

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

**Course Number:** SW 312

**Instructor:** Sandy Magaña, PhD, MSW  
[smagana@austin.utexas.edu](mailto:smagana@austin.utexas.edu)

**Unique Number:** 60515

**Office:** SSW 3.130H

**Semester:** Spring 2019

**Office Phone:** 512-232-9216

**Meeting Place/time:** Room 2.118

**Office Hours:** T/Th 1:45-3:00PM

other times by appointment

**Generalist Social Work Practice: Skills, Knowledge, & Values**

**I. STANDARDIZED COURSE DESCRIPTION**

This 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 for Cultural Competence in Social Work Practice: the development of observation, communication, interviewing, and assessment skills utilizing the problem-solving approach. Experiential learning is emphasized, including a 45-hour service-learning component in which students have direct client contact.

**II. STANDARDIZED COURSE OBJECTIVES**

By the end of the course, you 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 or mental abilities, and national origin.
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 uses a seminar format. This course is designed to provide you with a meaningful learning environment through use of multiple methods of instruction (e.g. discussion, lecture, and group exercises); experiential learning (e.g. service-learning, role playing, & active learning) will be emphasized. You are expected to complete assigned readings prior to each class period. You are expected to participate in class. Class attendance is required and essential for successful completion of this course. This course will use an electronic Canvas site. Canvas will be used for turning in assignments, grading, and communication between students, the instructor, and the TA. To reach your class site on Canvas, please go to <http://courses.utexas.edu> or go to the Social Work web page and click on Canvas. To access the course website, you must have an Internet connection and computer access. You will need a UT EID and password. The Help Desk available through

the UT home page ([www.utexas.edu/its/help](http://www.utexas.edu/its/help)) can assist you with your computer and Canvas questions. You can also call them at 475-9400. Additionally, the Learning Resource Center at the SSW has computers and computer assistance.

#### IV. REQUIRED TEXTS AND MATERIALS

Required Text: Birkenmaier, J., & Berg-Weger, M. (2017). *The Practice of Generalist Social Work*, Fourth Edition. Routledge. This text gives many examples related to cultural diversity and inclusion.

#### V. COURSE REQUIREMENTS

##### Service Learning

This class has a required service-learning component. You must complete 45 hours as a volunteer working in a local social service agency. You will find a list of agencies that host UT SW student volunteers on GivePulse. Using that list, you will establish a volunteering relationship with an agency. If you are interested in working for a different agency, see me and we can probably work it out. Service learning is worth 25 points or 25% of your grade so it is very important.

Assignment	Due Date
<i>Service-learning Agency Selection Form</i> (Required for course credit) Indicate the agency selected for service learning work, location, supervisor, and scheduled service-learning hours.	2/19/19
<i>Service-learning Reflection Paper and Class Presentation</i>	5/2/19
<i>Service-learning hour log</i> (Required for course credit) documenting all hours completed during the semester. Thirty-two service-learning hours must be completed to pass this course.	5/9/19
<i>Service Learning Evaluation Forms</i> (Required for course credit). Details will be explained in class by the service learning TA	5/9/19

##### Course Assignments

Assignment	Points
<b>Class Attendance and Participation, <i>points assigned at end of course.</i></b> Attendance is a key part of this grade (hard to participate if you are not present)	15
<b>3 Reflections, <i>various due dates.</i></b> Students will reflect on service, readings and library/museum visits	6
<b>Reading quizzes at the beginning of class (4 questions, each quiz worth 2 points).</b> Students will complete multiple choice 4-5 question quiz at the beginning of 7 classes	14
<b>Mid-term Take Home Exam, <i>due 3/7/19.</i></b> Exam questions will be given out 1 week before (this exam includes cultural diversity through a case study)	15
<b>Video Recording, <i>due 4/2/19.</i></b> You will complete two video interview/assessment sessions with a classmate. Choose one of the sessions to critique	10
<b>Final Take Home Exam, <i>due 5/9/19.</i></b> Exam questions will be given out 1 week before (this exam includes 2 questions that focus on cultural diversity)	15
<b>Service Learning.</b> This includes completion of SL hours (15), all forms (3), service learning reflection (4), and final presentation (3)	25
<b>Total</b>	100

## VI. GRADES

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

## VII. CLASS POLICIES

**1. Conduct and Civility:** Social work students adhere to the Student Standards for Professional Conduct of the NASW Code of Ethics and assume responsibility for their conduct. Scholastic honesty and integrity are consistent with social work values. The instructor will comply with University guidelines regarding scholastic dishonesty, including plagiarism. Social work practitioners respect others; therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected. Students will help create and support a learning environment that does not interfere with the learning of fellow students. When students voice an opinion with which you do not agree, feel free to voice opinions in a civil manner that can enhance the flow of ideas and dialog.

**2. Readings and Preparatory Assignments:** Students are expected to be active and participate in the learning process, and in an interactive framework between collegiate students and professor. Students are also expected to complete readings and preparatory assignments prior to class. Failure to demonstrate through discussions in class, online, and through assignments that one has comprehended the readings will be considered when assigning the final grade. Students are responsible for the material in the assigned readings whether or not the material is covered in class.

**3. Professional Communication and Interactions:** Refrain from private conversations during class or other disruptive behavior. Disrespect toward the professor, students, or others is unacceptable and will be handled directly and in the context it occurs. Disrespectful behavior includes overt acts, such as talking over others or making derogatory remarks based on another person's age, race, class, gender, sexual orientation, religious preference, and ability. Moreover, covert acts of disrespect such as sneers, and other facial expressions, excluding class members from classroom tasks, etc. are also unacceptable. Electronic Devices: All communication devices should be turned off or placed on silent mode and put away during class. Unless laptops are required for specific class sessions, students may not use laptops during class without prior permission from the professor. Grade is negatively impacted by student's failure to comply with this policy.

**4. Class Attendance Policy:** Punctuality and timeliness are important for social work practitioners. Class attendance is expected. Attendance is defined as students' attentive physical presence in class for the entire class. Establishing a pattern of late arrivals and early departures will negatively affect your grade. It is your responsibility to sign the class attendance sheet. The instructor should be notified in advance of any planned absence and as soon as possible in the case

of an unforeseen, serious emergency. *Each student will be allowed to miss 2 classes without penalty, after that 1/2 point will be taken off the attendance/participation score for each class missed. Three late arrivals will count as one class missed. Students who miss 10 classes will fail the class.*

**5. Assignments and Grades:** Assignments should be turned in online or in person on the date they are due, barring serious, unforeseen medical illness or family emergencies. Late assignments will be considered when assigning the final grade.

**6. Writing Style:** The Publication Manual of the American Psychological Association Sixth Edition (APA) is the style manual to be used by all students. The manual is available at the library or for purchase at the UT Co-op.

**7. Use of Canvas:** The professor uses Canvas Web-based course management/collective workspace. An orientation will be given the first day of class. If you do not have a personal computer with personal Internet access, there are computers available for your use at the SW Learning Resource Center (LRC), the Flawn Academic Center, campus and public libraries.

**8. Course Modification:** To ensure achievement for course objectives, the professor reserves the right to make modifications to any part of this syllabus related to schedule and assignment due dates. Should any modifications be made, students will be notified in class and modifications will be posted to Canvas. Students should check their email frequently. Note that some of the links to documents and videos on the Internet may change. Documents, new links or alternate options will be provided.

## **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 [www.utexas.edu/student/cmhc/](http://www.utexas.edu/student/cmhc/).

**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 (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) 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://www.utexas.edu/diversity/ddce/ssd/>.

**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, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or 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 Deputy for the SSW, 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.

**7 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 <http://www.utexas.edu/its/policies/emailnotify.php>.

**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

Week	Date	Topic	Readings/Assignment Due
1	Tuesday 1/22	Introductions, syllabus, social work practice overview	
	Thursday 1/24	Service Learning requirement, TA Chloe to explain Theoretical perspectives of SW	Read Ch. 1 <b>Brief Quiz 1 (on Ch. 1)</b>
2	Tuesday 1/29	Join Pharmacy class for presentation on Health Equity and Disparities in IDD (CDI element)*	Read articles on disparities <b>Brief Quiz 2 (on articles)</b>
	Thursday 1/31	Jennifer Luna Jackson (Director of Career Services) to speak about social work licensing in TX	
3	Tuesday 2/5	Anti-Oppressive SW Practice-oppression and empowerment (CDI element)	Read chapter from Anti-Oppressive SW Practice
	Thursday 2/7	Blanton Museum of Art, Exhibit on Zulu Time- explore themes of oppression and empowerment (CDI element)	
4	Tuesday 2/12	Values and Ethics (CDI element, diverse case studies)	Read Ch. 2 <b>Reflection on Blanton visit due (relate to readings and service)</b>

	Thursday 2/14	SW Client engagement at all levels	Read chapter 3
5	Tuesday 2/19	Evidence- based SW practice, what do we mean by this?	<b>Brief Quiz 3 (on ch 3)</b> <i>Agency selection form due</i>
	Thursday 2/21	Explore library services, visit to Perry Castañeda Library Learning Lab 3	
6	Tuesday 2/26	SW Assessment and planning with individuals, students share info on SL agency	Read Ch. 4 <b>Reflection on library visit due (relate to readings and service)</b>
	Thursday 2/28	SW Practice with individuals, Students	<i>Midterm take home exam handed out</i>
7	Tuesday 3/5	SW practice with individuals	Read Ch. 5
	Thursday 3/7	SW engagement, assessment and planning with families	<b>Midterm take home exam due</b> <i>Hand out video critique assignment</i>
8	Tuesday 3/12	SW Practice with families, share SL experiences	Read Ch. 6 & 7
	Thursday 3/14	SW practice with families, special guest speaker from Ireland, Fionn and Jonathon Angus	<b>Brief Quiz 4 (on ch 7)</b>
		Spring Break	
9	Tuesday 3/26	SW engagement, assessment & planning with groups	Read Ch. 8
	Thursday 3/28	SW engagement, assessment & planning with groups	<b>Brief Quiz 5 (on ch 8)</b>
10	Tuesday 4/2	SW practice with groups	Read Ch. 9 <b>Videotape Critique Due</b>
	Thursday 4/4	Trip to LBJ Library social justice and civil rights exhibits (CDI element) Led by TA Weiwen Zeng	
11	Tuesday 4/9	SW engagement, assessment, planning with communities	Read Ch. 10 <b>Reflection on LBJ visit due (relate to readings and service)</b>
	Thursday 4/11	SW Practice with communities	Read Ch. 11
12	Tuesday 4/16	SW Engagement, assessment & planning with organizations	<b>Brief Quiz 6 (on ch 11)</b>
	Thursday 4/18	SW practice with organizations	Read: Ch. 12
13	Tuesday 4/23	SW practice with organizations, guest speaker	
	Thursday 4/25	SW practice with organizations	Read Ch. 13 <b>Brief Quiz 7 (on ch 12)</b>
14	Tuesday 4/30	Endings and evaluation at all levels	Review ends of chapters 5,7,9,11 & 13



	Thursday 5/2	International Social Work (CDI element) Led by TA Weiwen Zeng	<b><i>Service Learning reflection paper due</i></b> <i>Final take-home handed out</i>
15	Tuesday 5/7	Students present SL experiences	
	Thursday 5/9	Students present SL experiences	<b><i>Final Take home due</i></b> <i>Service Learning forms due</i>

\*CDI element- meaning that cultural diversity and inclusion are part of this session. CDI is also integrated in other parts of the lectures/activities beyond starred elements.

## **X. BIBLIOGRAPHY**

Birkenmaier, J., & Berg-Weger, M. (2017). *The Practice of Generalist Social Work*, Fourth Edition. Routledge.

Magaña, S., Parish, S., Morales, M., Li, H., & Fujiura, G. (2016). Racial and ethnic health disparities among people with intellectual and developmental disabilities. *Intellectual and Developmental Disabilities*, 54, 161-172.

Magaña, S., Parish, S., & Son, E. (2015). Have racial and ethnic disparities in the quality of health care relationships changed for children with developmental disabilities and ASD?

Morgaine & Capous-Desyllas (2015). *Anti-Oppressive Social Work Practice: Putting Theory into Action*. Sage Publishing. Part of Chapter 1.