

**THE UNIVERSITY OF TEXAS AT AUSTIN
STEVE HICKS SCHOOL OF SOCIAL WORK**

Course Number:	SW 312	Instructor: Rosalie Ambrosino, PhD
Unique Number:	60510	rosalie.ambrosino@gmail.com
Semester:	Spring 2019	Office: SSW Room 3.104A
Meeting Time/Place:	Mondays and Wednesdays	Phone: 210-241-0391
	9:30-11:00 a.m., SWB 2.122	Office Hours: M 11:00 a.m.-1 p.m.; W 8:15-9:15 a.m. and by appointment

Generalist Social Work Practice: Skills, Knowledge and Values

I. COURSE DESCRIPTION

This course is the first course in the practice methods sequence in which students are introduced to the fundamental values and ethics, skills and knowledge relevant to generalist social work practice. Areas covered include the NASW Code of Ethics and Standards and Indicators for Cultural Competence in Social Work Practice; and the development of observation, communication, interviewing and assessment skills utilizing the problem solving approach. Experiential learning is emphasized, including a 45 hour service learning requirement in which students have direct client contact.

II. COURSE OBJECTIVES

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

1. Explain the major dimensions of generalist social work practice and the planned change/problem solving process with individuals, families, groups, organizations and communities;
2. Apply social work knowledge, values and skills to their participation in the learning environment;
3. Demonstrate skills in observation, communication, interviewing, assessment and problem solving;
4. Demonstrate the ability to differentially use basic social work skills to reflect the needs of clients of diverse groups distinguished by race, ethnicity, class, gender, culture, sexual orientation, religion, age, physical and mental abilities and national origin; and
5. Identify ethical issues and recognize when client, societal and/or personal values conflict, emphasizing understanding, affirmation and respect for human diversity and social justice in the practice of social work.

III. TEACHING METHODS

This class will be taught using a variety of methods to foster a stimulating, creative, collaborative and interactive learning community. Experiential learning and exercises to promote self awareness in relation to class content will be used. Other teaching methods include class discussion, videos, guest speakers, lecture and assigned learning activities in the community. For a meaningful experience in this class, students must actively participate, take risks, stretch their creativity and critical thinking skills and attend class regularly. All students are encouraged to provide the instructor with feedback and meet with the instructor individually as needed to enhance their learning.

IV. REQUIRED TEXT AND MATERIALS

Required Text

Birkenmaier, J., Berg-Werner, M., and Dewees, M.P. (2017). *The practice of generalist social work*. (4th ed.)
New York: Routledge.

Students are also expected to review:

UTSSW Standards for Social Work Education

<http://socialwork.utexas.edu/dl/files/academic-programs/other/standards-sw-education.pdf>

NASW Code of Ethics

<http://www.socialworkers.org/pubs/code/code.asp>

Texas State Board of Social Work Examiners Code of Conduct

http://www.dshs.state.tx.us/socialwork/sw_conduct.shtm

NASW Standards and Indicators for Cultural Competence

<http://www.socialworkers.org/practice/standards/PRA-BRO-253150-CC-Standards.pdf>

NASW Policy Statement on Professional Self Care

<http://www.compassionstrengths.com/uploads/NASW.ProfesionalSelf-Care.pdf>

Additional required weekly readings and handouts will be posted on Canvas.

V. COURSE REQUIREMENTS

Your grade for this course will be based on the following requirements (further guidance for class participation and all assignments is included in the syllabus appendix):

Student Participation - Attendance and active participation are critical to the teaching and learning in this class. Students are expected to be in class, or, in extenuating circumstances, to notify the instructor if they cannot attend. This portion of the grade will be determined by attendance and quality of contribution as demonstrated by student preparation level. Preparation includes completing readings and assignments by due dates and coming to class prepared to discuss them, and “being present” and involved in experiential activities and discussions. Note that even if absences are excused, missing more than one class will impact your participation grade (unless it is because of a religious holiday) since you cannot participate if you are not present. Missing more than three classes will result in a reduction in your final letter grade. 10% of final grade

Service Learning Requirement - All students enrolled in SW 312 are required to complete 45 clock hours of service learning in a community agency or organization, submit several summaries of their experiences at various points during the semester, and give a brief in-class presentation and submit a portfolio at the end of the semester documenting their work. Additional instructions, forms and due dates for this course requirement are available on Canvas. 25% of final grade

Learning Reflections – Students will submit weekly learning reflections that integrate content from readings, class sessions, and service learning experiences using prompts posted on Canvas. Reflections should be no more than one page single spaced and are to be submitted on Canvas no later than 11:59 p.m. on Sundays (see class schedule section of the syllabus for due dates). Students will be graded on ten of the twelve weekly submissions, so they can either drop their two lowest submission grades or not submit two of the weekly reflections. 20% of final grade

Video Project – All students will create a brief video demonstrating basic social work skills, working with a partner in the class. They will then view and critique each other’s presentations. Grades will be based on both the student’s submitted video and thoughtful critique of their presentation and the presentation of their partner. 15% of final grade

Exams – Students will complete two take-home exams that will apply various concepts covered in the course to a film that will be viewed in class. Each exam will count 15% toward the final grade.

To receive a passing grade, ALL assignments must be completed and expectations for class participation met.

Summary of Assignments	Date Due	% of Grade
Service Learning <ul style="list-style-type: none"> Log in to service learning website and acknowledge agreement of participation guidelines Agency selection form Three check-in summaries (5% of grade) 3-5 minute presentation at end of semester and portfolio including previous submissions, self-reflection paper (5% of grade), documentation of hours completed and final agency and self-evaluation (15% of grade) 	January 30 at 11:59 p.m. February 18 at 11:59 p.m. February 27, April 3, May 1 at 11:59 p.m. May 1 and 6 (presentations) May 17 at 11:59 p.m. (portfolio due)	25%
Learning Reflections <ul style="list-style-type: none"> Ten one-page reflections integrating readings, class content, and service learning experiences, submitted weekly on Canvas 	January 27; February 3, 10, 17 and 24; March 3, 10, 24 and 31; April 7, 14, 21, and 28 at 11:59 p.m. (Students must submit a minimum of ten reflections; if they submit more than they can drop their	20%
Video Project/Social Work Skills <ul style="list-style-type: none"> Video demonstrating social work skills and critique 	April 24 at 11:59 p.m.	15%
Exams <ul style="list-style-type: none"> Exam I (15% of final grade) Exam II (15% of final grade) 	March 13 at 11:59 p.m. May 10 at 11:59 p.m.	30%
Class Attendance and Participation	May 8	10%

VI. GRADES

Overall Criteria for Evaluating Student Assignments

Your written work should be well-conceptualized and researched, clearly organized, and supported by examples and details. It also should show evidence of your own creative and thoughtful analysis. Papers must follow APA style formatting. Additional criteria and evaluation guidelines are provided at the end of the syllabus for all assignments. Note that if you are a social work major you will need to repeat this course if your final grade falls below a 'C'.

GRADING SCALE

94.0 and Above	A	74.0 to 76.999	C
90.0 to 93.999	A-	70.0 to 73.999	C-
87.0 to 89.999	B+	67.0 to 69.999	D+
84.0 to 86.999	B	64.0 to 66.999	D
80.0 to 83.999	B-	60.0 to 63.999	D-
77.0 to 79.999	C+	Below 60.0	F

VII. CLASS POLICIES

Instructor Contact: If you wish to make an appointment to see me, cannot attend class, or have a question about the course, please call or text me at 210-241-0391 (cell) or come to my office hours. You can also send an email to me at rosalie.ambrosino@gmail.com. I check my e-mail and phone messages regularly and will respond as quickly as possible.

Attendance: This course is interactive in nature, with students learning from each other as well as from readings and other course assignments. It also is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Therefore, class attendance is expected, as is submitting assignments on time. Students who fail to attend class on a regular basis (missing more than three classes without a valid excuse, e.g., medical documentation) will receive one or more course grades lower than their final grade when points are totaled.

Electronic Devices: Students are welcome to use notebooks, laptops and other electronic devices for notetaking during class time. If students are using these devices for other purposes not relevant to the class (i.e., checking email or working on assignments for other courses), they will be unable to continue bringing them to class. Students are asked to have cell phones on vibrate or turned off during class. If you receive an emergency call, please step out of class to talk. You are also expected to refrain from texting during class.

Submission of Papers and Late Assignments: Written assignments must be submitted as a word document on Canvas by 11:59 p.m. the day that an assignment is due. All assignments must be turned in on the due date. Changes in work schedules, personal celebrations, transportation problems, computer/printing problems, etc. are not considered legitimate reasons for missing an assignment deadline. A late assignment will result in a deduction of **5%** for each day it is late. Any legitimate adjustments in due dates must be discussed with the instructor at least 24 hours PRIOR to the regularly scheduled due date unless there is a valid documented reason for not being able to meet this requirement.

Quality of Written Work, APA & References: Students are expected to produce high quality work in terms of appearance, writing style and content. Points will be deducted for errors, misspellings, incorrect grammar, poor organization and formatting, repetition of information, and inferior word processing. The Steve Hicks School of Social Work uniformly requires APA editorial style as the standard format for all written assignments. Details of APA style are included in the *Publication Manual of the American Psychological Association*. Information on APA style and format can be found at the Learning Resource Center (LRC) in the Steve Hicks School of Social Work and on the UT library website. Another excellent source is Purdue University's Online Writing Lab (OWL). Appropriate referencing is required. Failure to use quotation marks for direct quotes or citations for indirect quotations and/or others' ideas constitutes plagiarism, which is a serious violation of university rules and will be dealt with according to university policy. Students also are encouraged to consult with the Undergraduate Writing Center at <http://uwc.utexas.edu> (512) 471-6222 for assistance with any writing assignments.

Course Feedback: Students will have two formal opportunities to evaluate the quality of the course and instruction. About midway into the course students will be asked to provide an anonymous evaluation about the course and any suggestions for improving content, delivery, and discussion. The second evaluation will occur at the end of the course, using the format provided by the University. At any time during the course, students should feel free to comment on the quality of the course and instruction and suggest changes that will increase their learning. These comments can either be made in class, by making an appointment to meet with the instructor, or via any other means selected by the student.

Course Modifications: Any modifications, amendments, or changes to the syllabus and/or assignments are at the discretion of the instructor. Changes will be announced in class. It is the responsibility of students to inquire about any changes that might have been made in their absence; all changes will be published on Canvas.

VIII. UNIVERSITY POLICIES

The University of Texas Honor Code: The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Professional Conduct and Civility in the Classroom: The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

Unanticipated Distress: Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

Policy on Social Media and Professional Communication: Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

Policy on Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since

such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <http://deanofstudents.utexas.edu/sjs/>.

Use of Course Materials: The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

Documented Disability Statement: Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

Religious Holidays: By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

Title IX Reporting: In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, interpersonal violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Liaison for the SHSSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

Campus Carry Policy: The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

Classroom Confidentiality: Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

Use of E-Mail for Official Correspondence to Students: Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students

can find UT Austin’s policies and instructions for updating their e-mail address at <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

Safety: As part of professional social work education, students 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 notify the professor regarding any safety concerns.

Behavior Concerns Advice Line (BCAL): If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

Emergency Evacuation Policy: Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IX. COURSE SCHEDULE

Date	Topics	Assignments Due (Submitted on Canvas)	Readings
W 1/23	<ul style="list-style-type: none"> • Course Overview • Understanding Service Learning and Experiential Education • Kolb’s Cycle of Experiential Learning 		(Reviewed in class) <ul style="list-style-type: none"> • Course Syllabus • Course Assignment Guidelines • Service Learning Packet
M 1/28	<ul style="list-style-type: none"> • The Profession of Social Work • Generalist Social Work Practice • Preparing for your Service Learning: The Placement Process – Chloe Scarborough, Service Learning Teaching Assistant 	<ul style="list-style-type: none"> • Learning Reflection 1 due 1/27 at 11:59 p.m. • UTSSW Service Learning Fair, 1-3 p.m., 1.212 and 1.214 (optional attendance) 	<ul style="list-style-type: none"> • Text Ch. 1 Understanding Social Work Practice • Standards for Social Work Education (on Canvas) • <i>Days in the Lives of Social Workers</i>, Chapter 11, Elementary School Social Work (on Canvas)

W 1/30	<ul style="list-style-type: none"> Professional Community Engagement Through Service Learning – Cossy Hough, Assistant Dean, BSW Programs Expectations for Competent Social Work Practice Diversity and Cultural Humility 	<ul style="list-style-type: none"> Documentation of Registration on GiftPulse by 11:59 p.m. 1/30 	
M 2/4	<ul style="list-style-type: none"> Theoretical Perspectives for Social Work Practice <ul style="list-style-type: none"> Ecosystems Social justice Strengths Psychosocial Post modern 	<ul style="list-style-type: none"> Learning Reflection 2 due 2/3 at 11:59 p.m. 	<ul style="list-style-type: none"> Text Ch. 2 Applying Values and Ethics to Practice <i>NASW Code of Ethics</i> (posted on Canvas) <i>Texas State Board of Social Work Examiners Code of Conduct</i> (posted on Canvas)
W 2/6	<ul style="list-style-type: none"> History of Social Work Ethics NASW Code of Ethics Models for Addressing Ethical Dilemmas Professional Use of Self <ul style="list-style-type: none"> The Importance of Self Care 	<ul style="list-style-type: none"> Semester Self Care Plan due 2/6 at 11:59 p.m. 	<ul style="list-style-type: none"> Text Ch. 4 The Social Worker Perspective: The Social Worker as a Whole Person, pp. 169-174. <i>NASW Policy Statement on Professional Self Care</i> (posted on Canvas)
M 2/11	<ul style="list-style-type: none"> Skills Needed to Build Relationships with Clients Power Dynamics When Building Client Relationships Cultural Humility and the Engagement Process 	<ul style="list-style-type: none"> Learning Reflection 3 due 2/10 at 11:59 p.m. 	<ul style="list-style-type: none"> Text, Ch. 3. Individual Engagement: Relationship Skills for Practice at All Levels <i>Days in the Lives of Social Workers</i>, Chapter 48, Outreach to Homeless Veterans (on Canvas)
W /13	<ul style="list-style-type: none"> Engagement and Interviewing Skills 		

M 2/18	<ul style="list-style-type: none"> Theoretical Perspectives to Guide Assessment and Planning Ecomaps and Genograms 	<ul style="list-style-type: none"> Learning Reflection 4 due 2/17 at 11:59 p.m. Service Learning Agency Selection Form due 2/18 at 11:59 p.m. 	<ul style="list-style-type: none"> Text, Ch. 4, Social Work Practice with Individuals: Assessment and Planning
W 2/20	<ul style="list-style-type: none"> Crisis Intervention Suicide Assessment Working with Nonvoluntary Clients 		
M 2/25	<ul style="list-style-type: none"> Developing Intervention Plans and Contracts Use of Evidence Based Practice in Identifying Interventions 	<ul style="list-style-type: none"> Learning Reflection 5 due 2/24 at 11:59 p.m. 	<ul style="list-style-type: none"> Text, Ch. 5, Social Work Practice with Individuals: Intervention, Termination and Evaluation <i>Days in the Lives of Social Workers</i>, Chapter 26, Life as a Group Home Manager
W 2/27	<ul style="list-style-type: none"> Roles of Social Workers Termination Strategies Evaluating Practice 	<ul style="list-style-type: none"> Service Learning Check-in Summary 1 due 2/27 at 11:59 p.m. 	
M 3/4	<ul style="list-style-type: none"> Film to be Used as Case Study for Take Home Exams 	<ul style="list-style-type: none"> Learning Reflection 6 due 3/3 at 11:59 p.m. 	<ul style="list-style-type: none"> Text, Ch. 6, Social Work Practice with Families: Engagement, Assessment and Planning <i>Days in the Lives of Social Workers</i>, Chapter 14, Urban Child Protective Services
W 3/6	<ul style="list-style-type: none"> Film to be Used as Case Study for Take Home Exams Family Systems Perspective Family Strengths/Resilience Engagement Strategies 		<ul style="list-style-type: none"> Take Home Exam Posted
M 3/11	<ul style="list-style-type: none"> Assessment Strategies When Working with Families Cultural Genograms 	<ul style="list-style-type: none"> Learning Reflection 7 due 3/10 at 11:59 p.m. 	<ul style="list-style-type: none"> Text, Ch. 7, Social Work Practice with Families: Intervention, Termination and Evaluation

W 3/13	<ul style="list-style-type: none"> • Family-based Interventions <ul style="list-style-type: none"> ○ Family Violence ○ Substance Abuse 	<ul style="list-style-type: none"> • Take Home Exam I due 3/13 at 11:59 p.m. 	
Week of 3/18-22	<ul style="list-style-type: none"> • Spring Break – Enjoy!! 		
M 3/25	<ul style="list-style-type: none"> • Working with Groups <ul style="list-style-type: none"> ○ Stages of Group Process ○ Engagement and Assessment 	<ul style="list-style-type: none"> • Learning Reflection 8 due 3/24 at 11:59 p.m. 	<ul style="list-style-type: none"> • Text Ch. 8, Social Work Practice with Groups: Engagement, Assessment and Planning <i>Days in the Lives of Social Workers</i>, Chapter 33, Prison Substance Abuse Treatment
W 3/27	<ul style="list-style-type: none"> • Working with Groups <ul style="list-style-type: none"> ○ Sex Offenders ○ Substance Abuse ○ Youth 		
M 4/1	<ul style="list-style-type: none"> • Working with Groups <ul style="list-style-type: none"> ○ Intervention Strategies ○ Challenges ○ Termination ○ Evaluating Group Interventions 	<ul style="list-style-type: none"> • Learning Reflection 9 due 3/31 at 11:59 p.m. 	<ul style="list-style-type: none"> • Text, Ch. 9, Social Work Practice with Groups: Intervention, Termination, and Evaluation • <i>Days in the Lives of Social Workers</i>, Chapter 17, Working with Gay and Lesbian Youth
W 4/3	<ul style="list-style-type: none"> • Skills Needed in Working with Groups <ul style="list-style-type: none"> ○ Leadership ○ Facilitation 	<ul style="list-style-type: none"> • Service Learning Check-in Summary 2 due 4/3 at 11:59 p.m. 	
M 4/8	<ul style="list-style-type: none"> • Social Work Practice with Communities <ul style="list-style-type: none"> ○ Community Dynamics ○ Engaging Members ○ Assessing Community Needs 	<ul style="list-style-type: none"> • Learning Reflection 10 due 4/7 at 11:59 p.m. 	<ul style="list-style-type: none"> • Text, Ch. 10, Social Work Practice with Communities: Engagement, Assessment and Planning
W 4/10	<ul style="list-style-type: none"> • Lab to Work on Videotape Assignment – No Organized Class 		

M 4/15	<ul style="list-style-type: none"> Models for Community Social Work 	<p>Learning Reflection 11 due 4/14 at 11:59 p.m.</p>	<ul style="list-style-type: none"> Text, Ch. 11, Social Work Practice with Communities: Intervention, Termination and Evaluation <i>Days in the Lives of Social Workers</i>, Chapter 58, Mucho Gusto en Conocerie (I am Pleased to Meet You): Working with Migrant Families
W 4/17	<ul style="list-style-type: none"> Community-based Interventions <ul style="list-style-type: none"> Guest Speaker 		
M 4/22	<ul style="list-style-type: none"> Frameworks Used to Understand Organizations Formal and Informal Organizational Culture Engaging and Assessing Organizations 	<ul style="list-style-type: none"> Learning Reflection 12 due 4/21 at 11:59 p.m. 	<ul style="list-style-type: none"> Text, Ch. 12, Social Work Practice with Organizations: Engagement, Assessment and Planning <i>Days in the Lives of Social Workers</i>, Chapter 47, Family Advocacy in the Military
W 4/24	Planning for Organizational Change	<ul style="list-style-type: none"> Skills Video (Posted on YouTube) and Video Self-Reflection due 4/24 at 11:59 p.m. 	
M 4/29	<ul style="list-style-type: none"> Implementing and Evaluating Organizational Change 	<ul style="list-style-type: none"> Learning Reflection 13 due 4/28 at 11:59 p.m. 	<ul style="list-style-type: none"> Text, Ch. 13, Social Work Practice with Organizations: Intervention, Termination, and Evaluation <i>Days in the Lives of Social Workers</i>, Chapter 5, Working with Pregnant Women in Public Health
W 5/1	Student Presentations on Service Learning Experiences	<ul style="list-style-type: none"> Service Learning Check-in Summary 3 due 5/1 at 11:59 p.m. Prepare presentation on Service Learning Experience 	Exam 2 Distributed

M 5/6	Student Presentations on Service Learning Experiences	<ul style="list-style-type: none"> • Prepare presentation on Service Learning Experience 	
W 5/8	<ul style="list-style-type: none"> • Course Review • Termination • Ending Celebration 	<ul style="list-style-type: none"> • Exam 2 due 5/8 at 11:59 p.m. • Service Learning Portfolio due 5/17 at 11:59 p.m. 	

X. BIBLIOGRAPHY (Not intended to replace your own information searches)

- Alaggia, R., Regehr, C., & Jenney, A. (2012). Risky business: An ecological analysis of intimate partner violence disclosure. *Research on Social Work Practice* 22(3), 301-312.
- Ambrosino, R.A., Ambrosino, R. J., Heffernan, J. & Shuttlesworth, G. (2016). *Social work and social welfare: An introduction* (8th ed.). Boston, MA: Cengage Learning.
- Arthur, D. P. (2015). Social work practice with LGBT elders at end-of-life: Developing practice evaluation and clinical skills through a cultural perspective. *Journal of Social Work in End-of-Life & Palliative Care*, 11(2), 178–201.
- Ayon, C. (2016). Talking to Latino children about race, inequality, and discrimination: Raising families in an anti-immigrant political environment. *Journal for the Society of Social Work and Research*, 7 (3), 449-477.
- Bent-Godley, T. (2011). *The ultimate betrayal: A renewed look at intimate partner violence*. Washington, D.C: NASW.
- Berk, L.E. (2014). *Development through the lifespan* (6th ed.). Boston: Allyn and Bacon.
- Blundo, R. (2010). Engaging men in clinical practice: A solution-focused and strengths-based model. *Families in Society* 91(3), 307-312.
- Bronfenbrenner Life Course Center at Cornell University, <http://www.human.cornell.edu/che/BLCC/index.cfm>
- Brown, Brene' (2017). *Braving the wilderness: The quest for true belonging and the courage to stand alone*. NY: Random House.
- Coates, T. (2015). *Between the world and me*. NY: Spiegel & Grau.
- Corcoran, K. & Roberts, A.R. (Eds.) (2015). *Social workers' desk reference* (3rd ed.). NY: Oxford University Press.
- Cordaro, M. (2012). Pet loss and disenfranchised grief: Implications for mental health counseling practice. *Journal of Mental Health Counseling*, 34(4), 283-294.
- Courmoyer, B. (2014). *The social work skills workbook* (7th ed.). Belmont, CA: Brooks/Cole Cengage Learning.
- Davila, M., McFall, S.L., & Cheng, D. (2009). Acculturation and depressive symptoms among pregnant and postpartum Latinas. *Maternal and Child Health Journal*, 13, 318-325.

- DeLuca, S., Blosnich, J., Hentshel, El, & Amen, S. (2016). Mental health care utilization: How race, ethnicity and veteran status are associated with seeking help. *Community Mental Health Journal* 2 (52), 174-179.
- DeLuca, S., Clampet-Lundquist, S., & Edin, K. (2016). *Coming of age in the other America*. NY: Russell Sage Foundation.
- Edin, K. & Shafer, L. (2016). *Two dollars a day: Living on almost nothing in America*. Boston: Houghton Mifflin Harcourt.
- Franklin, E. (2009). The emerging needs of veterans: A call to action for the social work profession. *Health & Social Work, 34*(3), 163-167.
- Fredriksen-Goldsen, K. I., Hoy-Ellis, C. P., Goldsen, J., Emler, C. A., & Hooyman, N. R. (2014). Creating a vision for the future: Key competencies and strategies for culturally competent practice with lesbian, gay, bisexual, and transgender (LGBT) older adults in the health and human services. *Journal of Gerontological Social Work, 57*(2-4), 80-107.
- Furman, R., Ackerman, A. R., Loya, M., Jones, S., & Egi, N. (2012). The criminalization of immigration: Value conflicts for the social work profession. *Journal of Sociology and Social Welfare, 39*(1), 169-185.
- Gardiner, H. & Kosmitzki, C. (2011). *Lives across cultures: Cross-cultural human development* (6th ed.). Boston: Allyn and Bacon, Pearson Education.
- Genaidy, A., Huston, R., Dionysiou, D., & Karwowski, W. (2017). A system-of-systems framework for improved human, ecologic and economic well-being. *Sustainability, 9*(4), 616.
- Goodcase, E. T. & Love, H. A. (2017). From despair to integrity: Using narrative therapy for older individuals in Erikson's last stage of identity development. *Clinical Social Work Journal, 45*(4), p. 354-363.
- Greenfield, E. A. (2012). Using ecological frameworks to advance a field of research, practice, and policy on aging-in-place initiatives. *The Gerontologist, 52*(1), 1-12.
- Grobman, L. (Ed.) (2012). *Days in the lives of social workers* (4th ed.). Harrisburg, PA: White Hat Communications.
- Guo, W. & Tsui, M. (2010). From resilience to resistance: A reconstruction of the strengths perspective in social work practice. *International Social Work* 53(2), 233-245.
- Harris, N.B. (2018). *The deepest well: healing the long-term effects of childhood adversity*. Boston: Houghton Mifflin Harcourt.
- Hash, K. M., & Rogers, A. (2013). Clinical practice with older LGBT clients: Overcoming lifelong stigma through strength and resilience. *Clinical Social Work Journal, 41*(3), 249-257.
- Hepola, S. (2015). *Blackout: Remembering the things I drank to forget*. NY: Grand Central Publishing.
- Hepworth, D.H., Rooney, R.H., Rooney, G.D., & Strom-Gottfried, K.S. (2013). *Direct social work practice: Theory and skills* (9th ed.). Belmont, CA: Brooks/Cole Cengage Learning.
- Holmes, S. (2013). *Fresh fruit, broken bodies: Migrant farmworkers in the United States*. Berkeley, CA: University of California.

- Hutchison, E.D. (2016). *Essentials of human behavior in the social environment: Integrating person, environment, and the life course* (2nd ed.). Los Angeles: Sage.
- Jani, J., & Okundaye, J. (2014). The culturagram: An educational tool to enhance practice competence with diverse populations. *Journal of Baccalaureate Social Work*, 19, 53-63.
- Jerkins, M. (2018). *This will be my undoing: Living at the intersection of black, female, and feminist in (white) America*. NY: Harper.
- Kim, J. (2017). "You can't run into a burning building without getting burned yourself": An ecological systems perspective of parents choosing out-of-home care for an intercountry adopted child. *Families in Society: Journal of Contemporary Social Services*, 98(3), 169-177.
- Juarez, G., Branin, J. J., & Rosales, M. (2014). Perceptions of QOL among caregivers of Mexican ancestry of adults with advanced cancer. *Quality of Life Research*, 24(7), 1729-1740.
- Kim, Y.J., Moon, S.S., & Kim, M.J. (2011). Physical and psycho-social predictors of adolescents' suicide behaviors. *Child and Adolescent Social Work Journal* 28(6), 421-438.
- Koehn, S., Neysmith, S., Kobayash, K., & Khamisa, H. (2013). Revealing the shape of knowledge using an intersectionality lens: Results of a scoping review on the health and health care of ethnocultural minority adults. *Aging and Society*, 33(3), 437-464.
- Kum, S. (2017). Gay, gray, black, and blue: An examination of some of the challenges faced by older LGBTQ people of color. *Journal of Gay & Lesbian Mental Health*, 21(3), 228-239.
- Lamb, F.F., Brady, E.M., & Lohman, C. (2009). Lifelong resiliency learning: A strength-based synergy for gerontological social work. *Journal of Gerontological Social Work* 52(7), 713-728.
- Larsen, J. L., Clauss-Ehlers, C. S., & Cosden, M. A. (2015). An exploration of army wives' responses to spousal deployment: Stressors and protective factors. *Couple and Family Psychology: Research and Practice*, 4(4), 212-228.
- McGoldrick, M., Carter, B., Garcia-Preto, N. (2011). *The expanded family life cycle: Individual, family, and social perspectives* (4th ed.). Boston, MA: Allyn & Bacon.
- McKeown, A. (2014). Attachment, personality and female perpetrators of intimate partner violence. *Journal of Forensic Psychiatry & Psychology*, 25(5), 556-573.
- Mereish, E. H., & Poteat, V. P. (2015). A relational model of sexual minority mental and physical health: The negative effects of shame on relationships, loneliness, and health. *Journal of Counseling Psychology*, 62(3), 425-437.
- Mock, J. *Redefining realness: My path to womanhood, identity, love & so much more*. NY: Atria.
- Moore, J., & Jenkins, P. (2012). 'Coming out' in therapy? Perceived risks and benefits of self-disclosure of sexual orientation by gay and lesbian therapists to straight clients. *Counselling & Psychotherapy Research*, 12(4), 308-315.
- Nazario, S. (2007, 2014). *Enrique's Journey*. NY: Random House.

- Neblett, E.W., Hammond, W.P., Seaton, E. & Townsend, T. (2010). Underlying mechanisms in the relationship between Africentric worldview and depressive symptoms. *Journal of Counseling Psychology* 57 (1), 105-113.
- Newman, B. & Newman, P. (2015). *Development through life: A psychosocial approach* (12th ed.). Stamford, CT: Cengage Learning.
- Nicholson, N.R. (2012) A review of social isolation: An important but underassessed condition in older adults. *Primary Prevention* 33: 137.
- Nicola, W. (2017). Living “illegally”: On the phenomenology of an undocumented immigrant. *Clinical Social Work Journal*, 45(4), p. 293-300.
- Ornelas, J., Martins, P., Zilhao, M.T., & Duarte, T. (2014). Housing First: An ecological approach to promoting community integration. *European Journal of Homelessness* 8(1), 2028.
- Orth, U., Trzesniewski, K., & Robins, R. (2010). Self-esteem development from young adulthood to old age: A cohort-sequential longitudinal study. *Journal of Personality and Social Psychology* 98(4), 645-658.
- Ortiz, R. & Sibinga, E. (2017). The role of mindfulness in reducing the adverse effects of childhood stress and trauma. *Children* 4(3), 16.
- Page, A. D., & Peacock, J. R. (2013). Negotiating identities in a heteronormative context. *Journal of Homosexuality*, 60(4), 639-654.
- Palacios, J. (2009). The ecology of adoption. In G.M. Wrobel & E. Neil (Eds.), *International advances in adoption research for practice*. Malden, MA: John Wiley & Sons.
- Perry, B. D. (2009). Examining child maltreatment through a neurodevelopmental lens: Clinical applications of the neurosequential model of therapeutics. *Journal of Loss and Trauma*, 14(4), 240-255.
- Pistella, J., Salvati, M., Ioverno, S., Laghi, F., & Baiocco, R. (2016). Coming-Out to family members and internalized sexual stigma in bisexual, lesbian and gay people. *Journal of Child & Family Studies*, 25(12), 3694-3701.
- Riggs, S. (2010). Childhood emotional abuse and the attachment system across the life cycle: What theory and research tell us. *Journal of Aggression, Maltreatment & Trauma* 19(1), 5-51.
- Riggs, S. & Riggs, D. (2011). Risk and resilience in military families experiencing deployment: The role of the family attachment network. *Journal of Family Psychology*, 25(5), 675-687.
- Robinson, D., Papaj, A., Blumer, M.C. (2011). The clinical deployment of therapeutic frameworks and genogram questions to serve the servicewomen. *Journal of Feminist Family Therapy*, 23, 263-284.
- Rosling, H. (2018). *Factfulness: Ten reasons we're wrong about the world – and why things are better than you think*. NY: Flatiron Books.
- Roth, A. (2018). *Insane: America's criminal treatment of mental illness*. NY: Basic Books.
- Ruggiano, N. & Edvardsson, D. (2013). Person-centeredness in home- and community-based long-term care: Current challenges and new directions. *Social Work in Health Care* 52(9), 846-861.

- Sable, P. (2013). The pet connection: An attachment perspective. *Clinical Social Work Journal*, 41(1), 93-99.
- Saleeby, D. (2013). *The strengths perspective in social work practice* (6th ed.). Boston, MA: Pearson Education.
- Sandberg, S. & Grant, A. (2017). *Option B: Facing adversity, building resilience, and finding joy*. NY: Alfred Knopf.
- Scherrer, K. (2013). Culturally competent practice with bisexual individuals. *Clinical Social Work Journal*, 41(3), 238-248.
- Schwartz, R. (2013). Moving from acceptance toward transformation with internal family systems therapy (IFS). *Journal of Clinical Psychology* 69(8), 805-816.
- Schwerdtfeger, K.L. & Shreffler, K.M. (2009). Trauma of pregnancy loss and infertility among mothers and involuntarily childless women in the United States. *Journal of Loss & Trauma*, 14(3), 211-227.
- Secombe, K. (2014). *So you think I drive a Cadillac? Welfare recipients' perspectives on the system and its reform* (4th ed) Boston: Pearson.
- Sedlovskaya, A., Purdie-Vaughns, V., Eibach, R. P., LaFmance, M., Romem-Canyas, R., & Camp, N. P. (2013). Internalizing the closet: Concealment heightens the cognitive distinction between public and private selves. *Journal of Personality & Social Psychology*, 104(4), 695-715.
- Shonkoff, J.P. & Garner, A.S. (2012). The lifelong effects of early childhood adversity and toxic stress. *Pediatrics* 129(1) e232-246.
- Singh, A. A., & Moss, L. (2016). Using relational-cultural theory in LGBTQQ counseling: Addressing heterosexism and enhancing relational competencies. *Journal of Counseling & Development*, 94(4), 398-404.
- Shulman, L. (2012). *The skills of helping individuals, families, groups, and communities* (7th ed.) Belmont, CA: Brooks/Cole Cengage Learning.
- Sloman, L. & Taylor, P. (2015). Impact of child maltreatment on attachment and social rank systems: Introducing an integrated theory. *Trauma, Violence & Abuse* 17(2), 172-185.
- Sorkin, D., Murphy, M., Nguyen, H., Biegler, K. (2016). Barriers to mental health care for an ethnically and racially diverse sample of older adults. *Journal of American Geriatric Society*, 64(10), p. 2138-2143.
- Steelman, S. M. (2016). Externalizing identities: An integration of narrative therapy and queer theory. *Journal of Family Psychotherapy*, 27(1), 79-84.
- Stinehart, M. A., Scott, D. A., & Barfield, H. G. (2012). Reactive attachment disorder in adopted and foster care children: Implications for mental health professionals. *Family Journal*, 20(4), 355-360.
- Wadsworth, S. M., Cardin, J., Christ, S., Willerton, E., O'Grady, A. F., Topp, D., & ... Mustillo, S. (2016). Accumulation of risk and promotive factors among young children in US military families. *American Journal of Community Psychology*, 57(1/2), 190-202.
- Walker, M. D., Hernandez, A. M., & Davey, M. (2012). Childhood sexual abuse and adult sexual identity formation: Intersection of gender, race, and sexual orientation. *The American Journal of Family Therapy*, 40(5), 385-398.

- Warner, D. F., & Brown, T. H. (2011). Understanding how race/ethnicity and gender define age-trajectories of disability: An intersectionality approach. *Social Science & Medicine*, 72(8), 1236-1248.
- Wiles, J.L., Wild, K., Kerse, N., & Allen, R.E. (2012). Resilience from the point of view of older people: 'There's still life beyond a funny knee.' *Social Science & Medicine* 74, 416-424.
- Witten, T. M. (2017). Health and well-being of transgender elders. *Annual Review of Gerontology and Geriatrics*, 37, 27-41.
- Yuma-Guerrero, P.J., Lawson, K.A., Velasquez, M.M., von Sternberg, K., Maxson, T., & Garcia, N. (2012). Screening, brief intervention, and referral for alcohol use in adolescents: A systematic review. *Pediatrics* 130(1). 115-122.
- Zayas, L.H., Aguilar-Gaxiola, S., Yoon, H., and Natera-Rey, G. (2015). The distress of citizen-children with detained and deported parents. *Journal of Child and Family Studies*, 24 (11), 3213-3223.
- Zeanah, C. H., Chesher, T., & Boris, N. W. (2016). Practice parameter for the assessment and treatment of children and adolescents with reactive attachment disorder and disinhibited social engagement disorder. *Journal of the American Academy of Child & Adolescent Psychiatry*, 55(11), 990-100.

APPENDIX
ASSIGNMENT GUIDELINES

I. SERVICE LEARNING REQUIREMENT (counts 25% toward your final grade)

Students are required to complete 45 clock hours of volunteer work with direct client contact. If you are also completing SW 310 this semester, you must complete 75 clock hours. You will have an extensive choice of agencies and programs. The School of Social Work has a teaching assistant who coordinates service learning options, so you will have access to help in locating a placement of interest to you and completing the service learning requirements.

UT uses a website, GivePulse, <https://www.givepulse.com/>, which helps you locate a placement and also tracks the service hours that you input to the website as you volunteer once you have confirmed the placement. (If you are interested in working for an agency not listed on GivePulse, let the instructor know as other options may be possible.) The Steve Hicks School of Social Work is also hosting a service learning fair, where many agencies seeking students will be present for you to learn more about the opportunities they have available. The fair will be Monday, January 28, from 1-3 p.m. in rooms SSW 1.212 and 1.214.

When you find a placement of interest to you, you are required to contact the agency and agree to any requirements the agency has (i.e., attending an orientation, serving as a volunteer for a specific amount of time which may be beyond the semester). Most students volunteer once a week throughout the semester. It may take time for you to complete required orientation depending on the agency's schedule (these hours may be counted toward the 45 clock hours) so secure your placement early so you don't have to clock extra hours at the end of the semester in order to meet course requirements. The TA will be visiting our class on during the second class to step you through how to use the GivePulse site, help you get started on finding a placement, and answer any questions you have. Her contact information is sswservicelearning@austin.utexas.edu.

During the semester, you should keep a journal of your service learning experiences, noting what you did while at the agency, self-reflecting on your experiences and what you are learning, and including any questions that come up as you volunteer. You can integrate relevant service learning experiences in your weekly learning reflection submissions. Additionally, students will complete the following during the semester:

- Agency selection form: A service learning agency selection form (available on Canvas) once you have secured a placement. This form must be signed by you and your agency supervisor. This form is due no later than **February 18 at 11:59 p.m.**
- Service learning update summaries: Drawing from your journal, you are to submit three brief summaries throughout the semester providing an update of your experiences (available on Canvas). These summaries will ask you to describe what you have done at the agency to meet the learning objectives you established, as well as the number of hours you have completed to date and a self-reflection on your experiences and how they connect to course content and your interest in social work. Summaries are to be submitted on Canvas **February 27, April 3, and May 1 by 11:59 p.m.**
- Service learning portfolio: This will include all required submissions relating to your service learning experience (note that it is good to keep an electronic version of this information for use when applying for admission to the social work major if that is your plan and applying for graduate school or employment).
 - Agency selection form: You will have already submitted this form but include a copy in your portfolio.
 - Service learning update summaries: Again, you will have already submitted these summaries, but include copies in your portfolio.
 - Oral presentation reflecting on your service learning experience: Students will give 3-5 minute

presentations on May 1 and 6 briefly describing their service learning experience, including what they did while at the agency, what they learned about the profession and client needs, and what they learned about themselves. Several (no more than 3) PowerPoint or similar slides are recommended to give a visual as well as an oral portrayal of your experiences.

- Service learning reflection: This 3-5 page double-spaced paper should focus on your learning as you complete this requirement. It should address the following: the name of the agency and a brief description of the services provided and the population served; a brief description of your role at the agency and the tasks you completed; a summary of the activities in which you participated to complete your established learning objectives; and a reflection of your learning – e.g., about the agency, the roles of social workers, the experiences of clients, strengths and barriers that exist in meeting client needs including programs and policies, and your own personal growth/challenges experienced during the semester as you completed this assignment.
- Service learning hour log: This information should be downloaded from the GivePulse website and documents the 45 hours required to meet the guidelines for this assignment.
- Service learning evaluation forms: You are to include a form from your supervisor/agency contact person evaluating your work at the agency and a self-evaluation form evaluating your views about your work as well as the agency and your experience there.

Your portfolio is due on Canvas in a word or PDF document no later than December 17 at 11:59 p.m. You may also submit it in class as a hard copy on December 8.

II. LEARNING REFLECTIONS (counts 20% toward your final grade)

Students are required to complete ten weekly learning reflections integrating readings, content covered in class, and their service learning experiences. Prompts for each week's reflections will be posted on Canvas. Note that your reflection should not be a regurgitation of readings or class content or a listing of what you did at your volunteer placement, but your views about what you read, what was discussed in class, and your volunteer experience. Make connections between these components of the course, or connect content to personal or other "real world experiences" (previous and current life experiences, the Texas legislature, national and global policies and issues). There is no set expectation about what should be discussed in your reflection other than it must incorporate the information called for in the prompt and incorporate the coming week's readings, as students will have different interests and perspectives about what is important to them and their learning.

Reflections should generally be about one page single spaced, though there will be no penalty if you include additional pages. Citations should be included as appropriate following APA format.

Reflections will be due on Sunday evenings at 11:59 p.m. Although specific content will be confidential, we will be drawing on themes included in reflections during class. Student grades for this portion of the course will be based on the 10 highest grades received of the 13 weekly submissions (2 points per reflection towards your final grade). You can either skip submitting reflections three times during the semester or drop your lowest grade(s) if you submit more than 10.

Reflections will be due at 11:59 p.m. on the following dates: January 27; February 3, 10, 17 and 24; March 3, 10, 24 and 31; and April 7, 14, 21, and 28.

III. VIDEO PROJECT (counts 15% toward your final grade)

Students will pair up with another student in the course to develop video recordings showcasing their social work skills. Each pair will meet and develop two brief hypothetical case scenarios. They will then video two sessions, with one student taking the role of the social worker and the other the role of the client in the first video session, then switching roles for the second role play using the second case scenario. Students can use cell phones to record the sessions. Students will pair up with another student in the course to develop video recordings showcasing their social work skills. Each pair will meet and develop two brief hypothetical case scenarios. They will then video two sessions, with one student taking the role of the social worker and the other the role of the client in the first video session, then switching roles for the second role play using the second case scenario. Students can use cell phones to record the sessions.

After recording the two sessions, the students will critique each of them, giving each other constructive feedback on their social work skills when they played the social work role. Each student will then select approximately five minutes of the session where they played the social work role and load it to a private YouTube channel (additional instructions on how to do this will be available on Canvas) so the instructor will have access to view it. Students will also complete a brief self-reflection, available on Canvas, critiquing their use of skills in the video role play. Grade for this project will be based on both the skills demonstrated in the video and the student's self reflection.

The video and self reflection must be submitted no later than April 24 at 11:59 p.m.

IV. TAKE-HOME EXAMS (each exam counts 15% toward your final grade)

Students will view a film in class at mid-semester which will be used as a case study for two take-home exams, one given at mid-semester and one at the end of the semester, applying content learned in class to the film. Exams will be short-answer essay and will be posted on Canvas at least one week before they are due. Students are expected to complete exams independently and will verify upon submission of the exam that all completed work is their own. **Take-home exams will be due on Canvas Wednesday, March 13 and Friday, December 10 at 11:59 p.m.**