



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: Social work theory application and intervention plan  
Community Event/Advocacy assignment

**PB4** Demonstrate professional demeanor in behavior, appearance, and communication

Objectives 1, 7

Assignments: Video Role Play and Critique  
Social work theory application and intervention plan  
Community Event/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

Objective 1

Assignments: In-class ethics application  
Self-assessment and Values Application

**PB10** Apply strategies of ethical reasoning to arrive at principled decisions

Objective 1

Assignments: Self-assessment and Values Application  
In-class ethics application

### **EP2.1.10a Engagement**

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

Objectives 3, 4, 5

Assignments: Social work theory application and intervention plan  
Community Event/Advocacy assignment  
Video role play and critique

**PB31** Develop a mutually agreed-on focus of work and desired outcomes  
Objectives 2, 3  
Assignments: Social work theory application and intervention plan  
Application of theory  
Video role play and critique

#### **EP2.1.10b Assessment**

**PB35** Select appropriate intervention strategies  
Objectives 2, 3, 4, 5, 6  
Assignments: Social work theory application and intervention plan  
Video Role Play and Critique  
Application of theory

#### **EP2.1.10c Intervention**

**PB36** Initiate actions to achieve organizational goals  
Objectives 3, 4, 5, 6  
Assignments: Video Role Play and Critique  
Application of theory

**PB37** Implement prevention intervention that enhances client capacities  
Objectives 2, 5, 6  
Assignments: Video Role Play and Critique  
Application of theory

**PB39** Negotiate, mediate, and advocate for clients  
Objectives 4, 5  
Assignments: Social work theory application and intervention plan  
Community Event/Advocacy Assignment  
Application of theory

**PB40** Facilitate transitions and endings  
Objective 3  
Assignments: Video Role Play and Critique  
In-class discussion

### **III. TEACHING METHODS**

This class will be taught using a variety of methods with an emphasis on experiential learning via an active, learning-centered model. Teaching methods might include role-plays and simulations, case examples, student presentations, videos, class discussions, small group interactions, collegial consultation, lectures and guest lectures. The assignments will provide the opportunity for "learning by doing" in role-play, small groups, and individual and group projects. To achieve success in learning in this course, students must be willing to participate, take appropriate personal risks, utilize their creativity, and attend class! Students are encouraged to ask questions as well as provide the professor with information and feedback.

## REQUIRED TEXT AND MATERIALS

Walsh, J. (2010). *Direct social work practice, 2e*. Belmont, CA: Wadsworth Cengage Learning.

Walker, B. (2012). *Black boy, white school*. New York: Harper Teen.

## COURSE REQUIREMENTS

All students are required to complete one group presentation, three written assignments and team based learning quizzes. Class participation will also be factored into the course requirement. The professor will provide detailed written information for each assignment.

Application of Theory	= 50 pts
Social Work Theory Application and Intervention Plan	= 100 pts
Video Role Play and Critique	= 50 pts
Community Event/Advocacy Assignment	= 50 pts
Class Participation	= 25 pts
Self Assessment and Values Application	= 25 pts
Total:	= 300 pts

### Social Work Theory Application and Intervention Plan

To further understanding of practice theory, students will present and demonstrate a selected theory in class. Students will work in designated small groups.

The objectives of this assignment are to:

1. To demonstrate understanding of a selected practice theory.
2. To apply the assigned theory to a client situation using creative demonstration, role play and/or media presentation.
3. To enhance own understanding of the theory by completing further research and sharing learning with others in the class.
4. To learn about effective task group roles and experience through active task group implementation.

A separate assignment sheet will be provided.

**Due Date: See Class Schedule (100 pts)**

### Video Role Play and Critique

For this assignment, you will choose a partner (a member of the cohort) and schedule time to video a client session for approximately 30 minutes. Your client will present a problem or reason that he/she has been seeking the services of a social worker. The session will reflect the **middle phase** of work together and will not demonstrate an intake or assessment phase. Talk with your

partner in advance about the “problem” he or she will present so that you are familiar with it and do not use session time for intake types of issues.

The objectives for this assignment are:

1. To demonstrate relational skills (empathic responses, reflection, active listening, questioning technique, therapeutic confrontation, compassion, etc.) critical to social work practice
2. To analyze skills used, highlighting areas for growth, relational skills utilized, and the use of strengths-based language throughout the session;
3. To continue the practice of giving and receiving constructive feedback.

You will review approximately 7-10 minutes of your video session with your professor and a small group of your peers. A written two-page critique of the session is due the class session following your scheduled review session.

A separate assignment sheet will be provided.

**Written Critique Due Date: Class following scheduled time for video review (50 pts)**

### **Community Event/Advocacy Assignment**

Each student is expected to participate in an advocacy intervention in the Austin area for an issue about which you feel passionate. The objectives for this assignment are:

1. To increase understanding of service needs in the Austin community, the agencies involved as well as the clients and social issues that are served.
2. To analyze an agency's or organization's efforts in coordinating an event to address a particular social issue and/or client- or agency-based need.
3. To promote the professional obligation of social workers to maintain an active role in advocacy, community organizing, and engagement.
4. To reflect upon how the advocacy event impacted you personally and where you see possibilities for your involvement with community activities and advocacy in the future.

It is feasible for you and a peer or small peer group to plan and implement an intervention together. If it is more workable for you to advocate individually, this is also acceptable. A separate assignment sheet will be provided.

### **Self-Assessment and Values Application**

The NASW Code of Ethics defines standards of practice for social workers. As part of your professional development, it is important that you be able to identify the areas of the Code that are in potential conflict with your personal values. The objective of this assignment is to identify an area of the Code that you think you will be most challenged to comply with and demonstrate this challenge through an essay or creative representation.

A separate assignment sheet will be provided.

## **Final Paper – Application of Theory**

A final written theory application will be due on July 25, 2013. Students will read Black Boy, White School by Brian Walker prior to 7/25. Using recently-acquired basic knowledge of theories discussed in class readings, lectures, and presentations, students will answer several questions regarding situations and characters in this book in addition to other questions regarding your understanding and integration of the theoretical material studied this summer.

### **The objectives for this assignment are:**

1. To demonstrate appropriate use of practice theory in service planning and implementation with a client
2. To demonstrate development of appropriate assessment questions based on practice theory
3. To demonstrate appropriate use of practice theory in developing either micro or mezzo/macro interventions for effective client care.

## **Class Participation and Preparedness**

It is important to attend class on time, remain for the entire class, and to be actively and meaningfully present for effective learning and demonstration of professional behavior. Because you are graduate level social work students, it is expected that you will be able to participate on a deeper level in class discussions, taking healthy risks to work outside of your comfort zone. In order to receive the highest level of participation points, healthy risk-taking for professional growth must be demonstrated. Participation points will be determined by attendance, level of interest, respect for others' learning needs and contributions to classroom discussions and activities. Being prepared for class by reading assigned material is part of this professional expectation as well. **(25 pts)**

## **IV. GRADES**

300-281 = A  
280-269 = A-  
268-260 = B+  
259-251 = B  
250-239 = B-  
238-230 = C+  
229-221 = C  
220-209 = C- (class failed, no credit)  
208-200 = D+  
199-191 = D  
190-179 = D-  
178-000 = F

## **VI. CLASS 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.

## **Maintaining Confidentiality**

Information shared in class about agencies and clients is considered confidential according to the NASW Code of Ethics re: the sharing of information for educational purposes. However, discussion outside of class with individuals outside of the course regarding information shared in class about clients, supervisors or agencies is a breach of confidentiality. Breach of confidentiality is grounds for disciplinary action within the School and/or possible expulsion from the program.

## **Professional Accountability/Conduct in Class**

The professor expects students to act like professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

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 being willing to promote group cohesiveness in the learning environment.

In the Practice II course, the student is expected to bring any concerns directly to the professor on an individual basis, if the issue is not appropriate to be discussed in class. Students should be prepared to discuss the concern openly, with willingness to accept feedback, and offer possible solutions.

## **Use of Computers/Cell Phones in the Classroom**

Practice II is a practice course, and class participation is essential. Laptop computers will not be allowed for note-taking in the classroom. Cell phones should be turned off when class begins and remain off throughout the duration of the class. Text-messaging is not allowed during class time without special circumstances about which the professor has been made aware. These are issues of professionalism and will incur disciplinary action if necessary.

## **Time Management**

Assignments are due by 5:00 p.m. the day of class through Blackboard or hard copy format. Papers turned in after 5:00 pm the day of class are considered late. Students will lose 5 points per calendar day that an assignment is late. On subsequent days, assignments must be submitted before 5:00 p.m. to avoid an additional 5 point penalty. Late papers will be accepted via email to the professor. The student is responsible for emailing the professor to indicate that the assignment has been submitted.

## **Attendance**

Attendance and participation for the full class is expected for all students. After two absences, the student will be asked to arrange for an office visit with the professor to discuss class attendance expectations and student's attendance issues.

Two participation points will be deducted for each missed class regardless of the reason.

More than two absences may result in the student being dropped from Practice II. A student is considered late if arriving to class after 1:35 pm. Three late arrivals will count as one class absence.

Classroom exercises, discussions, role-plays, guest speakers and other class experiential exercises are essential for the students' professional learning and continued development of self-awareness. This form of learning cannot be "made up" once missed. Students will be expected to contact their peers to secure any missed notes or handouts. The student may schedule an office visit with the professor if they wish to discuss missed classroom material in more detail.

Students are to notify the instructor prior to class at the given office number if they cannot attend class due to an illness or emergency.

### **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.

### **APA Guidelines and Crediting Sources**

When using information from other sources, references and bibliography should conform to current APA style. Instances of plagiarism will be dealt with according to University policy. All sources must be credited when utilizing the work of another, on written papers or media-generated projects.

### **Concerns about Grades**

Students with concerns or questions about grades are invited to discuss these with the professor. The professor cannot consider grade revisions beyond two weeks after the assignment is returned to the student.

Students with concerns related to equitable distribution of work on a group project should first give the colleague in question a chance to address the concerns. Discussing the problem with your peer first is requested, using skillful and direct communication provided in a way that can be heard. If significant concerns remain, the student(s) is/are encouraged to approach the professor during the assignment's completion process, **before** the assignment is due.



### **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/>.

### **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 official UT e-mail accounts regularly and frequently 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>.

Email will be a frequently used mode of communication between the professor and students. All students are responsible for checking their email on a regular basis for class updates. Students can use email to communicate with the professor between class meetings; however, students will be expected to use sound professional judgment when deciding what is appropriate to discuss in email as opposed to scheduling an office appointment or visiting the professor during office hours.

### **Use of Blackboard in Class**

In this class the professor uses Blackboard—a web-based course management system with password-protected access at <http://courses.utexas.edu>—to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments and to give students online quizzes and surveys. Students can find support in using Blackboard at the ITS Help Desk by calling the Help Desk for support. Contact information for technological support can be located on the UT website.

### **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.

### **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 concerned about the well being of a UT student or employee who may be acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP) and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

### **Emergency Evacuation Policy**

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

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

## **IV. COURSE SCHEDULE**

Date	Topic	Assignment Due	Readings
6/6	<p align="center"><b>Class Orientation</b>  <b>Introduction to Course</b>  <b>Post-BSW Group Building</b>  <b>Group Expectations</b></p>		
6/11	<p align="center"><b>Group Building continues</b>   <b>Task Group Selection</b></p>		<b>NASW Code of Ethics</b>
6/13	<p align="center"><b>Task Group Meetings</b>  <b>In-class assignment completed</b>   <b>Community Event Brainstorming</b></p>	<i>Self-Assessment and Values Assignment Provided</i>	<b>Robert's Rules of Order</b>
6/18	<p align="center"><b>Learning Styles (discussion and client application)</b>   <b>Values and Ethics</b>  <b>Professional Use of Self</b>   <b>Task Groups</b>  <b>Leadership and Advocacy</b></p>		<p><b>Hardcastle and Powers,</b>  Chap. 10 (BB)  <b>Hepworth, et.al.,</b> Chap.  16 (BB)  <b>Manning,</b> Chap. 1 (BB)</p>
6/20	<p align="center"><b>Advanced Relational Skills</b>  <b>Cultural Competence</b>  <b>Professional Self-Awareness</b>  <b>Compassion</b>  <b>Presence</b></p>		<p><b>Hepworth, et.al.,</b> Chap.  18 (BB)  <b>Loeb,</b> We Don't Have to  Be Saints (BB)  <b>Rothman</b> selection (BB)</p>
6/25	<p align="center"><b>Introduction to Theory</b>   <b>Implications for Practice</b>  <b>Psychoanalytic to Post-Modern</b>  <b>Theories - The Transtheoretical</b>  <b>Model</b>   <b>Attachment Theory and Social</b>  <b>Work Practice</b></p>	<i>Self-Assessment and Values Assignment due</i>	<p><b>Walsh,</b> Chaps. 1-4  Walsh social work podcast  (BB)   <b>Schore &amp; Schore</b> article  (BB)</p>

6/27	<b>Child Welfare and Social Work Practice Leadership and Advocacy, cont.</b>  <b>Shaleiah Fox, Guest Speaker</b>		<b>See Blackboard for readings</b>  <b>Mizrahi, SWDR (BB)</b>
7/2	<b>Video Review Sessions in small groups</b>		
7/4	<b>Happy Fourth of July! No Class Meeting</b>		
7/9	<b>Crisis Theory and Intervention Solution-Focused Theory</b>  <b>Guest Speaker invited</b>	<i>Video Review Reflection Due</i>	<b>Walsh, Chaps. 10, 13</b>
7/11	<b>Organized Class Does Not Meet (Consider using this time for your theory task group to meet/work or to complete advocacy work)</b>		
7/16	<b>Existential Theory</b>  <i>Final Paper Assignment Provided</i>	<i>Task group application of Existential Theory due</i>	<b>Lantz &amp; Walsh, Ch. 3 (BB)</b> <b>Coady &amp; Lehmann, Ch. 13 (BB)</b>
7/18	<b>Relational-Cultural Theory</b>	<i>Task group application of Relational-Cultural Theory due</i>  <i>Community Event Reflection due</i>	<b>Downs article (BB)</b> <b>Freedberg article (BB)</b>
7/23	<b>Narrative Theory</b>	<i>Task group application of Narrative Theory due</i>	<b>Walsh, Chap. 12</b>

7/25	<p align="center"><b>Family Theories</b></p> <p align="center"><b>Structural Family Theory</b></p> <p align="center"><b>Presentation</b></p>	<p align="center"><i>Task group application of Structural Family Theory due</i></p>	<p><b>Walsh</b>, Chapter 9</p> <p><b>Papero</b>, Bowen Family Systems Therapy, pp. 447-452, SWDR (BB)</p>
7/30	<p><b>Micro and Macro Social Workers in Practice</b></p> <p><b>Termination</b></p> <p><b>Supervision</b></p> <p><b>Licensure</b></p>	<p align="center"><i>Final Paper Due</i></p>	<p>NASW Professional Self-Care Statement</p> <p>Handouts Provided</p>

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