THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course Number:	383T	**Instructor**	Kathy Armenta, LCSW, ACSW
Unique Number:	62000	**Office Number:**	3.124C
Semester:	Spring 2017	**Office Phone:**	Office: 471-8230
Meeting Time/Place:	Wed. 8:30-ll:30 a.m. (Field Seminar for SW384S Field II: Wed. 11:30-12:30p.m.) Room: 2.122	**Office Hours:**	Wed. 1-2 p.m. Note: Faculty Meetings on 1/25, 2/15, 3/22, 4/19 will necessitate office hours by appt. at alternate time

SOCIAL WORK PRACTICE II

I.   Standardized Course Description:

This course builds upon Social Work Practice I by deepening students' knowledge of the generalist social work perspective in the application of theory and practice methods for effective and ethical service delivery to diverse individuals, families, groups, organizations and communities in conjunction with field education.

Prerequisites: This course must be taken concurrently with Field Instruction II, except for those students having advanced standing status. It is a prerequisite for all "second year" concentration courses.

II.   Standardized Course Objectives: Upon completion of this course, students will be able to:

1. Critically analyze professional values, ethical dilemmas and ethical decision making and their impact on service delivery, policy and practice;

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 interprofessional 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.

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

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

IV.   Required Texts and Materials

1.) Corey, M. and Corey, G. (2014). *Groups: process and practice* (9th Ed.). Pacific Grove, CA.: Brooks/Cole Publishing Co.

2.) Turner, Francis J. (Ed.) 2011. *Social Work Treatment: Interlocking Theoretical Approaches* (5th Ed.). New York, NY. Oxford Press.

3.) Corcoran, K. and Roberts, R. (editors) 2015. *Social Worker's Desk Reference* (3rd. Ed.) New York: Oxford Press.

4. Hepworth, D., Rooney R., Larson J. (9th Ed.) (2013). *Direct social work practice*: *theories and skills*. Belmont, CA: Brooks/Cole Publishing Co.

5.) **Reading Packet: Available at UT Copy Services – north side of SSW Building.**

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

1.   Assignment   #1:
Six (6) **REFLECTIVE PAPERS**; one- two pages in length.

 Four Reflective Papers will integrate readings with reflection of process on each session of class role- plays. **Each Role Play Reflection Paper is due the next class after each role play: first one is due Feb. 8th.**

 A Fifth Reflective Paper will be a reflection on the experience of **attending a professional development opportunity** – approved by the Instructor. **This paper is due within two weeks after the event.**

  A Sixth Reflective Paper will be a **REFLECTION ON A GROUP EXPERIENCE IN FIELD** and is due anytime during the semester – but no later than **This paper is due April 12th .**

 (15 points each for a total of 90 points)

2.   Assignment   #2:
SOCIAL WORK THEORY APPLICATION --- Group Presentation: **Due either March 1st or Mar. 8th (outline due to class week before). (100 pts.)**

3.   Assignment   #3:
In class APPLICATIONS: An opportunity to use creative expression, critical analysis and creative problem solving with application to a case study or experiential learning activity in ethics, use of self and macro work and field. **Jan. 25th and April 12th (30 pts. each – Total 60 pts.)**

4.   Assignment   #4:
 VIDEO ROLE PLAY AND CRITIQUE- a follow up opportunity from Practice I, to continue to self- assess, fine- tune interviewing skills in a middle and working phase of a session, and to demonstrate a theoretical application. **Video and Self Critique Due April 5th, followed by small peer group critique sessions 4/5-4/11. (100 pts.)**

5.   Assignment   #5:
ADVOCACY ASSIGNMENT – "I AM MALALA" ----A SPEAK OUT ----a practice opportunity to articulate and take action about an issue on a **Macro level** through one or more avenues of expression. 5-7 minute presentation on April 26th. **Student is required to consult throughout the semester with Instructor, as to decisions and process for developing the Speak Out. Assignment to be completed anytime during the semester, prior to April 26th (100 pts.)**

6,   Assignment #6:
FINAL CASE ANALYSIS: an opportunity to demonstrate knowledge and skills learned over the year through case analysis. **Due May May 3-8th (120 pts.)**

CLASS PARTICIPATION   (130 pts.):
As a continuing expectation from Practice I, students will be expected to **express their thoughts and opinions and to ask questions and make comments** relevant to the course material and field experience. Since it is imperative for effective social work practice, that the skills of leadership, assertiveness and critical thinking be encouraged and developed, this course will provide content and opportunity for such skill development. Reflections and dialogue between both Instructor and student and between students is encouraged**. Professional accountability and responsibility implies <u>consistent attendance and punctuality</u> and are aspects of this participation grade as well**. (**100 pts**.)

Additionally, as a component of the participation grade, students will be required to attend and observe at a community Self-Help/Support group and be prepared to discuss the experience during class on April 12th.

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

TOTAL # OF POINTS FOR COURSE = 700 pts.

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

A	658 – 700
A-	630 – 657
B+	609 – 629
B	588 – 608
B-	560 – 587
C+	539 – 559
C	518 – 538
C-	490 – 517 (NOTE: NO GRADUATE CREDIT)
D+	469 – 489
D	448 – 468
D-	420 – 447
F	below 419

VI.   **<u>CLASS POLICIES</u>**

ATTENDANCE
The class will operate according to the same guidelines established in Practice I. Class attendance is expected, as is handing in assignments on time. Students will lose 5 points per calendar day that an assignment is late. **Points will be deducted for carelessness or sloppy**

presentation. Any adjustments in assignment due dates MUST be discussed with the Instructor at least 24 hours PRIOR to the regularly scheduled date.

Students who fail to attend class on a regular basis (missing more than 2 classes without a valid excuse, e.g., medical documentation) may receive one course grade lower than their final grade when all points are totaled. Please notify the Instructor PRIOR to class, using the **office telephone number provided (not be email), if you cannot attend due to illness or emergency.** A student who is absent from a class for the observance of a religious holy day may complete the work missed within a reasonable time after the absence, if proper notice has been given.

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

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 or online at www.utexas.edu/student/cmhc/.

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://ddce.utexas.edu/disability/how-to-register-with-ssd/.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, 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 http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf.

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 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.

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

VII.   Course Schedule

Date	Description	Text / Readings
1/18	Overview of Course, assigned readings and assignments	Corey & Corey, Chaps. 1, 2
		Gerdes, "Importance of Empathy . . ." (RP)
	Setting the Stage for The Work	
	The "artistry" of Social Work – Creativity and Use of Self --- Experiential Activity linked to theory	Dewane, "Use of Self. . ."(RP)
	Application Assigned	Bent-Goodley, "(A Call for SW Activism"(RP)
1/25	**In Class APPLICATION #1**	Corey & Corey, Chaps. 5, 6
	Introduction of Group Work Practice –self assessment of group skills	H.R.L. et al, Chap. 11 &16
	Key Elements of Group Dynamics – beginning skills	SW Desk Reference (SWDR): #94
2/1	**Group Role Play #1**	Corey & Corey, Chaps. 7,8,9 (consult/reference as needed Chaps. 10-11 for specific populations)
	Groups Continue	
	Evidence-based Practice (EBP) brought to life	Turner, Chap.1
	Theory Groups Assigned	
		Glitterman/Knight."Curriculum & psychoeducational groups" **(RP)**
		SWDR: #3, & #150

2/8	**Group Role Play #2**	Turner, Chaps. 3, 10 & 25
	Reflective paper #1 Due	Corey & Corey, Chap. 4
	Introduction to Social Work Theories and Frameworks	SWDR: #'s 36 & 43
	Psychoanalytic/Ego Psychology/Attachment	Bransford, "Reconciling paternalism . .”(RP)

Listen to podcast at:

http://socialworkpodcast.blogspot.com/2009/08/theories-for-clinical-social-work.html

2/15	**Group Role Play #3**	H.R.L.et al, Chap.114
	Reflective paper #2 Due	Turner, Chap. 11
	Macro Connections/Social Justice/Activism for practioners	Loeb, "We don't have to be saints . . .” (RP)
	Macro Task Groups/experiential activity	East & Roll, "Women, Poverty, Trauma . .” (RP)

2/22		
	NO CLASS – Professional Development	Comstock, et al., "Relational-Cultural theory . . . “ (RP)
	Opportunity for attendance/participation at the "School Social Workers Conference" and/or working on Theory Group Assignment	
		Harling & Sparks, "Relational-Cultural Practice: Working in a Nonrelational World” (RP)
	HOWEVER, - Reflective paper #3 Due	

3/1	**GROUP PRESENTATIONS:**
	    1. Cognitive-Behavioral Theory
	    2. Feminist Theory/Relational-Cultural Model
		Turner, Chaps. 6, 7, 13, 27
		
		SWDR: 33, 40, 82

3/8	**GROUP PRESENTATIONS:**
	    3. Existential-Humanist Theory
	    4. Social Constructivism/Narrative Theory
		Turner, Chaps. 8, 12, 20
		
		SWDR: 38 & 81

3/13-3/17	**SPRING BREAK!!!**	**R & R and catch up**
3/22	**Class at the Legislature** The Voice of the Social Work Leader Leadership/power/handling conflict Advocacy in Action	SWDR: 117 Hare, "Defining social work for 21st century" (reading packet -RP) Manning, "The essence of ethical leadership" (RP)
3/29	**Role Play # 4 – mezzo** Crisis Theory, Brief Interventions/Conflict and Deescalation	SWDR: 27, 28 Turner, Chap. 9 HRL et al: Chap. 13 (pgs. 379-389) McKee,"Excavating our frames . . ." (RP)

4/5	**Reflective paper #4 Due**	Revisit HRL et al: Chap. 19
	Termination – critical clinical piece on all	
	Levels; additional theory applications	Dillon, "When the work doesn't work" (RP)
	Video Tape & Critique due 4/6-4/12 during Peer Critique Groups	
4/12	**IN CLASS APPLICATION #2 – Case study with theory applications**	Weick, "Hidden Voices. . ."(RP)
	Self Help Group experiences discussed	
4/19	**Creative Arts/Experiential approaches**	
	Guest presenters	
4/26	**Speak Out Assignment Completed – Discussed in class**	Reamer, "Ethical Misconduct . . ." (RP)
	Synthesis of course content	
5/3	**Final Group Process/Celebration/Rituals for Termination of class at Instructor's home – Macro projects discussed.**	
	Field Portfolio Due	
	FINAL CASE ANALYSIS due anytime between 5/3 – 5/8.	

Bibliography for Reading Packet, Spring 2017

Bent-Goodley, T. (2015). A Call for Social Work Activism. *Social Work, 60*(2), 101-103.
http://dx.doi.org/10.1093/sw/swv005

Bransford, C.L. (2011). Reconciling paternalism and empowerment in clinical practice: An
intersubjective perspective. *Social Work, 56*(1), 33-41.

Comstock, D.L., Hammer, T., Strentzsch, J., Cannon, K., Parsons, J., Salazar, G. (2008).
Relational-cultural theory: A framework for bridging relational, multicultural, and
social justice competencies. *Journal of Counseling & Development, 86*(3), 279-287.

Dewane, C.J. (2005). Use of self: A primer revisited. *Clinical Social Work Journal, 34*(4), 543-
558.

Dillon, C. (2003). When the work doesn't work. In *Learning from mistakes in clinical
practice* (pp. 148-170). Boston, MA: Thomas Wadsworth.

East, J.F. & Roll, S.J. (2015). Women, poverty, and trauma: An empowerment practice
approach. *Social Work, 60*(4), 279-286.

Gerdes, K.E. & Segal, E. (2011). Importance of empathy for social work practice: Integrating
new science. *Social Work, 56*(2), 141-148.

Glitterman, A. & Knight, C. (2016). Curriculum and psychoeducational groups: Opportunities
and challenges. *Social Work, 61*(2), 103-110.

Hare, I. (2004). Defining social work for the 21st century: The International Federation of Social
Workers' revised definition of social work. *International Social Work, 47*(3), 407-424.

Hartling, L., & Sparks, E. (2008). Relational-Cultural Practice: Working in a Nonrelational
World. *Women & Therapy, 31*(2-4), 165-188. http://dx.doi.org/10.1080/02703
140802146332.

Loeb, P.R. (1999). We don't have to be saints. In *Soul of a Citizen* (pp. 34-57). New York, NY: St. Martin's.

Manning, S.S. (2003). The essence of ethical leadership. In *Ethical Leadership in Human Services* (pp. 3-20). Boston: Pearson Education.

McKee, M. (2003). Excavating our frames of mind: The key to dialogue and collaboration. *Social Work, 48*(3), 401-408.

Reamer, F. (2015). Ethical Misconduct and Negligence in Social Work. *Social Work Today*, 20-23.

Weick, A. (2000). Hidden voices. *Social Work, 45*(5), 395-402.