

THE UNIVERSITY OF TEXAS AT AUSTIN

SCHOOL OF SOCIAL WORK

Course Number:	SW 332	Instructor:	Steve McKee, MSSW, LCSW
Unique Number:	62445	Office Number:	SSW 3.104A
Semester:	Spring 2011	Phone:	328-5688
Meeting Time/	Tu-Th 9:30-11:00	Email Address:	sdmckee@mail.utexas.edu
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Office Hours:	Tuesdays 11:00-12:00 and by appointment		

Social Work Practice With Individuals and Families: SW 332

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.*

This course satisfies the University requirements for an Ethics and Leadership flag.

II. Standardized Course Objectives

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

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 obtained 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: Class exercises, Exam 1.

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

Objective: 5

Assignment: Lab project, class exercises.

PB3 Attend to professional roles and boundaries

Objective: 5

Assignment: Lab project, interview assignment.

PB4 Demonstrate professional demeanor in behavior, appearance, and communication

Objective: 5

Assignment: Lab project, interview assignment.

PB5 Engage in career-long learning

Objectives: 3 and 5

Assignment: Interview assignment

PB6 Use supervision and consultation

Objective: 5

Assignment: Lab project, class exercises.

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: Class exercises, Exam 1.

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

Objective: 5

Assignments: Class exercises, Exam 1.

PB9 Tolerate ambiguity in resolving ethical conflicts

Objective: 5

Assignments: Class exercises.

PB10 Apply strategies of ethical reasoning to arrive at principled decisions

Objective: 5

Assignments: Class exercises, Exam 1.

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: Exams 1, II & III; Lab project, interview assignment.

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

Objectives: 2 and 3

Assignment: Lab project, interview assignment, class exercises

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

Objective: 2

Assignment: Lab project, 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: Exams 1, II & III; Lab project, class exercises, interview assignment.

PB30 Use empathy and other interpersonal skills

Objectives: 4 and 6

Assignments: Exam I, Lab project, class exercises

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

Objective: 3

Assignments: Lab project, class exercise.

Competency 2.1.10b Assessment

PB32 Collect, organize and interpret client data

Objective: 3

Assignments: Lab project, class exercise, Exam II.

PB33 Assess client strengths and limitations

Objective: 3

Assignments: Lab project, class exercise, Exam II.

PB34 Develop mutually agreed-on intervention goals and objectives

Objective: 3

Assignments: Class exercises, Exam II.

PB35 Select appropriate intervention strategies

Objectives: 1 and 3

Assignments: Class exercises, Exam III.

Competency 2.1.10c Interventions

PB37 Implement prevention intervention that enhances client capacities

Objective: 3

Assignments: Class exercises, interview assignment, Exam III.

PB38 Help clients resolve problems

Objectives: 1 and 3

Assignments: Class exercises, interview assignment, Exam III.

PB39 Negotiate, mediate, and advocate for clients

Objective: 3

Assignments: Class exercises.

PB40 Facilitate transitions and endings

Objective: 3

Assignments: Class exercises, Exam III.

III. Teaching Methods

The Instructor will incorporate a variety of teaching methods including interactive lectures, experiential group activities, reading assignments, case studies and audiovisual material to help students understand social work practice with individuals and families. Students are expected to contribute to their own learning through asking questions, sharing experiences and actively participating in class discussion.

IV. Required and Recommended Texts and Materials

Direct Social Work Practice: Theory and Skills (8th Edition), by Hepworth, Rooney, Rooney, Strom-Gottfried and Larsen. Thomson Brooks/Cole, Publisher.

We will also cover selected readings from *Essential Skills in Family Therapy, (2nd Edition)* by Patterson, Edwards, Williams, Chamow and Grauf-Grounds. Students do not need to purchase this book - I will make these readings available on Blackboard.

The Instructor will assign additional articles to enrich the course. Supplemental articles are posted to Blackboard and may also be referenced in a bibliography attached to this Syllabus.

V. Course Requirements

Course requirements consist of three written exams, classroom skills-building exercises, a lab project and a paper describing an interview with a professional social worker in the community. The Instructor MAY offer one or more assignments for extra credit, i.e. attendance at a professional workshop addressing course content; or critical analysis of a selected paper, web article, op-ed piece, or video that describes an approach to helping individuals and/or families achieve healthy functioning, problem resolution, etc. Students will be evaluated on the required assignments as well as class participation and contribution.

1. Attendance, Preparation, Contribution, Participation (To assess PB 1, 2, 6, 7-10, 12, 29-35, 37-40) 10 points

Students are expected to attend all classes, to arrive on time, and to come prepared to participate meaningfully in class discussion, skills-building exercises, small group activities and assignments. Students are expected to call upon relevant experiences and course readings for contributions. A portion of the grade for this course will depend on your level of attendance, preparation, participation, and contribution. For some, this means learning to speak up, to add comments or to raise questions. For others, it means being sensitive and allowing others to contribute.

2. Exams (To assess PB 1, 7, 8, 10, 13, 29, 30, 32–35, 37, 38, 40)

Each exam is worth 20% of your final grade. All exams will draw heavily from the readings, lectures and class discussions. Format for exams may include multiple choice, true/false, short answer, and essay questions. Only in the case of documented illness or other unforeseen emergencies will make-up exams be given. The format of make-up exams is at the discretion of the instructor.

Exam #1 (20 points)

February 15, 2011

The first exam will include material from Ch. 4-7 of the text, lectures and additional assigned readings.

Exam #2 (20 points)

March 24, 2011

The second exam will cover material from Ch. 8, 9, 10 & 12 of the text, lectures and assigned readings.

Exam #3 (20 points)

May 5, 2011

The third exam will cover material from Ch. 13, 15, 17-19 of the text, lectures and assigned readings.

3. Lab Project (To assess PB 2-4, 6, 11-13, 13, 29-33)
20 points

April 14, 2011

This assignment, designed to help you improve your interviewing, assessment and self reflection skills, is a multi-step assignment that will result in three products for evaluation:

A. Videotaped Role Play. Find a partner, choose from one of the Instructor provided client profiles and videotape yourselves doing the interview for approx. 20 minutes (each person plays the social worker). Choose a short segment (5 minutes) from the video to show to your peers in class. Video must be completed by **March 29, March 31 or April 5**, (students will sign up for dates in class). Self-reflection *notes* are also due the day you present your video to the class.

B. Self-Reflection Paper. Reflect on the experience of interviewing a “client” and watching your tape by writing a 3-page double-spaced typed paper.

C. Client Assessment. Write up your assessment of the client in a formatted 3-page double-spaced typed report.

The Instructor will post specific guidelines for this assignment on Blackboard and/or provide handouts in class; please review them carefully. Begin working on this project as soon as possible by choosing an interview partner, getting a videotape and scheduling time in the LRC to tape your interview. There are staff in the LRC that can help you with equipment and technical difficulties.

All 3 products, including self-reflection notes, are due April 14.

4. Social Worker Interview Paper (To assess PB 3-5, 11-13, 29, 37, 38) **May 3, 2011**
10 points

Schedule an appointment to interview a licensed social worker in person at his or her place of employment. Interview him/her about the agency and his/her job duties. The 2-3 page, double spaced, typed summary of this conversation must include the following:

- Agency name, type of agency, populations served
- Theories or practice approaches that guide the social worker’s interventions
- The social worker’s direct practice responsibilities (e.g. clinical - individual, group, family, couples; psycho-educational - job readiness, cancer support, parent ed; other). Describe WHAT they do, for WHAT client population, the GOALS of their work, and how they measure EFFECTIVENESS.
- Most satisfying aspect of the work
- Major challenges experienced by the social worker
- “Words of wisdom” for the beginning social worker

Grading Policy/Grading criteria:

To receive an “A” in this course you must have excellent attendance, participation, and you must produce work that is of superior quality. Should you have questions about any assignment for this class please consult with the Instructor well in advance of the due date.

Maximum points per assignment:

Attendance, Preparation, Contribution	10 (10%)
Exam 1	20 (20%)
Exam 2	20 (20%)
Exam 3	20 (20%)
Lab Project	20 (20%)
Social Worker Interview	10 (10%)
TOTAL POINTS POSSIBLE	100 (100%)

Grades will be assigned as follows:

94-100 points	A (excellent)
90–93 points	A- (very good)
87-89 points	B+ (well above average)
84 -86 points	B (above average)
80–83 points	B- (slightly above average)

Work earning grades of B+ and B generally exceeds assignment/performance expectations; demonstrates varying degrees of in-depth critical thinking and analysis that resulted in work additional to that laid out in the assignment directions (i.e., coherence and integration of ideas);

77-79 points	C+ (average)
74–76 points	C
70-73 points	C-

Work earning grades of C+, C and C- may substantially to minimally meet requirements, have minor to more significant gaps, and lack evidence of in depth thinking and analysis. Social Work majors must make a grade of C- or above to avoid having to repeat the course.

67-69 points	D+ (below average)
64-66 points	D
60-63 points	D-

Grades in the D range reflect work that has important gaps in the assignment both in terms of not meeting the requirements and lacking critical thinking and analysis.

59 points or below	F (failing)
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Papers, responses to essay questions, and presentations awarded the highest grades include the following elements:

- Evidence of independent, critical thinking
- Citations of research from peer-reviewed professional journals and from recent books
- Integration of material from lectures and course readings

Papers must be typewritten in 12pt font, double-spaced, proofread for spelling and grammatical errors, and must follow the APA style format.

VI. Class Policies

1. Attendance. It is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Therefore, class attendance is expected, as is handing in assignments on time. Students anticipating being absent from class for a legitimate reason (illness, family emergency) should notify the Instructor in advance by e-mail. Students who fail to attend class on a regular basis (missing more than one class without a valid excuse, e.g., medical documentation) will be subject to having their final grade lowered by one point for each class missed beyond the first unexcused absence. In extenuating circumstances of absence, students are to notify the Instructor. Students are responsible for any material missed due to absences. Any student missing more than 3 classes (excused or unexcused) may be in jeopardy of not passing this course.

Policy on Absence for 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.

2. Late Assignments. All assignments must be turned in on the due date and must be submitted at the beginning of the class period. **Changes in work schedules, personal celebrations, transportation problems, computer/printing problems, etc. are not considered legitimate reasons for missing assignment deadlines and late assignments will be assessed point penalties at the rate of three (3) points each day late.** Any legitimate adjustments in due dates must be discussed with the instructor at least 24 hours PRIOR to the scheduled due date.

3. 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.

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/>)

4. APA. The School of Social Work uniformly requires APA editorial style as the standard format for all written assignments. Details of the APA style are included in the Publication Manual of the American Psychological Association. Information on APA style and format can also be found at the Learning Resource Center (LRC) in the School of Social Work.

5. Mutual Learning. The Instructor welcomes feedback about the course and the course will be viewed as a mutual learning process between students and the Instructor. Students are encouraged to request and to provide feedback during office hours, by phone, by e-mail, and by appointment if they desire. The Instructor may also utilize a mid-course evaluation to gain student feedback. PLEASE schedule office appointments with me if you have concerns about your performance in the course, or if you have specific learning needs or challenges that I can address to strengthen your participation and learning in the course.

6. 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 professor does require that students engage one another with respect and professionalism.

Please demonstrate professionalism and respect for others by observing the following:

- Arrive in class on time ready to participate in discussion;
- Turn off and put away all cell phones, laptops, MP3 players and other electronic devices;
- Pay attention, participate, and refrain from side conversations or dozing off during class.

Some material provided in the class may be of a confidential nature since part of the material will involve examination of ongoing human service organizations. Therefore, all class participants must observe strict rules of professional conduct including treating all information about current human service organizations as confidential, not to be discussed with anyone other than classmates or the Instructor.

7. 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.

8. 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/>.

9. 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>

Social Work Practice With Individuals and Families: SW 332

Spring 2011 COURSE SCHEDULE

Unique # 62445

Instructor: Steve McKee, MSSW, LCSW

Date	Description	Text / Readings
Week 1 01/18/2011 01/20/11	<ul style="list-style-type: none"> • Introduction to course and to colleagues • Student biographies and learning objectives • Course Syllabus <ul style="list-style-type: none"> • Operationalizing Social Work Values and Ethics 	Syllabus Hepworth Chapter 4
Week 2 01/25/11 01/27/11	<ul style="list-style-type: none"> • Operationalizing Social Work values and ethics <ul style="list-style-type: none"> • Communicating with empathy 	Maeder, "Wounded Healers" Hepworth Chapter 5 pp. 83-106
Week 3 02/01/11 02/03/11	<ul style="list-style-type: none"> • Communicating with authenticity <ul style="list-style-type: none"> • Verbal following, exploring and focusing skills 	Hepworth Chapter 5 pp. 106 - 122 Hepworth Chapter 6 pp. 129 - 154
Week 4 02/08/11 02/10/11	<ul style="list-style-type: none"> • Eliminating counterproductive communication patterns <ul style="list-style-type: none"> • Eliminating counterproductive communication patterns; Exam review 	Hepworth Chapter 7 pp. 155 - 170 Hepworth Chapter 7 Exam Study Guide
Week 5 02/15/11 02/17/11	<ul style="list-style-type: none"> • EXAM 1 (Hepworth Ch. 4-7, readings, lectures) <ul style="list-style-type: none"> • Exploring and understanding problems and strengths 	 Hepworth Chapter 8 pp. 171 – 184
Week 6 02/22/11 02/24/11	<ul style="list-style-type: none"> • Exploring and understanding problems and strengths <ul style="list-style-type: none"> • Intrapersonal, interpersonal and environmental factors 	Hepworth Chapter 8 pp. 184 - 197 Hepworth Chapter 9 pp. 199 - 226
Week 7 03/01/11 03/03/11	<ul style="list-style-type: none"> • Assessing family functioning in diverse family and cultural contexts <ul style="list-style-type: none"> • Developing goals 	Hepworth Ch. 10 pp. 230-235; Table 10-2 and definitions; 242-246; 266-Ideas; 269-270; Patterson 68-76. H Ch. 12 pp. 303- 331

<p>Week 8 03/08/11</p> <p>03/10/11</p>	<ul style="list-style-type: none"> • Evaluating goal attainment and formulating agreements and contracts • Guest speaker(s): Perspectives on engaging clients and understanding client needs 	<p>Hepworth Ch. 12 pp. 331 – 341.</p> <p>Readings to be assigned</p>
<p>-SPRING BREAK- 03/14- 03/18</p>		
<p>Week 9 03/22/11</p> <p>03/24/11</p>	<ul style="list-style-type: none"> • Exam Review • EXAM II 	<p>Exam Study Guide</p>
<p>Week 10 03/29/11</p> <p>03/31/11</p>	<ul style="list-style-type: none"> • Video presentations group 1 Copy of self-reflection notes due • Video presentations group 2 Copy of self-reflection notes due 	<p>Interview assessment/ feedback guidelines</p> <p>Interview assessment/ feedback guidelines</p>
<p>Week 11 04/05/11</p> <p>04/07/11</p>	<ul style="list-style-type: none"> • Video presentations group 3 Copy of self-reflection notes due • Planning and implementing change oriented strategies 	<p>Interview assessment/ feedback guidelines</p> <p>Hepworth Ch. 13</p>
<p>Week 12 04/12/11</p> <p>04/14/11</p>	<ul style="list-style-type: none"> • Enhancing family relationships and developing a treatment focus • Lab Project Due • Enhancing family relationships 	<p>Hepworth Ch. 15, pp. 455 – 472; Patterson Ch. 5, pp. 77-104. pp. 105 – 119.</p> <p>Hepworth Ch. 15, pp. 472 - 489; Patterson Ch. 6, pp. 105 – 119.</p>
<p>Week 13 04/19/11</p> <p>04/21/11</p>	<ul style="list-style-type: none"> • Additive empathy, interpretation and confrontation • Guest speaker(s): Perspectives on practice: change strategies with individuals and families 	<p>Hepworth Ch. 17</p> <p>Readings to be assigned</p>
<p>Week 14 04/26/11</p> <p>04/28/11</p>	<ul style="list-style-type: none"> • Managing barriers to change • Managing termination 	<p>Hepworth Ch. 18</p> <p>Hepworth Ch. 19; Patterson pp. 241 - 250</p>
<p>Week 15 05/03/11</p> <p>05/05/11</p>	<ul style="list-style-type: none"> • SW Interview Paper Due/Exam Review • Instructor Evaluations • EXAM III 	