

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

Course Number:	383T	Instructor	KATHY ARMENTA, ACSW, LCSW
Unique Number:	62655	Office Number:	3.124C
Semester:	Spring 2011	Office Phone:	Office: 471-8230 Home: 291-8766
Meeting Time/Place:	Wed. 8:30-11:30 a.m. (Field Seminar for SW384S Field II: Thurs. 11:30- 12:30p.m.) Room: 2.112	Office Hours:	2-3 p.m.Wednesday And Always Available To Schedule An Appointment

SOCIAL WORK PRACTICE II

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. 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 interprofessional 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: Video Role Play & 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 Application

PB10 Apply strategies of ethical reasoning to arrive at principled decisions
Objectives 1
Assignments: Advocacy Assignment and Ethics Application

EP2.1.10a Engagement

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

Objectives 3, 4, 5

Assignments: Social Work Theory Application and Advocacy Assignment

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

Objectives 2, 3

Assignments: Social Work Theory Application

EP2.1.10b Assessment

PB35 Select appropriate intervention strategies

Objectives 2, 3, 4, 5, 6

Assignments: Video Role Play & Critique and Social Work 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

PB40 Facilitate transitions and endings

Objective 3

Assignments: Video Role Play & Critique

III. Teaching Methods

This class will be taught using a variety of methods with an emphasis on experiential learning: role play, videos, class discussion, small group interactions, applications, guest speakers and didactic lectures.

The assignments will provide the opportunity for "learning by doing". For success in this class you must be willing to participate, risk yourself, stretch your creativity, and attend class! You are encouraged to ask questions, give the Instructor feedback, and meet with the Instructor individually as needed.

IV. Required Texts and Materials

- 1.) Corey, M. and Corey, G. (2010). *Groups: process and practice* (8th Ed.). Pacific Grove, CA.: Brooks/Cole Publishing Co.
- 2.) Coady, Nick and Lehmann, Peter (editors) 2008. *Theoretical Perspectives for Direct Social Work Practice* (2nd Ed.). New York, NY., Springer Publishing Company.
- 3.) Roberts R., Albert and Greene, Gilbert J. (editors) 2009. *Social Worker's Desk Reference* (2nd Ed.) New York: Oxford Press.
4. Hepworth, D., Rooney R., Larson J. (2010). *Direct social work practice: theories and skills* (8th Ed.). Belmont, CA: Brooks/Cole Publishing Co.
- 5.) **Student will select one book from a list provided to complete Assignment #6.**
- 6.) **Reading Packet: Available at Speedway Printing in Dobie Mall.**

V. Course Requirements

There are **six major assignments** for this class. As always, papers and presentations need to incorporate: diversity, at-risk populations, values, ethics, social and economic justice. **Detailed guidelines for each assignment will be provided by Instructor.**

1. Assignment #1:

Seven (7) **REFLECTIVE PAPERS**; one- two pages in length. Five Reflective Papers will integrate readings with reflection of process on each session of class role plays. A sixth paper will be a reflection on the experience of attending a professional development opportunity. A seventh paper will be a reflection on a group experience in field internship. Note: **Each paper is due the next class after each role play; First one due: Feb. 9th;. The Reflective Paper on a professional development experience is due two weeks after the event. The Reflective Paper on a group experience is due anytime during the semester – but no later than April 6th.**
(15 points each for a total of 105 points)

2. Assignment #2:

SOCIAL WORK THEORY APPLICATION --- Group Presentation: Due either Mar. 2 or Mar. 9th (outline due to class week before). (100 pts.)

3. Assignment #3:

In class APPLICATIONS: An opportunity to use creative expression, critical analysis and creative problem solving with application to a case study or experiential learning activity in ethics, use of self and macro work and field. **Jan. 26, March 23 and April 13**
(15pts. each – Total 45pts.)

4. Assignment #4:

VIDEO ROLE PLAY AND CRITIQUE- a follow up opportunity from Practice I, to continue to self- assess, fine tune interviewing skills in a middle and working phase of a session, and to demonstrate a theoretical application. **Video and Critique Due Week of Mar. 30– April 5th during small peer group critique sessions. (100 pts.)**

5. Assignment #5:

ADVOCACY ASSIGNMENT – A SPEAK OUT ----a practice opportunity to articulate and advocate about an issue on a **Macro level** through one or more avenues of expression. 5-7 minute presentation on April 27th. Student will consult throughout the semester with Instructor, as to decisions and process for developing the Speak Out. **Assignment to be completed anytime during the semester, prior to April 27th (100 pts.)**

6. Assignment #6:

PROFESSIONAL DEVELOPMENT/USE OF SELF INTEGRATIVE PAPER; an opportunity to critically reflect on professional development applications over the course of the semester. **Due May 4th (120 pts.)**

CLASS PARTICIPATION (130 pts.):

As a continuing expectation from Practice I, students will be expected to express their thoughts and opinions and to ask questions and make comments relevant to the course material and field experience. Since it is imperative for effective social work practice, that the skills of leadership, assertiveness and critical thinking be encouraged and developed, this course will provide content and opportunity for such skill development. Reflections and dialogue between both instructor and student and between students is encouraged. Professional accountability and responsibility implies consistent attendance and punctuality and are aspects of this participation grade as well. **(100 pts.)**

Additionally, as a component of the participation grade, students will be required to attend and observe at a community Self-Help/Support group and be prepared to discuss the experience during class on April 13th.

Instructions will be provided for the above “self help group observation” - written report is NOT required – (30 pts.)

TOTAL # OF POINTS FOR COURSE = 700 pts.

GRADES

Letter grades will be determined by the total number of points accumulated over the course according to the following distribution:

A	658 – 700
A-	630 – 657
B+	609 – 629
B	588 – 608
B-	560 – 587
C+	539 – 559

C	518 – 538
C-	490 – 517 (NOTE: NO GRADUATE CREDIT)
D+	469 – 489
D	448 – 468
D-	420 – 447
F	below 419

VI. Class Policies

Attendance

The class will operate according to the same guidelines established in Practice I. Class attendance is expected, as is handing in assignments on time. Students will lose 5 points per calendar day that an assignment is late. **Points will be deducted for carelessness or sloppy presentation.** Any adjustments in assignment due dates **MUST** be discussed with the Instructor at least 24 hours **PRIOR** to the regularly scheduled date.

Students who fail to attend class on a regular basis (missing more than 2 classes without a valid excuse, e.g., medical documentation) may receive one course grade lower than their final grade when all points are totaled. Please notify the Instructor **PRIOR** to class, using the **telephone numbers given (not be email), if you cannot attend due to illness or emergency.** A student who is absent from a class 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.

Confidentiality

Information shared in class about agencies and clients is considered to be confidential according to the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that information is shared in class for this purpose. **However, discussions outside of class with individuals not in the cohort, regarding information shared in class about clients, supervisors, or agencies, is a breach of confidentiality. Breach of confidentiality is a basis for removal from a Field Placement.**

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.

Technology

For class presentations, students are expected to preview their presentations on the classroom console equipment for troubleshooting ahead of time. Technology assistance is available within our department – but not guaranteed to be available at the time of a class presentation. It is part of a presenter's responsibility to check the media and have a back up strategy. Class time is precious and points will be deducted for time lost due to media issues that could have been addressed in advance.

VII. Course Schedule

Date	Description	Text / Readings
1/19	Overview of Course, assigned readings and assignments	Corey and Corey, Chaps. 1, 2, and 4
	Setting the Stage for The Work	Coady & Lehmann, Chap. 1
	The “artistry” of Social Work – Creativity and Use of Self	Hare, “Defining social work for 21 st century” (reading packet -RP)
	Application Assigned	
1/26	In Class APPLICATION #1	Corey and Corey, Chaps. 5,6
	Introduction of Group Work Practice –self assessment of group skills	H.R.L. et al, Chap. 11
	Key Elements of Group Dynamics – beginning skills	Coady & Lehmann, Chaps. 2 & 3
	Experiential Group Work	SW Desk Reference (SWDR): #97
2/2	Group Role Play #1	Corey and Corey, Chaps. 3,7,8 (consult/ reference as needed Chaps. 9-12 for specific populations)
	Group Content con’t	
	Evidence-based Practice (EBP) brought to life	H.R.L, Chap. 16
	Theory groups assigned	Morley, “Teaching critical practice . . .” (RP)
		SWDR: #'s 161, 163 & 168
2/9	Group Role Play #2	Coady & Lehmann, Chaps. 6,7,8
	Reflective paper #1 Due	SWDR: #'s 32 & 42
	Introduction to Social Work Theories and Frameworks	
	Psychoanalytic/Ego Psychology/Attachment	Bransford, “Reconciling paternalism . . .”(RP)

2/16	<p>Group Role Play #3</p> <p>Reflective paper #2 Due</p> <p>Macro Connections / Social Justice, Activism for Practitioners</p>	<p>H.R.L. et al, Chap. 14</p> <p>Loeb, “We don’t have to be saints” (reading packet)</p> <p>Weick, “Hidden voices”, (reading packet)</p> <p>SWDR: #'s 130 & 131</p>
2/23	<p>NO CLASS – Professional Development Opportunity through attendance/participation at the “School Social Workers Conference” and/or working on Theory Group Assignment</p> <p>HOWEVER – Reflective Paper #3 Due</p>	<p>Catch up or Get Ahead</p>
3/2	<p>GROUP PRESENTATIONS:</p> <ol style="list-style-type: none"> 1. Cognitive-Behavioral Theory 2. Feminist Theory/Relational Model 	<p>Coady & Lehmann, Chaps. 9 and 14</p> <p>Freedberg, “Reexamining empathy: a relational feminist . . .”(reading packet)</p> <p>SWDR: #'s 31, 37, 39 & 83</p>
3/9	<p>GROUP PRESENTATIONS CONTINUE:</p> <ol style="list-style-type: none"> 3. Existential-Humanist Theory 4. Social Constructivism/Narrative Theory 	<p>Coady & Lehmann, Chaps. 13, 15, 16</p> <p>(Davis/Jansen, “Making meaning of . . . “ (reading packet)</p> <p>SWDR: #'s 36, 40, 87</p>

3/14-3/18 SPRING BREAK!!!

R & R

3/23

Role Play #4

The Voice of the Social Work Leader – An Untapped Resource

Exemplary Leadership Practices, Styles

IN CLASS APPLICATION #2

Manning, “The essence of ethical leadership”(reading packet)

Rocha/Poe/Thomas, “Political activities of social workers”(reading packet)

3/30

Role Play #5

Crisis Theory, Brief Interventions/Conflict and Deescalation

Reflective Paper # 4 Due

Video Tape and Critique Due March 31 – April 6th during Peer Critique Groups

Coady & Lehmann, Chaps. 10, 17

H.R.L. et al Chap. 13

SWDR: #'s 26, 105, 156

4/6

Video role play clips

Termination/Evaluation/Critical Elements for final stages of “the work” –micro to macro

Reflective paper #5 Due

Revisit HRL – Chap. 19

Dillon, “When the work doesn’t . . .” (reading packet)

4/13	<p>Video role play clips</p> <p>IN CLASS APPLICATION #3 – Case Study with theory applications</p> <p>Self Help Group Experiences Discussed</p>	<p>Tervalon & Murray-Garcia, “Cultural humility vs. cultural competence” (reading packet)</p>
4/20	<p>Creative Arts Therapies – Guest Presentations</p>	
4/27	<p>Speak Out Assignment Completed – Discussed in Class</p> <p>Synthesis of course content</p> <p>Course Evaluation</p>	<p>McKee, “Excavating our frames . . .” (reading packet)</p>
5/4	<p>Use of Self/Professional Development” Paper Due</p> <p>Field Portfolios Due</p> <p>Discussion of CAL projects from Field Internship</p> <p>Final Group/Process/Celebration/Rituals for Termination & Class Celebration at Instructor’s home</p>	

Bibliography for Practice II, Spring 2011

- Bransford, C.L. (2011). Reconciling paternalism and empowerment in clinical practice: An intersubjective perspective. *Social Work, 56*(1), 33 – 41.
- Davis, D.R. & Jansen, G.G. (1998). Making meaning of alcoholics anonymous for social workers: Myths, metaphors, and realities. *Social Work, 43*(2), 169-182.
- Dillon, C. (2003). When the work doesn't work. In *Learning from mistakes in clinical practice* (pp. 148-170). Boston: Thomas Wadsworth.
- Freedberg, S. (2007). Re-examining empathy: A relational feminist point of view. *Social Work, 52*(3), 251-259.
- Hare, I. (2004). Defining social work for the 21st century: The International Federation of Social Workers' revised definition of social work. *International Social Work, 47*(3), 407 – 424.
- 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.
- McKee, M. (2003). Excavating our frames of mind: The key to dialogue and collaboration. *Social Work, 48*(3), 401-408.
- Morley, C. (2008). Teaching critical practice: Resisting structural domination through critical reflection. *Social Work Education, 27*(4), 407-421.
- Rocha, C., Poe, B. & Thomas, V. (2010). Political activities of social workers: Addressing perceived barriers to political participation. *Social Work, 55*(4), 317-325.
- Tervalon, M. & Murray-Garcia, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. *Journal of Health Care for the Poor and Underserved, 9*(2), 117-125.
- Weick, A. (2000). Hidden voices. *Social Work, 45*(5), 395-402.