

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 methods with an emphasis on experiential learning including role-play, video, class discussion, small group interaction, lecture and guest speakers. The assignments will provide the opportunity for "learning by doing" in role-play, small groups, and individual projects. 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 arrange times to see the instructor individually if you think it would be helpful for your learning.

IV. REQUIRED TEXTS AND MATERIALS

Turner, F.J. (2011). *Social work treatment* (5th ed.). New York: Oxford University Press.

Corey, M., Corey, G., & Corey, C. (2014). *Groups: Process and practice* (9th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.

Corcoran, K. & Roberts, A. (2015). *Social workers' desk reference* (3rd ed.). New York, NY: Oxford University Press. This text is required upon admission to MSSW Program.

Reading packet will be available on Canvas.

Additional readings/handouts as assigned.

V. COURSE REQUIREMENTS

(You will be given handouts with complete instructions.)

1. A series of four brief assignments:
 1. In-class ethics reflection
 2. Choose your own adventure: Social Justice through the lens of art or ECHO Point in Time (P.I.T.) Count
 3. Community Group Observation and brief paper
 4. In-class group leadership activity
2. Social Work Theory Application
3. Advocacy Assignment: Speak-out
4. Video role-play, consultation, critique and macro application
5. Final Case Analysis (common assignment)

6. Professional engagement points will be determined by your:
 Reliability and attendance, your class participation, and your professional conduct and civility in the classroom (see class policies).

4 brief assignments (25 points each)	100 points
Social Work Theory Application	100 points
Advocacy Assignment: Speak Out	75 points
Video Role-Play, Critique, Consult, and Macro application	75 points
Final Case Analysis	65 points
Professional engagement	10 points
	Total: 425 points

VI. GRADES

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-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

VII. CLASS AND 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.

Reliability and attendance

Social work professionals must be reliable in both attendance and in meeting deadlines. Therefore, class attendance is expected, as is handing in assignments on time. Students will lose 5% points per calendar day that an assignment is late. Assignments must be turned in at the beginning of class on their due date. Any adjustments in assignment due dates and/or examination must be discussed with the instructor at least 24 hours prior to the scheduled date. Missing class in excess of two times will impact learning and course grade. Students who miss more than three classes without a valid excuse, e.g., medical documentation) may be dropped from the Practice I course as well as Field Practicum.

Class Participation

Participating in class discussions, raising questions, being willing to share opinions and contributing to the learning environment are expectations of each student. Please turn your cell phone and other electronic devices off during class. Refrain from use of lap top computers unless the class activity necessitates use.

Attendance of outside lectures and/or conferences should be noted to Professor Anderson for participation consideration.

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 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 that 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.

Plagiarism

When using information from other sources, 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. Be particularly cautious with plagiarism using electronic sources.

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. Students who report incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct to faculty, instructors, and/or staff who supervise students, will be provided a list of University resources. If the incident is impacting the academic environment, a report will be provided to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may be found at <https://www.utexas.edu/student-affairs/policies/title-ix>.

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 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 are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Use of Canvas in Class

The professor’s preferred means of communication are e-mail, phone, and in-person. Assignments and the syllabus will be posted on Canvas—a Web-based course management system with password-protected access at <http://courses.utexas.edu>. Supplemental materials for class and announcements may also be posted on Canvas. Students can find support in using Canvas at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly. The TA for this course can also advise you via e mail.

Feedback Statement

During this course the professor will encourage students to provide feedback on their learning in informal as well as formal ways, including through feedback cards and/or anonymous surveys about how the professor’s teaching strategies are helping or hindering student learning. It is helpful for the professor to know the students’ reactions to what is taking place in class. Students are encouraged to respond so that together the professor and students can create an environment effective for teaching and learning. Students are also encouraged to discuss any concerns in person with the professor.

VIII. COURSE SCHEDULE

Date	Topic	Assignment Due	Readings
1/17	<p>Orientation to Practice II: Course overview, organization and assignments</p> <p><i>We will plan and order theory work groups in class.</i></p>	<p>Brief Assignment #1: Ethics and Values II (in class)</p> <p>http://austinecho.org/volunteer/ to register to volunteer. Must attend one training session.</p>	<p>Syllabus</p> <p><i>NASW Code of Ethics</i></p> <p>Students’ Advanced Directive</p> <p>New York Times ethics in class handouts</p>
1/24	<p>Social Work Leadership, Advocacy, and the Legislative Process: Conflict and Collaboration</p> <p>Seminar will meet at 8:45 at the Texas Capitol Annex (class will begin at 10:00am). Hearing Room number E1.012 (Park at State Parking Lot at 12th and San Jacinto for a nominal fee).</p>	<p>Option 1 for brief assignment #2: “ECHO Point in Time Count” event is Jan 27</p>	<p>SWDR #117: <i>Legislative advocacy</i></p> <p>Advocacy Packet materials on Canvas</p> <p>Canvas: Bent-Goodley, <i>A Call for Social Work Activism</i></p> <p>Canvas: Manning, <i>The essence of ethical leadership</i></p>

	<p><i>Greg Hansch, LMSW Public Policy Director NAMI Texas</i></p> <p><i>Rachel Piotrkowski Legislative Director for Rep. Nicole Collier - HD 95</i></p> <p><i>Will Francis, LMSW Government Relations Director NASW Texas</i></p> <p><i>Amanda Foster Legislative Director for Rep. Gina Hinojosa - HD 49</i></p> <p><i>Cheasty Anderson, Ph.D Senior Policy Associate Children's Defense Fund</i></p>		
1/31	<p>Social Work Groups: Ethics, group theory, dynamics, stages of development and facilitation skills</p> <p><i>We will plan and order group role plays in class, and then have an opportunity to work within theory application groups.</i></p>	<p>Brief Assignment #2 Due: Social Justice Through the Lens of Art paper or "ECHO P.I.T. Count" option verification due</p> <p>[Initial Macro Project Timeline Due for Field]</p>	<p>Canvas: McKee, <i>Excavating our frames of mind</i></p> <p>Corey & Corey: Ch. 1, 2, 3, 4</p> <p>SWDR #94: <i>Best Practices with Groups</i></p> <p><i>Optional reading: SWDR #100: Go Grrrls Group</i></p> <p>Hepworth et. al: Ch. 11</p>
2/7	<p><i>Note: Field Seminar will begin promptly at 8:30. This day's co- facilitators will meet with professor and consultant during break between seminar and class.</i></p> <p>Social Work Groups: In class group role-play (Sessions one and two) and debriefing</p> <p><i>Guest Consultant, Jean Avera, LCSW, former Clinical Associate Professor, UTSSW</i></p>	<p>Brief Assignment #3: Community Support Group Observation due</p> <p>[Process Recording #1 due for field]</p>	<p>Corey & Corey: Chs. 5, 6, 7</p> <p><i>Optional reading: Canvas: Gitterman & Knight, Curriculum and psychoeducational groups: Opportunities and challenges</i></p>

<p>2/14</p>	<p><i>Note: Field Seminar will begin promptly at 8:30. This day's co-facilitators will meet with professor and consultant during break between seminar and class.</i></p> <p>Social Work Groups: In class group role-play (Sessions three and four) and debriefing</p> <p><i>Guest Consultant, Jean Avera, LCSW, former Clinical Associate Professor, UTSSW</i></p>		<p>Corey & Corey: Ch. 8, 9, select Ch. 10 or 11, depending on your interests and needs</p> <p>Canvas: Dewane, <i>Use of Self: A Primer, Revisited</i></p>
<p>2/21</p>	<p>Group Role-play debriefed, integrating the learning about groups</p> <p>Reflecting on personal leadership style</p> <p>Thinking about Theory: Foundational Theories in Social Work: Psychodynamic, Attachment, Psychosocial and Functional Theories</p> <p>Theory Group #1: _____</p> <p>Theory Group #2: _____</p> <p>Theory Group #3: _____</p> <p>Theory Group #4: _____</p> <p><i>During the second half of class, each theory group will meet with Professor Anderson while other groups confer.</i></p>	<p>Brief Assignment #4: Leadership Critique Small Group Discussions (in class)</p> <p>Speak Out Proposal Due</p> <p><i>School Social Work Conference, Feb. 21– Feb. 23: Volunteer and workshop time will count as field hours</i></p>	<p>Turner: Ch. 1, 3, 10, 25 & 26</p> <p>Canvas: Edmundson, <i>Save Sigmund Freud</i></p> <p>Canvas: Lowenstein, <i>Baby with the Bathwater</i></p> <p>Singer, J. B. (Host). (2009, August 30). Theories of clinical social work practice: Interview with Joseph Walsh, PhD. [Episode 52]. Social Work Podcast. Podcast retrieved from http://socialworkpodcast.blogspot.com/2009/08/theories-for-clinical-social-work.html</p>

2/28	Theory Workshop/ Application #1 and #2		<p>(Order of following readings to be adjusted to conform with order of theory presentations. These readings will be completed between 2/28 and 3/7).</p> <p>Cognitive Behavioral Cluster: Turner Ch. 6, 7, 29 & 30, SWDR #33</p> <p>Feminist-Relational Cluster: Turner Ch. 11, 13 & 27</p> <p>Postmodern Cluster: Turner Ch. 8, 20, 23, SWDR #38, #81</p> <p>Humanistic Cluster: Turner Ch. 5, 12, 14 & 16, SWDR #32</p>
3/7	Theory Workshop/ Application #3 and #4	[Process recording #2 due for field]	<p>(Order of following readings to be adjusted to conform with order of theory presentations. These readings will be completed between 2/28 and 3/7).</p> <p>Cognitive Behavioral Cluster: Turner Ch. 6, 7, 29 & 30, SWDR #33</p> <p>Feminist-Relational Cluster: Turner Ch. 11, 13 & 27</p> <p>Postmodern Cluster: Turner Ch. 8, 20, 23, SWDR #38, #81</p> <p>Humanistic Cluster: Turner Ch. 5, 12, 14 & 16, SWDR #32</p>
3/14	SPRING BREAK!		

<p>3/21</p>	<p>Dean Jack Otis Lecture: Environmental Justice, Racism, and Health Disparities <i>Sacoby Miguel Wilson, PhD</i> 9-11:30am, Utopia Theater</p> <p><i>Case Analysis distributed</i></p> <p><i>Student Day at the Legislature, March 26th</i></p>		<p>Canvas: East & Roll, <i>Women, poverty, and trauma: An empowerment practice approach.</i></p> <p>Canvas: Hare, <i>Defining social work for the 21st century.</i></p>
<p>3/28</p>	<p>Creativity in Social Work Practice</p> <p>Becoming an International Social Worker: Global child welfare and navigating cultural challenges <i>Melissa Goodman, MSSW</i> <i>International Deputy Director for Child Protection</i></p>	<p>Role Play Consultations with self-critique begin this week</p>	<p>Canvas: McNeil, <i>Car Mechanic Dreams Up a Tool to ease Births, NY Times</i></p> <p>Canvas: Broad, <i>From Warheads to Cheap Energy</i></p>
<p>4/4</p>	<p>Theory Integration and case application</p> <p>Crisis Intervention <i>Connie Geerhart, LCSW</i> <i>Austin Police Department</i> <i>Crisis Services</i></p>	<p>Role Play Consultations with self-critique continue this week</p> <p>Private Troubles/Public Issues Assignment due for Role Plays completed in the week of <u>3/28</u></p>	<p>SWDR #29: <i>Common Factors</i> Turner Ch. 22</p> <p>Turner: Ch. 9</p> <p>SWDR #27: <i>Crisis Intervention with Individuals and Groups</i>; #28: <i>Fundamentals of Brief Treatment</i></p>

4/11	<p>Speak Out Presentations</p> <p>Continuing Theory Integration</p> <p>In class discussion of Case Analysis assignment</p>	<p>Private Troubles/Public Issues Assignment due for Role Plays completed in the week of 4/4</p>	<p>Canvas: Dillon, <i>When the work doesn't work</i></p> <p>Canvas: Bransford, <i>Reconciling Paternalism</i></p> <p><i>Selective readings distributed through class from Morgaine and Capous-Desyllas</i></p>
4/18	<p>Speak Out Presentations, continued</p> <p>[Field Seminar will be extended to include informal reports on Macro Projects]</p>	<p>[Last Journal submitted for Field]</p> <p>[Alternative process recording #3 due for field: details to be discussed in class]</p>	<p>Canvas: Gerdes, <i>Importance of empathy</i></p> <p>Canvas: Reamer, <i>Ethical Misconduct</i></p>
4/25	<p>Integration of Learning across the Spectrum of Social Work Practice & Looking to the Future</p> <p>Course Instructor survey completed in class.</p>	<p>Case Analysis assignment due</p>	<p>Canvas: Weick, <i>Hidden Voices</i></p> <p>Canvas: Loeb, <i>We don't have to be saints</i></p>
5/2	<p>Last class meeting at Barbara Anderson's home</p>	<p>[Transforming your Journals Project to be shared with class]</p>	

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