



UNIVERSITY of HOUSTON

GRADUATE COLLEGE OF SOCIAL WORK

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SUBJECT TO CHANGE

3/11/2014

COURSE TITLE/SECTION: Professional Self-Care & Social Work
SOCW 7317 (Section 18714)

TIME: Thursday 1-4pm, Room 231

FACULTY: Monit Cheung, PhD, LCSW

Office: Room 424

E-mail: mcheung@uh.edu

OFFICE HOURS: By Appointment

Mon 4-6pm, Wed 4-5pm; Thurs 4-6pm

Phone: 713-743-8107

I. Course

A. Catalog Description

Cr. 3 (3-0) Knowledge and skills for integrating the practice of professional self-care in the social work profession

B. Purpose

This course examines the natural consequences of helping (stress, burnout, compassion fatigue, secondary traumatic stress disorder, and vicarious trauma) and their impact on social workers, organizational settings, and the profession. Students will develop advocacy and clinical practice knowledge and skills for integrating professional self-care across diverse social work practice settings.

II. Course Objectives

Upon completion of this course, students will be able to:

1. Critically examine the natural consequences of helping in the social work profession, especially stress, burnout, compassion fatigue, secondary traumatic stress disorder, and vicarious trauma.
2. Recognize key individual worker characteristics, practice arena issues, and organizational factors which often contribute to the risk of developing these conditions.
3. Identify the specific signs and symptoms of stress, burnout, compassion fatigue, secondary traumatic stress disorder, and vicarious trauma and their impact on workers and workplace settings.
4. Explore current research and the incidence of these conditions across a variety of social work settings such as child welfare, family violence, sexual abuse, health care, HIV, hospice, traumatic grief, etc.
5. Develop an understanding of professional self-care as a means of preventing, managing, and addressing these conditions, and promoting social worker resiliency, improving organization morale, and improving retention of workers.
6. Explore the role of social workers in advocating and promoting the practice of professional self-care at individual, organizational, and professional levels.
7. Identify future implications and trends for addressing professional self-care and evaluating its effectiveness in social work education, social work practice, and the social work profession.

IV. Course Structure

This course is a three-hour seminar that focuses on application of clinical skills for self and clients. Lectures and guest lectures will serve primarily to clarify questions or issues from assigned readings and/or practice activities. Assignments are designed for class discussion and practice integration. Students are required to actively and fully participate in class and all practice activities.

V. Textbooks

Required Text:

Cox, K., & Steiner, S. (2013). *Self-care in social work*. Washington, DC: NASW Press. (978-0-87101-444-3)

Recommended Text:

Cheung, M. (2014). *Therapeutic games and guided imagery, Volume II: Tools for professionals working with children and adolescents with specific needs and in multicultural settings*. Chicago, IL: Lyceum Books. (Table of Contents available at <http://lyceumbooks.com/TherapeuticGamesVol2.htm>)

Website Materials:

Assessment and worksheets: Available at Selfcare in Social Work

<http://www.selfcareinsocialwork.com/>

Self-Care Starter Kit: Available at Community Resources, a website developed by University at Buffalo, The State University of New York:

<http://www.socialwork.buffalo.edu/students/self-care/>

VI. Course Requirements

You must pass all parts of the following requirements with at least 80% of the total grade in order to pass this course.

A. Class Participation (20 points)

Full attendance is required. Active participation in class based on reading and critical thinking is an integral part of learning.

Grading Criteria:

Full attendance and active participation in class

Attendance Policy: You must attend the first and last meeting for continuous enrolment and grade assignment. If you miss a class or more than one hour of a class, **regardless of reasons**, two points (-2) will be further reduced from this participation score. Make-up assignments to get a maximum of 1.5 points back are available if you schedule a meeting with the instructor within 2 weeks of the absence. Students who are absent for 10 hours, regardless of reasons, must withdraw from the course or receive an automatic F grade. To show your full participation and respect others, please observe this rule: absolutely no browsing through the internet (except for viewing course materials to follow the lecture), and do not use the cell phone or text-messaging in class. As a responsible professional, you must observe **self discipline in class**.

B. In-Class Practice (20 points)

Prepare your in-class practice activities before class. Four assigned practice activities (GI, inspirational tool, labyrinth ppt, and benefits/risks ppt) will be submitted via Bb (due within one week after the class: see course schedule^{*}).

Grading Rubrics: Original and creative; purposive and practical; well-researched; well-written

C. Evidence-Based Paper (30 points): Choose one project (C1 or C2)

C1. Field Interview and Presentation: Pick a setting and interview a professional social worker about secondary traumatic stress in settings such as child welfare, family violence, sexual abuse, health care, HIV, hospice, traumatic grief, etc.

Report your interview method, process and findings in a presentation supported by current research in this topic. Use direct quotes from your interviewee to support the role of social workers in advocating and promoting the practice of professional self-care at individual, organizational, and professional levels. Draw a practice-based conclusion and present your findings in class. Consult with Dr. Cheung about your presentation format that suits your style.

C2. Research-Based Paper & Presentation: Without conducting a field interview, use the systematic review method to summarize research findings related to interventions that aim to reduce or deal with stress, burnout, compassion fatigue, secondary traumatic stress disorder, and/or vicarious trauma. This paper must include a brief introduction, a purpose statement, research method, a table summarizing the findings, and practice implications to social work. Draw a practice-based conclusion and submit a paper with a systematic review table. Consult with Dr. Cheung about the paper format.

Grading Rubrics:

Presentation (10): Clear use of media; Purpose statement; Major findings.

Paper (20): Well-written and organized; Use of current literature; Clear description of method; Evidence-based findings; Practice-based conclusion.

D. Professional Self-Care Project (30 points)

This is a two-part individual project focusing on designing an innovative self-care method for the helping professionals.

1) Test an innovative self-care method

- a. Design the procedures
- b. Include an assessment tool to identify needs and self-care dosage (frequency, duration, etc.)
- c. Journal its use on one person or a couple (self and/or with another person) for at least two weeks continuously
- d. Use graphical data to evaluate its effectiveness in improving mental/emotional, social, physical, and spiritual well-being
- e. Present your findings in class; Be honest with your data; no personal identifier is to be included

- 2) Organize a GCSW Self-Care Day* (*Idea contributed by Clinical Professor Sandra Lopez)
 - a. Two students will be selected as the chief organizers (design announcement flyers, invite participants, decorate the room, chair the event, designate helpers, etc.)
 - b. Other students will bring in door-prizes
 - c. Each student will use creative means to present a tested self-care method on the rehearsal date and then during the Self-Care Day (purpose: To engage the participants and promote self-care methods; provide a "take-home" guide or reminder)

Grading Rubrics:

Journal (10): Clear and precise with graphical data

Presentation (20): Originality; Creative engagement skills; Use of media to embrace the audience for the promotion of self-care

VII. Evaluation and Grading

Please refer to the Course Requirements for grading criteria of each assignment.

Total points will be computed into a letter grade as follows:

A =	96-100% of the points	C+ =	76-79.9%
A- =	92-95.9%	C =	72-75.9%
B+=	88-91.9%	C- =	68-71.9%
B =	84-87.9%	D =	64-67.9%
B- =	80-83.9%	F =	Below 64%

VIII. Policy Addendum:

ADA Policy: Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance.

Policy on grades of I (Incomplete)

Due to the practice nature of this course, an "I" will be assigned if the student misses the case practice as a worker or client.

The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either **(a)** passing a course or **(b)** still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an "I" grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements, and the grade may be changed by the

instructor at any time to reflect work complete in the course. The grade of "I" may not be changed to a grade of **W**.

POLICY ON ACADEMIC DISHONESTY AND PLAGIARISM

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "I" for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA style format (or as approved by the instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

IX. Consultation

You are encouraged to discuss your projects with the instructor. Please make an appointment by sending Dr. Cheung an email to mcheung@uh.edu or scheduling with her in person.

COURSE SCHEDULE (Subject to change based on progress and evaluation. Prepare your reading and "In-Class Practice" assignment(s) prior to each class meeting.

1/16 Meeting 1: **Course Overview**

Natural consequences of helping

Definitions of stress, burnout, compassion fatigue, secondary traumatic stress disorder and vicarious trauma

Why Self-Care?

Practice: Laughing Yoga

In-Class Practice: Present a brief story about how you have successfully (uniquely or innovatively) coped with stress.

Reading:

1. "Professional self-care and social work"—available at NASW website:
<http://www.socialworkers.org/nasw/memberlink/2009/supportfiles/ProfessionalSelf-Care.pdf>
2. Cox & Steiner, Introduction; Ch1 and Ch2
3. <http://suite101.com/a/self-care-social-workers>

Bring next week: creative stress ball (bring a different one to every class)

1/23 Meeting 2: **Self-Care Assessments**

Signs and symptoms of stress, burnout, compassion fatigue, secondary traumatic stress disorder, and vicarious trauma and their impact on workers and workplace settings

Practice: Hand Massage and Hand Exercise

In-Class Practice: In pairs, review assessment tools and select an appropriate tool with clinical questions to help a client assess stress and other stress-induced symptoms. Finalize this tool for use in your "Professional Self-Care Project."

Reading:

1. Selfcare in SW: Assessment Tools
2. Self-Assessment Checklists and Measures:
<http://www.socialwork.buffalo.edu/students/self-care/>
3. Self care Self-Assessment Tools (www.peer.hdwg.org) (on Bb)

Bring next week: A long thin towel, stress ball

1/30 Meeting 3: **Personal Self-Care Strategies**

Self-awareness, self-regulation, self-efficacy

Practice: Towel Exercise (complete a pre-test distributed in class; the pretest

In-Class Practice: Discuss your self-care plan. Modify this plan for use in your Professional Self-Care Project. Bring your revised plan later for evaluation exercise (see Meeting 12).

instrument will be posted also under Bb measures after class)

Reading:

1. Cox & Steiner, Chs.3-5
2. Developing Your Self-Care Plan(s):
<http://www.socialwork.buffalo.edu/students/self-care/>

To be distributed in class and posted on Bb after class:

Self-care Pre-post Evaluation Form

Bring next week: paper clips in various colors; magazines with colorful photos, safe scissors, glue stick; your GI (see next week)

Before 3/6: Go to a labyrinth and create your self-care method there. Take at least 5 photos (or a video) of the environment (at least one photo with you being there). If doing it at night time, bring a flameless candle; can be purchased at Walmart—tea candles or votive flameless candles or other online places. Email your photos/video to Dr. Cheung by 3/1.

2/6 Meeting 4: **Organizational Strategies**

Supervision, workplace wellness

Practice: Connecting the Team: Color Indicator Bowl (Bring color paperclips);

Group Color Collage (Bring magazines with color photos and a glue stick)

Reading:

1. Cox & Steiner, Chs.6-8
2. Cheung, Volume II (Read at least two guided imagery exercises before coming to class to practice)
3. Self-Care Exercises and Activities:

<http://www.socialwork.buffalo.edu/students/self-care/>

For next 2 weeks: (C1) Interview project to be completed; or (C2) see Dr. Cheung about your systematic review. For Meeting 6, complete your GI creation, bring a copy to class to practice; bring highlighters (at least 2 different colors)

2/13 Meeting 5: **Field Interviews**

Interview a professional (see assignment C1) or work with Dr. Cheung regarding the systematic review (see assignment C2)

2/20 Meeting 6: **Inspirational Strategies**

Discussion: Design a means for stress reduction for clients to use, or design a means for promoting social worker resiliency, improving organization morale, and improving retention of workers

Practice: Design Your Mandala (Dr. Cheung will prepare a mandala for you to work on)

***In-Class Practice:** Design a short guided imagery (GI) exercise that aims to be used during a supervision/staffing session or staff development workshop to help reduce work stress. Submit your GI script on Bb after class.

Reading:

Inspirational Materials: <http://www.socialwork.buffalo.edu/students/self-care/>

Self-Anchored Scale (to be distributed in class and posted on Bb afterwards)

Bring next week: Ideas and a concrete plan to demonstrate your inspirational strategies

2/27 Meeting 7: **Trauma-informed Resources**

Transforming Trauma: Post-traumatic Stress vs. Post-traumatic Growth

Read: Trauma-Responsive Systems Implementation Advisor (Facilitator Manual on Bb) <http://www.traumainformedresponse.com/Services.html>

Podcast: Listen to Episode 133: Burnout and Self-Care in Social Work
<http://www.socialwork.buffalo.edu/podcast/>

Practice: Origami for grief and bereavement

Practice: Wild Divine (Wisdom Quest)

***In-Class Practice**: Bring an inspirational self-care tool (other than an GI) to demonstrate and practice how to use it in clinical practice with clients or workers (submit the name of this tool/item and one inspirational statement via Bb)

Bring next week: Your labyrinth experience (don't forget to send your 5 photos to Dr. Cheung before 3/1)

3/6 Meeting 8: **Self-Directed Behaviors**

Self-regulation (revisited)

Targeting and Goal-setting

Observations and Recording

***In-Class Practice**: **Discuss how to use a labyrinth for self care** (Insert your photos into a ppt and email your ppt file to Dr. Cheung before 3/1 so that you won't forget to bring your ppt to class.)

Bring after Spring Break: Research data presentation (C1 or C2), use innovative method to present and engage your classmates

3/13 Spring Break

3/20 Meeting 9: **Current Research on Self-Care**

Practice: Hour-Glass Therapy

Practice: Qigong

Focus on a specific topic about self-care and present your research findings (either C1 or C2) in class. Be sure to include innovative presentation methods:
C1/C2 Paper due last day of class

Bring next week: a pair of clean/new socks; **ppt on the benefits/risks of a fruit or vegetable**

3/27 Meeting 10: **Self-Care Training for Professionals**

Self-Awareness (revisited)

Practice how to train professionals for self-care

***In-Class Practice**: Using evidence to inform clients (e.g. benefits and risks of certain exercise or food intake)

Practice: Soft Yoga or Finger Yoga or Foot Massage

Guest Speaker: Tira Burford, LMSW, RYT (at 2:30pm)

Read: Self-care training: Facilitator's manual (Bb) (can also be found at http://innovationsformnch.org/uploads/publications/HHWC_Self-Care_Manual_Final.pdf)

Bring next week: an hour-glass or something similar or creative for time keeping or visualization

4/3 Meeting 11: **Self-Care Training for Clients**

Self-efficacy (revisited)

Practice how to train clients for self-care

Mentored interventions (Guest Lecture: Rebecca Mauldin, Licensed Massage Therapist, Doctoral Fellow)

Practice: Pressure Point Massage

Read: Self-care Game (www.senoryconnectionprogram.com) (also on Bb)

Outcome measure (to be assigned and posted on Bb)

- 4/10 Meeting 12: **“Ethics and Integrity: Handling professional situations that improve peace and serenity”**

Guest Speaker: Mark Trahan, LCSW, ABD

- 4/17 Meeting 13: **Self-Care Promotion Day Rehearsal (Room 110J)**

In-Class Practice: Prepare a flyer or brochure for your Self-Care Promotion Day presentation and present the format and idea in class for input. Bring in your journal to share your experience.

Prepare for next week: Your presentations, door prizes, room decorations, flyers to be emailed to all students via Jan’s office, printed flyers for the building posted before this Friday

Due: Journal and Presentation

- 4/24 Meeting 14: **Self-Care Promotion Day**

Location: Room 110J (GCSW Multipurpose Room on the first floor)

See Assignment D for details

- 5/1 **Due:** C1 or C2 Paper

Final Course Evaluation (online): Make sure your email address on PeopleSoft will receive UH emails.