

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

**Advanced Integrative Capstone
In Social Work Knowledge and Practice**

Course Number:	385T	Instructor:	Mary Beer, LCSW
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Meeting Time/Place:	Wed 5:30 – 8:30 2.116	Office Hours:	Wed 4:30 – 5:30 And by appointment

I. Course Description

Competent social work practice involves broad knowledge of person-in-environment and a full integration of social work knowledge, skills, theory, evidence, and values and ethics and the ability to clearly articulate a rationale for decision-making. This course gives students the opportunity to analyze and apply with greater depth, breadth, and specificity their knowledge, skills, and theories to values and ethics, diversity, populations at risk, social and economic justice, human behavior and the social environment, social welfare policy, social work practice, research and field education. Therefore, the course builds upon all previous courses in the curriculum and their field internships utilizing a multi-level case study method and prepares students for professional practice. Case studies will require students to intervene at all systems levels. The course will be taken concurrently with students' final field placement (in the spring semester) to enhance reciprocal learning in class and in field.

II. Course Objectives

At the completion of this course students will be able to:

1.	formulate and identify relevant social work knowledge and theory	CL/CAL APB3
1.	demonstrate an ability to integrate their knowledge, skills, and values and ethics	CL/CAL APB1
1.	critically analyze human behavior and social problems at all systems levels	CL/CAL APB3
1.	critically analyze and apply to their practice research findings in the empirical literature and assess applicability of related media sources (such as professional bulletins, documentaries, and/or other internet sources)	CL/CAL APB6, 10d
1.	defend practice decisions based on ethical principles and relevant data and information	CL/CAL APB9, 10d

1. 2.	organize and present (orally and in writing) a multi-level case analysis based on a systematic and conceptually-driven process	CL/CAL APB10c
1.	collaborate effectively with others who may have opposing viewpoints, interpretation of information, or agendas	CL/CAL APB1
1.	further develop self awareness of personal strengths and challenges as a social work practitioner	CL/CAL APB1
1.	apply their understanding of, and commitment to, the promotion of social and economic justice, and the recognition and impact of oppression, discrimination and privilege on individuals, families, groups, practitioners, organizations, and communities	CL/CAL APB1

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.

			Objectives	Assignments
Identify as a professional social worker and conduct oneself accordingly.	CL/APB1 Evaluate professional roles and boundaries	CAL/APB1 Evaluate professional roles and boundaries	2, 7, 8, 9	Case analyses, peer feedback on case analyses, case presentations from field, social work inventory
EP 2.1.3. Apply critical thinking to inform and communicate professional judgments.	CL/APB3 Utilize multiple perspectives to analyze client's strengths and problems	CAL/ABP3 Utilize effective models of macro professional practice to effectively serve client systems	1, 3	Case analyses, peer feedback on case analyses, case presentations from field
EP 2.1.6. Engage in research-informed practice and practice-informed research.	CL/APB6 Apply empirically supported evidence to practice	CAL/APB6 Use empirical evidence to create strategies for system change	4	Case analyses, peer feedback on case analyses, case presentations from field

EP 2.1.9. Respond to contexts that shape practice.	CL/APB9 Adapt micro and mezzo practice by monitoring and responding to changing contexts	CAL/APB9 Engage in continuous environmental scanning and forecasting and adapt macro practice based on the acquired knowledge	5	Case analyses, peer feedback on case analyses, case presentations from field, social work inventory
EP 2.1.10c. Intervention	CL/APB10c Critically apply interventions to design, implement and evaluate effective practice	CAL/APB10c Critically apply systematic interventions that prevent problems, expand opportunities, and enhance quality of life	6	Case analyses, case presentations from field
EP 2.1.10d. Evaluation	CL/APB10d Critically analyze, monitor, and evaluate treatment and adherence to best practices	CAL/APB10d Develop and recommend program and/or policy changes based on evaluation	4, 5	Case analyses

Brief Description of Course Requirements

See Guidelines for Assignments & Written Work for additional details.

Case analyses

The major activity this semester involves in-depth class discussion of assorted cases. The case method of teaching begins with the ideas that 1) working to understand and resolve challenging puzzles or problems stimulates learning and 2) that such efforts closely resemble the assessment and decision making processes needed in professional practice. This educational strategy is further explained in class. In addition, two required readings briefly describe the case method and suggest ways to prepare for case discussions (Wolfer, 2006; Wolfer & Scales, 2006). The case method engages students in class discussions centered on indepth analysis. The cases involve a variety of problems and dilemmas at various system levels. Each case reports the actual experience of a social work professional, sometimes one who is relatively new to the profession. There are a total of seven cases for analysis and discussion this semester. The first case is considered a practice case and is not graded. (CL/APB1, CAL/APB1; CL/APB3, CAL/APB3; CL/APB6, CAL/APB6; CL/APB9, CAL/APB9; CL/APB10c, CAL/APB10c; ; CL/APB10d, CAL/APB10d)

Peer feedback on case analyses

Another major component of this course is that students get and give feedback to each other on their case analyses. Feedback should help students refine their written assignment. Students submit two individual feedback summaries on two cases.

(CL/APB1, CAL/APB1; CL/APB3, CAL/APB3; CL/APB9, CAL/APB9)

Case presentations from field

Individuals present a case relevant to his/her current or past field placement. The presentation of case information should be ten minutes and a group discussion afterwards is schedule for approximately 15 minutes. Students may want to give a brief handout with the important case elements, but this is not a requirement. Students are assigned dates for their presentation based on their group assignment. All class members must be prepared to give immediate, spontaneous, and useful feedback; including asking for questions, talking about options, identifying underlying issues, and making an assessment.

(CL/APB1, CAL/APB1; CL/APB3, CAL/APB3; CL/APB6, CAL/APB6; CL/APB9, CAL/APB9; CL/APB10c, CAL/APB10c)

Social work inventory

This assignment requires students to reflect on and integration their graduate education as a foundation for professional social work practice. The final product has two parts: 1) an integrative summary of your current theoretical perspective; and 2) an articulation of how you understand and apply the social work concept, “use of self.” Together, these two components provide a broad framework for summarizing your learning. The process of completing this assignment helps you prepare for professional practice and future development.

(CL/APB1, CAL/APB1; CL/APB9, CAL/APB9; CL/APB10c, CAL/APB10c)

III. Teaching Methods

The primary teaching approach in this course is collaborative learning. Course materials are presented primarily through decision case study and in class discussions. Small group work, readings, and lectures are incorporated. The goal is to stimulate students' critical thinking, defensible decision-making, intellectual creativity, and sharing of knowledge and skills the class. Students are responsible for material presented through all these activities. Students are required to complete the assigned readings for each week and be prepared to discuss them.

IV. Course Requirements

Here are four primary graded assignment categories, as listed below, along with their point values. See Section on Description of Assignments for specific details.

Decision Case Analyses	2 cases – first at 15 points and second @ 25 points	40
Individual Peer Feedback on Decision Cases Analyses	2 @ 10 points each	20
Inventory of Social Work Practice	15 points	15
Case Presentations from Field	15 points	15
Contributions to Class Learning and Case Discussion	10 points	10
Total Points		100 points

V. Grading Scale

94.0 – 100 = A	74.0 – 76.999 = C
90.0 – 93.999 = A-	70.0 – 73.999 = C-
87.0 – 89.999 = B+	67.0 – 69.999 = D+
84.0 – 86.999 = B	64.0 – 66.999 = D
80.0 – 83.999 = B-	60.0 – 63.999 = D-
77.0 – 79.999 = C+	Below 60 = F

VI. 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 professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another’s opinions. 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 professor does require that students engage one another with respect and professionalism.

CLASSROOM CIVILITY. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work deals with complex and controversial issues. These issues may

be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the instructor. The instructor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students can contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at www.utexas.edu/student/cmhc/.

USE OF CLASS MATERIALS. The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including **any** information that might lead to the identification of a client or compromise client confidentiality in **any** way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as the University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

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

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 regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

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

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership 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 are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

VII. Additional Class Policies

1. Students are expected to attend **ALL** class meetings, to read **ALL** the assigned readings, and to participate in class discussions.
2. There are no “excused” absences. Students missing two or more class sessions may receive a 10% reduction in their overall course grade. Students missing three (3) or more class sessions may receive an “F” for the course. The instructor may use her/his discretion. Students should not register for this class if he/she has a conflict with the schedule, however emergencies are understandable. As soon as you know that you will not be attending class because of an emergency, please let your instructor know by email.
3. Coming to class late or leaving class early may count as an absence.
4. Assignments are to be submitted according to the schedule. **Written case analyses will be due electronically to the instructor on the Monday at 12 noon CT before the case is scheduled for class discussion. No late feedback assignments will be accepted or graded.** For assignments that are turned in during class periods, these assignments are due at the beginning of the class period. Assignments turned in during or after the beginning of class will be considered late and will receive a ten (10%) penalty per day (weekend days are included in the reduction). The instructor may use her/his discretion.
5. The Publication Manual of the American Psychological Association (APA 7th Edition) is the style manual to be used for all assignments. Incorrect APA style results in a deduction of points on assignments.
6. Appropriate referencing is required. Student failure to use quotation marks for direct quotes or citation for indirect quotations and/or others ideas may result in a “0” for the paper and/or an “F” for the course.
7. All papers are to be word-processed or typewritten, double-spaced, 10 - 12 point font, and 1 inch margins.
8. Any modifications, amendments, or changes to the syllabus and or assignments are the discretion of the instructor. Changes will be announced in class. It is the responsibility of the student to inquire about any changes that might have been made in his/her absence.
9. Instructor teaching notes to decision cases are available to instructors. These teaching notes are NOT to be used by students for any purposes. The use of these notes is considered an infraction of the University policies governing scholastic dishonesty will result in the initiation of a level three student review and may result in the student’s failure in this class or the program. In addition, it is expected that students will produce original work for feedback and analysis. Therefore, utilizing any past case analyses is not acceptable.
10. Students who have difficulty with the course materials, assignments, or class activities should schedule an appointment with the instructor as soon as possible so that, where appropriate, additional assistance can be provided.

VIII. Flow Chart & Step-by-Step Process for Case Analyses and Feedback

Decision case review and analysis is the foundation of this course. This process both involves individual and group work and written analysis and feedback. A total of seven cases will be used during the semester. The first case is an ungraded practice case. Subsequent to the practice case, each small group writes analyses for two cases. Students individually provide written feedback to other group members on two cases. Procedures and instructions for completing the case analysis and feedback are included in this document. Students remain in the same small groups throughout the semester.

Flow Chart for Analysis and Feedback Processes

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Student groups work together to submit 1 st draft of case analysis	A draft is submitted to each individual assigned to give feedback and the instructor Wednesdays by 9 pm CT	Students review and provide individual written feedback to the analysis group members & send copy to the instructor Fridays by 12 noon CT	Analysis groups revise based on feedback and submit final copy to the instructor Following Monday by 12 noon CT	Instructors return graded analysis to group	Case discussion takes place in class Case discussions throughout the week

IMPORTANT: In order to submit analyses and feedback properly read the section below thoroughly and carefully.

Overview of Written Procedures for Case Analysis

1. Every student individually writes a case analysis of the practice case.
2. Each student group writes an analysis for two additional cases. See the calendar for assigned cases.
3. Each group is responsible for organizing their group members in order to complete all the tasks required for this assignment.
4. It is suggested that a task and responsibility schedule be determined at the beginning of the semester so that work on these assignments is divided among all group members.

5. Each group submits a final written task and responsibility schedule to the instructor by the third week of class.
6. Case analyses are submitted via Email or Safe Assignment on Blackboard.
7. To receive feedback, groups **must** provide the first draft case analysis to their feedback group members **no later than 9 pm CT on the Wednesday before** the final due date.
8. Students simultaneously send drafts to the instructor so that credit can be given.
9. Final case analyses must be completed and submitted (via e-mail or Blackboard) to the instructor **by 12 noon CST on the Monday before** the weekly class discussion. **No credit will be given for decision case analyses submitted late.**
10. For evaluation purposes, each of the five required components of the case analysis will receive a score from 0 – 5 points. (zero to three points on the first case(worth a total of 15 points, and zero to five points on the second, worth 25 points)
11. When groups submit their case analysis, the file should be labeled first by the DAY the class meets, with the course name and “analysis” two-digit case number, and your group name (e.g. WED Capstone Analysis Case 02, Group A1).
12. Also put this information in the subject heading of the email.
13. Include all group members’ names on the written case analysis document.
14. See the instructions on writing a case analysis under Written Assignments Section XI A.
15. In class time will be given for case analyses preparation when possible.

Overview of Procedures for Providing Feedback

1. Students individually submit feedback on two cases. See the calendar for assigned cases.
2. When each student sends her/his feedback they are required to send it to every member of the group who has written the case analysis.
3. Students must individually provide typed case analysis feedback to every member of the analysis group **no later than 12 noon on the Friday before** the class session in which the particular decision case is scheduled for discussion.
4. Students must simultaneously submit their feedback to the instructor to receive any credit. Late feedback will not be graded.
5. Students send their electronic files labeled as follows: 1) DAY the class meets; 2) “Capstone Feedback” 3) the two digit case number; 4) the group name receiving the feedback; and 5) student’s last name and first initial (e.g.. WED Capstone Feedback Case 01 to A1 from Smith, A).
6. Use the above label also as the subject heading of the email.
7. Students include their full name and the student analysis group number should appear on the feedback paper itself.
8. See the instructions on how to write feedback under Written Assignments in Section XI B.

Small Group Organization – Small Groups To Be Assigned

	Small Groups	Small Groups	Assigned Cases
Groups A	A1	A2	1st case- But Someone Could Die 2nd case- Revealing Problems
Groups B	B1	B2	1st case- Nowhere to Skate 2nd case- Unusual Appeal
Groups C	C1	C2	1st case- Fran’s Questions 2nd case- Planet Methadone

IX. Guidelines for Assignments & Written Work

A. Guidelines for Written Case Analysis

(Repeated from Page 2) The major activity this semester involves in-depth class discussion of decision cases. The case method of teaching begins with the twin ideas that working to understand and resolve challenging puzzles or problems will stimulate learning and that such efforts closely resemble the assessment and decision making processes needed in professional practice. This educational strategy will be further explained in class. In addition, two required readings briefly describe the case method and suggest ways to prepare for case discussions (Wolfer, 2006; Wolfer & Scales, 2006). The case method engages students in class discussions centered on indepth analysis of decision cases. The cases involve a variety of problems and dilemmas at various system levels. Each case reports the actual experience of a social work professional, sometimes one who is relatively new to the profession.

Case analyses are to be written as executive summaries. Executive summaries are designed to aid decision makers who need understanding of and advice for dealing with a problematic situation. They provide a concise analysis and recommendation without all of the analytic detail. In fact, executive summaries often represent the first few pages of a more comprehensive analysis. The executive summary format is not intended to be an exhaustive analysis of all possible issues and alternate strategies but rather a concise, focused summary with the issues and alternatives only mentioned to insure they receive consideration. Any situation, no matter how complex, can generally be summarized in no more than two or three pages if reduced to its most essential elements. In your analysis, please make sure that you are incorporating relevant evidence and theory to substantiate your conclusions, decisions, and recommendation. Also, students must demonstrate their ability to “think like a social worker” throughout their case analysis by incorporating thorough problem solving, attention to contextual issues, and awareness of social justice and diversity.

There are a total of seven cases for discussion and analysis this semester. All written analyses must include the **five** components in the table below. The first case is considered a practice case and is not graded. However, every student must submit an individual case analysis for that first practice case. Please use the headings in the table to identify the sections.

Case analyses are limited to 1,200 words.

Required Components of Case Analyses	
A. Introduction	Briefly identify the major elements (i.e., people, settings) of the case (2 - 4 sentences).
B. Problem Statement	Give a specific and concisely written formulation of the problem to guide analysis and problem-solving. Do not use a question, but a statement of the problem. This section can usually be completed in no more than two sentences.
C. Contextual Analysis	Summarize external issues (and sometimes internal issues) that created, sustain, or add to the problem. Depending on the system level, these may include cultural; economic/resource; political/legal; organizational; social and ethical issues; interpersonal relationships; and intrapsychic and biological conditions.
D. Alternative Strategies	Identify three or more possible strategies that may lead to the solution of the problem. These strategies should be plausible, distinct and non-contingent (i.e., not interdependent). Briefly note advantages and disadvantages of each possible solution. These strategies must be grounded in literature and practice.
E. Recommendation	Justify your preferred strategy, explaining why you selected that particular one and why it best resolves the problem. Be sure your recommended strategy can be supported with or by resources available in the context.

In addition to providing edits and comments, professors will rate written case analyses using the following or a similar matrix:

Case Analysis Evaluation Matrix				
Problem Formulation	Contextual Analysis	Alternative Strategies	Recommended Strategy	Writing Style

Accurate, clear, specific, concise, and useful	Effectively addresses all important issues	Clearly presents several distinct and appropriate strategies, with well developed advantages and disadvantages for each	Explicitly resolves the entire problem	Clearly and concisely describes the analysis in a grammatically correct fashion
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A best possible indicator of full point credit is described above.

The goal of the case analysis is to present clearly, conceptualized, defensive logic model in which the problem statement and the major issues of the case are clearly connected to the alternative and recommended strategies. That is, alternative and recommended strategies closely correspond to and address the identified major issues in ways that achieve the most desired outcome(s). The contextual analysis (influences outside the case that impact how the issues are perceived) is as equally important to articulate in the case analysis.

B. Guidelines for Providing Feedback (2 X 10 = 20 points)

Another major component of this course is students getting and giving feedback to each other on their case analyses. Peer feedback helps students refine their written assignment. Students are required to submit two individual feedback summaries on two cases. The process for submitting feedback is also described in detail below.

The process for providing feedback is as follows:

1. In addition to writing case analyses, students provide feedback to other class members. Providing feedback helps writers improve their case analyses and provides incentive for them to reciprocate.
2. To provide beneficial feedback (and also participate effectively in class discussions), students must study the cases carefully every week, including weeks when they provide feedback. Read and analyze cases before giving feedback (i.e., develop your own judgments and conclusions).
3. To get or receive feedback for revising case analyses prior to submission, students must establish and adhere to a system for timely transfer of draft case analyses and feedback. For example, students scheduled to write and submit case analyses must provide draft of their case analyses to feedback group members at 9 pm on the Wednesday before the case is to be discussed. Students providing feedback must respond to the writers by 12 noon the following Friday.
4. For evaluation purposes, each of the five components will receive a score from 0 – 2 points.
5. Feedback provided by instructors during the initial weeks of the course will serve as a model for students to follow. Students may also use the evaluation matrix above for providing feedback.
6. Students utilize e-mail for the transmission of analysis drafts and feedback. This can be accomplished by attaching documents to e-mail. Alternately, instructors may set up

discussion groups on Blackboard.

7. When group members provide feedback, they send the feedback to both the analysis group and instructor (for grading).
- 8. Both case analysis drafts and feedback must be sent by the above deadlines.**
- 9. Late feedback may receive no credit.**
10. Students must use the five elements below to organize their feedback to the analysis group in a Word document.
11. Do not **only** send a track changes document as feedback. However, a track changes document may be submitted as a supplement to give editorial suggestions.

Beneficial feedback papers should be organized and comment on these five elements:

Required Components of Feedback
<ol style="list-style-type: none">A. Identify the <u>strengths and weakness</u> of the analysis.B. Include information regarding <u>gaps</u> that authors may have overlooked and credibility/relevance of the literature and research cited.C. Include concrete, <u>usable suggestions</u> (avoid general statements about quality) for improving the analysisD. Make suggestions regarding the <u>content and flow</u> of the analysis: Does it make sense? Is the problem formulation accurate and helpful? Are the internal and external issues adequately addressed? Has the author considered an adequate range of strategies? Does the recommendation fit the original problem formulation? Does it seem reasonable?E. Offer general <u>assistance about readability and precise writing</u> (e.g., grammar, spelling, sentence structure).

C. Guidelines for Social Work Inventory (15 points)

This paper focuses on the student's:

- ❖ Social work knowledge, theories, skills, and approaches that inform the student's practice (cite professional literature)
- ❖ "Use of self" in their social work practice (cite professional literature)
- ❖ Experience (and/or lack thereof) with diversity and social justice issues and practice
- ❖ Self-assessed strengths and limitations in their social work practice
- ❖ Plan for professional self-care and their anticipated continuing development

The paper is intended to aid students' transition from graduate school to advanced social work practice. This assignment requires reflection on and integration of students' graduate education as a basis for professional social work practice. The final product has two parts: 1) an integrative summary of your current theoretical perspective and 2) an articulation of how you understand and apply the social work concept, "professional use of self." Together, these two

components provide a broad framework for summarizing your learning. The process of completing this assignment will help you prepare for professional practice and future development.

Part I: Theoretical Framework or Practice Models. Discuss the theoretical frameworks or practice models that you have learned over the course of the MSSW program that will guide your social work practice. This should be a framework that is specific to your practice that you have internalized and constructed as a result of learning, critically thinking about, and applying knowledge in your MSSW program, or that you plan to apply. Do not limit yourself to one theory or model; rather integrate various theories from the social work knowledge base into your unique framework. Cite sources for the various theories you incorporate. For example, suppose one of the theories that you have incorporated into your framework for practice is “cognitive behavioral theory” or “sustainable development model.” When you identify this theory or model as being a part of your practice framework, you should cite the sources that have contributed to the development or application of this perspective.

Part II: Professional Use of Self: Define what is meant by “the professional use of self,” and describe in depth how the insights you have gained in graduate school about this concept will be incorporated into your practice model. In your answer, 1) present examples of how your skills and experiences have been utilized productively in your work. 2) Provide examples your challenges and personal growth areas that can potentially hinder your effectiveness in social work. Discuss how you will address these challenges. 3) Discuss what issues pertaining to social justice and diversity have been challenges for you, and what you have learned about working with people different from yourself. 4) Discuss which work situations (with colleagues, clients, community, etc.) you anticipate may be sources of stress for you in professional practice, and describe how you will address these stressors.

Further Learning. When you think of the knowledge and skills you’ve learned here, what future learning do you intend to pursue? What knowledge and skills do you need to develop further to achieve competence in professional practice? How will you do this?

The inventory is to be double-spaced and word-processed, with a reference list for literature cited in the paper. It should be APA style. Heading and subheadings can be used to denote the above components of the inventory. The paper is required to be at least eight pages long.

The following criteria will be used to evaluate the inventory:

- ❖ Demonstrated ability to integrate social work theories and models, knowledge, skills, and values into a holistic perspective for social work practice
- ❖ Thoroughness in addressing all components of this assignment
- ❖ Specificity of discussion and analysis
- ❖ Depth of discussion and analysis
- ❖ Professional writing skills

D. Guidelines for Case Presentations from Field (15 points)

Each student makes a field case presentation. This assignment helps students apply some of the case method skills you are learning in their field placement.

Assignment Details: For this assignment, students present a case from their internship. The presentations can be representative of cases with ethical issues, and/or complex clinical or administrative issues. For example, if you are having difficulty with an ethical issue, you should use this assignment to gain feedback from peers. Or, like some of the cases we have read so far, you might use one with a complex clinical or administrative issue.

Students must prepare a written summary of the case to distribute at the time of the presentation. Guidelines for presentation of case and handout include:

1. Brief description of the case situation
2. Key issues/problems
3. Description of student's role in this situation and/or professional use of self
4. Student's critical thinking of the problem or issue and its possible resolution
5. Develop at least two prompt questions that you would like addressed by your peers that will help you with this situation.

E. Contribution to Class Learning and Case Discussion (10 points)

Each student's contribution to the success of this course is essential. Hence, students are expected to actively contribute to the class discussions and learning in and outside the classrooms and will be evaluated according the criteria listed below. Students also may be asked to assess themselves, peers, or group members to inform the evaluation in this area, per the instructor's discretion.

- **Preparation** – Student is prepared for class by reading cases and researching case related issues?
- **Quality of Participation** – Student contributes in a meaningful way to course discussions and small group activities. Participation in course discussions advances the depth of course learning. Student responses demonstrate competency in synthesizing and analyzing course content as well as knowledge in a specific area (or willingness to learn and ask critical question)?
- **Frequency of Participation** – Student actively participates in class discussions or volunteers for class exercises. They are consistently on time to class and stay for the entire course session.
- **Leadership** – Students volunteer to lead class discussion, ask critical questions, and play an active role in small group and overall learning of the course.

X. COURSE SCHEDULE WITH CASE DISCUSSION & OTHER ASSIGNMENTS

Date	Analysis Group Sends 1 st Draft to Individuals Assigned to Give Feedback and Instructor	Individual Feedback is Sent to the Analysis Group Members and Instructor	Analysis Group Sends Final Written Case to Instructor	Case Discussion and other Assignments
Jan 19-23				Syllabus Review; Introduction of Practice Case

Jan 26-30				Class Analysis of Practice Case: <u>Drowning Sorrows</u> INDIVIDUAL CASE ANALYSIS DUE
Feb 2-6	Wed, 9 pm Feb 4 A1 to B1 A2 to B2	Fri, 12 noon Feb 6 B1 to A1 B2 to A2		Field Presentations C1
Feb 9-13			Mon, 12 Noon Feb 9 A1 and A2	Case Discussion: <u>But Someone Could Die</u>
Feb 16-20	Wed, 9 pm Feb 18 C1 to A1 C2 to A2	Fri, 12 noon Feb 20 A1 to C1 A2 to C2		Field Presentations B1
Feb 23-27			Mon, 12 Noon Feb 23 C1 and C2	Case Discussion: <u>Fran's Questions</u>
Mar 2-6	Wed, 9 pm Mar 4 B1 to C1 B2 to C2	Fri, 12 noon Mar 6 C1 to B1 C2 to B2		Field Presentations A1
March 9-13			Mon, 12 Noon March 9 B1 and B2	Case Discussion: <u>Nowhere to Skate</u>
March 16-20				Spring Break
March 23-27	Wed, 9 pm March 25 C1 to A2 C2 to A1	Fri, 12 noon March 27 A2 to C1 A1 to C2		Field Presentations B2
March 30 - Apr 3			Mon, 12 noon March 30 C1 and C2	Case Discussion: <u>Planet Methadone</u>
Apr 6 - 10	Wed, 9 pm April 8 B1 to C2 B2 to C1	Fri, 12 noon April 10 C2 to B1 C1 to B2		Field Presentations A2

April 13 - 17			Mon, 12 noon April 13 B1 and B2	Case Discussion: <u>Unusual Appeal</u>
April 20-24	Wed, 9 pm April 22 A1 to B2 A2 to B1	Fri, 12 noon April 24 B2 to A1 B1 to A2		Field Presentations C2
April 27 - May 1			Mon, 12 noon April 27 A1 and A2	Case Discussion: <u>Revealing Problems</u>
May 4-8				Course Evaluations Social Work Inventory Due

XI. Course Readings, Organization and Due Dates

Week of January 19-23

- ❖ Introduction of Practice Case: Drowning Sorrows
- ❖ Introductions, course overview, and syllabus
- ❖ Podcast: This American Life: Harper High, Part One, Act Three. Discussion and application to case learning. <http://www.thisamericanlife.org/radio-archives/episode/487/harper-high-school-part-one>

The following readings should be completed in the first two weeks of the semester.

- ❖ Wolfer, T. A. (2005). An introduction to decision cases and case method learning. In T. A. Wolfer & T. L. Scales (Eds.), *Decision cases for advanced social work practice: Thinking like a social worker* (pp. 3-16). Pacific Grove, CA: Brooks/Cole Thomson Learning.
- ❖ Wolfer, T. A. & Scales, L. T. (2005). Tips for discussing decision cases. In T. A. Wolfer & T. L. Scales (Eds.), *Decision cases for advanced social work practice: Thinking like a social worker* (pp. 17-25). Pacific Grove, CA: Brooks/Cole Thomson Learning.

- ❖ Wilkins, David & Boahen, Godfred. (2013) Critical analysis: what, how, and why? In Wilkins, David & Boahen, Godfred, Critical Analysis Skills for Social Workers (pp. 11-25) McGraw-Hill Education, Maidenhead.

Week of January 26-30

- ❖ **Individual Case Analyses Due on Practice Case**–Be sure to document word count on hard copy to be submitted.
- ❖ Class analysis of case

Week of Feb 2-6

- ❖ Field Presentations C1
- ❖ Small group work

Week of February 9-13

- ❖ Case Discussion

Week of February 16 - 20

Readings:

- ❖ Klott, Jack, MSSA, LISW, CSW (2012) People Who Self-Harm. In Klott, Jack Suicide & Psychological Pain (pp. 35-65). Eau Claire, WI: Premier Publishing & Media.
- ❖ Elder, Linda & Paul, Richard. Becoming a Critic of Your Thinking From The Critical Thinking Community Retrieved from <http://www.criticalthinking.org/pages/becoming-a-critic-of-your-thinking/478>
- ❖ Field Presentations B1
- ❖ Small group work

Week of February 23-27

- ❖ Case Discussion

Week of Mar 2-6

Readings:

- ❖ Grafius, Linda, C, Ed.D Ethics for Everyone: A Practical Guide to Interdisciplinary Biomedical Ethics Education, Chapter Four: A Process for Ethical Thinking and Reflection
- ❖ Field Presentations A1
- ❖ Small group work

Week March 9-13

- ❖ Case Discussion

Week of March 16-20

- SPRING BREAK NO CLASS

Week of March 23–27

- ❖ Field Presentations B2
- ❖ Small group work

Week of March 30–Apr 3

Readings:

- ❖ van Dernoot Lipsky, Laura & Burk, Connie (2009) The Three Levels of Trauma Stewardship. In van Dernoot Lipsky, Laura & Burk, Connie Trauma Stewardship (pp.19–41) . San Francisco, CA: Berrett-Koehler Publishers, Inc.
- ❖ van Dernoot Lipsky, Laura & Burk, Connie (2009) In van Dernoot Lipsky, Laura & Burk, Connie Trauma Stewardship What is Trauma Exposure Response? (pp.42–46) . San Francisco, CA: Berrett-Koehler Publishers, Inc.

- ❖ Case Discussion

Week of April 6–10

- ❖ Field Presentations A2
- ❖ Small group work

Week of April 13–17

- ❖ Case Discussion

Week April 20–24

- ❖ Field Presentations C2
- ❖ Small group work

Week of April 27– May 1

- ❖ Case Discussion

Week of May 4–8

Conclusion: Change in identity status: Student to Professional.

- ❖ Course evaluation and summary
- ❖ MSSW Exit Survey
- ❖ Social Work Inventory Due
- ❖ Cherniss, C. (1995). The first year: “I thought I’d died and gone to hell.” In Beyond burnout: Helping teachers, nurses, therapists, and lawyers recover from stress and disillusionment (pp. 17–36). New York: Routledge.
- ❖ Hardcastle, D. A., Wenocur, S., & Powers, P. R. (1997). Using self in community practice: Assertiveness. In Community Practice: Theories and Skills for Social Workers. New York:

Oxford University Press.

- ❖ Levy, C. S. (1976). Personal versus professional values: The practitioner's dilemmas. *Clinical Social Work Journal*, 4(2), 110–120.

Optional Readings

- ❖ Gambrill, E. (1997). A problem-focused model based on critical inquiry. In *Social work practice: A critical thinker's guide* (pp. 96–124). New York: Oxford University Press.
- ❖ Congress, E. P. (2000). What social workers should know about ethics: Understanding and resolving practice dilemmas. *Advances in Social Work*, 1, 1–22
- ❖ McMillen, J. C., Morris, L., & Sherraden, M. (2004). Ending social work's grudge match: Problems versus strengths. *Families in Society: The Journal of Contemporary Social Services*, 85(3), 317–325.
- ❖ Miley, K.K., O'Melia, M., & DuBois, B. L. (1995). The ecosystems perspective. In *Generalist social work practice: An empowering approach*. Boston: Allyn and Bacon.
- ❖ Rubin, A. (2006). What is (and is not) evidence based practice? NASW Texas Network.
- ❖ Ratliff, N. (2988). Stress and burnout in the helping professions. *Social Casework: The Journal of Contemporary Social Work*, pp. 147 - 154.
- ❖ Borys, D. Nonsexual dual relationships. *Innovations in Clinical Practice: A Source Book*, 11.