

# THE UNIVERSITY OF TEXAS SCHOOL OF SOCIAL WORK

**Course Number:** SW n383T

**Instructor:** Elaine Cavazos, LCSW  
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**Unique Number:** 90140

**Office:** 3.124G

**Semester:** Summer 2017

**Phone:** 512-537-4882 (cell)

**Meeting Time/Place:** Mon/Wed  
5:30-8:30 pm  
Room 2.132

**Office Hours:** Monday, 3:30-5:00p  
Other times by appt.

**TA:**

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## SW n383T: Post-BSW Social Work Practice II

### I. STANDARDIZED COURSE DESCRIPTION

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

### II. STANDARDIZATION OF COURSE OBJECTIVES

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

1. Critically analyze professional values, ethical dilemmas and ethical decision making and their impact on service delivery, policy and practice;
2. Identify, critique, apply and evaluate social work theories and methods from a strengths based generalist perspective for effective service delivery to diverse individuals, families, groups, organizations and communities;
3. Apply beginning practice skills in the development, leadership and evaluation of small groups in agency, organization and community settings;
4. Identify aspects of human diversity within and between groups and the implications for this diversity in assessment, planning, intervention and evaluation;
5. Demonstrate knowledge of leadership and advocacy skills, conflict management and interprofessional collaboration at all levels of social work practice to promote social and economic justice;
6. Apply a beginning level of skill in utilizing empirical knowledge to evaluate theoretical frameworks, intervention plans and practice effectiveness;
7. Communicate effectively and professionally, both orally and in writing, assessment, intervention and evaluation plans for diverse client systems that enhance client strengths, capacities, assets and resources.

### 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.

#### IV. REQUIRED TEXT AND MATERIALS

Walsh, J. (2014). *Theories for Direct Social Work Practice* (3rd edition). Stamford, CT: Cengage Learning

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

#### V. COURSE REQUIREMENTS

All students are required to complete one group presentation, four written assignments, a video review project, as well as contribute to five group writing prompt answers. Class participation will also be factored into the course requirement. The professor will provide detailed written information for each assignment.

Self-Assessment Paper	= 30 points
Ethics and Values Application	= 30 points
Video Role Play Assignment	= 50 points
Social Work Theory Application and Intervention Plan	= 100 points
Final Case Analysis	= 100 points
Class Participation and Preparedness	= 40 points
Total	= 350 points

##### **Self-Assessment**

Students will complete a written self-assessment, exploring areas that contribute to making each a unique emerging professional. This assignment is designed to increase understanding of biopsychosocial assessment, provide the professor with a deeper understanding of each student's background, and facilitate learning about professional use of self as applied in social work practice.

A separate assignment sheet will be provided. **30 points**

##### **Ethics 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. **30 points**

### **Video Role Play and Feedback Sessions**

For this assignment, you will choose a partner (a member of the cohort) and schedule time to video record 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.
4. To begin to integrate knowledge of practice theory with use of relational skills

You will review approximately 5-7 minutes of your video session with your professor and a small group of your peers.

A separate assignment sheet will be provided. **50 points**

### **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. **100 points**

### **Final Integration Paper**

A final written theory application will be due on July 28, 2016. Students will read Black Boy, White School by Brian Walker prior to completion of the assignment. Using recently acquired basic knowledge of theories from class readings, lectures, presentations, and discussions, students will answer several questions regarding situations and characters in this book.

**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.

A separate assignment sheet will be provided. **100 points**

### **Class Participation and Preparedness**

It is important to attend class on time, remain for the entire class, and 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 opportunities to work outside of your comfort zone. 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. Up to 20 preparedness points will be awarded based on evaluation of preparedness for and engagement in in-class discussions of assigned readings. **40 points**

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 5:40 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 by text message if they cannot attend class due to an illness or emergency.

### **VI. GRADES**

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

## VII. 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.

**PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM.** 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. 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 also 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. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

In this 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.

**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 professor. The professor 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 may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at [www.utexas.edu/student/cmhc/](http://www.utexas.edu/student/cmhc/).

**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/>).

**USE OF COURSE MATERIALS.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor 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 sharing includes, among other things, uploading class materials to websites for distributing those materials to other current or future students.

**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). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. 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, examination, work assignment, or project 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.

**TITLE IX REPORTING.** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

**CLASSROOM CONFIDENTIALITY.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted.

Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

**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 for keeping the university informed about a change of 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 between 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 in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering 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.

**ASSIGNMENT SUBMISSION.** Assignments are due by 5:30 p.m. the day of class by submission on Canvas. Papers turned in after 5:30 p.m. the day of class are considered late. Students will face a 10 percent deduction of the maximum assignment points per calendar day that an assignment is late. On subsequent days, assignments must be submitted before 5:30 p.m. to avoid an additional 10 percent penalty. The student is responsible for emailing the professor to indicate that the assignment has been submitted. However, students will be allowed to turn one assignment in late one day during the semester without incurring the 10 percent penalty.

**USE OF COMPUTERS AND CELL PHONES IN CLASS.** 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.

**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.

**WRITING ASSIGNMENTS.** Students are expected to produce high quality written work in terms of clarity, appearance, writing style, and content. Points will be deducted for errors, misspellings, incorrect grammar and punctuation, poor organization, insufficient information, and inferior word processing. Students are strongly encouraged to consult with the SSW Writing consultant. Appointments can be made through the DiNitto Center, through the *Steer Your Career* online portal.

**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.

**USE OF CANVAS IN CLASS.** In this class, the professor uses Canvas —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 Canvas at the ITS Help Desk by calling the Help Desk for support. Contact information for technological support can be located on the UT website.



## VIII. COURSE SCHEDULE

Date	Topic	Assignment Due	Readings
6/5	<b>Class Orientation Group Building Learning Styles Values and Ethics</b>		<b>Reamer</b> (Canvas)
6/7	<b>Advanced Relational Skills Professional Use of Self Professional Self-Care Self-Compassion</b>		<b>Hepworth</b> , Chapter 18 (Canvas) <b>Dewane</b> (Canvas) <b>NASW</b> , Professional Self-Care (Canvas)
6/12	<b>Overview of Social Work Groups Task Group Selection</b>	<i>Self-assessment Due via Canvas @ 5:30p</i>	<b>Hepworth</b> , Chapter 16 (Canvas)
6/14	<b>Task Groups Leadership and Advocacy in Groups</b>		<b>Hardcastle and Powers</b> , (Canvas) <b>Mizrahi</b> (Canvas)  Optional: <b>Meet is Murder</b> (Canvas)
6/19	<b>Assessment Cultural Competence Trans-theoretical Model</b>	<i>Ethics and Values Assignment Due via Canvas @ 5:30p</i>	<b>Hepworth</b> , Chapter 8 (Canvas) <b>Tervalon and Murray-Garcia</b> (Canvas)  Optional: <b>Calderwood</b> (Canvas)
6/21	<b>Psychoanalytic to Post-Modern Practice - A Progressive Timeline  Introduction to Theory Solution-Focused Theory</b>		<b>Walsh, SW Podcast</b> (Canvas) <b>Walsh</b> , Chapter 13  Optional reading: <b>Walsh</b> , Chapter 1
6/26	<b>Crisis Theory Case Management</b>		<b>Walsh</b> , Chapters 4, 5, & 10
6/28	<b>Video Reviews</b>		

7/3	<b>No Class—July 4<sup>th</sup> Holiday</b>		
7/5	<b>Existential Theory</b>		<b>Randall</b> in <b>Coady &amp; Lehman</b> , Chapter 13 (Canvas) <b>Lantz &amp; Walsh</b> Chapter 3 (Canvas) <b>Tig Notaro Podcast</b> (Canvas)
7/10	<b>Structural Family Theory</b>		<b>Walsh</b> , Chapter 9 <b>Aponte &amp; Kissil</b> (Canvas)
7/12	<b>Narrative Theory</b>		<b>Walsh</b> , Chapter 12 <b>Kelley &amp; Smith</b> , Narrative Therapy (Canvas)  Optional reading: <b>Furman</b> (Canvas)
7/17	<b>Relational Cultural Theory</b>		<b>Comstock, et.al.</b> (Canvas) <b>Harling &amp; Sparks</b> (Canvas)
7/19	<b>Leadership, Advocacy, and Macro Practice</b>	<i>Guest lecturer</i>	
7/24	<b>Final Field Process</b>		<b>Manning</b> (Canvas) <b>Loeb</b> , (Canvas)
7/28	<b>Final Analysis Paper Due</b>		<b>Due via Canvas by midnight</b>

## Bibliography for Practice II, Summer 2017

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