

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

Course Number: SW 444 **Professor's Name:** Andrés Guariguata, LCSW
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Pronouns: he, him, his

Unique Number: 611 **Office Number:** 3.104
Semester: Spring 2021 **Office Phone:** 512-796-3379
Meeting Time/Place **Office Hours:** By Appointment
Tuesdays, 5PM – 7:30 PM
Zoom Invitation provided by Professor Guariguata

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, which will be conducted via Zoom after classes resume from extended Spring Break. 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.

NOTE – Discussion Board #4 is tied to group feedback for agency analysis project.
See Canvas for details and 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. 26th

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 with updated information on how to attend via Zoom to simulations scheduled later after extended Spring Break.**

4. Agency Analysis Assignment – 10 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 their Case Consultation Task Group so that other students can learn about how to access services provided by the agency and provide context for Case Consultation. Detailed guidelines for this assignment will be posted on Canvas. **Due by March 9th.** NOTE: Group members will review and provide feedback for each group member through Discussion Board #4 due March 23rd.

5. Case Consultation Task Group – 10 points

Each student will be placed into a Case Consultation Task Group with 3 group members. Each group will meet once via Zoom for approximately 1.5 hours to engage in a Case Consultation Task Group and will be expected to upload a recording of their session for review. Detailed guidelines for this assignment will be posted on Canvas. **Due by April 6th.**

Step 1: View the Agency Analysis AND Read the Case Assessment Papers for each group member. The instructor will assign each student's *Agency Analysis* AND *Case Assessment Paper* to group members via Canvas. Each group member

should view/read these assignments for each one of their group members prior to meeting via Zoom (each group member will receive two of their peers' analysis/papers depending on group size). Group members will communicate in advance about the best time to meet via zoom and schedule their meeting at a time that works for everyone. NOTE: Students will read Toseland & Rivas, Ch 11 located in Canvas class module for 4/6 in preparation for this exercise.

Step 2: Participate in and Record Your Meeting: One member of the group will use the “record” function on Zoom to record the meeting and submit the recording on Canvas once the meeting is completed. Groups will submit the recording under your groups unique Canvas page under the Case Consultation Task Group Assignment. During the Case Consultation Task Group meeting, students will “staff” their cases, which means asking specific questions of the group regarding their Case Assessment. Each group will appoint one group facilitator and determine how to divide the time allotted to make sure each group member has ample time to discuss and receive feedback on their case. Students should come to the meeting prepared with specific areas of 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 for 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. Please remember that some group members will need more time, while others might need less time. Use your relational and group facilitation skills to determine the best division of time. Leadership within the group will be determined by the group as a whole and leadership tasks will include *time keeping, keeping the group on task and opening and closing the group.*

The course instructor will observe each task group and one grade will be given for each group based on the following task group leadership criteria outlined in the rubric provided. Students will be assigned a reading on task groups in preparation for this exercise. Students should meet via Zoom 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. One grade will be given for each group and grading will be based on task group leadership qualities identified in the assigned reading. **Case Consultation Task Group Recording Upload DUE by April 6th.**

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 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 23rd**. The final paper will be **submitted on Canvas May 7th**. **Detailed guidelines for this assignment will be posted on Canvas and may be handed out in class.**

Draft Due March 23rd

-10 pts

Final paper Due May

7th-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.

Grading Breakdown

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.

Students will be graded on performance in the following areas for a possible total of 100 points:

| DUE DATE | ASSIGNMENT | POINT VALUE |
|--------------------------------------------------------------------------|-----------------------------------------------|--------------------|
| Jan. 26 | Technology and Ethics in SW Assignment | 10 |
| TBD | Simulation Assignment | 5 |
| March 9 | Agency Analysis Assignment | 20 |
| April 23 | Draft Case Assessment | 10 |
| April 6 | Case Consultation Task Group | 10 |
| May 7th | Case Assessment Final | 20 |
| Feb. 2, 16, & 23, March 23, April 20 & May 4* | Discussion Board Questions | 15 |
| May 7 | Professional Accountability | 10 |
| | Total Points | 100 |

| FIELD ASSIGNMENTS | | |
|---------------------------------------------------------|---------------------------------------|--------------------|
| DUE DATE | ASSIGNMENT | POINT VALUE |
| March 12 & May 4 | Process Recordings (#1 and #2) | 0 |
| Spring Break and End of Term | Midterm and Final Evaluations | 0 |
| Jan 26, Feb 23, March 30, April 13 May 4 | Journals | 0 |

VI. Grades

A minimum grade of C is required to pass this course. 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

COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

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.

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/>.

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:
<https://deanofstudents.utexas.edu/conduct/academicintegrity.php>.

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.

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://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

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.

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 <https://safety.utexas.edu/behavior-concerns-advice-line>.**

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 |
|------|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1/19 | Field Orientation Syllabus Review | <u>Assignments:</u> None <u>Pre-Class Activities:</u> None | No Readings |
| 1/26 | 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, |

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|------|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | Chapter 2, Framing the experience: the developmental stages of an internship, pp. 31-47. |
| 2/2 | Anti-Oppressive Practice and Diversity | <p><u>Assignments:</u> None</p> <p><u>Pre-Class Activities:</u> Values Assessment Online Screening</p> <p>*Discussion Board 1</p> | <p>Morgaine and Capous-Desyllas, Chapter 1, pg. 1-26</p> <p>Kolivoski, Weaver, & Constance Higgins, 269-276.</p> <p>NASW Standards for Cultural Competence in SW Practice</p> <p>Corley, Y. (2018). Is Social Work Still Racist? A Content Analysis of Recent Literature. Social Work (New York), 63(4), 317–326.</p> |
| 2/9 | Assessment in Social Work Practice Spirituality and Assessment | <p><u>Assignments:</u> None</p> <p><u>Pre-Class Activities:</u> 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> |
| 2/16 | Assessment Tools Documentation Social Work Theory | <p><u>Assignments:</u> None</p> <p><u>Pre-Class Activities:</u> Ecomap & Cowger's Grid</p> | <p>*Morgaine and Capous-Desyllas, Chapter 3 pgs. 95-117</p> <p>Cameron & Turtle-song, Learning to write case</p> |

| | | | |
|------|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <p>Theoretical Orientation Scale (TOS) screening</p> <p>The Columbia Suicide Severity Rating Scale</p> <p>*Discussion Board 2</p> | <p>notes using the SOAP note format</p> <p>Social Work Desk Reference, Ch 53, McGoldrick, pgs 413-426.</p> <p>Social Work Desk Reference, Ch 130, McGoldrick, pgs 1011-1018</p> |
| 2/23 | <p>Goal Setting/Contracting</p> <p>Anti-Oppressive Practice with Individuals and Families</p> | <p><u>Assignments:</u> None</p> <p><u>Pre-Class Activities:</u> *Journal 2 *Discussion Board 3</p> <p>Motivational Interviewing: Good and Bad Examples</p> | <p>QUICK REVIEW: Hepworth and Rooney, Ch 12</p> <p>*Morgaine & Capous-Desyllas, Ch 4, pgs 158-165 and Ch 5, pgs 203-213.</p> |
| 3/2 | <p>Intervention: Micro, Mezzo, Macro</p> <p>Anti-Oppressive Practice with Communities</p> | <p><u>Assignments:</u> 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, pgs 894-906.</p> <p>*Morgaine & Capous-Desyllas, Ch 8, 297-323.</p> |

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| 3/9 | Monitoring and Evaluation Termination Agency Analysis | <p><u>Assignments:</u> Agency Analysis Upload DUE</p> <p><u>Pre-Class Activities</u> *Journal 3</p> | <p>QUICK REVIEW: Hepworth and Rooney, Ch 12, pgs 337-361.</p> <p>Hepworth and Rooney, Chapter 14</p> <p>Sheafor and Horejsi, Ch. 14, Monitoring and Evaluation</p> |
| 3/16 | SPRING BREAK! ENJOY! | | |
| 3/23 | Experiencing Homelessness and Gentrification | <p><u>Assignments</u> Case Presentation Draft DUE</p> <p><u>Pre-Class Activities</u> Video: Motel Kids of Orange County</p> <p>Mathew Desmond's Eviction Lab</p> <p>*Discussion Board 4</p> <p><i>Course Instructor recommends using additional time to work on Case Assessment Paper</i></p> | NO READINGS |
| 3/30 | NO CLASS MEETING- Simulations | <p><u>Assignments:</u> None</p> <p><u>Pre-class Activities</u> None</p> | * Calzada, E., & Suarez- Balcazar, Y. (2014). Enhancing cultural competence in social service agencies: A promising approach to serving diverse children |

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| | | | and families. Research Brief. OPRE Report, (31), 1-8. |
| 4/6 | Case Consultation Task Groups | <p><u>Assignments:</u> Case Consultation Task Group Recording Upload Due</p> <p><u>Pre-class Activities</u> None</p> | Toseland, R. W., & Rivas, R. F. (2005). Introduction to Group Work Practice (with MyHelpingLab), An. Allyn & Bacon, Inc. |
| 4/13 | Groups Guest Speaker | <p><u>Assignments:</u> None</p> <p><u>Pre-Class Activities:</u> *Journal 4</p> | <p>*Supplemental Reading: 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.</p> <p>*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. Community College Review, 44(2), 99-118.</p> |

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| 4/20 | Final Case Assessment Check-In/Q&A | <p><u>Pre-Class Activities:</u> None</p> | NO READINGS |
| 4/27 | BSW Town Hall | | NO READINGS |
| 5/4 | COURSE WRAP UP & CLASS CELEBRATION | <p><u>Assignments:</u></p> <p>Final Case Assessment Due (May 7th)</p> <p>Process Recording #2 Due</p> <p><u>Pre-class Activities:</u></p> <p>Journal 5 (Narrative Questions) due today OR prior to final evaluation if done before today</p> <p>Discussion Board 6 (*optional if you have already completed 5)</p> | 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.

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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.

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