

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK
Generalist Social Work Practice: Skills, Knowledge, & Values
(Required Course – BSW Program)

Course No.: SW 312	Instructor: Miki Tesh, LCSW
Unique No.: 63210	Semester: SPRING 2013
Class Time: Monday/Wednesdays 930-1100am	Class Location: SSW 2.132
Email/Phone: tesh.miki@gmail.com 512-539-9701	Office Hours: 1 hour before and/or after class, inform ahead of time

I. STANDARDIZED COURSE DESCRIPTION

This is the first course in the practice methods sequence, in which students are introduced to the fundamental values and ethics, skills, and knowledge relevant to generalist social work practice. Areas covered include the NASW Code of Ethics and Standards for Cultural Competence in Social Work Practice; the development of observation, communication, interviewing and assessment skills utilizing the problem-solving approach. Experiential learning is emphasized, including a 45-hour volunteer component in which students have direct client contact.

II. STANDARDIZED COURSE OBJECTIVES

By the end of the course, students will be able to:

1. Explain the major dimensions of generalist social work practice and the planned change/problem-solving process with individuals, families, groups, organizations and communities.
2. Apply Social Work knowledge, values, and skills to their participation in the learning environment.
3. Demonstrate skills in observation, communication, interviewing, assessment and problem solving.
4. Demonstrate the ability to differentially use basic social work skills to reflect the needs of clients of diverse groups distinguished by race, ethnicity, class, gender, culture, sexual orientation, religion, age, physical or mental abilities, and national origin.
5. Identify ethical issues and recognize when client, societal, and/or personal values conflict emphasizing understanding, affirmation and respect for human diversity and social justice in the practice of social work.

III. TEACHING METHODS

A variety of teaching methods will be utilized (e.g. discussion, lecture, and group exercises); experiential learning (e.g. volunteer project, role playing, & active learning) will be emphasized. **Use of Blackboard (Bb) in Class.** The instructor will use Blackboard (**Bb**) —a Web-based course management system with password-protected access at <http://courses.utexas.edu>—to distribute course materials, to communicate and collaborate online, to post grades, and to submit assignments (if noted). Students can access support in using Blackboard (**Bb**) at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly. Additionally, the Learning Resource Center at the SSW (1st floor) has computers and can provide some computer assistance.

IV. CLASS POLICIES

Grading Policy/Grading Criteria

100-94 = A	93-90 = A-	89-87 = B+	86-84 = B	83-80 = B-	79-77 = C+
76-74 = C	73-70 = C-	69-67 = D+	66-64 = D	63-60 = D-	60-0 = F...

Attendance/Tardiness. It is the student's responsibility to be on time and sign the attendance sheet at the beginning of each class. Students who are absent are responsible for making up missed in-class work and/or obtaining class material/content from a classmate. Attendance is an important part of the course grade, which is included with participation.

Assignments. Assignments should be turned in with correct spelling, punctuation, or grammar. The format of the assignments should follow the Publication Manual of the American Psychological Association (APA 5th ed.). Some style information is available at www.apastyle.org/, and a list of updated style guides for electronic sources is available at www.apastyle.org/elecref.html. If additional writing assistance is needed please contact The University of Texas at Austin Undergraduate Writing Center at (512) 471-6222 or visit their website at <http://uwc.utexas.edu/>.

Class Participation and Use of Technology. Attendance and participation are important for effective learning. Students are expected to attend class, and actively participate in discussions and exercises. Use of technological devices (cell phones, ipods, mp3s, computers, etc.) is not permitted, and will reduce the participation grade of the student. For emergencies or family issues, you may leave your cell phone on in vibrate/silent mode (calls should be taken outside the classroom).

Use of Blackboard (Bb) in Class. As noted above, in this class the instructor uses Blackboard (**Bb**) — a Web-based course management system with password-protected access at <http://courses.utexas.edu> — to 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 Blackboard (**Bb**) at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

Feedback Statement. Feedback is two-way. During this course the instructor will ask students to provide feedback on their learning in informal as well as formal ways, including through anonymous surveys about how the instructor's teaching strategies are helping or hindering student learning. It is very important for the instructor to know the students' reactions to what is taking place in class, so students are encouraged to respond to these surveys, ensuring that together the instructor and students can create an environment effective for teaching and learning. If students are concerned about their class performance, the instructor is more than willing to work with students to help them improve either their understanding of course content. The instructor can meet with students during office hours, or by appointment.

Email Communication with Instructor. The instructor is available by email to answer questions about assignments. Students should submit questions or requests for clarification at least 24 hours before an assignment is . If an assignment is in less than 24 hours, the instructor cannot guarantee a timely response. The instructor may suggest a meeting time for discussion if needed. Notifications regarding anticipated absences should be submitted the instructor as soon as possible.

V. GENERAL UNIVERSITY POLICIES

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

Professional Conduct in Class. The instructor expects students to act like professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the instructor does require that students engage one another with respect and professionalism. Privacy and confidentiality should be respected and kept private by everyone in the class. In addition, all emails are to be written in a professional manner and tone.

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/scholdis.php>).

Services for Students with Disabilities. Upon request, appropriate academic accommodations can be made for any student with a documented disability. Any student who requires special accommodations should 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). The letter should be presented to the instructor at the beginning of the semester so that needed accommodations can be discussed. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

Religious Holidays. By UT Austin policy, students must notify the instructor 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 instructor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

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

<http://www.utexas.edu/its/policies/emailnotify.php>.

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

1. 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.
2. If you require assistance to evacuate, inform the instructor in writing during the first week of class.
3. In the event of an evacuation, follow the instructor’s instructions.
4. 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.

VI. TEXT AND COURSE MATERIALS

1. **Recommended Text:** Cournoyer, B. (2008/2011). *The Social Work Skills Workbook* (6th Ed.). Pacific Grove, CA: Brooks/Cole. (*Available used, and recommended as supplemental reading only*)
2. **Articles in BlackBoard (Bb):** There are readings in BlackBoard (Bb). I will alert you via email when recently published articles are made available.
3. **Video Taping:** Each student will need to acquire equipment to complete two videotaped interview assignments. The School of Social Work Lab is available for room reservation to make video taped sessions. I recommend using smart phones, cameras, and computers to record videos. Upload onto *Youtube*. Youtube will not let you upload more than 15 minutes. You will only show 2-5 minutes to a small group of people. Make your video searchable by link only. Test your video ahead of time so the video is ready to go for your group presentation.
4. **Movies:** You will be responsible for watching documentary movies and youtube clips for class discussions. You will be given the links.
5. **Email:** Sometimes I send the most recently published reading material before the next class.

Check your email regularly for updates.
Make sure you are getting emails from the instructor.

VII. COURSE ASSIGNMENTS

A. Attendance and Participation (30 Points)

Because this is a **Direct Practice Course**, participation is a major component of this course. ***More than 2 unexcused absences may result in not passing the course.*** This part of the grade will be determined by: class attendance, participation in discussions, and completion of the in-class assignments. Participation is not only important for active learning, but also important as a social worker. Social workers are advocates and communicators, and work with groups and teams, as well as with individuals. Learning how to communicate well is fundamental for helping others. Being open, uncensored, diplomatic, non-dominating, and non-submissive, are useful communication skills for advocating and counseling. Participation (and attendance) **is worth 1/3 of your grade**. Regular and punctual attendance is imperative. Students are expected to be in class; to participate in a friendly, open, and respectful manner with others; and to share thoughts or experiences to build on learning knowledge and insight. This is meant to be an engaging class where the most learning occurs through active participation. A respectful, open, and encouraging environment will set the pace. Using skills we learn in class can be applied within the discussions and interactions. **Students are expected (to try) to make at least one comment/question per class (as appropriate).** When late or absent, notify the instructor via email as soon as possible (see Attendance Policy above). Because this class relies on participation, involvement, and mutual respect of all class members, it is important for students to come to class prepared to take part in discussion each week, which are based on the class assignments. There will be many opportunities for students to take part in experiential in-class exercises. **Please turn off cell phones and lap tops during class. Avoid side conversations. A description of proper classroom etiquette will be provided. A sign-in sheet will be passed around at the beginning of each class period. It is the student's responsibility to remember to sign the attendance sheet each week.**

More than 2 unexcused absences may result in not passing the course.

B. Class Contract

Email me (tesh.miki@gmail.com) the first week of class stating that you read the class etiquette contract and syllabus handed out in class, and also posted on BlackBoard (Bb).

C. Volunteer Experience (For Credit)

All students enrolled in SW 312 must complete 45 volunteer hours at an approved agency. It is the student's responsibility to locate an agency at which to complete the hours. To aid students in their search for an agency, search the following sites for additional volunteer opportunities:

<http://deanofstudents.utexas.edu/vslc>

<http://www.211centraltexas.org/>

<http://volunteer.truist.com/ut/volunteer/>

Approval for the volunteer placement must be granted by the course instructor. Only 10 training hours can be used toward the 45 hour requirement. If you are enrolled in SW310 at the same time as this course, you will only have to complete 75 volunteer hours (instead of 90).

Required Volunteer Forms – all forms must be submitted to successfully complete the course. The forms are:

- a. Agency Selection Form (complete on blackboard)
- b. Educational Contract (complete on blackboard)
- c. Agency Evaluation of Student (hand in last class day and signed by a supervisor)
- d. Volunteer Time Logs (hand in last class day and signed by a supervisor)

Please note that if a student does not complete at least 30 hours of the 45 volunteer hours, the student will not pass the course.

D. Videotaped Interview Presentation (40 points)

You will make two videos. The purpose of Video #1 is to practice the *fundamentals* of counseling and interviewing people. The purpose of Video #2 is to practice the fundamentals of counseling and interviewing people **plus at least one of the new techniques**. See sample videos on Blackboard.

Videotaped Interview #1 - Students will pair up, and keep the same partner for both Video #1 and Video #2. Interviews should last 30 minutes. Students will upload their video to Youtube and present 3 minutes of it to a small group of about 6 students. The viewing students will use a strengths based assessment to critique each other. Strengths based assessment is used for a couple of reason: 1) To practice using this skill with others because this is the approach social workers use, and 2) to reduce anxiety so that students can try out new skills and take more risks in experimenting with different styles. Students will meet in their small groups, one group at a time, during class time hours, and rotating in shifts.

Videotaped Interview #2 - The same procedure will be followed as the first video. You keep the same partner and group of 6 students. Video 2 is made for the purpose of demonstrating your competency in new skills learned in class since the first video. Make a comparison of the first and second interviews, again focusing on strengths and areas of improvement. Continue to use fundamentals of counseling techniques, but add at least one of the new techniques (i.e. Play/Art therapy, Cognitive Behavior Therapy, Solution Focused Brief Therapy, Motivational Interviewing, Mindful Self-Compassion)

You must have your video prepared and ready to go for your group before hand.
Test your video ahead of time and make sure it is open and searchable by link.
You you must stay for your whole group to get full credit.

E. Journaling (30 points)

There are many opportunities to write in your journal. **Pick 3 from the 7 choices for 30 points.** This is where you get to explore your skills in deeper ways. It should end up being enjoyable as you learn about your self and your abilities. Focus on your areas of progress and areas of where you want to keep improving. *Due Date:* Submit your journal entry by or before the date due on the syllabus. Submit the write up about your experience in the Journal in Blackboard.

Guidelines: Interview someone using the skills you use in class. This other person could be another social work peer, a person at your volunteer placement, or a friend. Always use the fundamentals of counseling, plus at least a little bit of the new techniques you are trying out. Try to find people different from yourself whenever possible. When you can, try to vary the people you interview, for example, try to interview a child, an elderly person, a disabled person, a teen-ager, a veteran, someone with an illness, etc.. Write in your Journal about experience. Focus your journal write-ups more on your counseling skills, and less about the person's actual story. The story is important, however this exercise is about how you did, your personal educational growth, how you did well, and how you might could improve, and questions you might have, and where you might get those questions answered. The goal is for you to assess your skills, areas of improvements, and strengths. Be sure to ask for feedback too at the end of the counseling session. You can give people a form to rate your skills (use the Interview Feedback Form in course handouts), or ask for verbal feedback by asking them what helped. One last note: Try to step outside your comfort zone when using these skills. You can only learn from any experience and the more "risk" you take going for it, the better. Don't be hard on yourself. This is where you get to explore ideas and skills. It's more about self-analysis, self-assessment, growth, and challenging yourself, and not about being perfect all the time. It is ok to make mistakes because mistakes are part of the learning process. Go for it and have fun while you are doing it! (Remember to use the fundamentals: *Establishing Rapport, Being Non-Judgemental, Building Confidence, Listening more than Talking, Being Authentic, Being Collaborative, Understanding Discrimination in Systems, Understanding Person in Environment, Using a Strengths Perspective, Have Emphathy, Be Accepting, Ask Open Ended Questions, Being Attentive, Being Optimistic about Human Potential, etc.*).

Options to choose from:

1. (10 pts) Real Life Interview– Play or Art Therapy (plus fundamentals)
2. (10 pts) Real Life Interview– Reflective Listening (plus fundamentals)
3. (10 pts) Real Life Interview– Reframing (plus fundamentals)
4. (10 pts) Real Life Interview– Cognitive Behavior Therapy (plus fundamentals)
5. (10 pts) Real Life Interview– Solution Focused (plus fundamentals)
6. (10 pts) Real Life Interview– Motivational Interviewing (plus fundamentals)
7. (10 pts) Real Life Interview– Mindful Self-Compassion (plus fundamentals)

VIII. SUMMARY OF COURSE REQUIREMENTS – 100 points

PARTICIPATION	
Class participation and attendance- more than 2 unexcused absences may result in not passing course	30 pts
CREDIT	
CLASS CONTRACT: Email that you read contract and syllabus to tesh.miki@gmail.com	Credit
VOLUNTEERING FORMS: 1. Agency Selection, 2. Education Contract, 3. Evaluation, 4. Log Hours	Credit
VIDEO TAPED INTERVIEWS PRESENTATION	
Need to stay for the whole group and show video for the credit	
Video Taped Interview Group #1	20 pts
Video Taped Interview Group #2	20 pts
JOURNALING	
Pick 3 from the below to practice and journal about for 30 points	
1. Real Life Interview –Play or Art Therapy (plus fundamentals)	10 pts
2. Real Life Interview– Reflective Listening (plus fundamentals)	10 pts
3. Real Life Interview –Re-framing (plus fundamentals)	10 pts
4. Real Life Interview –Cognitive Behavior Therapy (plus fundamentals)	10 pts
5. Real Life Interview– Solution Focused (plus fundamentals)	10 pts
6. Real Life Interview –Motivational Interviewing (plus fundamentals)	10 pts
7. Real Life Interview –Mindful Self-Compassion (plus fundamentals)	10 pts
total	100

IX. COURSE SCHEDULE (Bb = Blackboard, where readings are located)

DAY	DATE	TOPIC	READINGS	DUE
GENERALIST SOCIAL WORK PRACTICE				
Mon	1/14		What is Generalist Practice?	
Wed	1/16	Strengths Perspective & Giving up perfectionism	<ul style="list-style-type: none"> • Watch Vulnerability & Courage by Brene Brown: www.brenebrown.com/speaking • Bb-“How to Discover Strengths” • Bb-“What is Strengths Perspective” • Bb-“Want to be happy stop trying to be perfect” 	Class contract agreement
Mon	1/21		<i>M.L. King Holiday!</i>	
Wed	1/23	Strengths Perspective and Systems/Ecological Perspective	<ul style="list-style-type: none"> • Bb-“Tending to Japan” • Bb-“What we know now about how to be happy” • Bb-“How economic inequality harms society” 	
Mon	1/28	Stress & Culture	<ul style="list-style-type: none"> • Watch “Stress: Portrait of a Killer” PBS: www.youtube.com/watch?v=eYG0ZuTv5rs • Bb-“Fight the Frazzled Mind by Epstein” 	

Wed	1/30	<i>continued...</i>		Submit: Volunteer Selection & Education Contract
SOCIAL WORK DIRECT PRACTICE AND COUNSELING SKILLS				
Mon	2/4	Children's and Youth Counseling. Play and Art Therapy	<ul style="list-style-type: none"> • Play Therapy website: www.a4pt.org/ps.playtherapy.cfm • Watch "It gets better project": video.pbs.org/video/2241121089 • Watch - "Born into Brothels" (will send links) 	
Wed	2/6	<i>continued...</i>		
Mon	2/11	Reflective Listening, Rapport Building, Client Centered Counseling, & Carl Rogers	<ul style="list-style-type: none"> • Bb- "Interviewing Skills" • Bb- "Reflective Listening Concepts" • Bb -Cournoyer Chapter 5 Sections 	
Wed	2/13	<i>continued...</i>		
Mon	2/18	Re-framing	<ul style="list-style-type: none"> • Bb-"Pessimism vs. Optimism" • Bb- "Depression Evolutionary roots" 	
Wed	2/20	<i>continued...</i>		Journal: Play or Art Therapy
Mon	2/25	VIDEO #1 PRESENTATION	groups 1, 2, 3 present	groups 1, 2, 3 present
Wed	2/27	VIDEO #1 PRESENTATION	groups 4, 5, 6 present	groups 4, 5, 6 present
Mon	3/4	Cognitive Behavior Therapy	<ul style="list-style-type: none"> • CBT website: nacbt.org/whatiscbt.aspx • Cognitive Distortions, UT Counseling: www.cmhc.utexas.edu/stressrecess/Level_One/distortions.html • Bb-TF-CBT Workbook • Bb-TF- Therapists Guide to Brief CBT Manual 	Journal: Reflective Listening
Wed	3/6	<i>continued...</i>		
Mon	3/11	<i>Spring Break!</i>		
Wed	3/13	<i>Spring Break!</i>		

Mon	3/18	Solution Focused Brief Therapy	<ul style="list-style-type: none"> • SFBT website: www.sfbta.org/about_sfbt.html • Bb-“SFBT Handout” 	Journal: Re-framing
Wed	3/20	<i>continued...</i>		
Mon	3/25	Motivational Interviewing	<ul style="list-style-type: none"> • Motivational Interviewing website: www.motivationalinterview.org/quick_links/about_mi.html • Bb – “Motivational Interviewing Definition Principles and Approach” 	Journal: Cognitive Behavior Therapy
Wed	3/27	<i>continued...</i>		
Mon	4/1	Mindful Self-Compassion	<ul style="list-style-type: none"> • Self-Compassion: www.self-compassion.org/ • Bb- ”Many Unhappy Returns wandering minds” • Bb-“Narcissism on the rise in America” • Bb-“Go easy on yourself, new wave of research” 	Journal: Solution Focused Brief Therapy
Wed	4/3	<i>continued...</i>		
Mon	4/8	VIDEO #2 PRESENTATION	groups 1, 2, 3 present	groups 1, 2, 3 present
Wed	4/10	VIDEO #2 PRESENTATION	groups 4, 5, 6 present	groups 4, 5, 6 present
Mon	4/15	Grief and Loss	<ul style="list-style-type: none"> • Bb - “Shades of Grief Scientific America” • Bb - Critique this article , “Best and Worst things to say when Someone Dies” • Watch “Facing Death”: www.pbs.org/wgbh/pages/frontline/facing-death/ 	Journal: Motivational Interviewing
ETHICS IN SOCIAL WORK DIRECT PRACTICE				
Wed	4/17	Critical Thinking Ethical Decision Making	<ul style="list-style-type: none"> • Bb-“Ethics Matrix” • Social Work Code of Ethics: www.socialworkers.org/pubs/code/code.asp 	
Mon	4/22	Ethics in Child Protective Services	<ul style="list-style-type: none"> • Bb-“Less Scared Straight” • Bb-“America’s approach to sex offenders” 	Journal: Mindful Self-Compassion
Wed	4/24	Alternative Approaches in Criminal Justice	<ul style="list-style-type: none"> • Watch “The Interrupters”: www.pbs.org/wgbh/pages/frontline/interrupters 	
Mon	4/29	<i>continued...</i>	(Practicing with case studies)	

Wed	5/1	Courage and Leadership	Hand In 2 Forms: 1) Agency Evaluation of Student & 2) Time Log Hours
-----	-----	------------------------	---