

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

Course Number:	SW383T	Instructor's Name:	Barbara Anderson, LCSW
	Social Work Practice II		
Unique Number:	62615	Office Number:	SWB 3.124E
Semester:	Spring, 2013	Phone:	232-7118 (office) Barbara.a@mail.utexas.edu
		E-Mail:	
Meeting Time/Place:	Wednesday 8:30 – 11:30 SWB 2.122	Office Hours:	W, 12:30–1:30 and by appt.

SOCIAL WORK PRACTICE II

I. Course Description

This course builds upon Practice I by deepening students' knowledge of the generalist social work perspective in the application of theory and practice methods for effective and ethical service delivery to diverse individuals, families, groups, organizations and communities in conjunction with field education.

Prerequisites: This course must be taken concurrently with Field Instruction II. This class is a prerequisite for all second year concentration courses.

II. Course Objectives

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

1. Critically analyze professional values, ethical dilemmas and ethical decision making and their impact on service delivery, policy and practice; (PB 4, 9, 10)
2. Identify, critique, apply and evaluate social work theories and methods from a strengths based generalist perspective for effective service delivery to diverse individuals, families, groups, organizations and communities; (PB 31, 35, 37)
3. Apply beginning practice skills in the development, leadership and evaluation of small groups in agency, organization and community settings; (PB 29, 31, 35, 36, 40)
4. Identify aspects of human diversity within and between groups and the implications for this diversity in assessment, planning, intervention and evaluation; (PB 1, 29, 35, 36, 39)

5. Demonstrate knowledge of leadership and advocacy skills, conflict management and inter-professional collaboration at all levels of social work practice to promote social and economic justice; (PB 29, 35, 36, 37, 39)
6. Apply a beginning level of skill in utilizing empirical knowledge to evaluate theoretical frameworks, intervention plans and practice effectiveness; (PB 35, 36, 37)
7. Communicate effectively and professionally, both orally and in writing, assessment, intervention and evaluation plans for diverse client systems that enhance client strengths, capacities, assets and resources. (PB 1, 4)

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.

EP2.1.1 Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

PB1 Advocate for client access to the services of social work

Objectives 4, 7

Assignments- Advocacy Assignment

PB4 Demonstrate professional demeanor in behavior, appearance, and communication

Objectives 1, 7

Assignments- Video Role Play and Critique, Social Work Theory Application

EP2.1.2 Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

PB9 Tolerate ambiguity in resolving ethical conflicts

Objectives 1, 7

Assignments- Ethics Application

PB10 Apply strategies of ethical reasoning to arrive at principled decisions

Objectives 1

Assignments-Advocacy Assignment, Ethics Application

EP2.1.10a Engagement

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

Objectives 3, 4, 5

Assignments- Advocacy Assignment, Social Work Theory Application

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

Objectives 2, 3

Assignments- Social Work Theory Application

EP2.1.10b Assessment

PB35 Select appropriate intervention strategies

Objectives 2, 3, 4, 5, 6

Assignments-Social Work Theory Application, Video Role Play and Critique

EP2.1.10c Intervention

PB36 Initiate actions to achieve organizational goals

Objectives 3, 4, 5, 6

Assignments- Video Role Play and Critique

PB37 Implement prevention intervention that enhances client capacities

Objectives 2, 5, 6

Assignments- Video Role Play and Critique

PB39 Negotiate, mediate, and advocate for clients

Objectives 4, 5

Assignments- Advocacy Assignment

PB40 Facilitate transitions and endings

Objective 3

Assignments- Video Role Play and Critique

III. Teaching Methods

This class will be taught using a variety of methods with an emphasis on experiential learning including role-play, video, class discussion, small group interaction, lecture and guest speakers. The assignments will provide the opportunity for "learning by doing" in role-play, small groups, and individual projects. For success in this class you must be willing to participate, risk yourself, stretch your creativity, and attend class! You are encouraged to ask questions, give the instructor feedback, and arrange times to see the instructor individually if you think it would be helpful for your learning.

IV. Texts and Materials

Required:

Turner, F.J. (2011). *Social Work Treatment*, 5th Ed. New York: Oxford University Press.

Corey, Marianne S. and Corey, Gerald. (2006) *Groups: Process and Practice*, 9th Ed. Belmont, Ca.: Thompson/Brooks Cole.

Roberts, Albert R. and Greene, Gilbert J. (2009) *Social Workers' Desk Reference*. 2nd Ed. New York, NY: Oxford University Press. This text is required upon admission to MSSW Program. (See admissions materials)

Reading packet is available at Abel's Copy/Speedway Publishing, University Towers, 715N West 23rd St. Ste. N, 512/4783334

Additional readings/handouts as assigned.

V. Course Requirements

(You will be given handouts with complete instructions.)

1. Assignment 1

In-Class Applications

2. Assignment 2

A series of three experiences/papers:

1. Observation of Community Support Group
2. Reflection on in-class group simulation process
3. Choose your own adventure: Social Justice through the lens of art or ECHO Point in Time (P.I.T.) Count

3. Assignment 3

Advocacy Assignment: Speak-out

4. Assignment 4

Social Work Theory Application

5. Assignment 5

Video role-play, consultation, critique and macro application

6. Professional engagement points will be determined by your:

Attendance, timeliness, active and meaningful engagement in class activities, small group and full class discussions.

Letter grades will be determined by the following scale:

2 In-Class Application Activities @ 10 points each	20 points
3 brief papers @ 25 points each	75 points
Social Work Theory Application	100 points
Advocacy Assignment: Speak Out	55 points
Video Role-Play, Consult and Macro application	100 points
Professional engagement	10 points
Total: 360 points	

A	338 - 360
A-	324 - 337
B+	313 - 323
B	302 - 312
B-	288 - 301
C+	277 - 289
C	266 - 276
C-	252 - 265
D	216 - 252
F	below 216

VI. Class Policies

Professional behavior is expected of all students in the classroom.
Professional behavior in the classroom includes the following:

1. Attendance and Participation

Since the overall goal of this course is to help students apply knowledge and theory to practice, the success of the course is dependent upon students assuming an active role in class discussion and activity. This form of learning cannot be “made up” once missed. Timeliness, attendance and participation for the entire class time are expected of all students. Students who fail to attend class on a regular basis (missing more than two classes without a valid excuse, e.g., medical documentation) will be dropped from the Practice course. Cumulative late arrivals may be considered as absences. Notify the professor prior to class if you cannot attend due to an illness or emergency. Students observing a religious holiday should inform the instructor in advance so that arrangements can be made to complete the work missed within a reasonable amount of time.

2. Maintaining Confidentiality

Information shared in class about agencies and clients is considered confidential according to 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, discussion outside of class with individuals outside of the seminar regarding information shared in class about clients, supervisors, agencies or other classmates is a breach of confidentiality.

3. Time Management

It is important that students manage the multiple demands of graduate work. Students will lose 5% points per calendar day that an assignment is late. Assignments are due at 8:30 am on the due date. Papers turned in after class begins are considered late. Papers will not be accepted electronically unless this is prearranged with the instructor. On subsequent days, papers must be submitted before 5:00 p.m. to avoid an additional 5% point penalty. Late papers can be submitted to the front office. Staff will place them in the instructor’s mailbox. Any adjustments in assignments due dates and/or examination MUST be discussed with the instructor at least 24 hours PRIOR to the regularly scheduled date. Students have one “free” late day per semester to be used at their discretion. Students need to notify the instructor by the day that the assignment was due that the “free” pass is being used.

4. Following Proper Channels for Communication and Conflict Resolution

One of the most important aspects of becoming a professional is the understanding of the use of professional communication and use of supervision. The use of supervision includes, among other things, identifying areas for growth and the understanding of the process for communication regarding concerns. Students are expected to use identified channels for resolving concerns in the classroom. In the SW Practice II course, the student is expected to bring the concern first directly to the instructor on an individual basis. Students should be prepared to discuss the concern and offer possible solutions.

5. Respect for Colleagues

Part of professional accountability includes treating others with respect and courtesy. Within the class this entails listening to the diverse opinions and concerns of others with openness, offering suggestions and ideas in a positive and respectful manner, and willingness to promote group cohesiveness in the learning environment. Students are encouraged to provide ongoing feedback to the instructor during class and office visits.

6. APA Guidelines

All written work, unless indicated by professor, requires the student to follow APA guidelines. When using information from other sources, references and the bibliography should conform to current APA style (refer to School of Social Work handout). Plagiarism, including

electronic plagiarism, is a serious violation of University rules so pay close attention when giving citation credit.

7. Concerns about grades

Students with concerns or questions about grades are encouraged to discuss these with the instructor. The instructor will not consider grade revisions beyond two weeks after the assignment was returned to the student.

Students with concerns related to equitable distribution of work on a group project should first give the colleague in question a chance to address the concerns. If significant concerns remain, the student(s) is encouraged to approach the instructor during (not after) the assignment's completion process.

8. Technology use in the classroom

For class presentations, students are expected to preview their presentations on the classroom console equipment for troubleshooting ahead of time. Technology assistance is available within our department but not guaranteed to be available at the time of a class presentation. It is part of a presenter's responsibility to check the media and have a back-up strategy. Class time is finite and points will be deducted for time lost due to media issues that could have been addressed in advance.

Additional Tips: If you have any questions about the class or any special learning needs, please see me. Feel free to call, e-mail, or arrange for an appointment with me to address your questions. Please restrict calls to my cell phone to emergencies.

8. 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.

VII. University Policies

1. Emergency Evacuation Policy

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

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

2. 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>.

3. Documented Disability Statement

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users with hearing impairments) as soon as possible to request an official letter outlining authorized accommodations. Students with learning challenges are encouraged to discuss and resolve special needs with the instructor within the first two weeks of the semester.

4. 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>.

5. 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 also notify instructors regarding any safety concerns.

6. Professional Conduct in Class

The professor expects students to demonstrate professional behavior in class. This means that students should arrive on time for class, be prepared to participate in the class discussion, and show courtesy and respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we will be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. This also entails listening to the opinions and concerns of others with openness, offering suggestions and ideas in a positive and respectful manner, and willingness to promote group cohesiveness in the learning environment.

7. Religious Holidays and Observances

By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, 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.

8. 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/>).

VIII. Course Schedule

Date	Description	Text / Readings
1/16	<p><i>Social Work Leadership, Advocacy, and the Legislative Process: Conflict and Collaboration</i></p> <p>Guest Speakers: Jessica Boston, LMSW, Legislative Director for Representative Elliot Naishtat,</p> <p>Sue Milam, Ph.D. Government Relations Director, NASW Texas and</p> <p>Michael Martinez, MSSW Candidate 2013, CPS State Disproportionality Specialist</p> <p>Class meets at the Texas Capitol Annex, Hearing Room number Room 2.016 (Parking is available at State Parking Lot at 12th and San Jacinto for a nominal fee).</p>	<p>SWDR #130: <i>Legislative advocacy</i></p> <p>Electronic Handout: Advocacy Packet</p> <p>Packet: Haskins: <i>Social Science Rising</i></p> <p>Packet: McLaughlin: <i>Clinical Social Workers: Advocates for Social Justice</i></p> <p>Packet: Hofer: <i>Human Services Interest Groups in Four States: Lessons for Effective Advocacy</i></p>
1/23	<p><i>Orientation to Practice II: Course overview, organization and assignments</i></p> <p>In-class Application #1: Ethics and Values II</p> <p>Option for brief assignment #3: “ECHO Point in Time Count” event is Jan 25-26</p> <p>Visit http://www.austinecho.org/count/ to register to volunteer. Must attend one training session.</p>	<p>Syllabus</p> <p><i>NASW Code of Ethics</i></p> <p>Students’ Advanced Directive</p>

1/30

Leadership and Community Organizing; Ideals and Realities

Guest Speaker: Bob Libal and Kymberlie Quong Charles from Grassroots Leadership

In-Class Application #2: "Choose your own Article" Application and Peer Instruction

Planning and ordering of group role play
Planning and ordering of theory applications

Brief Assignment #3 "ECHO P.I.T. Count" option verification due

SWDR, #52: *Mediation and conflict resolution*

Packet: Loeb: *We Don't Have to be Saints*

Packet: McKee. *Excavating our frames of mind*

Packet: Manning. *The essence of ethical leadership*

SWDR article of choice relevant to your placement

2/06

Groups In Social Work Practice I: ethics, group theory, dynamics, stages of development and facilitation skills

Corey and Corey: Chs. 1-4

SWDR #97: *Group Process*

Hepworth et. al Ch. 11

2/13

Groups in Social Work Practice: In class group role-play (Sessions one and two) and debriefing

Guest Consultant, Jean Avera, LCSW, former Clinical Associate Professor, UTSSW

Note: Co-facilitators meet professor and consultant prior to class at **8:10** to review plans for session

Brief assignment #1 "Community Support Group Observation" due

Corey and Corey: Chs. 5 and 6, and 7, and review of pages 162—163, 257-258, 295-296, and 315-316 for co-leadership issues

Packet: Davis and Jansen. *Making meaning of AA...*

Handout: Kurland and Salmon on *Group work*

2/20

Groups in Social Work Practice: In class group role-play (Sessions three and four) and debriefing

Guest Consultant, Jean Avera, LCSW, former Clinical Associate Professor, UTSSW

Note: Co-facilitators meet professor and consultant prior to class at **8:10** to review plans for session

[Process Recording #1 due for field]

School Social Work Conference, Feb. 20– Feb. 23:
Volunteer and workshop time will count as field hours

Brief Assignment #2 "Group Role-play Reflection" due for 2/13 co-facilitators

Corey and Corey: Chs. 8 and 9 and choose your own chapter relevant to your role-play or placement from Corey and Corey: Chs. 10 or 11

2/27

Group Role-play debriefed, integrating the learning about groups

Turner: Chs. 1 & 25

Planning and pairings for video role-play consultations

Brief assignment #2 “Group Role-play Reflection” due for 2/20 co-facilitators

***NASW Social Work Advocacy Day at the Legislature
March 5***

3/06

Thinking about Theory: Foundational Theories in Social Work: Psychodynamic, Attachment, Psychosocial and Functional Theories

Turner: Chs. 3, 10 & 26

Handout and/or Blackboard:
Edmundson, *Save Sigmund Freud*, and Lowenstein, *Baby with the Bathwater*

[Theory outlines #1 and #2 due to class]

Theory Group #1: _____

Theory Group #2: _____

Theory Group #3: _____

Theory Group #4: _____

[Process recording #2 due for field]

NASW Social Work Month Celebration: date to be announced

3/09 – 3/17

Spring Break: Take a Breather!

3/20

Theory Workshop/Application #1 and #2

[Theory outlines #3 and #4 due to class]

(Order of following readings to be adjusted to conform with order of theory presentations. These readings will be completed between 3/20 and 3/27).

Cognitive Behavioral Cluster:
Turner Chs. 6, 7, 29 & 30

Feminist Cluster: Turner Chs. 11, 13 & 27 and Packet, *Comstock*

Postmodern Cluster: Turner Chs. 8, 20, 23 and 32

Humanistic Cluster: Turner Chs. 5, 12, 14 & 16

3/27

Theory Workshop/Application #3 and #4

(Order of following readings to be adjusted to conform with order of theory presentations. These readings will be completed between 3/20 and 3/27).

Cognitive Behavioral Cluster:
Turner Chs. 6, 7, 29 & 30

Feminist Cluster: Turner Chs. 11, 13 & 27 and Packet, *Comstock*

Postmodern Cluster: Turner Chs. 8, 20, 23 and 32

Humanistic Cluster: Turner Chs. 5, 12, 14 & 16

4/03

Theory Integration/class discussion and application

Schedule video-taped role-play de-brief sessions for week of 4/10-4/17

SWDR: #27: *Common Factors*, #34: *Comparative Theories*

Handout: Watters. *Americanization of Mental Health*

Packet: Bransford. *Reconciling Paternalism*

Packet: Tervalon & Murray-Garcia. *Cultural humility*

4/10

Class Plan to be Announced

Crisis Intervention

[Special topics, Suicide Video, or something interesting that has come up].

Role Play Consultations occur this week

Turner: Ch. 9

SWDR: #25: *Crisis Intervention*,

Packet: Dillon. *When the work doesn't work*

Packet: Gerdes: *Importance of empathy*

4/17

Speak Out Presentations

[Last Journal submitted for Field]

Revisit: Packet: Loeb. *We don't have to be saints.*

4/24

*Integration of Learning across the Spectrum of Social Work
Practice & Looking to the Future*

Packet: Hare. *Defining social work for
the 21st century.*

Course Instructor survey completed in class.

Packet: Weick. *Hidden voices*

[In-class review of Macro Projects from field]

Private Troubles/Macro Issues Application due

***Last day to turn in Brief Assignment #3 “Social Justice
Through the Lens of Art”***

5/01

Last class meeting at Barbara Anderson’s home

***[Journal project will be presented for completion of Field
Practicum]***

Students turn in field portfolios

Bibliography Readings for Practice II, Spring 2013

- Abramovitz, M. (1998). Social work and social reform: An Arena of Struggle. *Social Work*, 43(6), 512-526.
- Bransford, C.L. (2011). Reconciling paternalism and empowerment in clinical practice: An intersubjective perspective. *Social Work*, 56(1), 33 – 41.
- Comstock, D.L., Hammer, T.R., Strentzsch, J., Cannon, K., Parsons, J. & Salazar II, G. (2008). Relational-Cultural theory: A framework for bridging relational, multicultural, and social justice competencies. *Journal of Counseling & Development*, 86, 279-287.
- Corey, Marianne S. and Corey, Gerald. (2006) *Groups: Process and Practice*, 8th Ed. Belmont, Ca.: Thompson/Brooks Cole.
- Davis, D.R. & Jansen, G.G. (1998). Making meaning of alcoholics anonymous for social workers: Myths, metaphors, and realities. *Social Work*, 43(2), 169-182.
- Dillon, C. (2003). When the work doesn't work. In *Learning from mistakes in clinical practice* (pp. 148-170). Boston: Thomas Wadsworth.
- Freedberg, S. (2007). Re-examining empathy: A relational feminist point of view. *Social Work*, 52(3), 251-259.
- Hare, I. (2004). Defining social work for the 21st century: The International Federation of Social Workers' revised definition of social work. *International Social Work*, 47(3), 407 – 424.
- Hoefler, R. (2000). Human services interest groups in four states: Lessons for effective advocacy. *Journal of Community Practice*. 7(4), 77-93.
- Kurland, R and Salmon, R. (1998) *Teaching a Methods Course in Social Work with Groups*. Alexandria, Va.: Council on Social Work Education
- Loeb, P. (1999). We don't have to be saints. In *Soul of a Citizen* (pp. 34-57). New York: St. Martin's.

- Manning, S.S. (2003). The essence of ethical leadership. In *Ethical Leadership in Human Services* (pp. 3-20). Boston: Pearson Education.
- McKee, M. (2003). Excavating our frames of mind: The key to dialogue and collaboration. *Social Work, 48*(3), 401-408.
- McLaughlin, A.M. (2009). Clinical social workers: Advocates for social justice. *Advances in Social Work, 10*(1), 51-68.
- Morley, C. (2008). Teaching critical practice: Resisting structural domination through critical reflection. *Social Work Education, 27*(4), 407-421.
- Tervalon, M. & Murray-Garcia, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. *Journal of Health Care for the Poor and Underserved, 9*(2), 117-125.
- Turner, F.J. (2011). *Social Work Treatment, 5th Ed.* New York : Oxford University Press.