



THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Spring 2021

Course Title: Social Work Practice II

Course Prefix/Number/Section: SOCW 3309-005

Instructor Name: Ashley Palmer, PhD, LMSW

Faculty Position: Assistant Professor

Faculty Profile: N/A

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Email Address: ashley.palmer@uta.edu

Office Hours: By appointment

Day and Time of Class (if applicable): Online

Location: Online

Equipment: A laptop computer with webcam (including a microphone) and wireless capability or equivalent is required for all SSW classes.

Canvas: <https://uta.instructure.com/>

A. Description of Course Content

Theories and methodologies of social work assessment, case management, and other generalist intervention at the individual, family, and group levels in diverse settings. This course is required for Social Work Field Instruction and Seminar I (SOCW 4951).

B. Student Learning Outcomes

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards (EPAS) comprised of nine core competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Specifically, while this course addresses competencies 1, 2, 3, 4, 6, 7, 8 and 9 it mainly focuses on competencies 7, 8 & 9:

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- 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, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

C. Required Textbooks and Other Course Materials

Hepworth, D., Rooney, R. Rooney, G.D., Strom-Gottfried, K., & Larsen, J.A., (2013). *Direct social work practice: Theory and skills* (10th ed.). Boston, MA: Cengage Learning.

- ISBN-10 : 1305633806
- ISBN-13 : 978-1305633803

** Because these texts cover information pertinent to the social work licensing exam, we strongly encourage you to keep your textbooks.*

D. Additional Recommended Textbooks and Other Course Materials

N/A

E. Descriptions of Major Assignments and Examinations

Assignments	Points
1) Weekly attendance & participation	10
2) Weekly preparation (quiz or reflection)	14
3) Character Strength Assignment	10
4) Ethical dilemma resolution	10
5) Planning: Assessment and Goal Setting (group assignment)	20
6) Biopsychosocial-Spiritual Assessment	25
7) Detailed Intervention Plan	11
	100 Total Points

1) Attendance and Participation (10 points) *Addresses EPAS Competencies 1,2,6, & 7*

This is a hands-on course, which means that being present matters. You will be working in pairs or small groups often -- discussing, problem-solving, and role playing skills you are learning. When you miss class, you not only miss out on your own learning opportunities but you impact your peers' learning. While being in attendance each week will help you earn these points, students are expected to participate fully as part of their class participation. *Participation in the exercises is required as portion of your attendance and participation grade.*

2) Weekly Preparation (14 points) *Addresses EPAS Competencies 1, 2, 3, 4, 6, 7, 8 & 9*

Understanding the content and key concepts is crucial for being able to apply these knowledge and skills in practice. Each week, you will have a short quiz or reflection prompt to submit prior to Monday's class. The preparation activity will be clearly labeled in the **Canvas Module** for that week.

3) Character Strengths Assignment (10 points) *Addresses EPAS Competencies 1 & 2*

What are your strengths as a person and soon to be social worker? Go to <https://www.viacharacter.org>

Complete the "Take Free Survey." Then, take your top signature strength and answer the following four (4) questions:

1. Identify your top 5 personal strengths. Any surprises?
2. How will these strengths be useful to you as a professional social worker? (Give specific examples)
3. In what ways might these strengths challenge you as a professional social worker? (Give specific examples)
4. How might you use this tool with your clients? Said another way, might it be helpful to a client to be able to identify their strengths? (Specific ways it might be helpful to clients)

You will be submitting this assignment on Canvas and may complete this assignment in either of the following formats:

- Submit a paper responding to these questions. No more than 3 pages double-spaced. Follow APA-format for font, margins, citations. (Page limit does not include title page or reference page). OR
- Record a video responding to these questions. No more than 6 minutes long.

4) **Ethical Dilemma Resolution (10 points)** *Addresses EPAS Competencies 1 & 2*

You began learning about social work values and ethics in Practice I (and hopefully your other social work courses). This assignment provides an opportunity to work in small groups and work through a realistic ethical dilemma you could face in practice. Students will draw from the text, lecture, and possible supplemental readings for this project.

*This assignment will occur **during** class on 2/15 and 2/17. As such, you must be in attendance to get credit for this activity.*

1. I will put you in breakout rooms.
2. Each of the assigned groups will be given a case scenario.
3. You will discuss as a group and work to come to a resolution.
4. While in your breakout rooms, your group will create a hand-out or slides that outline the following:
 - Brief description of your scenario
 - What are the core principles and competing issues you identified? (i.e., what are the specific NASW values, ethical principles, AND the legal responsibilities or duties that are relevant?)
 - Identify possible courses of action, the participants involved in each, along with possible benefits and risks for each. (Provide a *minimum* of 2 possible courses of action and consequences)
 - What action did you choose to resolve the dilemma and why?
5. You will then present the steps you took to the larger class.

5) **Planning: Assessment and Goal Setting (20 points)** *Addresses EPAS Competencies 1, 2, & 7*

Students will be supplied a case study and will work **in groups** to conduct a comprehensive assessment with corresponding SMART goals, objectives, and tasks directly related to the presenting problem within the case.

Students will create a PowerPoint or visual aid to present in class and will also provide a one-page (single-spaced) handout with information for the following required areas:

1. Legal, health, and safety issues.
2. Relevant strengths and resources (multiple levels).
3. Social, environmental, mental health, and physical health issues
4. Summarize the concerns and strengths and provide students' overall impressions.
5. What additional information would you like to gather and from what source(s)?
6. Create one SMART goal that **Kyle, his grandmother, and the social worker** might be able to agree upon.
7. Provide 1 objective and 2 specific tasks that align with the goal.

6) **Biopsychosocial-spiritual Assessment (25 points)** *Addresses EPAS Competencies 5, 6 & 9*

Students will complete a biopsychosocial of an individual of their choosing. This individual must be a real person who is willing to participate. Students should make anonymous any identifying information by referring to the participating individual by initials or last name only. The assessment should not exceed 10 double-spaced pages. Students should reference examples presented in class and in the textbooks. The purpose of this assignment is for students to being the process of conceptualizing the initial assessment process in terms of knowing: a) what is required in a biopsychosocial assessment; b) the process of interviewing and gathering information; and c) how to organize assessment information in a way that allows for making recommendations about the intervention. This assignment will also have a reflective component in which students will evaluate how well you were able to engage the client and use interviewing skills.

The following sections (use headings) will be included in your 7-10 page BPSS assessment.

1. **Identifying information (demographics) of the person:** Age, gender, ethnic background, relationship status, children (living, deceased), employment status, living arrangement. *See Identifying Information in "Biopsychosocial Assessments" and in the Sample Assessment (pp 242-243)*
2. **Physical status:** Any disabilities, brief medical history, mobility, general satisfaction/dissatisfaction with current health status, including physical activity and nutrition. *See "Assessing Biophysical Function" in Hepworth (pp 218-224)*
3. **Psychological status:** Mental status, general outlook on life, coping abilities, affect, spiritual and religious activities. *See "Assessing Cognitive/Perceptual Functioning" in Hepworth (pp 224-228) and "Assessing Affective Functioning" in Hepworth (pp 228-234)*
4. **Behavioral status:** Any behavioral patterns that are impacting one's social functioning. This can include behaviors that vary from being excessive to deficit, such as being argumentative or consumption excessive to deficiencies of needed skills. *See "Assessing Behavioral Functioning" in Hepworth (pp 234-237)*
5. **Social functioning:** Identify social and support system and person's ability to participate within these systems. Remember you can use the ecomap for gathering information about this section. *See "Social History" in Hepworth (pp 244-245) and "Social Support Systems" (pp 239)*
6. **Spirituality:** Describe the person's spirituality/spiritual belief system. Remember to use the spirituality assessment for this section. *See "Spirituality and Affiliation with a Faith Community" in Hepworth (pp 241)*
7. **Strengths Inquiry:** Inquire about personal and environmental strengths that can empower the client in facing and overcoming their challenges. *See "Emphasizing Strengths in Assessments" in Hepworth (pp 194-195)*

7) **Detailed Intervention Plan (11 points)** *Addresses EPAS Competencies 4, 7, 8 & 9*

- Building on the BPSS you completed, develop a detailed intervention plan (1-2 pages) with 1-2 goals, a change-oriented strategy or intervention that aligns with meeting the goal, rationale for selecting intervention, and a plan for evaluating intervention
- This plan needs to be (1) grounded in solid social work assessment; (2) written with SMART goal(s); (3) culturally relevant and considerate of diverse needs.

F. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or engagement online via Canvas. This data is reported to the Department of Education for federal financial aid recipients.

Information specific to modality and meeting times for this course are provided in the section below.

3309-005 is an online course with synchronous learning that meets every Monday and Wednesday from 4:00pm to 5:20pm. Students are expected to reserve this time each week to participate in class sessions. *Your presence is required to earn in-class participation points. Any student missing 3 classes will be required to meet with the instructor to discuss student performance and success. Missing 4 or more classes may result in a failing grade for the course.

*Note. You may "make up" class participation points for up to 2 missed classes. It is your responsibility to email me if you wish to have the opportunity to earn points. Evidence of activity completion must be submitted to me no later than the next class period unless otherwise stated. If you miss more than two (2) classes, you will not be able to earn points for those additional class sessions.

G. Grading

Grades are a reflection of the extent to which submitted work meets required standards and demonstrates knowledge, skills, and application of content. Rubrics are provided on Canvas to illustrate grading criteria for each respective assignment. Students are strongly encouraged to review rubrics before beginning assignments and again before submitting assignments. **The time to seek clarity about grading criteria is before assignments are due.**

Points	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

Late work

I will accept late work for most assignments up to one week (7 days) after the original due date, with a deduction of 10% for being late. That means that the highest grade that could be received for late work would be a 90%. An additional 5% will be deducted for each 24 hrs it is late (i.e., due on Sunday night and turned in Monday before 11:59pm, 10% deducted; due on Sunday night and turned in Tuesday at 1:00am, 15% deducted, etc).

Class participation points are the exception. You may "make up" class participation points for up to 2 missed classes. It is your responsibility to email me if you wish to have the opportunity to earn points. Evidence of activity completion must be submitted to me no later than the next class period unless otherwise stated. **You cannot earn attendance & participation points for more than two (2) class sessions.**

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

H. Make-Up Exams

N/A

I. Course Schedule

Week Of	Modules	Topics	Required Readings	Assignments	Due Dates
1/18	1	Introductions Syllabus and Course Overview	Syllabus		
1/25	2	Connecting Engagement & Exploration with Assessment, Planning and Intervention Assessment: Exploring and Understanding	Hepworth: Ch 8	Character Strengths	1/31
2/01	3	Assessment: Intrapersonal, Interpersonal, and Environmental Factors	Hepworth: Ch 9		
2/08	4	Assessing Family Functioning in Diverse Family and Cultural Contexts	Hepworth: Ch 10		
2/15	5	Assessing Family Functioning Group presentations on ethical dilemmas (in-class)	Hepworth: Ch 10 Hepworth: Ch 4		
2/22	6	Group presentations on ethical dilemmas (in-class)	Hepworth: Ch 4 NASW CoE	Ethical dilemma resolution (in-class)	2/24
3/01	7	Forming and Assessing Social Work Groups Developing Goals	Hepworth: Ch 11 Assigned material		
3/08	8	Contracting and Developing Goals	Hepworth: Ch 12		
No class 3/15 or 3/17: SPRING BREAK					
3/22	9	GROUP PRESENTATIONS	None	Planning: Group Presentations + Handouts	3/22 3/24
3/29	10	Working and Evaluating; Planning and Implementing	Hepworth Ch: 13		
4/05	11	Working and Evaluating; Planning and Implementing	Hepworth Ch: 13		
4/12	12	Enhancing Family Functioning	Hepworth: Ch 15	Biopsychosocial-spiritual Assessment	4/18
4/19	13	Intervening in Social Work Groups	Hepworth: Ch 16		
4/26	14	Additive Empathy and Confrontation; Managing Barriers to Change	Hepworth: Ch 17, 18		
5/03	15	Ending: Evaluation, Termination	Hepworth: Ch 19	Detailed Intervention Plan	5/05

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

J. Expectations for Out-of-Class Study

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

K. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352.

The following is a list of commonly used library resources:

- [Library Home Page](#)
- [Library Services](#)
- [Subject Guides](#)
- [Subject Librarians](#)
- [Course Reserves](#)
- [Library Tutorials](#)
- [Connecting from Off-Campus](#)
- [Ask a Librarian](#)

L. Grade Grievances

For more information on the grade grievance process please see the [BSW Program Manual](#) or the [MSW Program Manual](#). Grade grievance can be submitted through the [BSW Grade Grievance form](#) or the [MSW Grade Grievance form](#) located on the [Forms and Resources](#) website.

M. Institutional Policies

UTA students are encouraged to review these institutional policies and informational sections and reach out to the specific office with any questions. The following policies can be found on the [UTA Syllabus Institutional Policies](#) page:

- Drop Policy
- Observance of Religious Holy Days
- Disability Accommodations
- Non-Discrimination Policy
- Title IX Policy
- Academic Integrity
- Electronic Communication
- Campus Carry
- Final Review Week
- Student Feedback Survey
- Active Shooter
- Counseling and Psychological Services (CAPS)
- Student Support Services

N. Mandatory Face Covering Policy

All students and instructional staff are required to wear facial coverings while they are on campus, inside buildings, and in classrooms. Students that fail to comply with the facial covering requirement will be asked to leave the class session. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center's front desk, or in their department. Students who refuse to wear a facial covering in class will be asked to leave the session by the instructor, and, if the student refuses to leave, they may be reported to UTA's Office of Student Conduct.