



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

Course Number:	SW 332	Instructor:	Xiao Ding
Unique Number:	61430	Email:	xiaoding@utexas.edu
Semester:	Fall 2021	Phone:	216-502-9410
Meeting Time/Place:	M/W4:00pm-5:30pm SSW 2.122/Live Zoom	Office Hours:	Tuesday 12-3pm via Zoom Other time by appointment

**SOCIAL WORK PRACTICE WITH INDIVIDUALS AND
 FAMILIES**

I. COURSE DESCRIPTION

This course builds extensively on content in SW 312 (Social Work Generalist Practice: Knowledge, Values, and Skills). This second course in the practice area focuses on the integration of theory, methods and skills as they apply to practice with individuals and families. The foundation of the course is based on social work values and the ethical decision-making process, as illuminated by the [NASW Code of Ethics](#).

This course provides an in-depth examination of the helping process within the context of an ecosystems/developmental framework. This course encompasses engaging clients in an appropriate working relationship, communication skills, identifying issues, problems, needs, resources, and assets, and planning for service delivery. The course is built on the identification, analysis, and implementation of empirically based interventions designed to achieve client goals including problem solving and case management. The development of skills in data collection, assessment, and problem identification is also emphasized. Throughout the course, special attention is given to understanding, affirming, and respecting people from diverse backgrounds, including (but not limited to) groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin.

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

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

II. COURSE OBJECTIVES

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

1. Demonstrate a generalist knowledge of the relationship between theory and social work practice as it relates to the strengths' capacities and resources of individuals and families.
2. Develop generalist social work skills in identifying client issues, problems, needs, resources, and



- assets in order to help alleviate critical social problems and enhance human well-being.
3. Develop skills in identifying, analyzing and implementing empirically-based interventions and evaluating program outcomes and practice effectiveness.
 4. Develop tools and techniques for understanding, affirming, and respecting people from diverse backgrounds, including (but not limited to) groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin.
 5. Demonstrate a knowledge base of social work values and the ethical decision-making process, as illuminated by the NASW Code of Ethics.
 6. Demonstrate an understanding of the pursuit of social and economic justice including strategies to combat discrimination, oppression, and economic deprivation for individuals and families.

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

III. TEACHING METHODS

This class will use a variety of active learning formats including small group case study exercises, large group discussions, discussion boards in Canvas, and guest speakers, where possible. Videotaped demonstration of theoretical approaches will be selected and used throughout the course by the instructor too. Class attendance and full active participation are required in this course. Assigned readings (and in some cases videos) are listed for the class session they are due and should be read/viewed before class.

Please be prepared to discuss and apply readings during class. If necessary, as the semester goes on, the professor will provide self-reflective questions via Canvas each week to facilitate reading and thinking. The goal is to provoke students' critical thinking to supplement the breadth and depth of the discussion. These will be assigned as we go along. Course outline, lecture/PowerPoints, readings, and case study exercises/assessments are on Canvas.

Instructor Responsibilities

- Deliver information relevant to learning goals and objectives.
- Develop discussion and exercise materials.
- Arrange for supplemental materials as needed.
- Facilitate large group and small group activities.
- Arrange for and facilitate discussion with guest speakers and panels.
- Read and comment on student assignments in a timely manner
- Evaluate student work and provide feedback.

Student Responsibilities

- Arrive for class on time. Return from breaks on time.
- Actively participate in class sessions.
- Share ideas, learning, and experiences with the class.
- Complete all assignments on time, including readings and papers.
- Provide feedback on identified learning needs as the course progresses

- Check Canvas and UT email regularly for announcements, assignments, readings, etc.

IV. REQUIRED TEXT AND MATERIALS

Ruffolo, M. C., Perron, B. E., & Voshel, E. H. (2015). *Direct social work practice: Theories and skills for becoming an evidence-based practitioner*. SAGE Publications.

Supplemental Text Reading: (content will be provided by the professor via Canvas):

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

V. COURSE REQUIREMENTS

Attendance/Participation/Pre-Class Preparation/Quizzes/Lab Assignments (20 Points):

Student attendance and participation is **required** for all class sessions. Participation points will be awarded based on attendance in class and the instructor's evaluation of the student's participation in course discussion, their demonstrating evidence of having done all readings and exercises and quizzes prior to class, and active participation in dyadic and family role plays. Role-playing and other experiential activities are an integral part of each session and the class as a whole. Participation grade will also be based upon instructor observation and lab partner feedback on level of effort and preparation put into labs.

Individual and Family Lab Modules:

This class will include one initiative lab, one ethics lab, five individual intervention labs, and four family intervention labs. The lab that followed every other week will provide students opportunities to practice the knowledge and skills they learned from the previous week's lecture and facilitate them to complete the Assignments in order. These lab sessions are designed to help students gain basic interviewing, engagement, assessment, intervention, and evaluation/termination skills that are prerequisites to practice with individuals and families from a systems perspective. Students should be responsible for providing oral feedback to their lab partners at the end of each lab. (Example format will be made available on Canvas.)

Individual: Students will be assigned to Work with an individual throughout this five-session lab. Each student will have the opportunity to apply practice tools, based on a systems perspective in their work with an individual. Work done during these sessions will be used to create the Process recording and client chart described below in Assignment #2 and #4.

Family: Students will Work in their assigned "family group" for five weeks to engage a family, complete a family assessment both in the office and through a home visit, and apply various skills and intervention techniques for working with families. Each student will have the opportunity to role-play the family social worker for one session. During the remaining sessions, students will maintain their designated family role.

All written assignments 1-5 are due on the date indicated on the grid *before* the beginning of class following the APA 7th format. They are to be submitted electronically via Canvas.

Assignment #1 (10 Points) Reflection Essay

Please address the following four parts in written format:

Part I (2-3 pages) From your perspective, define and discuss personal and professional relationships, and personal and professional values. How are they similar? How are they different? Be sure to synthesize and cite outside sources to support your definitions where appropriate. Use examples to demonstrate the similarities and differences among these four constructs.

Part II (2-5 pages) PLEASE CHOOSE ANY **THREE (3)** OF THESE VARIABLES TO DISCUSS:

Gender/gender expression, sexual orientation, race, ethnicity, age, social class, spirituality or religion, disability, or personal values.

What impact might similarities between the client and social Worker on each of the variables identified have upon the professional relationship? What impact might both similarities and differences between the client and social Worker on each of the variables identified have upon the professional relationship? Be sure to consider the impact from the position of both the Worker and the client.

Part III (2-3 pages) **Apply the discussion of at least two of the three variables you chose for Part II to yourself**

Specifically...to areas of your practice that may be especially sensitive to you. For each of the two variables, discuss how both similarities and differences between *you* and *your* client might impact your ability to form a relationship with your client and your ability to Work together successfully. How might your own personal experiences and affective reactions impact your ability to effectively engage with diverse clients? Use examples from potential practice situations you could encounter to illustrate and explain how the variables could impact your practice in specific situations.

This paper is meant to be a self-reflection paper. Good practice requires social Workers to have high levels of self-awareness, including knowledge about the areas in which we may need to be particularly alert and sensitive. These areas are also areas from which we often find our strengths.

Think about how similarities and / or differences between yourself and potential clients might impact the therapeutic relationship.

PART IV (2-3 pages) **Resolution**

Discuss how Workers might successfully Work with some of the material (e.g., emotions and interactions) that might occur due to these similarities and / or differences you have identified in Part III. During this discussion be sure to present a clear plan that outlines the different strategies *you* would use to address the impact of the variables discussed in Part III.

Although this paper is a self-reflection, you should use your text for this assignment as well as one to



three additional course readings or outside sources. **This paper should be typed, double-spaced, and proofread. Citation of all sources should follow APA 7th edition format.**

Assignment #2 (15 points) Process recording

Part I: Process Recording

Process recording is a method by which you can assess your performance in an interview, track your own internal process, and pose questions for supervision. It involves a written record of all communication both verbal and non-verbal (based on your best recollections) between you and your client, and a record of your feelings and reflection throughout the interview. The process recording helps you **to recall the interview in an objective manner, to explore alternative approaches, and to pose questions for supervision.** By providing an approximate text of the interview, the process recording allows your Instructor or Supervisor to follow the interview, see the steps taken by you, and then either affirm the process or suggest alternative approaches for future reference.

From the opening/engagement session with your lab partner, *select a segment of at least 10 minutes' duration that posed some questions or challenges for you* and complete the following sections of the process recording form:

- I. (2 point) Purpose of the session: Include a statement of the purpose of the session.
- II. (3 point) Observation: Note the appearance, affect, and behavior of the client.
- III. (2 point) Client Background: Write a brief summary of the client background.
- IV. (5 points) Content: This is the communication (verbal and nonverbal) that occurred during the session
 - a. Speaker & Content: This is where the word-for-word interview content (to the best of your ability to remember) goes and should be written in a drama-format (the way a play would be written). For example:
Worker: How long have you been worried about this problem?
Client: For a very long time...ever since my son was born.
 - b. Client's feelings/affect/nonverbal behavior Comment on the client's feelings, affect, nonverbal behavior or reactions *as you perceive them.*
 - c. What was my intention? or What skill did I use? Identify specific skills you used (e.g., open-ended question, empathic statement, paraphrasing, etc.) and what you hoped to accomplish by using them.
 - d. What was I feeling when I said that? This is reserved for *your feelings* as each part of the interview occurred and should be placed side by side with the appropriate segment of the interview dialogue.
 - e. What else might I have done/said here? Identify alternative strategies that may have been used.
 - f. Questions for supervision This is where you ask for feedback on the specific parts of the session. Note. It is not expected that you would have a question for supervision after each exchange. Questions for supervision should be designed for you to identify and meet your learning needs.

NOTE: Please view some samples provided on Canvas. You are not expected to fill in each "box" on the matrix but instead to identify salient points.

- V. (3 point) Summary Comments: This summary contains your reflections and evaluations of the



interview. In other words, the summary allows you to assess your performance critically. It is also a means of helping you plan for the next interview.

Assignment #3 (23 points) Client Chart

Overview: The lab sessions are designed to help students gain basic interviewing, assessment, intervention, and documentation skills that are prerequisites to practice with individuals and families from a systems perspective. Each student will create and maintain a client chart to document the activities they engage in during each of the six individual lab sessions. This chart will contain the materials outlined below. These materials will be completed during the appropriate lab session and added to the chart, which the student is responsible for compiling and maintaining until the individual lab sessions are completed. For purposes of this assignment, complete case file will consist of 5 parts:

PART I. Ecomap/Genogram (5 points)

The Ecomap should include all relevant systems your client interacts with. Be sure to denote the nature of the connections (e.g., strong, tenuous, stressful) and the direction of flow of resources, energy, or interest. You may print and complete (handwritten is acceptable) the blank ecomap provided on Canvas for your client chart. Include a key.

PART II. Biopsychosocial Assessment (5 points)

The written biopsychosocial assessment should be no more than 3 pages single-spaced. The format of this written assessment should be modeled off of the example in the Hepworth et al textbook on pages 247-248 and should include the following sections: background, mental status exam, and biophysical considerations (health, social factors, legal/financial, mood).

PART III. Conclusion/Case Formulation (5 points) (1 page)

Your conclusion should present your hypothesis about the client's strengths and challenges and what you see as the cause and nature of the presenting problem(s). It should be based on the information contained in sections 1-3 above PLUS your knowledge of theory and research. *Briefly* discuss the **theoretical base(s)** that help you better understand the client and his/her/their situation.

PART IV. Goals/Treatment Plan/Contract (5 points) (1 page)

Use the Treatment Plan form to create a service or treatment plan for your client. Include problem formulation statement (statement of concern), goals, objectives, role of client and social worker, interventions you plan to use, time frame of treatment, and evaluation of progress (how progress will be monitored and measured). As you select intervention strategies, remember to select strategies that are evidence informed. You must include at least two (2) goals in your treatment plan and at least two (2) objectives per goal.

PART V. Closing Summary (3 points) (1 page)

Use the Individual Client Termination Summary located on Canvas to create a summary of your work with your individual client as you close the case. Discuss the presenting problem, goals that were established, a summary of treatment provided, and recommendations for follow up. Indicate also the reason for closure and whether the termination was planned or unplanned.

Assignment #5 (20 points) Family Paper



Overview

During the family lab, students will form "families" of approximately four to five students each. Each family group will be given a case to role-play during the lab time (more information on the format of the lab will be distributed later in the semester). This family will form the basis of your paper. Group members will be expected to work together and submit PART I of this paper as a group, however the PART II of this paper is an individual assignment. The paper should be between 8 and 10 pages, double-spaced with 12 pt. Time New Roman font. and submit as a whole.

Specific Instructions

Part I:

- Provide a brief summary of the family including the presenting problem and how it is viewed by different family members.
- Identify 3 to 5 specific examples of family systems dynamics from your reading that were evident in this family. Describe specific behaviors that you observed that lead you to conclude that these dynamics exist.
- Apply your knowledge of family systems. How can family systems theory and /or theories of human or family development help you better understand what is happening with the family?
- What skills or aspects of family Work were used by the social Worker with the family? What strategies for facilitating effective transition /ending were used? To what extent were these evidence informed?
- Evaluate your group's Work with the family. Based on your knowledge and observations, what engagement, assessment and intervention strategies worked/should have worked well with the family? (Use evidence/citations to back up) What could have done to improve the Work with this family? What formal evaluation strategies could be used to evaluate practice with the family?

Part II: From your perspective, reflect on the following questions:

- What do you see as the similarities and differences between Working with individuals and working with families? How did you use yourself differently when Working with the two client systems?
- How did the variables (e.g., age, race, gender, religion, etc.) that you discussed in your first reflection paper play out in your Work with families? Are there other variables that you did not identify earlier that you found to have an impact as you Worked with families?
- What do you see as your own strengths and challenges in working with individuals and with families? What did you learn in this course? Looking back on your first semester at SSW, what experiences or activities have helped you to develop the knowledge, skills, values and cognitive and affective processes for assuming leadership roles in the profession of Social Work? (You may want to review the EPAS competencies and NASW Code of Ethics to respond to this question.)
- As you move toward thinking about practice with groups, organizations and communities, what skills from this course do you think you'll be able to carry over into that?

VI. GRADES

94.0 and Above	A
90.0 to 93.999	A-



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

VII. CLASS POLICIES

ATTENDANCE

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

METHOD TO CONTACT COURSE INSTRUCTOR

Please email with your questions or concerns: xiaoding@utexas.edu. If you need to discuss the course or have further questions, please come to my office hours (see above) or call me at 216-502-9410 to set up a meeting.

OFFICE HOURS

I strongly encourage students to schedule times to talk throughout the semester to foster dialogue regarding the mastery of the class material, processing difficult conversations that occurred in class, and brainstorming ideas for papers/projects. Students should come prepared with what they would like to talk about to make best use of our time together.

USE OF MEDIA IN CLASS

Cell phones/laptops/tablets are not permitted unless permitted for certain purposes once class begins.

WRITING GUIDELINES FOR PAPAERS

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

1. APA is required for all papers. Please see the APA 7th Edition manual, the Purdue Owl website, or the UT Writing Center for any questions. This includes a title page.
2. As future social workers and scholars, grammar and organizational structure is critical in relating your message effectively. Please contact the UT Writing Center for any questions.
3. Evidence of independent, critical thinking
4. Integration of material from lectures and course readings

MUTUAL LEARNING

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

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

NOTE: Only readings from the required and supplemental texts were listed in the chart below. Additional readings/videos may be assigned **throughout the semester via Canvas**. Announcements will be made by the professor ahead of time.

	Lecture Topic	Lab (Class & Zoom Hybrid)	Readings	In person Lab	Assignment Due
8/25 W	-Course Overview -Cohort Sign-up -Individual & Family Labs Partners Introduced	Mission and goals of the profession. Why social Work?		Whole class (W)	-Self Introduction -Pre-class Survey DUE
Social Work Values & Ethics					
8/30 M	Social Work Values and Ethical Decision-Making with Applied CRT lenses		Ruffolo, Chp. 4 pp. 55-75	Cohort 1 (C1)	
9/1 W		Case scenarios on ethical social work practice		Cohort 2 (C2)	
Communication & Engagement					
9/6 M	Labor Day Holiday				
9/8 W	-Engagement and Relationship-Building Skills -Process Recording & SOAP Notes		Ruffolo, Chp. 5 pp. 80-97	C2	Assignment #1 Reflection Essay DUE
9/13 M		Opening a session		C1	
9/15 W	Eliminating Counter-productive communication		Hepworth, Chp. 7 pp. 165-183	C1	
9/20 M	-Basic Interviewing Skills -Solution-focused	Continue client assessment		W	

	Techniques				
Assessment & Documentation & Intervention					
9/22 W	-Ecological Systems Theory -Strength-based Perspectives		Ruffolo, Chp. 6 pp. 102-124	W	Assignment #2 - Process Recording DUE
9/27 M	-Multi-dimensional Assessment -Eco-Maps/Genograms	Complete an ecomap/genogram with client		W	
9/29 W	<u>Guest Lecture</u> The Changing Process: Motivational Interviewing and Trauma Informed Care		Ruffolo, Chp. 7 pp. 127-146	W	Assignment #3- PART I & II DUE
10/4 M		Develop workable goals with client & Treatment plan		W	
10/6 W	<u>Guest Lecture</u> Working with Immigrant Families		See Canvas	W	Assignment #3- PART III & IV & V DUE
10/11 M	-Client Advocacy -Evaluation of Treatment Outcomes -Termination	Evaluate & Terminate Work with client Prepare for Family Work		W	
10/13 W	Core Intervention Skills & CBT		Ruffolo, Chp .8 pp. 149-177	W	
10/18 M	<u>Guest Lecture:</u> Working on What Works (WOWW)			W	
10/20 W	<u>Guest Lecture:</u> Working with Substance Misuse		Ruffolo, Chp .9 pp. 179-200	W	
10/25 M	<u>Guest Lecture:</u> Working with LGBTQ Clients		See Canvas	W	
10/27 W	<u>Guest Lecture:</u> International Social Work		See Canvas	W	
11/1 M	NO CLASS				
11/3 W	<u>Guest Lecture:</u> Military Social Work		See Canvas	W	



11/8 M	Class Reflection		Ruffolo Chp. 10 pp. 203-216	W	
11/10 W		Opening a Session with Families & information exploration (1SW, 4- 5 family members)		W	
11/15 M	Family Social Work: Interviewing, Engaging, Assessing the Family System		Ruffolo Chp. 2&3 pp. 16- 53	W	
11/17 W		Completing Assessment of Family System & Develop the Treatment Plan		W	
11/22 M	-Home Visiting -Family Capacities/Deficits -Gender & Culturally Sensitive Social Work		See Canvas	W	
11/24 W		Continuous observation/Treatm ent Plan review and Intervening with the Family System		W	
11/29 M	Outcome Monitoring and Evaluation		Ruffolo Chp. 11 pp. 217- 236	W	
12/1 W		Evaluation and Termination with Family System		W	
12/6 M	Open to Students' Vote			W	
12/8 W	Open to Students' Vote			W	Assignment #4- Family Paper DUE