

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

Course Number:	SW 312	Instructor: Valerie Whiting, LCSW valeriewhiting@utexas.edu
Unique Number:	59705	Pronouns: she/her/hers
Semester:	Fall 2019	Office: SSW Room 3.104A
Meeting Time/Place:	Tuesdays and Thursdays 12:30 pm – 2:00 pm SW 1.214	Office Phone: 512-471-9826 Office Hours: Thursdays 2:00 pm – 3:00 pm and by appointment

Generalist Social Work Practice: Skills, Knowledge and Values

I. COURSE DESCRIPTION

This course 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 and Indicators for Cultural Competence in Social Work Practice; and the development of observation, communication, interviewing and assessment skills utilizing the problem-solving approach. Experiential learning is emphasized, including a 30-hour service-learning requirement in which students have direct client contact.

II. COURSE OBJECTIVES

Upon completion of this course, students 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 and mental abilities and national origin; and
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.

III. TEACHING METHODS

This course is designed to include a variety of teaching and learning methodologies to achieve the course objectives. These methods intentionally draw on diverse pedagogical approaches to be inclusive of a variety of learning styles; activities include readings, writings, discussions, lectures, videos, in-class group activities, and self-reflection. As this is a seminar course, much of the learning will take place in class discussions. This course will highlight diverse perspectives of thought and encourages students to engage in new ways of thinking that may be represented by speakers, the professor, and classmates from diverse backgrounds.

IV. REQUIRED TEXT AND MATERIALS

Required Text

Birkenmaier, J., Berg-Werner, M., and Dewees, M.P. (2017). *The practice of generalist social work*. (4th ed.) New York: Routledge.

Students are also expected to review:

UTSSW Standards for Social Work Education

<http://socialwork.utexas.edu/dl/files/academic-programs/other/standards-sw-education.pdf>

NASW Code of Ethics

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-Spanish>

Texas State Board of Social Work Examiners Code of Conduct

http://www.dshs.state.tx.us/socialwork/sw_conduct.shtm

NASW Standards and Indicators for Cultural Competence

<https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3D&portalid=0>

NASW Policy Statement on Professional Self Care

<http://www.compassionstrengths.com/uploads/NASW.ProfessionalSelf-Care.pdf>

Additional required weekly readings and handouts will be posted on Canvas.

V. COURSE REQUIREMENTS

Your grade for this course will be based on the following requirements (further guidance for class participation and all assignments is included in the syllabus appendix):

Student Participation - Attendance and active participation are critical to the teaching and learning in this class. Students are expected to be in class, or, in extenuating circumstances, to notify the instructor if they cannot attend. This portion of the grade will be determined by attendance and quality of contribution as demonstrated by student preparation level. Preparation includes completing readings and assignments by due dates and coming to class prepared to discuss them, and “being present” and involved in experiential activities and discussions. Note that even if absences are excused, missing more than one class will impact your participation grade (unless it is because of a religious holiday) since you cannot participate if you are not present. Missing more than three classes will result in a reduction in your final letter grade. 10% of final grade

Service Learning Requirement - All students enrolled in SW 312 are required to complete 30 clock hours of service learning in a community agency or organization, submit several summaries of their experiences at various points during the semester, and give a brief in-class presentation and submit a portfolio at the end of the semester documenting their work. Additional instructions, forms and due dates for this course requirement are available on Canvas. 25% of final grade

Learning Reflections – Students will submit weekly learning reflections that integrate content from readings, class sessions, and service-learning experiences using prompts posted on Canvas. Reflections should be no more than one page single spaced and are to be submitted on Canvas no later than 11:59 p.m. on their due dates (see class schedule section of the syllabus for due dates). Students will be graded on ten of the thirteen weekly submissions, so they can either drop their three lowest submission grades or not submit three of the weekly reflections. 20% of final grade

Video Project – All students will create a brief video demonstrating basic social work skills, working with a partner in the class. They will then view and critique each other’s presentations. Grades will be based on both the student’s submitted video and thoughtful critique of their presentation. 15% of final grade

Exams – Students will complete two take-home exams that will apply various concepts covered in the course to a film that will be viewed in class. Each exam will count 15% toward the final grade.

To receive a passing grade, ALL assignments must be completed and expectations for class participation met.

<u>Summary of Assignments</u>	<u>Date Due</u>	<u>% of Grade</u>
Service Learning <ul style="list-style-type: none"> • Registration on GivePulse • Agency selection form • Three check-in summaries (5% of grade) • 3-5 minute presentation at end of semester and portfolio including previous submissions (10% of grade) • Documentation of hours completed and final agency and self-evaluation (15% of grade) 	September 10 at 11:59 p.m. September 24 at 11:59 p.m. October 10, October 31, December 3 at 11:59 p.m. November 26 and December 3 (presentations) December 16 at 11:59 p.m. (portfolio with final agency and self-evaluation due)	25%
Learning Reflections <ul style="list-style-type: none"> • Ten one-page reflections integrating readings, class content, and service learning experiences, submitted weekly on Canvas 	September 1, 10, 15, 22, 29 October 6, 13, 20, 27, November 3, 10, 17, 24 at 11:59 p.m. (Students must submit a minimum of ten reflections; if they submit more than they can drop their lowest grades)	20%
Video Project/Social Work Skills <ul style="list-style-type: none"> • Video demonstrating social work skills and critique 	November 21 at 11:59 p.m.	15%
Exams <ul style="list-style-type: none"> • Exam I (15% of final grade) • Exam II (15% of final grade) 	October 17 at 11:59 p.m. December 5 at 11:59 p.m.	30%
Class Attendance and Participation	December 5	10%

VI. GRADES

Overall Criteria for Evaluating Student Assignments

Your written work should be well-conceptualized and researched, clearly organized, and supported by examples and details. It also should show evidence of your own creative and thoughtful analysis. Papers must follow APA style formatting. Additional criteria and evaluation guidelines are provided at the end of the syllabus for all assignments. Note that if you are a social work major you will need to repeat this course if your final grade falls below a 'C'.

GRADING SCALE

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

VII. CLASS POLICIES

Attendance: This course is interactive in nature, with students learning from each other as well as from readings and other course assignments. It also is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Attendance is defined as students' attentive physical presence in class for the entire class. Establishing a pattern of late arrivals and early departures will negatively affect your grade. It is your responsibility to sign the class attendance sheet. Therefore, class attendance is expected, as is submitting assignments on time. Students who fail to attend class on a regular basis (missing more than three classes without a valid excuse, e.g., medical documentation) will receive one or more course grades lower than their final grade when points are totaled.

Conduct and Civility: Social work students adhere to the Student Standards for Professional Conduct of the NASW Code of Ethics and assume responsibility for their conduct. Scholastic honesty and integrity are consistent with social work values. The instructor will comply with University guidelines regarding scholastic dishonesty, including plagiarism. Social work practitioners respect others; therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected. Students will help create and support a learning environment that does not interfere with the learning of fellow students. When students voice an opinion with which you do not agree, feel free to voice opinions in a civil manner that can enhance the flow of ideas and dialog. Refrain from private conversations during class or other disruptive behavior. Disrespect toward the professor, students, or others is unacceptable and will be handled directly and in the context it occurs. Disrespectful behavior includes overt acts, such as talking over others or making derogatory remarks based on another person's age, race, class, gender, sexual orientation, religious preference, and ability. Moreover, covert acts of disrespect such as sneers, and other facial expressions, excluding class members from classroom tasks, etc. are also unacceptable.

Readings and Preparatory Assignments: Students are expected to be active and participate in the learning process, and in an interactive framework between collegiate students and professor. Students are also expected to complete readings and preparatory assignments prior to class. Failure to demonstrate through discussions in class, online, and through assignments that one has comprehended the readings will be considered when assigning the final grade. Students are responsible for the material in the assigned readings whether or not the material is covered in class.

Electronic Devices: Students are welcome to use notebooks, laptops and other electronic devices for notetaking during class time. If students are using these devices for other purposes not relevant to the class (i.e., checking email or working on assignments for other courses), they will be unable to continue bringing them to class. Students are asked to have cell phones on vibrate or turned off during class. If you receive an emergency call, please step out of class to talk. You are also expected to refrain from texting during class.

Submission of Papers and Late Assignments: Written assignments must be submitted as a word document on Canvas by 11:59 p.m. the day that an assignment is due. All assignments must be turned in on the due date. Changes in work schedules, personal celebrations, transportation problems, computer/printing problems, etc. are not considered legitimate reasons for missing an assignment deadline. A late assignment will result in a deduction of **5%** for each day it is late. Any legitimate adjustments in due dates must be discussed with the instructor at least 24 hours PRIOR to the regularly scheduled due date unless there is a valid documented reason for not being able to meet this requirement.

Quality of Written Work, APA & References: Students are expected to produce high quality work in terms of appearance, writing style and content. Points will be deducted for errors, misspellings, incorrect grammar, poor organization and formatting, repetition of information, and inferior word processing. The Steve Hicks School of Social Work uniformly requires APA editorial style as the standard format for all written assignments. Details of APA style are included in the *Publication Manual of the American Psychological Association*. Information on APA style and format can be found at the Learning Resource Center (LRC) in the Steve Hicks School of Social Work and

on the UT library website. Another excellent source is Purdue University's Online Writing Lab (OWL). Appropriate referencing is required. Failure to use quotation marks for direct quotes or citations for indirect quotations and/or others' ideas constitutes plagiarism, which is a serious violation of university rules and will be dealt with according to university policy. Students also are encouraged to consult with the Undergraduate Writing Center at <http://uwc.utexas.edu> (512) 471-6222 for assistance with any writing assignments.

Course Modifications: Any modifications, amendments, or changes to the syllabus and/or assignments are at the discretion of the instructor. Changes will be announced in class. It is the responsibility of students to inquire about any changes that might have been made in their absence; all changes will be published on Canvas.

VIII. 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 <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) 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: <https://studentaffairs.utexas.edu/>.

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

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

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

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, interpersonal violence, or any other forms of 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 Liaison for the SHSSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

CAMPUS CARRY POLICY. The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

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

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.

IX. COURSE SCHEDULE

Date	Topics	Assignments Due (Submitted on Canvas)	Readings
Th 8/29	<ul style="list-style-type: none"> • Course Overview • Understanding Service Learning and Experiential Education • Kolb’s Cycle of Experiential Learning 	<p>UT SSW Service Learning Fair – August 30th 11-1, 1.212 and 1.214</p>	<p>(Reviewed in class)</p> <ul style="list-style-type: none"> • Course Syllabus • Course Assignment Guidelines • Service Learning Packet
T 9/3	<ul style="list-style-type: none"> • Preparing for your Service Learning: The Placement and Engagement Processes – Service Learning Teaching Assistant and Cossy Hough, Assistant Dean, BSW Program 	<ul style="list-style-type: none"> • Learning Reflection 1 due 9/1 at 11:59 p.m. 	<ul style="list-style-type: none"> • Text Ch. 1 Understanding Social Work Practice • Standards for Social Work Education (on Canvas) • <i>Days in the Lives of Social Workers</i>, Chapter 11, Elementary School Social Work (on Canvas)
Th 9/5	<ul style="list-style-type: none"> • The Profession of Social Work • Generalist Social Work Practice • Expectations for Competent Social Work Practice 		
T 9/10	<ul style="list-style-type: none"> • Theoretical Perspectives for Social Work Practice <ul style="list-style-type: none"> ○ Ecosystems ○ Social justice ○ Strengths ○ Psychosocial ○ Post modern • Diversity and Cultural Humility 	<ul style="list-style-type: none"> • Documentation of Registration on GivePulse by 11:59 p.m. 9/10 • Learning Reflection 2 due 9/10 at 11:59 p.m. (includes self-care plan) 	<ul style="list-style-type: none"> • Text Ch. 2 Applying Values and Ethics to Practice • <i>NASW Code of Ethics</i> (posted on Canvas) • <i>Texas State Board of Social Work Examiners Code of Conduct</i> (posted on Canvas)

Th 9/12	<ul style="list-style-type: none"> • History of Social Work Ethics • NASW Code of Ethics • Models for Addressing Ethical Dilemmas • Professional Use of Self <ul style="list-style-type: none"> ○ The Importance of Self Care 		<ul style="list-style-type: none"> • Text pp. 169-175 of Ch. 4 The Social Worker Perspective: The Social Worker as a Whole Person • <i>NASW Policy Statement on Professional Self Care</i> (posted on Canvas)
T 9/17	<ul style="list-style-type: none"> • Skills Needed to Build Relationships with Clients • Power Dynamics When Building Client Relationships • Cultural Humility and the Engagement Process 	<ul style="list-style-type: none"> • Learning Reflection 3 due 9/15 at 11:59 p.m. 	<ul style="list-style-type: none"> • Text, Ch. 3. Individual Engagement: Relationship Skills for Practice at All Levels • <i>Days in the Lives of Social Workers</i>, Chapter 48, Outreach to Homeless Veterans (on Canvas)
Th 9/19	<ul style="list-style-type: none"> • Engagement and Interviewing Skills 		
T 9/24	<ul style="list-style-type: none"> • Engagement and Interviewing Skills 	<ul style="list-style-type: none"> • Learning Reflection 4 due 9/22 at 11:59 p.m. • Service Learning Agency Selection Form due 9/24 at 11:59 p.m. 	<ul style="list-style-type: none"> • Text, Ch. 4, Social Work Practice with Individuals: Assessment and Planning
Th 9/26	<ul style="list-style-type: none"> • Engagement and Interviewing Skills • Suicide Assessment • Crisis Intervention with Individuals and Families 		
T 10/1	<ul style="list-style-type: none"> • Theoretical Perspectives to Guide Assessment and Planning • Ecomaps and Genograms 	<ul style="list-style-type: none"> • Learning Reflection 5 due 9/29 at 11:59 p.m. 	<ul style="list-style-type: none"> • Text, Ch. 5, Social Work Practice with Individuals: Intervention, Termination and Evaluation • <i>Days in the Lives of Social Workers</i>, Chapter 26, Life as a Group Home Manager

Th 10/3	<ul style="list-style-type: none"> • Developing Intervention Plans and Contracts • Use of Evidence Based Practice in Identifying Interventions • Roles of Social Workers 		
T 10/8	<ul style="list-style-type: none"> • Film to be Used as Case Study for Take Home Exams 	<ul style="list-style-type: none"> • Learning Reflection 6 due 10/6 at 11:59 p.m. 	<ul style="list-style-type: none"> • Text, Ch. 6, Social Work Practice with Families: Engagement, Assessment and Planning • <i>Days in the Lives of Social Workers</i>, Chapter 14, Urban Child Protective Services
Th 10/10	<ul style="list-style-type: none"> • Film to be Used as Case Study for Take Home Exams • Termination Strategies • Evaluating Practice 	<ul style="list-style-type: none"> • Service Learning Check-in Summary 1 due 10/10 at 11:59 p.m. 	<ul style="list-style-type: none"> • Take Home Exam Posted
T 10/15	<ul style="list-style-type: none"> • Family Systems Perspective • Family Strengths/Resilience • Engagement Strategies 	<ul style="list-style-type: none"> • Learning Reflection 7 due 10/13 at 11:59 p.m. 	<ul style="list-style-type: none"> • Text, Ch. 7, Social Work Practice with Families: Intervention, Termination and Evaluation
Th 10/17	<ul style="list-style-type: none"> • Assessment and Intervention Strategies when Working with Families 	<ul style="list-style-type: none"> • Take Home Exam I due 10/17 at 11:59 p.m. 	
T 10/22	<ul style="list-style-type: none"> • Working with Groups <ul style="list-style-type: none"> ○ Stages of Group Process ○ Engaging and Assessing Group Members and Group Dynamics 	<ul style="list-style-type: none"> • Learning Reflection 8 due 10/20 at 11:59 p.m. 	<ul style="list-style-type: none"> • Text Ch. 8, Social Work Practice with Groups: Engagement, Assessment and Planning • <i>Days in the Lives of Social Workers</i>, Chapter 33, Prison Substance Abuse Treatment
Th 10/24	<ul style="list-style-type: none"> • Working with Groups <ul style="list-style-type: none"> ○ Sex Offenders ○ Substance Abuse ○ Youth 		
T 10/29	<ul style="list-style-type: none"> • Working with Groups <ul style="list-style-type: none"> ○ Intervention Strategies ○ Challenges ○ Termination 	<ul style="list-style-type: none"> • Learning Reflection 9 due 10/27 at 11:59 p.m. 	<ul style="list-style-type: none"> • Text, Ch. 9, Social Work Practice with Groups: Intervention, Termination, and Evaluation

	<ul style="list-style-type: none"> ○ Evaluating Group Interventions 		<ul style="list-style-type: none"> • <i>Days in the Lives of Social Workers</i>, Chapter 17, Working with Gay and Lesbian Youth
Th 10/31	<ul style="list-style-type: none"> • Skills Needed in Working with Groups <ul style="list-style-type: none"> ○ Leadership ○ Facilitation 	<ul style="list-style-type: none"> • Service Learning Check-in Summary 2 due 10/31 at 11:59 p.m. 	<ul style="list-style-type: none"> •
T 11/5	<ul style="list-style-type: none"> • Social Work Practice with Communities <ul style="list-style-type: none"> ○ Community Dynamics ○ Engaging Members ○ Assessing Community Needs 	<ul style="list-style-type: none"> • Learning Reflection 10 due 11/3 at 11:59 p.m. 	Text, Ch. 10, Social Work Practice with Communities: Engagement, Assessment and Planning
Th 11/7	<ul style="list-style-type: none"> ○ Lab to Work on Videotape Assignment – No Organized Class 		
T 11/12	<ul style="list-style-type: none"> • Models for Community Social Work • Community-based interventions 	<ul style="list-style-type: none"> • Learning Reflection 11 due 11/10 at 11:59 p.m. 	<ul style="list-style-type: none"> • Text, Ch. 11, Social Work Practice with Communities: Intervention, Termination and Evaluation • <i>Days in the Lives of Social Workers</i>, Chapter 58, Mucho Gusto en Conocerie (I am Pleased to Meet You): Working with Migrant Families
Th 11/14	<ul style="list-style-type: none"> • Frameworks Used to Understand Organizations • Formal and Informal Organizational Culture • Engaging and Assessing Organizations 		<ul style="list-style-type: none"> • Text, Ch. 12, Social Work Practice with Organizations: Engagement, Assessment and Planning • <i>Days in the Lives of Social Workers</i>, Chapter 47, Family Advocacy in the Military
T 11/19	<ul style="list-style-type: none"> • Application: Macro Level Skills When Working in Organizations and Communities 	<ul style="list-style-type: none"> • Learning Reflection 12 due 11/17 at 11:59 p.m. 	

Th 11/21	<ul style="list-style-type: none"> • Planning, Implementing and Evaluating Organizational Change 	<ul style="list-style-type: none"> • Skills Video (Posted on YouTube) and Video Self-Reflection due 11/21 at 11:59 p.m. 	<ul style="list-style-type: none"> • Text, Ch. 13, Social Work Practice with Organizations: Intervention, Termination, and Evaluation • <i>Days in the Lives of Social Workers</i>, Chapter 5, Working with Pregnant Women in Public Health
T 11/26	<ul style="list-style-type: none"> • Student Presentations on Service Learning Experiences 	<ul style="list-style-type: none"> • Learning Reflection 13 due 11/24 at 11:59 p.m. • Prepare presentation on Service Learning Experience 	
Th 11/28	No Class – Thanksgiving Break		
T 12/3	Student Presentations on Service Learning Experiences	<ul style="list-style-type: none"> • Service Learning Check-in Summary 3 due 12/3 at 11:59 p.m. 	Exam 2 Distributed
Th 12/5	<ul style="list-style-type: none"> • Course Review • Termination • Ending Celebration 	<ul style="list-style-type: none"> • Exam 2 due 12/5 at 11:59 p.m. • Service Learning Portfolio due 12/16 at 11:59 p.m. 	

X. BIBLIOGRAPHY (Not intended to replace your own information searches)

Birkenmaier, J., Berg-Werner, M., and Dewees, M.P. (2017). *The practice of generalist social work*. (4th ed.) New York: Routledge.

Grobman, L. (Ed.) (2012). *Days in the lives of social workers* (4th ed.). Harrisburg, PA: White Hat Communications.

APPENDIX

ASSIGNMENT GUIDELINES

I. SERVICE LEARNING REQUIREMENT (counts 25% toward your final grade)

Students are required to complete 30 clock hours of volunteer work and begin practicing relationship building skills with others and observe the stages in the change process while the stages are being taught in the classroom. If you are also completing SW 310 this semester, you must complete 50 clock hours. You will have an extensive choice of agencies and programs. The School of Social Work has a teaching assistant who coordinates service learning options, so you will have access to help in locating a placement of interest to you and completing the service learning requirements.

UT uses a website, GivePulse, <https://www.givepulse.com/>, which helps you locate a placement and also tracks the service hours that you input to the website as you volunteer once you have confirmed the placement. (If you are interested in working for an agency not listed on GivePulse, let the instructor or service learning TA know as other options may be possible.) The Steve Hicks School of Social Work is also hosting a service-learning fair, where many agencies seeking students will be present for you to learn more about the opportunities available. The fair will be Friday, August 30th, from 11-1 p.m. in rooms SSW 1.212 and 1.214.

When you find a placement of interest to you, you are required to contact the agency and agree to any requirements the agency has (i.e., attending an orientation, serving as a volunteer for a specific amount of time which may be beyond the semester). Most students volunteer once a week throughout the semester. It may take time for you to complete required orientation depending on the agency's schedule (these hours may be counted toward the 30 clock hours) so secure your placement early so you don't have to clock extra hours at the end of the semester in order to meet course requirements. The TA will be visiting our second or third class to step you through how to use the GivePulse site, help you get started on finding a placement, and answer any questions you have. Their contact information is sswservicelearning@austin.utexas.edu.

During the semester, you should keep a journal of your service learning experiences, noting what you did while at the agency, self-reflecting on your experiences and what you are learning, and including any questions that come up as you volunteer. You can integrate relevant service learning experiences in your weekly learning reflection submissions. Additionally, students will complete the following during the semester:

- Agency selection form: A service-learning agency selection form (available on Canvas) once you have secured a placement. This form must be signed by you and your agency supervisor. This form is due no later than **September 24 at 11:59 p.m.**
- Service-learning update summaries: Drawing from your journal, you are to submit three brief summaries throughout the semester providing an update of your experiences (available on Canvas). These summaries will ask you to describe what you have done at the agency to meet the learning objectives you established, as well as the number of hours you have completed to date and a self-reflection on your experiences and how they connect to course content and your interest in social work. Summaries are to be submitted on Canvas **October 10, October 31, and December 3 by 11:59 p.m.**
- Service learning portfolio: This will include all required submissions relating to your service learning experience (note that it is good to keep an electronic version of this information for use when applying for admission to the social work major if that is your plan and applying for graduate school or employment).
 - Agency selection form: You will have already submitted this form but include a copy in your portfolio.
 - Service-learning update summaries: Again, you will have already submitted these summaries, but include copies in your portfolio.

- Oral presentation reflecting on your service learning experience: Students will give a 3-5 minute presentation on November 26 or December 3 briefly describing their service learning experience, including what they did while at the agency, what they learned about the profession and client needs, and what they learned about themselves. Several (no more than 3) PowerPoint or similar slides are recommended to give a visual as well as an oral portrayal of your experiences.
- Service-learning hour log: This information should be downloaded from the GivePulse website and documents the 30 hours required to meet the guidelines for this assignment.
- Service-learning evaluation forms: You are to include the form from your supervisor/agency contact person evaluating your work at the agency and your self-evaluation form evaluating your views about your work as well as the agency and your experience there.

Your portfolio is due on Canvas in a word or PDF document no later than December 16 at 11:59 p.m. You may also submit it in class as a hard copy on December 5.

II. LEARNING REFLECTIONS (counts 20% toward your final grade)

Students are required to complete ten weekly learning reflections integrating readings, content covered in class, and their service learning experiences. Prompts for each week's reflections will be posted on Canvas. Note that your reflection should not be a regurgitation of readings or class content or a listing of what you did at your volunteer placement, but your views about what you read, what was discussed in class, and your volunteer experience. Make connections between these components of the course or connect content to personal or other "real world experiences" (previous and current life experiences, the Texas legislature, national and global policies and issues). There is no set expectation about what should be discussed in your reflection other than it must incorporate the information called for in the prompt and incorporate the coming week's readings, as students will have different interests and perspectives about what is important to them and their learning.

Reflections should generally be about one page single spaced, though there will be no penalty if you include additional pages. Citations should be included as appropriate following APA format.

Reflections will be due two days before class at 11:59 p.m. Although specific content will be confidential, we will be drawing on themes included in reflections during class. Student grades for this portion of the course will be based on the 10 highest grades received of the 13 weekly submissions (2 points per reflection towards your final grade). You can either skip submitting reflections three times during the semester or drop your lowest grade(s) if you submit more than 10.

Reflections will be due at 11:59 p.m. on the following dates: September 1, 10, 15, 22, and 29; October 6, 13, 20, and 27; November 3, 10, 17 and 24.

II. VIDEO PROJECT (counts 15% toward your final grade)

Students will pair up with another student in the course to develop video recordings showcasing their social work skills. Each pair will meet and develop two brief hypothetical case scenarios. They will then video two sessions, with one student taking the role of the social worker and the other the role of the client in the first video session, then switching roles for the second role play using the second case scenario. Students can use cell phones to record the sessions.

After recording the two sessions, the students will critique each of them, giving each other constructive feedback on their social work skills when they played the social work role. Each student will then select approximately five minutes of the session where they played the social work role and load it to a private You Tube channel (additional instructions on how to do this will be available on Canvas) so the instructor will have access to view it. Students will also complete a brief self-reflection, available on Canvas, critiquing their use of skills in the video role play. Grade for this project will be based on both the skills demonstrated in the video and the student's self-reflection.

The video and self-reflection must be submitted no later than November 21 at 11:59 p.m.

IV. TAKE-HOME EXAMS (each exam counts 15% toward your final grade)

Students will view a film in class at mid-semester which will be used as a case study for two take-home exams, one given at mid-semester and one at the end of the semester, applying content learned in class to the film. Exams will be short-answer essay and will be posted on Canvas at least one week before they are due. Students are expected to complete exams independently and will verify upon submission of the exam that all completed work is their own.

Take-home exams will be due on Canvas October 17 and December 5 at 11:59 p.m.