

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK
Fall 2011**

Course Syllabus for: SW 383R Social Work Practice I
Unique number 61900
Meets Thursdays 4:30p – 8:30p
Room 2.112

Instructor: Robin M. Smith, LCSW
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Office Hours: TBD

You can't lead the people if you don't love the people. You can't save the people if you won't serve the people.

Cornel West

I. STANDARDIZED COURSE DESCRIPTION

This course provides an introduction to social work practice methodology and professional use of self from a generalist perspective for social work practice with diverse individuals, families, groups, organizations and communities in conjunction with field education.

II. REQUIRED TEXTS

1. ***Direct Social Work Practice: Theory and Skills (8th Edition)***, by Hepworth, Rooney, Rooney, Strom-Gottfried and Larsen. Thomson Brooks/Cole, Publisher.
2. ***The Successful Internship (3rd Edition)***, by Sweitzer, H. and King, M. Brooks/Cole, Publisher
3. Assigned articles will be posted on Blackboard.

III. STANDARDIZATION OF COURSE OBJECTIVES

Upon completion of this course, you should be able to:

1. Identify and begin to apply social work values and principles of ethical decision making as articulated by the NASW Code of Ethics (**PB 2, 8**);
2. Demonstrate an understanding of professional use of self and awareness of personal values in the development and maintenance of purposeful, problem solving relationships with multiple levels of client systems, as well as cooperative and constructive relationships with agency staff, other professionals and community members (**PB 2, 3, 7**);
3. Utilize professional communication skills, supervision and consultation in the effective and ethical provision of services to diverse individuals, families, groups, organizations and communities (**PB 2, 5, 6, 30**);
4. Demonstrate an understanding of the impact of organizational and community context on service delivery through the in depth analysis of the assigned field agency (**PB 29, 36**);
5. Demonstrate knowledge of the historical roots and major developments of the social work profession and its commitment to promote social and economic justice for populations at risk (**PB 5, 8**);

6. Systematically apply an eco-systems framework to engage client systems in identifying target systems and goals, and in analyzing, implementing and evaluating interventions that enhance client system strengths, capacities, assets and resources in relation to their environment (**PB 33, 34, 38, 39**);
7. Recognize the influence of socioeconomic status, age, developmental level, gender, culture, race, ethnicity, physical status, sexual orientation and spiritual beliefs on assessment, planning, intervention and evaluation at all levels of practice (**PB 32, 33, 34, 38**);
8. Demonstrate familiarity with basic concepts and methodology related to work with small groups in agency, organization and community settings (**PB 29, 31, 35, 36**);
9. Identify the importance of empirically based knowledge to evaluate and improve practice, policy and social service delivery (**PB 35, 36, 37**).

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.

EP 2.1.1 Identify as a professional social worker and conduct oneself accordingly:

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

Objectives: 1, 2 and 3

Assignment: Student Interview Project & Client Case Assessment, In-class Values Exercise & Ethics Exercise

PB3 Attend to professional roles and boundaries

Objectives: 2

Assignment: Agency Analysis and Presentation, In-class discussion

PB5 Engage in career-long learning

Objectives: 3 and 5

Assignment: Assigned Readings, Agency Analysis and Presentation, Student Interview Project (Peer Feedback Group)

PB6 Use supervision and consultation

Objectives: 3

Assignment: Student Interview Project & Client Case Assessment

EP 2.1.2 Apply social work ethical principles to guide professional practice:

PB7 Recognize and manage personal values to allow professional values to guide practice

Objectives: 2

Assignment: In-class Values Exercise, Quizzes & Ethics Exercise

PB 8 Make ethical decisions by applying NASW Code of Ethics and, as applicable, IFSW/IASSW ethical principles

Objectives: 1 and 5

Assignment: In-class Values Exercise, Quizzes & Ethics Exercise

EP 2.1.10a. Engagement:

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

Objectives: 4 and 8

Assignment: Agency Analysis and Presentation, Quizzes & In-class exercises

PB 30 Use of empathy and other interpersonal skills

Objectives: 3

Assignment: Student Interview Project & Client Case Assessment, In-class exercises
PB31 Develop a mutually agreed-on focus of work and desired outcomes
Objectives: 8
Assignment: Quizzes, Student Interview Project & Client Case Assessment, In-class exercises

EP 2.1.10b. Assessment:

PB 32 Collect, organize, and interpret client data
Objectives: 7

Assignment: Student Interview Project & Client Case Assessment, In-class exercises

PB 33 Assess client strengths and limitations
Objectives: 6 and 7

Assignment: Student Interview Project & Client Case Assessment, In-class exercises

PB 34 Develop mutually agreed-on intervention goals and objectives
Objectives: 6 and 7

Assignment: Student Interview Project & Client Case Assessment, In-class exercises

PB35 Select appropriate intervention strategies
Objectives: 8 and 9

Assignment: Student Interview Project & Client Case Assessment & In-class exercises

EP 2.1.10c. Intervention:

PB36 Initiate actions to achieve organizational goals
Objectives: 4, 8 and 9

Assignment: Agency Analysis and Presentation

PB37 Implement prevention intervention that enhances client capacities
Objectives: 9

Assignment: Student Interview Project & Client Case Assessment

PB 38 Help clients resolve problems
Objectives: 6 and 7

Assignment: Student Interview Project & Client Case Assessment, Principled Negotiation Exercise

PB39 Negotiate, mediate, and advocate for clients
Objectives: 6

Assignment: Student Interview Project & Client Case Assessment, Principled Negotiation Exercise

IV. TEACHING METHODS

A variety of teaching methods will be utilized, including: lectures, class discussions, experiential learning through simulations and role plays, case examples, student presentations, collegial consultations, small group process and guest lecturers. The assignments are carefully designed to support the learning objectives for this course, and to help you hone and successfully apply your interpersonal skills, improve your awareness of the context in which client issues occur, shape your development as an emerging professional, and sharpen your writing skills and self-awareness.

Blackboard is a very important extension of the classroom and is frequently used to communicate with the class and augment in-class discussions/lectures. For this reason, you must have access to a computer and check your email and Blackboard regularly. If you do not have a computer with Internet access, computers are available for your use at the Social Work Learning Center (LRC) in the basement of the SSW building, the Flawn Academic Center and campus and public libraries. Computers with text readers are available. Contact the ITS Help Desk at 475-9400 for assistance with Blackboard.

V. COURSE GRADING

You will be graded on performance in the following areas for a total of 100 possible points: Professional Accountability 10 points; Agency Analysis and Presentation 10 points; Quizzes 30 points; Student Interview Project 20 points; Client Case Assessment and Self Reflection 30 points. Graded assignments will be returned approx. 2 weeks from the due date and will be posted on Blackboard. It is strongly recommended that you keep up with your own grade tally and check in with me if you're unsure about your attendance or participation grades. The following graduate grading scale will be used to determine your final letter grade:

100 – 94 points = A (excellent work)
93 – 90 points = A-
89 – 87 points = B+
86 – 84 points = B (above average work)
83 – 80 points = B-
79 – 77 points = C+
76 – 74 points = C (average work)
73 – 70 points = C- (CLASS FAILED/NO CREDIT: 73 & BELOW)
69 – 67 points = D+
66 – 64 points = D (below average work)
63 – 60 points = D-
59 & below = F (class failed/no credit)

Students who were admitted to 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.

VI. COURSE REQUIREMENTS

A. Professional Accountability (10 points)

Because a social work degree is a professional degree, it is very important that you understand and begin to practice professional accountability. Professional accountability generally means that you comport yourself as a professional, take responsibility for your behavior and are accountable to others. I will look primarily at two areas - your attendance and class participation - to assess your professional accountability.

Attendance:

Consistent attendance is essential to earning an "A" in this course. Just as you are expected to contact your agency with attendance issues, you are expected to contact the instructor if you will be late to class, will be absent or will have to leave class early.

Emails are required so that there is a record of your communication. Late arrivals/early departures and absences will be excused at the instructor's discretion and only with a timely emailed communication.

Attendance Grading:

1 point deduction for each unexcused absence

.5 point deduction for each unexcused late arrival or early departure

Participation:

It is critical that you come to class on time and prepared. I may occasionally do reading checks to see who is keeping up with the reading and who is not, to prompt a review of the day's literature and to gauge your level of reading comprehension. Failure to pass a reading check may result in the loss of participation point. Some class exercises are written down and turned in; failure to do so may also result in a loss of participation points.

Another important aspect of participation is being a partner in your own learning. Therefore, if at any time during the semester you feel something is getting in the way of your best academic

performance, I expect you to arrange a time to meet with me so we can discuss and problem solve together. I also welcome the opportunity to get to know you better and answer questions you might have about social work as a career. You are also encouraged to offer informal feedback about the class throughout the semester; there will be formal opportunities for feedback at mid and end of semester.

Participation grading:

.5 point deduction for evidence of lack of preparation for class, lack of engagement in class, or lack of student professionalism in general

B. Agency Analysis (10 points)

This assignment is designed to help you become more familiar with the structure, mission and strengths and weaknesses of your host agency, and to help you learn about other agencies in the community. It will involve two parts:

Poster (7 points): Design and construct a tri-fold poster representing your agency for an agency fair to be held in class on **9/22/11**. Students will participate in evaluating the posters for their completeness, clarity, creativity and promotion of the true mission and spirit of the agency. A 3-page double spaced summary of your project must be turned in to the instructor at the fair. Specifics to be posted on BB under "Assignments".

Task Group Observation (3 points): Choose a task group at – or involving - your agency (staff meeting, board meeting, case staffing, multi-agency meeting, etc.) and answer a set of questions about the experience. Specifics to be posted on BB under "Assignments". **Due 12/1/11.**

C. Quizzes (30 points)

In order to reinforce concepts explored in the assigned readings, PowerPoint's and class discussions and exercises, there will be 3 quizzes. Each quiz will be worth 10 points, and may include a combination of multiple choice, short answer and application type questions. **See Course Calendar below for quiz dates.**

D. Student Interview Project (20 points)

This assignment is designed to help you improve your interviewing and assessment skills, as well as improve your self-awareness and ability to give and receive feedback. It is a multi-part assignment that will result in three products for evaluation:

1. Videotaped Student Interview. Choose a student partner to interview about a problem or issue that is personal in nature but not particularly sensitive. Record yourself interviewing your partner for approx. 20 minutes. Review the recording on your own and choose a short segment (5 minutes) from the video to show to your feedback group. Video must be completed by the date your feedback group meets on **10/27/11** (students will sign up for time slots in class). Self-reflection *notes* (see guidelines) are also due the day your feedback group meets.

2. Self-Reflection Paper. Reflect on the experience of interviewing your classmate and watching your tape by writing a 4-page double spaced typed paper.

3. Student Assessment. Write up your classmate's information in a formatted 3-page double-spaced report.

Specific guidelines for this assignment to be posted on BB under "Assignments". "A" projects will clearly show an attempt to go beyond the minimum requirements, and will be very well written. Begin working on this project as soon as possible by choosing an interview partner and scheduling time in the LRC to record your interview. Staff in the LRC can help you with equipment. Papers (plus tape & notes) due **11/10/10**

E. Client Case Assessment & Self Reflection (30 points)

Like the student interview project, this assignment is intended to strengthen your assessment skills, but takes the challenge a bit further by requiring you to apply your knowledge and skill to an actual client at your agency. Choose a client from your caseload. Using information gathered from interviews, collaterals and agency records, write a 5-page double spaced assessment using the format provided. Assessment must be signed and dated, and requires a Cowger's Matrix attached as an addendum. After completing the assessment, answer the reflection questions provided in the form of a 5-page double spaced narrative. Specific guidelines to be posted on BB under "Assignments". "A" case assessments and self-reflection will clearly show an attempt to go beyond the minimum requirements, and will be very well written. Due **12/1/10**

VII. CLASS POLICIES

Social work students must adhere to the Student Standards for Professional Conduct of the UT School of Social Work and the NASW Code of Ethics (both may be found in the MSSW Handbook, see web address below) and assume responsibility for their own conduct. Professional behavior is expected of all students both in research and in the classroom. Professional behavior in the classroom includes the following:

A. Attendance and Participation: The success of the course is dependent upon students assuming an active role in class discussions. Attendance and participation for the entire three hours of class are expected of all students. Students who fail to attend class on a regular basis (missing more than three classes without a valid excuse, e.g., medical documentation) may be dropped from the course.

The UT General Information catalog states that "*A student who is absent from a class or examination for the **observance of a religious holy day** may complete the work missed within a reasonable time after the absence, if proper notice has been given*" (p. 79). Notice must be given at least 14 days prior to the classes scheduled on dates the student will be absent. For religious holy days that fall within the first two weeks of the semester, notice should be given on the first day of the semester.

B. Time Management: Assignments are due at the beginning of class. Papers turned in later than 15 minutes after class begins are considered late. Students will lose 5% of the assignment point value per calendar day that an assignment is late. On subsequent days, papers must be submitted before 5:00 p.m. to avoid an additional 5% penalty. Late papers can be submitted to the receptionist at the Student Services desk; staff will place them in the instructor's mailbox. Any adjustments in assignments due dates and/or examination **MUST** be discussed with the instructor at least 24 hours **PRIOR** to the regularly scheduled date. Students have one "free" late day per semester to be used at their discretion.

C. Respect for Colleagues: 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 willingness to promote group cohesiveness in the learning environment. Managing technology (cell phones, laptops) is a significant way to demonstrate respect for colleagues and the learning. Students are expected to limit technological distractions from the class focus. Lack of demonstrated respect for colleagues will lead to loss of participation points.

D. 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.

E. Concerns about grade: Students with concerns or questions about grades are encouraged to discuss these with the instructor. 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. If significant concerns remain, the student(s) is encouraged to approach the instructor during the assignment's development process. The instructor will not consider grade revisions beyond two weeks after the assignment was returned to the student.

F. Papers: Students are expected to produce high quality written work in terms of appearance, style, and content (see individual assignment guidelines for details). Papers submitted after the start of class on the due date or subsequent to the due date will be penalized (see above). When using information from other sources to complete a paper, references and the bibliography should conform to current APA style (refer to School of Social Work handout). Instances of plagiarism will be dealt with according to University policy (see below).

G. Feedback: You will have at least two formal opportunities – mid semester and end of semester – to give anonymous feedback about the course, and a number of informal opportunities throughout the semester during class. I encourage you to participate in this process by giving thoughtful, constructive and specific feedback. Not only is it helpful to me as the instructor, it helps future students and is a great way to practice giving constructive feedback, a useful skill in direct practice with clients.

H. Student Privacy & Confidentiality: Class discussions or role plays can on occasion bring up strong emotions or raise issues of a personal nature. For your own privacy, please avoid discussing sensitive personal matters in class, and, if you choose, talk with me instead. I will respect and protect your confidentiality/privacy unless the matter must be reviewed by the School of Social Work or must be reported by law (please refer to the MSSW Handbook). I am happy to connect you with resources in the community if your personal needs exceed what I can provide as your instructor.

I. Client Privacy & Confidentiality: If your class work causes you to reflect on past or current client contact, and sharing information about that contact is necessary for your learning process, please remember to protect the client's privacy and confidentiality by sharing information judiciously and anonymously.

J. Academic Withdrawals: Students who cannot, for any reason, complete the course are advised to withdraw in order to avoid a failing grade (C-or below). The instructor will not withdraw a student unless specifically requested to do so by the University.

VIII. 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.

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/>.

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://www.utexas.edu/depts/dos/sjs/>).

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

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

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

Behavior Concerns Advice Line (BCAL): If while on campus students observe someone 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>.

IX. Changes to Syllabus Disclaimer

The instructor reserves the right to modify this syllabus as needed to correct errors and to best meet the learning objectives of the class. Changes will only be made when necessary and if they are made at all, students will be notified promptly.

Find the *MSSW Handbook* at <http://www.utexas.edu/ssw/current/forms/>

Find the *MSSW Graduate Guide To Field* at <http://www.utexas.edu/ssw/field/forms/>

Find this syllabus at <http://www.utexas.edu/ssw/eclassroom/> & on Blackboard

SW 383R Fall 2011 Course Calendar

Section 61900

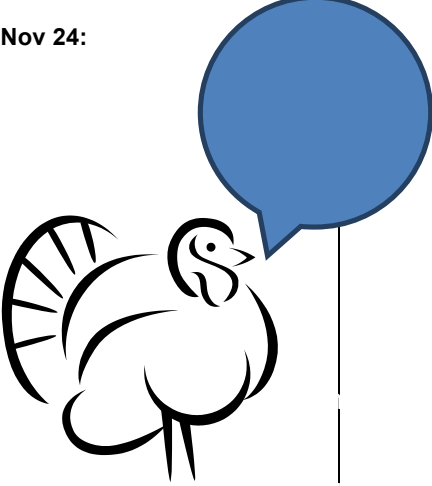
Instructor: Robin Smith, LCSW

The following is a general guide to the 15-week fall 2011 semester. The instructor reserves the right to modify the calendar as needed to correct errors, to better meet learning objectives and to accommodate guest speakers and in-class discussions and tasks. Changes will be made only when necessary and, if made, students will be notified in class or by email. Please check BB & email regularly for updates.

Date/Topic	Reading for Class	Assignments Due	Reading for Seminar
Aug 25: PG Moreno & Intro to Evidence Based Practice Review Syllabus & Overview of Course SW History Review	Course Syllabus	None	Royce, et al. – The Student Intern: Learning New Roles Supervision Reading Fear in a hat
Sep 1: Values of the Profession Person in Environment What constitutes an intervention? Class Eco Maps	Hepworth Chs 1, 2, 3 Ligon – Fundamentals of Brief Treatment, SWDR p. 215	First Journal	S&K – Ch 1 Surveying the landscape pp. 13-18 Ch 5 – Experiencing the what ifs: the anticipation stage
Sep 8 Values & Ethics Dual Relationships Client Confidentiality & Privacy Ethics class exercise	Hepworth Ch 4 Shernoff – Condomless Sex, Gay Men & Harm Reduction Congress – ETHIC model of decision making	Journal	S&K- Ch 4 Understanding Yourself
Sep 15 Intervention at the Mezzo, Macro Level Task Group Assignment	Johnson - Indirect Practice Action Lens - Principled Negotiation	Journal Final Draft of Educational Contract	S&K – Ch 7 Getting to Know the Placement Site Ch 8 Getting to Know the Community
Sep 22 QUIZ I Agency Fair	None	Freebie Journal AGENCY ANALYSIS POSTER & PAPER	S&K- Ch 6 Getting to Know Your Colleagues
Sep 29 Communicating with Empathy & Authenticity	Hepworth Ch 5 Faber & Mazlish - How To Talk So Kids Will Listen...	Journal	S&K- Ch 9 Getting to Know the Clients

	Shulman – Developing successful therapeutic relationships, SWDR p. 573		
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Date/Topic	Readings for Class	Assignments Due	Readings for Seminar
<p>Oct 6: Verbal following and focusing skills</p> <p>Counterproductive communication</p> <p>MID-SEMESTER FEEDBACK</p>	<p>Hepworth Chs 6&7</p> <p>Jacobs – Honoring the Mission</p>	<p>Journal</p> <p><u>Process Recording I</u></p>	<p>Dewane – Professional Use of Self</p>
<p>Oct 13: Assessment</p> <p>Student assessment class exercise</p>	<p>Hepworth Chs 8&9</p> <p>Austrian - Guidelines for Conducting a Psychosocial Assessment, SWDR p. 376</p> <p>Lukas - How to determine whether a client might hurt herself/someone else (2 articles)</p>	<p>Journal</p>	<p>None</p>
<p>Oct 20: Assessing Families in a cultural context</p> <p>Assessing and utilizing client spirituality as a natural resource</p> <p>QUIZ II</p>	<p>Hepworth Ch 10</p> <p>Hodge – A Template for Spiritual Assessment</p> <p>Velasquez, et al. – A framework for establishing sw relationships across racial/ethnic lines</p>	<p>Journal</p>	<p>S&K- Ch 4 Giving thought to your cultural identity pp. 74-78</p>
<p>Oct 27: Video Feedback Groups 2:30- 4:00 Group 1 5:00 -6:30 Group 2 7:00-8:30 Group 3</p>	<p>S&K- Ch 2 p. 36</p>	<p>Freebie Journal</p> <p><u>TAPED INTERVIEW & NOTES</u></p>	<p>No seminar this week</p>
<p>Nov 3: Planning & Implementing Change Oriented Strategies</p>	<p>Hepworth Ch 13</p> <p>DeJong & Miller – How to interview for client strengths</p>	<p>Journal</p> <p><u>Process Recording II</u></p>	<p>S&K- Ch 10 Taking Stock & Facing Reality: The Disillusionment Stage</p>
<p>Nov 10: Difficult conversations</p> <p>Confrontation Paradigm class exercise</p>	<p>Hepworth Ch 17</p> <p>Shulman – The Preliminary Phase of Work (Tuning In)</p>	<p>Freebie Journal</p> <p><u>STUDENT ASSESSMENT & SELF REFLECTION PAPERS</u></p>	<p>None</p>

Date/Topic	Reading Due	Assignments Due	For Seminar
Nov 17: Managing Barriers to Change	Hepworth Ch 18 Social Work Podcast – Stages of Change Model	NOV 23: <u>Process Recording III</u>	S&K- Ch 11 Breaking Through Barriers: The Confrontation Stage
Nov 24: 			
Dec 1: LAST CLASS DAY QUIZ III Pot Luck Dinner	None	CLIENT CASE ASSESSMENT Task Group Observation	None

THANKSGIVING HOLIDAY

Special Educational Events:

First Annual Social Justice Week
October 17-21

- 10/17 6-9pm “What Social Justice Means to Me” Art Show
- 10/18 12-1:45pm Film “When I Rise” and Discussion
- 10/19 6-8pm Ethics Presentation – “American Whistleblower Tour: Essential Voices of Accountability”