Course Number: SW 383 R	**Instructor**: Sarah K. Sloan, LCSW
	Clinical Assistant Professor
Unique Number: 61810	**Office Number**: 3.124 H
Semester: Fall 2015	**Office Phone**: (512) 471-9107
Meeting Time/Place: Wednesdays 8:30am-11:30am (Field Seminar 11:30am-12:30pm) Room: 2.116	**Office Hours**: Wednesdays 12:30-1:30pm and by appointment
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SOCIAL WORK PRACTICE I

I. 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.

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 Practice II and Field Instruction II.

II. COURSE OBJECTIVES

Upon completion of this course students will be able to:

A. 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)**

B. 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)**

C. 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)**

D. 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)**

E. Demonstrate knowledge of the historical roots and major developments of the social work profession and its commitment to promote social and economic justice. **(PB 5, 8)**

F. Systematically apply a transtheoretical, 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)**

G. 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)**

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

I. 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.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to their own professional conduct and growth.

PB2 Practice personal reflection and self-correction to assure continual professional development
Objectives: 1, 2 and 3
Assignment: Video Role Play and Critique
                   Self-Inquiry and Ethics Assignment
                   Classroom discussion and exercises

PB3 Attend to professional roles and boundaries
Objectives: 2
Assignment: Comprehensive Field Agency Analysis

PB5 Engage in career-long learning
        Objectives: 3 and 5
        Assignment: Self-Inquiry and Ethics Assignment
                            Classroom discussion

PB6 Use supervision and consultation
        Objectives: 3
        Assignment: Video Role Play and Critique

EP 2.1.2 Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the   profession,   its ethical standards, and relevant law.

PB7 Recognize and manage personal values to allow professional values to guide practice
        Objectives: 2
        Assignment: Final take home exam
                            Classroom discussion and exercises

PB 8 Make ethical decisions by applying NASW Code of Ethics and, as applicable, IFSW/IASSW
        ethical principles
        Objectives: 1 and 5
        Assignment: Final take home exam
                            Classroom discussion and exercises

EP 2.1.10a. Engagement

PB29 Substantively and affectively prepare for action with individuals, families, groups,
        organizations, and communities
        Objectives: 4 and 8
        Assignment: Comprehensive Field Agency Analysis
                            Community Task Group Assignment

PB 30 Use empathy and other interpersonal skills
        Objectives: 3
        Assignment: Video Role Play and Critique
                            Classroom exercises

PB31 Develop a mutually agreed-on focus of work and desired outcomes
        Objectives: 8
        Assignment: Multidimensional Assessment

EP 2.1.10b. Assessment

PB 32 Collect, organize, and interpret client data
        Objectives: 7
        Assignment: Video Role Play and Critique
                            Multidimensional Assessment

PB 33 Assess client strengths and limitations
        Objectives: 6 and 7
        Assignment: Video Role Play and Critique
                           Multidimensional Assessment
                           In-class role plays

PB 34 Develop mutually agreed-on intervention goals and objectives
        Objectives: 6 and 7
        Assignment: Multidimensional Assessment

PB35 Select appropriate intervention strategies
        Objectives: 8 and 9
        Assignment: Multidimensional Assessment
                           Evidence Based Practice Assignment

EP 2.1.10c. Intervention

PB36 Initiate actions to achieve organizational goals
        Objectives: 4, 8 and 9
        Assignment: Comprehensive Field Agency Analysis

PB37 Implement prevention intervention that enhances client capacities
        Objectives: 9
        Assignment: Multidimensional Assessment

PB 38 Help clients resolve problems
        Objectives: 6 and 7
        Assignment: Multidimensional Assessment

PB39 Negotiate, mediate, and advocate for clients
        Objectives: 6
        Assignment: Multidimensional Assessment

III. TEACHING METHODS

This class will be taught using a variety of teaching methods to foster a stimulating, creative and collaborative learning community. Experiential learning that builds upon students' field instruction will be emphasized. Other teaching methods include small group interaction, class discussion, role-play, videotaping, videos, guest speakers, lecture and learning activities in the community. For a meaningful experience in this class, students must actively participate, take risks, stretch their creativity, apply their critical thinking skills 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.

Students with disabilities are expected to inform the instructor so appropriate academic accommodations may be planned. Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities in the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

REQUIRED TEXTS AND MATERIALS

Hepworth, D., Rooney, R., Rooney, G., Strom-Gottfried, K.. and Larsen, J. (2010*). Direct social work practice: Theory and skills.* (8th ed.) Belmont, CA. Brooks/Cole.

Roberts, A. and Greene, G. (2009). *Social workers' desk reference.* New York: Oxford University Press. (*required text of all students in program)

*The book is not available at the University Co-op bookstore. It is available through Oxford University Press (http://www.oup.com/us/) website at a discounted price.

V. Course Requirements

Students will be required to complete the assignments listed below. Detailed assignment 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 they have any questions about the assignments. Grading sheets with point allocation will be provided with the assignment guidelines. All assignments will be graded on depth and quality of required content, creativity and critical thinking skills, overall professionalism and quality of writing. Specific point totals for each assignment are indicated below. All students are required to complete a grading sheet that is to be turned in with each assignment to foster their skill and comfort in self evaluation – a critical component of practice evaluation.

Participation and Preparedness (35 points)   **Due each class**

Because you are graduate-level social work students, it is expected that you will be able to participate on a deeper level in class discussions, taking healthy risks to work outside of your comfort zone. In order to receive the highest level of participation points, healthy risk-taking for increasing self-awareness and professional growth must be demonstrated. Participation points will be determined by attendance, level of interest, respect for others' learning needs and **contribution**s to classroom discussions and activities. Being prepared for class by reading assigned material is part of this professional expectation as well. There will be the possibility of four in-class activities throughout the semester that will gauge your preparedness for class.

Comprehensive Field Agency Analysis (100 points)   **Due 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 and complete a comprehensive agency analysis of the data gathered that includes an overall assessment of agency strengths, leadership, openness to innovation, and future trends.

Self-Inquiry and Ethics   (50 points)   Due 10/14

To begin the process of self-evaluation needed for effective social work practice, students are asked to analyze an area of the NASW Code of Ethics that seems most challenging compared to their own personal beliefs. This assignment encourages creativity, critical thinking, and authenticity. A separate assignment sheet will be provided.

Video Role Play and Critique (100 points)   Due 10/21

The purpose of this assignment is to provide students an opportunity to practice basic engagement and relationship building skills and the problem solving process in a videotaped interview with a partner from class. Students will select a role play topic and either schedule a taping session in the LRC or use their own equipment i.e. camera, cell phone, etc. The video and a written critique will be turned in to the instructor. The written critique will require students to identify and evaluate the use and effectiveness of their social work roles, skills and interventions. Students will also participate in small group viewing and feedback sessions to deepen their clinical learning and increase their comfort and skill in the use of supervision and consultation.

Evidence Based Practice Assignment (15 points)   Due 11/4

The purpose of this assignment is for the students to obtain experience using evidence-based practice tools and resources. In evidence-based practice interventions, social workers use available research to guide their practice decision-making. Students will pose a question about an intervention or treatment approach in their field setting and search on available databases for support for that approach from research done with that population or problem area.

Multidimensional Assessment (100 points)   Due 11/18

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 and ethical dilemmas and important considerations related to agency and community context. The theoretical foundation for the intervention design will be a systems/ecological/ transtheoretical/developmental strengths based framework.

Final Examination (100 points)   Due 12/4

A final take home examination is focused on the integration and application of course content in the context of the students' field experiences. Students will have 2 weeks to complete the exam.

Grading

UT Graduate Grading Scale

100 - 94 = A
93 - 90 = A-
89 - 87 = B+
86 - 84 = B
83 - 80 = B-
79 - 77 = C+
76 - 74 = C
73 - 70 = C- (Class failed/no credit: 73 and below)
69 - 67 = D+
66 - 64 = D
63 - 60 = D-
59 and below = F

Class Point Total Grading Scale

470-500 points	A	Students who were admitted into the MSSW
450-469 points	A-	program on a conditional basis are not able
435-449 points	B+	to take an incomplete for this course if the
420-434 points	B	conditions for admission are still in place.
400-419 points	B-	
385-399 points	C+	
370-384 points	C	
350-369 points	C-	
335-349 points	D+	
320-334 points	D	
300-319 points	D-	
299 or below	F	

VI. Class Policies

This class will operate under the guidelines of professional accountability in the classroom. The following policies will be observed:

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.

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

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/.

Professional Conduct And Civility In The Classroom

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. 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.

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. All faculty, instructors, and staff who supervise students are required to relay student reports of alleged sex discrimination, sexual harassment, including sexual violence or sexual misconduct, experienced by a student to the University Title IX office and an assistant or associate dean of the school. Further information including student resources related to Title IX may be found at **https://www.utexas.edu/student-affairs/policies/title-ix.**

Classroom Confidentiality

Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by FERPA regulations as well. Discussions with individuals outside of the educational context are not permitted. For example, discussions outside of class with individuals not in this class or with other members of the class/field seminar regarding information shared in class about clients is considered a breach of confidentiality. All students are expected to maintain confidentiality.

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.

Attendance and Participation

Attendance and participation for the <u>full</u> three hours of class and the additional hour of field seminar is expected for all students. **After two absences the student's final grade will be lowered by one grade.** Further absences may result in the student being dropped from the course. Repeated late arrivals to class may be considered as an absence. Classroom exercises, discussions, role plays, guest speakers and other class experiential exercises are essential for the students' professional learning and continued development of self awareness. This form of learning cannot be "made up" once missed. The instructor reserves the right to add or deduct 10 points from the final point total based on the quality of students' classroom participation. Students are to notify the instructor prior to class at the given office number or via email if they cannot attend class due to an illness or emergency.

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.

Maintaining Confidentiality

Information shared in class about agencies and clients is considered to be covered by the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that de-identified information is shared in class for this purpose. However, discussions outside of class with individuals not in this class or with other members of the class/field seminar regarding information shared in class about clients is considered a breach of confidentiality. All students are expected to maintain confidentiality.

Papers

Students are expected to produce high quality work in terms of appearance, writing style and content. Points will be deducted for errors, misspellings, incorrect grammar, poor organization, repetition of information, and inferior word processing. When using information from other sources, references and bibliography should conform to the current APA style of citation. Students are encouraged to consult with the SSW writing consultant. Plagiarism is a serious violation of university rules and will be dealt with according to university policy.

Policy on Scholastic Dishonesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University,

policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (http://www.utexas.edu/depts/dos/sjs/).

Use of course 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.

Time Management

All assignments are due at the beginning of class on the date and time indicated. Late assignments will be penalized 5 % of the total percentage points allowed per day that they are late and will only be accepted in the first week following an assignment's due date. Contact the instructor before the assignment is due if other arrangements need to be made due to an emergency. All assignments are due at the beginning of class on the date and time indicated on Canvas.

Use of Canvas in Class

In this class the professor uses Canvas Web based course management system with password protected access at http://canvas.utexas.eduo distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online quizzes and surveys. Students can find support in using Canvas at the ITS Help Desk. For more information go to http://www.utexas.edu/its/helpdesk/

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.

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.

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/.

Behavior Concerns Advice Line (BCAL)

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

Emergency Evacuation Policy

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

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

- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Feedback

Students will be asked to provide feedback on their learning and the professor's teaching strategies in informal as well as formal ways. It is very important for the professor to know the students' reactions to what is taking place in class, ensuring that together the professor and students can create a dynamic and effective learning community. Students are encouraged to provide ongoing feedback to the instructor during class and office visits.

VII.   COURSE SCHEDULE –
HRRSL =Hepworth Rooney Direct Social Work Practice text
SWDR =Social Worker's Desk Reference text
CANVAS = Look for additional Readings

Date	Topic
8/26	**Class # 1 Introduction to the profession of social work**
	Professional purpose and mission
	Syllabus
	Historical roots
	Commitment to social and economic justice
	Universal social work competencies
	Cultural competence
	Generalist practice and social work roles
	HRRSL Ch. 1,2 (Scan and browse chapters for questions. See Ch. Summaries in Canvas)
	Turn in Learning Assessment
9/2	**Class #2 Social work values and ethics**
	Personal vs. professional values
	Cardinal social work values
	NASW Code of Ethics
	Texas State Board of SW Examiners Code of Conduct
	Value conflicts and ethical dilemmas
	Guidelines for ethical decision-making
	Supervision and consultation for ethical practice
	Malpractice and risk management
	NASW Code of Ethics
	HRRSL Ch. 4
	SWDR Ch. 18 Ethical Issues

Canvas: Tervalon: Cultural Humility
WEEKLY FIELD LOG DUE

9/9   **Class #3 Guiding frameworks for social work practice**
Critical thinking
The problem solving process
Overview of the helping process
Review of systems and ecological theories
Transtheoretical/Stages of Change model
HRRSL Ch. 3
SWDR Ch. 30 Task Centered Approach
Canvas: "Critical Thinking, What is it?"
WEEKLY FIELD LOG DUE

9/16   **Class #4 Engagement and relationship building skills**
Strengths perspective
Resilience and developmental assets
Professional communication skills for all
levels of social work practice
Microskills – review and skill based practice
HRRSL Ch. 5, 6
SWDR Ch. 80 Developing Successful Relationships
Canvas: Rogers, "Therapeutic Conditions"
WEEKLY FIELD LOG DUE

9/23   **Class # 5 Engagement and relationship building skills**
Microskills – continued review and skill based practice
HRRSL Ch. 7 Eliminating Counterproductive
Communication Patterns
Canvas: Kabat-Zinn -Attitudes of Mindfulness
Gerdes and Segal, Empathy
WEEKLY FIELD LOG DUE
COMPREHENSIVE FIELD AGENCY ANALYSIS

9/30   **Class # 6 Multidimensional assessment**
Process and product
Overview of multidimensional assessment
Identification of client system strengths, assets and
resources
Aspects of diversity in assessment
(Socioeconomic status, age, developmental
context, gender, race, physical status, sexual
sexual orientation and spiritual beliefs)
HRRSL Ch. 8, 9
CANVAS: Class # 6 Assessment Examples and
"Conducting Psychosocial Assessment"
WEEKLY FIELD LOG DUE
PROCESS RECORDING #1

10/2   **Annual Sue Fairbanks Lecture** <mark>(OPTIONAL)</mark>
When A Parent Dies: A Psychoanalytic Perspective of the

Process of Bereavement
Colin Pereira-Webber, MA
1-4pm UTOPIA
RSVP to ssw-profdev@utlists.utexas.edu

10/7	**Class # 7 Specialized assessments** Suicidal risk/risk of harm to others Domestic violence Abuse of children and the –elderly Family Assessment - Ecomaps and Genograms **Class handouts** **WEEKLY FIELD LOG DUE**
10/14	**Class #8 Social Work Interface with Religion and Spirituality** **Professional Use of Self** **HRRSL** Ch. 9, pp. 240-241 **Canvas: Module 8 " Spirituality/Religion in Social Work"** **Dewane: Use of Self** **WEEKLY FIELD LOG DUE** **SELF INQUIRY AND ETHICS**
10/21	**Class # 9 Intervention planning** Evidence based practice Designing intervention, maintenance and evaluation plans Identifying and operationalizing goals and objectives Utilizing contracts Evaluating practice effectiveness **HRRSL** Ch. 12, 13 **SWDR** Ch. 70, 71, 161 **Canvas:** Murdach, "Soft Evidence" **WEEKLY FIELD LOG DUE** **VIDEO ROLE PLAY RECORDING DUE AND CRITIQUE PAPER**

10/28	**Class # 10 Video Role-Play Review (No class and no seminar)**
	Class will meet in small groups.
	  WEEKLY FIELD LOG DUE
	   PROCESS RECORDING # 2

11/4	**Class # 11 Intro to group work in agency, organization and community settings** Distinguishing types of group Therapeutic groups Issues on planning and formation

Stages of Group Development
Effective group leadership
Methods of evaluation
HRRSL Ch. 11
Canvas: "Group Process and Group Technique"
WEEKLY FIELD LOG DUE
EVIDENCE BASED PRACTICE ASSIGNMENT

11/11   **Class # 12 Group work continued**
Task groups-effective goals, leadership, process and
evaluation
HRRSL Ch. 16, pp. 530 -531
WEEKLY FIELD LOG DUE

11/18   **Class #13 Community and organizational practice**
Targeting larger client systems for change
Advocacy and social action
HRRSL Ch. 14
SWDR Ch. 123 "Legacy of Racism", 115 "Community
Organizing"
Canvas: Principled Negotiation
WEEKLY FIELD LOG DUE
MULTIDIMENSIONAL ASSESSMENT

11/25   **No Class - Happy Thanksgiving!**
(Class time will be made up in video review groups and
attendance at a community task group)
NO WEEKLY FIELD LOG

12/2   **Class # 14 Endings and transitions**
Course review, reflection and evaluation
Moments of Excellence celebration
Looking forward to Practice II
No Weekly Field Log
PROCESS RECORDING #3
FIELD PROFESSIONAL PORTFOLIO DUE
BRING MOMENTS OF EXCELLENCE
FOR CLASSMATE
FINAL EXAM DUE 12/4 BY MIDNIGHT!

VIII. BIBLIOGRAPHY

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