

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course Number:	SW383T Practice II	Instructor:	Sarah K. Sloan, LCSW
Unique Number:	61995	Office Number:	SWB 3.124 H
Semester:	Spring 2017	Office Phone:	(512) 471-9107
Meeting Time/Place:	Wednesdays 8:30-11:30am Field Seminar 11:30am-12:30 Room 2.118	Office Hours:	Wednesdays 12:30-1:30pm and by appointment email: ssloan@austin.utexas.edu

SOCIAL WORK PRACTICE II

Course Description

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

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.

Teaching Methods

This class will be taught using a variety of methods to foster a stimulating, creative and collaborative learning community. Experiential learning that builds upon students' field instruction will be emphasized. Other teaching methods include small group interaction, class discussion, role-plays, videos, guest speakers, lecture and assigned learning activities in the community. For a meaningful experience in this class, students must actively participate, take risks, stretch their creativity and critical thinking skills and attend class regularly. All students are encouraged to provide the instructor feedback and meet with the instructor individually as needed to enhance their learning.

Required and Recommended Texts and Materials

Required Texts:

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

The following text is required of all students upon admission and readings will be assigned throughout the course of a student's program.

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

Students will also continue to use their texts from Practice I and Field I:

Hepworth, D., Rooney, R., Rooney, G., Strom-Gottfried, K. and Larsen, J. (2010). *Direct social work practice: Theory and skills*. (8th Ed.) Belmont, CA.: Brooks/Cole, Cengage Learning.

Course Requirements

Students will be required to complete the assignments listed below. Detailed assignment learning objectives and instructions, including expected demonstration of content mastery and skill development will be provided in a separate handout. All assignments will be discussed in detail in class and students are encouraged to meet with the instructor should they have any questions about the assignments. Grading sheets with point allocation will be provided with the assignment guidelines. All assignments will be graded on depth and quality of required content, creativity and critical thinking skills, overall professionalism and quality of writing. Specific point totals for each assignment are listed below.

12-Step Group Observation

25 Points

Due 2/15

This assignment is designed to provide students with a community based learning experience to increase their knowledge of therapeutic group process and leadership skills. Students will attend a community support group or 12 Step meeting and write a brief analysis of their observations demonstrating their knowledge of group process, group leadership skills, actual or potential ethical dilemmas in groups and the important role of community or organizational context.

Social Work Practice Theory Application 100 points Due 3/8-4/5

The purpose of this assignment is to further develop student's research, critical thinking, and presentation skills while increasing their knowledge and skill in the application of a social work practice theory. Students will also have the opportunity to develop their effective task group membership skills. Students will collaborate in a small group project that culminates in a "professional staff development training" on a skill-based application of a practice theory for the class. Detailed guidelines and suggestions for successful presentations are provided in the class handout on assignment instructions and grading criteria.

Video Role Play and Critique 100 points Due 4/12

The purpose of this assignment is to provide students with an opportunity to further develop the social work practice skills learned in Practice I and to demonstrate a beginning level of skill in the application of a social work practice theory. Students will prepare a video role-play with a partner from class and participate in small group viewing and feedback sessions to deepen their clinical learning and further develop their comfort and skill in the use of supervision and consultation. A written critique of the video is also a part of this assignment.

Client Case Assessment 100 points Due 4/19

The purpose of this assignment is to further develop student's knowledge and skill in assessment, intervention planning and practice evaluation, and building upon student's learning in Practice I. Students will choose a client from their agency caseload to assess, and then write a very concise (one-page) assessment to be accompanied by an in-depth 6 page Reflection and Analysis paper, with an emphasis on a selection of an appropriate intervention, attention to the macro level, implications of the client's presenting problem, and the ethical and theoretical dimensions of the case. Guidelines will be posted on Canvas.

Community Advocacy Event, Reflection Paper and Presentation 50 points Due 4/29

The purpose of this assignment is to provide an opportunity for you to participate in a community event of importance to you and your beliefs and then write a reflective paper about your involvement. You will also be required to conduct a persuasive presentation about a social/political issue related to your experience. This assignment is designed to provide students with a community based learning experience to foster the development of their leadership and advocacy skills along with their "professional voice" in promoting social justice.

Participation and Preparedness 25 points Weekly

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 increasing self-awareness and 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. There will be in-class activities throughout the semester that will gauge your preparedness for class.

Final Case Analysis 100 points Due 5/8

This take-home assignment is gives the opportunity to demonstrate knowledge and skills learned over this year in Practice I and Practice II. The assignment will be distributed after Spring Break and will be due on May 8 at 5:00 pm.

Assignment Summary

Community Support Group Observation	25 points
Social Work Practice Theory Application	100 points
Video Role Play and Critique	100 points
Client Case Assessment	100 points
Final Case Analysis	100 points
Social Work Advocacy Project	50 points
Participation and Class Preparedness	<u>25 points</u> 500 points

Letter grades will be assigned as follows:

470-500 points	A	Students who were admitted into the MSSW program on a conditional basis are not able to take an incomplete for this course if the conditions for admission are still in place.
450-469 points	A-	
435-449 points	B+	
420-434 points	B	
400-419 points	B-	
385-399 points	C+	
370-384 points	C	
350-369 points	C- Failing Grade	
335-349 points	D+	
320-334 points	D	
300-319 points	D-	
299 or below	F	

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 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.

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. More information may be found at <http://diversity.utexas.edu/disability/>.

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 <https://cmhc.utexas.edu/>.

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/conduct/>).

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 the purpose of distributing those materials to other current or future students.

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 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 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 <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

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.

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>.

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://operations.utexas.edu/units/csas/bcal.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 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.

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.

CAMPUS CARRY POLICY. The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

TIME MANAGEMENT Assignments are due through Canvas by 8:30 a.m. on the day of class unless other directions are provided. Papers turned in after 8:30 a.m. 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 8:30 a.m. to avoid an additional 5 percent penalty. Late papers will be accepted through Canvas to the professor only within the week they are due. **Students have one "free" late day without penalty per semester to be used at their discretion.**

PAPERS Students are expected to produce high quality work in terms of appearance, writing style and content. Points will be deducted for errors, misspellings, incorrect grammar, poor organization, repetition of information, and inferior work processing. When using information from other sources, references and bibliography should conform to the current APA style citation. Students are encouraged to consult with the SSW writing consultant for assistance. (<http://www.utexas.edu/ssw/dccs/students/graduate-writing-consultations/>) Plagiarism is a serious violation of university rules and will be dealt with according to university policy.

ATTENDANCE AND PARTICIPATION Attendance and participation for the full class (four hours) 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 8:30 a.m. 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 phone number if they cannot attend class due to an illness or emergency.

FEEDBACK Students will be asked to provide feedback on their learning and the professor's teaching strategies in informal as well as formal ways. It is very important for the professor to know the students' reactions to what is taking place in class, ensuring that together the professor and students can create a dynamic and effective learning community. Students are encouraged to provide ongoing feedback to the

instructor during class and office visits.

COURSE CALENDAR ASSIGNMENTS AND READINGS DUE DATES

PRACTICE AND FIELD

DATE	Class Topics	Assignments Due	READINGS TO BE COMPLETED
ASSIGNMENTS DUE			
1/18	Welcome Back ! Course/Syllabus Overview Ethics Review Helping Skills Group Work Introduction		Syllabus HRDSL, Chapter 11
1/25	Group Work in Generalist Practice Where to Start and What to do Leadership (Group and More)	Field Log due	HRDSL, Chapter 16 SWDR # 86, p. 675 Bereavement and Grief Therapy Davis & Jansen, Making Meaning of AA for Social Workers
2/1	Creativity and Advocacy Guest Speaker: Vicki Packheiser, Clinical Professor 11:30 – 12:30 p.m.	Field Log due LEARNING/EDUCATIONAL CONTRACT DUE at First Liaison Visit (FIELD)	SWDR # 130, The Culturagram SWDR # 124, p. 969 Anti-Oppressive Practices Loeb, We Don't Have to be Saints
2/8	Task Groups Task Group Meeting Assignment	Field Log due Community Event Proposal due	Hardcastle and Powers, Using Work Groups

2/15	<p>Advanced Helping Skills</p> <p>Intro to SW Practice Theories</p>	<p>Field Log due</p> <p>12 Step Support Group Observation due</p>	<p>HRDSL, Chapter 18</p> <p>Walsh Ch. 1</p> <p>Listen to Theories for Clinical Practice Podcast: http://socialworkpodcast.com/2009/08/theories-for-clinical-social-work.html</p>
2/22	<p>Psychodynamic Theories: Ego Psychology and Object Relations</p> <p>Attachment Theory</p> <p>Guest Speaker:</p> <p>Tammy Linseisen, LCSW</p>	<p>Field Log due</p> <p>PROCESS RECORDING #1</p>	<p>Walsh Ch. 4, 5</p> <p>Stalker and Hazleton, Attachment Theory</p>
3/1	<p>Crisis Theory</p> <p>Solution Focused Model</p> <p>Social Work Day at the Legislature is March 6, 2017</p>	<p>Field Log due</p>	<p>Walsh Ch. 13</p> <p>SWDR #27, p. 217, Crisis Intervention with Individual and Groups</p> <p>Walsh Ch. 10</p>
3/8*	<p>Cognitive-Behavioral Theory</p> <p>Mindfulness Based Interventions</p>	<p>Field Log due</p> <p>Social Work Practice Theory Application Paper and Presentation due for those presenting on Cognitive-Behavioral Theory</p> <p>Field Mid-Semester Check-in</p>	<p>Walsh Ch. 7,8</p> <p>Trauma Focused CBT - Hope for Abused Children</p> <p>Baer, R. Mindfulness Training as a Clinical Intervention</p> <p>Kabat-Zinn, J Meditation, It's Not What You Think</p>
3/15	<p>ENJOY SPRING BREAK</p> <p>No assignments due during Spring Break</p>		

3/22*	<p>Feminist and Relational Cultural Theory</p> <p>Final Case Analysis released due May 8, 2017</p>	<p>Field Log due</p> <p>Social Work Practice Theory Application <u>Paper and Presentation</u> due for those presenting on Feminist and Relational Cultural Theory</p>	<p>Walsh Ch. 5 – pp. 91-93</p> <p>Comstock, et. al Relational Cultural Theory: A Framework...</p>
3/29*	<p>Narrative Theory</p>	<p>Field Log due</p> <p>Social Work Practice Theory Application <u>Paper and Presentation</u> due for those presenting on Narrative Theory</p>	<p>Walsh Ch. 12</p> <p>SWDR #38, p. 287, Narrative Therapy</p> <p>Combs and Freedman, Narrative, Poststructuralism, and Social Justice: Current Practices in Narrative Therapy</p>
4/5 *	<p>Existential Theory</p> <p>Grief and Loss</p>	<p>Social Work Practice Theory Application <u>Paper and Presentation</u> due for those presenting on Existential Theory due</p> <p>Field Log due</p> <p>Process Recording #2</p>	<p>HRDSL <u>Review</u> Ch. 8, 9 for Client Assessment Assignment</p> <p>Tig Notaro Recording</p>
4/12	<p>Termination</p> <p>Motivational Interviewing</p>	<p>Field Log due</p> <p>Video Role Play and Critique Paper due</p>	<p>HRDSL Chapter 19</p> <p>SWDR # 87, p. 684 Motivational Interviewing</p> <p>Walsh, Ch. 11</p>

<p>4/19</p>	<p>Video Role Play Reviews in-class</p> <p>Class 8:00 a.m. – 12:30 p.m.</p> <p><u>No Seminar</u></p>	<p>Field Log due Client</p> <p>Case Assessment</p>	<p>No readings assigned</p>
<p>4/26</p>	<p>Wrap-Up from Practice I and II</p> <p>Community Advocacy Event Presentations</p>	<p>Field Log due</p> <p>Community Advocacy Event paper due</p> <p>Persuasive Presentations due in-class</p> <p>Process Recording #3 due – Field Instructor watches your video and comments on Video Review Form</p> <p>Time for Reflection for Classmates due 4/28 at 11:59 p.m.</p>	
<p>5/3</p>	<p>Review, Reflection & Celebration</p> <p>Time for Reflection for Classmates</p>	<p>CAL Project presentation and Brief Written Summary Due</p> <p>Words of Wisdom (paragraph) due for next Class</p> <p>Professional Portfolio</p> <p>Final Field Evaluation (Completed by Field Instructor)</p> <p>Self-reflection emailed to Sarah Sloan before Final Field Visit</p>	<p>No readings assigned</p>

- *Each student will choose one group and will only turn in ONE of these; your due date for your assignment depends on which group presentation you participate in*

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