

THE UNIVERSITY OF TEXAS AT AUSTIN SCHOOL OF SOCIAL WORK

Social Work Practice with Individuals and Families

Course Number: SW 332

Unique Number: 60745

Semester: Spring 2016

Meeting Time: Mon/Wed, 4:00pm-5:30pm

Meeting Place: SSW 2.116

Instructor: Rachel Union, LCSW

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Office Number: 3.104 (Adjunct Faculty Office)

Office Hours: Tues/Fri. 4:30 – 5:30pm
or by appointment

I. COURSE DESCRIPTION

This course builds extensively on content in SW 312 (Social Work Generalist Practice: Knowledge, Values, and Skills). This second course in the practice area focuses on the integration of theory, methods and skills as they apply to practice with individuals and families. The foundation of the course is social work values and the ethical decision-making process, as illuminated by the NASW Code of Ethics. This course carries the Ethics and Leadership flag. Ethics and Leadership courses are designed to equip you with skills that are necessary for making ethical decisions in your adult and professional life. You should therefore expect a substantial portion of your grade to come from assignments involving ethical issues and the process of applying ethical reasoning to real-life situations.

This course provides an in-depth examination of the helping process within the context of an ecosystems/developmental framework. This course encompasses engaging clients in an appropriate working relationship, communication skills, identifying issues, problems, needs, resources, and assets, and planning for service delivery. The course is built on the identification, analysis, and implementation of empirically based interventions designed to achieve client goals including problem solving and case management. The development of skills in data collection, assessment, and problem identification is also emphasized. Throughout the course, special attention is given to understanding, affirming, and respecting people from diverse backgrounds, including (but not limited to) groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin.

II. COURSE OBJECTIVES – Upon completion of this course, students will be able to:

1. Demonstrate a generalist knowledge of the relationship between theory and social work practice as it relates to the strengths capacities and resources of individuals and families. **(PB 11, 35, 38)**
2. Develop generalist social work skills in identifying client issues, problems, needs, resources, and assets in order to help alleviate critical social problems and enhance human well-being. **(PB 11, 12, 13)**
3. Develop skills in identifying, analyzing and implementing empirically-based interventions and evaluating program outcomes and practice effectiveness. **(PB 5, 11, 12, 29, 32, 32, 33, 34, 35, 36, 37, 38, 39, 40)**
4. Develop tools and techniques for understanding, affirming, and respecting people from diverse backgrounds, including (but not limited to) groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin. **(PB 11, 30)**

5. Demonstrate a knowledge base of social work values and the ethical decision making process, as illuminated by the NASW Code of Ethics. **(PB 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)**

6. Demonstrate an understanding of the pursuit of social and economic justice including strategies to combat discrimination, oppression, and economic deprivation for individuals and families. **(PB 1, 29, 30)**

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in on-going curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this on-going assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your Student Handbook.

Competency 2.1.1: Identify as a professional social worker and conduct oneself accordingly.

PB1 Advocate for client access to the services of social work

Objectives: 5 and 6

Assignment: Social Worker Interview, Paired Role Plays, Written Synopsis, Resource Guide

PB2 Practice personal reflection and self-correction to assure continual professional development

Objective: 5

Assignment: Paired Role Plays, Written Synopsis, Class Participation

PB3 Attend to professional roles and boundaries

Objective: 5

Assignment: Social Worker Interview, Paired Role Plays, Written Synopsis, Class Participation

PB4 Demonstrate professional demeanor in behavior, appearance, and communication

Objective: 5

Assignment: Social Worker Interview, Paired Role Plays, Written Synopsis, Class Participation

PB5 Engage in career-long learning

Objectives: 3 and 5

Assignment: Social Worker Interview, Exams, Resource Guide, Class Participation

PB6 Use supervision and consultation

Objective: 5

Assignment: Social Worker Interview, Exams, Paired Role Plays, Written Synopsis, Class Participation

Competency 2.1.2: Apply social work ethical principles to guide professional practice.

PB7 Recognize and manage personal values to allow professional values to guide practice

Objective: 5

Assignment: Social Worker Interview, Exams, Paired Role Plays, Written Synopsis, Resource Guide, Class Participation

PB8 Make ethical decisions by applying NASW Code of Ethics and, as applicable, IFSW/IASSW ethical principles

Objective: 5

Assignment: Social Worker Interview, Exams, Paired Role Plays, Written Synopsis, Class Participation

PB9 Tolerate ambiguity in resolving ethical conflicts

Objective: 5

Assignment: Paired Role Plays, Written Synopsis, Class Participation

PB10 Apply strategies of ethical reasoning to arrive at principled decisions

Objective: 5

Assignment: Exams, Paired Role Plays, Written Synopsis, Class Participation

Competency 2.1.3: Apply critical thinking to inform and communicate professional judgments.

PB11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom

Objectives: 1, 2, 3, and 4

Assignment: Exams, Paired Role Plays, Written Synopsis, Resource Guide, Class Participation

PB12 Analyze models of assessment, prevention, intervention, and evaluation

Objectives: 2 and 3

Assignment: Exams, Class Participation

PB13 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

Objective: 2

Assignment: Social Worker Interview, Exams, Paired Role Plays, Written Synopsis, Resource Guide

Competency 2.1.10a: Engagement

PB29 Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities

Objectives: 3 and 6

Assignment: Paired Role Plays, Written Synopsis, Resource Guide, Class Participation

PB30 Use empathy and other interpersonal skills

Objectives: 4 and 6

Assignment: Social Worker Interview, Paired Role Plays, Written Synopsis, Class Participation

PB31 Develop a mutually agreed-on focus of work and desired outcomes

Objective: 3

Assignment: Paired Role Plays, Written Synopsis

Competency 2.1.10b: Assessment

PB32 Collect, organize, and interpret client data

Objective: 3

Assignment: Exams, Paired Role Plays, Written Synopsis

PB33 Assess client strengths and limitations

Objective: 3

Assignment: Exams, Paired Role Plays, Written Synopsis

PB34 Develop mutually agreed-on intervention goals and objective

Objective: 3

Assignment: Exams, Paired Role Plays, Written Synopsis

- PB35** Select appropriate intervention strategies
Objectives: 1 and 3
Assignment: Paired Role Plays, Written Synopsis

Competency 2.1.10c: Interventions

- PB36** Initiate actions to achieve organizational goals
Objective: 3
Assignment: Social Worker Interview, Resource Guide
- PB37** Implement prevention intervention that enhances client capacities
Objective: 3
Assignment: Paired Role Plays, Written Synopsis, Resource Guide, Class Participation
- PB38** Help clients resolve problems
Objectives: 1 and 3
Assignment: Exams, Paired Role Plays, Written Synopsis, Resource Guide, Class Participation
- PB39** Negotiate, mediate, and advocate for clients
Objective: 3
Assignment: Exams, Paired Role Plays, Written Synopsis, Class Participation
- PB40** Facilitate transitions and endings
Objective: 3
Assignment: Exams, Paired Role Plays, Written Synopsis, Class Participation

III. TEACHING METHODS

The primary teaching methods will be lectures, discussion, small group exercises, guest speakers, and occasional multimedia presentations.

III. REQUIRED TEXT Hepworth, D.H, Rooney, R.H., Dewberry Rooney, G., & Strom-Gottfried, K. (2013). *Direct social work practice: Theory and skills* (9th ed.). Belmont, CA: Brooks/Cole.

IV. COURSE REQUIREMENTS

1. Students are expected to attend class sessions promptly and regularly, and participate in an interactive framework between collegiate students and professor. Failure to regularly attend class and demonstrate through discussions that one has comprehended the readings will be considered in assigning the final grade.

Students are expected to behave in a professional manner which mirrors that of a professional social worker. As such, attendance will be noted as if this were your job. If you are to be absent, it is expected that you will notify the professor prior to your absence. Multiple absences within the semester will be reflected in your final grade.

In cases where a student missed multiple classes, the professor reserves the right to lower that student's final grade. Students who perform poorly AND do not attend classes regularly will have no resource nor be provided extra help unless discussed with the instructor prior to an absence or 48 hours of any due date (e.g., exam or project). In extenuating circumstances of absence(s), students are to notify the instructor. Students are responsible for any material missed due to absences.

2. Please turn off cell phone ringers and refrain from text messaging and other non-class activities during the class period. Repeated use of cell phones during class will be considered in your final grade.
3. Students are expected to complete the readings prior to class, and should be well prepared to participate in discussions and experiential learning assignments.
4. Students are expected to turn in assignments on the due date at the **beginning** of class. Assignments turned in after class starts will be considered late. Students will lose 10 points for each day that an assignment is late. Assignments will not be accepted if greater than 3 days late. Any adjustments in due dates must be discussed with the instructor at least 48 hours PRIOR to the regularly scheduled due date.
5. Regardless of the reason, even if excused, students that miss taking an exam on the scheduled date as outlined below in the course schedule will take a make-up exam that may be essay in nature. The make-up exam will be taken at a time and date that is convenient for the instructor.
6. Students are expected to both learn and demonstrate knowledge of intervention theories and skills specific to work with individuals and families. This may entail a search of the literature in a defined area (as part of the paired role play) in order to develop specialized knowledge regarding treatment of a specific problem area and/or for a specific population. In addition, students will demonstrate their level of applied knowledge of interventions and skills on exams.
7. If students are concerned about their class performance, the professor is more than willing to work with students to help them improve their course grades prior to the end of the semester. Please do not hesitate to contact the instructor during office hours if you have any concerns or questions about the course material or about your performance in the course. **FINAL GRADES ASSIGNED IN THE COURSE ARE NOT NEGOTIABLE.**
8. The instructor and students have the ethical responsibility to their colleagues to see that the class environment is maintained as a respectful and confidential setting.
9. Use of electronics is not permitted in class unless discussed with the instructor prior to class. There will be times (ie: class presentations or in-class work) in which lap tops will be allowed however cell phones of any variety are not allowed.
10. Please refrain from eating during class (including chewing gum). Students may eat and take care of personal business during the class break.
11. Course modifications: Should any modifications or changes need to be made to the course (e.g., calendar, speakers, assignments), students will be notified in class and/or by e-mail. Students should check their e-mail regularly for updated class information.

V. COURSE ASSIGNMENTS

1. Class Attendance and Participation, 20%, (Objectives 1-6; PB 1-40)

Due to the format and content of this course, both attendance and contribution are imperative. The other students in your class are dependent on you for a quality learning experience. If too many students are

absent, the class as a whole suffers. Thus, students are expected to be in class, or in extenuating circumstances, to notify the professor when they will be absent. Because attendance and participation are expected, a lack of these may adversely affect a student's final course grade, i.e., attendance and quality of contribution, as demonstrated by student preparation level, will determine if final course grades will be affected. Students will be allowed one (1) unexcused absence. The instructor will silently notate those present in class.

2. Exams, 30% (2@15%) (Objectives 1-6; PB 5-8, 10-13, 32-34, 38-40)

There will be two (2) exams. Each exam will be worth 15% of the total course grade (for a cumulative worth of 30% of final grade). The exams will be based on readings, discussions, presentations, videos, experiential exercises, and lecture material. The exams will be objective in nature, and consist of multiple choice and short answer questions. Make up exams will not be given unless there are unusual extenuating circumstances and the instructor is notified in advance before the start of class of the nature of the extenuating circumstance. The instructor reserves the right of final approval of what an unusual extenuating circumstance might comprise. In the event that a make-up is deemed appropriate, it may be essay in nature.

3. Resource Guide, 20% , (Objectives 2, 4, & 6; PB: 1, 5, 7, 11, 13, 29, 36, 37, & 38); Due 3/28/16

The purpose of this project is to learn and familiarize yourself with resources in the community that can be used as referral sources for individuals and families. In addition, this project intends to teach you how to approach organizations in a professional manner and gain information necessary for your purposes as a social worker.

Students will form groups of 3 or 4 and will create a resource guide for a particular biopsychosocial need in our community (Central Texas). Each group will be assigned one of the following particular needs: family services/human development; Autism/Intellectual Disabilities; K-12 education; pediatric healthcare (including mental/behavioral health); adult healthcare (including mental/behavioral health); LGBTQ; immigrants/refugee services (including human trafficking); domestic violence; criminal justice and community re-entry; or aging.

Resource guides should include the following for each resource:

Name of agency; type of agency/population served; services provided; name, title, and phone number of a contact at the agency to whom clients can be referred for services; are referrals accepted by outside providers (if yes, what does this process look like); funding requirements of clients (cost of services and any sliding scale fees or insurances accepted); and any brochures or information the agency can provide. Students are expected to demonstrate direct contact with the agency/organization (via visit or phone call).

To earn a minimum passing grade, guides must include 8 resources along with the completed information listed above. To earn an A, guides must include at least 15 resources.

Each group member should have their own organized guide which must be shown to the instructor on the assigned date. Guides can be hard copy or electronic but must be professionally completed and easy to access. Each group will present their Resource Guide to the class at which time they should provide a

means by which their classmates can access their guide (either electronically or in a handout). Be prepared to answer questions and provide information to your classmates so that they may also use the resources you gathered. The instructor will spot check dubious resources to ensure they are viable.

Late assignments will be assessed penalties at the rate of 10 points for each calendar day late (not per scheduled class day) and while the guide will be accepted greater than 3 days late, no grade greater than 70% will be given. Late papers will be accepted as e-mail submissions with penalties assessed based on arrival time.

4. Social Worker Speaker Assignment, 10% (Objectives 1, 3, 5, 6; PB 1, 3-8, 13, 30, 36) Due 4/11/16

Several community social workers will be visiting the classroom and providing presentations on their work and role as social workers within their agency of employment. It is important that students attend each of these presentations so that they may complete this assignment. Students are expected to arrive to class prepared for each presentation with questions for each visitor. For this assignment, each student will select one of the social workers who visited with the class and write a paper according to the guidelines listed below. This paper should be 2 pages in length, typed, double-spaced and should include the following:

- The social worker's name and position within the agency.
- Agency name/type and population served
- Social worker's job duties
- The worker's most memorable moment as a social worker
- Major challenges experienced by the social worker in practice
- Strengths and solutions utilized by the worker for successful practice
- The worker's perceptions of the best and worst parts of his/her current position
- Your own personal reactions/observations re: what the presentation was like for you and how this may have differed from what you expected. How this presentation impacted your thoughts about the social work profession (what did you learn from it; has it challenged any previous held perceptions about the social work; how might it impact your career).

This synopsis is due at the start of class on 04/11/2016 and will be worth 10% of the total course grade. Late assignments will be assessed penalties at the rate of 10 points for each calendar day late (not per scheduled class day) and no paper will be accepted greater than 3 days late. Late papers will be accepted as e-mail submissions with penalties assessed based on arrival time.

4. Paired Role Plays/Paper, 20% (Objectives 1-3, 5; PB 1-4, 6-11, 13, 29-35, 37-40)

Students will be required to team up in groups of 2 and role play two mini treatment sessions (one as social worker and one as client) in front of the class utilizing a specific theoretical framework(s). This assignment is designed to help you improve your interviewing skills and is a multi-step assignment that will result in two products for evaluation: the role-play itself and a synopsis/self-evaluation paper. The descriptions of these evaluation components are as follows:

Role Plays: Student pairs will alternate in roles, with each student taking on the role of social worker and client for at least 10 minutes in each role. As the social worker, it is expected that your role play will

reflect adherence to social work values and ethics. Each student pair should find a social welfare case from a respected Texas periodical (e.g., *Austin-American Statesman*, *San Antonio Express-News*, *Dallas Morning News*, *Corpus Christi Caller Times*, *Austin Chronicle*, *Houston Chronicle*, *The Texas Observer* and the like) and practice role-playing as both the social work provider and the client. Each role play should take place in different stages of the therapeutic relationship, with the exception of the intervention stage (e.g., both role plays cannot be in the rapport building phase). You may video record your session and show it to the class on the overhead screen or perform your interviews live.

Synopsis/Self-evaluation Paper: In a typed, double spaced, 3 - 4 page paper, summarize both role plays in which you took part. Critically evaluate your role as the social worker and discuss which theoretical framework(s) you chose for your intervention; what intervention model did you use in providing an assessment/intervention; upon which point in the therapeutic relationship you based your intervention (rapport building, assessing, intervening, terminating); and any ethical dilemmas you encountered in your work with this case and how you resolved them. Include how you excelled professionally as well as what you might do differently given similar circumstances in your future career. Additionally, describe what it was like for you to be in the role of the client.

Important guidelines for this assignment:

- Begin planning this project as soon as possible. Choose a partner with whom you will work well and who will respect your desire to act professionally. Each partner will play the role of the social worker as well as the client.
- Outline only basic client information with your partner (e.g., client's gender, age, marital status, children, ethnicity, presenting problem). Avoid scripting the role play, as it tends to constrict the interview.
- Treat the role-play as a real situation with a real client. You are more likely to use your skills as you would with actual clients if you do so.
- To protect your own privacy and to maintain a level of objectivity, do not role-play situations from your personal life. The purpose of this exercise is for learning and practicing your interview skills and should not have students' self-disclosures that could put them at risk in any way.
- Do not role-play situations that would violate the privacy or confidentiality of a client or a social work student.
- Keep role-play scenarios simple. Avoid very difficult situations like those involving suicide or homicide.
- Avoid role-play perfectionism! Your honest self-appraisal and overall student professionalism count more than the content of your role-play.

Role plays will take place across three class periods, starting on 04/20/16. The synopsis/self-evaluation paper will be due at the start of class on 05/02/16. In total, this assignment will be worth 15% of the final course grade. Late written assignments will be assessed penalties at the rate of 10 points for each calendar day late (not per scheduled class day) and no papers will be accepted past 3 days late. Late papers will be accepted as email submissions with penalties assessed based on arrival time.

VI. COURSE GRADING CRITERIA

| <u>Course Requirement</u> | <u>% of Grade</u> | <u>Grading Scale</u> | |
|------------------------------------|-------------------|----------------------|------------------|
| Exams (2 @ 15% each) | 30% | A | = 94.0 – 100% |
| Resource Guide | 20% | A- | = 90.0 – 93.999% |
| Social Worker Interview Assignment | 10% | B+ | = 87.0 – 89.999% |
| Paired Role Play Assignment | 20% | B | = 84.0 – 86.999% |
| | | B- | = 80.0 - 83.999% |
| Classroom Participation | 20% | C+ | = 77.0 – 79.999% |
| | | C | = 74.0 – 76.999% |
| TOTAL | 100% | C- | = 70.0 – 73.999% |
| | | D+ | = 67.0 – 69.999% |
| | | D | = 64.0 – 66.999% |
| | | D- | = 60.0 – 63.999% |
| | | F | = Below 60.0% |

Grading of all written assignments will take into account the quality of the writing as well as the content. The Publication Manual of the American Psychological Association – Sixth Edition format should be used. Assignments should be carefully proofread and errors corrected (e.g., punctuation, typos, spelling) or points will be lost. As an exercise to improve writing skills, 10 extra points will be given for students who do not use the present or past tense of the verb “to be” at all in their writing assignments (e.g. am, are, is, was, or were), excluding exams.

VII. ADDITIONAL COURSE INFORMATION

CANVAS

Use of Canvas in this Class In this class the professor uses Canvas — a Web-based course management system with password-protected access — to distribute course materials, to communicate and collaborate online, and to post grades. Canvas is used to provide access to PowerPoint presentations of lecture materials and pre-exam review materials. Students can find support in using Canvas at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

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/.

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. Students who report incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct to faculty, instructors, and/or staff who supervise students, will be provided a list of University resources. If the incident is impacting the academic environment, a report will be provided to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

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 <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.

VIII. COURSE SCHEDULE

This schedule is intended only as a guide. Students should complete the readings as they are outlined, in order to space them evenly throughout the semester. This is especially important since the exams will cover the required readings for that period of time. The student is responsible for all readings whether or not the material is covered in lectures.

XIX: COURSE SCHEDULES

| Date | Description/Due Dates | Text Readings |
|---------------------|---|-------------------------------|
| Week 1 (1/20/16) | Course Overview Listen vs. Talking Forming Groups (Resources and Paired Role Plays) Unsolicited advice: you may want to start working on your resource guides and role play projects early in the semester in order to allot enough time to complete them. | Syllabus In-class exercise |
| Week 2 (1/25/16) | The Challenges of Social Work Direct Practice: Domain, Philosophy, and Roles Speaker | Chapter 1 Chapter 2 |
| Week 3 (2/1/16) | Overview of the Helping Process Operationalizing the Cardinal Social Work Values | Chapter 3 Chapter 4 |
| SW 332 Page 12 | | |
| Week 4 (2/15/16) | Building Blocks of Communication Verbal Following Speaker | Chapter 5 Chapter 6 |

| | | |
|----------------------|---|------------------------------------|
| Week 5 (2/22/16) | Eliminating Counterproductive Communication Patterns Assessment: Exploring & Understanding Problems and Strengths | Chapter 7 Chapter 8 |
| Week 6 (2/29/16) | Mid-term exam Assessment: Intrapersonal, Interpersonal, and Environmental Factors Assessing Family Functioning in Diverse Speaker | Covers Chapters 1 – 8 Chapter 9 |
| Week 7 (3/7/16) | Family & Cultural Contexts Forming and Assessing Social Work Groups | Chapter 10 Chapter 11 |
| Week 8 (3/21/16) | Developing Goals and Formulating a Contract Planning & Implementing Change-Oriented Strategies Speaker | Chapter 12 Chapter 13 |
| Week 9 (3/28/16) | Resource Guides Due on Monday, (3/28/16) Presentation of Resource Guides to Class Developing Resources, Organizing, Planning, & Advocacy as Intervention Strategies | Chapter 14 |
| Week 10 (4/4/16) | Enhancing Family Relationships Intervening in Social Work Groups | Chapter 15 Chapter 16 |
| Week 11 (4/11/16) | Speaker Paper Due (4/11/16) Additive Empathy, Interpretation, and Confrontation Managing Barriers to Change | Chapter 17 Chapter 18 |
| SW 332 Page 13 | | |
| Week 12 (4/18/16) | The Final Phase: Termination and Evaluation Paired Role Play Presentations | Chapter 19 |

Week 13
(4/25/16)

Paired Role Play Presentations

Week 14
(5/2/16)

Role Play: Self Synopsis Paper Due (5/2/16)
Semester Review

Week 15
(May 9)

Final Exam
Termination and Evaluation
Video