

Days and Time: Tuesday and Thursday, 9:30-10:50 a.m.

Instructor: Ericka Robinson-Freeman, LMSW

Classroom: Life Science Building, Room 102

E-mail: erickarobinson@uta.edu

Instructor Profile: <https://www.uta.edu/profiles/ericka-freeman>

Office: Social Work Complex, Building A, 101F

Office Hours: Tuesdays: 8-9:30 a.m. and 5-7 p.m.

Thursdays: 8-9:30 a.m. and 12:30-3 p.m.

Other hours available by appointment only.

Course Description and Prerequisites:

SOCW 3304 Practice II is the second course in a **three course-series**: SOCW 2313, SOCW 3304, and SOCW 3306. **SOCW 2313 Practice I and SOCW 3304 Practice II combine** to provide students the foundation of social work practice by exploring the dynamics of the *direct practice* process, while SOCW 3306 Practice III focuses on social work practice in the context of understanding and intervening at the organizational and community levels.

SOCW 2313 Practice I and SOCW 3304 Practice II explore the interactive skills and techniques necessary for working with individuals, families, and groups utilizing the four-step planned changed process of engagement, assessment, intervention, and termination/evaluation. The focus is on the use of self as an agent for change in the interaction between individuals, and between individuals and their social environment.

Social Work Practice I facilitates the development of the interpersonal skills (i.e., feeling and doing) specific to the *engagement and assessment* steps of the planned changed process. Coursework includes instruction and skill building for enhancing or restoring the functioning of a client or client family. Ethics, preparatory activities, rapport building, exploration, and initial assessment processes are covered. **Social Work Practice II** continues the development of interpersonal skills specific to the *intervention and termination/evaluation* steps of the planned changed process. Coursework includes instruction on practice theories and methodologies for intervention and skill building for goal development and evaluating outcomes. Contracting, developing resources, attending to family systems, selecting intervention methods, and managing barriers to change are covered.

SOCW 2313 and SOCW 3304 share course textbooks, as well. Students and instructors utilized the first half of the texts in SOCW 2313 and will utilize the second half of the texts in SOCW 3304 to ensure continuity of skill development and practice philosophy.

Prerequisite: Successful completion (final grade of C or above) in SOCW 2313.

Educational Objectives Addressed

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly. [Social workers serve as representatives of the profession, its mission, and its

core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers:]

- a) Practice personal reflection and self-correction to assure continual professional development.
- b) Use supervision and consultation.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

[Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:]

- a) Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
- b) Analyze models of assessment, prevention, intervention, and evaluation; and
- c) Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.5—Advance human rights and social and economic justice.

[Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers:]

- a) Engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research. [Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:]

- a) Use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

[Social workers are knowledgeable about human behavior across the life course; the range of social systems in

which people live; and the ways social systems promote or deter people in maintaining or achieving health

and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:]

- a) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

Educational Policy 2.1.10(a), (b), (c), and (d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

[Professional practice involves the dynamic and interactive processes of engagement,

assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice]

Educational Policy 2.1.10(a)—Engagement: Social workers

- (i) Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
- (ii) Use empathy and other interpersonal skills; and
- (iii) Develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment: Social workers

- (i) Collect, organize, and interpret client data.
- (ii) Assess client strengths and limitations.
- (iii) Develop mutually agreed-on intervention goals and objectives; and
- (iv) select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention: Social workers

- (i) Initiate actions to achieve organizational goals.
- (ii) Implement prevention interventions that enhance client capacities.
- (iii) Help clients resolve problems.
- (iv) Negotiate, mediate, and advocate for clients; and
- (v) Facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation: Social workers critically analyze, monitor, and evaluate interventions.

UTA-School of Social Work: Definition of Evidence-Informed Practice:

Evidence-informed practice (EIP) is a guiding principal for the UTA-SSW. This approach is guided by the philosophy espoused by Gambrill (2006) and others who discuss evidence-based practice (EBP). Though many definitions of EIP/EBP saturate the literature, we offer two definitions that most closely define our understanding of the concept and serve to explicate our vision of EIP for the UTA-SSW:

The use of the best available scientific knowledge derived from randomized, controlled outcome studies, and meta-analyses of existing outcome studies, as one basis for guiding professional interventions and effective therapies, combined with professional ethical standards, clinical judgment, and practice wisdom (Barker, 2003, p. 149).

.....the integration of the best research evidence with our clinical expertise and our patient's unique values and circumstances (Strauss, et al. (2005).

The UTA SSW vision statement states that the "School's vision is to promote social and economic justice in a diverse environment." Empowerment connects with the vision

statement because, as Rees (1991) has pointed out, the very objective of empowerment is social justice. Empowerment is a seminal vehicle by which social justice can be realized. It could well be argued that true social justice cannot be realized without empowerment. Empowerment, anchored with a generalist base, directs social workers to address root causes at all levels and in all contexts, not simply “symptoms”. This is not a static process but an ongoing, dynamic process, a process leading to a greater degree of social justice and equality.

UTA-School of Social Work: Accepts the **Definition of Empowerment** as defined by Barker (2003:142) as follows:

In social work practice, the process of helping individuals, families, groups, and communities increase their personal, interpersonal, socioeconomic, and political strength and develop influence toward improving their circumstances.

Student Learning Outcomes

This course will provide students with a generalist social work practice framework, using the problem solving approach model. Students will gain knowledge and skills in intervention with individuals, families, groups, organizations and communities attending to social work values, ethical issues as well as to gender, sexual identity, ethnic, age, cultural, spiritual, and religious influences. This model is based upon the assumption that all clients have the right to competent service and that accountability to clients, and to this profession, requires evaluation of the process and outcomes of practice. By the end of the semester, each student should be able to. . .

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Apply the knowledge and differential communication skills of generalist social work practice across client populations, colleagues, and communities and with individuals, families, groups, and organizations and communities.
5. Use theoretical frameworks supported by empirical evidence to understand individual and group development and behavior and interactions among and between individuals, families, groups and organizational/community cultures and dynamics.

ATTENDANCE POLICY, CLASS PARTICIPATION and COMMUNICATION

Attendance Policy

Due to the format and content of this course, regular and punctual attendance is imperative and expected. Attendance is part of your final grade. As a matter of fairness and equity, **anyone missing more than three (3) scheduled class sessions will lose 5 points off his/her attendance-participation grade per day absent (unless emergency/extenuating circumstances as approved by instructor).** Additionally, it is expected for students to be on

time and not leave early. Repetitive lateness (e.g., 15 minutes late), as well as leaving class early, may affect your final participation grade. Role will be taken at the beginning of each class. If it is necessary for you to be late or leave class early, please let me know in advance.

Class Participation

It is important for students to come to class prepared to take part in informed discussions each week, based upon the class readings. This part of the grade will be determined by class attendance and participation in discussions and group work.

Communication and Feedback

I will be available by email to answer questions about assignments. Students should submit questions or requests for clarification *at least 24 hours before an assignment is due*. If an assignment is due in less than 24 hours, I cannot guarantee a timely response.

Feedback is two-way! During this course students will be asked to provide feedback on their learning in informal as well as formal ways, including the use of anonymous surveys. It is very important for me to know your reactions to what is taking place in class, so that adjustments can be made if necessary to best meet your needs. If you are concerned about your class performance, I am more than willing to work with you to help you improve your understanding of course content. I am happy to meet with you. Please contact me via email or in person to schedule a time to meet.

Class Environment

It is essential that we create an environment conducive to learning. Please avoid distracting or disrupting the class. There is also the possibility that you may disagree with another student or the instructor. This is to be expected with the issues social workers confront and our tendency to be passionate about our values and opinions. However, it is important that we be respectful of each other and their opinion.

Use of technological devices (cell phones, iPods, mp3s, etc.) is not permitted during class. A minimum of one (1) point will be deducted from the student's attendance-participation grade each time an incident occurs. However, the use of a laptop for note-taking is permitted. If you are the caregiver for a child or other family member, you may leave your cell phone on vibrate/silent mode for emergency phone calls (calls should be taken outside the classroom).

REQUIRED TEXTBOOKS AND OTHER COURSE MATERIAL

Cournoyer, B.R., Hepworth, D., Rooney, R., Dewberry-Rooney, G., & Strom-Gottfried, K. (2012). *Social work: Direct practice & skills*, Belmont, CA: Brooks/Cole.

Collins, D., Jordan, C., & Coleman, H. (2013). *An introduction to family social work*, (4th ed.). Belmont, CA: Brooks/Cole.

RECOMMENDED TEXT

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.), Washington, DC: American Psychological Association.

Readings: Readings will be assigned from the textbook and may be augmented with class handouts as posted on Blackboard. Additional readings include case study material from the online assignment. A combination of lecture, discussion and in-class and out-of-class exercises (individual and small group) will highlight the major concepts covered in the course.

Blackboard: Blackboard is a Learning Management System licensed by UTA for faculty members to communicate electronically with students. It will be used as a mechanism to deliver class materials. There are many Blackboard features that will be used during the course of this class, including posting of course material, class assignments, and grades.

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 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Final Review Week: A period of five class days prior to the first day of final examinations is designated by the University as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

ASSIGNMENTS, EXAMINATIONS, AND GRADING

Exams (2) – 30% Each

Two examinations will be given during the semester. The Final Exam (included in the 2 exams given) will NOT be comprehensive. Exam material will come from lectures, assigned readings, and any handouts given in class. Make-up exams will be provided at my discretion. If you must miss an exam for an unavoidable reason, you must contact me by email *before* the time of the scheduled exam.

Group Presentation – 25%

Students will work together in small groups to create a comprehensive demonstration of an intervention studied this semester. Additional information on the content, style, and grading of this assignment will be provided in class and posted on Blackboard.

Magazine Subscription and Discussion Board – 10%

Students will subscribe to the free, online magazine *The New Social Worker*. Students will choose one article from the magazine and create a discussion post on Blackboard. In addition, students will respond to at least two (2) of their classmates' posts. Additional information on the content, style, and grading of this assignment will be provided in class and posted on Blackboard.

Participation – 5%

Each student is allowed up to three (3) absences without grade reduction penalty. Each absence after the third (3rd) absence will result in a 5 point reduction in participation grade per absence. (e.g. absence #4 = 95, absence #5=90, etc.). Participation grades may also be affected by the level of class engagement.

Online Training Assignment – Extra Credit

Students may complete an online training on Motivational Interviewing and submit their certificate of completion for 5 points of extra credit, which can be added to one exam grade. Additional information on the training assignment will be posted on Blackboard.

Service Learning Opportunity

From time to time university activities and community service learning opportunities are presented which are beneficial to the learning experience of this class. At my discretion, the class may participate in such opportunities and extra credit may be given.

GRADING

90 and Above =A

80 - 89.9 = B

70 -79.9 = C

60 - 69.9 = D

Below 60 =F

Written work must be clear, concise, and grammatically correct. Deficiencies in areas such as spelling, punctuation, sentence structure, and incoherent organization will result in lower grades. All papers **must** follow APA guidelines. Plagiarism (using someone else's words, thoughts, or ideas and claiming them as your own – i.e., using direct sentences written by others) will result in a failing grade for the course.

All assignments will be due on the date listed on the Course Schedule. **Ten points will be deducted for late assignments. No assignment will be accepted after 5 days late.**

Course Syllabus Modifications

Modifications to assignments and the class schedule may be necessary. Modifications to these items and the course syllabus, if needed, will be made at my discretion based on new materials, class discussions, or other needs of the class. Modifications will be distributed to students in a timely fashion either via email, Blackboard, or classroom distribution.

OTHER INFORMATION AND UNIVERSITY POLICIES

1. Dropping the Class: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered

through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

2. Student Support Services/Student Retention: The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

3. Academic Integrity: It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Regents' Rules and Regulations, Series 50101, Section 2.2). All students enrolled in this course are expected to adhere to the UT Arlington Honor Code: *I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

For this class, be attentive to the manner in which you use and cite reference material. When in doubt, it is best to insert a citation. Avoid the excessive use of quotations – cited or not – and if you use any kind of a writing tutor, be careful about the degree of assistance they provide to you. Assignments are intended to represent YOUR work – for better or worse – so over-reliance on outside help is discouraged.

4. Americans with Disabilities Act (ADA): If you are a student who requires accommodations in compliance with the ADA, please see me at the beginning of the semester. Faculty members are required by law to provide reasonable accommodations to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364, located in the lower level of the University Center.

5. Bomb threats: If anyone is tempted to call in a bomb threat, be aware that UTA will attempt to trace the phone call and prosecute all responsible parties. Every effort will be made to avoid cancellation of presentations/tests caused by bomb threats. Unannounced alternate sites will be available for these classes. Your instructor will make you aware of alternate class sites in the event that your classroom is not available.

6. Librarian to Contact: The Social Sciences / Social Work Resource Librarian is John Dillard. His office is in the main library. He may also be contacted via E-mail: dillard@uta.edu. The SWEL web page is linked to the School of Social Work Main Page and through the Central Library web page.

7. E-Culture Policy: The University of Texas at Arlington has adopted the University email address as an official means of communication with students. All communication for this class will be conducted through the UTA email system. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email. All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their UTA issued email regularly.

8. Incompletes: Incompletes are given only in exceptional and very rare situations that involve Acts of Nature and/or other things beyond the ability of the student to anticipate or overcome. A student MUST contact

Professor Robinson-Freeman directly prior to the end of the semester to determine if an incomplete is warranted or available.

9. Grade Grievance Policy: It is the obligation of the student, in attempting to resolve any student grievance regarding grades, first to make a serious effort to resolve the matter with the instructor with whom the grievance originated. Individual instructors retain primary responsibility for assigning grades. The instructor's judgment is final unless compelling evidence shows preferential treatment or procedural irregularities. If students wish to appeal, their requests must be submitted in writing on an Academic Grievance Form available in departmental or program offices to the department chair or program director. Before considering a grievance, the department chair or program director will refer the issue to a departmental or program committee of graduate faculty. If the committee cannot reach a decision acceptable to the parties involved, the department chair or program director will issue a decision on the grievance. If students are dissatisfied with the chair or director's decision, they may appeal the case to the academic dean. If they are dissatisfied with the academic dean's decision, they may appeal it to the dean of Graduate Studies. Students have one year from the day grades are posted to initiate a grievance concerning a grade.

10. Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

11. Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

12. Title IX: The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

COURSE SCHEDULE

	DATE	TOPIC	READINGS	ASSIGNMENT DUE
First Day of Class	8/22/14	Introductions, Syllabus Review, Assignments		
Week 1	8/26/14 8/28/14	Developing Goals, Contracts	Chapter 12 (Cournoyer)	
Week 2	9/2/14 9/4/14	Developing Resources	Chapter 14 (Cournoyer)	
Week 3	9/9/14 9/11/14	Enhancing Family, Relationships	Chapter 15 (Cournoyer)	
Week 4	9/16/14 9/18/14	Family Systems Intervention	Chapter 10 (Collins)	Assign groups for upcoming presentations and review assignment.
Week 5	9/23/14 9/25/14	Intervening Social Work Groups <i>Exam I Review posted</i>	Chapter 16 (Cournoyer)	
Week 6	9/30/14 10/2/14	Exam I – <i>No In-Person Class</i> Intervention Phase	 Chapter 11 (Collins)	9/30: Exam I – Online due by end of day (11:59 p.m.)
Week 7	10/7/14 10/9/14	Intervention Phase, continued <i>Class Time for Group Work</i>		
Week 8	10/14/14 10/16/14	Interventions: Children, Parents <i>Class Time for Group Work</i>	Chapter 12 (Collins)	
Week 9	10/21/14 10/23/14	Interventions: Couples	Chapter 13 (Collins)	

Week 10	10/28/14 10/30/14	Group Presentations		
Week 11	11/4/14 11/6/14	Discussion Board Posts – <i>No In-Person Class</i> Group Presentations		Magazine Article Discussion Board Posts due by end of day (11:59 p.m.) 11/4/14
Week 12	11/11/14 11/13/14	Group Presentations		
Week 13	11/18/14 11/20/14	Additive Empathy, Interpretation	Chapter 17 (Cournoyer)	
Week 14	11/25/14 11/27/14	Managing Barriers to Change <i>Happy Thanksgiving!</i>	Chapter 18 (Cournoyer)	11/27: No Class – Thanksgiving Break
Week 15	12/2/14	The Final Phase: Evaluation and Termination The Termination Phase <i>Exam II Review posted</i>	Chapter 19 (Cournoyer) Chapter 14 (Collins)	12/2: Extra Credit Certifications Due Complete Student Feedback Survey and study for final exam.
Week 16	12/11/14	Exam II – Final 8-10:30 a.m. <i>No In-Person Class</i>		12/11: Exam II – Online due by 10:30 a.m.