

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

|                       |                     |                     |  |
|-----------------------|---------------------|---------------------|--|
| <b>Course Number:</b> | SW332               | <b>Professor:</b>   | Susan De Luca, MSW, Ph.D.  |
| <b>Unique Number:</b> | 58910               | <b>E-mail:</b>      | <a href="mailto:sdeluca@austin.utexas.edu">sdeluca@austin.utexas.edu</a> |
| <b>Semester:</b>      | Fall 2019           | <b>Phone:</b>       | 512.471.1713   |
| <b>Meeting Time:</b>  | M/W 11:00am-12:30pm | <b>Office Room:</b> | 3.130L   |
| <b>Room Number:</b>   | SSW 2.116           |                     |  |

**SOCIAL WORK PRACTICE WITH INDIVIDUALS AND FAMILIES**

This course carries the Ethics flag. Ethics courses are designed to equip you with skills that are necessary for making ethical decisions in your adult and professional life. You should therefore expect a substantial portion of your grade to come from assignments involving ethical issues and the process of applying ethical reasoning to real-life situations.

**I. COURSE DESCRIPTION**

This course builds extensively on content in SW 312 (Social Work Generalist Practice: Knowledge, Values, and Skills). This second course in the practice area focuses on the integration of theory, methods and skills as they apply to practice with individuals and families. *The foundation of the course is social work values and the ethical decision-making process, as illuminated by the NASW Code of Ethics.* The course provides an in-depth examination of the helping process within the context of an ecosystems/developmental framework. *This course encompasses engaging clients in an appropriate working relationship, communication skills, identifying issues, problems, needs, resources, and assets, and planning for service delivery. The course is built on the identification, analysis, and implementation of empirically based interventions designed to achieve client goals including problem solving and case management.* The development of skills in data collection, assessment, and problem identification is also emphasized. Throughout the course, special attention is given to *understanding, affirming, and respecting people from diverse backgrounds*, including (but not limited to) groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin.

Course credit for SW325 and SW327 with at least a C grade in each are prerequisites for this course.

**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.*
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.*
3. *Develop skills in identifying, analyzing and implementing empirically-based interventions and evaluating program outcomes and practice effectiveness*
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.*
5. *Demonstrate a knowledge base of social work values and the ethical decision-making process, as illuminated by the NASW Code of Ethics.*
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.*

### III. TEACHING METHODS

The Professor is committed to helping students prepare for social work field education. A variety of teaching methods including interactive lectures, experiential group activities, reading assignments, case studies, and audiovisual materials will be used to help students understand social work practice with individuals and families. Students are expected to be the **chairs of their own education**, meaning they will contribute to their own learning through asking questions, sharing experiences, and actively participating in class discussion. If students do not believe they are getting what they desire to learn in class, the Professor **strongly suggests that the student meet with the Professor early on in the semester**. The Professor welcomes these conversations and cannot know if a student is struggling unless he/she/hir informs her.

#### Use of Canvas in Class & Email

In this class the Professor uses Canvas—a Web-based course management system with password-protected access at <http://canvas.utexas.edu>—to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online quizzes and surveys. **Students can find support in using Canvas at the ITS Help Desk by calling 475-9400**, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

**It is required that students check their email daily and respond within 24 hours when warranted. This is not only preparing you for ethical and professional social work practice, but also affords effective communication between you and the Professor.**

### IV. REQUIRED TEXTS READINGS

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

### V. COURSE REQUIREMENTS

Course requirements consist of: **three in-class role-plays, classroom skill-building exercises, a lab project, and a paper describing an interview with a professional social worker in the community.**

**Students must complete the readings prior to class** and be well prepared to participate in discussions and experiential learning assignments. **It will be obvious to others if you do not read because our lectures and activities will be application based. Therefore, you will not only hinder your own learning, but your fellow classmates' education when you participate in activities and discussions that day. Students will be evaluated on the required assignments as well as class participation and level and quality of individual contributions.**

It is important to note that this course has a lab component and **extensive class participation is required**. Simply put, **you cannot learn social work skills by reading alone**. Practice is crucial to becoming prepared for your field placements—often the semester after this course. The Professor of this course reserves the right to utilize time as needed to enhance students' learning.

#### Preparation, participation, & contribution (10 pts.)

##### Attendance

You are expected to attend class regularly and participate in an interactive framework between students and professor. Failure to attend class regularly and demonstrate comprehension of the readings through class discussion or online will have an impact on the final grade. An attendance sheet will be passed out and collected immediately at the start of class. **Students are allowed 2 unexcused absences.**

### Office Hours

Over decades of teaching, I have found that **students overwhelmingly do better in classes when they have met with the professor**. I strongly encourage students to schedule times to talk throughout the semester to foster dialogue regarding the mastery of the class material, processing difficult conversations that occurred in class, and brainstorming ideas for papers/projects. Students should come prepared with what they would like to talk about to make best use of our time together.

### Use of Media in Class

Cell phones/laptops/tablets are not permitted once class begins.

### Participation:

Students are expected to be prepared to participate meaningfully in class discussion, skills-building exercises, small group activities, and assignments when lecture begins. Students are expected to call upon relevant experiences and course readings for contributions. **As you arrive before each class**, students will sign an attendance sheet. If you miss class, it is recommended that you contact a fellow classmate to get that information. If information is not clear, please schedule a time to meet with the Professor during office hours.

The Professor will also evaluate students' participation in various in-class activities (e.g., large and small group discussions, role-plays, etc.). **Remember that participation is not so much about quantity as it is quality**. You are a major contributing factor to the learning environment of your fellow classmates.

### Grading Breakdown:

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 Professor in advance of the due date. **Grades are not curved.**

Grades will be assigned as follows:

|                     |                |
|---------------------|----------------|
| 94.00-100 points    | A (excellent)  |
| 90.00–93.999 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.

|                     |                             |
|---------------------|-----------------------------|
| 87.00-89.999 points | B+ (well above average)     |
| 84 -86.999 points   | B (above average)           |
| 80–83.999 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);

|                     |              |
|---------------------|--------------|
| 77.00-79.999 points | C+ (average) |
| 74.00–76.999 points | C            |
| 70.00-73.999 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.

|                     |                    |
|---------------------|--------------------|
| 67.00-69.999 points | D+ (below average) |
| 64.00-66.999 points | D                  |
| 60.00-63.999 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 points or below

F (failing)

### Writing Guidelines for Papers

Papers must be typewritten in 12pt Times New Roman font, double-spaced, proofread for spelling and grammatical errors (i.e. APA). Papers, responses to essay questions, and presentations awarded the highest grades include the following elements:

1. APA is required for all papers. Please see the APA 6<sup>th</sup> Edition manual, the Purdue Owl website or the UT Writing Center for any questions. This includes a title page.
2. As future social workers and scholars, grammar and organizational structure is critical in relating your message effectively. Please read over the grammar handout provided the first day of class (and also available on Canvas) when preparing your papers. Again, please contact the UT Writing Center for any questions.
3. Evidence of independent, critical thinking
4. Integration of material from lectures and course readings

**Late assignments. Since the papers/projects are introduced the first day of class**, late papers/projects will not be accepted except for EXTENUATING CIRCUMSTANCES WITH DOCUMENTATION (i.e. death in the family, doctor's note due to admittance to the hospital, etc.).

**The Professor may assign additional readings from books and articles to enrich the course.**

### Individual/Family Role-plays (50 pts.)

All role-plays will draw heavily from the readings, lectures, class discussions and exercises completed in class. You will be assigned to a family/couple/workplace situation, etc. to explore for the entire semester. Each role-play will build upon the other to reflect the readings for that semester's period. Groups will range from 2-3 members based on class size. Each member will take a turn playing the role of the social worker for one role-play. These individuals/families will reflect a number of different populations that you will serve during your social work career (age, race/ethnicity, sexual orientation, elders, class, religion, etc.)

In addition to the role-play, a case note (no more than two pages, double-spaced, adherence to APA) will be provided to the Professor (hard copy) **before** each in-class role-play. Each role-play will take **no more than 15 minutes total**. It is important to **practice your role-plays out of class** to be certain you fit the evaluation criteria. **Role-plays that go over 15 minutes will be stopped immediately and penalized as this affects the other groups presenting that day.**

Evaluation:

- Preparation (this includes use of time)
- Demonstrated understanding and application of theories, concepts, techniques discussed in class and in your readings
- Addressing clients' concerns/goals appropriately
- Demonstration of culturally appropriate practice/awareness

### **Role-play 1 (10 pts.)**

The role-play will include material from Ch. 4-7, additional assigned readings and information presented in class during the first 3 weeks of the course.

### **Role-play 2 (20 pts.)**

The second role-play will cover material from Ch. 8-10 & 12, additional assigned readings, and information presented in class from week 5 through week 7.

### **Role-play #3 (20 pts.)**

The third role-play will cover material from Ch. 13, 15, 17-19, additional assigned readings, and information presented in class from week 12 through week 15.

**Dates for Role-Plays are on our class calendar in the syllabus. Please see when your group is assigned.**

### **Lab Project (30 pts.)**

This assignment, designed to help you improve your individual interviewing and assessment skills, includes two components: a digitally-recorded role-play and a written client assessment.

#### **1. Digitally-recorded role-play (15 pts.)**

This assignment will give students an additional opportunity to play the role of a social worker conducting an assessment interview. Students must digitally-record the interviews. Each interview should last between **20 minutes total**. These recordings may be used in the future for teaching purposes. Thus, please refrain from self-disclosures that could put anyone at risk in any way.

Students can use their own recording equipment (smartphone, mp3 player etc.), as long as the recording is uploaded to YOUTUBE so that the class can access the URL.

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

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

#### **2. Client Assessment & Treatment Plan (15 pts.)**

Each student will be required to write-up his/her/hir own assessment of the client from the digitally recorded role-play. Papers should be in a formatted 3-4-pages double-spaced, 12-point Times New Roman font, cover page should only have name and title. The Professor will provide specific guidelines for this assignment during the class; please review them carefully (i.e. the handout provided early in the semester). Please organize your assessment using headings that follow the template distributed in class. Your assessment should only include information gathered from you client during your role-play video. **It is the student’s responsibility to ask the Professor questions about or clarify requirements of the projects/papers assigned.**

**Client assessments must be submitted via Canvas on 4/12. If time stamped (i.e. received) after 11am (beginning of class) they will be considered late and you will not receive any points for your project.**

**There are no exceptions to this rule. Therefore, it is important to upload your papers to give yourself enough time to arrive to campus, etc. to make sure you can make this requirement.**  
**Social Worker Interview Paper (10%)**

Schedule an appointment to interview a licensed social worker in person (ideally at his/her/hirs place of employment). Interview him/her/hir about the agency and his/her /hirs job duties. **This is really a chance for you to interview someone in an area of social work that you would like to learn more about.** If you have any question about the appropriateness of the interview, please speak with the Professor. Be strategic about this paper. This will provide you an opportunity to learn more about an agency you would like to interview with for your field placement or maybe a future job.

**A few notes about this “seemingly simple” paper.**

- 1) Take it seriously!!! You never get a second chance to make a first impression. Our field is small in the greater Austin area, meaning colleagues at other agencies talk to each other.
- 2) With this said, please do not leave this project to the last moment since SW’ers schedules are often very busy-and the SW’er does not want to think they were your last choice.
- 3) Do not interview a SW professor, staff member or research faculty. You have access to them all the time. If research is your area of interest, there are other Schools of Social Work, research centers/institutes and think tanks in the area that you can interview.

The summary of the interview must include, but is not limited to, the following:

- Agency name, type of agency, populations served
- Theories of practice approaches that guide social worker’s interventions
- Social worker’s day to day activities
- Most memorable moment as a social worker
- Major challenges experienced by the social worker
- “Words of wisdom” for the beginning social worker

**NOTE: if you choose to digitally record the interview, you MUST let them know they will be recorded. It is not ideal to record it though so that you can use your clinical skills (active learning, documentation, etc.) for the project.**

A 2-3 page summary of the interview must be typed, double spaced with 12 pt. Times New Roman font. This paper should be **submitted in class on 5/3. If received after 11am (beginning of class) they will be considered late. There are no exceptions to this rule. Therefore, it is important to print your papers to give yourself enough time to arrive to campus, etc. to make sure you can make this requirement.**

## **VI. GRADES**

|                |    |
|----------------|----|
| 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  |

## VII. CLASS POLICIES

### Attendance, Assignments & Correspondence

It is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Therefore, class attendance is expected, as is handing in assignments on time. **Students anticipating missing class for a legitimate reason (serious illness, family emergency) must notify the Professor in advance by e-mail, just as you would for any job.**

**\*\*A NOTE ON EMAIL\*\* Please allow 24 hours for email response. It is likely that you will receive a response sooner than that. However, in the case that you do not, you are encouraged to re-contact the Professor. I expect students to provide the same email response rate in line with professional conduct expected in the field.**

### Electronics in Class

Please turn off and put away your cell phones and laptops before class begins. No electronics are allowed on your desk or on your lap in order to practice active learning and respect for others, which are essential skills for ethical social work practice.

### Mutual Learning

The Professor welcomes feedback about the course and the course will be viewed as a mutual learning process between students and the Professor. Students are encouraged to request and to provide feedback during office hours, by e-mail, and by appointment if they desire. The Professor will utilize a mid-course evaluation to gain student feedback. **PLEASE schedule office appointments with me if you have concerns about your performance in the course, or if you have specific learning needs or challenges that I can address to strengthen your participation and learning in the course.**

## COURSE POLICIES

1. 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 to be consistent social work values.
2. The Professor will comply with University guidelines regarding scholastic dishonesty, including plagiarism.
3. Students are expected to be active in the learning process, to do the assigned readings and participate in the class activities and discussions. If you do not have a personal computer with Internet access, there are computers available for your use at the SW Learning Resource Center (LRC), the Flawn Academic Center, campus and public libraries.
4. The Publication Manual of the American Psychological Association Sixth Edition (APA) is the style manual to be used by all students. The manual is available at the library or for purchase at the Co-op.
5. **Use of Canvas in Class**  
In this class the Professor uses Canvas—a Web-based course management system with password-protected access at <http://canvas.utexas.edu>—to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online quizzes and surveys. Students can find support in using Canvas at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly. It is required that students check their email daily.
6. **Course and Professor Evaluation**  
Students will have two opportunities to evaluate the quality of the course and instruction. Mid-way

through the course students will be asked to provide an anonymous evaluation regarding the course and any suggestions for improving content, delivery, or discussion. The second evaluation will occur at the end of the course, utilizing the official format provided by the University. At any time during the course, students should feel free to contact the Professor to discuss the quality of the course and instruction and suggest changes that will facilitate their learning.

## **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 race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. 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: <http://deanofstudents.utexas.edu/sjs/>.

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

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

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

**TITLE IX REPORTING.** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. 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, dating 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. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

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

**CLASSROOM CONFIDENTIALITY.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by

regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

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

**SAFETY.** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student’s responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

**BEHAVIOR CONCERNS ADVICE LINE (BCAL).** If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. 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    | Discussion Topic                                 | Readings                     | Assignments             |
|---------|--|------------------------------|-------------------------|
| 1/21 T  | Social work values and ethics                    | Hepworth, Chp. 4 pp. 57-82   |                         |
|         | <b>COMMUNICATION</b>                             |                              |                         |
| 1/23 TH | Communicating empathically                       | Hepworth, Chp. 5 pp. 89-112  |                         |
| 1/28 T  | Being authentic                                  | Hepworth, Chp. 5 pp. 113-128 |                         |
| 1/30 TH | Verbal following, exploring, and focusing skills | Hepworth, Chp. 6 pp. 135-162 | Sign ups for RP Group 1 |

|         |   |  |  |
|---------|---|--|--|
| 2/4 T   | Eliminating counter-productive communication            | Hepworth, Chp. 7 pp. 165-181                                 |  |
| 2/6 TH  |   |  | Documentation  |
| 2/11 T  | Role-Play #1  | Hepworth Chps. 4-7 videos, lectures and activities           | Role-play #1 & Case Note from SW'er (4 groups)   |
| 2/13 TH | Role-Play #1  | Hepworth Chps. 4-7 videos, lectures and activities           | Role-play #1 & Case Note from SW'er (4 groups)   |
| 2/18 T  | Exploring and understanding problems and strengths      | Hepworth, Chp. 8 pp. 185-213                                 |  |
|         | <b>ASSESSMENT</b>                                       |  |  |
| 2/20 TH | Intrapersonal, interpersonal, and environmental factors | Hepworth, Chp. 9 pp. 215-235                                 |  |
| 2/25 T  | Intrapersonal, interpersonal, and environmental         | Hepworth, Chp. 9 pp. 235-249                                 |  |
| 2/27 TH | No class - use this day to work on your SW Interview    |  |  |
| 3/3 T   | Family functioning                                      | Hepworth, Chp. 10 pp. 255-292                                |  |
| 3/5 TH  | Developing goals  | Hepworth, Chp. 12 pp 327-355                                 |  |
| 3/10 T  | Evaluating goals and formulating contracts              | Hepworth, Chp. 12 pp 355-375                                 |  |
| 3/12 TH | Role-play #2  | Hepworth Chps. 8, 9, 10 & 12 videos, lectures/activities     | Role-play #2 & Case Note from SW'er  |
| 3/17 T  | <b>SPRING BREAK</b>                                     |  |  |
| 3/19 TH | <b>SPRING BREAK</b>                                     |  |  |
| 3/24 T  | Role-play #2  | Hepworth Chps. 8, 9, 10 & 12 videos, lectures and activities | Role-play #2 & Case Note from SW'er  |
| 3/26 TH | Role-play #2  | Hepworth Chps. 8, 9, 10 & 12 videos, lectures and activities | Role-play #2 & Case Note from SW'er  |
| 3/31 T  | Task Analysis, Crisis Intervention                      | Hepworth, Chp. 13 pp. 379-421                                | Digital Recording Presentations and Client Assessment and Treatment Plan Due on Canvas |
|         | <b>INTERVENTIONS</b>                                    |  |  |
| 4/2 TH  | Cognitive Restructuring                                 | Hepworth, Chp. 13 pp. 421-437.                               |  |
| 4/7 T   | Family functioning                                      | Hepworth, Chp. 15 pp. 471-506.                               |  |

|         |   |   |  |
|---------|---|---|--|
| 4/9 TH  | Additive empathy, interpretation, and confrontation | Hepworth, Chp. 17 pp. 535-555                                 |  |
| 4/14 T  | Crisis Intervention                                 | See readings assigned above                                   |  |
| 4/16 TH | Burnout, unhealthy relationships                    | Hepworth, Chp. 18 pp. 557-587                                 |  |
| 4/21 T  | Termination   | Hepworth, Chp. 19 pp. 591-607                                 |  |
| 4/23 TH | TBD day   |   |  |
| 4/28 T  | Role-play #3  | Hepworth Chps. 13, 15, 17-19, videos, lectures and activities | Role-play #3 & Case Note from SW'er                              |
| 4/30 TH | Role-play #3  | Hepworth Chps. 13, 15, 17-19, videos, lectures and activities | Role-play #3 & Case Note from SW'er                              |
| 5/5 T   | Role-play #3  | Hepworth Chps. 13, 15, 17-19, videos, lectures and activities | Role-play #3 & Case Note from SW'er                              |
| 5/7 TH  | Role-play #3  | Hepworth Chps. 13, 15, 17-19, videos, lectures and activities | Role-play #3 overflow Social work interview due (hard copy only) |

## X. BIBLIOGRAPHY

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