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

Course Number:	SW332	Professor:	Susan De Luca, MSW, Ph.D.
Unique Number:	61630	E-mail:	sdeluca@austin.utexas.edu
Semester:	Spring 2015	Phone:	(512) 471.1713
Meeting Time:	4:00pm-5:30pm	Office Room:	3.130L
Meeting Place:	SSW 2.116	Office Hours:	Monday 1pm-3pm or by appointment

SOCIAL WORK PRACTICE WITH INDIVIDUALS AND FAMILIES

I. COURSE DESCRIPTION

This course builds extensively on content in SW 312 (Social Work Generalist Practice: Knowledge, Values, and Skills). This second course in the practice area focuses on the integration of theory, methods and skills as they apply to practice with individuals and families. *The foundation of the course is social work values and the ethical decision-making process, as illuminated by the NASW Code of Ethics.* The course provides an in-depth examination of the helping process within the context of an ecosystems/developmental framework. *This course encompasses engaging clients in an appropriate working relationship, communication skills, identifying issues, problems, needs, resources, and assets, and planning for service delivery. The course is built on the identification, analysis, and implementation of empirically based interventions designed to achieve client goals including problem solving and case management.* The development of skills in data collection, assessment, and problem identification is also emphasized. Throughout the course, special attention is given to *understanding, affirming, and respecting people from diverse backgrounds*, including (but not limited to) groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin.

II. COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Demonstrate a *generalist knowledge* of the relationship between theory and social work practice *as it relates to the strengths capacities and resources of individuals and families.* **(PB 11, 35, 38)**
2. *Develop generalist social work skills in identifying client issues, problems, needs, resources, and assets in order to help alleviate critical social problems and enhance human well-being.* **(PB 11, 12, 13)**
3. *Develop skills in identifying, analyzing and implementing empirically-based interventions and evaluating program outcomes and practice effectiveness.* **(PB 5, 11, 12, 29, 32, 32, 33, 34, 35, 36, 37, 38, 39, and 40)**
4. *Develop tools and techniques for understanding, affirming, and respecting people from diverse backgrounds*, including (but not limited to) groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin. **(PB 11, 30)**
5. *Demonstrate a knowledge base of social work values and the ethical decision making process, as illuminated by the NASW Code of Ethics.* **(PB 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)**
6. Demonstrate an understanding of the pursuit of social and economic justice *including strategies to combat discrimination, oppression, and economic deprivation for individuals and families.* **(PB 1, 29, 30)**

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.

Competency 2.1.1: Identify as a professional social worker and conduct oneself accordingly.

PB1 Advocate for client access to the services of social work

Objectives: 5 and 6

Assignment: Class participation and Exam 1

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

Objective: 5

Assignment: Lab project, interview assessment

PB3 Attend to professional roles and boundaries

Objective: 5

Assignment: Lab project, interview assignment

PB4 Demonstrate professional demeanor in behavior, appearance, and communication

Objective: 5

Assignment: Lab project, interview assignment

PB5 Engage in career-long learning

Objectives: 3 and 5

Assignment: interview assignment

PB6 Use supervision and consultation

Objective: 5

Assignment: Lab project, class consultation

Competency 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: 5

Assignments: Class exercises, Exam 1

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

Objective: 5

Assignments: Class exercises, Exam 1

PB9 Tolerate ambiguity in resolving ethical conflicts

Objective: 5

Assignments: Class exercises, Lab assignment

PB10 Apply strategies of ethical reasoning to arrive at principled decisions

Objective: 5

Assignments: class exercises, Exam 1

Competency 2.1.3: Apply critical thinking to inform and communicate professional judgments.

PB11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom

Objectives: 1, 2, 3, and 4

Assignment: Exam 1, Exam 2, Exam 3

PB12 Analyze models of assessment, prevention, intervention, and evaluation

Objectives: 2 and 3

Assignment: Exam I, Exam II, and Exam III

PB13 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

Objective: 2

Assignment: Exams I, II, III, Client Interview role play and critiques, participation exercises

Competency 2.1.10a: Engagement

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

Objectives: 3 and 6

Assignments: Exam I, Exam II, Exam III

PB30 Use empathy and other interpersonal skills

Objectives: 4 and 6

Assignments: participation exercises, class exercises, client interview assessment-role play and critiques

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

Objective: 3

Assignments: Examinations, Client Interview assessment-role play

Competency 2.1.10b Assessment

PB32 Collect, organize and interpret client data

Objective: 3

Assignments: Lab project, participation exercises, class exercise

PB33 Assess client strengths and limitations

Objective: 3

Assignments: Lab project, participation exercises, class exercise, Exam II

PB34 Develop mutually agreed-on intervention goals and objective

Objective: 3

Assignments: class exercise, Exam II

PB35 Select appropriate intervention strategies

Objectives: 1 and 3

Assignments: class exercise, Exam III

Competency 2.1.10c Interventions

PB36 Initiate actions to achieve organizational goals

Objective: 3

Assignments: participation exercises, class exercise, Exam II, III

PB37 Implement prevention intervention that enhances client capacities

Objective: 3

Assignments: participation exercise, class exercise, interview assessment, Exam III

PB38 Help clients resolve problems

Objectives: 1 and 3

Assignments: class exercise, interview assessment, Exam III

PB39 Negotiate, mediate, and advocate for clients

Objective: 3

Assignments: participation exercises, class exercises

PB40 Facilitate transitions and endings

Objective: 3

Assignments: participation exercises, class exercise, Exam III

III. TEACHING METHOD

The Professor is committed to helping students prepare for social work field education. A variety of teaching methods including interactive lectures, experiential group activities, reading assignments, case studies, and audiovisual materials will be used to help students understand social work practice with individuals and families. Students are expected to be the chairs of their own education, meaning they will contribute to their own learning through asking questions, sharing experiences, and actively participating in class discussion.

Use of Canvas in Class

In this class the professor uses Canvas—a Web-based course management system with password-protected access at <http://canvas.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 Canvas at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly. **It is required that students check their email daily.**

IV. COURSE REQUIREMENTS

Course requirements consist of three written exams, classroom skill-building exercises, a lab project, and a paper describing an interview with a professional social worker in the community. **Students must complete the readings prior to class and should be well prepared to participate in discussions and experiential learning assignments. Students will be evaluated on the required assignments as well as class participation and contribution.**

It is important to note that this course has a lab component. The professor of this course reserves the right to utilize time as needed to enhance students' learning. It is expected that the lab time be used for SW 332 course work (research, interview assignments, test reviews, etc.). For the lab component, students are required to record an assessment with a "client." To complete this activity, students can elect to use their own digital recording equipment (e.g. smartphone, digital recorder, etc) or reserve a time/space in the Learning Resource Center, located in the basement of the Social Work building, to record the assignment. A five-minute clip of the student, **as the social worker**, should be uploaded to YouTube to be during your designated class time. Please do not use fellow students for your role-plays.

Preparation, participation, & contribution (10%)

Assessment of PB 1-2, 6-10, 12, 29-35, 37-40

Students are expected to attend all classes, **to arrive before class is scheduled to begin**, and be prepared to participate **meaningfully** in class discussion, skills-building exercises, small group activities, and assignments. Students are expected to call upon relevant experiences and course readings for contributions. At the beginning of each class, students will be asked to complete a **minute paper** about the topic(s) assigned for that class. The minute paper will be used as a starting point for discussion as well as a means to mark attendance. There will be a total of twenty-one minute papers assigned over the semester. However, only 20 of the minute papers will be counted (this means you get one pass). Each minute paper is worth 5 points, for a total of 100 points over the semester. **If a student is late or misses class, for any reason, they will not be able to complete the minute paper and considered absent. Students missing four of these minute papers/classes will not pass the course.**

Students will still be held responsible for the information covered in class. It is recommended that they contact a fellow classmate to get that information or set up a time to meet with the professor.

The Professor will also evaluate students' participation in various in-class activities (e.g., large and small group discussions, role-plays, etc.). **Remember that participation is not so much about quantity as it is quality.** You are a major contributing factor to the learning environment of your fellow classmates. Thus, if your behavior in class deters from other students' learning (e.g., having small side conversations) this will be reflected in your grade. **Since this class is a lab-based class, the Professor will tally the number of times a student engages in front of the class, especially role-plays, for full consideration of the allotted points.**

Criteria for Evaluation:

- Content (e.g., readings and lecture material) and process (e.g., classroom experiences) are mutually enhancing for participating in group discussions and necessary for optimal learning.
- Active, cooperative learning is a requirement of this course. You will learn via listening, talking together, listening, reading with a critical eye, and reflecting and integrating your responses to what you read and experience. Your thoughtful contributions in each of these modes of active learning are an important aspect of this process.
- Raise questions, express your viewpoints, and engage in small and large group discussions and experiential exercises.
- Adherence to the NASW Code of Ethics

Participate in a professional manner that includes respectfulness with regard to difference. If you have any questions or concerns about these requirements, please talk to the Professor early in the semester.

Exams (50%)

Assessment of PB 1, 7-8, 10, 13, 29-30, 32-35, 37-38, 40

All exams will draw heavily from the readings, lectures, class discussions, digital recordings, and exercises done in class and at the end of each chapter. Format for exams may include multiple choice, true/false, short answer, and essay questions. **MAKE-UP EXAMS WILL NOT BE GIVEN UNLESS THERE ARE UNUSUAL EXTENUATING CIRCUMSTANCES WITH DOCUMENTATION. THE FORMAT OF MAKE-UP EXAMS IS AT THE DISCRETION OF THE PROFESSOR.**

Exam #1 (10%)

The first exam will include material from Ch. 4-7, additional assigned readings and information presented in class during the first 3 weeks of the course.

Exam #2 (20%)

The second exam will cover material from Ch. 8-10 & 12, additional assigned readings, and information presented in class from week 5 through week 7.

Exam #3 (20%)

The third exam will cover material from Ch. 13, 15, 17-19, additional assigned readings, and information presented in class from week 12 through week 15.

Lab Project (30%)

Assessment of PB 2-4, 6, 11-13, 29-33

This assignment, designed to help you improve your interviewing and assessment skills, includes two components: a digitally-recorded role play, and a write up of the client assessment.

1. Digitally-recorded role play (15%)

This assignment will give students the opportunity to play the role of a social worker conducting an assessment interview. Students must digitally-record the interviews. Each interview should last between **15-20 minutes total**. These recordings may be used in the future for teaching purposes. Thus, please refrain from self-disclosures that could put anyone at risk in any way. Students can use their own recording equipment (DVD recorder, smartphone, mp3 player etc), as long as the recording will be uploaded to YOUTUBE **prior** to your class presentation. From the 20-minute interview, each student must select a 5-minute clip that shows him/her in the role as the **SOCIAL WORKER**. This clip should demonstrate the key skills necessary for client assessment. This is what you will be graded on. There is a privacy link on YOUTUBE that prevents others from viewing your clip. Students will sign up for **one** of the following feedback group dates: **March 25th, 30th, or April 1st**. Your digital recording will be due on the day you signed-up for on the sheet provided by the Professor earlier in the semester. **In order to make sure we stay on schedule, 5 minutes will be used for the clip and 5 minutes for Q&A from your colleagues. Therefore, ALL clips must be uploaded before class in order to start on-time.**

2. Client Assessment & Treatment Plan (15%)

Each student will be required to write-up his/her own assessment of the client from the role-play. Papers should be in a formatted 2-3-page double-spaced, 12-point Times New Roman font, report. The Professor will post specific guidelines for this assignment in class and provide handouts in class; please review them carefully. **It is the student's responsibility to ask the Professor questions about or clarify requirements of the projects/papers assigned. Client assessments are to be submitted via Canvas on April 15th. If time stamped (i.e. received) after 4:00pm (beginning of class) they will be considered late. Therefore, it is important to upload your papers to give yourself enough time to arrive to campus, etc. to make sure you can make this requirement.**

Social Worker Interview Paper (10%)

Assessment of PB 3-5, 11-13, 29, 37-38

Schedule an appointment to interview a licensed social worker in person (ideally at his or her place of employment). Interview him/her about the agency and his/her job duties. This is really a chance for you to interview someone in an area of social work that you would like to learn more about. If you have any question about the appropriateness of the interview, please speak with the Professor. The summary of the interview must include, but is not limited to, the following:

- Agency name, type of agency, populations served
- Theories of practice approaches that guide social worker's interventions
- Social worker's day to day activities
- Most memorable moment as a social worker
- Major challenges experienced by the social worker
- "Words of wisdom" for the beginning social worker

A 2-3 page summary of the interview must be typed, double spaced with 12 pt Times New Roman font, and a hard copy **submitted in class on May 6th. If received after 4:00pm (beginning of class) they will be considered late. Therefore, it is important to print your papers to give yourself enough time to arrive to campus, etc. to make sure you can make this requirement.**

V. GRADING CRITERIA

Students should be able to track their progress throughout the course. Should you have questions about any assignment for this class, please consult with the Professor in advance of the due date. Grades are not curved.

Grades will be assigned as follows:

94.00-100 points	A (excellent)
90.00–93.999 points	A- (very good)

To receive an “A” in this course you must have excellent attendance, participation, and you must produce work that is of superior quality.

87.00-89.999 points	B+ (well above average)
84 -86.999 points	B (above average)
80–83.999 points	B- (slightly above average)

Work earning grades of B+ and B generally exceeds assignment/performance expectations; demonstrates varying degrees of in-depth critical thinking and analysis that resulted in work additional to that laid out in the assignment directions (i.e., coherence and integration of ideas);

77.00-79.999 points	C+ (average)
74.00–76.999 points	C
70.00-73.999 points	C

Work earning grades of C+, C and C- may substantially to minimally meet requirements, have minor to more significant gaps, and lack evidence of in depth thinking and analysis. Social Work majors must make a grade of C- or above to avoid having to repeat the course.

67.00-69.999 points	D+ (below average)
64.00-66.999 points	D
60.00-63.999 points	D

Grades in the D range reflect work that has important gaps in the assignment both in terms of not meeting the requirements and lacking critical thinking and analysis.

Below 60.0 points or below	F (failing)
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Writing Guidelines for Papers

Papers must be typewritten in 12pt Times New Roman font, double-spaced, proofread for spelling and grammatical errors. Papers, responses to essay questions, and presentations awarded the highest grades include the following elements:

1. APA is required for all papers. Please see the APA 6th Edition manual, the Purdue Owl website or the UT Writing Center for any questions.
2. As future social workers and scholars, grammar and organizational structure is critical in relating your message effectively. Please read over the grammar handout provided the first day of class (and also available on Canvas) when preparing your papers. Again, please contact the UT Writing Center for any questions.
3. Evidence of independent, critical thinking
4. Integration of material from lectures and course readings

Late assignments. Late papers/projects will not be accepted except for EXTENUATING CIRCUMSTANCES WITH DOCUMENTATION.

VI. REQUIRED READINGS

Hepworth, Rooney, Rooney, and Strom-Gottfried (2013). *Direct Social Work Practice: Theory and Skills (9th edition)*. Brooks/Cole Publishing.

Supplemental Books:

Strunk, W. (2007). *The elements of style*. Penguin.

Turner, F. J., Rowe, W., & Rowe, W. S. (Eds.). (2013). *101 Social Work Clinical Techniques*. Oxford University Press.

The Professor may assign additional readings from books and articles to enrich the course.

COURSE OUTLINE

<u>Date</u>	<u>Topics</u>	<u>Readings and Assignments</u>
<u>INTRODUCTION</u>		
January 21	Class overview and getting acquainted	Syllabus
January 26	Social work values and ethics	Hepworth, Chp 4 pp. 57-82
<u>COMMUNICATION SKILLS</u>		
January 28	Communicating empathically	Hepworth, Chp 5 pp. 89-112
February 2	Being authentic	Hepworth, Chp 5 pp. 113-128
February 4	Verbal following, exploring, and focusing skills	Hepworth, Chp 6 pp. 135-162
February 9	Eliminating counter-productive communication	Hepworth, Chp 7 pp. 165-181
February 11	Exam I Review	Hepworth Chps 4-7 videos, lectures and activities
February 16	<u>EXAM I</u>	
<u>ASSESSMENT</u>		
February 18	Exploring and understanding problems and strengths	Hepworth, Chp 8 pp. 185-213
February 23	Intrapersonal, interpersonal, and environmental factors	Hepworth, Chp 9 pp. 215-235
February 25	Intrapersonal, interpersonal, and environmental factors cont.	Hepworth, Chp 9 pp. 235-249
March 2	Family functioning	Hepworth, Chp 10 pp. 255-292
March 4	Developing goals	Hepworth, Chp 12 pp 327-355
March 9	Evaluating goals and formulating contracts	Hepworth, Chp 12 pp 355-375
March 11	Exam II review	Hepworth Chps 8-12, videos, lectures and activities

March 16th-21st Spring Break

<u>Date</u>	<u>Topics</u>	<u>Readings and Assignments</u>
March 23	EXAM II	
March 25	Feedback group 1	Digital recording due
March 30	Feedback group 2	Digital recording due
April 1	Feedback group 3	Digital recording due
	<u>INTERVENTIONS</u>	
April 6	Planning and implementing change	Hepworth, Chp 13 pp. 379-399
April 8	Planning and implementing change cont.	Hepworth, Chp 13 pp. 399-421
April 13	Planning and implementing change cont.	Hepworth, Chp 13 pp. 421-437
April 15	Enhancing family functions and relationships	Hepworth, Chp 15 pp 471-506 Client assessment due
April 20	Additive empathy, interpretation, and confrontation	Hepworth, Chp 17 pp. 535-555
April 22	Managing barriers to change	Hepworth, Chp 18 pp. 557-587
April 27	Managing termination	Hepworth, Chp 19 pp. 591-607
April 29	Exam III review	Hepworth Chps 13-19, videos, lectures and activities
May 4	EXAM III	
May 6	Semester wrap-up	Social work interview due

VII. COURSE AND UNIVERSITY POLICIES

Attendance

It is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Therefore, class attendance is expected, as is handing in assignments on time. Students anticipating being absent from class for a legitimate reason (serious illness, family emergency) should notify the Professor in advance by e-mail. An attendance sheet will not be passed around. Instead, minute papers will be used to track your attendance. (See description earlier in this document).

Electronics in Class

Please turn off and put away your cell phones and laptops before class begins.

Mutual Learning

The Professor welcomes feedback about the course and the course will be viewed as a mutual learning process between students and the Professor. Students are encouraged to request and to provide feedback

during office hours, by e-mail, and by appointment if they desire. The Professor will utilize a mid-course evaluation to gain student feedback. **PLEASE** schedule office appointments with me if you have concerns about your performance in the course, or if you have specific learning needs or challenges that I can address to strengthen your participation and learning in the course.

The University of Texas Honor Code

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

Professional Conduct in Class

The Professor expects students to act 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 sometimes we will not agree with the ideas expressed by others. However, the Professor does require that students engage one another with respect and professionalism. In addition, due to the nature of this class, sensitive information may be disclosed and you will be held to the same rules of confidentiality that you would be expected to have at your agency.

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/>).

Documented disability statement

Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

Religious holidays

By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

Use of e-mail for official correspondence to students

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail/Canvas page daily 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>.

****A note on email** Please allow 24 hours for email response. It is likely that you will receive a response sooner than that. However, in the case that you do not, you are encouraged to re-contact**

the professor. I expect students to provide the same email response rate in line with professional conduct expected in the field.

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 (bcsl)

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.