

THE UNIVERSITY OF TEXAS SCHOOL OF SOCIAL WORK

Course Number: SW 383R

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Semester: Fall 2015

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SW: Social Work Practice I

I. STANDARDIZED COURSE DESCRIPTION

This course provides an introduction to social work practice methodology and professional use of self from a generalist perspective for social work practice with diverse individuals, families, groups, organizations and communities in conjunction with field education.

II. STANDARDIZATION OF COURSE OBJECTIVES

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

1. Identify and begin to apply social work values and principles of ethical decision making as articulated by the [NASW Code of Ethics](#) (**PB 2, 8**);
2. Demonstrate an understanding of professional use of self and awareness of personal values in the development and maintenance of purposeful, problem solving relationships with multiple levels of client systems, as well as cooperative and constructive relationships with agency staff, other professionals and community members (**PB 2, 3, 7**);
3. Utilize professional communication skills, supervision and consultation in the effective and ethical provision of services to diverse individuals, families, groups, organizations and communities (**PB 2, 5, 6, 30**);
4. Demonstrate an understanding of the impact of organizational and community context on service delivery through the in depth analysis of the assigned field agency (**PB 29, 36**);

5. Demonstrate knowledge of the historical roots and major developments of the social work profession and its commitment to promote social and economic justice for populations at risk **(PB 5, 8)**;
6. Systematically apply an eco-systems framework to engage client systems in identifying target systems and goals, and in analyzing, implementing and evaluating interventions that enhance client system strengths, capacities, assets and resources in relation to their environment **(PB 33, 34, 38, 39)**;
7. Recognize the influence of socioeconomic status, age, developmental level, gender, culture, race, ethnicity, physical status, sexual orientation and spiritual beliefs on assessment, planning, intervention and evaluation at all levels of practice **(PB 32, 33, 34, 38)**;
8. Demonstrate familiarity with basic concepts and methodology related to work with small groups in agency, organization and community settings **(PB 29, 31, 35, 36)**;
9. Identify the importance of empirically based knowledge to evaluate and improve practice, policy and social service delivery **(PB 35, 36, 37)**.

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.

EP 2.1.1 Identify as a professional social worker and conduct oneself accordingly.

PB2 Practice personal reflection and self-correction to assure continual professional development

- Objectives: 1, 2 and 3
- Assignment: Video Role Play
Self -Inquiry and Ethics

PB3 Attend to professional roles and boundaries

- Objectives: 2
- Assignment: Agency Analysis and Presentation

PB5 Engage in career-long learning

- Objectives: 3 and 5
- Assignment: In Class Discussion

PB6 Use supervision and consultation

- Objectives: 3
- Assignment: Video Role Play

EP 2.1.2 Apply social work ethical principles to guide professional practice.

PB7 Recognize and manage personal values to allow professional values to guide practice
Objectives: 2
Assignment: Self -Inquiry and Ethics
Writing Prompt

PB 8 Make ethical decisions by applying NASW Code of Ethics and, as applicable,
IFSW/IASSW ethical principles
Objectives: 1 and 5
Assignment: In Class Discussion
Writing Prompt

EP 2.1.10a. Engagement

PB29 Substantively and affectively prepare for action with individuals, families, groups,
organizations, and communities
Objectives: 4 and 8
Assignment: Agency Analysis and Presentation
In Class Discussion

PB 30 Use empathy and other interpersonal skills
Objectives: 3
Assignment: Video Role Play

PB31 Develop a mutually agreed-on focus of work and desired outcomes
Objectives: 8
Assignment: In Class Discussion
Case Assessment

EP 2.1.10b. Assessment

PB 32 Collect, organize, and interpret client data
Objectives: 7
Assignment: Video Role Play
Case Assessment

PB 33 Assess client strengths and limitations
Objectives: 6 and 7
Assignment: Video Role Play
Case Assessment

PB 34 Develop mutually agreed-on intervention goals and objectives
Objectives: 6 and 7
Assignment: Case Assessment
Writing Prompt

PB35 Select appropriate intervention strategies

Objectives: 8 and 9
Assignment: Case Assessment

EP 2.1.10c. Intervention

PB36 Initiate actions to achieve organizational goals

Objectives: 4, 8 and 9
Assignment: Agency Analysis and Presentation

PB37 Implement prevention intervention that enhances client capacities

Objectives: 9
Assignment: Case Assessment

PB 38 Help clients resolve problems

Objectives: 6 and 7
Assignment: Case Assessment

PB39 Negotiate, mediate, and advocate for clients

Objectives: 6
Assignment: Case Assessment

III. TEACHING METHODS

Lecture, discussion, student presentations, collegial consultation, small group process, guest lecturers, and experiential learning through simulations and role plays.

IV. REQUIRED TEXT AND MATERIALS

Hepworth, D., Rooney, R., Rooney, G., Strom-Gottfried, K., & Larson, J. (2013). *Direct social work practice: Theories and skills*. (9th ed.). Brooks/Cole, Cengage Learning.

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

Self-Inquiry and Ethics

To begin the process of self-examination of personal values, students are asked to analyze an area of the NASW Code of Ethics that seems most challenging when compared to personal beliefs. This assignment encourages creativity and critical thinking.

A separate assignment sheet will be provided. **(30 pts)** *Due 9/17/15*

Agency Analysis and Presentation

The agency analysis and presentation are designed to thoroughly acquaint the student and classmates with the student's field placement. An 8-10 page, double spaced paper and oral presentation are required.

Objectives of the Assignment:

- a) Collect data in order to facilitate the interns' orientation and integration into the agency;
- b) Determine the social and economic issues addressed by agency programs;
- c) Assess the agency's accessibility for diverse client populations and overall cultural competence;
- d) Understand the policies that impact agency practice;
- e) Analyze the impact of the community context on the agency service delivery system;
- f) Identify the values and culture of the agency;
- g) Examine strengths and challenges of the agency; and
- h) Deliver an effective pitch for resources for the agency.

Emphasis on grading of the presentation component of this assignment will be on creativity and engagement of the audience.

A separate assignment sheet will be provided. **(60 pts)** *Due 9/24/15*

Video Role Play

Each student will select a peer from class and video an interview with that student peer. The video will be reviewed by the professor and a review team, and feedback will be provided to the interviewer by all review team members. Each student will write a critique of his or her beginning interviewing skills based on the video role play, review of the recording, and the feedback provided by the review team.

The goals of this assignment are for students to:

- a) Gather and synthesize relevant data;
- b) Assess a client's present situation;
- c) Demonstrate professional communication skills; and
- d) Practice and receive feedback on relational skills, including the use of verbal and nonverbal social work skills to build rapport and gather relevant information.

A separate assignment sheet will be provided. **(60 pts)**

Video Review Sessions: Week of 10/26/15 Paper Due: 11/12/15

Case Assessment

Case assessment refers to the process of collection and evaluation of biopsychosocial data, as well as to the report that describes the worker's inferences and resulting intervention plan based on the data collected. You will write a case assessment based on work with a client in your field placement. The assessment should be concise yet comprehensive, demonstrating a clear knowledge of the assessment process based on practice experience, class lecture and learning, and guidelines and readings provided. The assessment paper should be written from a strengths perspective and address cultural diversity and competency issues.

The goals of this assignment are to give students the opportunity to:

- a) Gather relevant client data;
- b) Practice engagement, relational, and interviewing skills;
- b) Assess a client's past and present situations; and
- c) Synthesize information into a professional report.

A separate assignment sheet will be provided. **(80 pts) Due 12/3/15**

A draft of the case assessment is due in class November 19, 2015. The draft will be used for purposes of discussion with and feedback from peers.

Evidence Based Practice Assignment

Video role-play review sessions will be held October 29, 2015 in lieu of class. A brief online assignment regarding evidence-based practice will be given to students for completion that week. The assignment will be due on November 5, 2015. **(30 pts)**

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: Zero points deducted

Absence 2: Six points deducted

Absence 3: Six points deducted

Being prepared for class by reading assigned material is part of this professional expectation as well. Preparedness points will be awarded based on evaluation of in-class writing prompts based on reading assignments. **(40 points)**

Evaluation and Grading: All students will be awarded points based on the quality of their work. Assignments will not be given letter grades; instead, a number of points will be awarded

for each assignment, leading to the cumulative grade for the semester.

Self Inquiry and Ethics =	30 pts
Agency Analysis and Presentation =	60 pts
Video Role Play =	60 pts
Case Assessment =	80 pts
Evidence Based Assignment =	30 pts
Class Participation and Preparedness =	40 pts
TOTAL =	300 points

Extra Credit

Students may submit one extra credit assignment in the fall 2015 semester. Extra credit assignments will consist of attendance at and written summary of a university event as specified by the professor. A separate assignment sheet will be provided. (4 Points) *Due 12/3/15*

FINAL GRADE

300-281 = A
280-269 = A-
268-260 = B+
259-251 = B
250-239 = B-
238-230 = C+
229-221 = C
220-209 = C- (class failed, no credit)
208-200 = D+
199-191 = D
190-179 = D-
178-000 = 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, 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.

Professional Conduct and Classroom Civility

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.

In the Practice I and Field I 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, demonstrate willingness to accept feedback, and offer possible solutions.

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 www.utexas.edu/student/cmhc/.

Use of Computers/Cell Phones in the Classroom

Practice I is a practice course, and class participation is essential to successful learning. Laptop computers and tablets are allowed in the classroom for note-taking during lecture only and must be put away during class discussion and role play.

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.

Time Management

Assignments are due by 5:00 p.m. the day of class through Canvas or hard copy format. Papers turned in after 5:00 pm the day of class are considered late. Students will lose 5 points per

calendar day that an assignment is late. However, students will be allowed to turn one assignment in late one day during the semester without incurring the 5 point penalty. On subsequent days, assignments must be submitted before 5:00 p.m. to avoid an additional 5 point penalty. Late papers will be accepted via email or hardcopy 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 lose participation points and be asked to arrange for an office visit with the professor to discuss the attendance policy.

Three or more absences may result in the student being dropped from Practice I and Field I. A student is considered late if arriving to class after 8:40. Two or more late arrivals will impact the student's participation score.

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.

Students are to notify the instructor prior to class at the given office number if they 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.

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>.

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/>).

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.

Use of Class Materials

The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor 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 includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

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. Appointments can be made through the DiNitto Center, through the *Steer Your Career* online portal.

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 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>.

Use of Canvas in Class

In this class the professor uses Canvas—a 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/>

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>.

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.

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	Topics	Assignment Due	Readings
	The Foundations of Social Work and Forming Relationships		
8/27/15	Course and Syllabus Review History of Social Work		
9/3/15	Social Work Values and Ethics Critical Thinking Agency Functioning and Social Work Roles Systems Theory and Ecological Theory		Hepworth: Chapters 1 and 2 SWDR: Chapter 18, Reamer, "Ethical Issues in Social Work" Canvas: Miley, O'Melia and Dubois, "Human System"

			Perspectives”
9/10/15	Ethical Decision Making Confidentiality, Professional Boundaries The Helping Process	Writing Prompt	Hepworth: Chapters 3 and 4 Canvas: Reamer, “Boundary Issues in Social Work, Managing Dual Relationships”
9/17/15	Interpersonal Communication Relationship-Building Skills Interviewing Skills Engagement	Self-Inquiry and Ethics	Hepworth: Chapters 5 (pages 89-100) and 6 Canvas: Gerdes and Segal, “Importance of Empathy...”
9/24/15	Agency Analysis Presentations	Agency Analysis Assignment	
	Assessment and Change		
10/1/15	Professional Use of Self Beginning Assessment		Hepworth: Chapter 8 Canvas: Dewane, “Use of Self: A Primer Revisited.” Lukas, “Where to Start and What to Ask”
10/8/15	Assessment	Writing Prompt	Hepworth: Chapter 9

	Strengths-Based Practice		Canvas: Glicken, Chapter 4 Canvas: Austrian, “Guidelines for Conducting a Biopsychosocial Assessment”
10/15/15	Assessing for Change Transtheoretical Model Goals, Planning and Contracting		Hepworth: Ch. 13 SWDR: Chapter 71, Garvin, “Developing Goals” Canvas: Calderwood, “Adapting the Transtheoretical Model of Change to the Bereavement Process”
10/22/15	Implementing Strategies for Change Case Management Advocacy	Writing Prompt	Hepworth: Chapter 13 (cont.) SWDR: Chapter 104, Herman, “An Overview of the NASW Standards” Canvas: McLaughlin, “Clinical Social Workers: Advocates for Social Justice”
10/29/15	Video Reviews – No Class Online Assignment: Evidence Based Practice		SWDR: Chapter 150, Thyer, “Evidence-Based Practice, Science, and Social Work: An Overview” Canvas: Murdach, “What Good is Soft Evidence?”

	Managing the Complexities of Client Relationships and Endings		
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11/5/15	Cultural Competence Transference and Countertransference Barriers in Working with Clients	Evidence Based Assignment Due Writing Prompt	Hepworth: Chapter 18 SWDR: Chapter 123, Miller and Garran, “The Legacy of Racism for Social Work....” Canvas: Tervalon and Murray-Garcia, “Cultural Humility versus Cultural Competence”
11/12/15	Use of Self in Termination Mindfulness Self Care	Video Role Play Reflective Paper	Hepworth: Ch. 19 Canvas: Hick, “Mindfulness and Social Work...” and NASW Professional Self Care
11/19/15	Review of Draft of Case Assessments	Draft of Case Assessment	
11/26/15	Thanksgiving Holiday		
12/3/15	Final Class Event	Case Assessment	

VIII. BIBLIOGRAPHY

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