

University of Texas at Austin - School of Social Work

SW312: Generalist Social Work Practice: Knowledge, Values, and Skills
(Required Course: BSW Program)

COURSE NUMBER:	SW312	INSTRUCTOR:	CLAYTON T. SHORKEY, PhD, LCSW
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SEMESTER:	SPRING 2016	OFFICE NUMBER:	SWB 1.218G
MEETING DAYS:	TUE/THURS	OFFICE PHONE:	471-0520
MEETING TIME:	12:30 PM-1:45PM	OFFICE HOURS:	TUES/THURS, 1:45PM – 3:00PM OR BY APPT.
MEETING PLACE:	SWB 1.212		



1. 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.

2. Standardized Course Objectives

By the end of the 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 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.

3. Teaching Methods

Although a variety of teaching methods will be employed (e.g., lecture, discussion, and group projects), experiential learning (e.g., service learning, conducting oral histories, and practice interviewing with video feedback) is emphasized in this course.

This course will use an electronic Canvas site. Canvas will be used for communication

between students, the instructor, and the TA. Some materials, grades, and attendance will also be posted online. To reach your class site on Canvas, please go to <http://canvas.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) 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.

4. Texts that are Required & on Reserve:

Required texts:

Scales, T. Lane and Wolfer Terry A. (2006). Decision cases for generalist social work practice: Thinking like a social worker. Belmont, CA: Brooks/Cole.

On Reserve at LRC:

Cournoyer, B. (2011). The social work skills workbook (6th Ed.). Pacific Grove, CA: Brooks/Cole.

Walsh, Joseph (2009). Generalist social work practice: Intervention methods. Belmont, CA: Brooks/Cole.

5. Course Requirements & Assignments

Students are expected to attend class sessions regularly and participate in an interactive framework between collegiate students and professor. Students are expected to complete the readings prior to class, and should be well prepared to participate in discussions and experiential learning assignments. Failure to regularly attend the class and demonstrate through discussions that one comprehends the readings will be considered in assigning the final grade.

All presentations must be provided on USB (jump/thumb) drives or paper copies for use on the document camera.

<i>Assignments</i>	<i>Points</i>	<i>Due Date</i>
Eco-map/Question #3	10	2/2/16
Agency Selection Form	RCC	2/11/16
Cultural Profile, Genogram, and Questions	20	2/11/16
Reflection Paper 1	35	2/23/16
Rough Draft of Ed. Contract	RCC	2/25/16
Education Contract	10	3/1/16
Videotape Worksheet 1	10	3/10/16
Ethics Group Presentation	10	3/24/16
Reflection paper 2	35	4/5/16
Oral History Paper	10	4/5/16
At-Risk Population Presentation	15	4/7/16
Videotape Worksheets 2 & 3	10	4/14/16
Reflection Paper 3	35	5/3/16
Community Assignment	30	5/3/16
Service Learning Hour Log Sheet	RCC	5/5/16
Service Learning Evaluation Forms	RCC	5/5/16
Social Work in the Real World Presentation	5	Assigned
Social Work in the Real World Paper	5	Assigned
Group Case Presentation	10	Assigned
Total	250	

<i>Grade Points</i>	
233-250=	A
225-232=	A-
216-224=	B+
208-215=	B
200-207=	B-
199-189=	C+
183-190=	C
175-182=	C-
167-174=	D+
159-166=	D
150-158=	D-
000-149=	F

Assignments

1. Community/Service learning Experience

- Students must complete 45 hours of service learning work in an agency of their choice. **[NOTE: Only 5 hours of training can be used toward the 45 hour requirement.]** If you are concurrently enrolled in SW310, you only have to complete 70 Service Learning hours (instead of 90).

- Students are required to choose an agency of their choice for completion of the service learning requirement of this course from the list of recommended agencies compiled by the School of Social Work BSW Office. *If you are interested in service learning at an agency that is not on the recommended list you must provide the instructor with a request related to the alternate agency, this must be approved by the Associate Dean of BSW program. All agencies must provide specific social work services and employ licensed social workers. Provide the agency name, description of agency, and the contact information of the social worker employed by the agency. Instructor will follow up with agency social worker to verify the acceptance of the alternate agency.*
- Service Learning Agency Selection Form (Required for course credit)
Indicate the agency selected for service learning work, location, supervisor, and scheduled service learning hours.
- Student Evaluation of Agency (Required for course credit)
- Service Learning Hour Log Sheet (Required for course credit)
Each student must turn in a log documenting all hours completed during the semester. A log sheet will be handed out at the beginning of the semester.
- Service Learning Evaluation Form (Required for course credit)
Students will submit an evaluation of their performance in their service learning placement by their agency service learning supervisor.
- Reflection Papers (35 points each)
These papers will reflect on topics discussed in class and incorporate classroom and service learning knowledge to discuss your learning and experiences in a 5-page paper. Papers should include a combination of content related to class topics, assigned questions, and personal insight and experience to be considered complete. You will receive a list of the topics for each paper in advance. Appropriate APA formatting and grammar will also be included in grading. APA style is considered the standard for assignments in the School of Social Work. Information is available in the latest addition of the Publication Manual of the American Psychological Association in the reference section in the LRC.
- Education Contract (10 points)
The education contract is a format for organizing your personal learning objectives for accomplishment at your service learning agency with specific activities designed to help you meet those objectives. This contract also illustrates the type of contracts useful when working with clients. You will receive specific instructions for the format of this assignment.

2. Other Assignments

- Genogram/Questions and Cultural Profile (20 points)
- Eco-map (10 points)
- Generalist Case Group Assignment (10 points)

Students will work in groups and will prepare a class presentation on a case assigned to the text (Decision Cases for Generalist Practice). Students not presenting an assigned case are also expected to read and be prepared to ask questions and contribute to the class discussion of the case being presented on the specific class day. Presentations should be 10- 15 minutes long.

NOTE: Only students who attend class and present the case will receive points for this assignment. Students will be graded on their portion of presentation.
- Social Work and the Real World (5 points for paper / 5 points for presentation)

Each student will be responsible for selection and presentation of one current Austin American-Statesman article from the file provided by Dr. Shorkey at the front desk of the Social Work Learning Resource Center. The Statesman is also available at the University Libraries. Students should choose and review the article for class presentation and discussion. Presentations should be 5-10 minutes and include:

 - a. A brief summary of the article
 - b. Relevance of article to social work
 - c. Reason for selecting the article
 - d. Personal reflection on the issue

Students should submit a 2-3 page paper to professor about the information that they presented, at the beginning of class on day of presentation.

** Please bring a complete copy of *both* the original article from the newspaper as well as a hard copy of your paper.

NOTE: Articles *must be* approved *one week* before presentations by the Professor, who will be available before and after class for article review.

Special Note: If you are absent on the day you are scheduled to present, you are responsible for setting up an alternative time to present for the Professor. Additionally, you must provide copies of your presentation to the class during the next class period. Points will be deducted without physician documentation for missed presentation.
- Oral History Assignment (10 points)

Students will complete a 15-20 minute oral history interview of a selected community member. We will meet as a class at an agreed upon location and conduct interviews. The focus is on using interviewing skills, listening and exploratory skills and a strengths-based approach with the individual in conversation. Each student will be expected to submit a **1-2 page report on the interview/experience and give a brief report in class.** You will receive specific instructions for this assignment.
- Ethics Group Presentation (10 points)

Small groups will be formed, and each group will receive a list of ethical scenarios

that involve one or more ethical dilemmas. Groups will choose two cases to analyze, and present in class. Class time will be provided (additional time outside of class is often necessary), and a summary report will be made for each case and turned in during the class presentation.

Presentations should include: a reading of the case, outlining of the relevant legal duties and social work ethical principles, a listing of relevant stake holders (persons with an interest in the case), a discussion of possible courses of action and implications of each, and a discussion of the course of action chosen by the group. Presentations should be done in 10-15 minutes followed by questions/discussion from the class.

- Video Recording (10 points for worksheets for each session)
Students will complete two video assignments during the semester in the video studios in the Social Work Learning Resource Center. Students will work in pairs and focus on listening skills and use of listening and exploratory responses. Attendance at this lab is necessary to receive credit for the assignment. A second video recording will be made in pairs in the LRC to demonstrate your progress in developing your exploratory skills.

Additional instructions will be handed out in class. **Each student must purchase one blank DVD video prior to the first taping and submit their interviews on their own tape.** You may want to purchase a package of tapes to share with classmates since they are often only available in packages of three to seven tapes.

- At-Risk Population Presentation (15 points)
Students will work in groups of four to research and prepare a PowerPoint presentation discussing a selected at-risk population. A person is determined to be at-risk when they are included in a group that significantly affects their individual experiences, perspectives, and increases risk factors for exposure to discrimination, deprivation, or oppression. Students will research the history, characteristics, incidence, current resources, continuing existing needs, and potential services. Class time will be provided for groups, although additional out of class time may be necessary. Further information will be given in class.
- Community Assignment (30 points)
Students will work in small groups and be asked to choose one neighborhood/community system for the project. Students will research the needs and problems of this system and select two problems or needs and develop an action plan. The plan should include: (1) identified goals, (2) tasks needed, (3) a timeline, and (4) identification of specific members in the action system completing coordinated tasks. Research topics for the community must include, among other things, history, census data, crime statistics, interviews with neighborhood leaders, special characteristics, etc.

Each group will produce a poster, which will include: photos, charts, graphs, census

data, maps, and summary data related to goals and tasks. Additional data and photos are appropriate for the presentation, but all required information should be included on the display poster.

Since this assignment is due at the end of the semester, an “unsatisfactory” presentation or product cannot be resubmitted. Therefore, students may want to pre-submit materials to the professor. Points for individual participation will be determined by team member ratings, which will be turned in at the time of the presentation.

Instructions for Formatting Papers and Assignments

Assignments should be typed, double-spaced on letter size paper, 1” margins, 12 point font in Times New Roman. Papers must meet the minimum page requirement; for example, at least 5 full pages are required for Reflection Papers. If you do not have a personal computer, computer are available for use at the Learning Resource Center (LRC) (first floor of the Social Work Building) and undergraduate Library Computer Facility (FAC) during business hours. Handwritten or unstapled reports will receive no credit. Papers that are incorrectly formatted will receive a grade reduction. Staplers are available in the LRC.

Exceptions to these requirements apply to the following assignments, which may be neatly handwritten: Service Learning Agency Selection Form, Group Member Evaluation Form for community project, Videotaping Assignment Review Papers, and the Final Evaluation Form.

6. Class Policies

Assignments: Except in the case of extreme emergencies, which should be reported to the professor immediately, late assignments will not be accepted without penalty. Students are expected to **turn in all required assignments at the required due date at the beginning of class**. Assignments turned in after class begins will be considered late. If accepted, **late assignments will be assessed point penalties at the rate of two points each day late**. Any adjustments in due dates **MUST** be requested in written form and discussed with the instructor at least one class session **PRIOR** to the regularly scheduled date.

Attendance: Students who fail to attend class on a regular basis (**missing more than three classes** without a valid excuse or medical documentation) **will receive a letter grade lower** than their final grade as indicated above. More than five absences will result in an increased grade reduction as determined by the instructor. It is the student’s responsibility for ensuring that he/she has signed the daily attendance sheet for the class. There is a limit of four days of medically documented excused absences; beyond the four medically excused absences, the student must make special arrangements with the instructor to complete the course. Similarly, the instructor reserves the right to raise a student’s grade at the end of the semester based on class participation. Students who arrive to class more than 15 minutes late or leave class more than 15 minutes early will receive ½ attendance credit for that class.

Special Note: Please **DO NOT** sign your friends name on daily attendance sheets when they are not present. This is viewed as a *serious honor code violation*.

Participation: In addition to regular class attendance, the instructor expects all students to actively participate in class discussion and be a contributing member to group assignments. The instructor reserves the right to reduce the grade up to one point for lack of class participation.

Students requesting an incomplete for the class for medical problems or family emergencies must fill out the required form available from the BSW office and discuss their request with the instructor.

Use of Technology: Use of technological devices (cell phones, ipods, mp3s, computers, etc.) is not permitted, and will reduce the participation grade of the student. For emergencies or family issues, you may leave your cell phone on in vibrate/silent mode (calls should be taken outside the classroom).

Scholastic/Professional integrity: Social work practitioners assume responsibility for themselves. Therefore, it is expected that work handed in will be your own. Scholastic dishonesty, including plagiarism, violates social work values and will result in recommendation against admission to the BSW program and a referral to the Dean of Student's Office.

Information shared in class about agencies and clients is considered to be covered by the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that information is shared in class for this purpose. However, discussion outside of class with individuals not in this class or with other class members in settings where you can not assure that no one else may overhear the conversation is considered a breach of confidentiality and will result in recommendation against admission to the BSW program.

Social work practitioners are assertive and function as team members. Therefore, feedback about the course is welcome and the course will be viewed as a joint effort between students and the instructor. Part of professional accountability includes treating others with respect and courtesy. Within this class, this means you will be expected to listen to the opinions and concerns of others with openness, to offer suggestions and ideas in a positive and respectful manner and to be willing to promote group cohesiveness in order to create a safe learning environment.

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 also notify instructors regarding any safety concerns.

Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Service for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or

hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

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 instructor regarding any safety concerns.

University Policies

SCHOOL OF SOCIAL WORK POLICY. Read the School of Social Work Safety statement: As part of professional social work education, students may have assignments that involve being 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 instructors regarding any safety concerns. Information shared in class about agencies and clients is considered to be covered by the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that information is shared in class for this purpose. However, discussion outside of class with individuals not in this class or with other class members in settings where you cannot assure that no one else may overhear the conversation is considered a breach of confidentiality and will result in recommendation against admission to the BSW program.

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 IN CLASS. 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. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

CLASSROOM CIVILITY. 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 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.

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 instructor. The instructor 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 can contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at 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 CLASS MATERIALS. The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor 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 includes, among other things, uploading class materials to websites for the purpose of sharing those materials with 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). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. 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, an examination, a work assignment, or a 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.

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 to keep the university informed about changes to their 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 among 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](tel: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 of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered 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.

7. Course Schedule

Date	Description	Readings & Assignments
Session 1 – January 19 Tuesday	<ul style="list-style-type: none"> • Introductions • Syllabus Overview 	<ul style="list-style-type: none"> • Walsh – Defining Generalist Practice, p. 3-12 • Service Learning Agency Packet
Session 2 – January 21 Thursday	<ul style="list-style-type: none"> • Service Learning Opportunities • Student Introductions • Stages of Change 	Handouts: <ul style="list-style-type: none"> • Social Work Basics • Special Interest Form • Stages of Change
Session 3 – January 26 Tuesday	Social Work Assessment I: <ul style="list-style-type: none"> • Social Work is Easy as PIE (Person In Environment) • Eco-Maps 	Read: Cournoyer: p. 37-39, Question 3, p. 43-44 Handouts: <ul style="list-style-type: none"> • Eco-map assignment
Session 4 – January 28 Thursday	Family & Culture: Discussion on genograms & cultural profiles <ul style="list-style-type: none"> • Dr. Shorkey’s Genogram example • Cultural profiles 	Read: Cournoyer: p. 36-38, Questions 1 & 2 p. 42, 43 Handouts: <ul style="list-style-type: none"> • Cultural Profile & Genogram assignment
Session 5 – February 2 Tuesday	Social Work Assessment II: Discuss ecosystems/societal influence on eco-maps <ul style="list-style-type: none"> • Class Present/Discuss Eco-maps 	Due: Eco-map
Session 6 – February 4 Thursday	Culturally Competent Practice <ul style="list-style-type: none"> • Mexican-American Families 	Handouts: <ul style="list-style-type: none"> • Culturally Competent Practice Standards • Considerations for work with Mexican- American clients and their families
Session 7 – February 9 Tuesday	Culturally Competent Practice <ul style="list-style-type: none"> • African-American Families 	Handouts: <p>Considerations for work with African Americans and their families</p>

Session 8 – February 11 Thursday	Class Presentations & Discussion of Genograms & Cultural Profiles	Read: Scales and Wolfer - Case 1 Due: 1. Agency Selection Form 2. Genogram 3. Group 1 Presentation: Case 1
Session 9 – February 16 Tuesday	<ul style="list-style-type: none"> • Four basic systems in social work practice • Social work roles 	Handouts: <ul style="list-style-type: none"> • Pincus & Minihan Ch. 3&4 • Social Work Systems • Relationships Among Social Work Systems • Social Work Roles
Session 10 – February 18 Thursday	Educational Contracts: Introduce and discuss duties/responsibilities and learning objectives	Read: Scales and Wolfer - Case 2 Due: Group 2 Presentation: Case 2
Session 11 – February 23 Tuesday	Broad range of Social Work Agencies: Community Resources <ul style="list-style-type: none"> • 211 Presentation 	Read: Wash; Social Support Community Resources, p. 140-146 Due: Reflection Paper #1 Handouts: <ul style="list-style-type: none"> • 211
Session 12 – February 25 Thursday	Educational Contracts: <ul style="list-style-type: none"> • Work in small groups to discuss, plan, write 	Read: Scales and Wolfer - Case 3 Due: 1. Rough draft of Educational Contract by the end of class 2. Group 3 Presentation: Case 3
Session 13 – March 1 Tuesday	Discuss basic concepts of interviewing <ul style="list-style-type: none"> • Non-verbal communication 	Handouts: <ul style="list-style-type: none"> • Interviewing Skills • Motivational

	<p>exercise</p> <ul style="list-style-type: none"> • Sign up for partners for video lab • Motivational Interviewing 	<p>Interviewing</p> <p>Due: Final Draft of Educational Contract</p>
Session 14 – March 3 Thursday	<p>More Interviewing Concepts: Exploring affective (feelings/emotions), cognitive (thoughts/ beliefs), & behavioral (verbal/skeletal motor)</p>	<p>Read: Scales and Wolfer - Case 4</p> <p>Due: Group 4 Presentation: Case 4</p>
Session 15 – March 8 Tuesday	<p>No regular class meeting.</p> <ul style="list-style-type: none"> • Videotape Interview 1 • Meet in LRC for Individual Lab Sessions at your scheduled time. <p>Bring your own VHS tape or DVD+R.</p>	<p>Handouts: Videotape Worksheet 1</p>
Session 16 – March 10 Thursday	<p>Group assignments and instructions for Ethics Group Exercise</p> <p>In class preparation for Ethics Group Exercise</p> <p>Video: Therapist/Client Boundary Challenges</p>	<p>Read: Scales and Wolfer - Case 5</p> <p><i>Walsh:</i></p> <ul style="list-style-type: none"> • <i>Value Principle and Social Justice, p. 36-39;</i> • <i>Establishing and Maintaining Boundaries in Relationships, p. 61-68;</i> <p>Handouts:</p> <ul style="list-style-type: none"> • Case presentations for Ethics Group Exercise • Presentation format <p>Due:</p> <ol style="list-style-type: none"> 1. Group 5 Presentation: Case 5 2. Videotape Worksheet 1

March 14-18	Spring Break – No class	
Session 17 – March 22 Tuesday	In class preparation for Ethics Group Exercise	
Session 18 – March 24 Thursday	Ethics Group Exercise Presentations <ul style="list-style-type: none"> • Discuss class fieldtrip for oral history interview 	Read: Scales and Wolfer - Case 6 Due: <ol style="list-style-type: none"> 1. Group 6 Presentation: Case 6 2. Ethics Group Presentations
Session 19 – March 29 Tuesday	Class Fieldtrip for Oral History Interview <i>Meet in front of the School of Social Work to ride bus to Austin Resource Center for the Homeless, Caritas, & Salvation Army</i>	Handouts: <ul style="list-style-type: none"> • Oral History Instructions
Session 20 – March 31 Thursday	<ul style="list-style-type: none"> • Report on fieldtrip Introduction to At-Risk Population Projects <ul style="list-style-type: none"> • Discuss • Assign groups 	Read: Scales and Wolfer - Case 7 Handouts: <ul style="list-style-type: none"> • At-Risk Population Assignment Instructions Due: Group 7 Presentation: Case 7
Session 21 – April 5 Tuesday	<ul style="list-style-type: none"> • Group Time for At-Risk Presentations 	Due: <ol style="list-style-type: none"> 1. Reflection Paper #2 2. Brief Oral History Interview paper
Session 22 – April 7 Thursday	At-Risk Group Presentations	Read: Scales and Wolfer - Case 8 Due: <ol style="list-style-type: none"> 1. Group 8 Presentation: Case 8 2. At-Risk Group Presentations

<p>Session 23 – April 12 Tuesday</p>	<p>No regular class meeting.</p> <ul style="list-style-type: none"> • Videotape Interview 2 • Meet in LRC for Individual Lab Sessions <p>Bring your own VHS tape or DVD+R (Can reuse VHS from previous session; Cannot reuse DVDs)</p>	<p>Hand outs:</p> <ul style="list-style-type: none"> • Videotape Worksheets 2 & 3
<p>Session 24 – April 14 Thursday</p>	<p>Introduction to Community Project</p> <ul style="list-style-type: none"> • Discuss • Assign groups 	<p>Read: Scales and Wolfer -Case 9</p> <p>Handouts: Community Project Packet</p> <p>Due:</p> <ol style="list-style-type: none"> 1. Group 9 Presentation: Case 9 2. Videotape Worksheets 2 & 3
<p>Session 25 – April 19 Tuesday</p>	<p>Problem Solving & Brainstorming</p> <ul style="list-style-type: none"> • Problem solving exercise • Brainstorming exercise <p>Planned Change</p> <ul style="list-style-type: none"> • Emphasis on strengths perspective • Research-informed practice 	<p>Handouts:</p> <ul style="list-style-type: none"> • Problem-solving • Brainstorming • Planned Change • Evidenced-Based practice • Strengths Perspective
<p>Session 26 – April 21 Thursday</p>	<p>Goal Setting</p> <ul style="list-style-type: none"> • Discuss goal specification • Tangible and intangible goals • Decision making <p>Task development / timeline</p>	<p>Read: Scales and Wolfer - Case 10</p> <p>Cournoyer: Establishing Goals, p. 348-353</p> <p>Handouts:</p> <ul style="list-style-type: none"> • Goal specification <p>Decision-making</p> <p>Due: Group 10 Presentation: Case 10</p>

Session 27 – April 26 Tuesday	Neighborhood Tours: <i>Meet in front of the School of Social Work to travel with your group to the neighborhood you chose for your Community Project</i>	
Session 28 – April 28 Thursday	<ul style="list-style-type: none"> • Decision Making • Task Analysis 	<p>Read: Scales and Wolfer - Case 11</p> <p>Cournoyer: Developing an Action Plan, p. 356-357</p> <p>Handouts:</p> <ul style="list-style-type: none"> • Decision Making • Task Analysis <p>Due: Group 11 Presentation: Case 11</p>
Session 29 – May 3 Tuesday	<ul style="list-style-type: none"> • Community Project Presentations • Course Evaluations 	<p>Due:</p> <ol style="list-style-type: none"> 1. Community Assignment Projects 2. Reflection Paper #3
Session 30 – May 5 Thursday	Community Project Presentations	<p>Read: Scales and Wolfer - Case 12</p> <p>Due:</p> <ol style="list-style-type: none"> 1. Group 12 Presentation: Case 12 2. Service Learning Hour Log Sheet 3. Service Learning Evaluation Forms