
THE UNIVERSITY OF TEXAS AT AUSTIN SCHOOL OF SOCIAL WORK**Course Number:** SW 312**Instructor:** Elaine Cavazos, LCSW**E-mail:** ehcavazos@utexas.edu**Unique Number:** 61770**Phone/Text:** 512-922-4784**Office:** 3.124G**Semester:** Spring 2017**Office Hours:** Thursdays 2-3p and
by appointment**Meeting:** Tue/Thurs, 12:30-2:00p

Generalist Social Work Practice: Skills, Knowledge, & Values**(Required Course - BSW Program)****STANDARDIZED COURSE DESCRIPTION:**

This is the first course in the practice methods sequence, in which students are introduced to the fundamental values and ethics, skills, and knowledge relevant to generalist social work practice. Areas covered include the NASW Code of Ethics and Standards for Cultural Competence in Social Work Practice; the development of observation, communication, interviewing and assessment skills utilizing the problem-solving approach. Experiential learning is emphasized, including a 45-hour volunteer component in which students have direct client contact.

Standardized Course Objectives

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking in practice.
4. Incorporate and enhance diversity and difference in practice.
5. Advocate for and advance human rights and social and economic justice.
6. Utilize research processes to inform practice.
7. Utilize and apply knowledge of human behavior and the social environment.

By the end of the course, you will be able to:

1. Explain the major dimensions of generalist social work practice and the planned change/problem-solving process with individuals, families, groups, organizations and communities.
2. Apply Social Work knowledge, values, and skills to their participation in the learning environment.
3. Demonstrate skills in observation, communication, interviewing, assessment and

- problem solving.
4. Demonstrate the ability to differentially use basic social work skills to reflect the needs of clients of diverse groups distinguished by race, ethnicity, class, gender, culture, sexual orientation, religion, age, physical or mental abilities, and national origin.
 5. Identify ethical issues and recognize when client, societal, and/or personal values conflict emphasizing understanding, affirmation and respect for human diversity and social justice in the practice of social work.

TEACHING METHODS:

A variety of teaching methods will be utilized (e.g. discussion, lecture, and group exercises); experiential learning (e.g. volunteer project, role playing, & active learning) will be emphasized.

Use of Canvas in Class: The instructor will use 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 submit assignments (if noted). Students can access support in using Canvas at the ITS Help Desk by calling 512-475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly. Additionally, the Learning Resource Center at the SSW (1st floor) has computers and can provide some computer assistance.

Required Text and Readings:

Birkenmaier, J., Berg-Weger, M., & Dewees, M. P. (2013). *The Practice of Generalist Social Work, Third Edition* (3 edition.). Routledge.

Selected Readings: Additional readings from other books and journal articles may be assigned. Any additional readings will be available on UT Canvas.

Course Requirements:

Service Learning Experience: All students enrolled in SW 312 must complete 45 service-learning hours at an approved agency. It is the student's responsibility to locate an agency at which to complete the hours. To aid students in their search for an agency, the Dinitto Career Center is offering the following event:

Service Learning Fair
January 23, 2017
11 a.m. to 2:00 p.m.
School of Social Work
Rooms: 1.212 and 1.214

These websites may also be helpful:

<http://deanofstudents.utexas.edu/vslc>

<http://www.211centraltexas.org/>

<http://volunteer.truist.com/ut/volunteer/>

More information about how to secure a service-learning site for this course requirement will be given on the first day of class.

The course instructor must grant approval for the service-learning placement. Only 10 training hours can be used toward the 45-hour requirement. If you are enrolled in SW310 at the same time as this course, you will only have to complete 75 service-learning hours (instead of 90).

Required Service Learning Forms – all forms must be submitted to successfully complete the course. The forms are:

Student Liability Form	Due on: January 26
Agency Selection Form	Due on: February 16
Student Learning Log (Form II)	Due on: March 9
Student Learning Log (Form III)	Due on: May 4
Student Evaluation of Agency	Due on: May 4
Agency Evaluation of Student	Due on: May 4

The forms will be submitted in hard copy during class on the due date. No points will be given for late forms. Please note that even if all the forms are submitted, the credit for the course is only given if all 45 hours are complete by the last day of class. Students will earn 5 points for each form they submit on time. No credit will be given for late forms. **Total Points: 30.**

*****Please note that if a student does not complete the 45 volunteer hours, the student will not pass the course. This is a credit/no credit assignment**

Quizzes: Four quizzes will be scheduled this semester over the assigned readings for class. The quizzes will be administered using the collaborative learning method. This method will be discussed in more detail during class. Each quiz will be worth 10 points. **Total Points: 40.**

Quiz Schedule:	
Quiz One	2/9
Quiz Two	3/9
Quiz Three	4/11
Quiz Four	5/2

Videotaped Interview and Critique: Each student will complete one videotaped interview during the semester and they will write a critique of the skills demonstrated. The purposes of this assignment are to allow for the practicing of relationship building skills and developing self-awareness. A detailed description of this assignment will be provided at the beginning of the course and posted on Canvas. **Total Points: 100.**

In Class Activity Checks: Experiential learning activities will happen frequently in class. A part of the experience will be to write short reflections or contribute to a group response to a problem or posed question. At the end of these “in class activity” classes, the professor will collect any written responses or worksheets. If the student is present that day and contributes thoughtfully on the assignment, they will earn 2 credit points. There will be 5 “In Class Activity Checks” during the semester and they will be noted in advance on the

course calendar. If the student is not in class on that day, they will not receive the points. This activity cannot be made up. **Total Points: 10.**

Journals: Students will be expected to write 8 journal entries over the course of the semester. These will be 1-2 page reflections on topics that have been discussed in class and the service-learning site. Details for this assignment will be posted on Canvas and discussed in class. Each journal entry will be worth 5 points. No credit will be given for late journals.

Two journals have an added “bonus” option. Student may choose to take advantage of one of the bonus opportunities and earn 5 extra points to replace a “0” for one other journal. **Total Points: 40.**

Journal 1	January 24
Journal 2	January 31
Journal 3	February 14
Journal 4	February 28
Journal 5	March 7
Journal 6	March 28
Journal 7	April 18
Journal 8	May 2

Class Participation: It is important to attend class on time, remain for the entire class, and to be actively and meaningfully present for effective learning and demonstration of professional behavior. To receive the highest level of participation points, healthy risk-taking for professional growth must be demonstrated. Participation points will be determined by attendance, level of interest, respect for others’ learning needs and contributions to classroom discussions and activities. Being prepared for class by reading assigned material is part of this professional expectation as well.

This class is designed to help the student determine if the social work profession is a fit for them. It is also an opportunity for the professor to observe the student and give feedback about fit for the profession. To do that successfully, the student must contribute thoughts and ideas during class and in writing. Silence in the classroom will be explored and many opportunities will be given for the safe expression of thoughts and ideas. It is the student’s responsibility to fully engage with the class, even if at times it feels uncomfortable, so that this very important self-evaluation can take place. **Total points: 30.**

Extra Credit: A detailed description of one extra credit opportunity will be given to students at the beginning of the course. Students may take advantage of this extra credit opportunity and earn points to replace their lowest quiz grade for the semester. Extra credit assignments submitted after the due date will not be accepted.

Course Assignments Table:

Service Learning Experience	30 points
	Credit/no credit
Quizzes	40 points
Videotaped Interview and Critique	100 points
In Class Activity Checks	10 points
Journals	40 points
Class Participation	30 points
Total	250 points

Grading Scale:

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

Classroom Policies:

Professional Accountability/Conduct in Class: The professor expects students to act like professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment, we should be exposed to diverse ideas and opinions, and 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.

Part of professional accountability includes treating others with respect and courtesy. Within the class this entails listening to the opinions and concerns of others with openness, offering suggestions and ideas in a positive and respectful manner, and being willing to promote group cohesiveness in the learning environment.

The student is expected to bring any concerns directly to the professor on an individual basis, if the issue is not appropriate to be discussed in class. Students should be prepared to discuss the concern openly, with willingness to accept feedback, and offer possible solutions.

Please turn off cell phones and laptops during class. Avoid side conversations. A description of proper classroom etiquette will be provided.

Time Management: A sign in sheet will be used to track attendance in class. The sign in sheet will be placed in the front of the room at the start of class and it is the student's responsibility to make sure they have signed in each time. Students are considered absent from class if they arrive after 12:40p (10 minutes late).

The professor will consider an absence excused when presented a note from health services or a physician documenting an illness, accident, or injury. The professor will also consider family emergencies excused if the student contacts that professor before class either via Canvas, email or phone.

If a student is absent (excused) on the day of a quiz, they will need to schedule a make-up by contacting the professor in advance of the scheduled quiz. If the quiz has not been made up within 2 business days, the student will not be allowed to earn points for that assignment. If the student is late on the day that we are having a quiz and they will be asked to wait outside until the class completes the quiz and schedule a make-up. The student will lose the benefits of taking the quiz with their collaborative learning group.

Class Participation Points will be deducted per unexcused absence in the following manner:

Absence 1: 0 points deducted

Absence 2: 3 points deducted

Absence 3: 3 points deducted

Absence 4: 4 points deducted (and mandatory meeting with the professor to discuss attendance, possible level review)

Absence 5: 5 points deducted (and level review)

Four or more absences may result in the student being dropped from the course. Three late arrivals (arriving to class more than 10 minutes late) will be counted as one absence.

Classroom exercises, discussions, role-plays, guest speakers and other class experiential exercises are essential for the students' professional learning and continued development of self-awareness. This form of learning cannot be "made up" once missed. Students will be expected to contact their peers to secure any missed notes or handouts. The student may schedule an office visit with the professor if they wish to discuss missed classroom material in more detail.

Students are to notify the instructor prior to class at the given office number if they cannot attend class due to an illness or emergency.

Assignments and Due Dates: All assignments are due at the time posted on the course calendar. Assignments are submitted via Canvas unless instructed otherwise by the professor.

The professor expects the student to communicate **in advance** if an assignment will be submitted after the due date. The student is responsible for setting up a plan with the professor for an adjusted deadline. In most cases, points will be deducted unless the student has documentation from a university center (such as health services) that support the need for an extended deadline. Failure to communicate in advance with the professor or provide documentation may result in the student receiving a "0" on the assignment.

Most of the assignments in this class are of low point value. Therefore, in most cases, late assignments are not accepted. However, on the larger class assignments, such as the Videotaped Interview and Critique, 5% points will be deducted each day that the assignment is late. No submission will be accepted if it is more than 7 days late.

Contacting the Professor: The professor is available to discuss any issues that arise related to class during office hours or by appointment. Additionally, the student can email the professor via Canvas with questions regarding assignments and/or concerns. The student should be prepared that it could take 24-48 hours for the professor to respond.

University Policies:

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

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

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. More information may be found at <http://diversity.utexas.edu/disability/>.

Please note that the accommodations received from the Students with Disabilities Office cannot be applied retroactively. If the student believes they have a disability that will interfere with their ability to complete the service learning obligation for this course, they must identify that at the beginning of the semester and engage with the Services for Students with Disabilities office to establish accommodations.

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 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/conduct/>).

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.

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.

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.

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.

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 <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

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.

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>.

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://operations.utexas.edu/units/csas/bcal.php>.

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.

Course Schedule:

1/17	First Class: Review of Syllabus and Assignments	Reading Assignment (RA): The Syllabus
1/19	The Social Work Professional	RA: Chapter 1 (textbook), pp. 2-24 and "Helping others or a rewarding career? Investigating student motivations to train as social workers in England," article located in "files" on Canvas.
1/23	Service Learning Fair 11 a.m. to 1:30 p.m. School of Social Work Rooms: 1.212 and 1.214	
1/24	SW Ethics, Values and Use of Self	RA: Chapter 2 (textbook), pp. 39-54, Texas Code of Conduct, and NASW COE (posted on Canvas) Due: Journal 1 by 12:30p
1/26	SW Ethics, Values and Use	RA: Chapter 2 (textbook), pp. 54-62 and

	of Self	<p>“An Introduction to Use of Self in the Field Placement,” located in “files” on Canvas</p> <p>Due: Student Liability Service Learning Form by 12:30p</p>
1/31	Ethics, con’t	<p>In Class Activity Check (1)</p> <p>Due: Journal 2, 12:30p</p>
2/2	Relationship Building: Social Work Roles and Practice Models	<p>RA: Chapter 1 (textbook), pp. 30-35 and “Building Blocks of Communication: Communicating with Empathy and Authenticity”, Ch. 5 pp. 83-88, Hepworth, Rooney and Larson, located under “files” in Canvas</p>
2/7	Relationship Building Skills: Roles and Practice Models Continued	<p>RA: Chapter 3 (textbook), pp. 67-86</p>
2/9	Quiz 1 and Interviewing Skills Practice	<p>RA: Chapter 3 (textbook), pp. 86-97 and Chapter 4 (textbook), pp. 103-116</p>
2/14	Individuals: Assessment	<p>In Class Activity Check (2): The Practice of Social Work, pp. 78-79 (will be read in class)</p> <p>RA: Chapter 4 (textbook), pp. 116-139 and Article: “The Strengths Perspective in Social Work Practice,” Saleeby (posted on Canvas)</p>

		Due: Journal 3, 12:30p
2/16	Individuals: Assessment, con't.	RA: Chapter 4 (textbook), pp.139-156 Due: Agency Selection Form 12:30p
2/21	Individual Assessment	RA: "It's Okay to Cry," found under "files" on Canvas
2/23	Working with Children, Guest Speaker	RA: "The Voice of the Child in Social Work Assessments: Age-Appropriate Communication with Children," found in "files" on Canvas
2/28	Assessment Tools	RA: Chapter 5 (textbook), pp 173-214 Due: Journal 4, 12:30p
3/2	Therapeutic Games	In-Class Activity Check (3)
3/7	Culturally Competent Practice	Due: Journal 5, 12:30p
3/9	Quiz 2 Clients in Crisis	RA: Chapter 4, pp. 156-172 and "Crisis Intervention with Individual and Groups...", located under "files" on Canvas Due: Student Learning Log (Form II), 12:30p
3/14	No Class	Spring Break
3/16	No Class	Spring Break
3/21	Families	RA: Chapter 6

3/22	Families	<p>RA: "Using Genograms to Map Family Patterns," located under "files" on Canvas</p> <p>In Class Activity Check (4): Mid-Term Self Evaluation</p>
3/28	Groups	<p>RA: Chapter 8</p> <p>Due: Journal Assignment 6, 12:30p and Deadline to sign up for Videotape Review Sessions</p>
3/28	EXTRA CREDIT ASSIGNMENT: WENDY DAVIS LECTURE	<p>March 28 @ 7:00 pm - 8:30 pm The Dean Jack Otis Social Problem and Social Policy Lecture presents</p> <p>Wendy Davis</p> <p>Embracing Feminism: The Case for Civic Engagement</p> <p>Pre-registration Required</p> <p>Register here.</p>
3/30	Quiz 3 and Groups	RA: Chapter 9
4/4	Videotape Review	Due: Videotape Review Critique
4/6	Videotape Review	Due: Wendy Davis, Extra Credit Assignment (optional)
4/11	Videotape Review Quiz 3	

4/13	Termination	RA: "Eye on Ethics: Terminating with Clients," located under "files" on Canvas
4/18	Termination	Due: Journal 7, 12:30p
4/20	Documentary: Austin Revealed: Civil Rights Stories	Listen to: http://socialworkpodcast.blogspot.com/2010/03/communities-that-care-interview-with.html In Class Activity Check (5)
4/25	Social Justice and Advocacy, Guest Lecturer	RA: "When Everything Hurts," located under "files" in Canvas
4/27	No Class	Maternal Mental Health and Wellness Conference
5/2	Self-Care and the SW Professional Quiz 4	RA: "Self-Care, A-Z: 5 Steps for Successful Self-Care Resolutions, Not Regrets," and "The Development of an Emotional Sense of Direction: A Clinical Approach to Alleviating and Preventing Burnout," found under "files" on Canvas Due: Journal 8, 12:30p
5/4	Last Class	Due: Service Learning Hours Log III, Student Evaluation of Agency, Agency Evaluation of Student submitted in class