

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

**SOCIAL WORK PRACTICE WITH INDIVIDUALS AND FAMILIES**

<b>Course Number:</b>	SW 332	<b>Instructor's name:</b>	Casey Walsh, LCSW walsh.casey@utexas.edu
<b>Unique Number:</b>	61145	<b>Office Number:</b>	SSW 3.104 (Adjunct Faculty Office)
<b>Semester:</b>	Fall 2016	<b>Office Hours:</b>	Tuesdays 10 am – 11 am or by appointment
<b>Meeting Time:</b>	Tues & Thurs, 11 am-12:30 pm	<b>Meeting Place:</b>	SSW 2.112

**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 based on 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 should 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 obtained 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

Assignments: Class participation and activities, mid-term exam, learning reflections

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

Objective: 5

Assignment: Class participation and activities, mid-term exam, learning reflections

**PB3** Attend to professional roles and boundaries

Objective: 5

Assignment: Social worker interview, paired role plays, class participation and activities, learning reflections

**PB4** Demonstrate professional demeanor in behavior, appearance, and communication

Objective: 5

Assignment: Social worker interview, paired role plays, written assessment, class participation and activities, learning reflections, extra credit opportunities

**PB5** Engage in career-long learning

Objectives: 3 and 5

Assignment: Journal Articles Reflection Paper, learning reflections, social worker interview, extra credit opportunities

**PB6** Use supervision and consultation

Objective: 5

Assignment: Social worker interview, paired role plays, class participation and activities,

learning reflections

**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: Mid-term exam, paired role plays, learning reflections, class participation and activities

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

Objective: 5

Assignment: Mid-term exam, paired role plays, learning reflections, class participation and activities

**PB9** Tolerate ambiguity in resolving ethical conflicts

Objective: 5

Assignment: Mid-term exam, paired role plays, learning reflections, class participation and activities

**PB10** Apply strategies of ethical reasoning to arrive at principled decisions

Objective: 5

Assignment: Mid-term exam, paired role plays, learning reflections, class participation and activities

**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: Journal Articles Reflection Paper, Paired Role Plays, Social worker interview, Learning reflections, Extra credit opportunities

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

Objectives: 2 and 3

Assignment: Journal Articles Reflection Paper, mid-term exam, class participation and activities, learning reflections, paired role plays

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

Objective: 2

Assignment: Journal Articles Reflection Paper, Social worker interview, mid-term exam, paired role plays, written client assessment, extra credit opportunities, learning reflections

**Competency 2.1.10a: Engagement**

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

Objectives: 3 and 6

Assignment: Class participation and activities, mid-term exam, paired role plays

**PB30** Use empathy and other interpersonal skills

Objectives: 4 and 6

Assignment: Social worker interview, paired role plays, class participation and activities,

extra credit opportunities

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

Objective: 3

Assignment: Paired role plays, class participation and activities

### **Competency 2.1.10b: Assessment**

**PB32** Collect, organize, and interpret client data

Objective: 3

Assignment: Mid-Term Exam, written client assessment, paired role plays, class participation and activities

**PB33** Assess client strengths and limitations

Objective: 3

Assignment: Mid-term exam, written client assessment, paired role plays, class participation and activities

**PB34** Develop mutually agreed-on intervention goals and objectives

Objective: 3

Assignment: Mid-term exam, class participation and activities

**PB35** Select appropriate intervention strategies

Objectives: 1 and 3

Assignment: Paired role plays, mid-term exam, class participation and activities

### **Competency 2.1.10c: Interventions**

**PB36** Initiate actions to achieve organizational goals

Objective: 3

Assignment: Class participation and activities

**PB37** Implement prevention intervention that enhances client capacities

Objective: 3

Assignment: Class participation and activities

**PB38** Help clients resolve problems

Objectives: 1 and 3

Assignment: Mid-term exam, paired role plays, class participation and activities

**PB39** Negotiate, mediate, and advocate for clients

Objective: 3

Assignment: Class participation and activities, learning reflections

**PB40** Facilitate transitions and endings

Objective: 3

Assignment: Class participation and activities, mid-term exam, learning reflections

### **III. Teaching Methods**

The primary teaching methods will be lectures, discussion, case studies, and small group exercises. Guest speakers, group presentations, podcasts, and audio-visual presentations will also be utilized. Students are expected to complete all reading assignments prior to class and to contribute to their own learning through active engagement and participation in discussion, activities, and assignments.

#### **IV. Required Text**

Holosko, M.J., Dulmus, C.N., & Sowers, K.M. (Eds.). (2013). Social work practice with individuals and families: Evidence-informed assessments and interventions. Hoboken, NJ: John Wiley & Sons, Inc.

**Supplemental Readings and Podcasts will be posted on the UT Canvas website.**

#### **Use of CANVAS in Class**

In this class the Instructor uses CANVAS, a Web-based course management system with password protected access at <http://courses.utexas.edu>, to distribute course materials, to communicate and collaborate online, to post grades, and to receive assignments. 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.

#### **V. Class Policies**

- Students are expected to behave in a professional manner that mirrors that of a social work clinician. The instructor and students have the ethical responsibility to their colleagues to see that the class environment is maintained as a respectful, collegiate, and confidential setting. Differences in values, opinions, and feelings of class members and guest speakers will be respected.
- Students are expected to attend class sessions promptly and regularly, to complete the assigned readings prior to class, and to participate in an interactive learning dialogue with their fellow students and professor. Attendance will be recorded at the beginning of each class. If you are to be absent, it is expected that you will notify the professor prior to your absence. Failure to regularly attend class and demonstrate through discussions and learning reflections that one has comprehended the readings will be considered in assigning the final grade. Students are responsible for any material missed due to absences.
- Please turn off cell phone ringers and refrain from text messaging and other non-class activities during the class period.
- Students are expected to turn in assignments via CANVAS by the due date posted. Students will lose 5 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.
- 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.
- Social work practitioners have the ethical responsibility to serve their clients and community with honesty and integrity. Therefore, it is expected that work handed in will be your own. Scholastic dishonesty, including plagiarism and cheating during examinations, violates social work values and will result in recommendation for dismissal

from the social work program and a referral to the Dean of Student's Office (see MSW Handbook).

- Students are expected to both learn and demonstrate knowledge of intervention and assessment 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 assessment skills on their mid-term exam and written reflections.
- If students are concerned about their class performance, please reach out to the professor during office hours as soon as possible. The professor will work with students to support their learning and discuss opportunities to improve their course grades. FINAL GRADES ASSIGNED IN THE COURSE ARE NOT NEGOTIABLE.
- 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 CANVAS. Students should check CANVAS regularly for updated class information.

## **VI. Course Assignments**

### **Learning Reflections (25%) (Objectives 1-6; PB 5, 11 & 13)**

Students will submit a total of 5 (worth 5 points each) learning reflections over the course of the semester. Students will submit a 500-word (minimum) reflection paper (typed, double-spaced, size 12 font) of what they have learned through guest speakers, lectures, readings, and/or podcasts. The reflections will be written to inspire critical thinking, integration of learning materials, and reactions to the course materials and to begin the practice of journaling, which will be an integral part of the field practicum course.

### **Mid-Term Exam (15%) (Objectives 1-6; PB 5-8, 10-13, 32-34, 38-40)**

There will be a mid-term exam. The exam is worth 15% of the total course grade. There will be an in-class review session prior to each exam. The exam will be based on reading materials, lectures, guest speakers, videos, and experiential exercises. The exam questions will be multiple choice and short answer format.

### **Class Participation and Attendance (5%) (Objectives 1-6; PB 1-40)**

Students are expected to come to class prepared with having completed the readings and ready to participate in a respectful and engaging dialogue with their colleagues and professor. Students will be allowed 1 unexcused absence. Attendance will be recorded at the beginning of each class. If you are to be absent, it is expected that you will notify the professor prior to your absence. Failure to regularly attend class and demonstrate through discussions and reading reflections that

one has comprehended the readings will be considered in assigning the final grade. Students are responsible for any material missed due to absences.

**Paired Role Plays/Client Assessment (20%)  
(Objectives 1-3, 5; PB 1-4, 6-13, 29-35)**

Students will partner with a classmate and role play two mini treatment sessions (one as a client and one as a social worker) in front of the class utilizing an assessment approach relevant to their chosen case. This purpose of this assignment is two-fold: to practice your interview skills and to practice writing a client biopsychosocial assessment. This assignment will include:

**Role Plays:** Students will pair in alternate roles, with each student taking on the role of social worker and client for about 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 will find a social welfare case from a respected periodical (e.g. The New York Times, The Austin-American Statesman, The Austin Chronicle) and practice role-playing as both the social work clinician and client. Students will introduce their role play with a brief description of the case that they have chosen and the assessment approaches that they will be utilizing during the role play. You may video record your session to play during class or perform your interviews live in-class.

**Written Client Assessment:** Students will write up a biopsychosocial assessment of the client from their role play exercise. This paper should be 3 pages in length (minimum), typed, double-spaced, 1 inch margins, size 12 font. Students will receive instruction and resources posted to CANVAS to assist them in writing their client assessment.

**Social Worker Speaker/Interview Assignment (20%)  
(Objectives 1, 3, 5 & 6; PB 1, 3-8, 13, 30, 36)**

Students will have the opportunity to learn from social workers who have generously volunteered their time to come speak with us in class. For this assignment, students may choose to utilize the information gathered in-class during the presentation by a guest speaker OR students may interview a licensed social worker in person at his/her place of employment. The interview should focus on the social worker's job duties and agency. Students choosing this option should email the professor with the date of their scheduled interview, the name of the social worker, and their agency. This paper should be 3 pages in length (minimum), typed, double-spaced, 1 inch margins, size 12 font and should include the following:

- Name of the agency, population served, mission of the agency
- Name of the social worker and their role within the agency
- Highlights from the social worker's career trajectory (e.g. career milestones, shifts in practice)
- Social worker's job duties and responsibilities
- Major challenges experienced by the social worker in practice
- Strengths utilized by the social worker for successful engagement with clients and colleagues
- Training required for the position and opportunities for continuing education in the field
- The social worker's perception of the most challenging and most rewarding parts of their job

- Your reactions and observations about the information shared and how this presentation/interview impacted your thoughts and knowledge about the social work profession (lessons learned, how it may have impacted your goals, how it may have inspired you)

**Journal Articles Reflection Paper (15%)  
(Objectives 1-6; PB 5, 11-13)**

Students will read *two* recently published peer-reviewed journal articles relevant to psychosocial intervention and/or assessment with individuals and families. Students may find journal articles through the UT library databases (e.g., PsycInfo, PubMed). Students can search for relevant literature by age group (e.g. children, adolescents, families, elderly) and type of intervention (e.g. cognitive behavioral therapy, solution focused therapy). Students will submit a copy of the articles with their reflection paper. The papers will include critique of the articles, discussion of the contribution of the articles to the field, and how the articles have enhanced what they have learned in the course (4 pages, typed, double-spaced, 1 inch margins, size 12 font, APA style).

**Extra Credit Opportunities**

Students may volunteer at a local community or campus event (e.g. St. Jude Austin Walk, Longhorn Halloween, Orange Santa) and write a brief reflection (2 pages, double-spaced) describing their experience and what they have learned. Volunteer opportunities can be found through University postings (<http://www.events.utexas.edu>), database searches ([www.volunteermatch.org](http://www.volunteermatch.org)), and word-of-mouth. The professor can also provide ideas for volunteer opportunities. Extra credit reflections can be submitted to the professor at any time throughout the semester prior to the final exam. Students may earn up to 3 extra points added to their final grade.

**VII. Course Grading Criteria**

Grades will be posted on CANVAS. Students can track their progress throughout the course.

<b>Course Requirement</b>	<b>% of Grade</b>
Mid-Term Exam	15%
Social Worker Speaker/Interview Assignment	20%
Paired Role Plays/Client Assessment	20%
Journal Articles Reflection Paper	15%
Class Participation	5%
Learning Reflections	25%

**Grading Scale**

- A = 94.0 – 100%
- A- = 90.0 – 93.999%
- B+ = 87.0 – 89.999%
- B = 84.0 – 86.999%
- B- = 80.0 – 83.999%
- C+ = 77.0 – 79.999%
- C = 74.0 – 76.999%
- C- = 70.0 – 73.999%

D+	= 67.0 – 69.999%
D	= 64.0 – 66.999%
D-	= 60.0 – 63.999%
F	= Below 60.0%

### **VIII. University Policies**

**THE UNIVERSITY OF TEXAS HONOR CODE.** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

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

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

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

Social work students who use social media (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://diversity.utexas.edu/disability/>

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

**TITLE IX REPORTING.** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, 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.

**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.

## **XIX: Course Schedule**

This schedule is intended only as a guide. Guest speakers are subject to change due to scheduling availability.

Date	Description	Assignment/Readings Due
August 25, 2016 Class 1	Welcome & Introduction Overview of Syllabus Social Work Values & Ethics	<a href="#">NASW Code of Ethics</a>
August 30, 2016 Class 2	Defining Assessment Evidence-Based Practices Assessment of Children	Course Textbook: Chapter 1 Evidence-based Social Work Practice with Children and Families (SW Desk Reference)
September 1, 2016 Class 3	Cultural Sensitivity Guest Speaker: Kasia	NASW Standards & Indicators for Cultural Competence in Social Work Practice
September 6, 2016 Class 4	SW Grand Challenges Intervention with Children Child- and family-based interventions	Course Textbook: Chapter 2 <a href="#">The Social Work Podcast: The Grand Challenges for SW: Interview with Dr. Barth</a>
September 8, 2016 Class 5	School & Community Interventions for Youth	<a href="#">The Social Work Podcast: Communities that Care: Interview with Richard F. Catalano, PhD</a> School Social Work LEARNING REFLECTION DUE
September 13, 2016 Class 6	<b>CLASS CANCELLED – REQUIRED FIELD MEETING</b>	

Date	Description	Assignment/Readings Due
September 15, 2016 Class 7	Assessment of Adolescents	Course Textbook: Chapter 3  Assessment Protocols & Rapid Assessment Tools with Troubled Adolescents
September 20, 2016 Class 8	Intervention with Adolescents  Bio-Psychosocial-Spiritual (BPSS) Assessment and Mental Status Exam (MSE)	Course Textbook: Chapter 4  <a href="#">The Social Work Podcast: BPSS &amp; MSE</a>
September 22, 2016 Class 9	Suicide Prevention  Guest Speaker: Hannah	<a href="#">Centers for Disease Control &amp; Prevention: Youth Suicide Prevention</a>  Assessment, Prevention, and Intervention with Suicidal Youth
September 27, 2016 Class 10	Assessment of Adults  Engaging Empathy	Course Textbook: Chapter 5  LEARNING REFLECTION DUE
September 29, 2016 Class 11	Oncology Social Work  Guest speaker: Jennifer  Diagnostic Formulation	Interventions and Ongoing Assessment with People Living with Cancer (Handbook of Psychosocial Oncology)  Diagnostic Formulation Using the DSM, Fifth Edition
October 4, 2016 Class 12	Mid-term exam review session	Bring your questions for exam review session

Date	Description	Assignment/Readings Due
October 6, 2016 Class 13	<b>MID-TERM EXAM</b>	
October 11, 2016 Class 14	Intervention with Adults	Course Textbook: Chapter 6
October 13, 2016 Class 15	Systematic Reviews	LEARNING REFLECTION DUE
October 18, 2016 Class 16	Assessment of the Elderly	Course Textbook: Chapter 7
October 20, 2016 Class 17	How to conduct a literature search using electronic library databases  Discussion & Critique of Relevant Journal Articles	<a href="#">The Social Work Podcast: Becoming a Clinical Social Worker: Interview with Dr. Danna Bodenheimer</a>
October 25, 2016 Class 18	Intervention with the Elderly	Course Textbook: Chapter 8
October 27, 2016 Class 19	Gerontology Social Work	Integrating Education, Research, and Practice in Gerontological Social Work: Lessons Learned from the Reclaiming Joy Peer Support Program
November 1, 2016 Class 20	Assessment of Families  Building adult capabilities to improve child outcomes: A theory of change	Course Textbook: Chapter 9  LEARNING REFLECTION DUE
November 3, 2016 Class 21	Treatment Planning with Families	Treatment Planning with Families: An Evidence-Based Approach
November 8, 2016 Class 22	Intervention with Families  Guest speaker: Kendra	Course Textbook: Chapter 10

Date	Description	Assignment/Readings Due
November 10, 2016 Class 23	Child Welfare Guest Speaker: Jennifer R.	Strengthen Child Welfare Service Delivery to Enhance Child and Family Well-Being
November 15, 2016 Class 24	<b>Student Role Play Presentations</b>	SOCIAL WORKER SPEAKER/INTERVIEW ASSIGNMENT DUE
November 17, 2016 Class 25	<b>Student Role Play Presentations</b>	
November 22, 2016 Class 26	<b>Student Role Play Presentations</b>	WRITTEN CLIENT ASSESSMENT DUE
<b>November 24, 2016</b> <b>NO CLASS – THANKSGIVING HOLIDAY!</b>		
November 29, 2016 Class 27	Termination with Clients	JOURNAL ARTICLES REFLECTION PAPER DUE  Terminating with Clients
December 1, 2016 <b>LAST DAY OF CLASS!</b>	Self-Care in Social Work	LEARNING REFLECTION DUE  Social Work Practice and Personal Self-care