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

Course Number:	SW332	Instructor:	Shannon K. Johnson, MSW, MPP
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Semester:	Fall 2014	Phone:	(734) 945-8284
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Meeting Place:	SSW 2.112	Office Hours:	T, 12:30-1:30 p.m. or by appointment

SOCIAL WORK PRACTICE WITH INDIVIDUALS AND FAMILIES

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, 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

Assignments: Exams; participation and activities; interactive blogging

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

Objective: 5

Assignments: Class participation and activities; lab project; examinations; exam corrections; interactive blogging

PB3 Attend to professional roles and boundaries

Objective: 5

Assignments: Class participation and activities; lab project; social worker interview; interactive blogging

PB4 Demonstrate professional demeanor in behavior, appearance, and communication

Objective: 5

Assignments: Class participation and activities; lab project; social worker interview; interactive blogging

PB5 Engage in career-long learning

Objectives: 3 and 5

Assignment: Social worker interview project

PB6 Use supervision and consultation

Objective: 5

Assignment: Lab project; class participation and activities; interactive blogging

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 participation and activities; exams; lab project; interactive blogging

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

Objective: 5

Assignments: Class participation and activities; Exam 1; interactive blogging

PB9 Tolerate ambiguity in resolving ethical conflicts

Objective: 5

Assignments: Class participation and activities; Exam 1; interactive blogging

PB10 Apply strategies of ethical reasoning to arrive at principled decisions; interactive blogging

Objective: 5

Assignments: Class participation and activities, Exam 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: Interactive blogging; lab project; interview project

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

Objectives: 2 and 3

Assignment: Exams; interactive blogging; interview project, participation and activities

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

Objective: 2

Assignment: Exams; lab project, class participation and activities; interactive blogging; extra credit assignments

Competency 2.1.10a: Engagement

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

Objectives: 3 and 6

Assignments: Exams; interview project; Lab project; Class participation and activities

PB30 Use empathy and other interpersonal skills

Objectives: 4 and 6

Assignments: Class activities; lab project; exams

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

Objective: 3

Assignments: Class activities; lab project

Competency 2.1.10b Assessment

PB32 Collect, organize and interpret client data

Objective: 3

Assignments: Lab project; class exercises; exams

PB33 Assess client strengths and limitations

Objective: 3

Assignments: Lab project; class exercises; exams

PB34 Develop mutually agreed-on intervention goals and objective

Objective: 3

Assignments: class exercises; exams

PB35 Select appropriate intervention strategies

Objectives: 1 and 3

Assignments: class exercises; exams

Competency 2.1.10c Interventions

PB36 Initiate actions to achieve organizational goals

Objective: 3

Assignments: class exercises

PB37 Implement prevention intervention that enhances client capacities

Objective: 3

Assignments: class exercises

PB38 Help clients resolve problems

Objectives: 1 and 3

Assignments: class exercises; lab project; exams

PB39 Negotiate, mediate, and advocate for clients

Objective: 3

Assignments: class exercises; interactive blogging

PB40 Facilitate transitions and endings

Objective: 3

Assignments: class exercises; exams

III. TEACHING METHOD

The instructor will utilize a participatory pedagogical approach that will feature extensive use of in-class activities as well as use of interactive technology outside of the classroom. The instructor will also combine interactive lecture with use case studies, audiovisual materials, and guest speakers. Students are expected to complete all reading assignments and to contribute to their own learning through sharing of experiences and perspectives and active engagement in discussion, activities, and interactive technology assignments.

Use of Blackboard in Class

In this class the Instructor uses Blackboard, 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 Blackboard at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

IV. COURSE REQUIREMENTS

Course requirements consist of preparation for class, attendance, participation in interactive lectures and skill-building activities, participation in interactive technology assignments, and completion of a lab project, a social worker interview project, and three take-home exams. **Students are expected to complete assigned readings prior to class and should be well prepared to participate in discussions and experiential learning assignments.** Students will be evaluated on the required assignments as well as class participation and contribution.

It is important to note that this course has a lab component for which students are required to record an assessment with a “client.” To complete this activity, students can elect to use their own video recording equipment (e.g. I-phone, digital recorder, etcetera) or reserve a time/space in the Learning Resource Center, located in the basement of the Social Work building, to record a 15-minute clip of the student **as the social worker**. The clip should be uploaded to youtube to be shown in feedback groups during the designated class time.

Exams (30%)

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

Exams will be taken in a take-home format and will require application of concepts from readings, lectures, class discussions, videos, and exercises to real-world practice situations. Exams will consist of short answer and essay questions and will require critical and reflective thinking. Given the take-home format and time allotted, it is expected that students will engage deeply with the material and that responses will be very thoughtful, well-crafted, carefully edited, and of high quality.

Exam #1 (10%)

Exam 1 will be posted on September 16th and must be submitted on Blackboard by the beginning of class on September 23rd. The exam will include material from Ch. 4-7 and additional assigned readings and information presented in class. If submitted after 11 a.m. on September 23rd, exam 1 will be considered late.

Exam #2 (10%)

Exam 2 will be posted on October 2nd and must be submitted on Blackboard by the beginning of class on October 9th. The second exam will cover material from Ch. 8-10 & 12 and additional assigned readings and information presented in class. If submitted after 11 a.m. on October 9th, exam 2 will be considered late.

Exam #3 (10%)

Exam 3 will be posted on November 25th and must be submitted on Blackboard by the beginning of class on December 4th. The third exam will cover material from Ch. 13, 15, 17, and 18 and additional assigned readings and information presented in class. If submitted after 11 a.m. on December 4th, exam 3 will be considered late.

Interactive Blogging & Process Log (25%)

Assessment of PB 1-4, 6, 7-13, 38-39

Participatory technologies are communication technologies that facilitate interaction, communication, and collaboration between students. In this course, we will utilize blogging as an interactive forum for facilitating the co-generation of shared knowledge. Students will form blogging groups that will be responsible for generating entries relevant to course content. Each group will create an online blog at wordpress.com, a free online blogging site. The site domain must be provided to the Instructor prior to the group's first submission.

It is intended that co-writing requirements will build professional skills in collaboration and that taking responsibility for the moderation of discussion on your team's blog will heighten ownership of and engagement with course material. There will be six blogging teams of 3-4 students each. Regardless of the size of the group, **EACH MEMBER WILL BE RESPONSIBLE FOR TAKING THE LEAD AND BEING PRIMARY AUTHOR ON 3 ENTRIES.** This means that teams of three students will submit a total of 9 entries, while teams of 4 students will submit a total of 12 entries.

Since this assignment is intended to facilitate **regular engagement**, it is critical that submissions be spread out across the semester. **EACH GROUP MAY SUBMIT ONLY ONE ENTRY IN ANY GIVEN WEEK.** There are 14 weeks in the semester, so please plan accordingly.

Blog entries are due at 5 p.m. on Fridays. The lead blogger for the week is responsible for writing the entry, seeking and incorporating feedback, publishing the entry by 5 p.m. on Friday, and moderating discussion of the entry over the course of the week following its due date. Other group members are responsible for co-writing (e.g. editing, providing feedback, helping with brainstorming) prior to the Friday submission, and for participating in a thoughtful online discussion of the entry after its submission. **Student participation in online discussions will be evaluated based upon what has been posted within one week of an entry's initial submission.**

Blog topics should draw from the content of the course and must be relevant to social work practice with individuals and families. The instructor will provide further guidance on a weekly basis in class.

Students are required to maintain a **blogging process log** over the course of the semester that provides **evidence of fulfillment of their co-writing responsibilities**. For instance, if students exchange emails brainstorming entry ideas and providing one another with feedback or edits, these emails should be printed and compiled. If students provide one another with written feedback on hard copies of an entry draft, these hard copies should be retained and submitted. In person meetings should be logged and summarized. Students are advised to be very deliberate about documenting their blogging process on a consistent basis. A hard copy of the blogging process log is due in class on the last day of class (**DECEMBER 4TH**).

The interactive blogging assignment is worth **25%** of your grade and breaks down as follows:

- Each individual blog entry will be worth 5% for its lead author (**15%**).
- Weekly online participation (e.g. moderating discussion of your entries, participating actively in discussion of your team members' entries) and a process log evidencing fulfillment of co-writing responsibilities (e.g. assisting with brainstorming, editing, providing thoughtful feedback through the writing process) will be worth **10%**

Lab Project (25%)

Assessment of PB 2-4, 6-7, 11-13, 29-33, 38

1. Video-recorded role play and feedback session (15%)

This assignment will give students the opportunity to play the role of a social worker conducting an assessment interview. Because you will be working in pairs, each student will also play the role of a client being interviewed. Students must choose from one of the Instructor's provided client vignettes, which will be distributed in class or posted to Blackboard. Students in a pair must have different vignettes. Students must video record the interviews and submit a 12 to 15 minute segment to the instructor. **Points will be deducted for recordings not meeting the length requirement.** 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. There are 2 options for completing the recordings: (1) students can set up an appointment to use the equipment in the LRC for the video recording (students will need to supply their own CD); OR (2) students can use their own recording equipment (DVD recorder, I-phone, mp3 player etc), as long as the recording can be **UPLOADED** to **YOUTUBE**.

Students will sign up for **one** of the following feedback group dates: **October 9, October 14, October 16, or October 21**. Sign-up sheets for group viewing of the video will be provided by the Instructor during class. Students must upload their videos to **YOUTUBE**, using the privacy link that prevents others from viewing videos, and send their youtube link to the instructor by 9 a.m. the day of their feedback group. Students must select a 5-minute clip to show their classmates **prior** to their feedback session, and be prepared to quickly queue their videos to that point when it their turn to present their clip.

2. Written client assessment (10%)

Each student will be required to write up their assessment of the client from their role play. Papers should be in a formatted 2 to 3-page double-spaced typed report. The Instructor will provide further guidelines in class. Be sure to reference the assigned reading by **Susan Lukas, *How to Write an Assessment***. Client assessment are due October 28th and must be posted to Blackboard by the beginning of class. Assessment posted after 11 a.m. on October 28th will be considered late.

Social Worker Interview Assignment: Group Paper and Presentation (15%)

Assessment of PB 1-5, 11-13, 29, 38-39

Each student is to individually schedule an appointment to interview a licensed social worker in person at his or her place of employment. The interview should focus on the social worker's agency and job duties. If you have any questions about the appropriateness of the interview, please speak with the Instructor.

Interview points **must include but should be limited to** the following:

- Agency name, type of agency, populations served
- The theories of practice that guide the social worker's interventions
- A description of the social worker's typical day to day activities
- The person's most memorable moment as a social worker
- Any major challenges experienced by the social worker
- "Words of wisdom" for the beginning social worker

By **September 23rd**, students must identify the person they'd like to interview, get an appointment scheduled with that person, and email the Instructor the date of their interview and the name, agency, and practice area of the person they will be interviewing. The instructor will use this information to divide students into six groups according to the practice area of the person to be interviewed (e.g. child welfare, mental health, private practice, geriatrics). Each group will be required to co-write a paper that integrates each group member's learning. Papers should be 3 to 4 pages in length, carefully edited, and of high writing quality. Group papers are due by the beginning of class on October 23rd. **PLEASE PLAN ACCORDINGLY!** **If submitted after 11 a.m. on October 23rd, the assignment will be considered late.**

Each group will also be required to give an in-class presentation that synthesizes each member's learning and conveys key take away points about social work practice in the identified area. Groups 1-3 will give their presentations on **October 28th**, and groups 4-6 will give theirs on **October 30th**.

This assignment is worth 15% of your grade. 10% will be allotted to the group paper, and 5% to the group's in-class presentation. The grade for this assignment is a group grade. It is expected that all groups members will conduct themselves as team players and contribute equally. Any concerns about a group members' contribution to the team should be brought to the attention of the instructor. Students who do not contribute appropriately may individually have points deducted from their grade on this assignment.

Preparation for class, attendance, & in-class participation and contribution (5%)

Assessment of PB 1-2, 6-10, 12, 29-35, 38-40

5 percent of the final grade will be reserved for evaluating preparation for class, attendance, and participation in class discussion and activities (e.g., large and small group discussions, role-plays, etc.). Students are expected to attend all classes, to arrive on time, and to come prepared to participate meaningfully in class discussion, skills-building exercises, small group activities, and assignments. Students are expected to call upon relevant experiences and course readings for contributions. 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., texting in class, using your laptop for activities unrelated to class, having side conversations) this will be reflected in your grade.

Please note that attendance will be tracked at each class session. Students will be permitted two unexcused absences. A student's third and fourth absences will result in an automatic deduction of 1 point **each** from the student's final participation grade (i.e. a deduction of 1 of the 5 points attributed to attendance/participation). **Students may not miss more than four classes. Missing more than four classes will result in a failing grade.**

Extra Credit Opportunities

Assessment of PB 2, 6, 13

Self-Correction – Exams 1 and 2

On exams 1 and 2, students may earn back up to half of the points they miss by submitting revisions of their exam. This opportunity must be arranged directly with the Instructor at the student's initiative and is provided so that student may have the opportunity to enhance their learning through self-correction.

Extra credit blog

For **up to 2** points added to your final grade, students can post an extra credit, individual blog to their group blogging site. Blog topics should draw from the content of the course and must be relevant to social work practice with individuals and families. Note that 2 points is the maximum allotment and will only be granted to excellent submissions.

V. GRADING CRITERIA

Grades will be posted on Blackboard. 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 Instructor in advance of the due date.

Grades will be assigned as follows:

94.0-100 points	A (excellent)
90.0–93.999 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.

87.0-89.999 points	B+ (well above average)
84.0 - 86.999 points	B (above average)
80.0–83.999 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);

77.0-79.999 points	C+ (average)
74.0–76.999 points	C
70.0-73.999 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.

67.9-69.999 points	D+ (below average)
64.0-66.999 points	D
60.0-63.999 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	F (failing)
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Writing guidelines. All writing must be proofread for spelling and grammatical errors. Papers, blog entries, and exams awarded the highest grades include the following elements:

- Evidence of independent, critical thinking
- Integration of material from lectures and course readings

Late assignments. Any assignment, other than the lab assignment, will be accepted with a penalty of 5 percentage points each day late (including weekends). For the lab assignment, if a student is going to be late, arrangements **must** be made at least two weeks in advance of the lab presentation due date.

Otherwise, late assignments will not be accepted.

VI. REQUIRED READINGS

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

The Instructor will assign additional readings from books and articles to enrich the course. Supplemental articles are posted to Blackboard.

VII. COURSE OUTLINE (TENTATIVE)

<u>Date</u>	<u>Topics</u>	<u>Readings and Assignments</u>
<u>SOCIAL WORK VALUES AND ETHICS</u>		
August 28th	Class overview, getting acquainted, Review of syllabus, introduction to social work values	Syllabus
September 2	Social work values and ethics; ethical decision making	Chapter 4 NASW Code of Ethics (Blackboard)

COMMUNICATION SKILLS

September 4	Communicating empathically	Chapter 5 pp. 89-112
September 9	Being authentic	Chapter 5 pp. 113-128
September 11	Verbal following, exploring, and focusing skills	Chapter 6
September 16	Eliminating counterproductive communication	Chapter 7 EXAM 1 POSTED
September 18	Practice Class – Communication Skills	

ASSESSMENT AND TREATMENT PLANNING

September 23	Exploring and understanding problems and strengths	Chapter 8 Lukas (Blackboard) EXAM 1 DUE INTERVIEW PLANS DUE BY EMAIL
September 25	Intrapersonal, interpersonal, and environmental factors	Chapter 9
September 30	Family functioning	Chapter 10
October 2	Developing goals, monitoring progress, and formulating contracts	Chapter 12 EXAM 2 POSTED
October 7	Practice class – Assessment and Treatment Planning	

LAB PROJECT

October 9	Feedback group 1	VIDEO DUE EXAM 2 DUE
October 14	Feedback group 2	VIDEO DUE
October 16	Feedback group 3	VIDEO DUE
October 21	Feedback group 4	VIDEO DUE

GUEST SPEAKER

October 23	Dr. Nannette Stephens Motivational Interviewing	MI Chpt (Blackboard) INTERVIEW PAPERS DUE
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INTERVIEW PRESENTATIONS

October 28	Social Worker Interview Presentations Groups 1-3	ASSESSMENTS WRITE UPS DUE
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October 30	Social Worker Interview Presentations Groups 4-6	
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INTERVENTIONS

November 4	Task-Centered Model	Chapter 13
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November 6	Crisis Intervention	Chapter 13
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November 11	Cognitive Restructuring	Chapter 13
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November 13	Solution-Focused Brief Therapy	Chapter 13
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November 18	Enhancing family functions and relationships	Chapter 15
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November 20	Additive empathy, interpretation, and confrontation	Chapter 17
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November 25	Practice Class - Interventions	EXAM 3 POSTED
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November 27	HAVE A HAPPY HOLIDAY	
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December 2	Managing barriers to change	Chapter 18
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December 4	Managing termination	Chapter 19 EXAM 3 DUE BLOGGING PROCESS LOG DUE
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VIII. COURSE AND UNIVERSITY POLICIES

Attendance

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 being absent from class for a legitimate reason (illness, family emergency) should notify the Instructor in advance by e-mail. Students are responsible for any material missed due to absences. It is the student's responsibility to discuss extenuating circumstances related to absences with the Instructor. The attendance policy for this course stipulates that students are allowed a maximum of two unexcused absences. Each additional absence will result in a deduction of 1 of the 10 points allotted to participation in students' final grades. Missing more than four classes will automatically result in a failing grade (F).

Mutual Learning

The Instructor welcomes feedback about the course and the course will be viewed as a mutual learning process between students and the Instructor. Students are encouraged to request and to provide feedback during office hours, by phone, by e-mail, and by appointment if they desire. The Instructor may also 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 as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

CLASSROOM CIVILITY. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues.

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

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to

participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as the University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

USE OF CLASS MATERIALS. The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

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

a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.