

The University of Texas at Austin
Steve Hicks School of Social Work

Course Number: SW 444

Unique Number: 58950

Semester: Spring 2020

Meeting Time: Tuesdays, 1:30 PM-4 PM

& Place: SHSSW 2.116

Professor's Name: Joan Asseff, LCSW-S

Pronouns: she, her, hers

Email: jasseff@utexas.edu

Office Number: 3.124C

Office Phone: 512 627-5008

Office Hours: Tuesdays 4:00 PM – 5:00 PM
and by appointment

Field Seminar

I. Standardized Course Description

The BSW degree program is designed to educate professional social work practitioners at the beginning level of professional competence. A guiding perspective of the program is the generalist model of practice that includes a core of knowledge, skills, and values required of a social worker in any setting. In addition, students are expected to develop skills in the application of the problem-solving model regardless of setting or client population served. Additional emphasis will be placed on intervention and practice evaluation.

Within this context, SW 444, Field Seminar, is a 4 credit hour course that is taken concurrently with SW 640/641, Social Work Practicum. This course is restricted to social work majors. All other required course work must be completed before entering the Field Seminar. The overall goals of the seminar are to assist the students with the field experience and to strengthen the relationship between the classroom content and field. In addition, the seminar emphasizes the processes common to all social work practice and gender and cultural issues and their impact on service delivery.

Issues related to social and economic justice, populations-at-risk, cultural diversity, alleviating social problems and the enhancement of human well-being will be addressed in micro, mezzo, and macro level assignments, course readings, bibliography, and special topics designated in the course schedule (Section IX) of this syllabus.

Writing Flag

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss

your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

II. Standardized Course Objectives

The course objectives include the ability of the student to:

- 1) Demonstrate an understanding of social work processes which are common in the practice with individuals, families, groups, communities, and organizations;
- 2) Demonstrate an understanding of social work values as encompassed in the NASW Code of Ethics and their ethical implications in relation to their professional practice within field;
- 3) Develop an understanding of diverse populations with which social workers are in contact as represented in their field settings;
- 4) Demonstrate an understanding of race, ethnicity, culture, class, gender, sexual orientation, religious belief or spirituality, family structure, physical and mental ability, age, national origin or other issues related to diversity and how these factors impact the client systems in their field settings;
- 5) Develop practice skills common to intervention with individuals, families, groups, organizations, and community systems including: data collection, identification of needs, resources, and assets, assessment, planning, intervention, and evaluation;
- 6) Achieve an understanding of the community resources which impact their client populations in their field settings;
- 7) Develop self awareness as beginning level, generalist social work practitioners;
- 8) Utilize empirical research for knowledge acquisition in relation to their practice and for evaluation of their practice in field.

EPAS Competencies

The Steve Hicks 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, the UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS).

Using a common evaluation instrument, this course measures the implementation of knowledge, skills, values, and/or cognitive and affective processes to assess the following competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

Outcome 1.1: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context

Outcome 1.2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations

Outcome 1.3: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication

Outcome 1.4: Use technology ethically and appropriately to facilitate practice outcomes

Outcome 1.5: Use supervision and consultation to guide professional judgment and behavior

Competency 6: Engage with Individuals, Families & Groups

Outcome 6.2: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Competency 7: Assess Individuals, Families & Groups

Outcome 7.1: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies

Outcome 7.3: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies

Outcome 7.4: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Competency 8: Intervene with Individuals, Families & Groups

Outcome 8.1: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies

Outcome 8.3: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes

Outcome 8.4: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies

Outcome 8.5: Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families & Groups

Outcome 9.1: Select and use appropriate methods for evaluation of outcomes

Outcome 9.3: Critically analyze, monitor, and evaluate intervention and program processes and outcomes

Outcome 9.4: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

III. Teaching Methods

This is a hybrid course and will include a combination of in-class lecture, discussion, guest speakers, activities, and student presentations, in addition to on-line reading, lectures, assignments, self-reflection questions, and other activities. To broaden students' exposure to more diverse agencies and client populations, team teaching with other field seminar groups may be utilized. Students are expected to share their observations and questions about their field work with classmates. A portion of each class will be devoted to discussion of practice issues from field. In covering various topics related to field work, our class will intentionally discuss diversity based on gender, gender identity, sexual orientation, race, ethnicity, nationality, immigrant/documentation status language of origin, class, religion, varying ability and age. 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.

Group Processing: One class activity where student participation will be especially important is group processing. One to 1½ hours of each class will be devoted to group processing, during which students will be encouraged to share their feelings, successes, frustrations, values conflicts, ethical dilemmas and other experiences from field. The instructor will facilitate the group process and students are expected to take a collaborative role by actively participating, leading discussions at times, and respecting the confidentiality of each student member.

IV. Required Texts and Materials

The readings assigned for this course are designed to support the students' learning related to all aspects of the social work helping process and to explore issues of diversity and inclusion. Assigned readings will be made available on Canvas.

V. Course Requirements

Assignments

The following is a brief description of the assignments for the semester. The assignments are designed to give each student the opportunity to demonstrate their learning over the semester in a variety of ways including video presentations, essays/papers, journals, discussion board entries, and peer reviews. Detailed guidelines for the following assignments will be posted on Canvas and may be handed out in class.

NOTE: Because SW 444 and SW 640/641 are companion courses, requirements for SW 640/641 are relevant to SW 444. For instance, journals are due as scheduled and process recordings are due in class periodically. Make note of due dates for SW 640/641 assignments and plan accordingly.

1. Discussion Boards – 15 points (5 Discussion Boards x 3 points each)

Discussion Board questions will be assigned to support readings and on-line activities. Discussion Board questions are posted on Canvas in advance and students respond to these questions on Canvas. Discussion Boards are due by the beginning of class on the dates included on the course schedule. Students will write about their reactions to the pre-class activities, readings, and experiences in their internship. Emphasis will be on growth in understanding and skills in making ethical decisions and developing cultural humility at the micro, mezzo, and macro levels. There are 6 discussion board dates and you need to complete 5 of them. **See Canvas for due dates.**

2. Technology and Ethics in Social Work Assignment – 10 points

Students will review and answer questions about the NASW Standards for Technology in Social Work practice in order to demonstrate understanding of the appropriate use of technology in the social work profession. Students will formulate a written response to an ethical dilemma within a case scenario. Additional instruction will be provided in class and posted on Canvas.

Due Jan. 28th

3. Simulation assignments – 5 points

Several opportunities for participation in an interdisciplinary simulation activity will be provided to the student. These could include a poverty simulation, a mock disaster drill, a hospital simulation, an end-of-life simulation, and/or an alcohol/drug detox simulation. Not all simulations are available each semester. Participation in **one** of the activities is mandatory for this course. The purpose of this assignment is to teach and to support the role of a social worker on an interdisciplinary team, with an emphasis on effective communication, collaboration, and ability to work with diverse professionals and clients. Simulation activities dates to be determined. **More details will be provided in class and on Canvas.**

4. Agency Analysis Assignment – 20 points

The purposes of this assignment are to help the student understand the field placement agency from a cultural perspective and to increase understanding of the needs and strengths of the populations served by the agency. The assignment will require the student to gather information about the agency and prepare a brief visual/audio presentation to share with the class so that other students can learn about how to access services provided by the agency. Detailed guidelines for this assignment will be posted on Canvas and may be handed out in class. **Due March 31st, April 7th or April 14th, depending on your assigned presentation day. Please also submit a copy of your Presentation on Canvas.**

5. Case Consultation Task Group – 10 points

Each student will be placed into a case consultation task group with 4 to 5 of their peers. The instructor will provide copies of the following Case Assessment Paper Draft sections for each group member: *Presenting Problem, Worker's Overall Impressions and Conclusions, Intervention Plan, and Monitoring and Evaluation*. Each group member will also be provided with a copy of the Final Case Assessment Paper Rubric to guide feedback provided to peers. Over the course of two class periods, 1.25 hours each class period (a total of 3 hours), the group will function as a case consultation task group. Each group will determine how to divide the time allotted to make sure each group member has equal time to discuss and receive feedback on their paper/case. Leadership tasks within the group will be determined by the group as a whole. Students will be assigned a reading on task groups in preparation for this exercise. Students should come to class prepared with specific areas of consultation support they need from their team members in terms of completing this assignment. For example, if a student is struggling to develop a clear intervention plan with their client, then this student should come prepared to discuss the specific barriers they are experiencing and/or with specific questions that will help them overcome the barriers. The course instructor will spend approximately 10 to 15

minutes observing each group during each class period. One grade will be given for each group and grading will be based on task group leadership qualities identified in the assigned reading. Each group will be provided with a copy of the leadership qualities as a guide for group dynamics and functioning. **In class activity on April 21st and April 28th**

6. Case Assessment – 30 points

A case assessment regarding a client from the student's field caseload is required. The client chosen must be one with whom the student has worked. If possible, the client should be from a culturally, linguistically or ethnically diverse population and the assessment and intervention plan should demonstrate your ability to apply social work concepts using cultural humility, with attention to marginalized populations. In addition, students will conduct a brief literature review to support their choice of intervention for their specific client and attach a reference page that cites sources from evidence-based practice. A draft of the case assessment will be submitted on Canvas on **March 24th**. The final paper will be due **on the last day of class and submitted on Canvas May 5th**. **Detailed guidelines for this assignment will be posted on Canvas and may be handed out in class.**

Draft Due March 24th-10 pts

Final paper Due May 5th-20 pts

7. Professional Accountability – 10 points

Since the overall goal of this course is to help you apply knowledge and theory to practice, your achievement of the learning objectives for both SW 444 and SW 640/641 is dependent on your regular attendance and active participation in weekly class activities. Attendance and participation in the full four hours of seminar each week is expected of all students. Excessive absences may result in a student being dropped from the course or in the loss of a letter grade. You are expected to notify the professor prior to class if you cannot attend due to illness or an emergency. You may be asked to document your illness or emergency.

The full 10 points for professional accountability will be awarded to students who are consistent and timely in attendance and who thoughtfully participate in class; complete journals, process recordings, and online and in-class assignments thoroughly, thoughtfully, and on time; and actively contribute to the positive functioning of the class. Students who are absent, tardy to class, leave class early, fail to submit assignments on time, or do not fully participate in the class will lose professionalism points accordingly.

Each student will begin the semester with 10 points. Points will be deducted for each absence and/or tardy (.5 per absence and/or tardy attendance and .5 per absent and/or tardy journal, process recording, and other assignments that do not have points assigned to them.). Absence from more than two classes may result in a loss of half of the total professional accountability points.

VI. Grades

A **minimum grade of C is required to pass this course.** Students will be graded on performance in the following areas for a possible total of 100 points:

DUE DATE	ASSIGNMENT	POINT VALUE
Jan. 28	Technology and Ethics in SW Assignment	10
TBD	Simulation Assignment	5
March 24	Draft Case Assessment	10
March 31, April 7 or 14	Agency Analysis Assignment	20
April 21 & 28	Case Consultation Task Group	10
May 5th	Case Assessment Final	20
Feb. 4, 18, & 25, March 10 & April 28 & May 5 (makeup option)	Discussion Board Questions	15
May 5	Professional Accountability	10
	Total Points	100

FIELD ASSIGNMENTS		
DUE DATE	ASSIGNMENT	POINT VALUE
March 3 & May 5	Process Recordings (#1 and #2)	0
Jan 28, Feb 25, March 31, April 14 May 5	Journals	0
March 31 & May 5	Mid-Term and Final Evaluation	0

The following scale will be used to determine your final letter grade:

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: Regular and punctual attendance to each class is expected for this course. More than 2 absences may result in a deduction of half of the points from the professionalism grade. Excessive absences may result in a student being dropped from the course or in the loss of a letter grade. Students are expected to contact the professor in a timely manner about absences, and alert the professor about late arrivals or early departures.

Late Assignments: It is expected that all assignments will be turned in on time. Assignments, including papers, are due at the *beginning of the class* on the due date indicated. Late assignments will be penalized 5% of the assignment point value for each day late. On days subsequent to the due date, papers must be submitted before 5:00 pm to avoid an additional deduction. After 10 calendar days, late assignments will not be accepted. **Students should contact the professor, at minimum, 24 hours before the assignment is due if they anticipate a late assignment. A new deadline may be negotiated, at the instructor's discretion.**

Papers: Students are expected to produce high quality written work in terms of appearance, style, and content (see individual assignment guidelines for details). When using information from sources to complete a paper, references and the bibliography should conform to current APA style (refer to School of Social Work handout). Instances of plagiarism will be dealt with according to University policy (see below). If a student decides to contest a grade, this concern should be raised with the instructor within one week of receiving the grade.

Professionalism: One goal of this course is to enhance and encourage student professionalism. One aspect of professionalism related to social work is the effective use of supervision. Effective use of supervision includes, among other things, identifying areas for growth and understanding and utilizing the appropriate processes for communication regarding concerns. At the field agency, this must include going directly to your Field Instructor and the Faculty Liaison as concerns or needs arise. More about problem solving in field can be found in the *Student Guide to Undergraduate Field*. For concerns arising in the context of the classroom, the student is expected to meet with the professor on an individual basis, and come prepared to discuss the issue with possible solutions in mind.

Use of Computers/Cell Phones in the Classroom: Field Seminar is a practice course, and class participation is essential. Generally, it will not be necessary to take detailed computer notes on material in this course, and only occasionally will the use of a laptop computer be warranted. When laptops are being used in the classroom, it is considered unprofessional and disrespectful to use the computer for anything other than note-taking or relevant data search that will benefit the entire class. Internet surfing, instant messaging, working on material outside of the BSW Seminar, etc. is not permitted and will result in lowered professional accountability grades and possible disciplinary action. **Additionally, cell phones should be turned off when class begins and remain off throughout the duration of the class unless the student has spoken with the instructor prior to class beginning about an urgent need to have the phone available during class.**

Use of Canvas: In this class the professor uses Canvas—a Web-based course management system with password-protected access at <http://courses.utexas.edu>. Use may include the following: to distribute course materials including recorded lectures and videos, to communicate and collaborate online, to post grades, to submit some assignments, and to give students online 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.

Confidentiality: Information shared in class about agencies and clients is considered to be covered by the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that information is shared in class for this purpose. However, discussions outside of class with individuals outside of the seminar or with other members of the seminar regarding information shared in class about clients, supervisors, or agencies is considered a breach of confidentiality. Breach of confidentiality is grounds for removal from field.

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 and Mental Health Center at 512-471-3515 or online at <https://cmhc.utexas.edu>. UT students may also call the Counseling and Mental Health Center Crisis Line at 512-471-CALL (2255) (*UT Students Only*) to speak with a trained counselor about their situation.

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 Steve Hicks 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 Conduct and Academic Integrity in the 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 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 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

In covering various topics, the class will examine how social work practice can best serve diverse population, especially those who have experienced persistent marginalization. Readings and pre-class activities marked * were chosen specifically because they include experiences of diverse groups, and/or focus on assessment, intervention, and treatment with a cultural humility perspective, and/or the author presents material from a diverse perspective. Many of the pre-class activities are TED talks, videos, and information sheets produced by diverse authors.

Pre-class activities are listed under the assignment due column and are subject to change during the semester if new material related to the class topic becomes available.

Date	Description	Assignment/ Pre-Class Activities	Text / Readings
1/21	Field Orientation Syllabus Review	<u>No Pre-Class Activities</u>	No Readings
1/28	Development of the Professional Self—Values, Ethics, and Supervision in the digital age Ethical Problem Solving	<u>Assignments:</u> Ethics Assignment DUE <u>Pre-Class Activities:</u> Journal 1	NASW, Code of Ethics NASW, Standards for Technology in Social Work Practice Dewane, C., Use of Self: A Primer Revisited. Sweitzer and King, Chapter 2, Framing the experience: the developmental stages of an internship, pp. 31-47.

2/4	Anti-Oppressive Practice and Diversity	<p><u>Pre-Class Activities:</u></p> <p>*Values Assessment Online Screening</p> <p>*Discussion Board 1</p>	<p>*Morgaine and Capous-Desyllas, Chapter 1, pp. 1-26</p> <p>*Kolivoski, Weaver, & Constance Higgins, pp. 269-276.</p> <p>*NASW Standards for Cultural Competence in SW Practice</p>
2/11	<p>Assessment in Social Work Practice</p> <p>Spirituality and Assessment</p>	<p><u>Pre-Class Activities:</u></p> <p>ACEs too High</p> <p>How Childhood Trauma Impacts Health</p>	<p>QUICK REVIEW: Rooney & Hepworth, Chapter 9</p> <p>Hodge, Implicit Spiritual Assessment: An Alternative Approach for Assessing Client Spirituality</p> <p>**Schott and Weiss, Chapter 19, Intimate Partner Violence, pp. 271-281.</p>
2/18	<p>Assessment Tools</p> <p>Documentation</p> <p>Social Work Theory</p>	<p><u>Pre-Class Activities</u></p> <p>Ecomap & Cowger's Grid</p> <p>Theoretical Orientation Scale (TOS) screening</p> <p>The Columbia Suicide Severity Rating Scale</p> <p>Discussion Board 2</p>	<p>*Morgaine and Capous-Desyllas, Chapter 3 pp. 95-117</p> <p>Slidell, N. L. (2011). Chapter 2 & 3, Social Work Documentation. pp. 9-31.</p> <p>SOAP NOTE Reading-See Canvas Citation</p>
2/25	<p>Goal Setting/Contracting</p> <p>Anti-Oppressive Practice with Individuals and Families</p>	<p><u>Pre-Class Activities:</u></p> <p>Journal 2</p>	<p>QUICK REVIEW: Hepworth and Rooney, Ch 12</p>

		<p>Discussion Board 3</p> <p>Motivational Interviewing: Good and Bad Examples</p>	<p>*Morgaine & Capous-Desyllas, Ch 4, pp. 158-165 and Ch 5, pp. 203-213.</p>
3/3	<p>Intervention: Micro, Mezzo, Macro</p> <p>Anti-Oppressive Practice with Communities</p>	<p><u>Assignments:</u></p> <p>Process Recording #1 DUE</p> <p><u>No Pre-Class Activities:</u></p> <p><i>-Course Instructor recommends using additional time to work on Case Assessment Paper</i></p>	<p>QUICK REVIEW: Hepworth and Rooney, Ch 13</p> <p>Social Work Desk Reference, Ch 115, Mizrahi, pp. 894-906.</p> <p>*Morgaine & Capous-Desyllas, Ch 8, pp. 297-323.</p>
3/10	<p>Monitoring and Evaluation</p> <p>Termination</p>	<p><u>Pre-Class Activities</u></p> <p>Discussion Board 4</p> <p><i>-Course Instructor recommends using additional time to work on Case Assessment Paper</i></p>	<p>Sheafor and Horejsi, Ch. 14, Monitoring and Evaluation</p>
3/17	<p>SPRING BREAK! ENJOY!</p>		

3/24	Independent Work-NO CLASS	<p><u>Assignments:</u></p> <p>Case Assessment Draft DUE</p> <p><u>Pre-Class Activities:</u></p> <p>Preparation for Agency Analysis Presentations</p>	NO READINGS
3/31	Agency Analysis Presentations Group 1	<p><u>Assignments:</u></p> <p>Agency Analysis Presentation (Group 1)</p> <p><u>Pre-class Activities</u></p> <p>Journal 3</p>	QUICK REVIEW: Hepworth and Rooney, Chapter 14
4/7	Agency Analysis Presentations Group 2	<p><u>Assignments:</u></p> <p>Agency Analysis Presentation (Group 1)</p> <p><u>No-Pre-class Activities</u></p>	* Calzada, E., & Suarez- Balcazar, Y. (2014). Enhancing cultural competence in social service agencies: A promising approach to serving diverse children and families. <i>Research Brief. OPRE Report,</i> (31), 1-8.
4/14	Agency Analysis Presentations Group 3	<p><u>Assignments:</u></p> <p>Agency Analysis Presentation (Group 3)</p> <p><u>Pre-class Activities</u></p> <p>Journal 4</p>	Toseland, R. W. & Rivas, R. F. (2017). Chapter 11, Task Groups: Foundation Methods, pp. 336-363.

4/21	Case Consultation Task Groups	<u>No Pre-Class Activities:</u>	*Supplemental Reading: Melles, E. A., & Frey, L. L. (2014). "Here, Everybody Moves": Using Relational Cultural Therapy with Adult Third-Culture Kids. <i>International Journal for the Advancement of Counselling</i> , 36(3), 348-358.
4/28	Case Consultation Task Groups	<u>Pre-Class Activities:</u> Video: Motel Kids of Orange County Mathew Desmond's Eviction Lab Discussion Board 5	*Supplemental Reading: Bukoski, B. E., & Hatch, D. K. (2016). "We're Still Here... We're Not Giving Up" Black and Latino Men's Narratives of Transition to Community College. <i>Community College Review</i> , 44(2), 99-118.
5/5	COURSE WRAP UP & CLASS CELEBRATION	<u>Assignments:</u> Process Recording #2 DUE Final Case Assessment Due <u>Pre-class Activities:</u> Discussion Board 6 (*optional makeup) Journal 5 (Narrative Questions) due today or prior to final evaluation if done before today	NO READINGS

X. Bibliography

The reading list for this course was designed to represent the perspectives of diverse scholars and to explore issues of diversity and inclusion in all aspects of the helping process across multiple agency settings.

American Psychological Association. (2012). Guidelines for Psychological Practice With Lesbian, Gay, and Bisexual Clients. *American Psychologist*, 67, (1), 10-42.

Bell, H., Kulkarni, S., & Dalton, L. (2003). Organizational prevention of vicarious trauma. *Families in Society: The Journal of Contemporary Human Services*, 84(4), 463-470.

Berg, I. K., & Kelly, S. (2000). *Building solutions in child protective services*. New York, NY: W. W. Norton & Company.

Browne, C., & Mills, C. (2001). Theoretical frameworks: Ecological model, strengths perspective, and empowerment theory. In R. Fong & S. Futuro (Eds.), *Culturally competent practice: Skills, intervention and evaluation* (pp. 10-30). Boston: Allyn & Bacon.

Bukoski, B. E., & Hatch, D. K. (2016). "We're Still Here... We're Not Giving Up" Black and Latino Men's Narratives of Transition to Community College. *Community College Review*, 44(2), 99-118.

Calzada, E., & Suarez-Balcazar, Y. (2014). Enhancing cultural competence in social service agencies: A promising approach to serving diverse children and families. *Research Brief. OPRE Report*, (31), 1-8.

Cameron, Susan and Turtle-song, Imani. (2002). Learning to write case notes using the SOAP format. *Journal of Counseling and Development*. 80. 286-292.

Cournoyer, B. R. (2004). *The evidenced-based social work skills book*. Boston: Allyn & Bacon.

DeJong, G., & Miller, S. (1995). How to interview for client strengths. *Social Work*, 40(6), 729-736.

Dewane, C. J. (2006). Use of self: A primer revisited. *Clinical Social Work Journal*, 34 (4), 543-558.

- Dillon, C (2003). *Learning from mistakes in clinical practice*. United States: Brooks/Cole.
- Doka, K. (1989). *Disenfranchised grief: Recognizing hidden sorrow* (pp. 13-23). Massachusetts/Toronto: Lexington Books.
- Doka, K. (2002). *Disenfranchised grief: New directions, challenges, and strategies for practice* (pp. 23-38). Champaign, Illinois: Research Press.
- Glicklen, M.D. (2004). *Using the strengths perspective in social work practice: A positive approach for the helping professions* (pp.48-61). Boston: Allyn and Bacon.
- Grayson, Joann,(2012). Evidence-based treatments for childhood trauma. Virginia Child Protection Newsletter, Volume 95.
- Healy, L. M. (2001). *International Social Work*. New York: Oxford University Press.
- Hepworth, D., Rooney, R., Rooney, G., Strom-Gottfried, K., & Larsen, J. (2013). *Direct social work practice: Theory and skills* (9th ed.). Pacific Grove, California: Brooks/Publishing Company.
- Hodge, David R. (2013). Implicit spiritual assessment: an alternative approach for assessing client spirituality. *Social Work*. 58(3). 223-230.
- IOM (Institute of Medicine). 2011. *The Health of Lesbian, Gay, Bisexual, and Transgender People: Building a Foundation for Better Understanding*. Washington, DC: The National Academies Press.
- Johnson, L., & Yanca, S. J. (2004). *Social work practice* (8th ed., pp. 380-409). Boston: Allyn & Bacon.
- Kabat-Zinn, J. (1990). The foundations of mindfulness practice: Attitudes and commitment. In *Full catastrophe living* (pp. 31-46). Delacorte Press.
- Kagle, J. D., & Giebelhausen, P. D. (1994). Dual relationships and professional boundaries. *Social Work*, 39(2), 213-220.
- Kauffman, S. (2000). Generalist practice with economically disadvantaged clients and communities. In J. Poulin (Ed.), *Collaborative social work: Strengths-based practice*. Itasca, Illinois: F. E. Peacock.

- Keefe, Robert H. (2010). Health disparities: a primer for public health social workers. *Social Workers in Public Health*, 25, 237-257.
- Lecca, P., Quervalu, I., Nunes, J., & Gonzales, H. (1998). Cultural competency in health, social, and human services: Directions for the twenty-first century. In *Garland reference library of social services* (Vol. 1085, pp. 219-244).
- LeCroy, C., & Daley, J. (Eds.). (2005). *Case studies in child, adolescent, and family treatment*. Belmont, CA: Brooks.
- Leigh, J. W. (1998). *Communicating for cultural competency* (pp. 38-59). Boston: Allyn & Bacon.
- Lens, V. (2004). Principled negotiation: A new tool for case advocacy. *Social Work*, 49(3), 506-513.
- Lipsky, L. V. D., & Burk, C. (2009). New ways to navigate. In *Trauma stewardship, an everyday guide to caring for self while caring for others* (pp. 116-129). San Francisco: Berrett-Koehler Publishers, Inc.
- Lowenberg, F., Dolgoff, R., & Harrington, D. (2000). *Ethical decisions for social work practice* (6th ed.). Itasca, NY: Peacock Publishing.
- Lukas, S. (1993). *Where to start and what to ask: An assessment handbook*. New York: W. W. Norton & Co.
- Maslach, C., & Leiter, M. (2005) Reversing burnout: How to rekindle your passion for your work. *Stanford Social Innovation Review*. Winter 2005, 43-49.
- Mattison, M. (2000). Ethical decision making: The person in the process. *Social Work*, 45(3), 201-212.
- Melles, E. A., & Frey, L. L. (2014). “Here, Everybody Moves”: Using Relational Cultural Therapy with Adult Third-Culture Kids. *International Journal for the Advancement of Counselling*, 36(3), 348-358.
- Miller, W., & Rollnick, S. (2002). *Motivational interviewing: Preparing people for change*. New York: Guilford.

- Moraine, K., & Capous-Desyllas, M. (2014). *Anti-Oppressive Social Work Practice*. Sage Publications.
- NASW standards for cultural competence in social work practice. (2002). In *NASW National Committee on Racial and Ethnic Diversity*. Washington D.C.: National Association of Social Workers.
- NASW, ASWB, CSWE, and CSWA standards for technology in social work practice. (2017). Washington D. C.: National Association of Social Workers.
- National Association of Social Workers. (1997). *National association of social workers code of ethics*. Washington D.C.: NASW Press.
- Ortega, R. M., Faller, K. C.. (2011). Training Child Welfare Workers from an Intersectional Cultural Humility Perspective: A Paradigm Shift. *Child Welfare Journal*. 90(5): 27-49.
- Poirier, J. Ml, Fisher, S. K., Hunt, R. A., & Bearse, M. (2014). *A guide for understanding, supporting, and affirming LGBTQI2-S children, youth, and families*. Washington, CD: American Institutes for Research.
- Poulin, J. (2000). *Collaborative social work: Strengths-based practice*. Itasca, Illinois: F. E. Peacock.
- Prochaska, J., DiClemente, C., & Norcross, J. (1992). In search of how people change. *American Psychologist*, 47(9), 1102-1114.
- Rapp, C. & Goscha, R. (2006). *The strengths model: Case management with people with psychiatric disabilities*. New York, NY: Oxford University Press.
- Reamer, F.G. (2003). Social Work in a digital Age: Ethical and Risk Management Challenges. *Social work*, 58(2), 163-172.
- Roberts, A. R., (Ed.). (2009). *Social workers' desk reference*. Oxford: Oxford University Press, Inc.
- Rothman, Juliet C. (2008). *Cultural competence in process and practice: building bridges*. Pearson.

- Saleeby, D. (2009). *The strengths perspective in social work practice* (5th ed.). Boston: Allyn and Bacon.
- Schott, E., & Weiss, E. (2016). *Transformative social work practice*. Sage Publications.
- Sheafor, B., Horejsi, C., & Horejsi, G. (2012). *Techniques and guidelines for social work practice* (9th ed.). Boston: Allyn & Bacon.
- Shulman, L., (2009). The preliminary phase of work. In *The skills of helping individual, families, groups, and communities* (6th ed., pp. 52-73). United States: Brooks/Cole.
- Sweitzer, H. K., & King, M. A. (2014). *The successful internship: personal, professional, and civic development* (4th ed.). Australia: Thomson Brooks/, Inc.
- Tervalon, M. & Murray-Garcia, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. *Journal of Health for the Poor and Underserved*. 9(2), 117-125.
- Texas State Board of Social Work Examiners. (2019, July 20). Code of Conduct. In *Texas department of state health services*. Retrieved July 20, 2019, from https://www.dshs.texas.gov/socialwork/sw_conduct.shtm
- Toseland, R. W. & Rivas, R. F. (2017). *An introduction to group work practice* (8th ed.). Boston: Pearson.
- Zastrow, C.H. (2011). *Social work with groups, a comprehensive worktext*. (9th ed.) United States: Brooks/Cole.