

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course Number:	383R	Instructor's Name/email:	Barbara Anderson, LCSW barbara.a@mail.utexas.edu Email is preferred means to contact professor
Unique Number:	60585/60620	Office Number:	3.124E
Semester:	Fall 2015	Office Phone:	512/232-7118 office (least effective means of contact) Emergencies: 512/289-8910 (cell) or 512/476-3369 (home)
Meeting Time/Place:	8:30-11:30 Wednesdays 2.132	Office Hours:	Wednesdays 12:30 (except days of faculty meetings- 9/09, 10/07, 11/04, 12/09) and by appt.
		TA's name/email:	

SOCIAL WORK PRACTICE I

I. Course Description

This course provides an introduction to social work practice methodology and the professional use of self in combination with the generalist practice approach to social work with individuals, families and groups, within the context of organizations and communities.

Prerequisites: This course must be taken concurrently with Field Instruction I. It is either taken with or after Basic Dynamics of Organizations and Communities, Basic Dynamics of Individuals and Families and Social Policy I. It is a prerequisite for Social Work Methods II and Field Instruction II.

II. Course Objectives

Upon completion of this course, students will 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](#) (PB2,8);
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 (PB29,36);
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 (PB5,8);
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 (PB33,34,48,39);
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 (PB29,31,35,36);
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 Role-Play, Self -Assessment and Ethics Brief Assignment

PB3 Attend to professional roles and boundaries

Objectives: 2

Assignment: Agency Analysis and Presentation, Video Role-Play

PB5 Engage in career-long learning

Objectives: 3 and 5

Assignment: In Class Discussion

PB6 Use supervision and consultation

Objectives: 3

Assignment: Video Role Play

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: Ethics Brief Assignment

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 Exercises and Discussion, Ethics Brief Assignment

EP 2.1.10a. Engagement

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

Objectives: 4 and 8

Assignment: Agency Analysis and Presentation, Task Group Observation Assignment
Quizzes

PB 30 Use empathy and other interpersonal skills

Objectives: 3

Assignment: Video Role Play, in class exercises

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

Objectives: 8

Assignment: Quizzes, Case Assessment, Video-tape interview

EP 2.1.10b. Assessment

PB 32 Collect, organize, and interpret client data

Objectives: 7

Assignment: Video Role Play, Quizzes, Case Assessment, Critical thinking brief paper

PB 33 Assess client strengths and limitations

Objectives: 6 and 7

Assignment: Video Role Play, Case Assessment

PB 34 Develop mutually agreed-on intervention goals and objectives

Objectives: 6 and 7

Assignment: Quizzes, Case Assessment

PB35 Select appropriate intervention strategies

Objectives: 8 and 9

Assignment: Case Assessment, take home final

EP 2.1.10c. Intervention

PB36 Initiate actions to achieve organizational goals

Objectives: 4, 8 and 9

Assignment: Agency Analysis and Presentation

PB37 Implement prevention intervention that enhances client capacities

Objectives: 9

Assignment: Case Assessment, take home final

PB 38 Help clients resolve problems

Objectives: 6 and 7

Assignment: Case Assessment, video tape role-play

PB39 Negotiate, mediate, and advocate for clients

Objectives: 6

Assignment: Case Assessment, Critical thinking brief assignment

III. Teaching Methods

This class will be taught using a variety of teaching methods including: small group interaction, case examples, class discussion, role play and videotaping, guest speakers, lecture and learning activities in the community. For a meaningful experience students are encouraged to actively participate, take risks, stretch their creativity and attend class regularly. All students are encouraged to ask questions, raise issues, provide the instructor feedback and meet with the instructor individually as needed to enhance their learning.

IV. Required Texts and Readings

Hepworth, D., Rooney, R., Rooney, G. D., and Strom-Gottfried, K. (2013) *Direct Social Work Practice: Theory and Skills, ninth edition*. Belmont, Ca.: Thompson Brooks/Cole

Roberts, A. and Greene, G (2015) *Social workers' desk reference, third edition*. New York: Oxford press (*required text for all students in the program)

A course supplement of readings is available at Austin Textbooks. 2116 Guadalupe (between Goodall Wooten and Univ. Baptist, across from HRC), Austin, TX 78705.

Additional articles will be used as handouts in class or posted on Canvas.

Recommended

*Sweitzer, Frederick H. and King, Mary A. (2009) *The successful Internship: Transformation and empowerment in experiential learning, third edition*. Belmont, Ca.: Brooks-Cole

*This text is not required, but it may help enhance your field experience. It is acceptable to use an earlier edition if you find a used copy.

V. Course Requirements

Students will be required to complete the assignments listed below. Instructor will hand out specific guidelines for each of the assignments. Detailed learning objectives and instructions including expected demonstration of content mastery and skill development will be provided in a separate handout. All assignments will be discussed in detail in class and students are encouraged to meet with the instructor should there be any questions about the assignments. Grading sheets with points allocation will be handed out with the assignment guidelines. Assignments will be graded on depth and quality of content, critical thinking skills, overall professionalism and quality of writing. Student should follow the APA guidelines for writing of papers.

Comprehensive Field Agency Analysis (100 points), due on 9/23

This assignment provides students an opportunity to: 1) collect data on their field agencies in order to facilitate their orientation and integration into the agency; 2) assess the agency's accessibility for diverse client populations and overall cultural competence; 3) understand the policies and legislation that impact agency practice; 4) analyze the impact of the community and organizational context on the agency service delivery system; 5) determine salient social and economic injustice issues addressed by agency programs; 6) identify methods of practice evaluation and research utilized by their agency; and 7) recognize value conflicts and ethical dilemmas encountered in this setting. Students will research a fact sheet about the agency and submit an analysis of significant findings about the agency. A written report and a brief oral presentation are included. See handout for more specific instructions.

Brief Quizzes/Assignments (25 points each), due on 9/09, 9/16, 10/21 and 11/11

Students will be required to complete two in-class quizzes and three brief assignments, including an ethics project, a community task group observation, and a critical thinking response to one of three lecture/presentation options, that demonstrate students' grasp of assigned readings and class content. See handout for more specific instructions.

Video-Taped Role Play Debriefing and Self Critique (50 points each), due on 10/28 and 11/4

The purpose of this assignment is to provide students an opportunity to practice basic communication skills and the problem solving process in a videotaped interview with a partner from class. Students will select a role-play partner and schedule a taping session in the LRC or other site if preferred. Students will participate in a small group viewing of their videotape with the instructor and peers. The purpose of the peer review group is to receive feedback to deepen clinical learning and increase comfort and skill in the use of supervision and consultation. After the small group review, students will submit a self-critique of the videotape. See handout for more specific instructions.

Multidimensional Case Assessment (100 points), due on 11/25

A multidimensional case assessment of a client in field is required. The primary purpose of this assignment is to increase students' knowledge and skill in data gathering, intervention planning and practice evaluation. While gathering client information and developing an intervention plan, students will identify client strengths, assets and resources, salient social and economic justice issues impacting their particular client population, significant policy implications, potential value conflicts, ethical dilemmas and important considerations related to agency and community context. See handout for more specific instructions.

Take Home Final Examination (100 points), due on 12/4 (Friday of last week of classes)

A final take home examination is focused on the integration and application of course content in the context of the students' field experiences. This exam will be due on December 4th at noon.

Assignment Points and Due Dates:

Comprehensive Agency Analysis	100	09/23
Brief assignments	100	09/09, 9/16, 10/21, 11/11
Video Tape Role Play Debriefing	50	10/28
Video Tape Self Critique	50	11/04
Multidimensional Assessment	100	11/25
Take home final exam	100	12/04
	<u>500</u>	points

Grades: the following scale will be used for determination of grades.

470-500 = A

450-469 = A-

435-449 = B+

420-434 = B

400-419 = B-

385-399 = C+

370-384 = C

350-369 = C-

349 or below: no credit for course

Graduate Grading Scale (on 100 point scale equivalent)

94 and above	= A
90.0 to 93.99	= A-
87.0 to 89.99	= B+
84.0 to 86.99	= B
80.0 to 83.99	= B-
77.0 to 79.99	= C+
74.0 to 76.99	= C
70.0 to 73.99	= C- (Class failed/no credit: 73 and below)
67.0 to 69.99	= D+
64.0 to 66.99	= D
60.0 to 63.99	= D-
Below 60	= F

VI. Class and 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.

Reliability and attendance

Social work professionals must be reliable in both attendance and in meeting deadlines. Therefore, class attendance is expected, as is handing in assignments on time. Students will lose 5% points per calendar day that an assignment is late. Assignments must be turned in at the beginning of class on their due date. Any adjustments in assignment due dates and/or examination must be discussed with the instructor at least 24 hours prior to the scheduled date. Missing class in excess of two times will impact learning and course grade. Students who miss more than three classes without a valid excuse, e.g., medical documentation) may be dropped from the Practice I course as well as Field Practicum.

Class Participation

Participating in class discussions, raising questions, being willing to share opinions and contributing to the learning environment are expectations of each student. The instructor reserves the right to add or subtract 5 points from the final grade in recognition of the student's class participation. Please turn your cell phone and other electronic devices off during class. Refrain from use of lap top computers unless the class activity necessitates use.

Attendance of outside lectures and/or conferences should be noted to Professor Anderson for participation consideration.

Classroom Confidentiality

Information shared in class about agencies and clients is considered to be confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

Professional Conduct in Class

The professor expects students to act as professionals in class. This means students should arrive on time for class, use electronic devices for classroom activities only as requested, be prepared to participate in the class discussion, and show respect for one another's opinions. 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 also 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. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism. This also 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.

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 professor. The professor 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 may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at 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 that 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.

Plagiarism

When using information from other sources, 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. Be particularly cautious with plagiarism using electronic sources.

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 course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor 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 sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to 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). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. 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 and Observances

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, examination, work assignment, or 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.

Title IX Reporting

In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Students who report incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct to faculty, instructors, and/or staff who supervise students, will be provided a list of University resources. If the incident is impacting the academic environment, a report will be provided to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may be found at <https://www.utexas.edu/student-affairs/policies/title-ix>.

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.

Use of Canvas in Class

The professor's preferred means of communication are e-mail, phone, and in-person. Assignments and the syllabus will be posted on Canvas—a Web-based course management system with password-protected access at <http://courses.utexas.edu>. Supplemental materials for class and announcements may also be posted on Canvas. Students can find support in using Canvas at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly. The TA for this course can also advise you via e mail.

Feedback Statement

During this course the professor will encourage students to provide feedback on their learning in informal as well as formal ways, including through feedback cards and/or anonymous surveys about how the professor's teaching strategies are helping or hindering student learning. It is helpful for the professor to know the students' reactions to what is taking place in class. Students are encouraged to respond so that together the professor and students can create an environment effective for teaching and learning. Students are also encouraged to discuss any concerns in person with the professor.

VII. Course Schedule

Date	Description	Readings
8/26	<p>Course Overview: Syllabus, Class policies</p> <p>The History and Functions of Social Work as a profession, in-class activity</p> <p>“Jane Addams” by Gwendolyn Brooks video</p>	<p>Hepworth, Rooney, et al.: Ch. 1</p> <p>Handout: Time line of social work</p> <p>Field Immersion Packet Readings</p>
9/02	<p>Systems Theory, Person in Environment and the Generalist approach</p> <p>Defining professional behavior and roles within systems</p> <p>Strengths and empowerment in action</p> <p>Know Thyself: Professional Use of Self</p>	<p>Hepworth, Rooney, et al.: Ch. 2</p> <p>Packet: Saleeby: “the Power of the of Place”: Another look at the environment</p> <p>Glicken: “The Strengths Perspective and the Client-Worker Relationship</p> <p>Walters: “An Introduction to use of self in field placement”</p> <p>Handout: Professional Use of Self</p>
	<p><i>9/6: Jane Addams' 155th Birthday</i></p>	

9/9	<p>Cardinal principles and values of social work: Ethics and Values in Social Work Practice</p> <p style="padding-left: 40px;">The role of critical thinking in ethical practice</p> <p style="padding-left: 40px;">Confidentiality, Professional boundaries and Dual relationships: Case discussions</p> <p style="padding-left: 40px;">Brief Assignment #1 Ethics Project Due</p>	<p>Hepworth, Rooney, et al.: Ch. 4</p> <p>Roberts and Greene:, “Ethical Issues” #14 in 2nd edition, #18 in 3rd edition</p> <p>NASW Code of Ethics – see UTSSW website</p> <p><u>Packet:</u></p> <p>Reamer: “Boundary Issues in Social Work”</p> <p>Reamer: “Use of Social Media”</p> <p>Facione: “Critical Thinking: What it is and Why it Counts”</p>
9/16	<p style="padding-left: 40px;">Linking social work roles to agency function</p> <p style="padding-left: 40px;">The first phase of the helping process: Engagement</p> <p style="padding-left: 40px;">Communication Skills/Relationship-building</p> <p style="padding-left: 80px;">The Empathic Helper</p> <p style="padding-left: 40px;">Class role playing exercises</p> <p style="padding-left: 40px;">Brief Assignment #2 QUIZ</p> <p style="padding-left: 80px;">Power Goes:</p> <p style="padding-left: 40px;">The Lasting Impact of LBJ's Legacy on Social Issues in the Utopia Theater, 9:30-10:45am</p> <p style="padding-left: 80px;"><i>Multimedia Dance Performances on Wednesday and Friday Night</i></p> <p style="padding-left: 80px;"><i>Third Annual Military Social Work Conference: “Strengthening Military Families Through Effective Community Practices”</i></p> <p style="padding-left: 80px;"><i>9/16-9/18, Thompson Conference Center.</i></p>	<p>Hepworth, Rooney et al.: Ch. 3</p> <p><u>Packet:</u></p> <p>Fine: “The First Helping Interview”</p> <p>Lukas: “Where to start and what to ask”</p>

9/23

Communication Skills Continued

Goal Setting, Contracting, and Skill building

Class role playing continues

**Agency Analysis Paper and Oral Presentations
Due**

Religious Holiday (Yom Kippur) – Make arrangements with
Barbara if you will be observing this holiday

Hepworth, Rooney et al.: Chs
5, 6, 12

Roberts and Greene: “Success-
ful Therapeutic Relationships”
#81 in 2nd edition, #80 in 3rd
edition

9/30

**The Change-oriented Phase
Transtheoretical Model of Change**

**Deepening your skills and competence and reducing bar-
riers to change**

1st Process Recording Due for Field

In class pairing and scheduling of video-tape role play de-
briefing sessions

Hepworth, Rooney, et al.:
Chs. 7, 17

Roberts and Greene:
“Transtheoretical Model”
#91 in 2nd edition, #90 in
3rd edition

*10/02 Sue Fairbanks Lecture
Colin Pereira-Webber, MA:
When a Parent Dies: A Psychoanalytic Perspective of the
Process of Bereavement
1:00 to 4:00, Utopia Theater*

10/07

Assessment as a product and process

Case Management

Guest Speaker: Cossy Hough, LCSW

Tools for assessment: the genogram, ecomap,
and mental status exam

Hepworth, Rooney, et al.: Chs.
8 and 9

Roberts and Greene: “Biopsychosocial Assessment”, #51 in 2nd edition, not in 3rd edition (will be on Canvas).

“Genograms” #57 in 2nd edition, #53 in 3rd edition

“An Overview of Case Management” #104 in 3rd edition, not in 2nd edition (will be on Canvas).

Packet: DiClemente and Velasquez: “Motivational Interviewing and the Stages of Change”

10/14

Evidenced-based social work practice:

Becoming an Evidence-based Practitioner

Follow up discussion on previous class topics

Roberts and Greene: “How Social Workers can do more good than harm” #21 in 2nd edition, not in 3rd edition (will be on Canvas).

Packet:

Furman: “Ethical Considerations of Evidence-Based Practice”

Additional handouts on EBP

10/21

Multicultural and diversity issues in assessment and practice: Ethnographic interviewing and shifting the direction of change efforts

Hepworth, Rooney, et al.: Ch. 10

NASW Standards for Cultural Competence – see UTSSW website

Handout: Cultural Competence Continuum (with agency analysis assignment)

Handout: Ethnographic Interviewing

Packet: Johnson and Munch: “Fundamental Contradictions in Cultural Competence”

Brief Assignment #3 QUIZ

2nd Process Recording Due for Field

10/28

Implementing Change Strategies

Managing difficult Social Work Roles: Mandated clients and the use of Authority

Barriers to change: When Social Workers Aren't Welcome

Hepworth, Rooney et al.: Chs. 12 (335 – 348), 13, 18

Schnitzer: “They don't come in! Stories told...”

Video-Tape Role Play Debriefing Sessions Occur This Week

11/4

Working with Groups
Diverse Families and Resilience

Hepworth, Rooney et al.: Ch. 11, 15, 16 (including Task groups pgs. 318 -320 and 530-532)

Roberts and Greene: "Family Resilience" #58 in 2nd edition, #54 in 3rd edition

"GLBT Clients" #137 in 2nd edition, #131 in 3rd edition

Video-Tape Role Play Critiques Due

Child Welfare Conference
Competing Voices: Listening, Learning and Uniting for Permanency
Keynote address by Dr. Alfred Perez
November 9, 8:00 am - 4:00 pm, Thompson Conference Center

11/11

The Community as Context for Practice
Empowering communities and organizations:
Inserting the social worker in the community

Hepworth, Rooney et al.: Ch. 14

Roberts and Greene: "Community Practice Model" #129 in 2nd edition, #115 "Contemporary Community Models" in 3rd edition

Brief Assignment #4 Observation of Community Task Group Paper Due
Submit via Blackboard

Follow blackboard link: Act One "Money for Nothing and your Cows for Free"

Handout: The Crazy Cash-give away Experiment

Packet:

Parsons, "Guidelines for Empowerment"

39th Annual NASW Texas State Conference
11/12-11/14 Galveston Island Convention Center and San Luis Resort, Spa, and Conference Center
5222 Seawall BLVD
Galveston, TX, 77551
Student Volunteer opportunities abound

11/18 **Social Work’s Interface with Spirituality and Religion
 across the spectrum of practice**

Endings and Transitions

3rd Process Recording Due for Field

Take-Home Final Distributed Electronically

Hepworth, Rooney, et al.: Ch.
19

Packet:

Roberts and Greene: #89,
“Terminating”

Handout: Sheridan, “Spiritual
and Religious Issues in Practice

11/25 **Multidimensional Case Assessment Due via
 email**

NO CLASS!

**Required Student participation in video role-play de-
briefing enables students to forego class on 11/25 for
Thanksgiving holiday. Enjoy and Be Safe!!**

12/02 **Social Justice, Leadership and Professional Use of
 Self Time for review, reflection and evaluation**

**Take Home Final Due
12/4 at noon**

Bibliography

- Corcoran, Kevin and Roberts, Albert R. (2015). *Social Workers' Desk Reference (3rd edition)*. New York, NY: Oxford University Press.
- DiClemente, C. & Velasquez, M. (2002). Motivational interviewing and the stages of change. In Miller, W. & Rollnick, S. (Eds.), *Motivational Interviewing: Preparing people for change*. New York: Guilford Press.
- Facione, P. (2010). *Critical thinking: What it is and why it counts*. Insight Assessment, Measured Reasons and The California Academic Press: Millbrae, CA.
- Fine, S.F. & Glasser, P.H. (1996). *The first helping interview: Engaging the client and building trust*. (pp.58-78, 118-134). London: Sage Publications.
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