

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

Course No.: SW 312	Instructor: Mary Beer, LCSW
Unique No.: 62620	Semester: Fall 2012
Class Time: Monday/Wednesdays 4-5:30	Class Location: SSW 2.122
Email/Phone: mbeer@mail.utexas.edu 512-529-0313	Office Hours: Monday until 6:30, and by appointment

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 (Bb) in Class.** The instructor will use Blackboard (**Bb**) —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 (**Bb**) 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. See section seven for additional information regarding attendance and tardies.

Assignments. Assignments should be turned in at the beginning of class, with correct spelling, punctuation, or grammar. The format of the assignments should follow the Publication Manual of the American Psychological Association (APA 6th 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/electref.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, after talking to the instructor, you may leave your cell phone on in vibrate/silent mode (calls should be taken outside the classroom).

Use of Blackboard (Bb) in Class. As noted above, in this class the instructor uses Blackboard (Bb) — 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 (Bb) 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 to 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. TEXT AND COURSE MATERIALS

Required Text: Cournoyer, B. (2008/2011). *The Social Work Skills Workbook* (6th Ed.). Pacific Grove, CA: Brooks/Cole.

Video Taping: 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. Reserve rooms in the lab downstairs to make videos. 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. Make your video private on Youtube.

Portfolio: Each student will be responsible for compiling a Professional Portfolio throughout the course of the semester. This will require a three-ring binder and dividers.

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, as well as with individuals. Learning how to communicate well is fundamental for helping others. Being open, uncensored, diplomatic, non-dominating, and non-submissive, are useful communication skills for advocating and counseling. 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 (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 many opportunities for students to take part in experiential in-class exercises.

On-time attendance and participation are expected from all students. **After three absences, the student's final grade will be lowered by one grade.** Further absences may result in the student being dropped from the course. Repeated late arrivals to class may be considered as an 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. The instructor reserves the right to add or deduct five points from the final point total based on the quality of students' classroom participation. Students are to notify the instructor prior to class at the given phone number or email if they cannot attend class due to an illness or emergency.

All assignments must be turned in at the beginning of class. Late assignments will be penalized one point per day that they are late. This includes assignments that are turned in after the beginning of class on the day they are due. Contact the instructor before the assignment is due if other arrangements need to be made due to an emergency.

Please turn off cell phones and lap tops during class. Avoid side conversations. 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.

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.211centraltexas.org/>

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

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).

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

- a. Agency Selection Form (complete on blackboard)
- b. Educational Contract (complete on blackboard)
- c. Agency Evaluation of Student (hand in last class day and signed by a supervisor)
- d. Volunteer Time Logs (hand in last class day and signed by a 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.**

Videotaped Interview Presentation

You will make two videos. The purpose of Video #1 is to practice the *fundamentals* of counseling and interviewing people. The purpose of Video #2 is to practice the fundamentals of counseling and interviewing people *plus at least two of the new techniques*. See sample videos on Blackboard.

Videotaped Interview #1 - Students will pair up, and keep the same partner for both Video #1 and Video #2. Interviews should last 15-30 minutes. Students will upload their video to Youtube and present 3 minutes of it to a small group of about 6 students. The viewing students will use a strengths based assessment to critique each other. Strengths based assessment is used for a couple of reason: 1) To practice using this skill with others, 2) to reduce anxiety so that students can try out new skills and take more risks in experimenting with different styles. Students will meet in their small groups, one group at a time, during class time hours, and rotating in shifts.

Videotaped Interview #2 - The same procedure will be followed as the first video. You keep the same partner and group of 6 students. Video 2 is made for the purpose of demonstrating your competency in new skills learned in class since the first video. Make a comparison of the first and second interviews, again focusing on strengths and areas of improvement. Continue to use fundamentals of counseling techniques, but demonstrate at least two of the new techniques you have learned in class since the first video.

Journaling/Professional Portfolio

Journaling will be a large part of your assignments and grade. Journals are due weekly and will address a specific topic. You should write a few paragraphs about the topic each week. Feel free to add pictures or other creativity to your entry to enhance your message and individual learning. This is where you get to explore your skills in deeper ways. It should end up being enjoyable as you learn about your self and your abilities. Focus on your areas of progress and areas where you want to keep improving. Journals must be printed and turned in at the beginning of class.

You will be asked to compile your journals, along with all the other course assignments in a Professional Portfolio. This will be a three-ring binder which you will personalize and organize. The portfolio will serve as a “resume” of your hard work over the course of the semester. It will act as a springboard for future learning and as a reminder of the journey you have taken in this course. Items should be added to your portfolio throughout the course of the semester as they are returned to you. We will discuss the portfolio guidelines in detail during class.

Summary of Course Requirements

Assignment	Points	Due Date
Attendance and Participation	15 pts	On-going
Volunteer Experience • Agency Selection Form • Educational Contract • Student Evaluation of Agency • Agency Evaluation of Student • Time Log	Credit or No Credit	On-going 10/1 10/17 12/05 12/05 12/05
Videotaped Interview/Self-Assessment #1	10 pts	10/22
Videotaped Interview/Self-Assessment #2	10 pts	11/26
Journal Entries (7)	5 pts each/35 pts total	9/05 9/24 10/08 10/15 10/31 11/07 11/14
Textbook Questions (3)	5 pts each/15 pts total	9/26 10/24 11/05
Eco-map and genogram	5 pts	9/12
Professional Portfolio	10 pts	12/05
Total:	100 pts	

Course Schedule

Date	Description	Assignments
Wednesday August 29	Introductions Classroom contract Syllabus Overview <ul style="list-style-type: none"> • Reading expectations • Journal expectations 	Assignment: <ul style="list-style-type: none"> • Cournoyer Ch. 1 “Introduction” • Work on Self-reflection journal entry
Monday September 3	Labor Day Holiday	
Wednesday September 5	Introduction chapter Volunteer opportunities Professional portfolio review Educational contract review <ul style="list-style-type: none"> • Duties • Responsibilities • Learning objectives 	Due: <ul style="list-style-type: none"> • Journal Entry-Self-reflection Assignment: <ul style="list-style-type: none"> • Cournoyer Ch. 2 “Introduction to Professionalism” • Question #1 p. 42 • Question #3 p 43-44
Monday September 10	Professionalism Integrity Self-understanding Eco-maps and genograms	Assignment: <ul style="list-style-type: none"> • Cournoyer Ch. 2 cont.
Wednesday September 12	Professionalism cont. Ecomap and Genogram share-outs	Due: <ul style="list-style-type: none"> • Question #1 p. 42 • Question #3 p. 43-44 Assignment: <ul style="list-style-type: none"> • Read Cournoyer Ch 3 “Critical Thinking” Pgs. 52-55, 71-73, 76-77 • Q. #2, p 74. Read the article “Becoming a Critic of Your Thinking”.

Date	Description	Assignments
Monday September 17	Critical Thinking Career-Long Learning	Assignment: • Read the NASW Code of Ethics
Wednesday September 19	NASW Code of Ethics exercise	Assignment: • Cournoyer Ch. 4 pgs. 89-100 “Valuing Diversity” • Journal entry-Diversity in your volunteer placement settings
Monday September 24	Culturally Competent Practice Guest speaker	Due: • Journal entry-Diversity in your placement Assignment: • Cournoyer Ch. 4 cont. • P. 121 Question # 2, but change the client to someone your agency might serve
Wednesday September 26	Culturally Competent Practice Discussion of P. 121 Q. #2 Video-tape assignment review	Due: • P. 121 Question #2 Assignment: • Cournoyer Ch. 5 “Ethical Decision Making”
Monday October 1	Ethical principles and ethical decision-making Ethics group work case assignments NASW Code of Ethics	Due: • Volunteer Agency Selection Form • Assignment: • Cournoyer Ch. 5 cont. • Interview agency representative about ethical decision making
Wednesday October 3	Ethics (continued) Small group discussion and share-out	Assignment: • Cournoyer Ch. 6 “Talking and Listening”

Date	Description	Assignments
Monday October 8	Basic Interpersonal Skills Sign-up for video appointment Discuss guidelines for Agency Presentation Project Discuss next journal entry assignment	Due: Journal entry-Ethical decision making interview Assignment: <ul style="list-style-type: none"> • Complete videos • Cournoyer Ch. 7 “Preparing”
Wednesday October 10	No regular class meeting <ul style="list-style-type: none"> • Videotape Interview • Meet at scheduled time 	
Monday October 15	No regular class meeting <ul style="list-style-type: none"> • Videotapes continued 	Due: <ul style="list-style-type: none"> • Journal entry-Mid-course reflection-details to be provided
Wednesday October 17	Preparing Phase	Due: <ul style="list-style-type: none"> • Educational Contract Assignment: <ul style="list-style-type: none"> • Cournoyer Ch. 8 “Beginning”
Monday October 22	Beginning Phase	Due: <ul style="list-style-type: none"> • Videotape experience journal entry Assignment: <ul style="list-style-type: none"> • Cournoyer Ch. 9 “Exploring” • Select ONE of the summary exercise questions on pages 242-244 and answer following the directions given in that section.
Wednesday October 24	Exploring Phase	Due: <ul style="list-style-type: none"> • One question from pages 242-244 Assignment: <ul style="list-style-type: none"> • Cournoyer Ch. 9 cont.
Monday October 29	Exploring phase cont.	Assignment: <ul style="list-style-type: none"> • Cournoyer Ch. 10 “Assessing”

Date	Description	Assignments
Wednesday October 31	Assessing Phase	<p>Due:</p> <ul style="list-style-type: none"> Journal entry-Give an example of the first three phases with a client from your agency <p>Assignment:</p> <ul style="list-style-type: none"> Cournoyer Ch. 11 "Contracting" Choose ONE question from pages 328-332 and answer according to the directions given in that section.
Monday November 5	Assessing Phase (cont.) Contracting Phase	<p>Due:</p> <ul style="list-style-type: none"> One question from pages 328-332 <p>Assignment:</p> <ul style="list-style-type: none"> Cournoyer Ch 11 cont.
Wednesday November 7	Contracting Phase	<p>Due:</p> <ul style="list-style-type: none"> Journal entry-Describe Assessing and Contracting in your agency <p>Assignment:</p> <ul style="list-style-type: none"> Cournoyer Ch. 12 "Working and Evaluating"
Monday November 12	Working and Evaluating Phase	<p>Assignment:</p> <ul style="list-style-type: none"> Cournoyer Ch. 13 "Ending"
Wednesday November 14	Ending Phase	<p>Due:</p> <ul style="list-style-type: none"> Journal entry-self-reflection on phases of practice <p>Assignment:</p> <ul style="list-style-type: none"> Work on video-tape reflections
Monday November 19	<p>No regular class meeting</p> <ul style="list-style-type: none"> Videotape Interview Meet at scheduled time 	
Wednesday November 21	<p>No regular class meeting</p> <ul style="list-style-type: none"> Videotapes continued 	

Date	Description	Assignments
Monday November 26	In-class video and discussion	Due: <ul style="list-style-type: none"> • Videotape experience journal entry Assignment: <ul style="list-style-type: none"> • Work on portfolios
Wednesday November 28	Thanksgiving Holiday	
Monday December 3	Putting it all together exercise	
Wednesday December 5	Ending-Reflections	Due: <ul style="list-style-type: none"> • Completed portfolio • End-of-year self-reflections • Time log • Student evaluation of agency • Agency evaluation of student