

The University of Texas at Austin  
School of Social Work

Advanced Integrative Capstone  
in Social Work Knowledge and Practice

<b>Course Number:</b>	SW 385	<b>Instructor:</b>	
<b>Unique Numbers:</b>		<b>Office Number:</b>	
<b>Semester:</b>	Spring 2009	<b>Contact Information:</b>	
<b>Meeting Time/Place:</b>		<b>Office Hours:</b>	

**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	2 cases @ 30 each	60
Peer Feedback on Decision Cases Analyses	2 @ 5 points each	10
Inventory of Social Work Practice	20 points	20
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. **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. No late feedback assignments will be accepted or graded.** For assignments that are turned in during class periods, 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 and will receive a ten (10%) penalty per day (weekend days are included in the reduction). The instructor may use her/his discretion.

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. In addition, it is expected that students will produce original work for feedback and analysis. Therefore, utilizing any past case analyses is not acceptable.**
11. 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.

## **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. Flow Chart & Step-by-Step Process for Case Analyses and Feedback

Decision case review and analysis is the foundation of this course. This process both involves individual and group work and written analysis and feedback. A total of seven cases will be used during the semester. The first case is an ungraded practice case. Each small group will write an analysis for two cases. Students will individually provide written feedback to other group members on two cases. Procedures and instructions for completing the case analysis and feedback are included in this document. Students will remain in the same small groups throughout the semester.

#### Flow Chart for Analysis Group (AG) and Feedback

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Student groups work together to submit 1 <sup>st</sup> draft of case analysis	Draft is submitted to each individual assigned to give feedback and the instructor	Students review and provide individual written feedback to the analysis group members & send copy to the instructor	Analysis groups revise based on feedback and submit final copy to the instructor	Instructors return graded analysis to group members	Case discussion takes place in class
	<b>Wednesdays by 9 pm CT</b>	<b>Fridays by 12 noon</b>	<b>Mondays by 12 noon CT</b>		<b>case discussions throughout the week</b>

**In order to submit analyses and feedback properly it is important that you read the section below thoroughly and carefully.**

#### Analyses Groups (AGs) Procedures

1. After the first case analysis, student analysis groups (AGs) will write and submit case analyses for two additional cases. See the calendar for assigned cases.
2. 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.
3. This task/responsibility schedule should be established in such a manner that work on the cases is divided among all group members.
4. 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.
5. Both case analyses are all submitted via Email or Safe Assignment on Blackboard.
6. 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.

7. Final case analyses must be completed and submitted (via e-mail of Blackboard) 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.
8. For evaluation purposes, each of the six elements will receive a score from 0 - 5 points.
9. Label the file with only the course name, two-digit case number, your group name (e.g. Capstone 02, Group A1). Also put this information in the subject heading of the email.
10. Include all group members' names on the written document.
11. See the instructions on writing a case analysis under Written Assignments Section XI A.
12. In class time will be given for case analyses preparation.

#### Getting and Giving Feedback

1. Students will individually submit feedback on two cases. See the calendar for assigned cases.
2. When students send case analysis drafts to the feedback group members, they should simultaneously send drafts to the instructor for confirmation.
3. 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. Late feedback will not be graded.
4. Label the file with only the course name, two-digit case number, your last name and first initial, and the group name (e.g. Capstone 01, Smith, A., A1). Also put this in the subject heading of the email. Your full name and the student analysis group and group number should appear on the feedback paper itself.
5. See the instructions on how to feedback under Written Assignments in Section XI B.

#### **Random Group Organization**

**(PUT THREE or FOUR STUDENTS IN EACH GROUP & DIVIDE UP CAL STUDENTS)**

			Assigned Cases
Group A	A1	A2	# 6 and #10
Group B	B1	B2	# 9 and #11
Group C	C1	C2	# 8 and Unusual Appeal

#### **IX. Guidelines for Assignments & Written Work**

##### **A. Guidelines for Written Case Analysis (2 X 30 = 60 points)**

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 written analyses must include the **five** sections in the table below. The first case is considered a practice case and is not graded.

Use headings to identify these sections.

<b>Required Components of Case Analyses</b>
<p><b>A. Introduction</b> Briefly identify the major elements (i.e., people, settings) of the case.</p>
<p><b>B. Problem Statement</b> 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><b>C. Contextual Analysis</b> 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><b>D. Alternative Strategies</b> 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. These strategies should grounded in literature and practice.</p>
<p><b>E. Recommendation</b> 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. Use evidence and evidence-based practice to support your decisions.</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 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:

<b>Case Analysis Evaluation Matrix</b>					
<b>Problem Formulation</b>	<b>Contextual Analysis</b>	<b>Alternative Strategies</b>	<b>Recommend-ed Strategy</b>	<b>"Thinking like a SWer"</b>	<b>Writing Style</b>
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 and 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 5/30 points. A *best possible* indicator is described above.

**B. Guidelines for Providing Feedback (2 X 5 = 10 points)**

Another major component of this course will be for students to get and give feedback to each other on their case analyses. Feedback should help students refine their written assignment. Students will submit two individual feedback summaries on two cases. The process for submitting feedback is also described in detail below.

The process for providing feedback is as follows:

1. In addition to writing case analyses, students will provide feedback to other class 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 9pm, the Wednesday before the case is to be discussed. Students who provide feedback must respond to by 12 noon the following Friday.
4. For evaluation purposes, each of the five elements will receive a score from 0 - 1 points.
5. 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 above for providing feedback.
6. 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.
7. When group members provide feedback, they should send the feedback to both the AGs and instructor (for grading).
8. **Both case analysis drafts and feedback must be sent by the above deadlines. Late feedback may receive no credit.**

Beneficial feedback papers should be organized and comment on these five elements:

Required Components of Feedback
A. Identification of <u>strengths and weakness</u> of the analysis.
B. Information regarding <u>gaps</u> that authors may have overlooked and <u>credibility/relevance</u> of the literature and research cited.
C. Concrete, <u>usable suggestions</u> (avoid general statements about quality) for improvement.
D. <u>Suggestions regarding the content and flow</u> 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).

### **C. Guidelines for Social Work Inventory (20 points)**

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 Perspectives**

**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**

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

- B. 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?
- C. 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?
- D. Abilities you appreciate. What abilities as a social worker/change agent do you most appreciate about yourself? Why?
- E. 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?
- F. 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?
- G. Anticipated stresses. What do you anticipate will be most stressful for you about professional practice?
- H. 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

#### **D. Case Presentation 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 during the case discussion and field presentations.

Individuals will present a case relevant to his/her current or past field placement. The presentation of case information should be ten minutes and a group discussion will be scheduled for approximately another 15 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. All class members should be prepared to give immediate and spontaneous useful feedback including asking for questions, talking about options, identifying underlying issues, and making an assessment.

**X. COURSE SCHEDULE WITH CASE DISCUSSION & OTHER ASSIGNMENTS**

<b>Date</b>	<b>Analysis Group (AGs) Sends 1<sup>st</sup> Draft to Feedback Group Members and Instructor</b>	<b>Feedback Group Members Send Responses to Analysis (AG) Group and Instructor</b>	<b>Analysis Group (AG) Sends Final Written Case to Instructor</b>	<b>Case Discussion and other Assignments</b>
<b>Jan 19 - 23</b>				<b>No Classes Meet</b>
<b>Jan 26 - 30</b>				Introduction to the Course  Practice Case: Case #1 Jim's License to Drive
<b>Feb 2 - 6</b>	Wed, 9 pm, Feb 4 <sup>th</sup>  A1 to B1 A2 to B2	Fri, 12 noon, Feb. 6 <sup>th</sup>  B1 to A1 B2 to A2		Field Presentations by C1
<b>Feb 9 - 13</b>			Mon, 12 Noon, Feb 9 <sup>th</sup>  A1 and A2	Case #6: One Little Boy (A)
<b>Feb 16 - 20</b>	Wed, 9 pm, March 4 <sup>th</sup>  C1 to A1 C2 to A2	Fri, 12 noon, March 6 <sup>th</sup>  A1 to C1 A2 to C2		Field Presentations by B1
<b>Feb 23 - 27</b>			Mon, 12 Noon, Feb 23 <sup>rd</sup>  C1 and C2	Case #8: Planet Methadone
<b>March 2 - 6</b>	Wed, 9 pm, Feb 18 <sup>th</sup>  B1 to C1 B2 to C2	Fri, 12 noon, Feb 20 <sup>th</sup>  C1 to B1 C2 to B2		Field Presentations by A1
<b>March 9 - 13</b>			Mon, 12 Noon, March 9 <sup>th</sup>  B1 and B2	Case #9: I Don't Know How It Happened
<b>March 16 - 20</b>				Spring Break

<b>March 23 - 27</b>	Wed, 12 noon April 22 <sup>nd</sup>  C1 to A2 C2 to A1	Fri, 12 noon, April 24 <sup>th</sup>  A2 to C1 A1 to C2		Field Presentations by B2
<b>March 30 - April 3</b>			Mon, 12 noon, March 30 <sup>th</sup>  C1 and C2	Case #10: How Can Everyone Get a Just Share?
<b>April 6 - 10</b>	Wed, 12 noon April 8 <sup>th</sup>  B1 to C2 B2 to C1	Fri, 12 noon, April 10 <sup>th</sup>  C2 to B1 C1 to B2		Field Presentations by A2
<b>April 13 - 17</b>			Mon, 12 noon, April 13 <sup>th</sup>  B1 and B2	Case #11: A Little Earring?!
<b>April 20 - 24</b>	Wed, 12 noon March 25 <sup>th</sup>  A1 to B2 A2 to B1	Fri, 12 noon, March 27 <sup>th</sup>  B2 to A1 B1 to A2		Field Presentations by C2
<b>April 27 - May 1</b>			Mon, 12 noon, April 27 <sup>th</sup>  A1 and A2	Case: Unusual Appeal
<b>May 4 - 8</b>				<b>Course Evaluations</b>  <b>Social Work Inventory Due in Class</b>

#### **X. Course Readings, Organization and Due Dates**

##### **Week of January 19 - 23**

##### ***Read for Preparation for Following Week***

- ❖ 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.

**Week of January 26 - 30**

- ❖ Introductions, course overview, and syllabus
- ❖ Power Point presentation: Introduction to Decision Case Methods
- ❖ Case Discussion: Practice Case #1: Jim's License to Drive
- ❖ Small groups meet

**Week of February 2 - 6**

- ❖ 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 9 - 13**

- ❖ Case #6: One Little Boy (A)
- ❖ Small groups meet

**Week of February 16 - 20**

- ❖ Field presentations from the field Group B1
- ❖ Small groups meet

**Week of February 23 - 27**

- ❖ Case #8: Planet Methadone
- ❖ Small groups meet

**Week of March 2 - 6**

- ❖ Field presentations from the field Group A1
- ❖ Small groups meet
- ❖ Drafts of SW Inventory Due

**Week March 9 - 13**

❖ Case #9: I Don't Know How It Happened

❖ Small groups meet

**Week of March 16 - 20**

SPRING BREAK NO CLASS

**Week of March 23 - 27**

❖ Informal field presentations from the field Group B2

❖ Small groups meet

**Week of March 30 - April 3**

❖ Case #10: How Can Everyone Get a Just Share?

❖ Small groups meet

**Week of April 6 - 10**

❖ Informal field presentations from the field Group A2

**Week of April 13 - 17**

❖ Case #11: A Little Earring?!

❖ Small groups meet

**Week April 20 - 24**

❖ Informal field presentations from the field Group C2

**Week of April 27 - May 1**

❖ Case #12: Unusual Appeal

**Week of May 4 - 8**

Conclusion: Change in identity status: Student to Professional.

❖ Course evaluation and summary

❖ Social Work Inventory Due and Discussion

❖ 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.

❖ 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.