THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK
Spring 2013

Course Syllabus for: SW 383T Social Work Practice II
Unique number 63460
Thursdays 4:30p – 8:30p
Room 2.112

Course Instructor: Robin M. Smith, LCSW
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"A thousand small adjustments turn rules into skills, and then three smaller ones turn real skills into art."

~Adam Gopnik

I. Standardized Course Description
This course builds upon Social Work 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, except for those students having advanced standing status. It is a prerequisite for all second year concentration courses.

II. Required Texts

>   *Theories for Direct Social Work Practice (2nd Edition)*, by Joseph Walsh
>   Wadsworth/Cengage Learning, Publisher.

>   *Direct Social Work Practice: Theory and Skills (9th Edition)*, by Hepworth, Rooney, Rooney,
>   Strom-Gottfried and Larsen. Thomson Brooks/Cole, Publisher.

>   Assigned readings (to be posted on Blackboard).

III. Standardized 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: Professional Accountability, Video Role Play & Critique, Theory Application, Advocacy Assignment

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
>Assignments: Theory Application Ethics Discussion
>**PB10** Apply strategies of ethical reasoning to arrive at principled decisions
>Objectives 1
>Assignments: Advocacy Assignment and Theory Application Ethics Discussion

EP2.1.10a Engagement
>**PB29** Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
>Objectives 3, 4, 5
>Assignments: Theory Application and Advocacy Assignment
>**PB31** Develop a mutually agreed-on focus of work and desired outcomes
>Objectives 2, 3
>Assignments: Theory Application

EP2.1.10b Assessment
>**PB35** Select appropriate intervention strategies
>Objectives 2, 3, 4, 5, 6
>Assignments: Video Role Play & Critique and Theory Application

EP2.1.10c Intervention
> **PB36** Initiate actions to achieve organizational goals
> Objectives 3, 4, 5, 6
> Assignments: Video Role Play & Critique
> **PB37** Implement prevention intervention that enhances client capacities
> Objectives 2, 5, 6
> Assignments: Video Role Play & Critique
> **PB39** Negotiate, mediate, and advocate for clients
> Objectives 4, 5
> Assignments: Advocacy Assignment, Case Assessment
> **PB40** Facilitate transitions and endings
> Objective 3
> Assignments: Video Role Play & Critique, Theory Application

IV. Teaching Methods

This class is taught using a variety of methods with an emphasis on experiential learning, and may include role play, videos, class discussion, small group interactions, application, guest speakers and didactic lectures. The assignments provide the opportunity for "learning by doing". For success in this class you must be willing to participate, risk yourself, and "stretch". You are encouraged to ask questions when expectations are not clear, give the instructor constructive feedback, and meet with the instructor individually as needed.

Blackboard is a very important extension of the classroom, and I regularly communicate important information to the class via Blackboard. Please be in the habit of checking Blackboard announcements regularly for updates and additional resources.

V. Course Grading

Students will be graded on performance in the following areas:

Class Participation	10 points
Advocacy Project	10 points
12-step group observation	5 points
Video Role Play	15 points
Tests	20 points
Theory Application Group Project	15 points
Client Case Assessment	25 points
Total:	100 points

Grades for assignments will be posted on Blackboard as soon as they are available. It is strongly recommended that you keep up with your own grade tally and check in with the instructor if you're unsure about your attendance or participation points. The following graduate grading scale will be used to determine your final letter grade:

100 – 94 points	= A (excellent work)
93 – 90 points	= A-
89 – 87 points	= B+
86 – 84 points	= B (above average work)
83 – 80 points	= B-
79 – 77 points	= C+
76 – 74 points	= C (average work)
73 – 70 points	= C- **(CLASS FAILED/NO CREDIT: 73 & BELOW)**
69 – 67 points	= D+
66 – 64 points	= D (below average work)
63 – 60 points	= D-
59 & below	= F (class failed/no credit)

Students who were admitted to the MSSW program on a conditional basis are not able to take an incomplete for this course if the conditions for admission are still in place.

VI. Course Requirements

A. Class Participation (10 points)

Participation credit will be determined by your attendance (including arriving on time and staying till class is dismissed), your preparation for class, your demonstrated student professionalism (see "Respect for Colleagues" below), your participation in and completion of in-class activities, and the contributions you make to class discussions. You are expected to initial a sign in sheet at the beginning of each class. Please communicate with me if you will be absent or will arrive late or need to leave early. I prefer email so there is a record of your communication. Excessive absences (more than 3) and a pattern of late arrivals or early departures may result in disciplinary action. We do a number of in-class activities that involve completing a worksheet; you are expected to turn these in to me before you leave class.

Participation points will be deducted as follows:

First absence	No deduction
Second absence	- 2.0 points
Third absence	- 4.0 points
Incident of student unprofessionalism in class	- 0.5 points
Unexcused tardy or pattern of tardies	-.0.5 points
Unexcused early departure	- 0.5 points
Failure to turn in/complete/pass class exercise	- 0.5 points

B. Advocacy Project (10 points)

This assignment is designed to get students thinking about the public aspects of clients' private troubles, and to find ways to effectively "speak out" for clients in a public forum. Students will participate in a public advocacy event and write a reflective paper about the experience. Students must also prepare a brief oral/visual presentation for the class about the event. Guidelines will be posted on BB.
Plan due Feb. 7th
Presentation and write up due April 25th

C. 12-Step Support Group Observation (5 points)

In order to see group concepts in action, students will observe a community based 12-step support group. If you've attended a particular 12-step group for your own support, you are required to attend a different type of 12-step group for the assignment. Students will complete a set of questions about the experience. Guidelines will be posted on BB.
Due Feb. 21st

E. Video Role Play (15 points)

Like the assignment in the fall, students will choose a student partner to interview and record. This time students will role play a client situation. This interview should reflect the middle or work phase of the client relationship, and will demonstrate student's emerging intervention skills. Students will videotape an approx. 20 minute conversation, a 3 minute segment of which will be shown in a student feedback group. Students will write a 3 page double spaced reflection on the experience.
Video & paper due April 4th

D. Tests (20 points)

Two take home tests are to be completed during students' reading/study time and turned in in class. Tests are designed to reinforce concepts learned in reading and in class and

to encourage students' critical thinking. Questions will be short answer and essay. Each test is worth 10 points and will be posted on BB.
Test I due March 7th; Test II due April 25th

E. Theory Application Group Project (15 points) Students will choose or be assigned to a particular theory to demonstrate in class. Demonstrations will involve a role play, a "cheat sheet" and a bibliography for the class. Students are expected to conduct a brief class discussion after the role play. The student group must clear their role play and discussion with me prior to class. Guidelines will be posted on BB.
Due _____ (see calendar – depends on theory group)

F. Client Case Assessment (25 points)
Similar to last semester's Client Case Assessment, you will choose a client from your case load at your agency to assess, then you will write a very concise (one-page) assessment to be accompanied by an 6-8 page Reflection and Analysis paper, with an emphasis on your selection of an appropriate intervention, your attention to the macro level implications of your client's presenting problem, and the ethical and theoretical dimensions of the case. Guidelines will be posted on BB.
Due May 2nd

VII. Class Policies
Social work students must adhere to the Student Standards for Professional Conduct of the UT School of Social Work and the NASW Code of Ethics (both may be found in the MSSW Handbook, see web address below) and assume responsibility for their own conduct. Professional behavior is expected of all students in field, in research and in the classroom. Professional behavior in the classroom includes the following:

A. Attendance and Participation: The success of the course is dependent upon students assuming an active role in class discussions and activities. Attendance and participation for the entire three hours of each class is expected of all students. Students who fail to attend class on a regular basis (missing more than three classes without a valid excuse, e.g., medical documentation) may be dropped from the course. The instructor asks that students send an email explaining any absence as soon as they are able.

The UT General Information catalog states that *"A student who is absent from a class or examination for the* **observance of a religious holy day** *may complete the work missed within a reasonable time after the absence, if proper notice has been given"* (p. 79). Notice must be given at least 14 days prior to the classes scheduled on dates the student will be absent. For religious holy days that fall within the first two weeks of the semester, notice should be given on the first day of the semester.

B. Time Management: Assignments are due at the beginning of class. Papers turned in later than 15 minutes after class begins are considered late. Students will lose 5% of the assignment point value per calendar day that an assignment is late. On subsequent days, papers must be submitted before 5:00 p.m. to avoid an additional 5% penalty. Late papers can be submitted to the receptionist at the Student Services desk; 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.

C. Respect for Colleagues: Part of professional accountability includes treating others with respect and courtesy. Within the class this 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. Managing technology (cell phones, laptops) is a significant way to

demonstrate respect for colleagues and the learning. Students are expected to limit technological distractions from the class focus. Lack of demonstrated respect for colleagues will lead to loss of participation points.

D. 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.

E. 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.

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

G. 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).

H. Feedback: You will have at least two formal opportunities – mid semester and end of semester – to give feedback about the course, and a number of informal opportunities

throughout the semester during class. I encourage you to participate in this process by giving thoughtful, constructive and specific feedback. Not only is it helpful to me as the instructor, it helps future students and is a great way to practice giving constructive feedback, a useful skill in direct practice with clients.

I. Student Privacy & Confidentiality: Class discussions or role plays can on occasion bring up strong emotions or raise issues of a personal nature. For your own privacy, please avoid discussing sensitive personal matters in class, and, if you choose, talk with me instead. I will respect and protect your confidentiality/privacy unless the matter must be reviewed by the School of Social Work or must be reported by law (please refer to the MSSW Handbook). I am happy to connect you with resources in the community if your personal needs exceed what I can provide as your instructor.

J. Client Privacy & Confidentiality: If your class work causes you to reflect on past or current client contact, and sharing information about that contact is necessary for your learning process, please remember to protect the client's privacy and confidentiality by sharing information judiciously and anonymously.

K. **Academic Withdrawls:** Students who cannot, for any reason, complete the course are advised to withdraw in order to avoid a failing grade (C-or below). The instructor will not withdraw a student unless specifically requested to do so by the University.

VIII. 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.

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/.

Policy on Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the   possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further   information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (http://www.utexas.edu/depts/dos/sjs/).

Use of 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, or 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.

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.

Behavior Concerns Advice Line (BCAL): If while on campus students observe someone 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.
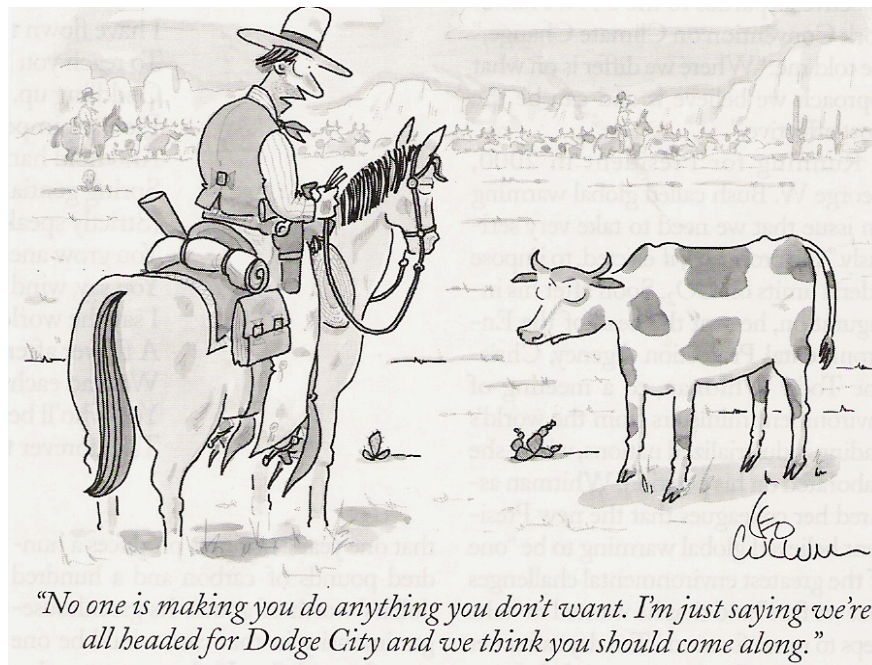
IX. Changes to Syllabus Disclaimer

The instructor reserves the right to modify this syllabus as needed to correct errors and to best meet the learning objectives of the class. Changes will only be made when necessary and if they are made at all, students will be notified promptly.

Find the *MSSW Handbook* at http://www.utexas.edu/ssw/current/forms/
Find the *MSSW Graduate Guide To Field* at http://www.utexas.edu/ssw/field/forms/
Find this syllabus at http://www.utexas.edu/ssw/eclassroom/ & on Blackboard

"No one is making you do anything you don't want. I'm just saying we're all headed for Dodge City and we think you should come along."

We will discover our inner leaders…

SW 383T Spring 2013 Course Calendar
Section 63460
Instructor: Robin Smith, LCSW

The following is a general guide to the spring 2013 semester. The instructor reserves the right to modify the calendar as needed to correct errors, to better meet learning objectives and to accommodate guest speakers and in-class discussions and tasks. Changes will be made only when necessary and, if made, students will be notified about them in class or by email. Please check BB & email regularly for updates.

Date/Topic	Readings Due	Assignments Due	For Seminar
WEEK 1 **Jan 17:** Welcome Back! Review Syllabus	Ethics Review		Ice Breaker – This and That **Journals are due weekly.** You may use 3 "Freebie" journals" at your discretion. You may substitute a creative journal (poem, drawing, card, letter to self or client, craft, etc.) for one "Freebie".
WEEK 2 **Jan 24:** Advocacy	Social Work and Psychotherapy in the American Community, Specht & Courtney We Don't Have to be Saints, Loeb		**Leadership Team 1**
WEEK 3 **Jan 31:** Group Work in Generalist Practice	Hepworth, Chapter 11 and Chapter 16 Making Meaning of Alcoholics Anonymous for Social Workers, Davis and Hansen	**Process Recording I**	
WEEK 4 **Feb 7:** Task Groups	Task Groups, Zastrow Groupthink, Lehrer Practice Ethics, Toseland and Rivas, pp 9 – 11	**Advocacy plan**	**Leadership Team 2** **Field Hours = 60**

WEEK 5 **Feb 14:** Group Leadership	Learning Group Leadership Skills, Toseland & Rivas, pp. 118-126 The Therapist Working in the Here & Now, Yalom		
WEEK 6 **Feb 21:** Introduction to Theory Attachment Theory Speaker	Walsh Chs 1 – 2 **SW Podcast –** Interview with Joseph Walsh, PhD Attachment Theory, Stalker and Hazelton (Ch 6 C & L)	**12-Step Group Observation Paper**	**Leadership Team 3**
WEEK 7 **Feb 28:** Behavioral & Cognitive Theories Speaker – Courtney Morton	Walsh, Chs 6 & 7 Revolution on the Horizon, Butler (DBT)	**Process Recording 2**	
WEEK 8 **Mar 7:** Crisis Intervention Speaker	Walsh Ch 13 Treating War's Toll on the Mind, Streisand Vicarious Trauma: What are the Protective Measures? Anechiarico	**Take Home Test I**	**Leadership Team 4** **Field Hours = 120**
WEEK 9 **Mar 14:** S P	R I N G	B R E	A K !
WEEK 10 **Mar 21:** Family Theory	Walsh Ch 9 **SW Podcast:** Visual Assessment Tools: The Culturagram - Interview with Dr. Elaine Congress	**In class theory demonstration**	

	Netherland, Aviv		
WEEK 11 **Mar 28:** Existential Theory	Existential Theory, Randall (Ch 13 C&L) **SW Podcast:** Making Meaning out of Medication: Interview with Kia J. Bentley, PhD God Knows Where I Am, Aviv	**In class theory demonstration**	**Leadership Team 5**
WEEK 12 **Apr 4:** Video Feedback Groups	None	**Student Video & Reflection paper**	Virtual Seminar **Field Hours = 180**
WEEK 13 **Apr 11:** RELATIONAL CULTURAL THEORY	RCT: A framework for bridging relational, multicultural and social justice competencies **SW Podcast:** Race and Social Problems: Interview with Dean Larry Davis Between Us, Downs	**In class theory demonstration** **Process Recording 3**	**Leadership Team 6**

Date/Topic	Reading Due	Assignments Due	For Seminar
WEEK 14 **Apr 18:** NARRATIVE THEORY	Walsh, Ch 12 Panning for Gold, Wylie **SWDR:** Using Social Constructivism in SW	**In class theory demonstration**	

	Practice, Lee & Greene		
WEEK 15 **Apr 25:** Advocacy Presentations	None	**Take Home Test 2** **Advocacy Presentation**	**Leadership Team 7**
WEEK 16 **May 2:** End of Semester Celebration	Reflect and Rejoice!	**Case Assessment & Analysis Paper**	Taking stock of a semester in the field **Field Hours = 240**

"Well, then, it's unanimous."

...and explore group dynamics!

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