THE UNIVERSITY OF TEXAS
STEVE HICKS SCHOOL OF SOCIAL WORK

Course Number: SW 383T
Unique Number: 59065
Semester: Spring 2020
Meeting Time: Wednesdays
8:30am-11:30am
& Place: Room 2.132

Instructor: Tammy Linseisen, ACSW, LCSW-S
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Other times by appointment

SW 383T: Social Work Practice II

I.   STANDARDIZED COURSE DESCRIPTION

This course builds upon 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.

II.   STANDARDED 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.

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 via an active learning-centered model. Teaching methods might include role-plays and simulations, case examples, student presentations, videos, class discussions, small group interactions, collegial consultation, lectures and guest lectures. The assignments will provide the opportunity for "learning by doing" in role-play, small groups, and individual and group projects. To achieve success in learning in this course, students must be willing to participate, take appropriate personal risks, utilize their creativity, and attend class. Students are encouraged to ask questions as well as provide the professor with information and feedback.

IV. REQUIRED TEXTS AND MATERIALS

Walsh, J. (2014). *Theories for direct social work practice* (3rd ed.). Belmont, CA: Brooks/Cole, Cengage Learning.

Readings will also be assigned from required texts from Practice I, Fall 2019:

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

Corcoran, K. (Ed.). (2015). *Social workers' desk reference* (3rd ed.). New York, NY: Oxford University Press.

Additional required readings will be available on the course Canvas website.

V. COURSE REQUIREMENTS
All students are required to complete all assignments as outlined below. The professor will provide detailed written information for each assignment.

Professional Self-Care Plan	40 pts
Community Group Assessment and Reflection	40 pts
Community Event, Reflective Paper and Persuasive Presentation	40 pts
Video Real Play and Reflective Critique	40 pts
Social Work Practice Theory Application	80 pts
Final Case Analysis	80 pts
Class Participation and Preparedness	40 pts
Total	**= 360 pts**

Professional Self-Care Plan
You will be preparing a self-care plan for this semester in order to work from a trauma-informed and trauma-responsive lens. We will discuss this in class and you will have an article to read for more information.

A separate assignment sheet will be provided. **Due Date: February 5, 2020 (40 points)**

Community Group Assessment and Reflection
You will be required to attend a community-based self-help support or task group to identify and think critically about group dynamics and processes. You will identify a group unlike one that you have attended in the past and receive approval from the instructor for your choice of group. Using the lens of your emerging professional knowledge, you will complete a 2-3 page paper to apply task group dynamic knowledge and reflect upon your experience.

A separate assignment sheet will be provided. **Due Date: March 4, 2020 (40 points)**

Advocacy/Leadership in Community Event, Reflective Paper and Persuasive Presentation

This semester you will be required to attend and participate in one community event to advocate for an issue about which you feel strongly. The objectives for this assignment are:

1. To better understand the needs of agencies in the Austin community and the clients that they serve.
2. To analyze an agency's efforts in coordinating an event to address a particular client or agency-based need.
3. To promote the professional obligation of social workers to maintain an active role in advocacy, community organizing, and engagement.
4. To reflect upon how the community event impacted you personally and what possibilities you see for your involvement with community activities in the future.

You will participate in the event and write a reflective paper about your experience, incorporating principles from a class reading in your paper. You will also be required to make a persuasive presentation regarding a social/policy issue related to your community event.

Your plan for the community event will be due no later than **February 19, 2020**. The final due date for the paper is April 22, 2020, but you are encouraged to submit the paper as soon after your advocacy event as possible. The paper should be 5-7 double-spaced pages in length. Persuasive presentations will also occur on **April 22, 2020.**

A separate assignment sheet will be provided. **Due Date: April 22, 2020 (40 pts)**

Video Real Play and Reflective Critique

For this assignment, partners from the cohort will be chosen and it will be necessary to schedule time to video a client session for approximately 30 minutes. Your "client" will need to come up with an actual problem or reason that they have been seeking the services of a social worker. The session will reflect that you have seen your client before and that you are in the **middle phase** of your work together. Talk with your partner in advance about the "problem" they have brought to you so that you are familiar with it and do not use session time for intake types of issues.

The objectives for this assignment are:

1. To demonstrate an **increased level of relational skills** (empathic responses, reflection, active listening, questioning technique, therapeutic confrontation, compassion, etc.);
2. To analyze the communication style between the worker and the client highlighting areas of growth and recognizing the use of strengths-based language;
3. To identify emerging theoretical perspectives displayed within the relational process; and
4. To continue the practice of giving and receiving constructive feedback from peers and supervisors.

You will review approximately 7-10 minutes of your videotaped session with your professor and 3-5 of your peers the week of **April 27, 2020**. The written 3-4 page, double-spaced critique of the session is due the week following the review session. *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 in lieu of the third process recording will be due **May 6, 2020.***

A separate assignment sheet will be provided. **<u>Written Critique Due Date: May 6, 2020 (40 pts)</u>**

Social Work Practice Theory Application
To further your understanding of practice theory, you will work with a group of classmates to teach the class about a social work practice theory and then demonstrate an application of the theory.

The objectives of this assignment are:

1. To demonstrate an understanding of a practice theory discussed in Practice II
2. To apply the assigned theory to a client population using role play
3. To share understanding of theory application with others in the class

A separate assignment sheet will be provided. **<u>Due Date: See Course Schedule for Theory Group Presentation Dates (80 pts)</u>**

Final Case Analysis
This take-home assignment gives the student the opportunity to demonstrate knowledge and skills learned over the course of this year in Practice I and Practice II. This assignment will be distributed after Spring Break. **<u>Due Date: May 6, 2020 by 5:00 pm. (80 pts)</u>**

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. **<u>(40 points)</u>**

Participation points will be deducted per class absence in the following manner:
Absence 1: Two 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. Up to 15 preparedness points will be awarded based on evaluation of preparedness for and engagement in reading group and in-class discussions of assigned readings.

VI.   GRADES

GRADING SCALE
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 POLICIES

Time Management
Assignments are due by 5:00 p.m. on the day of class through Canvas, email or hard copy format. Papers turned in after 5:00 p.m. on the day of class are considered late. Students will lose 5 points per calendar day that an assignment is late, based on a 100-point scale. On subsequent days, assignments must be submitted before 5:00 p.m. to avoid an additional 5-point deduction. Papers will be submitted on Canvas. The student is responsible for alerting 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 is expected to take initiative independently to arrange for an office visit with the professor to discuss attendance challenges and subsequent plan for change.

More than two absences may result in the student being dropped from Practice II and Field II. A student is considered late when arriving to class after 8:30am. Participation points will be deducted for late arrivals. If a student is more than one hour late to class, this may be counted as an absence from the class.

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.

As in any professional situation, students are expected to notify the instructor prior to class by email or text if they will be late or cannot attend class due to an illness or emergency.

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 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 on the basis of sex https://titleix.utexas.edu/. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at https://titleix.utexas.edu/.

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 have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. 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.

IX. COURSE SCHEDULE

Date	Topic	Assignment Due	Readings
1/22	**Class Orientation/Ethics Revisited**	***Theory Group Selection***	

1/29	Anti-Racism in Social Work Practice	*Journal Entry*	**Healy, L. M. (2008).** Exploring the history of social work as a human rights profession. International Social Work, 51, 735–748. **McPhail, B. A. (2004).** Setting the record straight: Social work is not a female-dominated profession. Social Work, 49, 323–326. **Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A., Nadal, K. L., & Esquilin, M. (2007).** Racial microaggressions in everyday life: Implications for clinical practice. American Psychologist, 62, 271–286. **Miller, J., & Garran, A. M. (2017).** Cross-racial clinical work. In Racism in the United States: Implications for the helping professions (2nd ed., pp. 275–308). New York, NY: Springer.
2/5	Motivational Interviewing in Social Work Practice Guest Lecturer: Adam MacDonald, LCSW	*Journal Entry* *Self-Care Plan* *Learning Contract*	See CANVAS for readings
2/12	Co-Creating a Culture of Inclusion: What does Implicit Bias have to do with it?	*Journal Entry* *Process Recording One*	See CANVAS for readings

	Guest Lecturer: Jesús Ortega, LMSW		
2/19	**Task Group Work in Social Work Practice** **Working with Crisis and Severe Mental Health in Social Work Practice** **Guest Lecturer: Erin Brown, LCSW**	***Plan for Advocacy/ Leadership Project Due*** ***Journal Entry***	**Hepworth, et al.,** Chapters 11, 16 See CANVAS for readings
2/26	**Introduction to Theory and Practice** **Psychodynamic Theories to Postmodern Theories in Social Work Practice** **Child and Adult Attachment in Social Work Practice** (combining with other classes)	***Creative Journal Entry***	**Walsh,** Theories for Clinical Social Work Practice Podcast: http://socialworkpodcast.com/2009/08/theories-for-clinical-social-work.html **Walsh**, Chapters 1-4 **Walsh**, Chapter 5 **Gillath, Karantzas, and Fraley (2016)** *Adult Attachment: A Concise Introduction to Theory and Research* Chapters on CANVAS
3/4	**Dialectical Behavior Therapy in Social Work Practice** **Guest Consultant/Lecturer: Andy Davis, LMSW**	***Community Group Assessment Due*** ***Journal Entry***	**Arlo (2017)** Group therapy and dialectical behavior therapy: An integrative response to a clinical case in *International Journal of Group Psychotherapy* **Bein (2013)** *Dialectical Behavior Therapy for Wellness and Recovery : Interventions and Activities for Diverse Client Needs*

			Reading and chapters on CANVAS
3/11	**Solution-Focused (Brief) Therapy in Social Work Practice**	*Journal Entry* *Process Recording #2*	**Lee,** The Miracle Question…, *SWDR*, pp 308-315 **Walsh**, Chapter 10
3/25	**Narrative Theory in Social Work Practice** **Guest Lecturer/Consultant: Tiffany Nicely-Williams, LMSW**	*Journal Entry*	**Walsh,** Chapter 12 **Combs & Freedman (2012)** Narrative, poststructuralism, and social justice: current practices in narrative therapy See CANVAS for readings
4/1	**Leadership in Social Work Practice** **Guest Lecturer: Laura Sovine, LMSW-AP**	*Journal Entry*	**Keenan, et al. (2018)** Realizing the potential for leadership in social work in *Journal of Social Work* **Holosko, M. (2010)** Social work leadership: Identifying core attributes in *Journal of Human Behavior in the Social Environment*
4/8	Class To Be Determined based on field travel to South Africa	*Journal Entry* *Process Recording #3*	
4/15	**Structural Family Theory in Social Work Practice** **Advanced Relational Skills** **Ethical Decision-Making in Social Work Practice**	*Creative Journal Entry*	**Aponte and Kissil,** Structural Family Therapy, **SWDR**, pp 448-456 **Walsh**, Chapter 9 **Hepworth, et al.,** Chapters

			7, 17, 18 **Reamer, F. (2018)** Ethical standards for social workers' use of technology: Emerging consensus. *Journal of Social Work Values and Ethics*
4/22	**Social Work Advocacy** **Advocacy/Leadership Presentations**	***Advocacy/ Leadership Project Due*** ***Journal Entry***	**Loeb** (2010) *Soul of a Citizen*. We don't have to be saints **Mizrahi**, Community Organizing Principles, *SWDR*, pp 894-906
4/29	**Video Real Plays**	***Final Journal Entry***	No readings assigned
5/6	**Termination/Closure** **Self-Care in Social Work** **Integration of Practice II Course**	***Video Real Play Paper Due*** ***Final Case Analysis Due by 5:00pm*** ***Macro Project Write-Up Due*** ***Self-Evaluative Narrative in place of Journal Entry due 2 days prior to final liaison visit***	**Gutheil (1993)** Endings and transitions in *Smith College Studies in Social Work* See CANVAS for reading

X. BIBLIOGRAPHY

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