

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

<b>Course Number:</b> SW 383 T	<b>Instructor:</b> Joan Asseff, LCSW Clinical Assistant Professor
<b>Unique Number:</b> 61335	<b>Office Number:</b> 3.124C
<b>Semester:</b> Spring 2018	<b>Cell:</b> 512 627-5008
<b>Meeting Time/Place:</b> SW 2.122 Wed. 8:30am- 11:30am (Field Seminar 11:30am-12:30pm)	<b>Office Hours:</b> Wed. 12:30 pm – 1:30 pm (or by appointment)
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**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 should be able to:

1. Critically analyze professional values, ethical dilemmas and ethical decision making and their impact on service delivery, policy and practice;
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;
3. Apply beginning practice skills in the development, leadership and evaluation of small groups in agency, organization and community settings;
4. Identify aspects of human diversity within and between groups and the implications for this diversity in assessment, planning, intervention and evaluation;
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;

6. Apply a beginning level of skill in utilizing empirical knowledge to evaluate theoretical frameworks, intervention plans and practice effectiveness;
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.

## **EPAS Competencies**

The Steve Hicks 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, the UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS).

**Using a common evaluation instrument, this course measures the implementation of knowledge, skills, values, and/or cognitive and affective processes to assess the following competencies:**

### **Competency 1: Demonstrate Ethical and Professional Behavior**

Outcome 1.1: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context

Outcome 1.2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations

Outcome 1.3: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication

Outcome 1.4: Use technology ethically and appropriately to facilitate practice outcomes

Outcome 1.5: Use supervision and consultation to guide professional judgment and behavior

### **Competency 6: Engage with Individuals, Families & Groups**

Outcome 6.2: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

### **Competency 7: Assess Individuals, Families & Groups**

Outcome 7.1: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies

Outcome 7.3: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies

Outcome 7.4: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

### **Competency 8: Intervene with Individuals, Families & Groups**

Outcome 8.1: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies

Outcome 8.3: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes

Outcome 8.4: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies

Outcome 8.5: Facilitate effective transitions and endings that advance mutually agreed-on goals.

### **Competency 9: Evaluate Practice with Individuals, Families & Groups**

- Outcome 9.1: Select and use appropriate methods for evaluation of outcomes  
Outcome 9.3: Critically analyze, monitor, and evaluate intervention and program processes and outcomes  
Outcome 9.4: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

### **III. TEACHING METHODS**

This class will be taught using a variety of teaching methods to foster a stimulating, creative and collaborative learning community. Experiential learning that builds upon students' field instruction will be emphasized. Other teaching methods include small group interaction, class discussion, role-play, videotaping, videos, guest speakers, lecture and learning activities in the community. For a meaningful experience in this class, students must actively participate, take risks, stretch their creativity, apply their critical thinking skills and attend class regularly. All students are encouraged to ask questions, raise issues, provide the instructor feedback and meet with the instructor individually as needed to enhance their learning.

### **IV. REQUIRED TEXTS AND MATERIALS**

Walsh, J. (2014). *Theories for direct social work practice*. Stamford, CT: Cengage Learning. (3rd Edition)

**Students will also continue to use the following texts from Social Work Practice I:**

Hepworth, D., Rooney, R., Rooney, G., Strom-Gottfried, K., & Larson, J. (2013). *Direct social work practice: Theories and skills*. (10th ed.). Brooks/Cole.

Corcoran, K. and Roberts, A. R. (2015). *Social workers' desk reference*. Oxford, England: Oxford University Press.

All required readings listed on the class schedule that are not found in the required texts will be available on Canvas. If readings are added to the reading list after the beginning of the class semester, you will be notified by the professor, generally by email.

### **V. COURSE REQUIREMENTS**

Students will be required to complete the assignments listed below. Detailed assignment learning objectives and instructions, including expected demonstration of content mastery and skill development will be provided in a separate handout. All assignments will be discussed in detail in class and students are encouraged to meet with the instructor should they have any questions about the assignments. Grading sheets with point allocation will be provided with the assignment guidelines. All assignments will be graded on depth and quality of required content, creativity and critical thinking skills, overall professionalism and quality of writing. Specific point totals for each assignment are indicated below.

## **Community-Based Group Observation (10 points)**

**Due 2/21/18**

This assignment is designed to provide students with a community based learning experience to increase their knowledge of therapeutic group process and leadership skills. Students will attend a community support (such as a 12-step program) or task group and write a brief analysis of their observations demonstrating their knowledge of group process, group leadership skills, actual or potential ethical dilemmas in groups and the important role of community or organizational context. Using the lens of their emerging professional knowledge, students will complete a two-page paper. **Students will submit a plan by 1/31/18 to the instructor for their choice of group.**

## **Video Role Play, Assessment, Intervention and Critique (20 points)**

**Video Review Sessions: Wednesday, 3/7 (You will sign up for a review session time)**

**Paper is due: Friday, 3/9 by 5:00 pm**

The purpose of this assignment is to provide students with an opportunity to further develop the social work practice skills learned in Practice I and to demonstrate a beginning level of skill in the application of a social work practice theory/intervention. Students will prepare a 20 minute video role-play with a partner from class and participate in small group viewing and feedback sessions to deepen their clinical learning and further develop their comfort and skill in the use of supervision and consultation. The session will reflect that you have seen your “client” before and that you are in the **middle/work phase** of your work together. **Students should demonstrate efforts to utilize at least one theory based intervention when working with their client.** 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.

You will review approximately 5-7 minutes of your videotaped session with your professor and 2-4 of your peers on **3/7/17. (5 points)**

A written, 5-6 page paper will also be completed, including: a very concise (one-page) assessment of the client, a critique of the video, emphasis on a selection of an appropriate intervention or interventions, attention to macro level implications of the client’s presenting problem and the ethical and theoretical dimensions of the case. A separate assignment sheet will be provided. **(15 points)**

**\*\*In lieu of your third process recording for Field Seminar, you may choose to have your field instructor review your video and complete a review sheet (see assignment sheet). The review sheet is due 3/28/17.**

### **Social Work Theory Presentation (20 points)**

**Due 4/4, 4/11, 4/18, or 4/25 See course schedule for Theory Group Presentation Dates**

The purpose of this assignment is to further develop student's research, critical thinking, and presentation skills while increasing their knowledge and skill in the application of a social work practice theory. Students will also have the opportunity to develop their effective task group membership skills. Students will collaborate in a small group project that culminates in a "professional staff development training" on a skill-based application of a practice theory for the class. Students will choose from 4 theories: Family Systems Theory, Existential Theory, Relational Cultural Theory, and Narrative Theory. Creativity is encouraged to facilitate interactive learning and class engagement.

A separate assignment sheet will be provided.

### **Advocacy Project Speak Out (15 points)**

**Plan due: 3/21**

**Paper due any time before or on: 5/2**

**Presentation due: 5/2**

The purpose of this assignment is to provide an opportunity for you to participate in a community event of importance to you and your beliefs and then write a reflective paper about your involvement. You will also be required to conduct a persuasive presentation about a social/political issue related to your experience. This assignment is designed to provide students with a community based learning experience to foster the development of their leadership and advocacy skills along with their "professional voice" in promoting social justice.

There are three components to this assignment:

- 1. Proposal: Students will write a proposal identifying an advocacy event they plan to participate in and submit it to the instructor for approval by 3/21/18.**
2. Paper: Students will critique their event and reflect on their experience as a participant.
3. Presentation: Student will give a brief presentation to the class about their event.

A separate assignment sheet will be provided.

### **Final Case Analysis (20 points)**

**Due: 5/7 to CANVAS**

The purpose of this assignment is to help students consolidate their knowledge and skills, and to comply with the school's CSWE accreditation process. Students will read a fictional case and answer a set of questions about the case. The case and questions will test students' competency in the areas of ethics & professionalism, and engagement, assessment, intervention and evaluation of individuals, groups & families.

## **CLASS PARTICIPATION AND PREPAREDNESS**

It is important to attend class on time, remain for the entire class, and be actively and meaningfully present for effective learning and demonstration of professional behavior. Because you are 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, healthy 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.

**Participation points will be deducted per class absence in the following manner:**

**Absence 1: -0 points (with timely email/text/phone call; -1 without email/text/phone call)**

**Absence 2: -3 points**

**Absence 3: -4 points**

**Unprofessional behavior in class (using electronics, dozing, side chatting or other distracting behavior, etc.): -1 point**

**Each tardy or early departure (outside of emergency situations): -1 points**

**Lack of preparation: -1 points**

Being prepared for class by reading assigned material is part of this professional expectation as well. Up to 15 **Participation and Preparedness** points will be awarded based on evaluation of preparedness for and engagement in class discussions of assigned reading. **(15 points)**

## **VI. EVALUATION AND GRADING**

**Community-Based Group Observation = 10**

**Video Role Play, Assessment, Intervention and Critique = 20**

**Social Work Theory Presentation = 20**

**Advocacy Project Speak Out = 15**

**Final Case Analysis = 20**

**Class Participation and Preparedness = 15**

**TOTAL = 100**

### **Extra Credit**

Students may submit one extra credit assignment in the spring 2018 semester, earning up to 2 extra points toward the semester's final points total. Extra credit assignments will be determined and assigned by the instructor during the course of the semester and a separate assignment sheet will be provided. **(2 Points) Due: 4/25/18**

The following graduate grading scale will be used to determine the final letter grade for the course. **The student who earns an A for this course is one who, over the course of the semester, consistently submitted excellent work.**

94.0 and Above A  
90.0 to 93.999 A-  
87.0 to 89.999 B+  
84.0 to 86.999 B  
80.0 to 83.999 B-  
77.0 to 79.999 C+  
74.0 to 76.999 C  
**70.0 to 73.999 C- (Class failed/no credit)**  
67.0 to 69.999 D+  
64.0 to 66.999 D  
60.0 to 63.999 D-  
Below 60.0 F

## 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 (found in the MSSW Handbook, see web addresses below) and assume responsibility for their own conduct.

**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/> and on Canvas**

Professional behavior is expected of all students both in research and in the classroom. Professional behavior in the classroom includes the following:

**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.

**TIME MANAGEMENT:** Assignments are all due to Canvas on the dates indicated by 5:00 pm. Papers turned in after 5:00 pm are considered late. Students will lose **two points** per calendar day that an assignment is late. On subsequent days, papers must be submitted to Canvas before 5:00 p.m. to avoid an additional two point penalty. Any adjustments in assignments due dates and/or examination **MUST** be discussed with the instructor **PRIOR** to the scheduled due date. **Students have one free late day per semester to be used at their discretion, but must indicate in Canvas that they are choosing to use this “pass” when they submit the assignment.**

**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.

**CONCERNS ABOUT A 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.

**PAPERS:** Students are expected to produce high quality written work in terms of appearance, style, and content (see individual assignment guidelines in Canvas for details). All papers should use APA guidelines. Papers submitted after 5:00 pm 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).

**FEEDBACK:** You will have at least two formal opportunities – mid semester and end of semester – to give anonymous 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 the instructor, it helps future students and is a great way to practice giving constructive feedback, a useful skill in direct practice with clients.

**STUDENT PRIVACY AND CONFIDENTIALITY:** Class discussions or role plays can on occasion bring up strong emotions or raise issues of a personal nature. For student privacy, it is recommended that students not discuss matters of a highly sensitive nature in class. If students need to talk, it is recommended that they speak to the professor. Student privacy and confidentiality will be protected unless the matter must be reviewed by the School of Social Work or must be reported by law (please refer to the MSSW Handbook and Title IX requirements). The professor can connect students with resources in the community if personal needs exceed what can be provided by the instructor.

**CLIENT PRIVACY AND CONFIDENTIALITY:** If class work prompts students to reflect on past or current client contact, and sharing information about that contact is necessary for the learning process, students are encouraged to protect the client's privacy and confidentiality by sharing information judiciously and anonymously.

**USE OF COMPUTERS/CELL PHONES IN THE CLASSROOM:** Practice II is a practice course, and class participation is essential to successful learning. 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 unless special circumstances arise, about which the professor has been made aware. These are issues of professionalism and will incur disciplinary action if necessary.

**USE OF CANVAS IN CLASS:** In this class, the professor uses Canvas Web based course management system with password protected access at <http://canvas.utexas.edu> to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online quizzes and surveys. Students can find support in using Canvas at the ITS Help Desk. For more information go to <http://www.utexas.edu/its/helpdesk/>

**CHANGES TO THE 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.

## **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.

**PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM.** The professor expects students to act as 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. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

**UNANTICIPATED DISTRESS.** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at [512-471-3515](tel:512-471-3515) or online at <https://cmhc.utexas.edu/>.

**POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION.** Public social networks are not private. Even when open only to approved or invited members, users cannot be

certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

**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/>.

**USE OF COURSE MATERIALS.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

**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). A student should present the letter

to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

**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, examination, work assignment, or 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.

**TITLE IX REPORTING.** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, agency-based field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

**CAMPUS CARRY POLICY.** The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

**CLASSROOM CONFIDENTIALITY.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

**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 for keeping the university informed about a change of 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 between 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](tel: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 in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering 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 are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

## IX. COURSE SCHEDULE

The following is a general guide to the Spring 2018 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 in class and/or by email. Please check canvas and email regularly for any updates.

**HRRS=Hepworth, Rooney Direct Social Work Practice Text**

**SWDR=Social Worker's Desk Reference Text**

**C & C=Corey and Corey Text**

**CANVAS=Look for additional readings.**

Date	Topic	Assignment Due	Readings
1/17/18	Course Syllabus and Review  Skills Throw Down & Ethics Review  Intro to Advocacy,	<b>All Practice II (P) and Field Assignments (F) are due to Canvas by 5:00pm on the date due.</b>	Course syllabus

	Group Work and Theory	<b>**Pick seminar leadership groups.</b>	
<b>1/24/18</b>	The Social Worker as Leader in Advocacy	<b>F: Journal 1 Due Friday</b> <b>F: Last semester wrap up materials due.</b>	HRRS: Chapter 14  SWDR: Mizrahi, Community Organizing Principles, pp 894-906  CANVAS: Links to clips of various types of advocacy.
<b>1/31/18</b>	The Social Worker as Leader in Group Work	<b>F: Journal 2 Due Friday</b>  <b>P: Community-Based Group Observation Plan Due</b>	HRRS: Chapter 11 HRRS: Chapter 16  Making Meaning of AA for Social Workers – Davis & Hansen
<b>2/7/18</b>	The Social Worker as Leader at the Organizational Level  Task Groups	<b>F: Journal 3 Due Friday</b>  <b>F: Process Recording # 1 Due</b>  <b>F: Seminar Group # 1</b>	CANVAS: Toseland and Rivas: Ch 11  CANVAS: Groupthink - Lehrer  CANVAS: Mindtools Article
<b>2/14/18</b>	The Social Worker as Leader in Therapeutic Groups	<b>F: Journal 4 Due Friday</b>  <b>F: Seminar Group # 2</b>  <b>**Pick Theory Presentation Groups/Dates and Video Role Play Partners/Times</b>	CANVAS: Yalom, The Therapist Working in the Here and Now  SWDR: Pomeroy, Anderson, and Garcia, Bereavement and Grief Therapy, pp 675-684.

<p><b>2/21/18</b></p>	<p>Making the Theory to Practice Connection</p> <p>Ego Psychology, Object Relations, and Attachment Theory</p>	<p><b>F: Journal 5 Due Friday</b></p> <p><b>F: Seminar Group # 3</b></p> <p><b>P: Community-Based Group Observation Paper Due by 5:00 pm on CANVAS.</b></p>	<p>Walsh: Chapters 2, 4, 5</p> <p>CANVAS: Stalker and Hazelton, Attachment Theory</p>
<p><b>2/28/18</b></p>	<p>Cognitive Behavioral Therapy, Dialectical Behavior Therapy &amp; Mindfulness</p> <p>Guest Speaker</p>	<p><b>F: Journal 6 Due Friday</b></p> <p><b>F: Seminar Group # 4</b></p>	<p>Walsh: Chapters 7 &amp; 8</p> <p>SWDR: Vonk and Early, Cognitive Behavioral Therapy, pp 257-263</p> <p>CANVAS: Baer, R. Mindfulness Training as a Clinical Intervention</p>
<p><b>3/7/18</b></p>	<p>Video Role-Play Review</p> <p><b>No formal class or seminar: Attend your assigned review group only.</b></p>	<p><b>F: No journal due (optional journal available)</b></p> <p><b>F: Process Recording # 2 Due</b></p> <p><b>P: Video Role Play Critique Papers Due by Friday 3/9 at 5:00 pm.</b></p>	<p>No readings</p>
<p><b>3/14/18</b></p>	<p><b>ENJOY YOUR SPRING BREAK</b></p>		<p>No readings</p>

<p><b>3/21/18</b></p>	<p><b>Class Will Attend the Jack Otis Lecture at 9am to 11:30 am: Environmental Justice, Racism, and Health</b></p>	<p><b>F: Journal 7 Due Friday</b></p> <p><b>F: Seminar Group # 6</b></p> <p><b>P: Advocacy Project Proposal Due</b></p>	<p>CANVAS: Rosenberg, Battling America's Other PTSD Crisis.</p> <p>SWDR: Vonk, The Assessment and treatment of posttraumatic stress disorder, pp. 601-607.</p>
<p><b>3/28/18</b></p>	<p>Crisis Intervention with a focus on trauma</p> <p>Solution Focused Therapy</p>	<p><b>F: Journal 8 Due Friday</b></p> <p><b>F: Seminar Group # 7</b></p> <p><b>F: Field Instructor Review of Video Role play due (optional)</b></p>	<p>Walsh: Chapter 10 &amp; 13</p> <p>SWDR: Cain, Social Work Practice in Disasters, pp 75-86.</p> <p>SWDR: Lee, The Miracle Question, pp 308-315.</p>
<p><b>4/4/18</b></p>	<p>Structural Family Theory</p> <p>(Theory Presentation Group 1)</p>	<p><b>F: Journal 9 Due Friday</b></p> <p><b>P: Structural Family Theory Group Presentation Due</b></p>	<p>Walsh: Chapter 9</p> <p>SWDR: Aponte and Kissil, Structural Family Therapy, pp 448-456.</p> <p>SW Podcast: Family Psychoeducation: An Interview with Carol Anderson</p>
<p><b>4/11/18</b></p>	<p>Relational Cultural Theory</p> <p>(Theory Presentation Group 2)</p>	<p><b>F: Journal 10 due Friday</b></p> <p><b>P: Relational Cultural Theory Group Presentation Due</b></p>	<p>CANVAS: Comstock, et. al, Relational Cultural Theory.</p> <p>CANVAS: Harling and Sparks, Working in a Non-relational World</p> <p>SWDR: Ishizuka &amp; Husain, Anti-Oppressive Practices, pp 969-980</p>

<p><b>4/18/18</b></p>	<p>Narrative Theory  (Theory Presentation Group 3)</p>	<p><b>P: Narrative Theory Group Presentation Due</b></p>	<p>Walsh, Chapter 12  CANVAS: Combs and Freedman, Narrative, Poststructuralism, and Social Justice: Current Practices in Narrative Therapy.</p>
<p><b>4/25/18</b></p>	<p>Existential Theory  Grief and Loss  (Theory Presentation Group 4)</p>	<p><b>F: Process Recording 3 (&amp;4 if needed) Due</b>  <b>P: Existential Theory Group Presentation Due</b>  <b>P: Extra Credit Due</b></p>	<p>CANVAS: Existential Theory, Coady and Lehman  CANVAS: Goldsworthy, Grief and Loss Theory in Social Work Practice . .  SW Podcast: Existential Therapy</p>
<p><b>5/2/18</b>  <b>Last Class</b></p>	<p>Advocacy Speak Out Brief Presentations  Endings, Celebration to Celebrate Growth and Success (Potluck brunch)</p>	<p><b>F: Student Self-Reflection for Field II Due</b>  <b>F: All field hours (emailed to Joan) and Final Evaluations (online) Due by 5:00 pm on 5/10.</b>  <b>P: Advocacy Paper Due by 5:00 PM</b>  <b>P: Final Case Analysis Due by Monday 5/7 at 5:00 pm.</b></p>	



## X. BIBLIOGRAPHY

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