

The University of Texas at Austin
School of Social Work

The University of Texas at Austin
School of Social Work
Advanced Integrative Capstone in Social Work Knowledge and Practice

Course Number:	SW 385	Instructor:	Noël Busch-Armendariz
Unique Numbers:	64924/64931	Office Number:	3.130D
Semester:	Spring 2008	Contact Information:	nbusch@mail.utexas.edu
Meeting Time/Place:	Wednesday 5:30 - 8:30 pm 2.132	Office Hours:	Wednesdays 4:30 - 5:30 and by appointment

I. Course Description

Competent social work practice involves broad knowledge of person-in-environment and a full integration of social work knowledge, skills, theory, and values and ethics and the ability to clearly articulate a rationale for decision-making. This course gives students the opportunity to analyze and apply with greater depth, breadth, and specificity their knowledge, skills, and theories to values and ethics, diversity, populations at risk, social and economic justice, human behavior and the social environment, social welfare policy, social work practice, research and field education. Therefore, the course builds upon all previous courses in the curriculum and their field internships utilizing a multi-level case study method and prepares students for professional practice. Case studies will require students to intervene at all systems levels. Course composition will include both Clinical and CAL students in order to promote shared learning experiences and the exchange of advanced knowledge in these concentrations. The course will be taken concurrently with students' final field placement (in the spring semester) to enhance reciprocal learning in class and in field.

II. Course Objectives

At the completion of this course students will be able to:

1. formulate and identify relevant social work knowledge and theory
2. demonstrate an ability to integrate their knowledge, skills, and values and ethics
3. critically analyze human behavior and social problems at all systems levels
4. critically analyze research findings in the empirical literature and assess applicability of related media sources (such as professional bulletins, documentaries, and/or other internet sources)
5. defend practice decisions based on ethical principles and relevant data and information
6. organize and present (orally and in writing) a multi-level case analysis based on a systematic and conceptually-driven process
7. collaborate effectively with others who may have opposing viewpoints, interpretation of information, or agendas
8. further develop self awareness of personal strengths and challenges as a social work practitioner

9. apply their understanding of, and commitment to, the promotion of social and economic justice, and the recognition and impact of oppression, discrimination and privilege on individuals, families, groups, practitioners, organizations, and communities

III. Teaching Methods

The primary teaching approach in this course will be collaborative learning. Course materials will be presented primarily through decision case study and in class discussions. Small group work, readings, and lectures will be incorporated. The goal is to stimulate critical thinking, defensible decision-making, intellectual creativity, and sharing of knowledge and skills with and through the class. Students will be responsible for material presented through all these activities. Assigned readings are for the week in which they are listed and students should complete the readings prior to class and be prepared to discuss them.

IV. Course Requirements

Course requirements consist of the four primary graded assignment categories below. The following points are assigned to each assignment. See Section of Description of Assignments for specific details.

Decision Case Analyses	1 cases @ 12 2 cases @ 24 each	60
Peer Feedback on Decision Cases Analyses	2 @ 5 points each	10
Inventory of Social Work Practice	20 points	20
Informal Case Presentations from Field and Participation	10 points	10
Total Points		100 points

V. Grading Scale

100 - 94 = A	76 - 74 = C
93 - 90 = A-	73 - 70 = C-
89 - 87 = B+	69 - 67 = D+
86 - 84 = B	66 - 64 = D
83 - 80 = B-	63 - 60 = D-
79 - 77 = C+	59 and below = F

VI. Additional Class Policies

1. Students are expected to attend **ALL** class meetings, to read **ALL** the assigned readings, and to participate in class discussions.
2. There are no "excused" absences. Students missing two or more class sessions may receive a 10% reduction in their overall course grade. Students missing three (3) or more class sessions may receive an "F" for the course. The instructor may use her/his discretion. Students should not register for this class if he/she has a conflict with the schedule, however emergencies are understandable. As soon as you know that you will not be attending class because of an emergency, please let your instructor know by email. Coming to class late or leaving class early may count as an

absence. Students missing two or more class sessions may be required to complete an additional assignment.

3. Assignments are to be submitted according to the schedule. All late assignments will receive a ten (10) percent penalty per day (weekend days will be included). For assignments that are turned in during class, these assignments are due at the beginning of the class period—assignments turned in during or after the beginning of class will be considered late. **Written case analyses will be due electronically to the instructor on the Monday at 12 noon CT before the case is scheduled for class discussion.**
4. The Publication Manual of the American Psychological Association (APA) is the style manual to be used for all assignments. Incorrect APA style will result a deduction of points on assignments.
5. Appropriate referencing is required. Failure to use quotation marks for direct quotes or citation for indirect quotations and/or others ideas may result in a "0" for the paper and/or an "F" for the course.
6. All papers are to be word-processed or typewritten, double-spaced, 10 - 12 point font, and "normal" margins.
7. University policies governing scholastic dishonesty, as presented in the General Information Bulletin and the brochure prepared by Student for Academic Integrity apply in this course. Scholastic dishonesty may result in a report to the Graduate Program Director, the Dean of the School of Social Work, and/or the Dean of the Graduate School. Students may receive an "F" for the course and other sanctions in accordance with University policies.
8. Any modifications, amendments, or changes to the syllabus and or assignments are the discretion of the instructor. Changes will be announced in class. It is the responsibility of the student to inquire about any changes that might have been made in his/her absence.
9. Issue of Safety--As part of professional social work education, student 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 also notify instructors regarding any safety concerns.
10. Instructor guidelines to decision cases are available to instructors. These guidelines are **NOT** to be used by students for any purposes. The use of these guidelines is considered an infraction of the University policies governing scholastic dishonesty will result in the initiation of a level three student review and may result in the student's failure in this class or the program.

VII. Students with Special Learning Needs and Disabilities

Please let your instructor know if you have a learning and/or another disability and if you require special accommodations. The goal of this course is that it be a productive learning experience for everybody.

The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

VIII. Assignment Descriptions

1. Decision Case Analyses (1 X 12 points + 2 X 24 points = 60 points)

Student groups will submit three decision case analyses. See guidelines for submitting the written analyses below. A major component of this assignment will be for students to get feedback from and give feedback to each other on their case analyses. Feedback should help students refine their written assignment. For the purposes written case decision analyses assignment, students will be divided into small groups. Feedback assignments will be completed individually.

The process for writing and submitting case analyses is as follows:

1. All students *individually* write and submit an analysis of the first case. This is the only case that will be discussed in class prior to the written assignment due date. It is considered a practice case and therefore is weighted less than the other written case analyses.
2. After the first case, student analysis groups (AGs) will write and submit case analyses for two additional cases.
3. Students in feedback groups (FBGs) will be responsible for providing *individual* written feedback to their corresponding analysis group (AG) members who are writing the case analysis.
4. Each analysis group (AG) is responsible for determining a schedule for writing and submitting case analyses. For both of these cases, the schedule should indicate assigned tasks and responsibilities for both cases.
5. This task/responsibility schedule should be established in such a manner that work on the cases is divided among all group members.
6. Each small group should submit a final written schedule to the instructor by the second week of class. All group members should sign this schedule before it is submitted to the instructor.
7. Instructors may also require that students submit case analyses via Safe Assignment on Blackboard.
8. When students send case analysis drafts to the feedback group members, they should simultaneously send drafts to the instructor for confirmation.
9. To receive feedback, students **must** provide the first draft case analyses to feedback group members **no later than 9 pm CT on the Wednesday before** the weekly class session in which the particular decision case is scheduled for discussion. Students should simultaneously send drafts to the instructor for confirmation.
10. Feedback must be provided by individual students to all members of the analysis group **no later than 12 noon CT on the Friday before** the case is discussed in class.
11. Final case analyses must be completed and submitted (via e-mail attachment) to the instructor **by 12 noon on the Monday before** the weekly class discussion. No credit will be given for decision case analyses submitted late.
12. Label the file with only the course name, two-digit case number, your group name (e.g., Capstone 02, Group AG1). Also put this information in the subject heading of the email.
13. Include all group members' names on the document.
14. See the instructions on writing a case analysis under Written Assignments Section XI A.
15. Class time will be given for case analyses preparation.

Random Group Organization

Group A	A1 Emily Abel Kendall Wylie Sharlene Eaton (CAL) Maya Amos Cristina Ortiz	A2 Mary Wilson Grace Lindgren Kennie Russell Aiman Janmohamed (CAL) Anna Bauer
Group B	B1 Wendy Griffith (CAL) Valencia Howard Sarah Nicolet Nicole Vykoukal Tondalier Owens	B2 Jennifer Weathers Heather Thomas Karen Royer Gerardo Ungo Brooke Weinert (CAL)
Group C	C1 Alison Johnson Sarah Davis Athán Schindler Donald Titcombe (CAL) Carolyn Roberson	C2 Jessica Hector Stephanie Svoboda (CAL) Leslie Landwehr (CAL) Carrie Morris

2. Peer Feedback on Decision Case Analyses (2 X 5 = 10 points)

The process for providing feedback is as follows:

1. Students must individually provide type-written case analysis feedback to their every member of the assigned analysis group **no later than 12 noon on the Friday before** the class session in which the particular decision case is scheduled for discussion. The feedback must be simultaneously submitted to the instructor to receive any credit.
2. Label the file with only the course name, two-digit case number, analysis author's last name, and your initials (e.g., Capstone 01, Smith JD). Also put this in the subject heading of the email. Your full name and the student providing the analysis should appear on the feedback paper itself.
3. See the instructions on how to feedback under Written Assignments in Section XI B.

3. Inventory of Social Work Practice (20 points).

For assignment instructions and grading criteria, see information below. The document includes two major sections. Drafts maybe submitted by February 25th for feedback. The final inventory will be due the week of March 17th.

4. Informal Cases Presentations from Field and Participation (10 points)

Prepare for and participate in class includes: attend regularly, complete all assigned readings and case analyses prior to class, ask questions, and actively take part in case discussions (i.e., listen, question, and express yourself). To increase your learning in this class, students must proactively participate in class discussions.

Students who have difficulty with the course materials, assignments, or class activities should schedule an appointment with the instructor as soon as possible so that, where appropriate, additional assistance can be provided.

Individuals will informally present a case relevant to his/her field placement. The presentation of case information should be five (5) minutes and a group discussion will be schedule for another 10 minutes. Students may want to give a brief handout with the important case elements, but it is not required. Individuals will be assigned dates for presentation based on his/her group assignment.

IX. COURSE SCHEDULE WITH ASSIGNMENTS

<p>In-class Discussion Date Case Number & Title Week of</p>	<p>Analysis Group (AGs) Sends 1st Draft to Feedback Group Members (FBG) and Instructor</p>	<p>Feedback Group (FBG) Members Send Responses to Analysis (AG) Group and Instructor</p>	<p>Analysis Group (AG) Sends Final Written Case to Instructor</p>	<p>Other Assignments</p>
<p>January 14</p>				
<p>January 21 Practice Case #1: Jim's License to Drive</p>			<p>All students submit hardcopy of analysis to instructor at <u>the beginning of regularly scheduled class period</u></p>	
<p>January 28</p>				<p>Informal Field Presentations by C1</p>
<p>February 4 Case #2: Larry Steele's Group</p>	<p>Wed, 9 pm, Jan 30th A1 to B1 A2 to B2</p>	<p>Fri, 12 noon, Feb. 1st B1 to A1 B2 to A2</p>	<p>Mon, 12 Noon, Feb 4th A1 and A2</p>	
<p>February 11</p>				<p>Informal Field Presentations by A1</p>
<p>February 18 Case #3: Advocating for Clients</p>	<p>Wed, 9 pm, Feb 13th B1 to C1 B2 to C2</p>	<p>Fri, 12 noon, Feb 15th C1 to B1 C2 to B2</p>	<p>Mon, 12 Noon, Feb 18th B1 and B2</p>	
<p>February 25</p>				<p>Informal Field Presentations by B1</p>
<p>March 3 Case #4: Fran's questions</p>	<p>Wed, 9 pm, Feb 27th C1 to A1 C2 to A2</p>	<p>Fri, 12 noon, Feb 29th A1 to C1 A2 to C2</p>	<p>Mon, 12 Noon, March 3rd C1 and C2</p>	
<p>March 10</p>				<p>Spring Break</p>
<p>March 17</p>				<p>SW Inventory Due</p>

March 24 Case #5: Private charity	12 noon, Fri, March 21 st A1 to B2 A2 to B1	12 noon, Sat, March 22 nd B2 to A1 B1 to A2	Mon, 12 noon, March 24 th A1 and A2	
March 31				Informal Field Presentations by C2
April 7 Case #7: In good faith	12 noon, Fri, April 4 th B1 to C2 B2 to C1	12 noon, Sat, April 5 th C2 to B1 C1 to B2	Mon, 12 noon, April 7 th B1 and B2	
April 14				Informal Field Presentations by A2
April 21 Case #12: Revealing problems (A)	12 noon, Fri, April 18 th C1 to A2 C2 to A1	12 noon, Sat, April 19 th A2 to C1 A1 to C2	Mon, 12 noon, April 21 st C1 and C2	
April 28				Informal Field Presentations by B2

X. Course Readings and Organization

Week of January 14

- ❖ Introductions, course overview, and syllabus
- ❖ Power Point presentation: Introduction to Decision Case Methods

Week of January 21

- ❖ Practice Case #1: Jim's License to Drive
- ❖ Wolfer, T. A. (2005). An introduction to decision cases and case method learning. In T. A. Wolfer & T. L. Scales (Eds.), *Decision cases for advanced social work practice: Thinking like a social worker* (pp. 3-16). Pacific Grove, CA: Brooks/Cole Thomson Learning.
- ❖ Wolfer, T. A. & Scales, L. T. (2005). Tips for discussing decision cases. In T. A. Wolfer & T. L. Scales (Eds.), *Decision cases for advanced social work practice: Thinking like a social worker* (pp. 17-25). Pacific Grove, CA: Brooks/Cole Thomson Learning.
- ❖ Gambrill, E. (1997). A problem-focused model based on critical inquiry. In *Social work practice: A critical thinker's guide* (pp. 96-124). New York: Oxford University Press.
- ❖ Gambrill, E. (2006). Evidenced-based practice: A philosophy and process for thinking ethically and critically about decisions. (253-285). In *Critical thinking in clinical practice: Improving the quality of*

judgments and decisions. Newark, NY: John Wiley & Sons.

- ❖ Small groups meet

Week of January 28

- ❖ Individual Practice Case #1 Analysis Due
- ❖ Informal field presentations from the field Group C1
- ❖ McMillen, J. C., Morris, L., & Sherraden, M. (2004). Ending social work's grudge match: Problems versus strengths. *Families in Society: The Journal of Contemporary Social Services*, 85(3), 317-325.
- ❖ Miley, K.K., O'Melia, M., & DuBois, B. L. (1995). The ecosystems perspective. In *Generalist social work practice: An empowering approach*. Boston: Allyn and Bacon.
- ❖ Small groups meet

Week of February 4

- ❖ Case # 2: Larry Steele's Group
- ❖ Small groups meet

Week of February 11

- ❖ Informal field presentations from the field Group A1
- ❖ Small groups meet

Week of February 18

- ❖ Case #3: Advocating for clients
- ❖ Small groups meet

Week of February 25

- ❖ Informal field presentations from the field Group B1
- ❖ Small groups meet
- ❖ Drafts of SW Inventory Due

Week March 3

- ❖ Case #4: Fran's questions
- ❖ Small groups meet

Week of March 10

SPRING BREAK NO CLASS

Week of March 17

- ❖ Social Work Inventory Due and Discussion
- ❖ Hardcastle, D. A., Wenocur, S., & Powers, P. R. (1997). Using self in community practice: Assertiveness. In *Community Practice: Theories and Skills for Social Workers*. New York: Oxford University Press.
- ❖ Congress, E. P. (2000). What social workers should know about ethics: Understanding and resolving practice dilemmas. *Advances in Social Work, 1*, 1-22
- ❖ Levy, C. S. (1976). Personal versus professional values: The practitioner's dilemmas. *Clinical Social Work Journal, 4*(2), 110-120.

Week of March 24

- ❖ Case #5: Private charity
- ❖ Small groups meet

Week of March 31

- ❖ Informal field presentations from the field Group C2
- ❖ Small groups meet

Week of April 7

- ❖ Case #7: In good faith
- ❖ Small groups meet

Week April 14

- ❖ Informal field presentations from the field Group A2

Week of April 21

- ❖ Case #12: Revealing problems

Week of April 28

Conclusion: Change in identity status: Student to Professional.

- ❖ Informal field presentations from the field Group B2
- ❖ Cherniss, C. (1995). The first year: "I thought I'd died and gone to hell." In *Beyond burnout: Helping teachers, nurses, therapists, and lawyers recover from stress and disillusionment* (pp. 17-36). New York: Routledge.
- ❖ Course evaluation and summary

XI. Guidelines for Written Work

A. Guidelines for Written Analyses of Case Decisions

The major activity this semester will involve in-depth class discussion of assorted decision cases. The case method of teaching begins with the twin ideas that working to understand and resolve challenging puzzles or problems will stimulate learning and that such efforts closely resemble the assessment and decision making processes needed in professional practice. This educational strategy will be further explained in class. In addition, two required readings briefly describe the case method and suggest ways to prepare for case discussions (Wolfer, 2006; Wolfer & Scales, 2006).

The case method engages students in class discussions centered on in-depth analysis of decision cases. The cases involve a variety of problems and dilemmas at various system levels. Each case reports the actual experience of a social work professional, sometimes one who is relatively new to the profession.

There are a total of seven cases for analysis and discussion this semester. All analyses must include at least the **five** sections in the table below. Some instructors may require additional elements in case analyses.

Use headings to identify these sections.

Required Components of Case Analyses
<p>Introduction Briefly identify the major elements (i.e., people, settings) of the case.</p>
<p>Problem Statement Give a specific and concisely written formulation of the problem to guide analysis and problem-solving. Not a question but a statement of the problem. Usually no more than two sentences.</p>
<p>Contextual Analysis Summarize internal and external issues that created or sustain the problem. Depending on the system level, these may include: cultural, economic/resource, political/legal, organizational, social, and ethical issues, interpersonal relationships, and intrapsychic and biological conditions.</p>
<p>Alternative Strategies Identify three or more possible solutions to the problem. These solutions should be plausible, distinct and non-contingent (i.e., not interdependent). Briefly note advantages and disadvantages of each possible solution.</p>
<p>Recommendation Justify your preferred strategy, explaining why you selected that particular one and how it best resolves the problem. Be sure your recommended strategy can be supported resources available in the context.</p>

Case analyses should be written as *executive summaries*. Executive summaries are designed to aid decision makers who need understanding of and advice for dealing with a problematic situation. They provide a concise analysis and recommendation but without all of the analytic detail. In fact, executive summaries often represent the first few pages of a more comprehensive analysis. The executive summary format is not intended to be an exhaustive

analysis of all possible issues and alternate strategies but rather a concise, focused summary with the issues and alternatives only mentioned to insure they receive consideration. Any situation, no matter how complex, can generally be summarized in no more than three pages if reduced to its most essential elements.

Limit case analyses to 700-1,000 words.

In addition to providing edits and comments, professors will rate written case analyses using the following or a similar matrix:

Case Analysis Evaluation Matrix					
Problem Formulation	Contextual Analysis	Alternative Strategies	Recommended Strategy	"Thinking like a SWer"	Writing Style
Accurate, clear, specific, concise, and useful	Adequately addresses all important issues	Several distinct and appropriate strategies, with well developed advantages and disadvantages for each	Explicitly resolves the entire problem	Reflects thorough problem-solving	Compelling clear and interesting, with no errors

Each of the six indicators (problem formulation, contextual analysis, alternative strategies, recommended strategy, "thinking like a social worker," and writing style) is worth a possible of 2/12 (on the practice case) or 4/24 (for group submissions) points. A *best possible* indicator is described below.

B. Guidelines for Providing Feedback

The process for providing feedback is as follows:

1. In addition to writing case analyses, students will provide feedback to other group members. Providing feedback will help writers to improve their case analyses and provide incentive for them to reciprocate.
2. To provide beneficial feedback (and also participate effectively in class discussions), students must study the cases carefully every week, including weeks when they provide feedback. Read and analyze cases before giving feedback (i.e., develop your own judgments and conclusions).
3. To get or receive feedback for revising case analyses prior to submission, students must establish and adhere to a system for timely transfer of draft case analyses and feedback. For example, students scheduled to write and submit case analyses must provide draft of their case analyses to feedback group members **at 9 pm, the Wednesday before the case is to be discussed**. Students who provide feedback must respond to **by 12 noon the following Friday**.
4. Beneficial feedback consists of:
 - a. Identification of strengths and weakness of the analysis
 - b. Concrete, usable suggestions (avoid general statements about quality) for improvement
 - c. Information regarding gaps that authors may have overlooked and creditability/relevance of the literature and research cited
 - d. Suggestions regarding the content and flow of the paper: Does it make sense? Is the problem formulation accurate and helpful? Are the internal and external issues adequately addressed? Has the author considered an adequate range of strategies? Does the recommendation fit the original problem formulation? Does it seem reasonable?
 - e. General assistance with writing (e.g., grammar, spelling, sentence structure).
5. For evaluation purposes, each of the five indicators will receive a score from 0 - 1 points.
6. Feedback provided by instructors during the initial weeks of the course will serve as a model for students to follow. Students may also use the evaluation matrix for providing feedback.
7. It is suggested that students utilize e-mail for the transmission of analysis drafts and feedback. This can be accomplished by attaching documents to e-mail. Alternately, instructors may set up discussion groups on Blackboard.
8. When group members provide feedback, they should send the feedback to both the writer and instructor (for grading).
9. **Both case analysis drafts and feedback must be sent by the above deadlines. Late feedback may receive no credit.**

In sum, students will read and analyze a total of seven cases for this course. Every student will write and submit a case analysis of the first case and each group will write an analysis for two of the six cases. Students will provide written feedback to other group members on two cases.

C. Guidelines for Social Work Inventory

This paper focuses on:

- ❖ Social work knowledge, theories, skills, and approaches that inform the student's practice (cite professional literature)
- ❖ Use of self in the student's social work practice (cite professional literature)
- ❖ Student's experience (and/or lack thereof) with diversity and social justice
- ❖ Student's self-assessed strengths and limitations
- ❖ Student's plan for professional self-care and continuing development

The paper is intended to aid students' transition from graduate school to advanced social work practice.

This assignment requires reflection on and integration of your graduate education as a basis for professional social work practice. The final product will have two parts: 1) an integrative summary of your current theoretical perspective and 2) an articulation of how you understand and apply the social work concept, "use of self." Together, these two components provide a broad framework for summarizing your learning. The process of completing this assignment will help you prepare for professional practice and future development.

Part I Theoretical Perspective

Theoretical Framework or Practice Models. Discuss the theoretical frameworks or practice models that you have learned over the course of the MSSW program that will guide your social work practice. This should be a framework that is specific to your practice that you have internalized and constructed as a result of learning, critically thinking about, and applying knowledge in your MSSW program, or that you plan to apply. Do not limit yourself to one theory or model rather *integrate various theories* from the social work knowledge base into your unique framework. Cite sources for the various theories you incorporate. For example, suppose one of the theories that you have incorporated into your framework for practice is "cognitive behavioral theory" or "sustainable development model." When you identify this theory or model as being a part of your practice framework, you should cite the sources that have contributed to the development or application of this perspective.

Further Learning. When you think of the knowledge and skills you've learned here, what future learning do you intend to pursue? What knowledge and skills do you need to develop further to achieve competence in professional practice? How will you do this?

Part II Self as a Social Worker

Use of Self. Define the social work professional concept "use of self." Cite sources in social work literature.

Apply this concept. Explain how "use of self" applies to you personally. How does the concept enhance your awareness about your influence in practice? How does it inform and alter your efforts to intervene?

New self knowledge. What do you know about yourself as a social worker and as

a human being that you might not have known had you not entered this program?

Abilities you appreciate. What abilities as a social worker/change agent do you most appreciate about yourself? Why?

Abilities other appreciate about you. Looking at yourself through the eyes of clients and colleagues, what would you say they appreciate about you most? Why?

Social justice and diversity challenges. What challenges came up for you around issues of social justice, privilege and oppression? How did you/will you overcome these challenges? What have you learned about yourself while working with other who were different from you?

Anticipated stresses. What do you anticipate will be most stressful for you about professional practice?

Plans for dealing with that stress. How do you expect to deal with the stresses of professional practice? What ideas and plan do you have for "self-care?"

The inventory should be double-spaced and word-processed, with a reference list for literature cited in the paper. It should be APA style. Heading and subheadings should be used to denote the above components of the inventory. A minimum of eight pages is expected for this paper.

The following criteria will be used to evaluate the inventory:

- ❖ Demonstrated ability to integrate social work theories and models, knowledge, skills, and values into a holistic perspective for social work practice
- ❖ Thoroughness in addressing all components of this assignment
- ❖ Specificity of discussion and analysis
- ❖ Depth of discussion and analysis
- ❖ Professional writing skills