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

Course Number:	SW332	Professor:	Susan De Luca, MSW, Ph.D.
Unique Number:	61150	E-mail:	sdeluca@austin.utexas.edu
Semester:	Fall 2016	Phone:	
Meeting Time:		Office Room:	
Meeting Place:		Office Hours:	

SOCIAL WORK PRACTICE WITH INDIVIDUALS AND FAMILIES

ETHICS AND LEADERSHIP

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.

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.* The 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, and 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 ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing 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: Class participation and Role Play 1

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

Objective: 5

Assignment: Lab project, interview assessment

PB3 Attend to professional roles and boundaries

Objective: 5

Assignment: Lab project, interview assignment

PB4 Demonstrate professional demeanor in behavior, appearance, and communication

Objective: 5

Assignment: Lab project, interview assignment

PB5 Engage in career-long learning

Objectives: 3 and 5

Assignment: interview assignment

PB6 Use supervision and consultation

Objective: 5

Assignment: Lab project, class consultation

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

Assignments: Class exercises, Role Play 1

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

Objective: 5

Assignments: Class exercises, Role Play 1

PB9 Tolerate ambiguity in resolving ethical conflicts

Objective: 5

Assignments: Class exercises, Lab assignment

PB10 Apply strategies of ethical reasoning to arrive at principled decisions

Objective: 5

Assignments: class exercises, Role Play 1

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: Role Play 1, Role Play 2, Role Play 3

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

Objectives: 2 and 3

Assignment: Role Play I, Role Play II, and Role Play III

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

Objective: 2

Assignment: Role Plays I, II, III, Client Interview role-play and critiques, participation exercises

Competency 2.1.10a: Engagement

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

Objectives: 3 and 6

Assignments: Role Play I, Role Play II, Role Play III

PB30 Use empathy and other interpersonal skills

Objectives: 4 and 6

Assignments: participation exercises, class exercises, client interview assessment-role-play and critiques

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

Objective: 3

Assignments: Role Plays, Client Interview assessment-role-play

Competency 2.1.10b Assessment

PB32 Collect, organize and interpret client data

Objective: 3

Assignments: Lab project, participation exercises, class exercise

PB33 Assess client strengths and limitations

Objective: 3

Assignments: Lab project, participation exercises, class exercise, Role Play II

PB34 Develop mutually agreed-on intervention goals and objective

Objective: 3

Assignments: class exercise, Role Play II

PB35 Select appropriate intervention strategies

Objectives: 1 and 3

Assignments: class exercise, Role Play III

Competency 2.1.10c Interventions

PB36 Initiate actions to achieve organizational goals

Objective: 3

Assignments: participation exercises, class exercise, Role Play II, III

PB37 Implement prevention intervention that enhances client capacities

Objective: 3

Assignments: participation exercise, class exercise, interview assessment, Role Play III

PB38 Help clients resolve problems

Objectives: 1 and 3

Assignments: class exercise, interview assessment, Role Play III

PB39 Negotiate, mediate, and advocate for clients

Objective: 3

Assignments: participation exercises, class exercises

PB40 Facilitate transitions and endings

Objective: 3

Assignments: participation exercises, class exercise, Role Play III

III. TEACHING METHOD

The Professor is committed to helping students prepare for social work field education. A variety of teaching methods including interactive lectures, experiential group activities, reading assignments, case studies, and audiovisual materials will be used to help students understand social work practice with individuals and families. Students are expected to be the **chairs of their own education**, meaning they will contribute to their own learning through asking questions, sharing experiences, and actively participating in class discussion. If students do not believe they are getting what they desire to learn in class, the Professor **strongly suggests that the student meet with the Professor early on in the semester**. The Professor welcomes these conversations and cannot know if a student is struggling unless he/she/hir informs her.

Use of Canvas in Class & Email

In this class the Professor uses Canvas—a Web-based course management system with password-protected access at <http://canvas.utexas.edu>—to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online quizzes and surveys. **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.

It is required that students check their email daily and respond within 24 hours when warranted. This is not only preparing you for ethical and professional social work practice, but also affords effective communication between you and the Professor.

IV. COURSE REQUIREMENTS

Course requirements consist of: **three in-class role-plays, classroom skill-building exercises, a lab project, and a paper describing an interview with a professional social worker in the community.**

Students must complete the readings prior to class and be well prepared to participate in discussions and experiential learning assignments. **It will be obvious to others if you do not read because our lectures and activities will be application based. Therefore, you will not only hinder your own learning, but your fellow classmates' education when you participate in activities and discussions that day. Students will be evaluated on the required assignments as well as class participation and level and quality of individual contributions.**

It is important to note that this course has a lab component and **extensive class participation is required**. Simply put, **you cannot learn social work skills by reading alone**. Practice is crucial to becoming prepared for your field placements—often the semester after this course. The Professor of this course reserves the right to utilize time as needed to enhance students' learning.

Preparation, participation, & contribution (10 pts.)

Assessment of PB 1-2, 6-10, 12, 29-35, 37-40

Students are expected to attend all classes, **to arrive before class is scheduled to begin**, and be prepared to participate **meaningfully** in class discussion, skills-building exercises, small group activities, and assignments **when lecture begins**. Students are expected to call upon relevant experiences and course readings for contributions. **As you arrive before each class**, students will sign an attendance sheet. A student may not sign the attendance sheet during/after class, as you are expected to arrive before class has started. Students will not be penalized for one missed class. But if a student misses a second class, 5 points will be deducted from his/her/hir final grade. If a student misses a 3rd class, they will lose a total of 6 points from his/her/hir final grade. If a student misses 4 classes, the student will not pass the class.

Students will still be held responsible for the information covered in class regardless of attendance and their participation level that day. If you miss class, it is recommended that they contact a fellow classmate to get that information. If information is not clear, please schedule a time to meet with the Professor during office hours.

The Professor will also evaluate students' participation in various in-class activities (e.g., large and small group discussions, role-plays, etc.). **Remember that participation is not so much about quantity as it is quality.** You are a major contributing factor to the learning environment of your fellow classmates.

THUS, IF YOUR BEHAVIOR IN CLASS DETERS FROM OTHER STUDENTS' LEARNING (E.G., HAVING SMALL SIDE CONVERSATIONS) THIS WILL BE REFLECTED IN YOUR GRADE.

Since this class is a lab-based class, the Professor will have a jar of names for role-plays if students do not volunteer to actively learn.

Criteria for **Daily** Evaluation:

- Content (e.g., readings and lecture material) and process (e.g., classroom experiences) are mutually enhancing for participating in group discussions and necessary for optimal learning.
- Active, cooperative learning is a requirement of this course. You will learn via listening, talking together, reading with a critical eye, and reflecting and integrating your responses to what you read and experience. Your thoughtful contributions in each of these modes of active learning are an important aspect of this process.
- Raise questions, express your viewpoints, and engage in small and large group discussions and experiential exercises.
- Adherence to the NASW Code of Ethics

Participate in a professional manner that includes respectfulness with regard to difference. If you have any questions or concerns about these requirements, please talk to the Professor immediately.

Individual/Family Role-plays (50 pts.)

Assessment of PB 1, 7-8, 10, 13, 29-30, 32-35, 37-38, 40

All role-plays will draw heavily from the readings, lectures, class discussions and exercises completed in class. You will be assigned to a family/couple/workplace situation, etc. to explore for the entire semester. Each role-play will build upon the other to reflect the readings for that semester's period. Groups will range from 2-3 members based on class size. Each member will take a turn playing the role of the social worker for one role-play. These individuals/families will reflect a number of different populations that you will serve during your social work career (age, race/ethnicity, sexual orientation, elders, class, religion, etc.)

In addition to the role-play, a case note (no more than two pages, double-spaced, adherence to APA) will be provided to the Professor (hard copy) **before** each in-class role-play. Each role-play will take **no more**

than 15 minutes total. It is important to **practice your role-plays out of class** to be certain you fit the evaluation criteria. **Role-plays that go over 15 minutes will be stopped immediately and penalized as this affects the other groups presenting that day.**

Evaluation:

- Preparation (this includes use of time)
- Demonstrated understanding and application of theories, concepts, techniques discussed in class and in your readings
- Addressing clients' concerns/goals appropriately
- Demonstration of culturally appropriate practice/awareness

Role-play 1 (10 pts.)

The role-play will include material from Ch. 4-7, additional assigned readings and information presented in class during the first 3 weeks of the course.

Role-play 2 (20 pts.)

The second role-play will cover material from Ch. 8-10 & 12, additional assigned readings, and information presented in class from week 5 through week 7.

Role-play #3 (20 pts.)

The third role-play will cover material from Ch. 13, 15, 17-19, additional assigned readings, and information presented in class from week 12 through week 15.

Dates for Role-Plays are on our class calendar in the syllabus. Please see when your group is assigned.

Lab Project (30 pts.)

Assessment of PB 2-4, 6, 11-13, 29-33

This assignment, designed to help you improve your individual interviewing and assessment skills, includes two components: a digitally-recorded role-play and a written client assessment.

1. Digitally-recorded role-play (15 pts.)

This assignment will give students an additional opportunity to play the role of a social worker conducting an assessment interview. Students must digitally-record the interviews. Each interview should last between **15-20 minutes total**. These recordings may be used in the future for teaching purposes. Thus, please refrain from self-disclosures that could put anyone at risk in any way.

Students can use their own recording equipment (smartphone, mp3 player etc.), as long as the recording is uploaded to YOUTUBE so that the class can access the URL.

1) Students will post their videos to our Canvas class page as a separate discussion board topic on (10/31) **no later than 4pm**. Please post the 15-20 minute video for your colleagues and the Professor to view. From the 20-minute interview, please **pick 5 minutes (i.e. provide us the time you would like us to focus on) that you would like constructive feedback on to further your training.** **NOTE: Ideally you will not your "best 5 minutes" but a period of time that you had trouble/got stuck, etc. This clip should demonstrate the key skills necessary for client assessment based on lecture, your readings and classroom activities.**

2) Students are then required to pick at least 4 videos from fellow classmates to view. After watching the videos, please provide helpful feedback (both positive and constructive) on the student's respective discussion board. Please be mindful that everyone would like to have feedback, so if there is a video that has received more attention (i.e. more than 4 students have already provided feedback, please select another). There is an option on the Canvas discussion board to not allow others to see previous posts. This is an ideal setting you might want to choose so that you can see independent feedback (i.e. others will not be swayed by previous comments). **All feedback will be due no later than 11/9 by 4pm so that I can provide final feedback in a timely manner to all students. Please provide the type of feedback that you would find helpful to your own process (specific, descriptive, suggested alternatives, etc.). Therefore, I expect at least one positive and one constructive comment to aid in your colleague's growth.**

3) The Professor will also review all digital recordings and will provide feedback via Canvas. Grades will be posted on each student's actual grade page (i.e. students will not see your grade). The Professor will be reading the peer reviews on the discussion board as well. As always, students can also meet with me during office hours to go over their videos for additional feedback or clarification.

Digital recordings must be submitted via Canvas on 10/31 no later than 4pm. If time stamped (i.e. received) after 4:00pm (beginning of class) they will be considered late and you will not receive any points for your project. There are no exceptions to this rule. Therefore, it is important to upload your videos to give yourself enough time to arrive to campus, etc. to make sure you can make this requirement.

2. Client Assessment & Treatment Plan (15 pts.)

Each student will be required to write-up his/her/hir own assessment of the client from the digitally recorded role-play. Papers should be in a formatted 3-4-pages double-spaced, 12-point Times New Roman font, cover page should only have name and title. The Professor will provide specific guidelines for this assignment during the class; please review them carefully (i.e. the handout provided early in the semester). **It is the student's responsibility to ask the Professor questions about or clarify requirements of the projects/papers assigned.**

Client assessments must be submitted via Canvas on 11/16. If time stamped (i.e. received) after 4:00pm (beginning of class) they will be considered late and you will not receive any points for your project. There are no exceptions to this rule. Therefore, it is important to upload your papers to give yourself enough time to arrive to campus, etc. to make sure you can make this requirement.

Social Worker Interview Paper (10%)

Assessment of PB 3-5, 11-13, 29, 37-38

Schedule an appointment to interview a licensed social worker in person (ideally at his/her/hirs place of employment). Interview him/her/hir about the agency and his/her/hirs job duties. **This is really a chance for you to interview someone in an area of social work that you would like to learn more about.** If you have any question about the appropriateness of the interview, please speak with the Professor. Be strategic about this paper. This will provide you an opportunity to learn more about an agency you would like to interview with for your field placement or maybe a future job.

A few notes about this "seemingly simple" paper.

- 1) Take it seriously!!! You never get a second chance to make a first impression. Our field is small in the greater Austin area, meaning colleagues at other agencies talk to each other.

- 2) With this said, please do not leave this project to the last moment since SW'ers schedules are often very busy-and the SW'er does not want to think they were your last choice.
- 3) Do not interview a SW professor, staff member or research faculty. You have access to them all the time. If research is your area of interest, there are other Schools of Social Work, research centers/institutes and think tanks in the area that you can interview.

The summary of the interview must include, but is not limited to, the following:

- Agency name, type of agency, populations served
- Theories of practice approaches that guide social worker's interventions
- Social worker's day to day activities
- Most memorable moment as a social worker
- Major challenges experienced by the social worker
- "Words of wisdom" for the beginning social worker

NOTE: if you choose to digitally record the interview, you MUST let them know they will be recorded. It is not ideal to record it though so that you can use your clinical skills (active learning, documentation, etc.) for the project.

A 2-3 page summary of the interview must be typed, double spaced with 12 pt. Times New Roman font. This paper should be **submitted in class on 12/5. If received after 4:00pm (beginning of class) they will be considered late. There are no exceptions to this rule. Therefore, it is important to print your papers to give yourself enough time to arrive to campus, etc. to make sure you can make this requirement.**

V. GRADING CRITERIA

Students should be able to track their progress throughout the course. Should you have questions about any assignment for this class, please consult with the Professor in advance of the due date. Grades are not curved.

Grades will be assigned as follows:

94.00-100 points	A (excellent)
90.00–93.999 points	A- (very good)

To receive an "A" in this course you must have excellent attendance, participation, and you must produce work that is of superior quality.

87.00-89.999 points	B+ (well above average)
84 -86.999 points	B (above average)
80–83.999 points	B- (slightly above average)

Work earning grades of B+ and B generally exceeds assignment/performance expectations; demonstrates varying degrees of in-depth critical thinking and analysis that resulted in work additional to that laid out in the assignment directions (i.e., coherence and integration of ideas);

77.00-79.999 points	C+ (average)
74.00–76.999 points	C
70.00-73.999 points	C

Work earning grades of C+, C and C- may substantially to minimally meet requirements, have minor to more significant gaps, and lack evidence of in depth thinking and analysis. Social Work majors must make a grade of C- or above to avoid having to repeat the course.

67.00-69.999 points	D+ (below average)
64.00-66.999 points	D
60.00-63.999 points	D

Grades in the D range reflect work that has important gaps in the assignment both in terms of not meeting the requirements and lacking critical thinking and analysis.

Below 60.0 points or below	F (failing)
----------------------------	-------------

Writing Guidelines for Papers

Papers must be typewritten in 12pt Times New Roman font, double-spaced, proofread for spelling and grammatical errors (i.e. APA). Papers, responses to essay questions, and presentations awarded the highest grades include the following elements:

1. APA is required for all papers. Please see the APA 6th Edition manual, the Purdue Owl website or the UT Writing Center for any questions. This includes a title page.
2. As future social workers and scholars, grammar and organizational structure is critical in relating your message effectively. Please read over the grammar handout provided the first day of class (and also available on Canvas) when preparing your papers. Again, please contact the UT Writing Center for any questions.
3. Evidence of independent, critical thinking
4. Integration of material from lectures and course readings

Late assignments. Since the papers/projects are introduced the first day of class, late papers/projects will not be accepted except for EXTENUATING CIRCUMSTANCES WITH DOCUMENTATION (i.e. death in the family, doctor's note due to admittance to the hospital, etc.).

VI. REQUIRED READINGS

Hepworth, Rooney, Rooney, and Strom-Gottfried (2013). *Direct Social Work Practice: Theory and Skills (9th edition)*. Brooks/Cole Publishing.

Supplemental Books:

Strunk, W. (2007). *The elements of style*. Penguin.

Turner, F. J., Rowe, W., & Rowe, W. S. (Eds.). (2013). *101 Social Work Clinical Techniques*. Oxford University Press.

The Professor may assign additional readings from books and articles to enrich the course.

COURSE SCHEDULE

Date	Discussion Topics	Readings	Assignments
8/24 (W)	Class overview and getting acquainted		
8/29 (M)	Social work values and ethics	Hepworth, Chp. 4 pp. 57-82	
	COMMUNICATION SKILLS		
8/31 (W)	Communicating empathically	Hepworth, Chp. 5 pp. 89-112	
9/5 (M)	Labor Day-No Classes		
9/7 (W)	Being authentic	Hepworth, Chp. 5 pp. 113-128	
9/12 (M)	Verbal following, exploring, and focusing skills	Hepworth, Chp. 6 pp. 135-162	
9/14 (W)	Eliminating counter-productive communication	Hepworth, Chp. 7 pp. 165-181	
9/19 (M)	Role-Play #1	Hepworth Chps. 4-7 videos, lectures and activities	Role-play #1 & Case Note from SW'er (3 groups)
9/21 (W)	Role-Play #1	Hepworth Chps. 4-7 videos, lectures and activities	Role-play #1 & Case Note from SW'er (3 groups)
9/26 (M)	Role-Play #1	Hepworth Chps.4-7 videos, lectures and activities	Role-play #1 & Case Note from SW'er (2 groups + processing)
9/28 (W)	Exploring and understanding problems and strengths	Hepworth, Chp. 8 pp. 185-213	

	ASSESSMENT		
10/3 (M)	Intrapersonal, interpersonal, and environmental factors	Hepworth, Chp. 9 pp. 215-235	
10/5 (W)	Intrapersonal, interpersonal, and environmental	Hepworth, Chp. 9 pp. 235-249	
10/10 (M)	Family functioning	Hepworth, Chp. 10 pp. 255-292	
10/12 (W)	Developing goals	Hepworth, Chp. 12 pp 327-355	
10/17 (M)	Evaluating goals and formulating contracts	Hepworth, Chp. 12 pp 355-375	
10/19 (W)	Role-play #2	Hepworth Chps. 8, 9, 10 & 12 videos, lectures and activities	Role-play #2 & Case Note from SW'er (3 groups)
10/24 (M)	Role-play #2	Hepworth Chps. 8, 9, 10 & 12 videos, lectures and activities	Role-play #2 & Case Note from SW'er (3 groups)
10/26 (W)	Role-play #2	Hepworth Chps. 8, 9, 10 & 12 videos, lectures and activities	Role-play #2 & Case Note from SW'er (2 groups)
10/31 (M)	Planning and implementing change	Hepworth, Chp. 13 pp. 379-399	Digital Recordings Due (on Canvas) For Peer Review
INTERVENTIONS			
11/2 (W)	Planning & implementing change cont.	Hepworth, Chp. 13 pp. 399-421.	
11/7 (M)	Planning & implementing change cont.	Hepworth, Chp. 13 pp. 421-437.	
11/9 (W)	Enhancing family functions and relationships	Hepworth, Chp. 15 pp. 471-506.	Digital Recording Peer Feedback (on Canvas)

11/14 (M)	Additive empathy, interpretation, and confrontation	Hepworth, Chp. 17 pp. 535-555	
11/16 (W)	Managing barriers to change	Hepworth, Chp. 18 pp. 557-587	Digital Recording Client Assessment and Treatment Plan Due on Canvas
11/21 (M)	Managing termination	Hepworth, Chp. 19 pp. 591-607	
11/23 (W)	Thanksgiving Holiday – No Classes		
11/28 (M)	Role-play #3	Hepworth Chps. 13, 15, 17-19, videos, lectures and activities	Role-play #3 & Case Note from SW'er (3 groups)
11/30 (W)	Role-play #3	Hepworth Chps. 13, 15, 17-19, videos, lectures and activities	Role-play #3 & Case Note from SW'er (3 groups)
12/5 (M)	Role-play #3	Hepworth Chps. 13, 15, 17-19, videos, lectures and activities	Role-play #3 & Case Note from SW'er (2 groups) Social work interview due (not on Canvas)

VII. COURSE AND UNIVERSITY POLICIES

Attendance, Assignments & Correspondence

It is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Therefore, class attendance is expected, as is handing in assignments on time. **Students anticipating missing class for a legitimate reason (serious illness, family emergency) must notify the Professor in advance by e-mail, just as you would for any job.**

****A NOTE ON EMAIL** Please allow 24 hours for email response. It is likely that you will receive a response sooner than that. However, in the case that you do not, you are encouraged to re-contact the Professor. I expect students to provide the same email response rate in line with professional conduct expected in the field.**

Electronics in Class

Please turn off and put away your cell phones and laptops before class begins. No electronics are allowed on your desk or on your lap in order to practice active learning and respect for others, which are essential skills for ethical social work practice.

Mutual Learning

The Professor welcomes feedback about the course and the course will be viewed as a mutual learning process between students and the Professor. Students are encouraged to request and to provide feedback during office hours, by e-mail, and by appointment if they desire. The Professor will utilize a mid-course evaluation to gain student feedback. **PLEASE schedule office appointments with me if you have concerns about your performance in the course, or if you have specific learning needs or challenges that I can address to strengthen your participation and learning in the course.**

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 like 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 sometimes we will not agree with the ideas expressed by others. However, the Professor does require that students engage one another with respect and professionalism. In addition, due to the nature of this class, sensitive information may be disclosed and you will be held to the same rules of confidentiality that you would be expected to have at your agency.

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://www.utexas.edu/depts/dos/sjs/>).

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 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, a role play, 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/Canvas page daily 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 (bcsl)

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 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're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

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 <https://www.utexas.edu/student-affairs/policies/title-ix>.