

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK
Spring 2011

Course Syllabus for: SW 383T Social Work Practice II
Unique number 62690
Thursdays 4:30p – 8:30p
Room 2.112

Course Instructor: Robin M. Smith, LCSW
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Office Hours: 3:00-4:00p Tuesdays, after class & by appointment

“A thousand small adjustments turn rules into skills, and then three smaller ones turn real skills into art.”

~Adam Gopnik

I. Standardized Course Description

This course builds upon Social Work Practice I by deepening students' knowledge of the generalist social work perspective in the application of theory and practice methods for effective and ethical service delivery to diverse individuals, families, groups, organizations and communities in conjunction with field education. **Prerequisites:** This course must be taken concurrently with Field Instruction II, except for those students having advanced standing status. It is a prerequisite for all second year concentration courses.

II. Required Texts

1. *Theories for Direct Social Work Practice (2nd Edition)*, by Joseph Walsh. Wadsworth/Cengage Learning, Publisher.

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

3. *Social Workers' Desk Reference (2nd Edition)*, Roberts and Greene, Eds. Oxford University Press, Publisher.

4. Assigned articles will be posted on Blackboard.

III. Standardized Course Objectives

Upon completion of this course, students will be able to:

1. Critically analyze professional values, ethical dilemmas and ethical decision making and their impact on service delivery, policy and practice; **(PB 4, 9, 10)**

2. Identify, critique, apply and evaluate social work theories and methods from a strengths based generalist perspective for effective service delivery to diverse individuals, families, groups, organizations and communities; **(PB 31, 35, 37)**

3. Apply beginning practice skills in the development, leadership and evaluation of small

groups in agency, organization and community settings; **(PB 29, 31, 35, 36, 40)**

4. Identify aspects of human diversity within and between groups and the implications for this diversity in assessment, planning, intervention and evaluation; **(PB 1, 29, 35, 36, 39)**

5. Demonstrate knowledge of leadership and advocacy skills, conflict management and Inter-professional collaboration at all levels of social work practice to promote social and economic justice; **(PB 29, 35, 36, 37, 39)**

6. Apply a beginning level of skill in utilizing empirical knowledge to evaluate theoretical frameworks, intervention plans and practice effectiveness; **(PB 35, 36, 37)**

7. Communicate effectively and professionally, both orally and in writing, assessment, intervention and evaluation plans for diverse client systems that enhance client strengths, capacities, assets and resources. **(PB 1, 4)**

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.

EP2.1.1 Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

PB1 Advocate for client access to the services of social work

Objectives 4, 7

Assignments: Advocacy Assignment

PB4 Demonstrate professional demeanor in behavior, appearance, and communication

Objectives 1, 7

Assignments: Professional Accountability, Video Role Play & Critique, Theory

Application, Advocacy Assignment

EP2.1.2 Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

PB9 Tolerate ambiguity in resolving ethical conflicts

Objectives 1

Assignments: Theory Application Ethics Discussion

PB10 Apply strategies of ethical reasoning to arrive at principled decisions

Objectives 1

Assignments: Advocacy Assignment and Theory Application Ethics Discussion

EP2.1.10a Engagement

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

Objectives 3, 4, 5

Assignments: Theory Application and Advocacy Assignment

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

Objectives 2, 3

Assignments: Theory Application

EP2.1.10b Assessment

PB35 Select appropriate intervention strategies
Objectives 2, 3, 4, 5, 6
Assignments: Video Role Play & Critique and Theory Application

EP2.1.10c Intervention

PB36 Initiate actions to achieve organizational goals
Objectives 3, 4, 5, 6
Assignments: Video Role Play & Critique
PB37 Implement prevention intervention that enhances client capacities
Objectives 2, 5, 6
Assignments: Video Role Play & Critique
PB39 Negotiate, mediate, and advocate for clients
Objectives 4, 5
Assignments: Advocacy Assignment, Case Assessment
PB40 Facilitate transitions and endings
Objective 3
Assignments: Video Role Play & Critique, Theory Application

IV. Teaching Methods

This class is taught using a variety of methods with an emphasis on experiential learning, and may include role play, videos, class discussion, small group interactions, application, guest speakers and didactic lectures. The assignments provide the opportunity for "learning by doing". For success in this class you must be willing to participate, risk yourself, and "stretch". You are encouraged to ask questions when expectations are not clear, give the instructor constructive feedback, and meet with the instructor individually as needed.

Blackboard is a very important extension of the classroom, and I regularly communicate important information to the class via Blackboard. Please be in the habit of checking Blackboard announcements regularly for updates and additional resources.

V. Course Grading

You will be graded on performance in the following areas:

Professional Accountability	10 points
"Going Big" Advocacy Project	15 points
In Vivo Group Observations	10 points
Videotaped Role Play Project	20 points
Theory Application Group Project	20 points
Client Case Assessment	25 points
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Total:	100 points

Grades for assignments will be posted on Blackboard as soon as they are available. 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 points. 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)

It is very important that as an emerging professional, you demonstrate your ability to comport yourself as a professional (showing up prepared, appropriate communication, openness to feedback, accountability, timeliness are all examples). I will look primarily at two areas to assess your professional accountability in this course, attendance and class participation.

Attendance:

Because this class meets only once a week, students are expected to attend every class on time and for the full time, and in general be meaningfully present for the entire class period. Students are expected to sign the attendance roster as they arrive. An *emailed* communication is expected about any problem related to class attendance. Phone calls to the professor's cell phone are accepted in last minute situations, but must be followed up with an email. (See Attendance Policy below for more details).

Participation:

Participation points will be determined by your preparedness for class and level of engagement in class activities. You are expected to come to class having read the assigned readings. Reading Spot Checks will be given throughout the semester to credit those students keeping up with the reading, to prompt review and discussion of the day's readings and to gauge your level of reading comprehension. Failure to pass Reading Spot Checks may result in the loss of participation credit. Some class exercises are designed to be written down and turned in; failure to participate in the in-class written exercises, and turn them in, may also result in a loss of participation points.

Attendance & Participation Grading:

Absence due to illness or emergency with prior notification:	No deduction
Voluntary absence with prior notification:	1 point deduction
Absence without notification:	1 point deduction
Late arrival (after 4:45) or early departure:	½ point deduction
Poor performance on Reading Spot Check or class exercise:	½ point deduction

B. "Going Big" Advocacy Project (15 points)

What social justice issue do you feel passionate about? What can be done? This assignment is designed to get students thinking about the public aspects of clients' private troubles, and find ways to effectively "speak out" for clients in a public forum. As soon as possible, begin searching the media, your agency, and your heart for issues that need your cause advocacy efforts. Students must turn in an advocacy proposal by **Feb. 24th**, and meet with the professor as needed to discuss details and feasibility. You will create a 5-minute class presentation, along with a narrative summary of your advocacy experience. Students will be expected to provide feedback on presentations, and that feedback will be considered in the grading. Specific guidelines provided on BB. **Due for in-class presentation on 4/28.**

C. In Vivo Group Observations (10 points – 5 points each)

In order to see group dynamics in action, and to demonstrate what you've learned in class about groups, you will 1.) observe a community support group, and 2.) participate in class task groups, and complete a set of questions about each experience. Specific guidelines provided on BB.

Due March 3rd.

D. Videotaped Role Play Project (15 points)

This assignment is similar to the Taped Student Interview done last semester, but is designed to help you hone your middle, or intervention, phase skills, and evaluate your emerging use of theory. It is also designed to help you continue to improve your relational skills. You will tape a 20-minute interview with a student partner, choose 5 minutes to show to a feedback group, and complete a Reflection and Analysis paper, due at the time your group meets. Specific guidelines provided on BB.

Feedback groups meet on March 10th.

E. Theory Application Group Project (20 points)

As a way to educate the class about a particular practice theory and its application, students will group up to create an in-class theory presentation and group ethics discussion. Group members are expected to participate equally in the presentation. Presentations will be evaluated on their creativity, accuracy, usefulness and the application of critical thinking skills. Students will be expected to provide feedback on presentations, and that feedback will be considered in the grading as well. Specific guidelines provided on BB.

Due _____ (see calendar – depends on theory chosen)

F. Client Case Assessment (25 points)

Similar to last semester's Client Case Assessment, you will choose a client from your case load at your agency to assess, then you will write a very concise (one-page) assessment to be accompanied by an in-depth Reflection and Analysis paper, with an emphasis on your selection of an evidence based intervention and your sensitivity to the macro level implications of your client's presenting problem. Specific guidelines provided on BB.

Due May 5th.

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 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>.

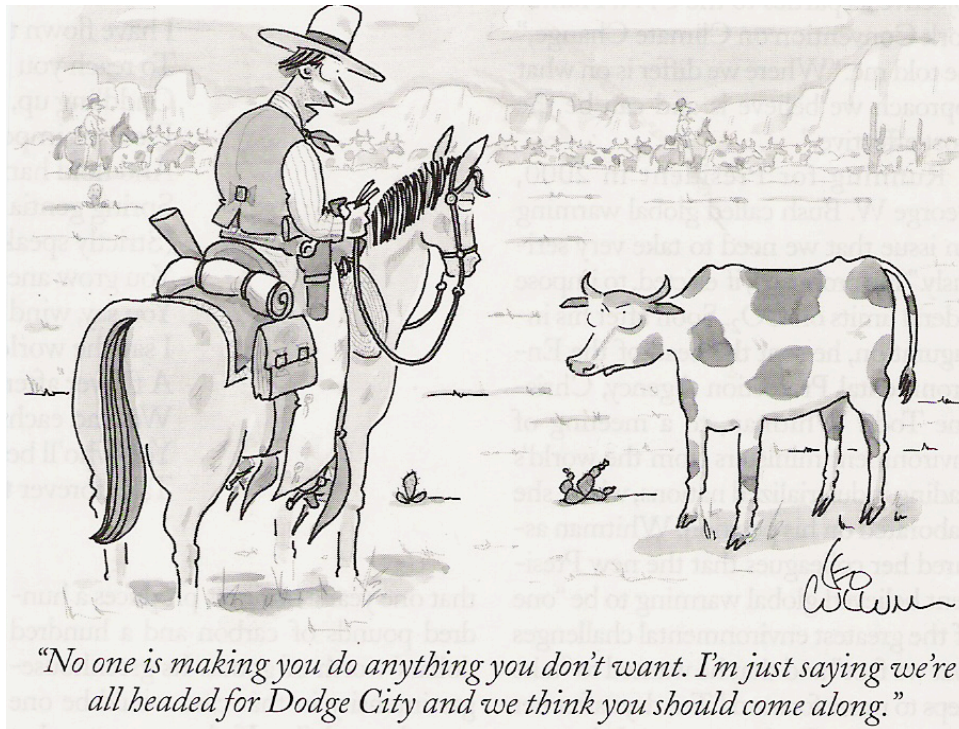
IX. Changes to Syllabus Disclaimer

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



We will discover our inner leaders...

SW 383T Spring 2011 Course Calendar

Section 62690

Instructor: Robin Smith, LCSW

The following is a general guide to the 15-week spring 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 about them in class or by email. Please check BB & email regularly for updates.

Date/Topic	Readings Due & Class Activities	Assignments Due	For Seminar
Jan 20: Welcome Back! Course Overview: <ul style="list-style-type: none"> • Leadership • Groups • Theory Syllabus Review “Going Big” Podcast	Ice Breaker		Ice Breaker
Jan 27: Leadership & Advocacy Difficult Conversations	1. Ch 4 “Leadership” (T&R, pp 92 - 127) 2. We Don’t Have to be Saints” (Loeb) 3. Hepworth, pp 526-533		First Journal
Feb 3: Group Work in Generalist Practice: Task Groups	1. Hepworth Ch 11 2. “Task Groups” (Zastrow, pp 181 – 223)	<u>Updated Educational Contract</u>	Journal Leadership Team I
Feb 10: Group Work in Generalist Practice: Process Groups & Creativity “Looking for Yesterday”	1. Hepworth Ch 16 2. “What Could Happen...” (Malekof)		Journal Leadership Team 2
Feb 17: Making use of the “Here and Now” in groups Group Ethics Guest Speaker – Ruth Fagen-Wilen	1. “The Therapist Working in the Here & Now” (Yalom) 2. Ch 3 Group Ethics (Corey, Corey & Corey)	<u>Process Recording I</u>	Journal Leadership Team 3
Feb 24: Introduction to Theory Psychodynamic Theory Object Relations	1. Walsh Chs 1-4 2. Gambrell SWDR 3. Modern Attachment Theory (Schore & Schore)	<u>“Going Big” Proposal</u>	Journal Leadership Team 4
Mar 3: Behavioral Theory Cognitive Theory	1. Walsh Chs 6 & 7 2. Social Skills Training Podcast – Interview w/ Craig LeCroy	<u>Support Group Observation</u>	Journal Leadership Team 5

Date/Topic	Reading Due	Assignments Due	For Seminar
Mar 10: Feedback Groups (LRC): 2:30 Group 1 4:30 Group 2 6:00 Group 3 7:30 Group 4		<u>Reflection & Analysis of Video Role Play</u>	Journal
Mar 17: S P	R I N G	B R E	A K
Mar 24: Crisis Intervention Theory Guest Speaker Greg Jensen	1. Walsh Ch 13 2. "Hope in the Ruins" (Leitch) 3. Front Line Crisis Intervention, SWDR, 207-215 (Eaton & Roberts)	Application Presentation	Journal Leadership Team 6
Mar 31: Narrative Theory	1. Walsh Ch 12 2. "Panning for Gold" (Wylie) 3. Logotherapy, SWDR 264-272 (Guttman)	Application Presentation <u>Process Recording II</u>	Journal Leadership Team 7
Apr 7: Family Systems Theory	1. Walsh Ch 5 2. Using Genograms to Map Family Patterns, SWDR 409-422	Application Presentation	Journal Leadership Team 8
Apr 14: Feminist Relational Cultural	1. Feminist Theory, Ch 14 (Coady and Lehman) 2. Between Us (Downs)	Application Presentation	Journal Leadership Team 9

Date/Topic	Reading Due	Assignments Due	For Seminar
Apr 21: Solution Focused	1. Walsh Ch 10 2. Interview w/ Insoo Kim Berg 3. Fundamentals of Brief Treatment, SWDR 215-219	Application Presentation <u>Process Recording III</u>	Journal Leadership Team 10
Apr 28: Going Big Presentations	None	<u>"Going Big" Presentation</u> <u>Task Group Observation</u>	
May 5: End of Semester Celebration at Prof. Smith's House	None	<u>Case Assessment</u>	Taking stock of a semester in the field



...and examine group dynamics!