

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

<b>Course Number:</b>	<b>SW 312</b>	<b>Instructor:</b>	<b>Diane Rhodes, PhD</b>
<b>Unique Number:</b>	<b>61345</b>	<b>Email:</b>	<b><a href="mailto:diane.rhodes@utexas.edu">diane.rhodes@utexas.edu</a></b>
<b>Semester:</b>	<b>Fall 2021</b>	<b>Office:</b>	<b>Virtual via Zoom</b>
<b>Meeting:</b>	<b>TTH 3.30pm – 5.00</b>	<b>Office Hours:</b>	<b>Schedule as needed</b>
	<b>Synchronous online</b>		

**Generalist Social Work Practice: Skills, Knowledge and Values**

**I. COURSE DESCRIPTION**

This course is the first course in the practice methods sequence in which students are introduced to the fundamental values and ethics, skills and knowledge relevant to generalist social work practice. Areas covered include the NASW Code of Ethics and Standards and Indicators for Cultural Competence in Social Work Practice; and the development of observation, communication, interviewing and assessment skills utilizing the problem solving approach. Experiential learning is emphasized, including a 20 hour service learning requirement in which students have direct client contact.

Completion of SW310 is a prerequisite for this course.

**II. COURSE OBJECTIVES**

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

1. Explain the major dimensions of generalist social work practice and the planned change/problem solving process with individuals, families, groups, organizations and communities;
2. Apply social work knowledge, values and skills to their participation in the learning environment;
3. Demonstrate skills in observation, communication, interviewing, assessment and problem solving;
4. Demonstrate the ability to differentially use basic social work skills to reflect the needs of clients of diverse groups distinguished by race, ethnicity, class, gender, culture, sexual orientation, religion, age, physical and mental abilities and national origin; and
5. Identify ethical issues and recognize when client, societal and/or personal values conflict, emphasizing understanding, affirmation and respect for human diversity and social justice in the practice of social work.

**III. TEACHING METHODS**

This class involves a range of activities to foster a stimulating, creative, collaborative and interactive learning community. Teaching methods include experiential learning and exercises, pre-posted lectures, asynchronous online activities, class discussion, videos, guest speakers, role plays and assigned learning activities in the community. For a meaningful experience in this class, you are expected to actively participate, engage your critical thinking skills and attend class regularly.

#### IV. REQUIRED TEXT AND MATERIALS

Finn, J. L. (2021). *Just practice: A social justice approach to social work*. Oxford University Press.

**Additional required videos, readings, and handouts will be posted on Canvas.**

#### V. COURSE REQUIREMENTS

Grades are based on the following:

Service Learning:	20 points
Book Quizzes:	10 points
Journal Entries:	15 points
2 Video reflections:	20 points (10@)
Movie Review:	15 points
Case Summary:	20
Total:	100 points

Assignments' summaries. **Detailed directions and examples will be in each model and on the assignments page in Canvas.**

##### **Service Learning**

You will be required to complete 30 hours of service learning in a community agency. Your journal prompts will ask you to report on and reflect on your service learning experience throughout the semester.

##### **Book quiz**

For each book selection you are assigned there is a short quiz to ensure that you've read the material and provide credit for your reading efforts.

##### **Journal Quiz**

Every week you will complete a journal entry by answering a prompt asking you to reflect on some aspect of what we are studying and your service learning.

##### **Video Project**

You will create 2 videos demonstrating basic social work skills this semester, working with a partner in the class.

##### **Movie Review**

You will watch an assigned documentary and write a movie review that explores the unique needs of people based on their identities, positionality, and experience.

##### **Case Summary**

You will use information provided online about the Sanchez family to develop an engagement strategy, needs assessment, goal plan, and referrals for 3 members of the family.

## VI. GRADES

### Guides for work turned in:

- Your work must be clear. Using format and composition, ensure your work is understandable to readers.
- It also needs evidence of your original thoughts; including elements of critical thinking:
  - Reflection
  - Analysis
  - Acquisition of information
  - Creativity
  - Structuring arguments
  - Decision making
  - Commitment
  - Debate.
- You must give credit to outside sources for any materials used in your assignments. Social work uses APA formatting to do this. If you are unfamiliar, or use another system, notify the instructor.

Note: social work majors need a final grade of a 'C'- or above to progress to following courses in the major.

### GRADING SCALE

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-  
67.0 to 69.999 D+  
77.0 to 79.999 C+  
74.0 to 76.999 C  
70.0 to 73.999 C-  
64.0 to 66.999 D  
60.0 to 63.999 D-  
Below 60.0 F

## VII. CLASS POLICIES

**Participation and Attendance:** Students are expected to attend class sessions regularly and to participate in an interactive framework between collegiate students and professor. Students are expected to complete the readings prior to class and should be well prepared to participate in discussions and experiential learning assignments.

Regular and punctual attendance to each in-person class is expected for this course. Student will lose two participation points for every missed class synchronous meeting beyond one missed class unless a student has accommodations approved in advance through University Services for

Students with Disabilities. Students are expected to contact the professor by email or phone or text in a timely manner about absences, and alert the professor about late arrivals or early departures. Any student missing more than three synchronous classes in total maybe in jeopardy of not passing this course.

“Attendance” and participation for the asynchronous portion of this class will be evaluated based on the completion of journals and book quizzes.

Students are responsible for any material missed due to absences. Course material will be posted in Canvas.

**Due Dates and Late Assignments:** It is expected that assignments will be turned in on time. Assignments are generally due at 11:59pm on the due date. Exceptions to this time will be announced when necessary. Assignments, including papers, are due on the date and time indicated in Canvas. Late assignments will be penalized 5% of the assignment point value for each day late. After 7 calendar days, late assignments will not be accepted unless prior arrangements have been made with the instructor. **Frequent communication is key when needing to turn in a late assignment. Email and meetings with the instructor to plan for late assignments are expected if a student is encountering barriers to turning in an assignment.**

**Grades:** Questions about grades should be raised with the instructor within one week of receipt of the grade.

**Use of Cell Phones in the Classroom:** Cell phones should be muted when class begins and remain off throughout the duration of synchronous class times unless the student has spoken with the instructor prior to class beginning about an urgent need to have the phone available during class.

## 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: <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.

**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>.

**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 campus carry may be found here: <https://campuscarry.utexas.edu>.

**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 and COVID-19 ADVICE LINE (BCCAL).** 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 and COVID-19 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>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

**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

Week	Dates	Topics	This week’s reading/watching	This week’s assignments
1	8/26	Introductions and expectations		
2	8/31; 9/2	Generalist Practice is...	Just Practice: Read the overviews of ch’s 1,2, & 3	Book Quiz/ Journal Entry  Go to the online service-learning fair on 9/3 @ 11.00 – 12.30
3	9/7; 9/9	Cultural Humility/ Reflections on personal values/ NASW Code of Ethics	Just Practice Ch 4	Book Quiz/ Journal Entry

4	9/14; 9/16	Understanding the purpose of theory	Just Practice Ch 5	Book Quiz/ Journal Entry
5	9/21; 9/23	Theories and perspectives central to social work practices		Journal Entry
6	9/28; 9/30	Empowerment		Journal Entry/ Carla Washburn case questionnaire
7	10/5; 10/7	Observation/Engagement	Just Practice ch 6 / Film: The Year We Learned About Love	Book Quiz/ Journal entry The Year We Learned About Love Analysis paper Give Pulse registration Agency selection form
8	10/12; 10/14	Communication		Video Role-play #1/ Journal entry
9	10/19; 10/21	Interviewing/Assessments	Just Practice ch 7	Book Quiz/Journal Entry
10	10/26; 10/28	Planned change/Problem solving process	Just Practice ch 8	Book Quiz/Journal Entry
11	11/2; 11/4	Referrals		Video Role-play #2/Journal entry
12	11/9; 11/11	Endings, Evaluation/Celebration	Just Practice ch 9	Book Quiz Journal Entry
13	11/16; 11/18	Self-care/ Boundaries and/ Professionalism		Journal entry
	Thanksgiving week			
14	11/30; 12/2	Bringing it all together, review		
	12/10			Final Assessment: Case summarization: the Sanchez Family Service-learning hours in Give Pulse

**Given the uncertainty of the semester in regards the pandemic, the schedule is subject to change to allow the flexibility needed for a successful semester. Changes will be announced and noted on Canvas.**

## **X. BIBLIOGRAPHY**

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