

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK
Generalist Social Work Practice: Skills, Knowledge, & Values
(Required Course – BSW Program)

Course Number: SW 312	Instructor: Miki Tesh, LCSW
Unique Number: 61600	Semester: Fall 2011
Class Time: 9:30-11:00 a.m. Tues/Thurs	Email/Phone: mikitesh@yahoo.com 512-539-9701
Class Location: SSW 2.112	Office Hours: I am available before/after each class. Inform ahead of time, in person or by email.

I. STANDARDIZED COURSE DESCRIPTION

This is the first course in the practice methods sequence, in which students are introduced to the fundamental values and ethics, skills, and knowledge relevant to generalist social work practice. Areas covered include the NASW Code of Ethics and Standards for Cultural Competence in Social Work Practice; the development of observation, communication, interviewing and assessment skills utilizing the problem-solving approach. Experiential learning is emphasized, including a 45-hour volunteer component in which students have direct client contact.

II. STANDARDIZED COURSE OBJECTIVES

By the end of the course, students will be able to:

1. Explain the major dimensions of generalist social work practice and the planned change/problem-solving process with individuals, families, groups, organizations and communities.
2. Apply Social Work knowledge, values, and skills to their participation in the learning environment.
3. Demonstrate skills in observation, communication, interviewing, assessment and problem solving.
4. Demonstrate the ability to differentially use basic social work skills to reflect the needs of clients of diverse groups distinguished by race, ethnicity, class, gender, culture, sexual orientation, religion, age, physical or mental abilities, and national origin.
5. Identify ethical issues and recognize when client, societal, and/or personal values conflict emphasizing understanding, affirmation and respect for human diversity and social justice in the practice of social work.

III. TEACHING METHODS

A variety of teaching methods will be utilized (e.g. discussion, lecture, and group exercises); experiential learning (e.g. volunteer project, role playing, & active learning) will be emphasized. **Use of Blackboard in Class.** The instructor will use 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, and to submit assignments (if noted). Students can access 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. Additionally, the Learning Resource Center at the SSW (1st floor) has computers and can provide some computer assistance.

IV. CLASS POLICIES

Grading Policy/Grading Criteria

100-94 = A	93-90 = A-	89-87 = B+	86-84 = B	83-80 = B-	79-77 = C+
76-74 = C	73-70 = C-	69-67 = D+	66-64 = D	63-60 = D-	60-0 = F

Attendance/Tardiness. It is the student's responsibility to be on time and sign the attendance sheet at the beginning of each class. Students who are absent are responsible for making up missed in-class work and/or obtaining class material/content from a classmate. Attendance is an important part of the course grade, which is included with participation.

Assignments. Assignments should be turned in with correct spelling, punctuation, or grammar. The format of the assignments should follow the Publication Manual of the American Psychological Association (APA 5th ed.). Some style information is available at www.apastyle.org/, and a list of updated style guides for electronic sources is available at www.apastyle.org/elecref.html. If additional writing assistance is needed please contact The University of Texas at Austin Undergraduate Writing Center at (512) 471-6222 or visit their website at <http://uwc.utexas.edu/>.

Class Participation and Use of Technology. Attendance and participation are important for effective learning. Students are expected to attend class, and actively participate in discussions and exercises. Use of technological devices (cell phones, ipods, mp3s, computers, etc.) is not permitted, and will reduce the participation grade of the student. For emergencies or family issues, you may leave your cell phone on in vibrate/silent mode (calls should be taken outside the classroom).

Use of Blackboard in Class. As noted above, in this class the instructor 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 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

Feedback Statement. Feedback is two-way. During this course the instructor will ask students to provide feedback on their learning in informal as well as formal ways, including through anonymous surveys about how the instructor's teaching strategies are helping or hindering student learning. It is very important for the instructor 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 instructor and students can create an environment effective for teaching and learning. If students are concerned about their class performance, the instructor is more than willing to work with students to help them improve either their understanding of course content. The instructor can meet with students during office hours, or by appointment.

Email Communication with Instructor. The instructor is available by email to answer questions about assignments. Students should submit questions or requests for clarification at least 24 hours before an assignment is due. If an assignment is due in less than 24 hours, the instructor cannot guarantee a timely response. The instructor may suggest a meeting time for discussion if needed. Notifications regarding anticipated absences should be submitted the instructor as soon as possible.

V. GENERAL UNIVERSITY POLICIES

The University of Texas Honor Code. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Professional Conduct in Class. The instructor 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 instructor does require that students engage one another with respect and professionalism. Privacy and confidentiality should be respected and kept private by everyone in the class. In addition, all emails are to be written in a professional manner and tone.

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/scholdis.php>).

Services for Students with Disabilities. Upon request, appropriate academic accommodations can be made for any student with a documented disability. Any student who requires special accommodations should 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). The letter should be presented to the instructor at the beginning of the semester so that needed accommodations can be discussed. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

Religious Holidays. By UT Austin policy, students must notify the instructor 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 instructor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

Use of E-Mail for Official Correspondence to Students. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with

university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

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

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

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

1. 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.
2. If you require assistance to evacuate, inform the instructor in writing during the first week of class.
3. In the event of an evacuation, follow the instructor's instructions.
4. 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.

VI. REQUIRED TEXT AND COURSE MATERIALS

1. Text: Cournoyer, B. (2011). *The social work skills workbook* (6th Ed.). Pacific Grove, CA: Brooks/Cole.
2. Materials: Each student will need to acquire equipment to complete two videotaped interview assignments. The School of Social Work Lab is available as needed, however it will probably be easier to use (or borrow) cell phones, video cameras, or computer skype camera's. Upload a portion onto your *Youtube* account. *Youtube* will not let you upload more than 15 minutes. You will only show 2-5 minutes to a small group of people.
3. You will be responsible to watch two movies, write a brief paper, and share your thoughts in class. Movies can be located at Redbox or Netflix. Opportunities are available to come to class at approximately 8:00am to watch the movies, before class.

VII. COURSE ASSIGNMENTS

Attendance and Participation

This part of the grade will be determined by: class attendance, participation in discussions, and completion of the in-class and homework assignments.

Participation is not only important for active learning, but also important as a social worker. Social workers are advocates and communicators, and work with groups and teams. Learning how to communicate well is fundamental for helping others.

Attendance and participation is worth 1/3 of your grade. Due to the format and content of this course, regular and punctual attendance is imperative. Students are expected to be in class; to participate in a *friendly, open, and respectful manner with others; and to share thoughts or experiences to build on learning knowledge and insight.* This is meant to be an engaging class where the most learning occurs through active participation. *A respectful, open, and encouraging environment will set the pace.* Using skills we learn in class can be applied within the discussions and interactions. Students are expected to try to make at least one comment/question per class (within reason and as appropriate).

When late or absent, notify the instructor via email as soon as possible (see Attendance Policy above). Because this class relies on participation, involvement, and mutual respect of all class members, it is important for students to come to class prepared to take part in discussion each week, which are based on the class assignments. There will be ample opportunities for students to take part in experiential in-class exercises.

Please turn cell phones and lap tops off during class. A description of proper classroom etiquette will be provided.

A sign-in sheet will be passed around at the beginning of each class period. It is the student's responsibility to remember to sign the attendance sheet each week.

Classroom Contract

Email me at mikitesh@yahoo.com stating that you read the contract.

Paper Style

Style for All Papers: 1) Typed, 2) single-spaced, 3) size 12-font, 4) Times New Roman font style, 5) margins of 1-inch, 6) length of ½ to 1 page (1 page is maximum), and 7) with your *Name/Date/Title-of-assignment* on the *top left of paper*.

Self and Situation Analysis Papers

1. Vulnerability, Courage, Authenticity, and Shame: Brene Brown, Ph.D. - Watch the two videos (40 minutes total) at <http://www.brenebrown.com/speaking>, (TED & UP Videos). Brene Brown, Ph.D., is a researcher and teacher at the University of Houston, School of Social Work. Write about the concepts she discusses. Use examples from your personal or professional life to demonstrate the concepts learned. Use concepts learned in class. Write a paper using the paper style for this class.

2. Timeline History, Ecomap, & Genogram: Make all three diagrams using your own family. Use Cournoyer Text, chapter two. Write a reflective paper about your diagrams. You may want to consider some of the following: *What roles do people play? How is affection expressed? How do you or others express feelings? Who has been influential? What individuals are energy enhancing or energy depleting? How was discipline handled? What historical events made the most impact on your personality or how you think about things? What about ethnic heritage? What is your concept of an "ideal" family, "non-ideal" family, or a "real" family? How does this affect you now?* Write a paper using the paper style for this class.

3. How Social Stress impacts my life (Stress: Portrait of a Killer (PBS) - On Netflix. Watch 1 hr. PBS special. Write about what you learned, as it relates to social work concepts, and your life. Where in your life do you find personal or situational strengths to reduce stress? Use concepts learned in class. Write a paper using the paper style for this class.

4. Body Language: How do your body language and facial expressions affect the rapport you have or could have with others? How could it be better? What are your strengths? Talk about examples. Use concepts from class. Write a paper using the paper style for this class.

5. Grief & Loss in the Movie, Rabbit Hole - At Redbox. Watch film and write an analysis of movie as it relates to grief and loss. Write about other personal or professional experiences to add substance. Include concepts learned in the course. Write a paper using the paper style for this class.

6. Rate Yourself: Turn in your "Rate Yourself Handout" and your paper discussing the trend of how you felt you did during your sessions. What are your strengths? What are areas of improvements? When your scores were low, what was happening? Is a low score necessarily always a bad thing? Use one or more examples. Write a paper using the paper style for this class.

7. Honesty Week: Spend a week trying not to lie about anything. Is it possible? Is it appropriate? What did you notice about yourself or others? How is this exercise pertinent to social work skills when talking with clients, families, co-volunteers/workers? What is challenging and what did you learn that might help you as a social worker? Write a paper using the paper style for this class.

8. Ethics in My Volunteer Placement - Discuss ethical issues, concerns, or dilemmas in your volunteer placement. Use concepts learned in class. Write a paper using the paper style for this class.

Group Presentations

Students will work in groups of 6, and present as a group.

1. Oral History Group Presentations - Complete a 30-45 minute oral history interview with a community member different from yourself. The focus is on listening, exploring, understanding, and appreciating the individual. Each student will be expected to give a presentation with their group. A structure will be provided

2. Ethics Group Presentation- Students will work in groups. Each group will receive a case presentation, involving ethical dilemmas. Class time will be provided (but may not be sufficient) for the groups to reach consensus on the appropriate response to the situation, and a plan on how they will present the information to the class. *Groups should research on this topic for decision making* (to become informed) and for the presentation. A consensus will be reached and presented by the group.

Videotaped Interview Presentation and Paper

Students will pair up, and keep the same partner for both Video #1 and Video #2. Students will write a short paper analyzing each video. Interviews should last 15-30 minutes. Students will upload a portion of their video (2-5 min) to *Youtube* and present it to a small group of about 6 students. Students will use a strengths based assessment to critique each other. Strengths based assessment is used for a couple of reason: A.) To practice using this skill with others, B.) to reduce anxiety so that students can try out new skills, and take a more risks in experimenting with different styles. Students will meet in their small groups, one group at a time, during class time hours, rotating in shifts.

1. Preliminary video #1 -completed early in the semester for the purpose of assessing your *beginning basic interviewing skills*, using basic communication skills. You will pair up with your partner to create the video. 2-3 minutes will be shared in a small group. Write a 1 page paper assessing your strengths and areas of improvement (using the paper style for class).

2. New skills video #2- the same procedure will be followed as the first video. It is made for the purpose of demonstrating your competency in *new skills learned in class since the first video*. Include a comparison of the first and second interviews, again focusing on strengths and areas of improvement. Paper is 1 page maximum (using paper style for class).

Volunteer Experience

All students enrolled in SW 312 must complete **45 volunteer hours** at an approved agency. It is the student's responsibility to locate an agency at which to complete the hours. To aid students in their search for an agency, search the following sites for additional volunteer opportunities:

<http://deanofstudents.utexas.edu/vslc>

<http://www.21centraltexas.org/>

<http://volunteer.truist.com/ut/volunteer/>

1. Approval for the volunteer placement must be granted by the course instructor. Only 10 training hours can be used toward the 45 hour requirement. If you are enrolled in SW310 at the same time as this course, you will only have to complete 75 volunteer hours (instead of 90).

2. Required Volunteer Forms – all forms must be submitted to successfully complete the course. The forms are:

- a. *Agency Selection Form*
- b. *Educational Contract (signed by the supervisor)*
- c. *Agency Evaluation of Student (signed by the supervisor)*
- d. *Volunteer Time Logs (signed by the supervisor)*

*****Please note that if a student does not complete at least 30 hours of the 45 volunteer hours, the student will not pass the course.*****

Summary of Course Requirements

Requirements	%	Due Date
Class Participation 1. Overall participation is 30% of grade	30%	ongoing
Classroom Contract: 1. Email that you read contract to mikitesh@yahoo.com	Pass Credit	8/30
Group Presentations		
1. Oral History	5%	10/18-10/20
2. Ethics Topic	5%	11/15-11/17
Video Interview: Group Presentation & Paper (1 page, single-space)		
1. Beginning Basic Skills (small group presentation & a paper)	10%	9/27-9/29
2. New Skills since 1 st Video (small group presentation & a paper)	10%	11/1-11/3
4 Volunteer Placement Forms (**Must complete all forms to pass course**)		
1. Agency Selection Form	Pass Credit	9/8
2. Educational Contract Form	Pass Credit	9/15
3. Agency Evaluation of Student	Pass Credit	12/1
4. Volunteer Log Hours (45 hours) *must complete to pass course*	Pass Credit	12/1
Self & Situation Analysis Paper (½ to 1 page, single space)		
1. Vulnerability, Courage, Authenticity & Shame: Brene Brown	5%	9/1
2. Timeline History, Ecomap & Genogram	5%	9/6
3. Stress in my Life- <i>Stress: Portrait of a Killer (PBS)</i>	5%	9/13
4. Body Language Self Analysis	5%	9/20
5. Grief & Loss in the Movie: <i>Rabbit Hole</i>	5%	10/13
6. Rate Yourself	5%	10/27
7. Honesty Week	5%	11/10
8. Ethics in my volunteer placement	5%	11/22

VIII. COURSE SCHEDULE

SECTION	DATE	TOPIC	READINGS	ASSIGNMENT DUE
Understanding Oneself	Thur 8/25	What is Generalist Practice? What concerns you the most about direct client contact? Volunteer Agency Resources		
	Tue 8/30	The Strengths Perspective & Giving up perfectionism	THE STRENGTHS PERSPECTIVE: http://www.socwel.ku.edu/Strengths/about.t.shtml GIVING UP PERFECTIONISM: <ul style="list-style-type: none"> http://www.cnn.com/2010/LIVING/11/01/give.up.perfection/index.html http://www.brenebrown.com/speaking http://www.brenebrown.com/speaking http://www.youtube.com/watch?v=U-epWzE6BoE&feature=related http://www.youtube.com/watch?v=EvNmhfLlLfo&feature=related 	Classroom Contract Due
	Thur 9/1	The Systems/ Ecological Perspective	Cournoyer Chapter 1 & 2	Paper Due: Vulnerability Courage, Authenticity & Shame
	Tue 9/6	Stress & Culture and Communication	Stress: Portrait of a Killer (PBS) – Netflix or before class at 8am	Paper Due: Timeline, Ecogram, Genogram
	Thur 9/8	Working with Children and Families		Volunteer Form: Agency Selection Form
Direct Client Contact in Social Work Practice	Tue 9/13	Rapport building and Body Language	Cournoyer Chapter 6	Paper Due: Stress in my Life (Stress: PBS)
	Thurs 9/15	Reflective Listening	Cournoyer Chapter 7 & 9	Volunteer Form: Education Contract
	Tue 9/20	Carl Rogers: Humanistic Psychology	Cournoyer Chapter 8	Paper Due: Body Language
	Thurs 9/22	Reframing & Video #1 Preparation		
	Tue 9/27	VIDEO #1 PRESENTATIONS AND PAPER		Paper Due: Video #1
	Thurs 9/29			
	Tue 10/4	Cognitive Behavior Therapy		
	Thurs 10/6	Solution Focused Brief Therapy	Cournoyer Chapter 10	
	Tue 10/11	Grief and Loss	Movie, Rabbit Hole @ Redbox or can watch in class starting at 730am	
	Thurs 10/13	Motivational Interviewing & Oral History Group Preparation		Paper Due: Grief and Loss, <i>Rabbit Hole</i>

	Tue 10/18	GROUP PRESENTATION: ORAL HISTORY		GROUP PRESENTATION
	Thurs 10/20			
	Tue 10/25	Self-Compassion	videos: http://selfcompassion.org/	
	Thurs 10/27	Contracting & Evaluating & Video #2 Preparation	Cournoyer Chapter 11 & 12	Paper Due: Rate Yourself
	Tue 11/1	VIDEO #2 PRESENTATIONS AND PAPER		Paper Due: Video #2
	Thurs 11/3			
Ethics & Social Work Direct Practice	Tue 11/8	Critical Thinking and Ethical Decision Making	Cournoyer Chapter 5	
	Thurs 11/10	Older Adults, Disabled Adults, Adult Protective Services, & Interpersonal Violence & Group Presentation Preparation	Cournoyer Chapter 4	Paper Due: Honesty
	Tue 11/15	GROUP PRESENTATIONS: ETHICS		GROUP PRESENTATION
	Thurs 11/17			
	Tue 11/22	Ethics in Social work (Critical Thinking: Situations that did not go well)	Cournoyer Chapter 3	Paper Due: Ethics in My Volunteer Placement
	Thurs 11/24	<i>Thanksgiving Holiday</i>		
	Tues 11/29	Ethics in Social work (Critical Thinking: Situations that did not go well)	NASW Code of Ethics (Preamble): http://www.socialworkers.org/pubs/code/code.asp	
	Thurs 12/1	Review & Endings	Cournoyer Chapter 13	Volunteer Form: Volunteer Log Hours* & Evaluation of Student*

*Needed to pass course, per School of Social Work policy