Semester/Year: Spring 2016  
Course Title: Social Work Practice II  
Course Prefix/Number/Section: SOCW 3304-003  
Instructor Name: Pamela Kleespies, MSSW, LCSW  
Faculty Position: Assistant Professor in Practice  
Faculty Profile: www.uta.edu/profiles/pamela-johnson  
Office Number: GACB 113  
Phone Number: 817 272 - 3181  
Email Address: pamela.kleespies@uta.edu  
Office Hours: Before and after class and by appointment.  
Day and Time of Class (if applicable): Tuesday/Thursday 9:30 -10:50 am  
Location: SWCA 217  
Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.  
Blackboard: https://elearn.uta.edu/webapps/login/

A. Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings):

Theories and methodologies of social work assessment and intervention at the individual, family, and group levels in diverse settings. Prerequisite: SOCW 2311, SOCW 2313, SOCW 3301. BSW majors only.

B. Measurable Student Learning Outcomes:

**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

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- 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
• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
• analyze models of assessment, prevention, intervention, and evaluation; and
• 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

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- 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

- use practice experience to inform scientific inquiry and
- 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

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment

**Educational Policy 2.1.10(a-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

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
• develop a mutually agreed-on focus of work and desired outcomes.

**Educational Policy 2.1.10(b) - Assessment** Social workers

• collect, organize, and interpret client data;
• assess client strengths and challenges;
• develop mutually agreed-on intervention goals and objectives; and
• select appropriate intervention strategies.

**Educational Policy 2.1.10(c) - Intervention** Social workers

• initiate actions to achieve organizational goals;
• implement prevention interventions that enhance client capacities;
• help clients resolve problems;
• negotiate, mediate, and advocate for clients; and
• facilitate transitions and endings.

**Educational Policy 2.1.10(d) - Evaluation** Social workers

• critically analyze;
• monitor; and
• evaluate interventions.

C. **Required Text(s) and Other Course Materials:**


D. **Additional Recommended Text(s) and Other Course Materials:**

N/A

E. **Major Course Assignments & Examinations:**

1. **CHARACTER STRENGTHS ASSESSMENT - 50PTS  Due 2/11/2016**

What are your strengths as a person and soon to be social worker? You are to go to viacharacter.org and “take the survey”. Take your top signature strength(s) and answer the following five questions in approximately 4 pages:

• What is the history and development of this strength?
• Provide details about how you put this strength into every day practice. How will this strength sustain you in the coming semester?
• Discuss the important people who have contributed to the development of this strength.
• What significant meaning (if any) does this strength hold for you?
• What are the dreams and hopes that stand behind this strength?

2. **MID TERM EXAM- 100 pts each 3/8/2016**

One midterm exams will cover class readings, lectures and discussions. The mid-term may be a combination of multiple-choice test items, true-false questions, fill in the blank and short answer.
Exam material will come from lecture, assigned readings and any handouts provided in class or posted on Blackboard. **There are absolutely NO make-up exams.**

3. BIOPSYCHOSOCIAL ASSESSMENT - 100PTS - Due 4/26/2016

Students will choose a person for a biopsychosocial assessment. Using the example in the Cournoyer Book students will complete a Biopsychosocial Assessment. Any sections that cannot be addressed, then you will need to report it being not applicable (N/A). In addition to the assessment, students will need to identify a practice model or change strategy that might be considered beneficial for the character. Such models or strategies will be discussed in class and are in the text, i.e. crisis intervention, cognitive behavioral therapy, solution-focused brief therapy, case management, task centered therapy, etc. The models offered in the Collins’ text can also be used for this assessment (see pages 352-367).

The assessment is expected to be a minimum of 5 (not including the intro page) pages.

Paper should follow this format: Use the bolded words as headings for your paper sections.

**APA Style (page numbers & headers)**

- Cover Sheet (NOT included in page count)
- Signed Confidentiality statement. (1 page)
- Biopsychosocial Assessment (major focus of the paper, minimum of 2-3 pages).
- Practice model/change strategy (explanation for your choice of this particular model or strategy and how it could impact the client. (½ to 1 page)
- Conclusion (overall learning about assessment, change strategies, minimum of 1-2 paragraphs, approximately ½ page)
- References

The Assessment paper will be graded on the following:

- Following Instructions
- Use of APA Style
- Grammar, Punctuation, & Sentence Structure
- Written work must be clear, concise, and grammatically correct.
- All papers must follow APA guidelines. At a minimum this means including a title page, numbering the pages, using Times Roman 12 font, citing any references in the body of the paper and having a reference list at the close of the paper.
- 10 points will be deducted from the overall score for each day a paper is late.

4. Planned Change Presentation/Peer Feedback - 100PTS 4/28, 5/3, 5/5

Students will demonstrate a planned changed strategy in a brief role-play segment involving basic interviewing skills. The role play is expected to last 15-20 minutes. The topic of the presentation (i.e., why the social worker is meeting the client(s) will be submitted on a date determined in class. Some class time will be provided to discuss and prepare the role-play; however, it may not be enough. It is likely that students will need to spend some time on this assignment outside of the regular class period. Peer feedback will be given to presenters. Additional information on the content and grading of this assignment will be provided in class and posted on Blackboard folder. You can use scenarios from the Cournoyer text. The interventions should reflect skills presented in Cournoyer, chapters 6-9 as well as planned changed strategy studies in Cournoyer chapters 11,12,13. This will be explored in class as well.
Class Participation: 50 pts possible, There will be 5 in class activities worth 10 points each. A Missed activities CANNOT be made up.

These activities can include information, knowledge, demonstration of the readings, power points, small group activities, and lectures with activities during the week.

F. Grading Policy

<table>
<thead>
<tr>
<th>GRADED ACTIVITIES</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character Strengths Assessment</td>
<td>50</td>
</tr>
<tr>
<td>Midterm</td>
<td>100</td>
</tr>
<tr>
<td>Biospyhosocial Assessment</td>
<td>100</td>
</tr>
<tr>
<td>Planned Change Process Demonstration/Peer Feedback</td>
<td>100</td>
</tr>
<tr>
<td>Participation (5 in class activities worth 10 points each)</td>
<td>50</td>
</tr>
<tr>
<td>EXTRA Credit (Motivational Interviewing Training)</td>
<td>(20)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>400</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRADE</th>
<th>Points required</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>360-400</td>
</tr>
<tr>
<td>B</td>
<td>320-359</td>
</tr>
<tr>
<td>C</td>
<td>280-319</td>
</tr>
<tr>
<td>D</td>
<td>240-279</td>
</tr>
</tbody>
</table>

EXTRA CREDIT: 20 pts

Complete the online Motivational Interviewing Training. Bring a copy of certificate for credit.

http://pcssmat.org/new-pcss-mat-online-module-with-free-cme-posted-motivational-interviewing/

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.

G. Make-Up Exam or Assignment Policy:

Make-Up Exam or Assignment Policy:
THERE ARE NO MAKEUP EXAMS.

Anyone arriving 15 minutes late for an exam will not be allowed to take the exam and no points will be given for the exam.

All written assignments will be due posted to Blackboard on the date listed on the Course Schedule (see below) at the beginning of class.

Five points will be deducted for each calendar day the assignment is late.

H. Attendance Policy:

At The University of Texas at Arlington, taking attendance is not required. Rather, 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. As the instructor of this section, Attendance Policy:

At The University of Texas at Arlington, taking attendance is not required. Rather, 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. For this course, here is the attendance policy:

Due to the format and content of this course, regular and punctual attendance is imperative and expected. 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 grade. If it is necessary for you to be late or leave class early, please let instructor know in advance.

I. Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Weekly Topics</th>
<th>Major Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Course: Syllabus Review Review Skills Review Ch 6,7,8,9 in Cournoyer</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Diversity and Ethics Required Readings: Cournoyer, et al: Chapter 4-5 Valuing Diversity, Ethics Decision making</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Assessment Required Reading: Cournoyer Ch 9 Developing Goals and Contracts Required Reading: Cournoyer Ch 12</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Developing Resources Required Reading: Cournoyer Ch 14</td>
<td>Character Strengths Assessment due 2/11/2016</td>
</tr>
<tr>
<td>Date</td>
<td>Events</td>
<td>Required Reading</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2/16/2016</td>
<td>Enhancing Family Relationships</td>
<td></td>
</tr>
<tr>
<td>2/18/2016</td>
<td><strong>Required Reading:</strong> Cournoyer Ch 15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Family Systems Intervention</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Required Reading:</strong> Collins Ch. 10</td>
<td></td>
</tr>
<tr>
<td>2/23/2016</td>
<td>Intervening Social Work Groups</td>
<td></td>
</tr>
<tr>
<td>2/24/2016</td>
<td><strong>Required Readings:</strong> Cournoyer, et al: Chapter 16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group Video</td>
<td></td>
</tr>
<tr>
<td>3/1/2016</td>
<td>Safety and Self-Care</td>
<td></td>
</tr>
<tr>
<td>3/3/2016</td>
<td>Review for midterm</td>
<td></td>
</tr>
<tr>
<td>3/8/2016</td>
<td>Mid Term Exam</td>
<td></td>
</tr>
<tr>
<td>3/10/2016</td>
<td>Class Review Midterm</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>SPRING BREAK!</strong></td>
<td><strong>ENJOY YOUR BREAK!</strong></td>
</tr>
<tr>
<td>3/22/2016</td>
<td>Interventions/Change strategies</td>
<td></td>
</tr>
<tr>
<td>3/24/2016</td>
<td><strong>Required Reading:</strong> Collins Ch. 11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intervention phase continued</td>
<td></td>
</tr>
<tr>
<td>3/29/2016</td>
<td>Interventions, Children, Parents</td>
<td></td>
</tr>
<tr>
<td>3/31/2016</td>
<td><strong>Required Reading:</strong> Collins Ch. 12</td>
<td></td>
</tr>
<tr>
<td>4/5/2016</td>
<td>Interventions: Couples:</td>
<td></td>
</tr>
<tr>
<td>4/7/2016</td>
<td><strong>Required Reading:</strong> Collins Ch. 13</td>
<td></td>
</tr>
<tr>
<td>4/12/2016</td>
<td>Additive Empathy, Interpretation</td>
<td></td>
</tr>
<tr>
<td>4/14/2016</td>
<td><strong>Required Reading:</strong> Cournoyer Ch. 17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Managing Barriers to Change</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Required Reading:</strong> Cournoyer Ch. 18</td>
<td></td>
</tr>
<tr>
<td>4/19/2016</td>
<td>The Final phase: Evaluation and Termination</td>
<td></td>
</tr>
<tr>
<td>4/21/2016</td>
<td><strong>Required Reading:</strong> Cournoyer Ch. 19</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Termination Phase</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Required Reading:</strong> Collins Ch. 14</td>
<td></td>
</tr>
<tr>
<td>4/26/2016</td>
<td>Planned Changed Strategy Presentation/Peer Feedback</td>
<td></td>
</tr>
<tr>
<td>4/28/2016</td>
<td>Planned Changed Strategy Presentation/Peer Feedback</td>
<td></td>
</tr>
<tr>
<td>5/3/2016</td>
<td>Planned Changed Strategy Presentation/Peer Feedback</td>
<td></td>
</tr>
<tr>
<td>5/5/2016</td>
<td>Course Wrap up</td>
<td></td>
</tr>
</tbody>
</table>

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. Grade Grievance Policy:


L. Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals and writing support, students may visit the Office of Advising and Student Success located on the third floor of Building A of the School of Social Work Complex or contact the Administrative Assistant at 817-272-3647. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming self or someone else, supportive services are available. For immediate, 24-hour help call 1-800-273-TALK or visit http://www.suicidepreventionlifeline.org/ for a live chat. For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact:

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: (817) 675-8962. Below are some commonly used resources needed by students in online or technology supported courses: http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:
Library Home Page.................... http://www.uta.edu/library
Subject Guides......................... http://libguides.uta.edu
Subject Librarians.................... http://www-test.uta.edu/library/help/subject-librarians.php
Database List.......................... http://www-test.uta.edu/library/databases/index.php
Course Reserves....................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Catalog....................... http://discover.uta.edu/
E-Journals............................. http://utalink.uta.edu:9003/UTAlink/az
Connecting from Off-Campus........ http://libguides.uta.edu/offcampus
Ask a Librarian....................... http://ask.uta.edu

N. 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 exits, which are the stairwells located at either end of the adjacent hallway. 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 individuals with disabilities.

O. Drop Policy:

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://wweb.uta.edu/aoa/fao/).

P. Disability Accommodations:

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

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.

Q. Title IX:

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.

R. Academic Integrity

Students enrolled all UT Arlington courses 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.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

S. Electronic Communication:

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

T. Student Feedback Survey:

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

U. Final Review Week:

This ONLY applies to courses administering a major or final examination scheduled in the week and locations designated for final examinations following last classes. A period of five class days prior to the first day of final examinations in the long sessions shall be designated 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.