

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

**Course Number:** SW 444

**Professor's Name:** Dede Sparks, LMSW

**Unique Number:** 64105

**Office Number:** 3.124B

**Email address:** dsparks@austin.utexas.edu

**Semester:** Fall, 2013

**Office Phone:** 512-471-9063

**Meeting Time/Place**

Tuesdays, 3:00-7:00 PM  
School of Social Work, Room 2.116

**Office Hours:** Tuesdays 1:30-2:30 PM  
and by appointment

**Field Seminar**

**I. Standardized Course Description**

The BSW degree program is designed to educate professional social work practitioners at the beginning level of professional competence. A guiding perspective of the program is the generalist model of practice that includes a core of knowledge, skills, and values required of a social worker in any setting. In addition, students are expected to develop skills in the application of the problem-solving model regardless of setting or client population served. Additional emphasis will be placed on intervention and practice evaluation.

Within this context, SW 444, Field Seminar, is a 4 credit hour course that is taken concurrently with SW 640/641, Social Work Practicum. This course is restricted to social work majors. All other required course work must be completed before entering the Field Seminar. The overall goals of the seminar are to assist the students with the field experience and to strengthen the relationship between the classroom content and field. In addition, the seminar emphasizes the processes common to all social work practice and gender and cultural issues and their impact on service delivery.

Issues related to social and economic justice, populations-at-risk, cultural diversity, alleviating social problems and the enhancement of human well-being will be addressed in micro, mezzo, and macro level assignments, course readings, bibliography, and special topics designated in the course schedule (Section IX) of this syllabus.

## **II. Standardized Course Objectives**

The course objectives include the ability of the student to:

- 1) Demonstrate an understanding of social work processes which are common in the practice with individuals, families, groups, communities, and organizations; **PB1, 3, 4, 5, 6, 29, 30, 31)**
- 2) Demonstrate an understanding of social work values as encompassed in the NASW Code of Ethics and their ethical implications in relation to their professional practice within field; **(PB4, 7, 8, 9, 10)**
- 3) Develop an understanding of diverse populations with which social workers are in contact as represented in their field settings;
- 4) Demonstrate an understanding of race, ethnicity, culture, class, gender, sexual orientation, religious belief or spirituality, family structure, physical and mental ability, age, national origin or other issues related to diversity and how these factors impact the client systems in their field settings;
- 5) Develop practice skills common to intervention with individuals, families, groups, organizations, and community systems including: data collection, identification of needs, resources, and assets, assessment, planning, intervention, and evaluation; **(PB1, 29, 30, 31, 32, 33, 34, 35, 36,37, 38, 39, 40)**
- 6) Achieve an understanding of the community resources which impact their client populations in their field settings;
- 7) Develop self awareness as beginning level, generalist social work practitioners; **(PB2, 3, 4, 5, 6)**
- 8) Utilize empirical research for knowledge acquisition in relation to their practice and for evaluation of their practice in field **(PB5).**

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.

Each practice behavior below is followed by the course objective(s) and the assignment(s) used for assessment.

### **EP 2.1.1 Identify as a professional social worker and conduct oneself accordingly.**

**PB1** Advocate for client access to the services of social work.

Objective(s): 1, 5

Assignment: Cultural Competence Agency Fair , Case Assessment Paper

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

Objective(s): 7

Assignment: In-class activities, Quizzes, Cultural Competence Agency Fair, Case Assessment, Closure of Field

- PB3** Attend to professional roles and boundaries.  
Objective(s): 1, 7  
Assignment: In-class activities, Professional Accountability
- PB4** Demonstrate professional demeanor in behavior, appearance and communication.  
Objective(s): 1, 2, 7  
Assignment: In-class activities, professional accountability, Cultural Competence Agency Fair, Optional Bonus assignment
- PB5** Engage in career long learning.  
Objective(s): 1, 7, 8  
Assignment: In-class activities, Optional Bonus assignment
- PB6** Use supervision and consultation.  
Objective(s): 1, 7  
Assignment: In-class activities, professional accountability, Case Assessment Paper, Closure of the Field Experience

**EP 2.1.2 Apply social work ethical principles to guide professional practice.**

- PB7** Recognize and manage personal values to allow professional values to guide practice.  
Objective(s): 2  
Assignment: In-class activities, Case Assessment Paper, professional accountability
- PB8** Make ethical decisions by applying NASW Code of Ethics and, as applicable, IFSW/IASSW ethical principles.  
Objective(s): 2  
Assignment: In-class activities, Quizzes, Case Assessment Paper
- PB9** Tolerate ambiguity in resolving ethical conflicts.  
Objective(s): 2  
Assignment: In-class activities
- PB10** Apply strategies of ethical reasoning to arrive at principled decisions.  
Objective(s): 2  
Assignment: In-class activities, Quizzes, Case Assessment Paper
- PB29** Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities.  
Objective(s): 1,5  
Assignment: In-class activities, Case Assessment, Cultural Competence Agency Fair Assignment
- PB30** Use empathy and other interpersonal skills.  
Objective(s): 1, 5  
Assignment: In-class activities
- PB31** Develop a mutually agreed-on focus of work and desired outcomes.  
Objective(s): 1, 5  
Assignment: In-class activities, Case Assessment

**EP 2.1.10b Assessment**

- PB32** Collect, organize, and interpret client data.  
Objective(s): 5  
Assignment: Case Assessment, in-class activities
- PB33** Assess client strengths and limitations.  
Objective(s): 5  
Assignment: Case Assessment, in-class activities

**PB34** Develop mutually agreed-on intervention goals and objectives.

Objective(s):5

Assignment: Case Assessment, in- class activities

**PB35** Select appropriate intervention strategies.

Objective(s): 5

Assignment: Case Assessment, in-class activities, Quizzes

### **EP 2.1.10c Intervention**

**PB36** Initiate actions to achieve organizational goals

Objective(s): 5

Assignment: Cultural Competence Agency Fair , Case Assessment

**PB37** Implement prevention intervention that enhances client capacities

Objective(s): 5

Assignment: Case Assessment, Quizzes

**PB38** Help clients resolve problems

Objective(s): 5

Assignment: Case Assessment, in- class activities

**PB39** Negotiate, mediate, and advocate for clients

Objective(s): 5

Assignment: Case Assessment, in- class activities

**PB40** Facilitate transitions and endings

Objective(s): 5

Assignment: In- class activities, Quizzes, Closure of the Field Experience

### **III. Teaching Methods**

A variety of teaching methods will be used in this course, including lecture, class discussion, quizzes, guest speakers, in-class exercises, self-reflection assignments and student presentations. To broaden students' exposure to a wider variety of agencies and client populations, team teaching with other field seminar groups may be utilized. Students are expected to share their observations and questions about their field work with classmates. A portion of each class will be devoted to discussion of practice issues from field. The topics will be identified by the professor and/or will be suggested by students.

**Group Processing:** One class activity where student participation will be especially important is group processing. One to 1½ hours of each 4 hour class will be devoted to group processing, during which students will be encouraged to share their feelings, successes, frustrations, values conflicts, ethical dilemmas and other experiences from field. The instructor will facilitate the group process, but students are expected to take a collaborative role by actively participating, leading discussions at times, and respecting the confidentiality of each student member.

#### **IV. Recommended Texts and Materials**

##### **Recommended:**

Hepworth, D., Rooney, R., Rooney, G., Strom-Gottfried, K., & Larson, J. (2010). *Direct social work practice: Theory and skills*. Pacific Grove, CA: Brooks/Cole.

Lukas, S. (1993). *Where to start and what to ask: An assessment handbook*. New York: W. W. Norton & Company.

Roberts, A. (Ed.). (2009). *Social workers' desk reference*. New York: Oxford University Press.

Sheafor, B., Horejsi, C., & Horejsi, G. (2012). *Techniques and guidelines for social work practice* (9th ed.). Boston: Allyn & Bacon.

Sweitzer, F., & King, M. (2009). *The successful internship: personal, professional, and civic development*. Belmont, CA: Brooks/Cole.

**NOTE:** Assigned readings will be made available on Blackboard and in a course packet.

#### **V. Course Requirements**

##### **A. Assignments**

The following is a brief description of the assignments for the semester. Detailed guidelines for the following assignments will be posted on Blackboard and may be handed out in class.

##### **1. Quizzes – 30 points**

During the semester, three quizzes will be given to encourage timely reading of the course material and application of the material to field experiences. The quizzes will focus mainly on the readings assigned throughout the course schedule and material presented in class. Quiz 1, October 1, will be worth five points. Quiz 2 is worth 15 points and will be a take-home quiz. The quiz will be distributed to the class on **October 15** and will be due on October 29. Quiz 3 will be an analysis of your group experience in field and will be submitted via email or blackboard on November 26, 2013. Quiz 3 is worth 10 points.

October 1, October 29, November 26

##### **2. Cultural Competence Agency Fair Assignment– 10 points**

The purpose of this assignment is to help the student understand cultural competence in the context of the field placement agency and to increase understanding of the needs and strengths of the populations served by the agency. The student will share his/her knowledge of the agency in its environment with the class by producing a poster to share in an Agency Fair on September 24. The assignment is based on readings from “Cultural Competence in Process and Practice: Building Bridges” by Juliet Rothman. The readings are included on Blackboard and in the reading packet.

Detailed guidelines for this assignment will be posted on Blackboard and may be handed out in class.

*September 24*

### **3. Case Assessment – 50 points**

A case assessment on a client from the student's field caseload is required. The client chosen must be one with whom the student has worked. If possible, the client should be from an ethnic minority group or other vulnerable population. The case assessment will be divided into two parts. A draft of Part 1 of the case assessment will be prepared for class discussion and feedback on October 8 and the final Part 1 paper will be due on October 15. Part 2 of the case assessment will be due on November 15. The final Part 1 is worth 20 points, and the final Part 2 (including Part 1) is due on November 12. Also, students will reply to Reflecting Questions in lieu of the journal due on November 12. The final product is worth 30 points, for a total of 50 points for this assignment. Detailed guidelines for this assignment will be posted on Blackboard and may be handed out in class.

*Draft Part 1 Due October 8  
Final Part 1 Due October 15  
Final paper Due November 12*

### **4. Closure Activity**

As a way to formally mark the end of your experience, each student is required to complete an assignment, which will be used as a closure activity during the final class of the semester. Detailed guidelines for this assignment will be posted on Blackboard and will be handed out in class.

*Due November 19*

### **6. Optional Bonus Assignment – 2 points maximum**

In order to encourage identification with the social work profession, up to two (2) bonus points may be earned for attending professional social work meetings and trainings or community cultural activities. One point may be earned for attending trainings, such as NASW conferences, play therapy workshops, etc. One point may be earned for attending cultural events or trainings related to cultural competence. The instructor may suggest appropriate activities for earning bonus points, and will approve appropriate activities as suggested by students. The bonus points will be added to the total points earned for the semester. Complete the form entitled "Documentation of Bonus Points for Seminar Class" and submit it to your instructor **no later than the last class day**. Please note that attending agency staff meetings and trainings is an expected part of the internship and does not earn bonus points.

**NOTE:** Because SW 444 and SW 640/641 are companion courses, requirements for SW 640/641 are relevant to SW 444. For instance, journals are due weekly and process recordings are due in class periodically. Make note of due dates for SW 640/641 assignments and plan accordingly.

## **B. Professional Accountability – 10 points**

Since the overall goal of this course is to help you apply knowledge and theory to practice, your achievement of the learning objectives for both SW 444 *and* SW 640/641 is dependent on your regular attendance and active participation in weekly class activities. Attendance and participation in the full four hours of seminar each week is expected of all students. Excessive absences may result in a student being dropped from the course or in the loss of a letter grade. You are expected to notify the professor prior to class if you cannot attend due to illness or an emergency. You may be asked to document your illness or emergency.

Another overall goal of this course is to enhance and encourage student professionalism. One aspect of professionalism related to social work is the effective use of supervision. Effective use of supervision includes, among other things, identifying areas for growth and understanding and utilizing the appropriate processes for communication regarding concerns. At the field agency, this must include going directly to your Field Instructor and the Faculty Liaison as concerns or needs arise. More about problem solving in field can be found in the *Student Guide to Undergraduate Field*. For concerns arising in the context of the classroom, the student is expected to meet with the professor on an individual basis, and come prepared to discuss the issue with possible solutions in mind.

The full 10 points for professional accountability will be awarded to students who are consistent and timely in attendance and who thoughtfully participate in class; complete journals, process recordings, and class assignments thoroughly, thoughtfully, and on time; and actively contribute to the positive functioning of the class. Students who are absent, tardy to class, leave class early, fail to submit assignments on time, or do not fully participate in the class will lose professional accountability points accordingly.

Each student will begin the semester with 10 points. Points will be deducted for each absence and/or tardy (.5 per absence and/or tardy attendance and .5 per absent and/or tardy journal or process recording). Absence from more than two classes may result in a loss of half of the total professional accountability points.

## **VI. Class Policies**

**Attendance:** Regular and punctual attendance to each class is expected for this course. More than 2 absences may result in a deduction of half of the points from the professional accountability grade. Excessive absences may result in a student being dropped from the course or in the loss of a letter grade. Students are expected to contact the professor in a timely manner about absences, and alert the professor about late arrivals or early departures.

**Late Assignments:** It is expected that all assignments will be turned in on time. Assignments, including papers, are due at the *beginning of the class* on the due date indicated. Late assignments will be penalized 5% of the assignment point value for each day late. On days subsequent to the due date, papers must be submitted before 5:00 pm to avoid an additional deduction. Late papers may be submitted to the front office; staff will

place them in the professor's box. The front desk in the school closes daily at 5:00 pm; make plans accordingly. After 10 days, late assignments will not be accepted. **Students should contact the professor before the assignment is due if they anticipate a late assignment. A new deadline may be negotiated, at the instructor's discretion.**

**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). If a student decides to contest a grade, this concern should be raised with the instructor within one week of receiving the grade.

**Use of Computers/Cell Phones in the Classroom:** Field Seminar is a practice course, and class participation is essential. Generally, it will not be necessary to take detailed computer notes on material in this course, and only occasionally will the use of a laptop computer be warranted. When laptops are being used in the classroom, it is considered unprofessional and disrespectful to use the computer for anything other than note-taking or relevant data search that will benefit the entire class. Internet surfing, instant messaging, working on material outside of the BSW Seminar, etc. is not permitted and will result in lowered professional accountability grades and possible disciplinary action. **Additionally, cell phones should be turned off when class begins and remain off throughout the duration of the class.**

**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.

**Use of Blackboard:** In this class the professor uses Blackboard—a Web-based course management system with password-protected access at <http://courses.utexas.edu>. Use may include the following: to distribute course materials, to communicate and collaborate online, to post grades, to submit some assignments, and to give students online surveys. Students can find support in using Blackboard at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

**Confidentiality:** Information shared in class about agencies and clients is considered to be covered by 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, discussions outside of class with individuals outside of the seminar or with other members of the seminar regarding information shared in class about clients, supervisors, or agencies is considered a breach of confidentiality. Breach of confidentiality is grounds for removal from field.

## **VII. 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.

**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.

**Professional Conduct in Class:** The professor expects students to act like professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and 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.

**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.

**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/>).

**Documented Disability Statement:** The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. 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/>.

**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>.

**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 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>.

**Feedback:** During this course the professor will ask students to provide feedback on their learning in informal as well as formal ways, including through anonymous surveys about how the professor's teaching strategies are helping or hindering student learning. It is very important for the professor to know the students' reactions to what is taking place in class, so students are encouraged to respond to these surveys, ensuring that together the professor and students can create an environment effective for teaching and learning.

### **VIII. Grading and Evaluation**

A minimum grade of C is required to pass this course. Students will be graded on performance in the following areas for a possible total of 100 points:

<b>DUE DATE</b>	<b>ASSIGNMENT</b>	<b>POINT VALUE</b>
Oct. 1, Oct. 29, Nov. 26	Quizzes	<b>30</b>
Sept. 24	Cultural Competence Field Fair Assignment	<b>10</b>
Oct 8	Draft Case Assessment - 1	
Oct. 15	Case Assessment Part 1	<b>20</b>
Nov. 12	Final Case Assessment	<b>30</b>
Nov. 19	Closure activity	
Dec. 3	Professional Accountability	<b>10</b>
	<b>Total Points</b>	<b>100</b>
Dec. 3	Bonus Points	<b>2</b>

The following scale will be used to determine your final letter grade:

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

**IX. Course Schedule**

<b>Date</b>	<b>Description</b>	<b>Text / Readings</b>
Aug. 27	Orientation to Field ( <b>Field Hours</b> )	See BlackBoard for readings
Sept. 3	<p>Development of the Professional Self—Values, Ethics, and Supervision</p> <p>How to: Complete an Educational Contract</p>	<p>Sweitzer and King, Chapter 1, Surveying the landscape, pp. 3-20.</p> <p>Sweitzer and King, Chapter 3, Framing the experience: the developmental stages of an internship, pp. 49-61</p> <p>Dolgoff, Chapter 4, Guidelines for ethical decision making: the decision making process and tools, pp. 73-88.</p>
Sept. 10	<p>Organizational culture</p> <p>Culturally Competent Practice</p> <p>How to: Utilize Supervision</p> <p>Complete Documentation</p>	<p>Furman and Gibelman, Social work in a host setting, pp. 139 – 153.</p> <p>Rothman, Chapter 6, Cultural competence in the context of practice, pp. 49-57.</p> <p>Rothman, Ch. 7, pp. 58 – 64.</p> <p>NASW Standards for Cultural Competence in Social Work Practice.</p>

<p>Sept. 17</p>	<p>Communicating with Empathy and Authenticity  Relationship Building in Strengths-Based Practice  Motivational Interviewing    How to: Complete a Process Recording    Motivationally Interview</p>	<p>Shulman, The skills of helping individual, families, groups and communities, Chapter 3, p. 52-73    Saleeby, Chapter 5, The Strengths Approach to Practice, Beginnings, p. 93-107.    Miller &amp; Rollnick, Chapter 4, What is Motivational Interviewing, pp. 33-42.</p>
<p>Sept. 24</p>	<p><b><i>Cultural Competency Agency Field Fair</i></b>  Exploration and Assessment  How to: Conduct an Assessment</p>	<p>Sweitzer and King, Chapter 9, Getting to know the clients: A chapter of special relevance for helping and service professionals, pp. 169-185.    Hepworth, Rooney, et. al. Chapter 8, Assessment: Exploring and understanding problems and strengths</p>
<p>Oct. 1</p>	<p>Goal Setting, Intervention Planning  How to: Plan an Intervention    <b><i>Quiz 1</i></b>    <b><i>Process Recording #1 DUE</i></b></p>	<p>Sheafor and Horejsi, Chapter 11, Data collection and assessment, pp. 171-219    Hepworth, Rooney, et. al. Chapter 9, Assessing Intrapersonal and Environmental Systems pp. 199-226    Sheafor and Horejsi, Chapter 12, Planning and contracting, pp. 226-242.</p>

<p>Oct. 8</p>	<p>Tools for Evaluation</p> <p>Secondary Trauma</p> <p>How to: Evaluate a Service Plan/Treatment Plan</p> <p><b><i>Draft Part 1 Case Assessment Due</i></b></p>	<p>Lukas, Chapter 8, How to determine whether a client might hurt somebody; Chapter 9, How to determine whether a client might hurt herself</p> <p>Sheafor and Horejsi, Chapter 13, Intervention and Monitoring, pp. 253-286.</p> <p>Sheafor, et. al. Chapter 14, Evaluation and Termination, pp. 318-349.</p>
<p>Oct. 15</p>	<p>Using Empirical Research in Practice— Intervention Planning</p> <p>Guest speaker: Barbara Anderson</p> <p>How to: Evaluate and Conduct Evidence-Based Practice</p> <p><b><i>Final Part 1 Case Assessment Due</i></b></p> <p><b><i>Quiz 2 will be handed out in class</i></b></p>	<p>Social Work Desk Reference, #162, Developing well structured questions for evidence based practice, p. 1120 – 1126.</p> <p>VCPN, Evidence-based treatments for childhood trauma, pp. 1 – 20.</p>
<p>Oct. 22</p>	<p>Special Topic: Grief and Loss in Social Work Practice by Dede Sparks</p> <p>How to: Assess for Grief</p>	<p>Doka, Disenfranchised Grief: Recognizing Hidden Sorrow, pp. 13-23</p> <p>Doka, Disenfranchised Grief, New Directions, Challenges and Strategies, pp. 23-38</p>

Oct. 29	<p>Group Work</p> <p>How to: Conduct a group</p> <p><b><i>Quiz 2 due</i></b></p>	<p>Zastrow, Social Work with Groups, pp. 3 – 20.</p>
Nov. 5	<p>Child Welfare Issues in Social Work Practice</p> <p>Linking Micro to Macro: Policy and Advocacy</p> <p>How to: Make a Referral</p> <p><b><i>Process Recording 2 due</i></b></p>	<p>Sweitzer and King, Chapter 10, Taking stock and facing reality: the disillusionment stage, pp. 191-224.</p> <p>Social Work Desk Reference, Chapter 91, Trans-theoretical model for families with child abuse and neglect.</p>
Nov. 12	<p>Culmination and Termination</p> <p>How to: Terminate with a Client</p> <p><b><i>Final Case Assessment and Reflection Journal due</i></b></p>	<p>Dillon, Common mistakes in ending, pp. 170-189</p> <p>Sweitzer &amp; King, Chapter 14, Traveling the last mile, pp. 263-282</p>
Nov. 19	<p>International Social Work</p> <p>Course Instructor Survey</p> <p><b><i>Closure Activity due</i></b></p>	
Nov. 26	<p>No Class</p> <p><b><i>Quiz 3-Group process recording and analysis due via email or blackboard</i></b></p>	



Dec. 3	Course Wrap-Up/Celebration <i>Optional bonus assignment due</i>	
--------	--	--

Happy Graduation!

## X. Bibliography

- Bell, H., Kulkarni, S., & Dalton, L. (2003). Organizational prevention of vicarious trauma. *Families in Society: The Journal of Contemporary Human Services*, 84(4), 463-470.
- Berg, I. K., & Kelly, S. (2000). *Building solutions in child protective services*. New York, NY: W. W. Norton & Company.
- Browne, C., & Mills, C. (2001). Theoretical frameworks: Ecological model, strengths perspective, and empowerment theory. In R. Fong & S. Futuro (Eds.), *Culturally competent practice: Skills, intervention and evaluation* (pp. 10-30). Boston: Allyn & Bacon.
- Cournoyer, B. R. (2004). *The evidenced-based social work skills book*. Boston: Allyn & Bacon.
- DeJong, G., & Miller, S. (1995). How to interview for client strengths. *Social Work*, 40(6), 729-736.
- Dillon, C (2003). *Learning from mistakes in clinical practice*. United States: Brooks/Cole.
- Doka, K. (1989). *Disenfranchised grief: Recognizing hidden sorrow* (pp. 13-23). Massachusetts/Toronto: Lexington Books.
- Doka, K. (2002). *Disenfranchised grief: New directions, challenges, and strategies for practice* (pp. 23-38). Champaign, Illinois: Research Press.
- Grayson, Joann,(2012). Evidence-based treatments for childhood trauma. Virginia Child Protection Newsletter, Volume 95.
- Healy, L. M. (2001). *International Social Work*. New York: Oxford University Press.
- Hepworth, D., Rooney, R., Rooney, G., Strom-Gottfried, K., & Larsen, J. (2010). *Direct social work practice: Theory and skills* (8th ed.). Pacific Grove, California: Brooks/Publishing Company.
- Johnson, L., & Yanca, S. J. (2004). *Social work practice* (8th ed., pp. 380-409). Boston: Allyn & Bacon.
- Kabat-Zinn, J. (1990). The foundations of mindfulness practice: Attitudes and commitment. In *Full catastrophe living* (pp. 31-46). Delacorte Press.
- Kagle, J. D., & Giebelhausen, P. D. (1994). Dual relationships and professional boundaries. *Social Work*, 39(2), 213-220.

- Kauffman, S. (2000). Generalist practice with economically disadvantaged clients and communities. In J. Poulin (Ed.), *Collaborative social work: Strengths-based practice*. Itasca, Illinois: F. E. Peacock.
- Lecca, P., Quervalu, I., Nunes, J., & Gonzales, H. (1998). Cultural competency in health, social, and human services: Directions for the twenty-first century. In *Garland reference library of social services* (Vol. 1085, pp. 219-244).
- LeCroy, C., & Daley, J. (Eds.). (2005). *Case studies in child, adolescent, and family treatment*. Belmont, CA: Brooks/.
- Leigh, J. W. (1998). *Communicating for cultural competency* (pp. 38-59). Boston: Allyn & Bacon.
- Lens, V. (2004). Principled negotiation: A new tool for case advocacy. *Social Work*, 49(3), 506-513.
- Lipsky, L. V. D., & Burk, C. (2009). New ways to navigate. In *Trauma stewardship, an everyday guide to caring for self while caring for others* (pp. 116-129). San Francisco: Berrett-Koehler Publishers, Inc.
- Lowenberg, F., Dolgoff, R., & Harrington, D. (2000). *Ethical decisions for social work practice* (6th ed.). Itasca, NY: Peacock Publishing.
- Lukas, S. (1993). *Where to start and what to ask: An assessment handbook*. New York: W. W. Norton & Co.
- Maslach, C., & Leiter, M. (2005) Reversing burnout: How to rekindly your passion for your work. *Stanford Social Innovation Review*. Winter 2005, 43-49.
- Mattison, M. (2000). Ethical decision making: The person in the process. *Social Work*, 45(3), 201-212.
- Miller, W., & Rollnick, S. (2002). *Motivational interviewing: Preparing people for change*. New York: Guilford.
- NASW standards for cultural competence in social work practice. (2002). In *NASW National Committee on Racial and Ethnic Diversity*. Washington D.C.: National Association of Social Workers.
- National Association of Social Workers. (1997). *National association of social workers code of ethics*. Washington D.C.: NASW Press.
- Poulin, J. (2000). *Collaborative social work: Strengths-based practice*. Itasca, Illinois: F. E. Peacock.

- Prochaska, J., DiClemente, C., & Norcross, J. (1992). In search of how people change. *American Psychologist*, 47(9), 1102-1114.
- Roberts, A. R., (Ed.). (2009). *Social workers' desk reference*. Oxford: Oxford University Press, Inc.
- Saleeby, D. (2009). *The strengths perspective in social work practice* (5th ed.). Boston: Allyn and Bacon.
- Sheafor, B., Horejsi, C., & Horejsi, G. (2012). *Techniques and guidelines for social work practice* (9th ed.). Boston: Allyn & Bacon.
- Shulman, L., (2009). The preliminary phase of work. In *The skills of helping individual, families, groups, and communities* (6th ed., pp. 52-73). United States: Brooks/Cole.
- Sweitzer, H. K., & King, M. A. (2009). *The successful internship: personal, professional, and civic development* (3rd ed.). Australia: Thomson Brooks/, Inc.
- Texas State Board of Social Work Examiners. (2005, July 27). Code of Conduct. In *Texas department of state health services*. Retrieved August 23, 2007, from <http://www.dshs.state.tx.us//conduct.shtm>
- Zastrow, C.H. (2011). *Social work with groups, a comprehensive worktext*. (9<sup>th</sup> ed.) United States: Brooks/Cole.