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

Course Number: SW332

Semester: Fall 2011

Unique Number: 62440

Meeting Time: T/Th, 9:30-11 a.m.

Instructor: Patricia A. Cody, Ph.D., MSW

Meeting Place: SW 2.116

Instructor Email: triciacody@mail.utexas.edu

Instructor Office Room: 3.212A

Instructor Phone: 512-413-6405 (cell)

Office Hours: Monday 2-3pm
or by appointment

SOCIAL WORK PRACTICE WITH INDIVIDUALS AND FAMILIES

I. STANDARDIZED COURSE DESCRIPTION

This course builds extensively on content in SW 312 (Social Work Generalist Practice: Knowledge, Values, and Skills). This second course in the practice area focuses on the integration of theory, methods and skills as they apply to practice with individuals and families. *The foundation of the course is social work values and the ethical decision making process, as illuminated by the NASW Code of Ethics.* The course provides an in-depth examination of the helping process within the context of an ecosystems/developmental framework. *This course encompasses engaging clients in an appropriate working relationship, communication skills, identifying issues, problems, needs, resources, and assets, and planning for service delivery. The course is built on the identification, analysis, and implementation of empirically based interventions designed to achieve client goals including problem solving and case management.* The development of skills in data collection, assessment, and problem identification is also emphasized. Throughout the course, special attention is given to *understanding, affirming, and respecting people from diverse backgrounds*, including (but not limited to) groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin.

II. STANDARDIZED COURSE OBJECTIVES

1. Demonstrate a *generalist knowledge* of the relationship between theory and social work practice *as it relates to the strengths capacities and resources of individuals and families.*
(PB 11, 35, 38)

2. *Develop generalist social work skills in identifying client issues, problems, needs, resources, and assets in order to help alleviate critical social problems and enhance human well-being. (PB 11, 12, 13)*
3. *Develop skills in identifying, analyzing and implementing empirically-based interventions and evaluating program outcomes and practice effectiveness. (PB 5, 11, 12, 29, 32, 32, 33, 34, 35, 37, 38, 39, and 40)*
4. *Develop tools and techniques for understanding, affirming, and respecting people from diverse backgrounds, including (but not limited to) groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin; (PB 11, 30)*
5. *Demonstrate a knowledge base of social work values and the ethical decision making process, as illuminated by the NASW Code of Ethics. (PB 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)*
6. *Demonstrate an understanding of the pursuit of social and economic justice including strategies to combat discrimination, oppression, and economic deprivation for individuals and families. (PB 1, 29, 30)*

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.

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

PB1 Advocate for client access to the services of social work

Objectives: 5 and 6

Assignment: Client Interview Assignment - Role-play and Agency Interview Assignment

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

Objective: 5

Assignment: Client Interview Assignment - Role-play and Client Interview Assignment – Critiques

PB3 Attend to professional roles and boundaries

Objective: 5

Assignment: Client Interview Assignment - Role-play and Client Interview Assignment – Critiques

PB4 Demonstrate professional demeanor in behavior, appearance, and communication

Objective: 5

Assignment: Client Interview Assignment - Role-play and Client Interview Assignment – Critiques

PB5 Engage in career-long learning

Objectives: 3 and 5

Assignment: Quizzes and Agency Interview Assignment

PB6 Use supervision and consultation

Objective: 5

Assignment: Client Interview Assignment - Role-play, Client Interview Assignment – Critiques and Agency Interview Assignment

Competency 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

Objective: 5

Assignments: Quizzes and Client Interview Assignment – Critiques

PB8 Make ethical decisions by applying NASW Code of Ethics and, as applicable, IFSW/IASSW ethical principles

Objective: 5

Assignments: Quizzes and Client Interview Assignment – Critiques

PB9 Tolerate ambiguity in resolving ethical conflicts

Objective: 5

Assignments: Quizzes and Client Interview Assignment – Critiques

PB10 Apply strategies of ethical reasoning to arrive at principled decisions

Objective: 5

Assignments: Quizzes and Client Interview Assignment – Critiques

Competency 2.1.3: Apply critical thinking to inform and communicate professional judgments.

PB11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom

Objectives: 1, 2, 3, and 4

Assignment: Quizzes

PB12 Analyze models of assessment, prevention, intervention, and evaluation

Objectives: 2 and 3

Assignment: Quizzes

PB13 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

Objective: 2

Assignment: Quizzes, Client Interview Assignment – Critiques and Agency Interview Assignment

Competency 2.1.10a: Engagement

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

Objectives: 3 and 6

Assignments: Quizzes

PB30 Use empathy and other interpersonal skills

Objectives: 4 and 6

Assignments: Client Interview Assignment - Role-play, Client Interview Assignment – Critiques and Agency Interview Assignment

PB31 Develop a mutually agreed-on focus of work and desired outcomes

Objective: 3

Assignments: Quizzes and Client Interview Assignment - Role-play

Competency 2.1.10b Assessment

PB32 Collect, organize, and interpret client data

Objective: 3

Assignments: Quizzes, Client Interview Assignment - Role-play and Client Interview Assignment – Critiques

PB33 Assess client strengths and limitations

Objective: 3

Assignments: Quizzes, Client Interview Assignment - Role-play and Client Interview Assignment – Critiques

PB34 Develop mutually agreed-on intervention goals and objective

Objective: 3

Assignments: Quizzes, Client Interview Assignment - Role-play

PB35 Select appropriate intervention strategies

Objectives: 1 and 3

Assignments: Quizzes

Competency 2.1.10c Interventions

PB37 Implement prevention intervention that enhances client capacities

Objective: 3

Assignments: Quizzes

PB38 Help clients resolve problems

Objectives: 1 and 3

Assignments: Quizzes; Client Interview Assignments – Role-play

PB39 Negotiate, mediate, and advocate for clients

Objective: 3

Assignments: Quizzes

PB40 Facilitate transitions and endings

Objective: 3

Assignments: Quizzes

III. TEACHING METHODS

The primary teaching methods will be lectures, discussion, and experiential exercises. The professor will ground class in professional and clinical experience. Guest lectures, group presentations, and audio-visual presentations will also be utilized.

This class provides opportunities for both theory and skill development. Various models and theories will be presented through a combination of lectures, demonstrations of the practice interventions, discussions about skills, videos, as well as small group and experiential exercises.

IV. READINGS

Required:

Hepworth, D.H, Rooney, R.H, Rooney, G.D, Strom-Gottfried, K., and Larsen, J.A (2006). *Direct Social Work Practice: Theory and Skills*, 8th Edition. Brooks Cole Publishing.

Additional required readings are listed in the schedule and will be posted on Blackboard.

Other readings may be added during the semester and will be posted on Blackboard.

V. COURSE REQUIREMENTS

Students are expected to attend class sessions regularly and to participate in and contribute to class discussion. Students are expected to complete the readings prior to the Tuesday class of each week, and should be well prepared to participate in discussions and experiential learning assignments. The degree to which a student regularly attends the class and demonstrates through discussions that one has comprehended the readings will be considered in assigning the final grade. You will be allowed one unexcused absence without penalty. Beyond that, the instructor will deduct 3 points (out of total 100 points for attendance and participation) per absence. Please see grading criteria.

Note: Attendance will be taken at the beginning of each class.

Except in the case of extreme emergencies, and then only with the permission of the professor, late assignments will be accepted without penalty. Students are expected to turn in all required assignments on the agreed upon due date at the beginning of class. Assignments turned in after class starts will be considered late. If accepted, late assignments will be assessed point penalties at the rate of 3 points each day late. If the due date is a problem, then the student should see the professor at least 2 weeks in advance and negotiate another due date.

This course has a lab component. It is expected that the lab time be used for SW 332 course work (research, interview assignments, quiz reviews, etc.) Students are expected to reserve time/space in the LRC to do video-taping for the required video assignment.

If students are concerned about their class performance, the professor is more than willing to work with students to help them improve their course grades prior to the end of the semester. Students should come to the professor **in advance** of the end of the semester to make these arrangements. Students who are struggling to keep up with the workload for any reason should speak with the professor right away. Waiting until you are behind is not a good idea and will limit the options that are available to you.

Use of Blackboard in Class

In this class the professor 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.

VI. UNIVERSITY NOTICES AND 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 professor 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 professor does require that students engage one another with respect and professionalism.

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/>).

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/>.

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, an examination, a work assignment, or a 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 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 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 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:

- 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.

Electronics in class

Turn off and put away your cell phones before class begins. I do not allow the use of laptop computers in the classroom unless you have a special need and discuss this with me at the beginning of the semester.

VII. COURSE ASSIGNMENTS

I. Quizzes

There will be eleven (11) quizzes given during the course of the semester (see course schedule below for dates). The top ten quiz scores will be counted and the lowest score of the eleven will be dropped. Each quiz will be worth 50 points (*for a total of 500 points*). The quizzes will be based solely on the readings. The quizzes will contain 10 questions which will be objective in nature, and will consist of multiple choice or true/false. The quizzes will test the student's command of the readings and will come directly from the required readings in the required text. The only exception to this is for the final quiz – the material for this quiz will come from an assigned reading that will be posted on Blackboard at least two weeks prior to the quiz. Make up quizzes will not be given unless there are extremely unusual and extenuating circumstances which must be approved by the professor in advance. Quizzes will be given during the first 15 minutes of class.

II. Client Interview Assignment - Role-play and Critiques

Students will work in pairs to develop a 15 minute role play that will be videotaped and then viewed in class. The class will be divided into 3 groups. Within each group, students will work in pairs to develop the role-play, video-tape the role-play and present the role-play in class to their assigned group. Three class sessions will be used for video presentations. Each group will be assigned to one of those sessions; your group will only be required to attend the session that you are assigned. In other words, of the three sessions reserved for video presentations, each of the three groups will only be required to attend their assigned session.

After each presentation, all students within the group (including those who presented the role-play) will be expected to participate in a discussion and critique of each video presentation and turn in a self-assessment critique of the role-play. The self assessment critique is a written assignment where each student (working independently) will assess their video assignment and group discussion. Video tapes must be submitted during the class in which they are shown and self-assessment critiques will be submitted on Blackboard anytime after your group's video-assignment day and Tuesday, April 26. Self-assessment critiques will not be accepted after class on April 26. Instructions for this assignment and the questionnaire will be handed out in class.

III. Agency Interview Assignment

Schedule an appointment to talk with a social worker in an agency of your choice and interview them about their agency and the job duties that they perform. Summarize information and submit a typed synopsis of the interview, services provided etc. (3-4 pages). This assignment is due at the beginning of class on Thursday March 10. Approval must be gained from the professor prior to conducting the interview (approval is due by Thursday February 24 – you can email the professor, meet in person or discuss your plan over the phone). Assistance from the professor is available in finding a social

worker to interview if it is needed but students are encouraged to try to find a social worker who currently works an area that the student is interested in. Interviews should be conducted in person when possible but can be conducted over the phone if necessary. The synopsis should include the following:

1. Agency name, type of agency, populations served
2. How did this person come to his/her current job? (i.e., what has this person's career path been?)
3. Social Worker's job duties / what a typical day is like
4. The worker's most memorable moment as a social worker
5. Major challenges experienced by the social worker in practice / how he/she has overcome these challenges
6. Strengths and solutions utilized by the worker for successful practice
7. Social Worker's "words of wisdom"
8. Your assessment/ opinion of the interview
9. What did you learn that might contribute to your professional goals?
10. Whether or not the social worker's job is a job that you might consider after graduation. Why or why not?

VIII. COURSE GRADING CRITERIA GRADING SCALE

Attendance and Participation	100 pts
Quizzes (11 quizzes, drop lowest score)	500 pts
Client Interview (role-play)	150 pts
Client Interview (role-play) critiques	100 pts
Agency Interview	150 pts

TOTAL **1000 pts**

Final grade is determined by dividing your total number of points by 10.

GRADING SCALE

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-
59 and below = F

IX. COURSE SCHEDULE

All readings for the week are required to be completed before the Tuesday session of that week.

Week 1

Tuesday January 18: Introductions

Reading: Syllabus

Thursday January 20: Direct Social Work Practice and Ethics

Reading: Hepworth, Rooney, Rooney, Strom-Gottfried & Larson; Ch 1, 2

Week 2:

Topic: The Helping Process and Social Work Values

Clinical Issue: Evidence Based Practice

Readings: Hepworth, Rooney, Rooney, Strom-Gottfried & Larson; Ch 3, 4

NASW Code of Ethics (on Blackboard)

Morales & Shaefor (2002). The Many Faces of Social Workers. Boston, MA:

Allyn & Bacon. Chapter 7 (on Blackboard)

Tuesday January 25: Quiz #1

Thursday January 27

Week 3:

Topic: Communication and Interviewing Skills

Clinical Issue: Transtheoretical Model

Readings: Hepworth, Rooney, Rooney, Strom-Gottfried & Larson; Ch 5, 6

Tuesday February 1: Quiz #2

Thursday February 3

Week 4:

Topic: Communication and Interviewing Skills continued

Clinical Issue: Developmental Issues

Readings: Hepworth, Rooney, Rooney, Strom-Gottfried & Larson; Ch 7

Tuesday February 8: Quiz #3

Thursday February 10

Week 5:

Topic: Assessment

Clinical Issue: Couples

Readings: Hepworth, Rooney, Rooney, Strom-Gottfried & Larson; Ch 8, 9

Tuesday February 15: Quiz #4

Thursday February 17

Week 6:

Topic: Assessment

Clinical Issue: Families

Readings: Hepworth, Rooney, Rooney, Strom-Gottfried & Larson; Ch 10 (we are skipping Chapter 11 of Groups as you are all taking Groups this semester)

Saint-Jacques, M.S., Turcotte, D. & Pouliot, E. (2009). *Families in Society*, 90(4), 454-461. (on Blackboard)

Tuesday February 22: Quiz #5

Thursday February 24 – *Agency Interview Paper Topic Choice Due*

Week 7:

Topic: Goal Setting, Change Strategies and Interventions

Clinical Issue: Depression, Mood and Suicide

Readings: Hepworth, Rooney, Rooney, Strom-Gottfried & Larson; Ch 12, 13

Tuesday March 1: Quiz #6

Thursday March 3

Week 8:

Topic: Goal Setting, Change Strategies and Interventions continued

Clinical Issue: Substance Abuse

Readings: Hepworth, Rooney, Rooney, Strom-Gottfried & Larson; Ch 14, 15 (we are skipping Chapter 16 because of your Groups class)

Tuesday March 8: Quiz #7

Thursday March 10 – *Agency Interview Paper Due*

Week 9 – SPRING BREAK; NO CLASSES; ENJOY THE WEEK OFF!!!

Tuesday March 15

Thursday March 17

Week 10:

Topic: Review and catch-up on any material we are behind on

Clinical Issue: Catch-up on any topics we haven't covered sufficiently or topics that students wish to spend more time on

Readings: No new readings this week.

Tuesday March 22: No Quiz today

Thursday March 24

Week 11:

Topic: Client Self-Awareness

Clinical Issue: Trauma

Readings: Hepworth, Rooney, Rooney, Strom-Gottfried & Larson; Ch 17

Tuesday March 29: Quiz #8

Thursday March 31

Week 12:

Topic: Barriers to Change

Clinical Issue: Child Welfare

Readings: Hepworth, Rooney, Rooney, Strom-Gottfried & Larson; Ch 18

Tuesday April 5: Quiz #9

Thursday April 7

Week 13: Video Group #1 and #2

Tuesday April 12 – Video Group #1

Thursday April 14 – Video Group #2

Week 14: Video Group #3

Tuesday April 19 – Video Group #3

Thursday April 21– All Groups Video Discussion

Week 15:

Topic: Termination

Clinical Issue: Gerontology

Readings: Hepworth, Rooney, Rooney, Strom-Gottfried & Larson; Ch 19

Tuesday April 26: Quiz #10

Thursday April 28

Week 16

Topic: Medical Social Work and Course Wrap-up

Readings: To be posted on Blackboard

Tuesday May 3: Quiz #11

Thursday May 5 – LAST DAY OF CLASS