

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

Course Number:	SW 383R	Professor:	Anita Guajardo, LCSW-S
Unique Number:	61495		Clinical Assistant Professor
Semester:	Fall 2022	Pronouns:	she her ella
Meeting Time:	Wednesdays	Email:	anita.guajardo@austin.utexas.edu
Practice I:	8:30 am – 12:30 am	Office Hours:	Wednesdays, 1 pm – 2 pm
Field Seminar:	11:30 am – 12:30 pm	Office:	3.124B
Meeting Place:	SSW 2.116		

Social Work Practice I

I. STANDARDIZED COURSE DESCRIPTION

This course provides an introduction to social work practice methodology and professional use of self from a generalist perspective for social work practice with diverse individuals, families, groups, organizations and communities in conjunction with field education.

II. STANDARDIZED COURSE OBJECTIVES

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

1. Identify and begin to apply social work values and principles of ethical decision making as articulated by the NASW Code of Ethics;
2. Demonstrate an understanding of professional use of self and awareness of personal values in the development and maintenance of purposeful, problem-solving relationships with multiple levels of client systems, as well as cooperative and constructive relationships with agency staff, other professionals and community members;
3. Utilize professional communication skills, supervision and consultation in the effective and ethical provision of services to diverse individuals, families, groups, organizations and communities;
4. Demonstrate an understanding of the impact of organizational and community context on service delivery through the in-depth analysis of the assigned field agency;
5. Demonstrate knowledge of the historical roots and major developments of the social work profession and its commitment to promote social and economic justice for populations at risk;
6. Systematically apply an eco-systems frame work to engage client systems in identifying target systems and goals, and in analyzing, implementing and evaluating interventions that enhance client system strengths, capacities, assets and resources in relation to their environment;

7. Recognize the influence of socioeconomic status, age, developmental level, gender, culture, race, ethnicity, physical status, sexual orientation and spiritual beliefs on assessment, planning, intervention and evaluation at all levels of practice;
8. Demonstrate familiarity with basic concepts and methodology related to work with small groups in agency, organization and community settings;
9. Identify the importance of empirically based knowledge to evaluate and improve practice, policy and social service delivery.

III. TEACHING METHODS

This course emphasizes experiential learning and activities that promote self-awareness. Teaching methods will be mixed and intentionally drawn from various pedagogical approaches to be inclusive of diverse learning styles and foster a stimulating, creative, collaborative, and interactive learning community. Methods include audio-visual materials, lectures, readings, class discussion, self-reflection, writing, collegial consultation, small group interactions, activities, role-play and presentations, video recording, and community-based assigned learning activities. In addition, this course will highlight diverse and anti-oppressive perspectives and encourage students to engage in new ways of thinking represented by the professor, guest speakers, and classmates from diverse backgrounds. For a meaningful experience in this class, students must attend class regularly, actively participate, take risks, stretch their creativity, and apply critical thinking skills. Students are encouraged to ask questions, raise issues, provide the professor feedback, and individually meet with the professor to enhance their learning.

Students with a documented disability, physical or cognitive, who require academic accommodations, should request an official letter outlining authorized accommodations as soon as possible. For accommodation letters, contact Services for Students with Disabilities in the Office of the Dean of Students by calling 471-625 (voice) or 471- 4641 (TTY for users who are deaf or hard of hearing).

IV. REQUIRED TEXT AND MATERIALS

Hepworth, D. H., Rooney, R.H., Rooney, G.D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills* (10th ed.). Cengage Learning, Boston, MA.

Students are also expected to review:

UT-Austin Steve Hicks School of Social Work Standards for Social Work Education

<https://socialwork.utexas.edu/wp-content/uploads/2020/10/Standards-for-social-work-education.pdf>

NASW Code of Ethics

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Texas Behavioral Health Executive Council and Texas State Board of Social Work Examiners
Rulebook

<https://www.bhec.texas.gov/wp-content/uploads/2022/04/SW-February-2022-v3.pdf>

NASW Standards and Indicators for Cultural Competence in Social Work Practice

<https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3d&portalid=0>

NASW, ASWB, CSWE, & CSWA Standards for Technology in Social Work Practice

https://www.socialworkers.org/includes/newincludes/homepage/PRA-BRO-33617.TechStandards_FINAL_POSTING.pdf

Recommended:

Roberts, A. & Corcoran, K. (2015). *Social workers' desk reference*. New York: Oxford University Press

(This book is available on-line through UT libraries)

Additional readings, all updates, and in-depth course information will be provided in UT's course management system, CANVAS.

V. COURSE REQUIREMENTS

Students are required to complete the assignments listed below. Detailed assignment learning objectives, guidelines, and rubrics with point allocation, including expected demonstration of content mastery and skill development, will be provided in Canvas. Assignments will be discussed in detail during class, and students are encouraged to meet with the professor should they have any questions. All assignments will be graded on depth and quality of required content, creativity and critical thinking skills, and overall professionalism. Specific point totals for each assignment and a brief assignment description are indicated below.

Participation & Preparedness (45 points)**Due: Ongoing**

Graduate-level social work students are expected to establish trust and safety in class by showing professionalism, mutual respect and care for peers, and a commitment to their individual and collective learning experience. Participation points are determined by students' timely attendance, level of interest, respect for others' learning needs, and contributions to class discussions and activities. Preparing for class by reading assigned material and completing pre-class activities is part of this professional expectation. There will be opportunities for in-class activities throughout the semester to gauge your preparedness for class. Students must practice conscientious presence and demonstrate self-awareness, growth-oriented engagement, in-depth participation, critical self-reflection and correction, and healthy risk-taking beyond their comfort zone.

Student Self-Reflection (15 points)**Due: August 31st**

This assignment begins the self-reflection and self-assessment process required for the professional use of self. It offers a beginning understanding of the assessment process, which will be an area of study during the Practice I course. Students will examine their histories, current personality development, and professional goals; brief yet thorough and thoughtful answers are expected. Additionally, this assignment allows the professor to get to know each student and tailor the learning environment to individual and collective needs.

Knowing Yourself Ethically: Self-Assessment (40 points)**Due: September 7th**

This written assignment supports the ongoing process of self-evaluation needed for effective social work practice. It provides students an opportunity to thoroughly familiarize themselves with the NASW Code of Ethics, including values and principles fundamental to the field of social work. Students will read and analyze the NASW Code of Ethics and identify at least one area that seems most challenging compared to their personal beliefs. This assignment encourages creativity, critical thinking, and authenticity.

Comprehensive Field Organization Analysis (100 points)**Due: October 5th**

The comprehensive field organization analysis assignment is designed to thoroughly acquaint the student and their class peers with the student's field placement. Students will research and complete a comprehensive agency analysis of the data gathered that includes an overall assessment of agency strengths, leadership, openness to innovation, and future trends. This assignment provides students an opportunity to 1) promote their orientation and integration into their field agency by collecting agency data; 2) assess both the agency's accessibility to diverse client populations and overall cultural competence; 3) analyze the agency's organizational

context and impact of the community on their systemic approach to service delivery; 4) determine salient social and economic injustice issues addressed by agency programs; 5) identify methods of practice evaluation and research utilized by their agency, and 6) recognize value conflicts and ethical dilemmas encountered in this setting. Options for submission and assignment details will be available on canvas.

Video Role-Play & Critique (100 points)

Due: October 12th & 26th

This two-part assignment consists of a recorded role-play and in-class review and a critique paper. Using a recorded role-play alongside a class peer, this assignment offers students an opportunity to 1) practice fundamental engagement and relationship-building skills and the problem-solving process; 2) gather and synthesize client data; 2) assess a client's present situation; 3) demonstrate professional communication skills; and 4) practice and receive feedback on relational skills, including the use of verbal and nonverbal social work skills to build rapport and gather relevant information. Students will select a role play topic to record; the video and a written critique will be turned in to the professor. The written critique will require students to identify and evaluate the use and effectiveness of their social work roles, skills, and interventions. Additionally, students will participate in small group viewing and feedback sessions to deepen their learning and increase their comfort and skill in using supervision and consultation

Video Review Sessions Due: 10/12 & Paper Due: 10/19

Multidimensional Case Assessment (100 points)

Due: November 9th & 30th

A multidimensional case assessment of a client in field is required. The term 'case assessment' refers to the process of collecting and critically evaluating a client's biopsychosocial data, as well as to the report that describes the worker's inferences and resulting intervention plan based on the data collected. Students will write a case assessment based on work with a client in their field placement. While gathering client information and developing an intervention plan, students will identify client strengths, assets and resources, salient social and economic justice issues impacting their particular client population, significant policy implications, potential value conflicts and ethical dilemmas and important considerations related to agency and community context. The theoretical foundation for the intervention design will be a systems, ecological, transtheoretical, developmental strengths-based framework, and an anti-oppressive lens. The assessment should be concise yet comprehensive, demonstrating a clear knowledge of the assessment process based on practice experience, class lecture and learning, and guidelines and readings provided.

First Draft Due: 11/9 & Final Draft Due: 11/30

Course Assignment	Points	Due Date
Preparedness & Participation	45	Ongoing
Student Self-Reflection	15	August 31 st
Knowing Yourself Ethically: Self-Assessment	40	September 7 ^h
Comprehensive Field Organization Analysis	100	October 5 th
Video Role-play & Critique	100	October 12 th & 26 th
Multidimensional Case Assessment	100	November 9 th & 30 th
TOTAL	400	

VI. GRADES

94.0 and Above	400 – 375 points	A	
90.0 to 93.999	374 – 360 points	A-	
87.0 to 89.999	359 – 349 points	B+	
84.0 to 86.999	348 – 336 points	B	
80.0 to 83.999	335 – 320 points	B-	
77.0 to 79.999	319 – 310 points	C+	
74.0 to 76.999	309 – 296 points	C	
70.0 to 73.999	295 – 280 points	C-	(Class failed/no credit)
67.0 to 69.999	279 – 270 points	D+	
64.0 to 66.999	269 – 256 points	D	
60.0 to 63.999	255 – 240 points	D-	
Below 60.0	239 – 0 points	F	

VII. CLASS POLICIES

DIVERSITY, EQUITY & INCLUSION. Consistent with the values of social work, I am committed to creating a classroom environment that supports and affirms diversity, equity, and inclusion. By diversity, I refer to the myriad ways in which humans differ in attributes that are visible and invisible, including race, ethnicity, nationality, citizenship, gender and gender identity, sexual orientation, religion, age, socioeconomic background, and ability. Diversity in thought is also encouraged. Equity in access to learning opportunities, and inclusion in virtual and physical learning spaces, is a student's right. All students are expected to uphold these principles, both individually and collectively. Students are asked to voice concerns directly to me as soon as they arise so that they may be addressed appropriately.

MAINTAINING CONFIDENTIALITY. Information shared in class about agencies and clients is considered confidential according to the NASW Code of Ethics standards on the sharing of information for educational purposes. However, discussion outside of class with individuals not in the cohort regarding information shared in class about clients, supervisors, or agencies is a breach of confidentiality. Breach of confidentiality is grounds for disciplinary action within the School and possible expulsion from the program.

PROFESSIONAL ACCOUNTABILITY & CONDUCT IN CLASS. Social work students must adhere to the Student Standards for Professional Conduct of the UT School of Social Work and the NASW Code of Ethics (found in the MSSW Handbook, see web addresses below) and assume responsibility for their own conduct.

Find the MSSW Handbook at <http://www.utexas.edu/ssw/current/forms/>

Find the MSSW Graduate Guide to Field at <http://www.utexas.edu/ssw/field/forms/>

Part of professional accountability includes treating others with respect and courtesy. Within the class, this entails listening to the opinions and concerns of others with openness, offering suggestions and ideas positively and respectfully, and being willing to promote group cohesiveness in the learning environment. At no time may any part of any class or class-related meeting be recorded in any way without expressed consent from all parties involved.

In the Practice I and Field I courses, the student is expected to bring any concerns directly to the professor individually if the issue is not appropriate for class discussion. Students should be prepared to discuss the concern openly, demonstrate a willingness to accept feedback, and offer possible solutions.

CLASSROOM COURTESY. As a courtesy to the class that meets after our class, please dispose of trash and return the classroom chairs and desks to rows or some organized arrangement.

PARTICIPATION & ATTENDANCE. Attendance and participation for allotted class time in full, with the additional hour of field seminar, is expected for all students. Classroom exercises, discussions, role plays, guest speakers and other class experiential exercises are essential for the students' professional learning and continued development of self-awareness. This form of learning cannot be "made up" once missed. Attendance will be taken at the beginning of each class period. Being on time for class is expected, and **late arrivals will impact the student's class participation score.** If a student is late for class on a consistent basis, a meeting with the professor can be expected to discuss a plan for improved timeliness. In extenuating circumstances of absence, students are to notify the professor. **Students will be allowed two (2) absences** (include absences due to medical problems or other emergencies). **Three (3) points will be deducted per missed class** (loss of class participation points) and students are responsible for any material missed due to absences. After two absences, the student is responsible for scheduling an office visit with the professor to discuss issues affecting attendance and professionalism. **Any student missing more than six classes in total (excused or unexcused) maybe in jeopardy of not passing this course.** There may be homework assignments based on discussion, and films shown in the class are due on the assignment dates and will be counted towards participation grades. In addition, the professor reserves the right to add or deduct up to 5 points to students' final point total based on the overall quality of their classroom participation during the semester.

TIME MANAGEMENT. Except in the case of extreme emergencies, and then only with the permission of the professor, late assignments will not be accepted without penalty. Assignments are due to be uploaded to Canvas by 8:30 am on the due date unless otherwise specified in the assignment details. Material turned in after 8:30 am is considered late. Students will lose three (3) points per calendar day that an assignment is late (based on a 100-point scale). On subsequent days, assignments must be submitted before 8:30 am to avoid an additional 3-point penalty (based on a 100-point scale). If the due date is a problem, then the student is encouraged to meet with the professor and negotiate another due date well in advance.

USE OF COMPUTERS & CELL PHONES IN THE CLASSROOM. Practice I is a practice course, and class participation is essential to successful learning. Computers must be utilized in a professional way to the extent that they aid learning; commitment to attention to coursework and in-class activities should not be compromised by the presence of electronics. Cell phones should also be utilized only in a way that supports learning. Turning off notifications or silencing computers and phones and putting them aside will increase attention to the coursework and practice opportunities. Special exceptions can be made if emergencies are looming. Students must communicate with the professor if this is the case. These are issues of professionalism.

USE OF CANVAS IN CLASS. In this class the professor uses Canvas Web based course management system with password protected access at <http://canvas.utexas.edu> to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online quizzes and surveys. Students can find support in using Canvas at the ITS Help Desk. For more information go to <http://www.utexas.edu/its/helpdesk/>.

ASSIGNMENTS & CONCERNS. The professor reserves the prerogative to change class assignments as needed to meet the course objectives. The changes will be discussed with the students in class or by email before implementation. Students with concerns or questions about grades are invited to discuss these with the professor. The professor cannot consider grade revisions beyond two weeks after the assignment is returned to the student. Students with concerns related to equitable distribution of work on a group project should first give the colleague in question a chance to address the concerns. Discussing the problem with your peer first is requested, using skillful and direct communication provided in a way that can be heard. If concerns remain, the student(s) is/are encouraged to approach the professor during the assignment's completion process, **before** the assignment is due, to discuss strategies for completing the assignment.

WRITTEN ASSIGNMENTS. Students are expected to produce high quality written work in terms of clarity, appearance, writing style, and content. Points will be deducted for errors, misspellings, incorrect grammar and punctuation, poor organization, insufficient information, and inferior word processing. When using information from other sources, references and bibliography should conform to current APA style. Instances of plagiarism will be dealt with according to University policy. Students are strongly encouraged to consult with the SSW Writing consultant who can be reached at dinittowritingconsultant@gmail.com.

STUDENT FEEDBACK. Students will be asked to provide feedback on their learning and the professor's teaching strategies in informal as well as formal ways. It is very important for the professor to know the students' reactions to what is taking place in class, ensuring that the professor and students can create a dynamic and effective learning community. Students are encouraged to provide ongoing feedback to the professor during class and office hours.

CONTACTING YOUR INSTRUCTOR. Canvas and email will be frequently used modes of communication between the professor and students outside of class hours. All students are responsible for checking their email on a regular basis for class updates. Students are also responsible for alerting the professor about any changes to their email addresses. Students will be expected to use sound professional judgment when deciding what is appropriate to discuss in email as opposed to scheduling an office appointment or visiting the professor during office hours. Generally, students can expect a response to their email or message within 48-72 hours. Immediate responses should not be expected; as such, if students have questions about the course or assignments, they are encouraged to ask questions during class time, or arrange time outside of class with the instructor well in advance of the due date.

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 ACADEMIC INTEGRITY. Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

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.

UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. 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 HOLY DAYS. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#). The University does not maintain a list of religious holy days.

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

All prep material, assignment guidelines, grading rubrics, and other essential information for this course are in Canvas; please check Canvas regularly. Note that this schedule is intended only as a guide and is subject to change. Changes to this schedule are made at Professor Guajardo’s discretion and as circumstances require. Changes will be announced with as much advance notice as possible. It is the student’s responsibility to note changes when announced. You will need to keep up with the textbook reading on your own as we won’t cover everything in class. The textbook is to be considered as “background reading” – in other words, read it before class, and if it covers new or unfamiliar concepts for you, then re-read and study it more carefully on your own time. Please come to class with at least an outline of the day’s topic.

WK	Date	Main Topic(s)	Reading(s)	Assignment(s) Due
1	Aug. 24 th	Course and Syllabus Review History of Social Work Generalist Practice Development of the Professional Self	See Canvas for prep material (Module 1)	Practice: <i>None</i> Field: <i>None</i>
2	Aug. 31 st	Social Work Values and Ethics Systems and Ecological Theories Anti-Oppressive Social Work Practice/CRT Critical Reflection	See Canvas for prep material (Module 2)	Practice: (P) Student Self-Reflection Paper Field: (F) Journal 1
3	Sep. 7 th	The Helping Process Confidentiality	See Canvas for prep material (Module 3)	Practice: (P) Know Yourself Ethically: Self-Assessment Paper

		Professional Boundaries Transference and Countertransference Ethical Decision Making		Field: (F) Journal 2
4	Sep. 14 th	Relationship Formation and Engagement Conveying Empathy and Authenticity Organizational Relationships and Analysis	See Canvas for prep material (Module 4)	Practice: <i>None</i> Field: (F) Journal 3 (F) Field Expectations Checklist (F) Learning Contract
5	Sep. 21 st	Effective communication: broaching the subjects of race, ethnicity & culture Microaggressions	See Canvas for prep material (Module 5)	Practice: <i>None</i> Field: (F) Journal 4
6	Sep. 28 th	Multidimensional Assessment: Reframing the process Process and Product Assessment Tools	See Canvas for prep material (Module 6)	Practice: <i>None</i> Field: (F) Journal 5
7	Oct. 5 th	Strengths-Based Practice and Documentation Goals, Planning and Contracting Problem Solving Process	See Canvas for prep material (Module 7)	Practice: (P) Comprehensive Field Organization Analysis Field: (F) Journal 6
8	Oct. 12 th	Video Reviews – Full Class Does Not Meet Together	See Canvas for prep material (Module 8)	Practice: (P) Video Role-play Recording Due Field: (F) Journal 7
9	Oct. 19 th	Evidence Based Practice and Introduction to Intervention (Action and Accompaniment) Planning	See Canvas for prep material (Module 9)	Practice: <i>None</i> Field: (F) Journal 8 (F) Process Recording 1 (F) Midterm Evaluation
10	Oct. 26 th	Intervention: Micro, Mezzo And Macro Practice	See Canvas for prep material (Module 10)	Practice: (P) Video Role-play Critique Paper Field: (F) Journal 9
11	Nov. 2 nd	Working with Groups Group Facilitation Skills Process and Content	See Canvas for prep material (Module 11)	Practice: <i>None</i> Field: (F) Journal 10
12	Nov. 9 th	Evaluation and Termination	See Canvas for prep material (Module 12)	Practice: (P) Case Assessment: 1 st Draft

				Field: (F) Journal 11
13	Nov. 16 th	Cultural Humility and Anti-Racist Practice Social Work with Religion and Spirituality Values, Ethics, and Deeper Exploration of Self in Professional Practice	See Canvas for prep material (Module 13)	Practice: <i>None</i> Field: (F) Journal 12
14	Nov. 23 rd	FALL BREAK – NO CLASS (Enjoy!)		Practice: <i>None</i> Field: <i>None</i>
15	Nov. 30 th	LAST CLASS! Professional Self Care Moments of Excellence and End-of-Semester Celebrations	See Canvas for prep material (Module 15)	Practice: (P) Case Assessment: Final Draft Field (<i>due by Friday 12/2</i>): (F) Student Narrative (F) Process Recording 2 (F) Final Evaluation

X. BIBLIOGRAPHY

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