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

Course Number:	SW332	Instructor:	Carmel Drewes, LCSW
Unique Number:	64065	E-mail:	carmel.msw@gmail.com
Semester:	Fall 2013	Phone:	(512) 771-2622
Meeting Time:	M/W 2:30-4:00 pm	Office Room:	3.104a
Meeting Place:	SW 2.118	Office Hours:	Mondays and Wednesdays 1:15 – 2:15 pm Or by appointment

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

Assignments: Class Participation, Reading Reflections/Quizzes, Client Interview Activity, Community Resource Profile

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

Objective: 5

Assignments: Class Participation, Reading Reflections/Quizzes, Client Interview Activity

PB3 Attend to professional roles and boundaries

Objective: 5

Assignments: Class Participation, Reading Reflections/Quizzes, Client Interview Activity, Community Resource Profile

PB4 Demonstrate professional demeanor in behavior, appearance, and communication

Objective: 5

Assignments: Class Participation, Client Interview Activity, Community Resource Profile

PB5 Engage in career-long learning

Objectives: 3 and 5

Assignments: Class Participation, Reading Reflections/Quizzes, Community Resource Profile

PB6 Use supervision and consultation

Objective: 5

Assignments: Class Participation, Client Interview Activity

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, Reading Reflections/Quizzes, Client Interview Activity

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

Objective: 5

Assignments: Class Participation, Reading Reflections/Quizzes, Client Interview Activity

PB9 Tolerate ambiguity in resolving ethical conflicts

Objective: 5

Assignments: Class Participation, Reading Reflections/Quizzes, Client Interview Activity

PB10 Apply strategies of ethical reasoning to arrive at principled decisions

Objective: 5

Assignments: Class Participation, Reading Reflections/Quizzes, Client Interview Activity

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

Assignments: Class Participation, Reading Reflections/Quizzes, Client Interview Activity, Community Resource Profile

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

Objectives: 2 and 3

Assignments: Class Participation, Reading Reflections/Quizzes, Client Interview Activity

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

Objective: 2

Assignments: Class Participation, Reading Reflections/Quizzes, Client Interview Activity, Community Resource Profile

Competency 2.1.10a: Engagement

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

Objectives: 3 and 6

Assignments: Class Participation, Reading Reflections/Quizzes, Client Interview Activity, Community Resource Profile

PB30 Use empathy and other interpersonal skills

Objectives: 4 and 6

Assignments: Class Participation, Reading Reflections/Quizzes, Client Interview Activity

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

Objective: 3

Assignments: Class Participation, Reading Reflections/Quizzes, Client Interview Activity

Competency 2.1.10b Assessment

PB32 Collect, organize and interpret client data

Objective: 3

Assignments: Class Participation, Reading Reflections/Quizzes, Client Interview Activity

PB33 Assess client strengths and limitations

Objective: 3

Assignments: Class Participation, Reading Reflections/Quizzes, Client Interview Activity

PB34 Develop mutually agreed-on intervention goals and objective

Objective: 3

Assignments: Class Participation, Reading Reflections/Quizzes, Client Interview Activity

PB35 Select appropriate intervention strategies

Objectives: 1 and 3

Assignments: Class Participation, Reading Reflections/Quizzes, Client Interview Activity

Competency 2.1.10c Interventions**PB36** Initiate actions to achieve organizational goals

Objective: 3

Assignments: Class Participation, Reading Reflections/Quizzes, Client Interview Activity, Community Resource Profile

PB37 Implement prevention intervention that enhances client capacities

Objective: 3

Assignments: Class Participation, Reading Reflections/Quizzes, Client Interview Activity

PB38 Help clients resolve problems

Objectives: 1 and 3

Assignments: Class Participation, Reading Reflections/Quizzes, Client Interview Activity

PB39 Negotiate, mediate, and advocate for clients

Objective: 3

Assignments: Class Participation, Reading Reflections/Quizzes, Client Interview Activity, Community Resource Profile

PB40 Facilitate transitions and endings

Objective: 3

Assignments: Class Participation, Reading Reflections/Quizzes, Client Interview Activity, Community Resource Profile

III. TEACHING METHOD

The Instructor 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 contribute to their own learning through asking questions, sharing experiences, completing all assignments, and actively participating in class discussion.

Use of Blackboard for Class

In this class the Instructor uses Blackboard—a Web-based course management system with password-protected access at <http://courses.utexas.edu>—for confidential communication such as posting grades and submitting 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.

Use of Facebook for Class

This class uses a Facebook Page – SW332 Fall 2013 – for non-confidential communication such as announcements, questions/collaboration, and sharing resources. Students are reminded to treat the classroom Facebook Page as an extension of the classroom and not post inappropriate or unprofessional information or links.

IV. COURSE REQUIREMENTS

Course requirements consist of: (A) Preparation, Participation, and Contribution to the class, (B) Client Interview Activity [in-class component and write-up], and (C) Community Resource Profile [research of local community organization, in-class presentation, and written description of organization].

(A) Preparation, Participation, & Contribution to the class (400 points -- 40% of class grade)

200 points (20%) Reading Reflections/Quizzes

100 points (10%) Classroom Participation

100 points (10%) Online Participation

Assessment of PB 1-13, 29-40

Preparation, participation, and contribution are integral to learning in this course and together comprise the largest aspect of the class grade. The expectation to come to class prepared and participate actively is not only for the benefit of the individual student but also because each member of the classroom is an important component of everyone's learning.

Students are expected to attend all classes, to arrive on time, and complete readings prior to class in order to participate meaningfully in class discussion, skills-building exercises, small group activities, and assignments. Students are expected to call upon relevant life experiences/knowledge and as well as course readings for class contributions.

Students in this course will each select an area in which to develop expertise. A list of possible areas of expertise will be provided by the Instructor; examples include phases of life (adolescents, older adults, etc.), identity issues (Latinos, LGBTQ, etc.), and human needs/problems (education, substance abuse, etc.). Students are expected to pay attention to news stories, events, research, and other sources of information about their area of expertise and bring that information/perspective into classroom discussions as well as post information about their area on the class Facebook Page.

Students are expected to demonstrate professionalism and treat their class as they would a work environment. This includes being punctual, informing the Instructor of expected absences in advance and sudden absences as soon as possible, abstaining from outside activities during class (e.g. texting, phone calls), and otherwise treating classmates and the Instructor as colleagues.

Scoring of Preparation, Participation, and Contribution are as follows:

1. Reading Reflections/Quizzes (RR/Q) (200 points)

At the start of most classes (see syllabus section VII – Course Outline for specific dates), students will be asked to complete a brief (typically 5 question) Reading Reflection/Quiz (RR/Q) about the topic(s) assigned for that class and/or discussion/content of previous classes. Note that the RR/Qs are in place of Examinations in this course so treat them accordingly. RR/Q questions will be based on readings, lecture, and discussion from previous classes. Some questions will be factual (i.e. there is a correct answer) and some will be reflective (asking the student to explore personal reactions). Each of the 20 RR/Qs will be worth 10 points (for a total of 200 by end of semester); scoring will be based on correct responses to factual questions and depth of insight and ability to convey ideas on the reflective questions.

If a student misses a RR/Q due to absence or tardiness, the student may arrange to take it during Office Hours. **NOTE:** If arrangements are made prior to missing the in-class RR/Q, the student may earn full-credit for it whereas if arrangements are made after missing the in-class RR/Q, the student may only earn half-credit (i.e. a maximum of 5 points rather than 10).

2. Classroom Participation (100 points)

This includes large and small group discussions as well as various in-class activities (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., texting in class, having small side conversations) this will be reflected in your grade.

3. Online Participation (100 points)

Students are expected to engage outside of the classroom using the class Facebook Page. This includes posting questions or observations about readings, social work practice, or current events; replying to other people's questions/observations in a meaningful way; and sharing news, research, and events related to your classroom area of expertise or social work practice as a whole. Remember that you are preparing to be a member of the professional social work community and the ability to network and share resources with others is a fundamental part of being a successful social worker.

(B) Client Interview Activity (400 points – 40% of class grade)

200 points (20%) In-Class Interview

200 points (20%) Write-Up

Assessment of PB 1-4, 6-13, 29-40

This assignment, designed to help you improve your interviewing, assessment, and intervention planning skills, includes two components: an in-class Role Play (where you are the social worker) and a Write-Up of your "client interaction" (the role play). The Client Interview Activities will take place at two points in the semester: the first will focus on meeting a client and initial assessment while the second will focus on goals, interventions, and addressing barriers to progress. Each student will play the role of the social worker in one of the Client Interview Activities. More information about the specific nature of the Client Interview Activity – both expectations and grading criteria – will be provided in class.

1. In-Class Client Interview (200 points)

Students will be assigned to one of four groups to designate the date on which they will play the role of the social worker for the client interview. The Instructor will arrange for an individual or "family" to be the clients as follows (see section VII – Course Outline for exact dates):

Group 1: Individual, Assessment

Group 2: Family, Assessment

Group 3: Individual, Intervention

Group 4: Family, Intervention

All students in the group will play the role of the social worker with the same "client" so that it emulates a full client meeting. The first student in the group will start the "meeting" and have 10-15 minutes, then the next student will take the role of the social worker for 10-15 minutes, then the next, etc, and the final student will end the "meeting". The exact amount of time per student will depend on the number of students in the group. Following the "meeting" the "social workers" will have time to debrief with the "clients" about their experiences.

Students who are not in the group "being social workers" in the activity will observe and have a chance to provide feedback to the "social workers" after the debriefing between "social workers" and "clients".

2. Write-Up (200 points)

Each student will write up “client meeting notes” and a self-assessment following the In-Class Interview. The Instructor will provide specific guidelines about what should be included in the Write-Up. Write-Up will be due in class one week following the In-Class Interview as well as posted to Blackboard the same day (see syllabus section VII – Course Outline for exact dates). Write-Ups not turned in at that time will be considered late (please see late assignments policy in this syllabus).

Community Resource Profile (200 points – 20% of class grade)

100 points (10%) In-Class Presentation

100 points (10%) Write-Up

Assessment of PB 1, 3-5, 11, 13, 29, 36, 39-40

For this assignment, students will inform their classmates about a local community organization related to their area of classroom expertise (e.g. Family Eldercare for a student focused on older adults). As a class, we will brainstorm the things that are most helpful to know about community resources and create a template for the assignment. You will be required to visit the organization in person and speak to a staff member (preferably a social worker) as part of this assignment. You may also find information about the organization through their website or news media. You must inform the Instructor of which organization you intend to research at least six weeks prior to the assignment due date (see syllabus section VII – Course Outline for exact dates). If you are unfamiliar with community organizations in Austin, please ask classmates or the Instructor for ideas and suggestions.

1. In-Class Presentation (100 points)

On the final two days of class, each student will have a chance to tell others about the community organization s/he has researched. These presentations will need to be very succinct and consolidate the information that the student has learned into a brief summary. This assignment is intended to prepare students for working in the social work field and needing to describe where they work to collaborators, clients, funders/contributors, and the general public.

2. Write-Up (100 points)

Each student will also create a 1-2 page write-up of the community resource they learned about (see section VII – Course Outline for specific due date). A template for the Write-Ups will be provided by the Instructor.

The Write-Ups will be submitted to the Instructor electronically (Blackboard) then the Instructor will compile them and electronically distribute a PDF to all classmates so that you can leave this course equipped with knowledge of community resources that you may want to contact on behalf of future clients. Please be sure to proofread your Write-Up for content and spelling/grammar since it will be shared with others. The Instructor is happy to look at your Write-Ups in advance and provide feedback during office hours, up to one week before the Final submission deadline.

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:

- 94-100 % A (excellent)
- 90-93 % A- (very good)

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

- 87-89 % B+ (well above average)
- 84-86 % B (above average)
- 80-83 % 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).

- 77-79 % C+ (average)
- 74-76 % C
- 70-73 % 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.

- 67-69 % D+ (below average)
- 64-66 % D
- 60-63% 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.

- 59 % or below F (failing)

*At the end of the term, percentages that are $\geq .50$ will be rounded to the next highest whole number.

VI. REQUIRED READINGS

- Hepworth, Rooney, Rooney, and Strom-Gottfried (2013). *Direct social work practice: Theory and skills* (9th ed.). Brooks/Cole Publishing. ("HRRS" in syllabus)
- Elliott (2009). *Ethical challenges: Building an ethics toolkit*. AuthorHouse. ("Elliott" in syllabus)
- National Association of Social Workers (2008). *Code of ethics of the national association of social workers*. Retrieved from <http://www.socialworkers.org/pubs/code/code.asp>
- The Instructor will assign additional readings from books and articles to enrich the course. Supplemental readings will be posted to Blackboard.

VII. COURSE OUTLINE

- **Remember – readings are to be completed before class meets.**
- Assignments marked with * will be completed in class.
- Activities in the Elliott workbook are expected to be completed and brought to class on the dates indicated in the outline below.

Week #	Date	Topic	Readings	Assignments Due
1	Wed. Aug 28	Introductions & Overview	Syllabus (online)	
2	Mon. Sept 2	<i>No Class – Labor Day</i>		
	Wed. Sept 4	Ethical Analysis	NASW Code of Ethics (online) Elliott Ch. 1	*Reflection/Quiz 1 Elliott Activities 1 & 2
3	Mon. Sept 9	Social Work Roles	HHRIS Ch. 1 & 2 (focus on roles)	*Reflection/Quiz 2 Elliott Activities 6 & 8
	Wed. Sept 11	Social Work Settings	[continue HHRIS CH. 1 & 2 – focus on settings]	*Reflection/Quiz 3 Elliott Activities 3 & 4 Expertise choices
4	Mon. Sept 16	Self-Awareness & Self-Care	Elliott Ch. 2 HHRIS Ch. 4	*Reflection/Quiz 4 Elliott Activities 13&14
	Wed. Sept 18	Overview of Helping Process	HHRIS Ch. 3	*Reflection/Quiz 5 Elliott Activity 15
5	Mon. Sept 23	Supportive Communication (1)	Elliott Ch.3 HHRIS Ch. 5	*Reflection/Quiz 6 Elliott Activity 16
	Wed. Sept 25	Supportive Communication (2)	HHRIS Ch. 6 & 7	*Reflection/Quiz 7 Elliott Activity 17
6	Mon. Sept 30	Learning Client Identity	Supplemental reading on Identity	*Reflection/Quiz 8
	Wed. Oct 2	Assessing Client Needs (1)	Elliott Ch. 4 HHRIS Ch. 8	*Reflection/Quiz 9 Elliott Activity 18 *Monthly course eval
7	Mon. Oct 7	Assessing Client Needs (2)	HHRIS Ch. 9	*Reflection/Quiz 10 Elliott Activity 19
	Wed. Oct 9	Competing/ Conflicting Needs (Families & Systems)	HHRIS Ch. 10	*Reflection/Quiz 11 Elliott Activity 20 Inform Instructor of Organization for Community Resource Profile

8	Mon. Oct 14	Client Interview Activity Group 1		
	Wed. Oct 16	Client Interview Activity Group 2		
9	Mon. Oct 21	Setting Goals	HHRS Ch. 12	*Reflection/Quiz 12 Group 1 Client Interview Write-Ups
	Wed. Oct 23	Assessing/Monitoring Goal Progress	Supplemental reading on Goal Progress	*Reflection/Quiz 13 Group 2 Client Interview Write-Ups
10	Mon. Oct 28	Barriers to Progress – person-based	HHRS Ch. 13	*Reflection/Quiz 14
	Wed. Oct 30	Adjusting Work after Encountering Barriers (Individuals)	HHRS Ch. 18	*Reflection/Quiz 15
11	Mon. Nov 4	Adjusting Work after Encountering Barriers (Families)	HHRS Ch. 15	*Reflection/Quiz 16 *Monthly course eval
	Wed. Nov 6	Barriers to Progress – system-based	Supplemental reading on Institutional Racism	*Reflection/Quiz 17
12	Mon. Nov 11	Adjusting Work after Encountering Barriers (Systems)	HHRS Ch. 14	*Reflection/Quiz 18
	Wed. Nov 13	Ending Work with Clients	HHRS Ch. 19	*Reflection/Quiz 19
13	Mon. Nov 18	Reflecting/ Evaluating Our Work	Supplemental reading on Reflection / Evaluation	*Reflection/Quiz 20
	Wed. Nov 20	Client Interview Activity Group 3		Community Resource Write-Up Final Version (Blackboard)
14	Mon. Nov 25	Client Interview Activity Group 4		
	Wed. Nov 27	Community Resources Presentations/Discussion		Group 3 Client Interview Write-Ups
15	Mon. Dec 2	Community Resources Presentations/Discussion		Group 4 Client Interview Write-Ups
	Wed. Dec 4	Last Class – Wrap-up		

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. The Instructor will take attendance in each class (noting late arrival as well as absence). Late arrivals and absences will impact your Classroom Participation points since you cannot participate if you are not present. **Any student missing more than 4 classes (excused or unexcused) will not pass this course.** Students are responsible for any material missed due to absences. It is the student's responsibility to discuss extenuating circumstances related to absences or late arrivals with the Instructor.

ELECTRONIC DEVICES IN THE CLASSROOM. Students are expected to refrain from use of computers, cell phones, and other electronic devices in the classroom. The classroom experience in this course requires that students and Instructor be fully engaged in the moment and not distracted by external information. Students in this course are preparing for Social Work environments where they must be present (mentally as well as physically) and connected to clients, able to minimize the distractions of electronic devices. Presence and attunement are skills that must be practiced like any others – classroom time will be an opportunity to practice disconnecting from external information in order to fully connect with the moment.

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 will also utilize two mid-course evaluation to gain anonymous student feedback. PLEASE schedule office hours appointments 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.

WRITING GUIDELINES. The Instructor will provide specific templates for both written assignments (Client Interview Write-Up and Community Resource Profile Write-Up). Both assignments must be typewritten in 12 point font and proofread for spelling and grammatical errors. Please utilize the Undergraduate Writing Center (<http://uwc.utexas.edu/>) – they are available to help with structure and organization of ideas as well as proofreading for punctuation and grammar.

All written assignments must contain your independent ideas. **ANY** use of another's words or ideas, whether quoted exactly or paraphrased, must be cited. This includes information you obtained through personal conversation, a website, an article, a news program, or any other source. Failure to cite sources constitutes plagiarism and is a breach of the University Policy on Scholastic Dishonesty. Citations are to be APA 6 format. The Instructor will provide guidelines for APA 6 formatting; please consult with her if you have any questions or need additional information.

LATE ASSIGNMENTS. The Client Interview Write-Up and Community Resource Profile Write-Up are the two assignments submitted in this course. These assignments will be accepted late but their value will be reduced by 5% each day late, including weekends (-10 points each day for the Client Interview Write-Up and -5 points each day for the Community Resource Write-Up).

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 Instructor 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 Instructor 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 in a professional social work setting.

**The Instructor will discuss confidentiality guidelines in class; you are encouraged to ask questions about confidentiality in class or office hours as needed for clarification.

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/>).

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 Instructor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the Instructor 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 Instructor 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 Instructor 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>.

** Please allow 48 hours for email response from the Instructor. 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 Instructor.

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 Instructor 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](tel: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 Instructor in writing during the first week of class.
- In the event of an evacuation, follow the Instructor’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.