29</b>  <b>Community and Social Support Theory</b>	<b>Walsh Ch 7</b>  <b>Saleebey – The Power of Place</b>	<b>Reading review?</b>	<b>JOURNAL 9</b>
<b>WEEK 11</b> <b>Nov 5</b>  <b>Use of Self</b>	<b>Shulman – The Preliminary Phase of Tuning In</b>  <b>Dewane – Use of Self</b>	<b>Reading review?</b>	<b>JOURNAL 10</b>
<b>WEEK 12</b> <b>Nov 12</b> <b>Video Feedback Groups</b>  <b>2:00 - 4:00 Group 1</b> <b>5:00 - 7:00 Group 2</b> <b>7:30 – 9:00 Group 3</b>		<b>Role Play Project</b> <b>Video due on this date for viewing. Papers due Monday 11/5 by 5:00</b>	<b>FREEBIE JOURNAL!</b>  <b>Field hours target: 192</b>
<b>WEEK 13</b> <b>Nov 19</b>  <b>Managing Barriers to Change</b>	<b>Hepworth Ch 18</b>  <b>SW Podcast – The Stages of Change Model</b>	<b>Reading review?</b>	<b>JOURNAL 12</b>  <b>Process Recording 3</b>

<b>WEEK 14</b> <b>Nov 26</b> 			
<b>WEEK 15</b> <b>Dec 3</b> Last Class Pot Luck Dinner		<b>Case Assessment &amp; Analysis Paper</b> <b>Due Mon 11/7 by 5:00</b>	<b>In lieu of Journal 13:</b> <b>Self Reflection for</b> <b>Field I due</b>  <b>Field hours total = 240</b>

I am made of tofu

**THANKSGIVING HOLIDAY**

**Have a delightful, relaxing winter break. You've earned it!**

## References for Practice I

- Austrian, S. (2009). Guidelines for conducting a biopsychosocial assessment. In *Social Worker's Desk Reference* (2<sup>nd</sup> ed., pp. 376-380). New York, NY: 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), 1-22.
- Cournoyer, B.R. (2004). *The evidence-based social work skills book*. Boston, MA: Pearson Education, Inc.
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