



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: Participation in Community Event and Reflective Paper

**PB4** Demonstrate professional demeanor in behavior, appearance, and communication

Objectives 1, 7

Assignments: Video Role Play and Critique

Social Work Theory Application

**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: Ethics Assignment

**PB10** Apply strategies of ethical reasoning to arrive at principled decisions

Objectives 1

Assignments: Community Event Participation and Reflection

Ethics Assignment

**EP2.1.10a Engagement**

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

Objectives 3, 4, 5

Assignments: Advocacy Assignment

Social Work Theory Application

**PB31** Develop a mutually agreed-on focus of work and desired outcomes  
Objectives 2, 3  
Assignments: Social Work Theory Application  
Case Assessment

#### **EP2.1.10b Assessment**

**PB35** Select appropriate intervention strategies  
Objectives 2, 3, 4, 5, 6  
Assignments: Social Work Theory Application  
Video Role Play and Critique  
Case Assessment

#### **EP2.1.10c Intervention**

**PB36** Initiate actions to achieve organizational goals  
Objectives 3, 4, 5, 6  
Assignments: Video Role Play and Critique

**PB37** Implement prevention intervention that enhances client capacities  
Objectives 2, 5, 6  
Assignments: Video Role Play and Critique  
Case Assessment

**PB39** Negotiate, mediate, and advocate for clients  
Objectives 4, 5  
Assignments: Community Event Participation and Reflection  
Case Assessment

**PB40** Facilitate transitions and endings  
Objective 3  
Assignments: Video Role Play and Critique

### **III. TEACHING METHODS**

This class will be taught using a variety of methods with an emphasis on experiential learning via an active learning-centered model. Teaching methods might include role-plays and simulations, case examples, student presentations, videos, class discussions, small group interactions, collegial consultation, lectures and guest lectures. The assignments will provide the opportunity for "learning by doing" in role-play, small groups, and individual and group projects. To achieve success in learning in this course, students must be willing to participate, take appropriate personal risks, utilize their creativity, and attend class. Students are encouraged to ask questions as well as provide the professor with information and feedback.

#### IV. REQUIRED TEXT AND MATERIALS

Walsh, J. (2010). *Theories for Direct Social Work Practice* (2<sup>nd</sup> edition). California: Wadsworth Cengage Learning.

Roberts, A.R., & Greene, G. (2002). *Social Worker's Desk Reference* (2<sup>nd</sup> edition). New York: Oxford University Press.

Additional required readings will be available on the course Blackboard website.

#### V. COURSE REQUIREMENTS

All students are required to complete one group presentation and three written assignments. Class participation will also be factored into the course requirement. The professor will provide detailed written information for each assignment.

Ethics Assignment	50 pts
Community Event Participation and Reflection	50 pts
Social Work Theory Application	75 pts
Video Role Play and Critique	50 pts
Case Assessment	100 pts
Class Participation	50 pts
In-Class Professional Development Application	25 pts
<b>Total</b>	<b>= 400 pts</b>

#### Ethics Assignment

You will be asked to write a paper, no more than five double-spaced pages, examining an ethical dilemma.

A separate assignment sheet will be provided. **Due Date: February 10, 2011 (50 pts)**

#### Community Event Participation and Reflective Paper

This semester you will be required to attend and participate in one community event to advocate for an issue you feel strongly about. The objectives for this assignment are:

1. To better understand the needs of agencies in the Austin community and the clients that they serve.
2. To analyze an agency's efforts in coordinating an event to address a particular client or agency-based need.
3. To promote the professional obligation of social workers to maintain an active role in advocacy, community organizing, and engagement.

4. To reflect upon how the community event impacted you personally and what possibilities you see for your involvement with community activities in the future.

You will participate in the event and then write a reflective paper about your experience.

The final due date for the reflective paper is **April 14, 2011**, and you are encouraged to submit the paper as soon after your participation in the community event as possible. The paper should be 5-7, double spaced pages in length.

A separate assignment sheet will be provided. **Due Date: April 14, 2011 (50 pts)**

## **Social Work Theory Application**

To further your understanding of practice theory, you will be assigned a demonstration of a theory in class. You will be assigned to a small group and given a theory to demonstrate.

The objectives of this assignment are to:

1. To demonstrate an understanding of a practice theory discussed in Practice II
2. To apply the assigned theory to a client population using role play
3. To share understanding of the theory and theory application with others in the class

A separate assignment sheet will be provided. **Due Date: See Class Schedule (75 pts)**

## **Video Role Play and Critique**

For this assignment, you will need to choose a partner (a member of the cohort) and schedule time to videotape a client session for approximately 30 minutes. Your client will need to come up with a problem or reason that he/she has been seeking the services of a social worker. The session will reflect that you have seen your client before and that you are in the **middle phase** of your work together. Talk with your partner in advance about the “problem” he or she has brought to you so that you are familiar with it and do not use session time for intake types of issues.

The objectives for this assignment are:

1. To demonstrate an **increased level of relational skills** (empathic responses, reflection, active listening, questioning technique, therapeutic confrontation, compassion, etc.);
2. To analyze the communication style between the worker and the client highlighting areas of growth and recognizing the use of strengths-based language throughout the session;
3. To continue the practice of giving and receiving constructive feedback from peers and supervisors.

*In lieu of your third process recording for Field Seminar, you may chose to have your field instructor review your video and complete a review sheet (see assignment sheet). The review sheet will be due May 5, 2011.*

A separate assignment sheet will be provided.

## **Reflection Due Date: One Week After Your Video Review (50 pts)**

### **Case Assessment Assignment**

This assignment will give you an opportunity to demonstrate the assessment and intervention planning skills you have developed in Practice II. The written assessment will be based on a theory of the student's choice and will be 15-20 double spaced pages. Eco-maps and Genograms are to be included in your paper and will not be counted in the page limit. It will be important to identify a client or clients from your field placement this semester who is/are appropriate for this assignment. Work with your field instructor to identify this client or client system.

The objectives for this assignment are:

1. To demonstrate client assessment and intervention selection abilities
2. To demonstrate appropriate use of practice theory in implementation of an intervention with a client
3. To demonstrate professional writing skills

A separate assignment sheet will be provided. **Due Date: April 28, 2011 (100 pts)**

### **Readings**

Discussion groups will occur during class for further dialogue regarding assigned readings. This will be a format explained in class and will take the place of monthly quizzes over readings. Participation points will accrue (or not) based on each group members' level of involvement and offering of discourse during these small group and larger class discussions.

### **Class Participation**

It is important to attend class on time, remain for the entire class, and be actively, appropriately, and meaningfully present for effective learning and demonstration of professional behavior. As graduate level social work students, it is expected that you will be able to participate on a deeper level in class discussions, taking healthy risks to work outside of your comfort zone. In order to receive the highest level of participation points, appropriate risk-taking for professional growth must be demonstrated. Participation points will be determined by attendance, level of interest, respect for others' learning needs and contributions to classroom discussions and activities. Being prepared for class by reading assigned material is part of this professional expectation as well. **(50 pts)**

## **In-Class Professional Development Application**

This assignment will occur in class only on April 28, 2011.

A separate assignment sheet will be provided. **Due Date: April 28, 2011 (25 pts)**

### **VI. Grades**

400-375 = A  
374-360 = A-  
359-349 = B+  
348-336 = B  
335-320 = B-  
319-310 = C+  
309-296 = C  
295-280 = C- (class failed, no credit)  
279-270 = D+  
269-256 = D  
255-240 = D-  
240-0 = F

### **VI. CLASS 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.

#### **Maintaining Confidentiality**

Information shared in class about agencies and clients is considered confidential according to the NASW Code of Ethics re: the sharing of information for educational purposes. However, discussion outside of class with individuals outside of the course regarding information shared in class about clients, supervisors or agencies is a breach of confidentiality. Breach of confidentiality is grounds for disciplinary action within the School and/or possible expulsion from the program.

#### **Professional Accountability and 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 sometimes we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

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 being willing to promote group cohesiveness in the learning environment.

In the Practice II and Field II courses, the student is expected to bring any concerns directly to the professor on an individual basis, if the issue is not appropriate to be discussed in class. Students should be prepared to discuss the concern openly, with willingness to accept feedback, and offer possible solutions.

### **Use of Computers/Cell Phones in the Classroom**

Practice II is a practice course, and class participation is essential. Laptop computers will not be allowed for note-taking in the classroom.

Cell phones should be turned off when class begins and remain off throughout the duration of the class. Text-messaging is not allowed during class time without special circumstances about which the professor has been made aware. These are issues of professionalism and will incur disciplinary action if necessary.

### **Time Management**

Assignments are due by 5:00 p.m. on the day of class through Blackboard or hard copy format. Papers turned in after 5:00 pm on the day of class are considered late. Students will lose 5 points per calendar day that an assignment is late. Students will not lose 5 points for one assignment turned in one day late during the semester. On subsequent days, assignments must be submitted before 5:00 p.m. to avoid an additional 5-point deduction. Late papers will be accepted via Blackboard to the professor. The student is responsible for emailing the professor to indicate that the assignment has been submitted.

### **Attendance**

Attendance and participation for the full three hours of class and the additional hour of field seminar is expected for all students. After two absences, the student will be asked to arrange for an office visit with the professor to discuss the attendance policy.

### **Participation Points will be deducted per absence in the following manner:**

**Absence 1: Zero points deducted**

**Absence 2: Five points deducted**

**Absence 3: Five points deducted**

Three or more absences may result in the student being dropped from Practice II and Field II. A student is considered late if arriving to class after 8:40am. Two late arrivals will count as one class 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. Students will be expected to contact their peers to secure any missed notes or handouts. The student may schedule an office visit with the professor if they wish to discuss missed classroom material in more detail.

As in any professional situation, students are expected to notify the instructor prior to class by email or cell phone if they will be late or cannot attend class due to an illness or emergency.

### **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.

### **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/>).

### **APA Guidelines and Crediting Sources**

When using information from other sources, references and bibliography should conform to current APA style. Instances of plagiarism will be dealt with according to University policy.

### **Writing Assignments**

Students are expected to produce high quality written work in terms of clarity, appearance, writing style, and content. Points will be deducted for errors, misspellings, incorrect grammar and punctuation, poor organization, insufficient information, and inferior word processing. Students are strongly encouraged to consult with one of the SSW Writing consultants, Beth Gerlock ([bgerlock@mail.utexas.edu](mailto:bgerlock@mail.utexas.edu)), or Stephanie Odom ([Stephanie.odom@mail.utexas.edu](mailto:Stephanie.odom@mail.utexas.edu)), for help with writing assignments.

### **Concerns about Grades**

Students with concerns or questions about grades are invited to discuss these with the professor. The professor cannot consider grade revisions beyond two weeks after the assignment is returned to the student.

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. Discussing the problem with your peer first is requested, using skillful and direct communication provided in a way that can be heard. If significant concerns remain, the student(s) is/are encouraged to approach the professor during the assignment's completion process, **before** the assignment is due.

### **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/>.

### **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>.

Email will be a frequently used mode of communication between the professor and students. All students are responsible for checking their email on a regular basis for class updates. Students are also responsible for alerting the instructor about any changes to their email addresses. Students can use email to ask the instructor questions between class meetings. However, a student will be expected to use sound professional judgment when deciding what is appropriate to discuss in email as opposed to scheduling an office appointment or visiting the professor during office hours.

### **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, communicate and collaborate online, post grades, submit assignments, and 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.

### **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 concerned about the well-being of a UT student or employee who may be 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.

## VII. COURSE SCHEDULE

Date	Topic	Assignment Due	Readings
1/20	<b>Class Orientation Ethics Application</b>		
1/27	<b>Advanced Interviewing Difficult Conversations  Introduction to Groups</b>		<b>Hepworth</b> , Chapter 18 <b>Corey, Corey, Corey</b> , Chapter 1
2/3	<b>Leadership  Guest Lecturer: Kathy Armenta, LCSW</b>		<b>Mizrahi</b> , SWDR, 872-881 <b>Loeb</b> , We Don't Have to Be Saints <b>Manning</b> , The Essence of Ethical Leadership
2/10	<b>Groups</b>	<i>Ethics Assignment</i>	<b>Corey, Corey and Corey</b> , Chapters 2, 3 and 4
2/17	<b>Groups, including Families</b>		<b>Hepworth</b> , Chapter 16
2/24	<b>No Class</b>	<i>School Social Work Conference or Outside Assignment</i>	
3/3	<b>Introduction to Theory Psychoanalytic Theory Psychodynamic Theory Attachment Theory</b>	<i>Outside Assignment if you did not attend the SSW Conference</i>	<b>Walsh</b> , Chapters 1, 3 and 4 <b>Schore &amp; Schore</b> , Modern Attachment Theory
3/10	<b>Case Management Solution-Focused Therapy Guest Lecturer: Cossy Hough, LCSW</b>		<b>Walsh</b> , Chapter 10 <b>Rothman</b> , An Overview of Case Management, SWDR, 751-755

3/17	<b>Spring Break/No Class</b>		
3/24	<b>Crisis Intervention/ Narrative Theory</b>	<i>In Class Application of Crisis Intervention and Narrative Theory</i>	<b>Walsh</b> , Chapter 12, 13 <b>Eaton &amp; Roberts</b> , Front Line Crisis Intervention, SWDR, 207-215 <b>Ligon</b> , Fundamentals of Brief Treatment, SWDR, 215-220 <b>Davis &amp; Jansen</b> , Making Meaning of Alcoholic Anonymous for Social Workers <b>Davis</b> , Ms. Palmer on Second Street
3/31	<b>Existential Theory</b>	<i>In Class Application of Existential Theory</i>	<b>Coady and Lehman</b> , Existential Theory (Chap.13) <b>Lantz and Walsh</b> , Elements of Short-Term Existential Intervention (Chapter 3)
4/7	<b>Family Systems Theory</b>	<i>In Class Application of Family Systems Theory</i>	<b>Walsh</b> , Chapter 5 <b>Papero</b> , Bowen Family Systems Therapy, SWDR 447-452
4/14	<b>Creativity</b> <b>Guest Lecturer: Vicki Packheiser, LCSW</b>	<i>Reflective Paper for Community Event Due</i>	
4/21	<b>Feminist/ Relational-Cultural Theory</b>	<i>In Class Application of Feminist/ Relational-Cultural Theory</i>	<b>Coady and Lehman</b> , Feminist Theory, Chap.14 <b>Downs</b> , Between Us: Growing Relational Possibilities in Supervision

			<p><b>Freedberg</b>, Re-examining Empathy</p> <p><b>Laird</b>, Family Centered Practice, Feminist, Constructionist, and Cultural Perspectives, pp 20-40</p>
4/28	<p><b>Termination Social Work Ethics in Micro and Macro Practice</b></p> <p><b>In Class Professional Development Application</b></p>	<p><i>Case Assessment Due</i></p>	<p><b>Walsh</b> reading on Closure posted on BB</p>
5/5	<p><b>Last Class Celebration!!!</b></p>		

### Bibliography for Practice II, Spring 2011

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- Coady, N. & Lehmann, P. (Eds.) (2008). *Theoretical perspectives for direct social work practice: A generalist-eclectic approach*. New York: Springer.
- Chernesky, R. (2002). Feminist Administration: Style, Structure and Purpose. *Feminist Practice in the 21st Century*. NASW Press.
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- Downs, M. (2006). Between Us: Growing Relational Possibilities in Clinical Supervision. *Stone Center* (105), 1-12.
- Fletcher, J.K. (2004). The paradox of postheroic leadership: An essay on gender, power, and transformational change. *The Leadership Quarterly*, 15, 647-661.

- Freedberg, S. (2007, July). Re-examining empathy: A relational feminist point of view. *Social Work*, 52(3), 251-259.
- Hepworth, D., Rooney, R., Rooney, G., Strom-Gottfried, K., Larson, J. (2006). *Direct Social Work Practice*. Thomson Brooks/Cole, Inc.
- Laird, J. (2002). Family-Centered Practice-Feminist, Constructionist, and Cultural Perspectives. *Feminist Practice in the 21st Century*. NASW Press.
- Lantz, J. & Walsh, J. (2007). *Existential Intervention in Clinical Practice*. Chicago: Lyceum Books, Inc.
- Loeb, P. (1999). We don't have to be saints. In *Soul of a Citizen* (pp.34-57). New York: St. Martin's.
- Manning, S.S. (2003). The essence of ethical leadership. In *Ethical Leadership in Human Services* (pp.3-20). Boston: Pearson Education.
- Schore, J.R., & Schore, A.N. (2008). Modern attachment theory: The central role of affect regulation in development and treatment. *Clinical Social Work Journal* , 36, 9-20.

### **Further Readings**

- Efran, J. & Greene, M. (2005, November/December). The art of therapeutic conversation. *Psychotherapy Networker*, 33-36.
- Freud, S. (1998, September/October). The baby and the bathwater: Some thoughts on Freud as a postmodernist. *The Journal of Contemporary Human Services*, 455-464.
- Hyde, C. (2002). The Politics of Authority: A Case Analysis of a Feminist Health Center. *Feminist Practice in the 21st Century*. NASW Press.
- Seely, K. (2004). Short-term intercultural psychotherapy: Ethnographic Inquiry. *Social Work*, 49(1), 121-130.