

THE UNIVERSITY OF TEXAS AT AUSTIN SCHOOL OF SOCIAL WORK

Social Work Practice with Individuals and Families

Course Number	SW 332	Instructor	Anao Zhang, LCSW, ACSW, ACT zhanganao@utexas.edu
Unique Number	61305	Office	SSW 3.104 (Adjunct Faculty Office)
Semester	Fall, 2017	Office Hours	Wed 3:15 – 3:45 or by appointment
Meeting Time	Mon & Wed, 4:00 – 5:30 p.m.	Meeting Place	SSW 2.122

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.
2. Demonstrate both a theoretical and practical understanding of evidence-based social work practice in relation to social work research and clinical practice with individuals and families.
3. 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.
4. Develop skills in identifying, analyzing and implementing empirically-based interventions and

evaluating program outcomes and practice effectiveness.

5. 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.

6. Demonstrate a knowledge base of social work values and the ethical decision-making process, as illuminated by the NASW Code of Ethics.

7. Demonstrate an understanding of the pursuit of social and economic justice including strategies to combat discrimination, oppression, and economic deprivation for individuals and families.

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. **The students are expected to be the chairs of their own education**, meaning they will contribute to their own learning through reading all assigned material, asking questions, sharing experiences, and actively participating in class discussion. **The Instructor welcomes students to meet with him and discuss about their learning experiences if students do not believe they are getting what they desire to learn in class.**

IV. Required Text

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). Empowerment series: Direct social work practice: Theory and Skills (10th Edition). CA: Cengage Learning, Brooks/Cole Publishing

Supplemental 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 Resources 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.

It is strongly encouraged 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 Instructor.

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 instructor during office hours as soon as possible. The instructor 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

Peer Knowledge Quiz (40%) + 5%(Extra Credit)

Students will form into 4 groups and each group will be in charge of one in-class peer knowledge quiz (10% for each quiz). The students are expected to submit a pool of quiz questions and its corresponding quiz review outline to the instructor 24 hours before each group conducts an in-class review of the quiz to the entire class. Students

are strongly encouraged to communicate and discuss with the instructor during the process of developing their quiz review and quiz questions (for the 5% extra credit). Students are assumed to have full credit for the quiz they are in charge of but should prepare fully for the rest three in-class peer knowledge quizzes. Each in-class knowledge quiz should be no longer than 15 minutes. **The Instructor respects and values students' efforts and will primarily use the students own quiz questions for the peer knowledge quiz. However, when the Instructor finds some of the student supplied questions inappropriate or against the course's pedagogical purposes, the Instructor reserves the right to not use these questions but use his own quiz questions instead.**

Class Participation and Attendance (5%)

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.

Role Plays/Client Assessment (25%)

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 and treatment plan.

1. Digitally-recorded role-play

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 **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 sign-up in class to present 5 minutes of their video to the class with roughly 5 minutes of feedback afterwards from their colleagues and the Professor. From the 20-minute interview, please **pick 5 minutes that you would like constructive feedback on to further your training. NOTE: Ideally a period of time that you had trouble/got stuck, etc. This will provide you (and your colleagues) more information on how to improve than showing us your "best" 5 minutes.**

2) The Professor will also review all digital recordings in their entirety and will provide feedback via Canvas. As always, students can also meet with me during office hours to go over their videos for additional feedback or clarification. Please see course calendar for a specific day that we will use for just that, but you can also schedule additional meetings if you would like. You can also meet before your video recording for ideas, feedback on topics, etc.

2. Client Assessment & Treatment Plan

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). Please organize your assessment using headings that follow the template distributed in class. Your assessment should only include information gathered from you client during your role-play video. **It is the student's responsibility to ask the Instructor questions about or clarify requirements of the projects/papers assigned.**

Role Play Presentation (10%)

Students will have the opportunity to present their products to their classmates during the role play presentation. This will offer the students an opportunity to share their thinking process and their critical evaluation of their role play production. A detailed instruction will be distributed later. In general, students will at least cover three aspects in this 20 to 30 minutes presentation: 1. What's the story behind your video? 2. What are the elements that you have learned in class that you intentionally adopted/integrated into your video? 3. What are the strengths and weaknesses of your video?

Journal Articles Reflection Paper (20%)

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).

VII. Course Grading Criteria

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

Course Requirement	% of Grade
Peer Knowledge Quiz	40%
Class Participation	5%
Role Plays/Client Assessment and Treatment	25%
Role Play Presentation	10%
Journal Articles Reflection Paper	20%
Peer Knowledge Quiz Extra Credit	5%

GRADING SCALE

94.0 and Above	A	74.0 to 76.999	C
90.0 to 93.999	A-	70.0 to 73.999	C-
87.0 to 89.999	B+	67.0 to 69.999	D+
84.0 to 86.999	B	64.0 to 66.999	D
80.0 to 83.999	B-	60.0 to 63.999	D-
77.0 to 79.999	C+	Below 60.0	F

VIII. University Policies

1. Classroom Courtesy

As a courtesy to the class that meets after your class, please ask your students to dispose of trash and to return the chairs and desks to rows or some sort of organized arrangement.

When there are back-to-back classes scheduled in the same classroom, please be mindful of when to end your class time. According to the UT course catalog, fall and spring semester classes that meet on Monday, Wednesday, and Friday are scheduled for an hour (fifty minutes with a ten-minute interval between classes); classes that meet on Tuesday and Thursday are scheduled for an hour and a half (seventy-five minutes with a fifteen-minute interval between classes). **Teaching a three-credit hour class is based on 150 minutes of contact time each week. In short, please let your students out of class 10 to 15 minutes early. This gives the next instructor time to come in and get set up for class, and also gives students a brief break between classes.**

2. Calendars

Fall Classes begin on Wednesday, August 30th

The complete '17-18 academic calendar is available here: <https://registrar.utexas.edu/calendars/17-18>

3. Evening Class Emergencies

Each semester we ask one faculty member who is teaching in the evening to be the lead person responsible in case of an emergency after the staff has left for the day. This person is responsible for assessing the nature of the emergency and making the initial decision about the appropriate response. Of course, each faculty member is responsible for the safety of her or his own class. When a fire alarm or siren goes off, you must first determine if the threat is inside the building or outside. If it is a fire alarm, most likely the threat is inside and you need to evacuate the building as quickly as possible. In such cases, exit through the main entrance to the building and move away from the building far enough that we do not interfere with emergency vehicles as they arrive. If the threat is outside the building, such as a tornado warning, move students to a safe place in the lower level of the building away from glass windows. We encourage all faculty to sign up to receive textmessages via cell phone regarding emergency situations on campus. You can do so at: <http://www.utexas.edu/emergency/>

The lead person is responsible for securing the building. In the event of an evacuation, as quickly and safely as possible they should search the entire building, including restrooms, to make sure no one is left in the building. When they exit the building, they notify emergency personnel on the scene that the building has been searched and that, to the best of their knowledge, it is clear. If the threat is outside, keep everyone inside and lock down the building. Ask other faculty to monitor each of the entrances to the building to make sure students do not leave.

The following faculty will be the lead faculty for each night in the fall '17 semester:

Monday: **Arlene Montgomery**
Tuesday: **Cal Streeter**
Wednesday: **Rosalie Ambrosino**
Thursday: **Mary Beer**

Friday: **NO EVENING COURSES MEET**

4. Campus Carry. The University's policy on concealed handguns (Campus Carry) was implemented on August 1st. You'll see in the policies for inclusion in syllabi (below) links to information on Campus Carry. **IT IS ESSENTIAL THAT FACULTY DO THE FOLLOWING** 1) include this link to information in syllabi; and 2) direct students to this same link for information: <https://campuscarry.utexas.edu/>

5. Final Exam Policies

Faculty Council legislation requires that this information be circulated to the faculty at the beginning of classes each semester:

Prohibition of Substantial Examinations during Last Class Week, Reading Days, and No-Class Days

No final examinations may be given before the examination period begins, and no change in time from that printed in the official schedule is permitted. An instructor with a compelling reason to change the time of an examination must obtain the approval of the department chair and the dean of the college or school in which the course is taught before announcing an alternative examination procedure to the students. **No substantial examinations may be given during the last class week or during the reading days and the no-class days included in the final examination period. An examination counting for more than 30% of the final course grade is considered to be substantial.** A change in the room assignment for an examination may be made only with the approval of the registrar.

See: <https://registrar.utexas.edu/students/exams/policies>

6. Grading Scale

Please make sure you are utilizing the grading scale included below. Faculty have agreed to this grading scale and it's essential for each faculty member to utilize it when assigning grades.

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
W1	Aug. 30 th , Wed. Class 1	-Course welcome -Class and syllabus overview -Brief Introduction	Syllabus Hepworth, Chapter 1 – 3
W2	Sep. 4 th , Mon. No Class	HOLIDAY, NO CLASS	Please make sure you do the reading for Class 2 and Class 3
	Sep. 6 th , Wed. Class 2	-Social work values and ethics -The science of social work	NASW Code of Ethics Hepworth, Chapter 4 Hugman (2003); Reamer (2005) Brekke (2012); Flexner (2001); Wells (1984)
W3	Sep. 11 th , Mon. Class 3	-Evidence-based practice -Grand challenges	Thyer (2001); Montano (2012); Hend, Anwar, and Mohammed (2015)
	Sep. 13 th , Wed. Class 4	-Peer knowledge quiz review 1 -The science of social work and evidence-based practice review	
W4	Sep. 18 th , Mon. Class 5	-Empathy and authenticity	Peer knowledge quiz 1 Hepworth, Chapter 5
	Sep. 20 th , Wed. Class 6	-Verbal skills -Effective communication	Hepworth, Chapter 6 Hepworth, Chapter 7
W5	Sep. 25 th , Mon. Class 7	-Social work assessment I	Hepworth, Chapter 8 Hepworth, Chapter 9
	Sep. 27 th , Wed. Class 8	-Social work assessment II	Hepworth, Chapter 10 Hepworth, Chapter 11
W6	Oct. 2 nd , Mon. Class 9	-Assessment of children -Assessment of adolescents	Holosko, Chapter 1 Holosko, Chapter 3
	Oct. 4 th , Wed. Class 10	-Assessment of adults -Assessment of the elderly	Holosko, Chapter 5 Holosko, Chapter 7

W7	Oct. 9 th , Mon. Class 11	-Assessment of families -Peer knowledge quiz review 2	Holosko, Chapter 9
	Oct. 11 th , Wed. Class 12	-Social work assessment review -Role play review	<u>Peer knowledge quiz 2</u>
W8	Oct. 16 th , Mon. Class 13	-Developing goals and formulating contract -Social work change I	Hepworth, Chapter 12 Hepworth, pp. 363 – 370.
	Oct. 18 th , Wed. Class 14	-Social work change II	Hepworth, pp. 371 – 403
W9	Oct. 23 rd , Mon. Class 15	-Social work change III	Hepworth, pp. 403 – 422
	Oct. 25 th , Wed. Class 16	-Intervention with children -Intervention with adolescents	Holosko, Chapter 2 Holosko, Chapter 4
W10	Oct. 30 th , Mon. Class 17	-Intervention with adults -Intervention with the elderly	Holosko, Chapter 6 Holosko, Chapter 8
	Nov. 1 st , Wed. Class 18	-Family assessment and intervention -Peer knowledge quiz review 3	Hepworth, Chapter 15 Holosko, Chapter 10
W11	Nov. 6 th , Mon. Class 19	-Social work intervention review -Updates on paired role play	<u>Peer knowledge quiz 3</u>
	Nov. 8 th , Wed. Class 20	-Social work groups	Hepworth, Chapter 16
W12	Nov. 13 th , Mon. Class 21	-Advanced social work skills	Hepworth, Chapter 17 Additional readings on Canvas
	Nov. 15 th , Wed. Class 22	-Social work service termination -Peer knowledge quiz review 4	Hepworth, Chapter 19
W13	Nov. 20 th , Mon. Class 23	-Review session	<u>Peer knowledge quiz 4</u>
	Nov. 22 nd , Wed. Class 24	-Student role play prep. session	

W14	Nov. 27 th , Mon. Class 25	-Student role play presentation	<u>Video clips due</u> <u>Assessment and treatment plan report due</u>
	Nov. 29 nd , Wed. Class 26	-Student role play presentation	
W15	Dec. 4 th , Mon. Class 27	-Social worker's career trajectory	
	Dec. 6 th , Wed. Class 28	-Semester review and course evaluation	
W16	Dec. 11 th , Mon. Class 29 Last Class	-Library day for journal article reflection	<u>Journal article reflection due by Dec. 15th, 1:00 pm.</u>