

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

**Course Number:** SW 444

**Professor's Name:** Dede L. Sparks, LMSW

**Unique Number:** 60420

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**Semester:** Fall 2015

**Office Phone:** 512-471-9063

**Meeting Time/Place**

Tuesdays, 3:00 – 7:00 PM

School of Social Work, Room 2.116

**Office Hours:** Tuesdays 1:30 – 2:30 PM

and by appointment

**TA:**

**Field Seminar**

**I. Standardized Course Description**

The BSW degree program is designed to educate professional social work practitioners at the beginning level of professional competence. A guiding perspective of the program is the generalist model of practice that includes a core of knowledge, skills, and values required of a social worker in any setting. In addition, students are expected to develop skills in the application of the problem-solving model regardless of setting or client population served. Additional emphasis will be placed on intervention and practice evaluation.

Within this context, SW 444, Field Seminar, is a 4 credit hour course that is taken concurrently with SW 640/641, Social Work Practicum. This course is restricted to social work majors. All other required course work must be completed before entering the Field Seminar. The overall goals of the seminar are to assist the students with the field experience and to strengthen the relationship between the classroom content and field. In addition, the seminar emphasizes the processes common to all social work practice and gender and cultural issues and their impact on service delivery.

Issues related to social and economic justice, populations-at-risk, cultural diversity, alleviating social problems and the enhancement of human well-being will be addressed in micro, mezzo, and macro level assignments, course readings, bibliography, and special topics designated in the course schedule (Section IX) of this syllabus.

## **II. Standardized Course Objectives**

The course objectives include the ability of the student to:

- 1) Demonstrate an understanding of social work processes which are common in the practice with individuals, families, groups, communities, and organizations; **PB1, 3, 4, 5, 6, 29, 30, 31)**
- 2) Demonstrate an understanding of social work values as encompassed in the NASW Code of Ethics and their ethical implications in relation to their professional practice within field; **(PB4, 7, 8, 9, 10)**
- 3) Develop an understanding of diverse populations with which social workers are in contact as represented in their field settings;
- 4) Demonstrate an understanding of race, ethnicity, culture, class, gender, sexual orientation, religious belief or spirituality, family structure, physical and mental ability, age, national origin or other issues related to diversity and how these factors impact the client systems in their field settings;
- 5) Develop practice skills common to intervention with individuals, families, groups, organizations, and community systems including: data collection, identification of needs, resources, and assets, assessment, planning, intervention, and evaluation; **(PB1, 29, 30, 31, 32, 33, 34, 35, 36,37, 38, 39, 40)**
- 6) Achieve an understanding of the community resources which impact their client populations in their field settings;
- 7) Develop self awareness as beginning level, generalist social work practitioners; **(PB2, 3, 4, 5, 6)**
- 8) Utilize empirical research for knowledge acquisition in relation to their practice and for evaluation of their practice in field **(PB5).**

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.

Each practice behavior below is followed by the course objective(s) and the assignment(s) used for assessment.

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

**PB1** Advocate for client access to the services of social work.

Objective(s): 1, 5

Assignment: Field Scavenger Hunt Assignment, Case Assessment Paper, Simulation Assignment

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

Objective(s): 7

Assignment: In-class activities, Field Scavenger Hunt Assignment, Case Assessment, Closure of Field

**PB3** Attend to professional roles and boundaries.

Objective(s): 1, 7

Assignment: In-class activities, Professional Accountability, Simulation Assignment

**PB4** Demonstrate professional demeanor in behavior, appearance and communication.

Objective(s): 1, 2, 7

Assignment: In-class activities, professional accountability, Field Scavenger Hunt Assignment, Optional Bonus assignment, Simulation Assignment

**PB5** Engage in career long learning.

Objective(s): 1, 7, 8

Assignment: In-class activities, Optional Bonus assignment

**PB6** Use supervision and consultation.

Objective(s): 1, 7

Assignment: In-class activities, professional accountability, Case Assessment Paper, Closure of the Field Experience

### **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.

Objective(s): 2

Assignment: In-class activities, Case Assessment Paper, professional accountability, Simulation Assignment

**PB8** Make ethical decisions by applying NASW Code of Ethics and, as applicable, IFSW/IASSW ethical principles.

Objective(s): 2

Assignment: In-class activities, Case Assessment Paper

**PB9** Tolerate ambiguity in resolving ethical conflicts.

Objective(s): 2

Assignment: In-class activities

**PB10** Apply strategies of ethical reasoning to arrive at principled decisions.

Objective(s): 2

Assignment: In-class activities, Case Assessment Paper

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

Objective(s): 1,5

Assignment: In-class activities, Case Assessment, Field Scavenger Hunt Assignment, Simulation Assignment

**PB30** Use empathy and other interpersonal skills.

Objective(s): 1, 5

Assignment: In-class activities

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

Objective(s): 1, 5

Assignment: In-class activities, Case Assessment

### **EP 2.1.10b Assessment**

**PB32** Collect, organize, and interpret client data.

Objective(s): 5

Assignment: Case Assessment, in-class activities, Simulation Assignment

- PB33** Assess client strengths and limitations.  
Objective(s): 5  
Assignment: Case Assessment, in-class activities
- PB34** Develop mutually agreed-on intervention goals and objectives.  
Objective(s):5  
Assignment: Case Assessment, in- class activities
- PB35** Select appropriate intervention strategies.  
Objective(s): 5  
Assignment: Case Assessment, in-class activities, Simulation Assignment

### **EP 2.1.10c Intervention**

- PB36** Initiate actions to achieve organizational goals  
Objective(s): 5  
Field Scavenger Hunt Assignment, Case Assessment
- PB37** Implement prevention intervention that enhances client capacities  
Objective(s): 5  
Assignment: Case Assessment, Simulation Assignment
- PB38** Help clients resolve problems  
Objective(s): 5  
Assignment: Case Assessment, in- class activities
- PB39** Negotiate, mediate, and advocate for clients  
Objective(s): 5  
Assignment: Case Assessment, in- class activities
- PB40** Facilitate transitions and endings  
Objective(s): 5  
Assignment: In- class activities, Closure of the Field Experience

### **III. Teaching Methods**

This is a hybrid course which will include a combination of in-class lecture, discussion, guest speakers, activities, and student presentations, in addition to on-line reading, lectures, assignments, self-reflection questions, and quizzes. To broaden students' exposure to a wider variety of agencies and client populations, team teaching with other field seminar groups may be utilized. Students are expected to share their observations and questions about their field work with classmates. A portion of each class will be devoted to discussion of practice issues from field. The topics will be identified by the professor and/or will be suggested by students.

**Group Processing:** One class activity where student participation will be especially important is group processing. One to 1½ hours of each class will be devoted to group processing, during which students will be encouraged to share their feelings, successes, frustrations, values conflicts, ethical dilemmas and other experiences from field. The instructor will facilitate the group process, but students are expected to take a collaborative role by actively participating, leading discussions at times, and respecting the confidentiality of each student member.

#### IV. Recommended Texts and Materials

##### **Recommended:**

Hepworth, D., Rooney, R., Rooney, G., Strom-Gottfried, K., & Larson, J. (2010). *Direct social work practice: Theory and skills*. Pacific Grove, CA: Brooks/Cole.

Lipsky, L., Burk, C. (2009). *Trauma stewardship: An everyday guide to caring for self while caring for others*. San Francisco, CA: Berrett-Koehler Publishers.

Lukas, S. (1993). *Where to start and what to ask: An assessment handbook*. New York: W. W. Norton & Company.

Roberts, A. (Ed.). (2009). *Social workers' desk reference*. New York: Oxford University Press.

Sheafor, B., Horejsi, C., & Horejsi, G. (2012). *Techniques and guidelines for social work practice* (9th ed.). Boston: Allyn & Bacon.

Sweitzer, F., & King, M. (2013). *The successful internship: personal, professional, and civic development*. 4<sup>th</sup> Edition. Belmont, CA: Brooks/Cole.

**NOTE:** Assigned readings will be made available on Canvas.

#### V. Course Requirements

##### **A. Assignments**

The following is a brief description of the assignments for the semester. Detailed guidelines for the following assignments will be posted on Canvas and may be handed out in class.

##### **1. Agency Scavenger Hunt Assignment– 10 points**

The purpose of this assignment is to help the student understand the field placement agency and to increase understanding of the needs and strengths of the populations served by the agency. The assignment will require the student to gather information about the agency, write a brief report, and discuss the agency in class so that other students can learn about how to access services provided by the agency. Detailed guidelines for this assignment will be posted on Canvas and may be handed out in class.

*September 22*

##### **2. Journals – 5 points**

Students will submit journals at least five times over the semester in order to demonstrate their ability to process field experiences in a meaningful manner and to develop a dialogue with the Faculty Liaison about their personal and professional growth in field. More detailed information on the journal process is provided in a handout during field orientation. Each of the required journals is worth one point. Some students choose to journal more often and this is welcomed by the Faculty Liaison. Journals may be submitted in handwriting in class or typed on Canvas, and are read only by the Faculty Liaison. *Sept. 1, Sept. 8, Sept. 29, Oct. 13, Nov. 10*

### **3. Discussion Board – 10 points**

As noted on the syllabus, Discussion Board questions will be assigned to support readings and on-line “How To:” power points. Due dates for the Discussion Board questions are subject to change. Discussion Board questions are submitted on-line and will be due by the beginning of class on the scheduled dates: *Sept. 15, Sept. 22, Oct. 6, Oct. 20, Nov. 24*

### **4. Simulation assignments – 10 points**

Several opportunities for participation in an interdisciplinary simulation activity will be provided to the student. These could include a poverty simulation, a mock disaster drill, a hospital simulation, and/or an alcohol/drug detox simulation. Not all simulations are available each semester. Participation in **one** of the activities is mandatory for this course. The purpose of this assignment is to teach and to support the role of a social worker on an interdisciplinary team, with an emphasis on effective communication and collaboration. The assignment will be accompanied by Reflection Questions that will be shared with classmates through the Canvas Discussion Board. Simulation activities are scheduled for **October 29** and other dates to be determined. **You will be asked to sign up to participate in one of these activities in advance so that we can make appropriate plans for covering the necessary roles in the simulation experience. More details will be provided in class and on Canvas.**

### **5. Documentation Assignment – 5 points**

Students will submit one example of their ability to document a client interaction using the SOAP format. It should be one page, single spaced and will be submitted to Canvas. *Due Sept 29*

### **6. Case Assessment – 50 points**

A case assessment on a client from the student's field caseload is required. The client chosen must be one with whom the student has worked. If possible, the client should be from an ethnic minority group or other vulnerable population. A draft of the case assessment will be submitted on Canvas for peer review and feedback on **Oct. 13**. Each student will peer review two papers by **Oct. 20**. The final paper will be due on **Nov. 3**. In addition, students will reply to Reflecting Questions that will be completed and turned in with final paper on **Nov. 3**. The final product is worth a total of 50 points for this assignment. The total points include 5 points for submitting a thorough

rough draft, 10 points for thoughtful completion of two peer reviews, and 5 points for the Reflection Questions which will include a brief literature review on the intervention methods utilized in the paper. Detailed guidelines for this assignment will be posted on Canvas and may be handed out in class.

***Draft Due Oct. 13***

***Peer Reviews Due Oct. 20***

***Final paper & Reflection Questions Due  
Nov. 3***

### **7. Closure Activity**

As a way to formally mark the end of your experience, each student is required to complete an assignment, which will be used as a closure activity during the final class of the semester. Detailed guidelines for this assignment will be posted on Canvas and will be discussed in class.

***Due Nov. 17***

### **8. Optional Bonus Assignment – 2 points maximum**

In order to encourage identification with the social work profession, up to two (2) bonus points may be earned for attending professional social work meetings and trainings or community cultural activities. One point may be earned for attending trainings, such as NASW conferences, play therapy workshops, etc. One point may be earned for attending cultural events or trainings related to cultural competence. The instructor may suggest appropriate activities for earning bonus points, and will approve appropriate activities as suggested by students. The bonus points will be added to the total points earned for the semester. Complete the form entitled “Documentation of Bonus Points for Seminar Class” and submit it to your instructor **no later than the last class day, Dec 1**. Please note that attending agency staff meetings and trainings is an expected part of the internship and does not earn bonus points.

***Due by Dec. 1***

**NOTE:** Because SW 444 and SW 640/641 are companion courses, requirements for SW 640/641 are relevant to SW 444. For instance, journals are due as scheduled and process recordings are due in class periodically. Make note of due dates for SW 640/641 assignments and plan accordingly.

### **B. Professional Accountability – 10 points**

Since the overall goal of this course is to help you apply knowledge and theory to practice, your achievement of the learning objectives for both SW 444 *and* SW 640/641 is dependent on your regular attendance and active participation in weekly class activities. Attendance and participation in the full four hours of seminar each week is expected of all students. Excessive absences may result in a student being dropped from the course or in

the loss of a letter grade. You are expected to notify the professor prior to class if you cannot attend due to illness or an emergency. You may be asked to document your illness or emergency.

Another overall goal of this course is to enhance and encourage student professionalism. One aspect of professionalism related to social work is the effective use of supervision. Effective use of supervision includes, among other things, identifying areas for growth and understanding and utilizing the appropriate processes for communication regarding concerns. At the field agency, this must include going directly to your Field Instructor and the Faculty Liaison as concerns or needs arise. More about problem solving in field can be found in the *Student Guide to Undergraduate Field*. For concerns arising in the context of the classroom, the student is expected to meet with the professor on an individual basis, and come prepared to discuss the issue with possible solutions in mind.

The full 10 points for professional accountability will be awarded to students who are consistent and timely in attendance and who thoughtfully participate in class; complete journals, process recordings, and online and in-class assignments thoroughly, thoughtfully, and on time; and actively contribute to the positive functioning of the class. Students who are absent, tardy to class, leave class early, fail to submit assignments on time, or do not fully participate in the class will lose professional accountability points accordingly.

Each student will begin the semester with 10 points. **Points will be deducted for each absence and/or tardy (.5 per absence and/or tardy attendance and .5 per absent and/or tardy journal, process recording, and other assignments that do not have points assigned to them.).** Absence from more than two classes may result in a loss of half of the total professional accountability points.

## VI. Class Policies

**Attendance:** Regular and punctual attendance to each class is expected for this course. More than 2 absences may result in a deduction of half of the points from the professional accountability grade. Excessive absences may result in a student being dropped from the course or in the loss of a letter grade. Students are expected to contact the professor in a timely manner about absences, and alert the professor about late arrivals or early departures.

**Late Assignments:** It is expected that all assignments will be turned in on time. Assignments, including papers, are due at the *beginning of the class* on the due date indicated. Late assignments will be penalized 5% of the assignment point value for each day late. On days subsequent to the due date, papers must be submitted before 5:00 pm to avoid an additional deduction. Late papers may be submitted to the front office; staff will place them in the professor's box. The front desk in the school closes daily at 5:00 pm; make plans accordingly. After 10 days, late assignments will not be accepted. **Students should contact the professor before the assignment is due if they anticipate a late assignment. A new deadline may be negotiated, at the instructor's discretion.**



**Papers:** Students are expected to produce high quality written work in terms of appearance, style, and content (see individual assignment guidelines for details). Papers submitted after the start of class on the due date or subsequent to the due date 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). If a student decides to contest a grade, this concern should be raised with the instructor within one week of receiving the grade.

**Use of Computers/Cell Phones in the Classroom:** Field Seminar is a practice course, and class participation is essential. Generally, it will not be necessary to take detailed computer notes on material in this course, and only occasionally will the use of a laptop computer be warranted. When laptops are being used in the classroom, it is considered unprofessional and disrespectful to use the computer for anything other than note-taking or relevant data search that will benefit the entire class. Internet surfing, instant messaging, working on material outside of the BSW Seminar, etc. is not permitted and will result in lowered professional accountability grades and possible disciplinary action. **Additionally, cell phones should be turned off when class begins and remain off throughout the duration of the class.**

**Use of Canvas:** In this class the professor uses Canvas—a Web-based course management system with password-protected access at <http://courses.utexas.edu>. Use may include the following: to distribute course materials, to communicate and collaborate online, to post grades, to submit some assignments, and to give students online surveys. 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.

**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 information is shared in class for this purpose. However, discussions outside of class with individuals outside of the seminar or with other members of the seminar regarding information shared in class about clients, supervisors, or agencies is considered a breach of confidentiality. Breach of confidentiality is grounds for removal from field.

## **VII. 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 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.

**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/](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 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.

**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.** 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>.

**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 regulations of the Family Educational Rights and Privacy Act (FERPA) as well. 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.

**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 for keeping the university informed about a change of 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 between 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 in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering 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.

### VIII. Grading and Evaluation

A **minimum grade of C is required to pass** this course. Students will be graded on performance in the following areas for a possible total of 100 points:

<b>DUE DATE</b>	<b>ASSIGNMENT</b>	<b>POINT VALUE</b>
Sept. 1, Sept 8, Sept. 29, Oct. 13, Nov. 10	Journals	<b>5</b>
Sept. 22	Agency Scavenger Hunt	<b>10</b>
TBD	Simulation Assignment	<b>10</b>
Sept. 29	SOAP Documentation	<b>5</b>
Oct. 13	Draft Case Assessment	<b>5</b>
Oct. 20	Peer Reviews	<b>10</b>
Nov. 3	Case Assessment Final	<b>30</b>
Nov. 13	Reflections and Lit Review	<b>5</b>
Nov. 17	Closure Activity	
Sept. 15, Sept 22, Oct. 6, Oct. 20, Nov. 24	Discussion Board Questions	<b>10</b>
May 5	Professional Accountability	<b>10</b>
	<b>Total Points</b>	<b>100</b>
May 5	Bonus Points	<b>2</b>

The following scale will be used to determine your final letter grade:

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+
<b>74.0 to 76.999</b>	<b>C</b>
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

## IX. Course Schedule

**Note: A special module has been set up on CANVAS containing the materials needed to complete the Case Assessment assignment. The readings and videos are included below and have the notation CAM next to them to let you know where to find them.**

Date	Description	Text / Readings
Aug. 25	Orientation to Field – field hours	See Canvas for readings
Sept. 1	Development of the Professional Self—Values, Ethics, and Supervision in the digital age Self-care, compassion fatigue, mindfulness <b>How to: Complete an Educational Contract (O)</b> <b>How to: Utilize Supervision (O)</b> <i>Journal due</i>	Reamer, F., Social work in a digital age: Ethical and risk management challenges, <i>Social work</i> , 58(2), 163-172. Sweitzer and King, Chapter 2, Framing the experience: the developmental stages of an internship, pp. 31-41.
Sept. 8	Organizational culture Culturally Appropriate Practice Communicating with Empathy and Authenticity Relationship Building in Strengths-Based Practice <b>How to: Complete Documentation (O)</b> <b>How to: Complete Process Recordings (O)</b> <i>Journal due</i>	Rothman, Chapter 6, Cultural competence in the context of practice, pp. 49-57. Rothman, Ch. 7, pp. 58 – 64. NASW Standards for Cultural Competence in Social Work Practice. Camron & turtle-song, Learning to write case notes using the SOAP format, pp. 286 – 292.
Sept. 15	<b>How to: Work in Interdisciplinary Setting</b>	Bronstein, L., A model for interdisciplinary

	<p><b>How to: Participate in Simulations (O)</b></p> <p><b>How to: Debrief in a Crisis Situation (O)</b></p> <p><i>Discussion Board Questions due</i></p> <p><b>**Thursday, Oct. 29 – Mock Disaster Drill</b></p>	<p>collaboration, <i>Social work</i>, 48(3), 297-306.</p> <p>Furman and Gibelman, <i>Social work in a host setting</i>, pp. 139 – 153.</p>
Sept. 22	<p>Completing a Comprehensive Assessment and Intervention Plan</p> <p><b>How to: Conduct an Assessment (O) (CAM)</b></p> <p><b>How to: Utilize Assessment Tools (O) (CAM)</b></p> <p>NOTE: Readings and “How To videos” with the notation CAM can be located in the Case Assessment Module and are to be used to support your work on the Case Assessment assignment</p> <p><i>Agency Scavenger Hunt Assignment Due</i></p> <p><i>Discussion Board Questions Due</i></p>	<p>Sweitzer and King, Chapter 7, Getting to know the clients: A chapter of special relevance for helping and service professionals, pp. 180-193</p> <p>Hepworth, Rooney, et. al. Chapter 8, Assessment: Exploring and understanding problems and strengths (CAM)</p>
Sept. 29	<p>Goal Setting, Intervention Planning</p> <p><b>How to: Plan an Intervention (O) (CAM)</b></p> <p><b>How to: Motivational Interviewing (O)</b></p> <p><i>SOAP Documentation Assignment Due</i></p> <p><i>Journal Due</i></p>	<p>Miller &amp; Rollnick, Chapter 4, What is Motivational Interviewing, pp. 33-42.</p> <p>Sheafor and Horejsi, Chapter 11, Data collection and assessment, pp. 171-219 (CAM)</p> <p>Hepworth, Rooney, et. al. Chapter 9, Assessing Intrapersonal and Environmental Systems pp. 199-226 (CAM)</p> <p>Sheafor and Horejsi, Chapter 12, Planning and contracting, pp. 226-242. (CAM)</p>

<p>Oct. 6</p>	<p>Grief and Loss in Social Work Practice</p> <p><b>How to: Assess for Grief</b></p> <p><b>How to: Evaluate a Service Plan/Treatment Plan (O) (CAM)</b></p> <p><b>How to: Conduct a group (O)</b></p> <p><i>Discussion Board Due</i></p> <p><i>Process Recording #1 due</i></p>	<p>Doka, Disenfranchised Grief: Recognizing Hidden Sorrow, pp. 13-23</p> <p>Doka, Disenfranchised Grief, New Directions, Challenges and Strategies, pp. 23-38</p> <p>Zastrow, Social Work with Groups, pp. 3 – 20.</p> <p>Sheafor and Horejsi, Chapter 13, Intervention and Monitoring, pp. 253-286. (CAM)</p> <p>Sheafor, et. al. Chapter 14, Evaluation and Termination, pp. 318-349. (CAM)</p>
<p>Oct. 13</p>	<p>Crisis Intervention and suicide risk</p> <p><b>How to: Evaluate and Conduct Evidence-Based Practice</b></p> <p><i>Case Assessment Draft Due on Canvas</i></p> <p><i>Journal due</i></p>	<p>Lukas, Chapter 8, How to determine whether a client might hurt somebody;</p> <p>Lukas, Chapter 9, How to determine whether a client might hurt herself</p> <p>Social Work Desk Reference, #162, Developing well-structured questions for evidence based practice, pp. 1120-1126. (CAM)</p> <p>VCPN, Evidence-based treatments for childhood trauma, pp. 1-20. (CAM)</p>
<p>Oct. 20</p>	<p>Child Welfare Issues in Social Work Practice</p> <p><b>How to: Make a referral to CPS</b></p> <p><i>Discussion Board Questions</i></p>	<p>Social Work Desk Reference, Chapter 91, Trans-theoretical model for families with child abuse and neglect. (CAM)</p>



	<b><i>Case Assessment Peer Reviews Due</i></b>	
Oct. 27	Substance use, abuse, and addiction	Readings to be provided in CANVAS.
Nov. 3	Voices Simulation <b><i>Case Assessment Final Due</i></b> <b><i>Reflections Due</i></b>	Readings to be provided in CANVAS.
Nov. 10	Culmination and Termination Linking Micro to Macro: Policy and Advocacy <b>How to: Terminate with clients and the agency</b> <b><i>Journal Due</i></b>	Sweitzer and King, Chapter 14, And in the end: the culmination stage, pp. 398- 425
Nov. 17	<b><i>Providing services to the LGBTQ Community</i></b> <b><i>Closure Assignment due</i></b> <b><i>Process Recording #2 due</i></b>	Readings to be provided in CANVAS.
Nov. 24	<b><i>NO Class – Happy Thanksgiving!</i></b> <b><i>Discussion Board Due</i></b>	
Dec. 1	Course Wrap-Up/Celebration <b><i>Optional bonus assignment(s) due</i></b>	

Happy Graduation!

## **X. Bibliography**

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