

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

<b>Course Number:</b>	SW 332	<b>Instructor:</b>	J. Mendez, LCSW
<b>Unique Number:</b>	60745	<b>Pronouns:</b>	she/her/ella
<b>Semester:</b>	Spring 2023	<b>Email:</b>	joannamendez@utexas.edu
<b>Meeting Time/Place:</b>	Mon & Wed	<b>Office:</b>	SSW 3.104A
	9:30am – 11:00am	<b>Office Hours:</b>	By appointment, online
	SSW 2.116		

**SOCIAL WORK PRACTICE WITH INDIVIDUALS AND FAMILIES**

**Course Number: SW 332**

**Ethics Flag**

**I. STANDARDIZED COURSE DESCRIPTION**

This course builds extensively on content learned in SW 312 (Social Work Generalist Practice: Knowledge, Values, and Skills) and 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 outlined by the NASW Code of Ethics and other relevant sets of ethical principles.

You will participate in an in-depth examination of the social work helping process using relevant practice theories. In this course, you will develop more advanced skills of engagement, relationship building, interviewing, assessment, and problem solving. Intervention planning based on client need, appropriate theory and evidence-based, culturally-grounded practice will be a particular focus. Evaluation of practice will be an additional focus. Throughout the course, attention is given to understanding, affirming, and respecting people with varying identities of racialization, ethnic origin, class, gender, gender identity and expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status.

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.

Prerequisites: Course credit for SW325, Foundations of Social Justice, and SW327, Human Behavior in the Social Environment with at least a C grade.

**II. STANDARDIZED COURSE OBJECTIVES**

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

1. Apply concepts from practice theories and perspectives related to individuals and families, including, but not limited to, concepts from ecological systems theory, critical race theory,

strengths-based perspective, crisis theory, trauma-informed theory, solution focused approach, cognitive behavioral theory, relational-cultural theory, family systems theory and theories of anti-racism and anti-oppressive practice, with a focus on theories that center racialization using perspectives developed by Black, Indigenous and other scholars of color.

2. Using a social justice lens, identify policies, behaviors, and beliefs that perpetuate racist and oppressive ideas and actions and suggest strategies for change when working with individuals and families.
3. Demonstrate skills needed to practice effectively with individuals and families, including relationship building, assessment, planning, intervention, and evaluation.
4. Demonstrate an understanding of the pursuit of social, racial, and economic justice in practice with individuals and families, including strategies to combat racism, discrimination, intersectional oppression, and economic deprivation.
5. Evaluate ethical issues and recognize when client, societal and/or personal values conflict, emphasizing understanding, affirmation, and respect for human diversity.
6. Evaluate ethical issues using a knowledge base of social work values and the ethical decision-making process, as outlined by the NASW Code of Ethics and other ethical principles, as appropriate.
7. Conduct social work assessments and develop interventions with individuals and families based on client needs, choice, appropriate theory, and research.
8. Develop and implement individual and family role plays and/practice scenarios that demonstrate the social work skills of:
  - a. Observation
  - b. Engagement
  - c. Communication
  - d. Interviewing
  - e. Assessment
  - f. Planning
  - g. Problem solving
  - h. Advocacy
  - i. Evaluation
9. Formulate practice scenarios that demonstrate the ability to differentially use basic social work skills to reflect the needs of clients of diverse groups distinguished by racialization, ethnic origin, class, gender, gender expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status and national origin of communities.

### III. TEACHING METHODS

Teaching methods will include lecture, group discussion, group exercises, audio-visual materials, role play, video and live demonstration, and written assignments.

This course will use the following learning platform:

- **Canvas** —a Web-based course management system with password-protected access at <http://canvas.utexas.edu/>. It is the student's responsibility to ensure that their e-mail address is correct on this site so that class e-mails are received. To reach your class site on Canvas, please go to <http://courses.utexas.edu>. You will need a UT EID and password. The Help Desk, available through the UT home page ([www.utexas.edu/its/help/](http://www.utexas.edu/its/help/)), can

assist you with your computer and blackboard questions. You can also call them at 475-9400. Additionally, the Learning Resource Center at the SSW has computers and computer assistance.

#### **IV. REQUIRED TEXT AND MATERIALS**

Most of the readings will be provided by the professor and posted to Canvas, or links will be provided for the students to access the material online. One assignment (Client Assessment and Treatment Plan) will require the students develop an assessment of the client from a memoir of their choice. Students will purchase their own copy of the memoir of their choice to complete the assignment.

#### **Optional Course Materials:**

The Steve Hicks School of Social Work, Office of the Associate Dean for Equity and Inclusion maintains a list of resources that may be helpful in completion of assignments for this class. To access the Equity and Inclusion Resource Library go to:

[https://docs.google.com/document/d/15WyLzEpyu1w\\_lwBk9m5CsPjn3SaIHmTmYHM1iXnSER4/edit](https://docs.google.com/document/d/15WyLzEpyu1w_lwBk9m5CsPjn3SaIHmTmYHM1iXnSER4/edit)

#### **V. COURSE REQUIREMENTS**

Reading assignments should be completed prior to class and will provide the basis for discussion. Students are encouraged to ask questions and make comments during lectures. Students' questions and comments provide the instructor an important assessment tool for whether readings are being completed outside of class.

Each student will submit several assignments throughout the course of the semester. Details of the assignments will be given on a separate handout.

#### **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**

##### **1. Attendance and Class Participation (and Exit Ticket Completion)**

As near graduating BSW students, it is expected that you will be able to attend regularly and participate on a deeper level in class discussions, taking healthy risks to work outside of your comfort zone. In order to receive the highest level of participation points, healthy risk taking for increasing self-awareness and professional growth must be demonstrated. Participation points will be determined by attendance, level of interest, respect for others' learning needs and contributions to classroom discussions and activities. Being prepared for class by reading assigned material is part of this professional expectation as well. There will be the possibility of in-class activities throughout the semester that will gauge your preparedness for class. You're always welcome to offer thoughtful comments, feedback, and ask questions during class. You are a valuable part of your peers learning experience. Feel free to contact or schedule a time to meet with the Professor separately if you would like additional opportunities to discuss class material, process difficult conversations discussed in class, and/or brainstorm ideas for any of the planned assignments.

Your presence is necessary for everyone's success in this course. If a student cannot attend a class, they should notify the Professor ahead of time. You are allowed to miss two class meetings. Any absence after the third may impact your engagement with content and ideas shared in class, so I encourage you to remember this. Please be proactive in situations where you will be absent, if you experience an emergency, or anticipate a prolonged absence for any reason. Additional considerations will be made for students with accommodations approved in advance through University Services for Students with Disabilities or a COVID-19 related absence has been approved by the instructor. Students are expected to contact the professor by email in a timely manner about absences and alert the instructor about late arrivals or early departures. Any student missing more than five classes in total (excused or unexcused) maybe in jeopardy of not passing this course. Points will be determined on attendance of class meeting times and the quality of participation in class discussion and small group exercises.

Attendance will be taken each class period, using a sign in sheet and a class meeting "exit ticket" which you will complete for each class session. You will complete exit tickets in Canvas with a very brief reflection and/or question regarding your learning for that class session. Instructions will be given each class session.

Due to the format and content of this course, both attendance and contribution are imperative.

## **2. Due Dates and Late Assignments**

Students are expected to turn in all required assignments in Canvas on time on the agreed upon due date. Assignments are generally due at 11:59 pm on the due date. Exceptions to this time will be announced when applicable. Most assignments are due Saturday by 11:59 p.m. on the dates indicated on the assignments page (handout provided separately in Canvas). Self-care practice extra credit assignments are due Wednesday by 11:59 p.m. Assignments, including papers, are due on the date and time indicated in Canvas. Please discuss with the Professor if any challenges arise which may interfere with that schedule and negotiate another due date well in advance. With the permission of the instructor, assignments will be accepted up to 24 hours past due dates when students are in need of additional time (with no points deducted). Do your best to turn assignments in on time so grading is organized and timely.

If you need to turn in an assignment any later than 24 hours late, contact the Professor to coordinate the need for a late submission. Frequent communication is key when needing to turn in a late assignment. We'll work with you, work with us!

### **3. Papers**

The instructor of this class recognizes there are many styles of writing that serve varying audiences. Students are expected to produce effective, clear written work in terms of the formal, academic papers in this course. When using information from sources to complete a submission, references and the bibliography should conform to current APA style citation. The American Psychological Association (APA) – 7th edition format should be used. Written material should be carefully proofread and errors (punctuation, typographical, spelling, etc.) corrected prior to submission in order to avoid losing points in the assignment grade. Students are encouraged to consult with the Undergraduate Writing Center at <http://uwc.utexas.edu> or (512) 471-6222 for assistance with any writing assignments. Instances of plagiarism will be addressed according to University policy. Questions about grades should be raised with the instructor within one week of receipt of the grade.

Exit ticket responses in this class may be written in an informal style.

### **4. 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 together 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 virtual visits. Student feedback is welcome about classroom learning and content, the teacher's teaching strategies, peer relationships, scheduling, or other items. Students are also encouraged to provide feedback during office hours, by e-mail, and by appointment at a mutually convenient time if they desire.

### **5. Assignment Changes**

Student will submit required assignments via Canvas throughout the course of the semester. Details of the assignments and extra credit opportunities will be provided on a separate handout, posted on Canvas. The instructor reserves the prerogative to change class assignments as needed to meet the course objectives. The course schedule will be adjusted throughout the semester to match the rate of the learning of our topics. When changes are made to the course schedule including assignments and readings, you will be informed of those changes in class and/or on Canvas.

### **6. Electronic Devices in the Classroom**

Electronic devices are welcome (encouraged) in class, to support learning. Please be mindful that they do not serve as a distraction to you or those around you. The participation grade will consider attentive engagement within the class.

### **7. Civil Learning Environment**

We come together as a community of learners. We engage with each other kindly, through meaningful and constructive dialogue. We stay on task and avoid behaviors that disrupt the learning environment. Do what you need to take care of yourself: if there is something serious going on in your life that requires you to check your phone, do so; if content we are covering is emotionally difficult for you personally, walk out for a few minutes; if there is a specific issue to you that you want to discuss, such as how I graded your assignment, speak with me individually outside of class.

## 8. Use of the Canvas Website

Web-based, password-protected class sites using Canvas software are available for all accredited courses taught at The University of Texas. Syllabi, handouts, assignments and other resources are types of information that may be available within these sites. Site activities could include exchanging email, engaging in class discussions and chats, and exchanging files. In addition, class e-mail rosters will be a component of the sites. Students who do not want their names included in these electronic class rosters must restrict their directory information in the Office of the Registrar or online. For information on restricting directory information see: [https://registrar.utexas.edu/schedules/199/print/front#P97\\_11126](https://registrar.utexas.edu/schedules/199/print/front#P97_11126)

This class will utilize Canvas for the distribution of class readings and any other written or presentation materials, and recording of student grades. Links to online course meetings are available via the Canvas course website. Assignments may be submitted via Canvas. The primary mode of communication for this course will be email via the Canvas course website.

Note below (in University Policies) that email is an official form of communication for The University of Texas at Austin and students are strongly encouraged to check their email daily.

## VII. 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.

**DISABILITY ACCOMODATION STATEMENT.** If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

**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 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. 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.

**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-
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

**IX. COURSE SCHEDULE**

Date	Topic	Assignment(s) Due	Readings, Videos, & Multimedia
<b>M</b> <b>1/9</b> <b>Week 1</b>	Course Introduction, Syllabus Review, Group Agreements	Exit Ticket	
<b>W</b> <b>1/11</b>	Social <i>Justice</i> Work	Exit Ticket	Janet L. Finn. (2021). <i>Just Practice</i> . End of Ch. 1-Ch.2 (p. 22-62)

			<p>[online: <a href="https://web-s-ebscohost-com.ezproxy.lib.utexas.edu/ehost/ebookviewer/ebook/bmx1YmtfXzI2ODMyMDRfX0FO0?sid=8c85d28d-07bb-451a-b783-3226e80fdb57@redis&amp;vid=3&amp;format=EB&amp;rid=1">https://web-s-ebscohost-com.ezproxy.lib.utexas.edu/ehost/ebookviewer/ebook/bmx1YmtfXzI2ODMyMDRfX0FO0?sid=8c85d28d-07bb-451a-b783-3226e80fdb57@redis&amp;vid=3&amp;format=EB&amp;rid=1</a> ]</p> <p>Roberts, A. R., &amp; Watkins, J. M. (2009). <i>Social workers' desk reference</i>. Ch. 136 (p. 928-933) [In Canvas]</p>
<p><b>M</b> <b>1/16</b></p> <p><b>Week 2</b></p>	<p><b>MLK Jr. Day!</b></p>	<p><b>NO CLASS</b></p>	
<p><b>W</b> <b>1/18</b></p>	<p>Trauma-informed Care</p>	<p>Exit Ticket</p>	<p>Substance Abuse and Mental Health Services Administration. (2014). <i>Trauma-Informed Care in Behavioral Health Services</i>. Treatment Improvement Protocol (TIP) Series 57. HHS Publication No. (SMA) 13-4801. Rockville, MD: Substance Abuse and Mental Health Services Administration. Ch. 1 (p. 3-32) [In Canvas]</p> <p>Lipsky, L. van D., &amp; Burk, C. (2009). <i>Trauma stewardship: an everyday guide to caring for self while caring for others</i>. San Francisco: Berrett-Koehler Publishers. Ch. 3 &amp; 4 (p. 41-113) [In Canvas]</p>
<p><b>M</b> <b>1/23</b></p> <p><b>Week 3</b></p>	<p>Self-Care</p>	<p>Exit Ticket</p> <p>Self-Care Assessment &amp; Maintenance Self-Care Plan Worksheet Due this week</p>	<p><a href="https://www.therapistaid.com/worksheets/self-care-assessment.pdf">https://www.therapistaid.com/worksheets/self-care-assessment.pdf</a></p> <p><a href="https://socialwork.buffalo.edu/content/dam/socialwork/home/self-care-kit/my-maintenance-self-care-worksheet.pdf">https://socialwork.buffalo.edu/content/dam/socialwork/home/self-care-kit/my-maintenance-self-care-worksheet.pdf</a></p> <p><a href="http://socialwork.buffalo.edu/resources/self-care-starter-kit.html">http://socialwork.buffalo.edu/resources/self-care-starter-kit.html</a></p>

			<a href="https://www.inpsychful.sg/ever-yone-mentalhealth/">https://www.inpsychful.sg/ever-yone-mentalhealth/</a>
<b>W 1/25</b>	Engaging with Individuals Effectively  Practice Activity	Exit Ticket	Winbolt, B. (2010). <i>Solution focused therapy for the helping professions</i> . Ch. 4 (p. 39-50) [In Canvas]
<b>M 1/30</b> <b>Week 4</b>	Approaches to Working with Individuals Effectively	Exit Ticket	Corcoran. (2005). <i>Building strengths and skills</i> . Ch. 5 (p. 71-104) [In Canvas]
<b>W 2/1</b>	Honoring Black History Month	<b>Asynchronous Learning (No in-person class)</b>	Listen to a podcast episode of your choice from: <a href="https://redcircle.com/shows/black-history-for-white-people">https://redcircle.com/shows/black-history-for-white-people</a> [Linked]
<b>M 2/6</b> <b>Week 5</b>	Discussion  Role Play Activity	Exit Ticket	
<b>W 2/8</b>	Utilizing Trauma Informed Skills, Emotional Regulation, Cognitive Processing & Meaning Making  Pair Assignments for Individual Simulation Recordings	Exit Ticket	Saxe, G. <i>Collaborative treatment of traumatized children and teens</i> , Chapter 7 (p. 109-123), Ch. 14 (p. 222-255), Ch. 15 (p. 256-277) & Ch. 16 (p. 278-300) [In Canvas]
<b>M 2/13</b> <b>Week 6</b>	Ethical Social Work	Exit Ticket	Fossen, C., Anderson-Meger, J., & Daehn Zellmer, D. (2014) "Infusing a new ethical decision making model throughout a BSW curriculum". <i>Journal of Social Work Values and Ethics</i> , 11(1). 66-81 [In Canvas]
<b>W 2/15</b>	Ethical Social Work	Exit Ticket	Roberts, A. R., & Watkins, J. M. (2009). <i>Social workers' desk reference</i> . Ch. 14 & 15 (p. 115-126) [In Canvas]
<b>M 2/20</b> <b>Week 7</b>	Student Ethical Dilemma Presentations	Student Ethical Dilemma Presentations Due	
<b>W 2/22</b>	Student Ethical Dilemma Presentations	Student Ethical Dilemma Presentations Due	
<b>M 2/27</b>	Treatment Planning and Goal Setting	Exit Ticket	<a href="#">TCU Institute of Behavioral Research (2007). Mapping</a>

<b>Week 8</b>		Trauma Informed Social Work Assignment (Tina's Case) Due this Week  Individual Simulation Recordings Due this week	<a href="#"><u>Your Treatment Plan: A Collaborative Approach</u></a> (pgs. 1-49) [Linked and in Canvas]
<b>W</b> <b>3/1</b>	Treatment Planning and Goal Setting*	Exit Ticket	TBD
<b>M</b> <b>3/6</b>	Individual simulation recording reviews	Peer Feedback	
<b>Week 9</b>			
<b>W</b> <b>3/8</b>	Individual simulation recording reviews	Peer Feedback	
<b>M</b> <b>3/13</b>	<b>SPRING BREAK!</b>	<b>NO CLASS</b>	
<b>Week 10</b>			
<b>W</b> <b>3/15</b>	<b>SPRING BREAK!</b>	<b>NO CLASS</b>	
<b>M</b> <b>3/20</b>	Family Assessment	Exit Ticket	The Social Work Podcast (47m36s): <a href="https://socialworkpodcast.blogspot.com/2008/12/visual-assessment-tools-culturagram.html">https://socialworkpodcast.blogspot.com/2008/12/visual-assessment-tools-culturagram.html</a>
<b>Week 11</b>	Group Assignments for Family Simulation Recording		Roberts, A. R., & Watkins, J. M. (2009). <i>Social workers' desk reference</i> . Ch. 144 (p. 969-974) [In Canvas]
<b>W</b> <b>3/22</b>	Family Assessment & Engaging Families Effectively	Exit Ticket	Zip Code Matters Documentary (28m29s) <a href="https://www.youtube.com/watch?v=A6zDeOP1bPE">https://www.youtube.com/watch?v=A6zDeOP1bPE</a>
<b>M</b> <b>3/27</b>	Engaging Families Effectively*	Exit Ticket	TBD
<b>Week 12</b>			
<b>W</b> <b>3/29</b>	Class's Choice: In-Class time to record Family Simulation Recording Assignment or Self-Care for Frontline Workers	Exit Ticket	TBD

<p><b>M</b> <b>4/3</b></p> <p><b>Week 13</b></p>	<p>Class's Choice: Practice with LGBTQIA+ Youth or Masculinity in Social Work</p>	<p>Exit Ticket</p> <p>Case Study Podcast Assignment Due this week</p>	<p>TBD</p>
<p><b>W</b> <b>4/5</b></p>	<p>Anti-racist and intersectional social work practice</p> <p>Critical Reflection Through Music</p>	<p>Exit Ticket</p>	<p>Dettlaff, A. (2020, June 2). <i>A call to social workers to act against racism and white supremacy now.</i> <a href="https://www.socialworker.com/feature-articles/practice/call-to-social-workers-act-against-racism-white-supremacy/">https://www.socialworker.com/feature-articles/practice/call-to-social-workers-act-against-racism-white-supremacy/</a> [Linked and in Canvas]</p> <p>Teasley, M. L., Schiele, J. H., Adams, C. &amp; Okilwa N. S. (2018). Trayvon Martin: Racial profiling, black male stigma, and social work practice. <i>Social Work</i> 63(1), 37-46 <a href="https://doi.org/10.1093/sw/swx049">https://doi.org/10.1093/sw/swx049</a> [In Canvas]</p> <p>Beck, E. (2019). Naming White Supremacy in the Social Work Curriculum. <i>Affilia</i>, 34(3), 393–398. <a href="https://doi.org/10.1177/0886109919837918">https://doi.org/10.1177/0886109919837918</a> [In Canvas]</p> <p>Bubar, R., Cespedes, K., &amp; Bundy-Fazioli, K. (2016). Intersectionality and social work: Omissions of race, class, and sexuality in graduate school education. <i>Journal of Social Work Education</i>, 52(3), 283-296. <a href="https://doi.org/10.1080/10437797.2016.1174636">https://doi.org/10.1080/10437797.2016.1174636</a> [In Canvas]</p>
<p><b>M</b> <b>4/10</b></p> <p><b>Week 14</b></p>	<p>Social Work with Refugees and Immigrants</p>	<p>Exit Ticket</p> <p>Family Simulations Recordings Due this week</p>	<p>Walking Together. Sections 5 &amp; 6 (p. 66-84) [In Canvas]</p> <p>Improving Well-Being for Refugees in Primary Care. Ch. 3 &amp; 4 (p. 32-75) [In Canvas]</p>
<p><b>W</b> <b>4/12</b></p>	<p>Crisis Intervention Social Work Skills</p>	<p>Exit Ticket</p>	<p>Substance Abuse and Mental Health Services Administration (2009). <i>Suicide Assessment Five-Step</i></p>

			<p><i>Evaluation and Triage [SAFE-T] brochure (p.1-2) [In Canvas]</i></p> <p>American Counseling Association (n.d.). <i>Suicide Assessment Fact Sheet 6 (p.1-2) [In Canvas]</i></p> <p>Stanley, B. &amp; Brown, G. K. (2008). <i>Patient Safety Plan Template (p.1) [In Canvas]</i></p>
<b>M 4/17 Week 15</b>	Family Simulation recording reviews	Peer Feedback	
<b>W 4/19</b>	Family Simulation recording reviews	Peer Feedback	
<b>M 4/24 Week 16</b>	<b>LAST CLASS DAY</b>	Case Plans Due	

## X. BIBLIOGRAPHY

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