Course Number: SW 383T	**Instructor:** Sarah K. Sloan, LCSW-S
Unique Number: 59825	**Email:** ssloan@austin.utexas.edu
Semester: Spring 2021	**Office Number:** SWB 3.124H
Meeting Time: Field Seminar Wed 9-10 a.m.	**Office Phone:** (512) 471-9107
Class: 10:15 – 12:30 p.m.	
Meeting Place: Online/SSW 2.132	**Office Hours:** Wed 12:30 pm-1:30 pm or by appt.

SOCIAL WORK PRACTICE II

I.   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.   Course Objectives
A. 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.

B. 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 to foster a stimulating, creative and collaborative learning community. Experiential learning that builds upon students' field instruction will be emphasized. Other teaching methods include small group interaction, class discussion, role-plays, videos, guest speakers, lecture and assigned learning activities in the community. For a meaningful experience in this class, students must actively participate, take risks, stretch their creativity and critical thinking skills and attend class regularly. Learning will also be obtained through readings, media, and interactions from diverse perspectives. All

students are encouraged to provide the instructor feedback and meet with the instructor individually as needed to enhance their learning.

IV.   Required and Recommended Texts and Materials
Walsh, J. (2013). *Theories for Direct Social Work Practice*. Stamford, CT: Cengage Learning. (3rd Edition)

The following text is required of all students upon admission and readings will be assigned throughout the course of a student's program. **This is available through UT Libraries.**

Roberts. A.R. (Ed.) (2015). *Social workers' desk reference.* New York: Oxford University Press. (3rd Edition)

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

Social Work Practice Theory Application   100 points   Due   varying dates
The purpose of this assignment is to further develop student's research, critical thinking, and presentation skills while increasing their knowledge and skill in the application of a social work practice theory. Students will also have the opportunity to develop their effective task group membership skills. Students will collaborate in a small group project that culminates in a "professional staff development training" on a skill-based application of a practice theory for the class. Detailed guidelines and suggestions for successful presentations are provided in the class handout on assignment instructions and grading criteria.

Video Role Play and Critique   100 points   Due 3/24
The purpose of this assignment is to provide students with an opportunity to further develop the social work practice skills learned in Practice I and to demonstrate a beginning level of skill in the application of a social work practice theory. Students will prepare a video role-play with a partner from class and participate in small group viewing and feedback sessions to deepen their clinical learning and further develop their comfort and skill in the use of supervision and consultation. An assessment of client and written critique of the video is also a part of this assignment.

Advocacy in Action product and presentation 75 points   Due 4/28

The purpose of this assignment is to provide an opportunity for you to share with classmates an issue that is important to you and your beliefs. You will be required to present a persuasive flier/website mock-up about a social/political issue you would like for others to take action about. This assignment is designed to provide students with an experience to use their advocacy skills along with their "professional voice" in promoting social justice action. The issue you choose must fall under one of the Council on Social Work Education's Grand Challenges categories. (https://www.socialworker.com/extras/social-work-month-project-2016/grand-challenges-for-social-work-initiative-and-our-future/)

Participation and Preparedness   **25 points**   **Weekly**

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 increasing self-awareness and professional growth must be demonstrated. Participation points will be determined by attendance, level of interest, respect for others' learning needs and **contribution**s to classroom discussions and activities. Being prepared for class by reading assigned material is part of this professional expectation as well. There will be in-class activities throughout the semester that will help you accumulate participation points and gauge your preparedness for class.

Final Case Analysis   **100 points**   **Due 5/6**

This take-home assignment gives the opportunity to demonstrate knowledge and skills learned over this year in Practice I and Practice II. The assignment will be distributed after Spring Break.

Assignment Summary

Social Work Practice Theory Application	100 points
Video Role Play and Critique	100 points
Final Case Analysis	100 points
Social Work Advocacy Project	75 points
Participation and Class Preparedness	<u>25 points</u>
	400 points

Letter grades will be assigned as follows:

Point Total	Percentage	Equivalent Grade
376-400 points	(94.0 and above)	A
360-375.999 points	(90.0 - 93.999)	A-
348-359.999 points	(87.0 - 89.999)	B+
336-347.999 points	(84.0 - 86.999)	B
320-335.999 points	(80.0 - 83.999)	B-
308-319.999 points	(77.0 - 79.999)	C+
296-307.999 points	(74.0 - 76.999)	C
280-295.999 points	(70.0 - 73.999)	C- Failing Grade
268-279.999 points	(67.0 - 69.999)	D+
256-267.999 points	(64.0 - 66.999)	D
240-255.999 points	(60.0 - 63.999)	D-
239.999 or below	(59.999 and below)	F

VI.   Grades

94.0 and above	A
90.0 - 93.999	A-
87.0 - 89.999	B+
84.0 - 86.999	B
80.0 - 83.999	B-
77.0 - 79.999	C+
74.0 - 76.999	C
70.0 - 73.999	C-
67.0 - 69.999	D+
64.0 - 66.999	D
60.0 - 63.999	D-
59.999 and below	F

VII.   CLASSROOM POLICIES

TIME MANAGEMENT Assignments are due through Canvas by 5:00 p.m.on the day of class unless otherwise directed. Students will lose 5 points per calendar day that an assignment is late. Late papers will be accepted through Canvas to the professor only within the week they are due. Students have one "free" late day without 5 point penalty per semester to be used at their discretion. Bottom line: Communicate with me.

PAPERS Students are expected to produce high quality work in terms of appearance, writing style and content. Points will be deducted for errors, misspellings, incorrect grammar, poor organization, repetition of information, and inferior work processing. When using information from other sources, references and bibliography should conform to the current APA style citation. Students are encouraged to consult with the SSW writing consultant for assistance. (http://www.utexas.edu/ssw/dccs/students/graduate-writing-consultations/) Plagiarism is a serious violation of university rules and will be dealt with according to university policy.

ZOOM When students are in zoom for class they should keep their camera on during class to the extent that is possible. Consider how you would set up your camera and space when you meet with clients and prioritize that approach to this class and your classmates. Please communicate with the professor or class if there is a reason this is not possible.

USE OF CANVAS FOR THIS COURSE: This class uses Canvas – a Web-based course management system with password-protected access at http://canvas.utexas.edu - for confidential communication such as posting and submitting assignments. Readings that are not in the required text, assignment guidelines and assignment grading rubrics are all posted to Canvas. Students can access Canvas Help 24/7 by calling 855-308-2494. Students are expected to set notifications in Canvas so they receive announcements and updates as soon as they are posted.

ATTENDANCE AND PARTICIPATION Attendance and participation for the full class is expected for all students. After two absences, the student will be asked to arrange a meeting with the professor to discuss class attendance expectations and student's attendance issues.

More than two absences may result in the student being dropped from Practice II.

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.

<u>Students are to notify the instructor prior to class</u> at the given phone number if they cannot attend class due to an illness or emergency.

FEEDBACK Students will be asked to provide feedback on their learning and the professor's teaching strategies in informal as well as formal ways. It is very important for the professor to know the students' reactions to what is taking place in class, ensuring that together the professor and students can create a dynamic and effective learning community.   Students are encouraged to provide ongoing feedback to the instructor during class and office visits.

VIII.   UNIVERSITY POLICIES

COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: https://protect.utexas.edu/

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.

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/.

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 race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. 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 (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) 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 ACADEMIC INTEGRITY. Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: http://deanofstudents.utexas.edu/conduct.

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.

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.

UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner.Students can find UT Austin's policies and instructions for updating their e-mail address at https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy.

RELIGIOUS HOLY DAYS. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the

absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the Office for Inclusion and Equity. The University does not maintain a list of religious holy days.

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 campus carry may be found here: https://campuscarry.utexas.edu.

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 and COVID-19 ADVICE LINE (BCCAL). 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 and COVID-19 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 https://safety.utexas.edu/behavior-concerns-advice-line. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

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 CALENDAR
PRACTICE ASSIGMENTS AND READINGS DUE DATES

DATE	Class Topics	Assignments Due	READINGS TO BE COMPLETED

1/19	**Welcome Back on Zoom!** **Course/Syllabus Overview** **Countertransference and Self-Care**		Syllabus
1/26	**Seeing through a Social Work Lens** **Advocacy**		Coffey, D. S. (2016). The grand challenges of social work initiative and our future. *The New Social Worker.* Retrieved from https://www.socialworker.com/extras/social-work-month-project-2016/grand-challenges-for-social-work-initiative-and-our-future/
2/2	**Group Basics**		HRDSL, Chapter 16 Interventions in Group
2/9	**Task Groups** **Task Group Meeting Assignment**		Hardcastle and Powers, Using Work Groups GoogleTeams(2016)NewYorkTimes.pdf
2/16	**Intro to SW Practice Theories** **Psychodynamic Theories: Ego Psychology**		Read Walsh Ch. 1 OR Listen to Theories for Clinical Practice Podcast: http://socialworkpodcast.co m/2009/08/theories-for- clinical-social-work.html Walsh Ch. 4 Ch. 5 optional StalkerandHazeltonAttachment Theory.pdf
2/23	Leadership **Creativity**		Margaret Wheatley TBD adrienne maree brown TBD

3/2	**Motivational Interviewing and Solution Focused Theory** *revisited*		Walsh Ch. 10 Walsh Ch. 11
3/9	**Cognitive-Behavioral Theory** **Mindfulness Based Interventions**	**Social Work Practice Theory Application Paper and Presentation due for those presenting on Cognitive-Behavioral Theory**	Walsh Ch. 7,8 ☑ [Kabat-Zinn, J Meditation, It's Not What You Think](#)☑
3/16			
3/23*	**Crisis** **Grief and Loss**	**Social Work Practice Theory Application Paper and Presentation due for those presenting on Crisis Theory**	Walsh Ch. 13 SWDR #27 Crisis Intervention with Individual and Groups SWDR # 86 Bereavement and Grief Therapy
3/30*	**Narrative Theory**	**Social Work Practice Theory Application Paper and Presentation due for**	Walsh Ch. 12 SWDR #38 Narrative Therapy

		those presenting on Narrative Theory	Combs and Freedman, Narrative, Poststructuralism, and Social Justice: Current Practices in Narrative Therapy
4/6*	**Feminist and Relational Cultural Theory**	**Social Work Practice Theory Application <u>Paper and Presentation</u> due for those presenting on Feminist and Relational Cultural Theory**	Walsh Ch. 5 – pp. 91-93 Comstock, et. al Relational Cultural Theory: A Framework…. Hartling, L. video (11 minutes)
4/13	**Trauma**	**Video Role Play DAP note and Critique Paper due**	Trauma Module
4/20	**Video Role Play Reviews in-class** **<u>No Seminar</u>**		No readings assigned
4/27	**Wrap-Up from Practice I and II** **Advocacy Presentations**	**Advocacy in Action due** **Community Advocacy Persuasive Presentations due in-class** **Time for Reflection due on <mark>5/1/22</mark> by midnight**	No readings assigned

5/4	**Review, Reflection & Celebration** **Time for Reflection for Classmates**	**FINAL CASE ANALSYIS DUE**	No readings assigned

*Each student will choose one group and will only turn in ONE of these; your due date for your assignment depends on which group presentation you participate in

X.   Bibliography

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