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

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Semester:	Fall 2015	Phone:	(512) 627-5008
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Meeting Place:	SSW 2.112	Office Hours:	T, 12:30-1:30 p.m. or by appointment

SOCIAL WORK PRACTICE WITH INDIVIDUALS AND FAMILIES

I. COURSE DESCRIPTION

This course builds extensively on content in SW 312 (Social Work Generalist Practice: Knowledge, Values, and Skills). This second course in the practice area focuses on the integration of theory, methods and skills as they apply to practice with individuals and families. *The foundation of the course is social work values and the ethical decision-making process, as illuminated by the NASW Code of Ethics.* This course carries the Ethics and Leadership flag. Ethics and Leadership courses are designed to equip you with skills that are necessary for making ethical decisions in your adult and professional life. You should therefore expect a substantial portion of your grade to come from assignments involving ethical issues and the process of applying ethical reasoning to real-life situations.

This course provides an in-depth examination of the helping process within the context of an ecosystems/developmental framework. *This course encompasses engaging clients in an appropriate working relationship, communication skills, identifying issues, problems, needs, resources, and assets, and planning for service delivery. The course is built on the identification, analysis, and implementation of empirically based interventions designed to achieve client goals including problem solving and case management.* The development of skills in data collection, assessment, and problem identification is also emphasized. Throughout the course, special attention is given to *understanding, affirming, and respecting people from diverse backgrounds*, including (but not limited to) groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin.

II. COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Demonstrate a *generalist knowledge* of the relationship between theory and social work practice *as it relates to the strengths capacities and resources of individuals and families.* **(PB 11, 35, 38)**
2. *Develop generalist social work skills in identifying client issues, problems, needs, resources, and assets in order to help alleviate critical social problems and enhance human well-being.* **(PB 11, 12, 13)**
3. *Develop skills in identifying, analyzing and implementing empirically-based interventions and evaluating program outcomes and practice effectiveness.* **(PB 5, 11, 12, 29, 32, 32, 33, 34, 35, 36, 37, 38, 39, and 40)**
4. *Develop tools and techniques for understanding, affirming, and respecting people from diverse backgrounds*, including (but not limited to) groups distinguished by race, ethnicity, culture, class,

gender, sexual orientation, religion, physical or mental ability, age, and national origin. **(PB 11, 30)**

5. *Demonstrate a knowledge base of social work values and the ethical decision making process, as illuminated by the NASW Code of Ethics. (PB 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)*
6. *Demonstrate an understanding of the pursuit of social and economic justice including strategies to combat discrimination, oppression, and economic deprivation for individuals and families. (PB 1, 29, 30)*

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your Student Handbook.

Competency 2.1.1: Identify as a professional social worker and conduct oneself accordingly.

PB1 Advocate for client access to the services of social work

Objectives: 5 and 6

Assignments: Exams; participation and activities; development memos

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

Objective: 5

Assignments: Class participation and activities; lab project; examinations; exam corrections; development memos.

PB3 Attend to professional roles and boundaries

Objective: 5

Assignments: Class participation and activities; lab project; social worker interview; development memos

PB4 Demonstrate professional demeanor in behavior, appearance, and communication

Objective: 5

Assignments: Class participation and activities; lab project; social worker interview; development memos

PB5 Engage in career-long learning

Objectives: 3 and 5

Assignment: Social worker interview project

PB6 Use supervision and consultation

Objective: 5

Assignment: Lab project; class participation and activities; development memos

Competency 2.1.2: Apply social work ethical principles to guide professional practice.

PB7 Recognize and manage personal values to allow professional values to guide practice

Objective: 5

Assignments: Class participation and activities; exams; lab project; development memos

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

Objective: 5

Assignments: Class participation and activities; Exam 1; development memos

PB9 Tolerate ambiguity in resolving ethical conflicts

Objective: 5

Assignments: Class participation and activities; Exam 1; development memos

PB10 Apply strategies of ethical reasoning to arrive at principled decisions; development memos

Objective: 5

Assignments: Class participation and activities, Exam 1

Competency 2.1.3: Apply critical thinking to inform and communicate professional judgments.

PB11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom

Objectives: 1, 2, 3, and 4

Assignment: Development memos; lab project; interview project

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

Objectives: 2 and 3

Assignment: Exams; development memos; interview project, participation and activities

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

Objective: 2

Assignment: Exams; lab project, class participation and activities; development memos; extra credit assignments

Competency 2.1.10a: Engagement

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

Objectives: 3 and 6

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

PB30 Use empathy and other interpersonal skills

Objectives: 4 and 6

Assignments: Class activities; lab project; exams

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

Objective: 3

Assignments: Class activities; lab project

Competency 2.1.10b Assessment

PB32 Collect, organize and interpret client data

Objective: 3

Assignments: Lab project; class exercises; exams

PB33 Assess client strengths and limitations

Objective: 3

Assignments: Lab project; class exercises; exams

PB34 Develop mutually agreed-on intervention goals and objective

Objective: 3

Assignments: class exercises; exams

PB35 Select appropriate intervention strategies

Objectives: 1 and 3

Assignments: class exercises; exams

Competency 2.1.10c Interventions

PB36 Initiate actions to achieve organizational goals

Objective: 3

Assignments: class exercises

PB37 Implement prevention intervention that enhances client capacities

Objective: 3

Assignments: class exercises

PB38 Help clients resolve problems

Objectives: 1 and 3

Assignments: class exercises; lab project; exams

PB39 Negotiate, mediate, and advocate for clients

Objective: 3

Assignments: class exercises; development memos

PB40 Facilitate transitions and endings

Objective: 3

Assignments: class exercises; exams

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.

Ethics and Leadership Flag

The Ethics and Leadership requirement equips you with the tools necessary for making ethical decisions in your adult and professional life. Courses carrying this flag expose you to ethical issues and to the process of applying ethical reasoning in real-life situations. Ethics and Leadership courses may be flagged simultaneously with any of the other flags, but there is a three-flag limit per course.

What is an Ethics and Leadership Flag class like?

Ethics and Leadership courses are taught in departments all over campus, both at the upper and lower divisions, and cover a wide variety of topics. For example, an Ethics and Leadership class might focus on ethical issues in the health care industry, ethical decision-making in times of war, or advertising ethics. No matter the topic, all Ethics and Leadership classes must meet the following requirement:

At least one-third of the course grade must be based on work in practical ethics, i.e., the study of what is involved in making real-life ethical choices. Each instructor will use the flag requirement in unique ways to enhance the class. You might be asked to think through case studies involving ethical issues or dilemmas, determine what actions you would take if pressured by a superior at work, or argue from multiple perspectives before asserting your own view. Any such activities are designed to help you master course content, increase your awareness of factors that bear on ethical decision-making, and equip you to be your best self in difficult situations.

III. TEACHING METHOD

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

Use of 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.

IV. COURSE REQUIREMENTS

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

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

Exams (30%)

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

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

Exam #1 (10%)

Exam 1 will be posted on September 15th and must be submitted on CANVAS by the beginning of class on September 22nd. The exam will include material from Ch. 4-7 and additional assigned readings and information presented in class. If submitted after 11 a.m. on September 22nd, exam 1 will be considered late.

Exam #2 (10%)

Exam 2 will be posted on October 1st and must be submitted on CANVAS by the beginning of class on October 8th. The second exam will cover material from Ch. 8-10 &12 and additional assigned readings and information presented in class. If submitted after 11 a.m. on October 8th, exam 2 will be considered late.

Exam #3 (10%)

Exam 3 will be posted on November 24th and must be submitted on CANVAS by the beginning of class on December 1st. The third exam will cover material from Ch. 13, 15, 17, and 18 and additional assigned readings and information presented in class. If submitted after 11 a.m. on December 1st, exam 3

will be considered late.

Development Memos (25%)

After each Thursday class, students will type a 100-200 word memo of what they learned during the week. The purpose of the assignment is for students to reflect on their thoughts and feelings during the week and to begin the practice of journaling, which will be an integral part of the future field practicum course. These memos will also help the students identify what specific skills and knowledge they can utilize for their own approach. These memos will be submitted via CANVAS and are due Monday night by 12 midnight to apply to the previous week. It is suggested that students complete them while the classroom experience is still fresh in their minds.

Lab Project (25%)

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

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

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

Students will sign up for **one** of the following feedback group dates: **October 8, October 13, October 15, or October 20**. Sign-up sheets for group viewing of the video will be provided by the Instructor during class. Students must upload their videos to YOUTUBE, using the privacy link that prevents others from viewing videos, and send their youtube link to the instructor by 9 a.m. the day of their feedback group. Students must select a 5-minute clip to show their classmates **prior** to their feedback session, and be prepared to quickly queue their videos to that point when it their turn to present their clip.

2. Written client assessment (10%)

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

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

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

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

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

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

By **September 22nd**, students must identify the person they'd like to interview, get an appointment scheduled with that person, and email the Instructor the date of their interview and the name, agency, and practice area of the person they will be interviewing. The instructor will use this information to divide students into six groups according to the practice area of the person to be interviewed (e.g. child welfare, mental health, private practice, geriatrics). Each group will be required to co-write a paper that integrates each group member's learning. Papers should be 3 to 4 pages in length, carefully edited, and of high writing quality. Group papers are due by the beginning of class on October 22nd. **PLEASE PLAN ACCORDINGLY! If submitted after 11 a.m. on October 22nd, the assignment will be considered late.**

Each group will also be required to give an in-class presentation that synthesizes each member's learning and conveys key take away points about social work practice in the identified area. Groups 1-3 will give their presentations on **October 27th**, and groups 4-6 will give theirs on **October 29th**.

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

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

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

5 percent of the final grade will be reserved for evaluating preparation for class, attendance, and participation in class discussion and activities (e.g., large and small group discussions, role-plays, etc.). Students are expected to attend all classes, to arrive on time, and to come prepared to participate meaningfully in class discussion, skills-building exercises, small group activities, and assignments. Students are expected to call upon relevant experiences and course readings for contributions. Remember that participation is not so much about quantity as it is quality. You are a major contributing factor to the learning environment of your fellow classmates. Thus, if your behavior in class deters from other students' learning (e.g., texting in class, using your laptop for activities unrelated to class, having side conversations) this will be reflected in your grade.

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

Extra Credit Opportunities

Assessment of PB 2, 6, 13

Self-Correction – Exams 1 and 2

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

Extra credit Development Memo

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

V. GRADING CRITERIA

Grades will be posted on Blackboard. Students should be able to track their progress throughout the course. Should you have questions about any assignment for this class, please consult with the Instructor in advance of the due date.

Grades will be assigned as follows:

94.0-100 points	A (excellent)
90.0–93.999 points	A- (very good)

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

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

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

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

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

67.9-69.999 points	D+ (below average)
64.0-66.999 points	D
60.0-63.999 points	D

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

Below 60.0 F (failing)

Writing guidelines. All writing must be proofread for spelling and grammatical errors. Papers, blog entries, and exams awarded the highest grades include the following elements:

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

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

Otherwise, late assignments will not be accepted.

VI. REQUIRED READINGS

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

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

VII. COURSE OUTLINE (TENTATIVE)

<u>Date</u>	<u>Topics</u>	<u>Readings and Assignments</u>
<u>SOCIAL WORK VALUES AND ETHICS</u>		
August 27	Class overview, getting acquainted, Review of syllabus, introduction to social work values	Syllabus
September 1	Social work values and ethics; ethical decision making	Chapter 4 NASW Code of Ethics (CANVAS)
<u>COMMUNICATION SKILLS</u>		
September 3	Communicating empathically	Chapter 5 pp. 89-112
September 8	Being authentic	Chapter 5 pp. 113-128
September 10	Verbal following, exploring, and focusing skills	Chapter 6
September 15	Eliminating counterproductive communication	Chapter 7 EXAM 1 POSTED
September 17	Practice Class – Communication Skills	
<u>ASSESSMENT AND TREATMENT PLANNING</u>		
September 22	Exploring and understanding problems and strengths	Chapter 8 Lukas (CANVAS) EXAM 1 DUE INTERVIEW PLANS DUE BY EMAIL
September 24	Intrapersonal, interpersonal, and environmental factors	Chapter 9
September 29	Family functioning	Chapter 10
October 1	Developing goals, monitoring progress, and formulating contracts	Chapter 12 EXAM 2 POSTED
October 6	Practice class – Assessment and Treatment Planning	
<u>LAB PROJECT</u>		
October 8	Feedback group 1	VIDEO DUE EXAM 2 DUE
October 13	Feedback group 2	VIDEO DUE

October 15 Feedback group 3 **VIDEO DUE**

October 20 Feedback group 4 **VIDEO DUE**

GUEST SPEAKER

October 22 **Guest Speaker or Panel** **INTERVIEW
PAPERS DUE**

INTERVIEW PRESENTATIONS

October 27 Social Worker Interview Presentations
Groups 1-3 **ASSESSMENTS
WRITE UPS DUE**

October 29 Social Worker Interview Presentations
Groups 4-6

INTERVENTIONS

November 3 Task-Centered Model Chapter 13

November 5 Crisis Intervention Chapter 13

November 10 Cognitive Restructuring Chapter 13

November 12 Solution-Focused Brief Therapy Chapter 13

November 17 Enhancing family functions and
Relationships Chapter 15

November 19 Additive empathy, interpretation,
and confrontation Chapter 17

November 24 Practice Class - Interventions **EXAM 3 POSTED**

November 26 **HAVE A HAPPY HOLIDAY
YOU EARNED IT!**

December 1 Managing barriers to change Chapter 18

December 3 Managing termination Chapter 19
EXAM 3 DUE

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.

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 www.utexas.edu/student/cmhc/.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers. Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

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

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

USE OF 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://www.utexas.edu/diversity/ddce/ssd/>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, 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. Students who report incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct to faculty, instructors, and/or staff who supervise students, will be provided a list of University resources. If the incident is impacting the academic environment, a report will be provided to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may be found at <https://www.utexas.edu/student-affairs/policies/title-ix>.

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.

