

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

<b>Course Number:</b>	SW 312	<b>Instructor:</b>	Dr. Diane Rhodes
<b>Unique Number:</b>	61605	<b>Email:</b>	Diane.rhodes@austin.utexas.edu
<b>Semester:</b>	Fall 2023	<b>Office:</b>	n/a
<b>Meeting Time/Place:</b>	Tuesdays and Thursdays	<b>Communication:</b>	Via Canvas email
	12:30pm-2pm	<b>Office Hours:</b>	By appointment
	Via zoom		

**Generalist Social Work Practice**

**I. STANDARDIZED COURSE DESCRIPTION**

This course is the first practice course you will complete in the social work curriculum. In this course, you will be introduced to the change and problem-solving process with individuals, families, groups, organizations, and communities. You will learn the purpose of theory in social work and begin to understand the theories that most influence generalist practice. The impact and guidance of the NASW Code of Ethics and other codes/principles of ethics on generalist social work practice will also be explored. Several sets of beginning social work skills, including observation, relationship building, interviewing and assessment skills, will be developed in this class. Experiential learning is emphasized as skills evolve, including a 30-hour service learning requirement that involves opportunities to interact with community members. In addition, in this course, you will learn how to reflect the needs of diverse individuals, groups and communities – as categorized by 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.

Prerequisite: S W 310, Introduction to Social Work and Social Welfare, with a grade of at least C.

**II. STANDARDIZED COURSE OBJECTIVES**

1. Define the major dimensions of generalist social work practice and the planned change/problem solving process with individuals, families, groups, organizations, and communities.
2. Understand the purpose of theory, how theoretical perspectives fit with individual beliefs and values, and how theory works to provide a framework for social work practice.
3. Explain how the lenses of ecosystems perspective, critical race theory, strengths-based approaches, Maslow’s hierarchy of needs, and social constructionist theory can be applied to generalist social work practice.
4. Discuss anti-racism in generalist practice, centering racialization, and using perspectives developed by Black, Indigenous and other scholars of color.
5. Using a social justice lens, identify policies, behaviors, and beliefs that perpetuate racist and oppressive ideas and actions and suggest strategies for change.
6. Demonstrate basic skills in working with individuals, families, groups, organizations, and communities including:
  - a. Observation,
  - b. Engagement,
  - c. Communication,
  - d. Interviewing,

- e. Assessment,
  - f. Goal setting and intervention,
  - g. Evaluation,
  - h. Collaboration, and
  - i. Problem solving.
7. Demonstrate use of tools in generalist practice including, but not limited to ecomaps, culturagrams, and genograms.
8. 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.
9. Identify ethical issues and recognize when client, legal, policy, societal and/or personal values conflict, emphasizing understanding, affirmation and respect for human diversity and social justice in the practice of social work.

### III. TEACHING METHODS

This is an online synchronous class. The classroom will be utilized by students to support group and pairs work during class time on Thursdays. I teach using a variety of teaching methods to foster a stimulating, creative and collaborative learning community. These methods intentionally draw on diverse pedagogical approaches to be inclusive of a variety of learning styles; activities include readings, writings, small group discussions, role-play, lectures, videos, in-class group activities, learning activities in the community and self-reflection. Experiential learning that builds upon your field instruction will be emphasized.

For a meaningful experience in this class, you are encouraged to actively participate, take risks, stretch your creativity, apply your critical thinking skills and attend class regularly. This course will highlight diverse perspectives of thought and will encourage you to engage in new ways of thinking that may be represented by speakers, the professor, and classmates from diverse backgrounds. You are encouraged to ask questions, raise issues, provide the instructor with feedback and meet with me individually as needed to enhance your learning.

In this course you will find a number of approaches to teaching that may be new to you, and I welcome conversation around these approaches. These are designed to support a community of compassion, a community of connection, and a community of lifelong learners.

I also reserve the right to make changes to this syllabus as needed, which will be communicated to you both in class and electronically.

### IV. REQUIRED TEXT AND MATERIALS

All reading materials are online and will be posted on Canvas.

**Students are also expected to review:**

UTSSW Standards for Social Work Education

<http://socialwork.utexas.edu/dl/files/academic-programs/other/standards-sw-education.pdf>

NASW Code of Ethics

<http://www.socialworkers.org/pubs/code/code.asp>

Texas State Board of Social Work Examiners Code of Conduct

[http://www.dshs.state.tx.us/socialwork/sw\\_conduct.shtm](http://www.dshs.state.tx.us/socialwork/sw_conduct.shtm)

NASW Standards and Indicators for Cultural Competence

<http://www.socialworkers.org/practice/standards/PRA-BRO-253150-CC-Standards.pdf>

NASW Policy Statement on Professional Self Care

<http://www.compassionstrengths.com/uploads/NASW.ProfesionalSelf-Care.pdf>

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

## V. COURSE REQUIREMENTS

Grades are based on the following:

Service Learning:	30 points
2 Video role-plays:	30 points (15@)
Movie Review:	10 points
Case Summary:	20
Self-care project	10 pts
Total:	100 points

**Student Attendance/Participation** - Attendance and active participation are critical to the teaching and learning in this class.

**Service Learning Requirement** - All students enrolled in SW 312 are required to complete 30 clock hours of service learning in a community agency or organization. Additional instructions, forms and due dates for this course requirement are available on Canvas. Service learning experiences will be implemented into learning labs and case examples during class. There will be a service learning fair on September 1<sup>st</sup> from 11:30am-1pm.

### **Initial Service Learning Expectations**

Provide a set of the forms to your supervisor at the beginning of the semester for their records. On the days that the forms are due, the forms need to be completely filled out and signed by the supervisor to receive full credit. A “tracking hours” form can be accessed on Canvas. Tracking service learning hours will occur on GivePulse as well, and you are expected to track hours timely for full credit. Late forms will not be accepted unless the instructor was notified 24 hours in advance. GivePulse Registration begins September 6<sup>th</sup> at 10am and closes September 15<sup>th</sup> at 11:59pm.

### **Service Learning Agency Presentation**

Students will participate in a 15 to 20 minute fishbowl presentation or other preferred modality to engage and teach the class about their experience at their service learning agency. As a part of this evaluation of your experience, the group should address cultural diversity, systemic issues, and ethics.

### **Movie Review**

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

### **Self-Care Project and Moments of Excellence**

Over the course of the semester, students are encouraged to come up with a regular practice that supports their own mental health and their ability to best care for their clients. The professor and students will notice the effectiveness of their self-care practices, and engage in a practice of accountability throughout the semester in order to parallel the learning experienced in this course. In addition, noticing strengths in others is an essential social work skill, and you are expected to notice your peers strengths and skills throughout the semester and take note as well. On the last day of class, students will have two minutes to share with the class about their self-care practice, and the person(s) they have selected for moments of excellence.

### **Video Project**

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

### **Case Summary**

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

## **VI. GRADES**

### **Guides for work turned in:**

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

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

## **GRADING SCALE**

94.0 and Above A  
90.0 to 93.999 A-  
87.0 to 89.999 B+  
84.0 to 86.999 B  
80.0 to 83.999 B-  
67.0 to 69.999 D+  
77.0 to 79.999 C+  
74.0 to 76.999 C  
70.0 to 73.999 C-  
64.0 to 66.999 D  
60.0 to 63.999 D-  
Below 60.0 F

## **VII. CLASS POLICIES**

### **1. Participation and Attendance**

Full attendance and active participation are ideal for a comprehensive learning experience. Classroom exercises, discussions, role-plays, guest speakers and other class experiential exercises are essential for your professional learning and continued development of self-awareness. I realize that extenuating circumstances arise and that everyone is juggling several responsibilities. If you are unable to attend a

class, please email me prior to that class. If it is a last-minute absence, please text me, so I don't worry. If circumstances make you miss more than three classes, you may be overextended, so be sure to reach out to me. If you must miss a class, please contact a peer to review what you missed. In addition, you can always schedule a time to meet with me to discuss the missed content in more detail.

### **Late Assignments**

All assignments will have due dates. Assignment timelines are based on personal accountability as well. If you believe you will not be able to turn in an assignment by the due date, please let me know how many more days you need and a general reason for turning it in later. Please check in with me/email me before the assignment is due.

### **Student Achievement**

Student Achievement in meeting course objectives will be evaluated on the following written, oral, and in-class experiential assignments, regular and punctual class attendance, and informed class participation based upon class readings/assignments.

### **Student Feedback**

Student feedback is welcome either informally or formally 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 phone, by e-mail, and by appointment if they desire. Feedback will be provided on assignments turned into Canvas. Students are responsible for checking the feedback. Students need to either respond with questions/comments or verify that they read it by stating "Comments received."

### **Assignment Changes**

The instructor 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.

### **Cell phone and Laptop Use**

Please keep cell phones away and on mute during class. Laptops will be used when accessing Canvas material and doing group work. I will be clear about when laptops need to be put away. Excessive laptop/cellphone use that is not related to class will be addressed with the student individually.

## **VIII. UNIVERSITY POLICIES**

**POLICIES (REQUIRED IN ALL SYLLABI) \*Policies are updated each term, so please include all of this information.**

**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.

**ACCESSIBLE/COMPLIANT 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 touch base with your instructor to discuss your Accommodation Letter as early as possible in the semester so your approved accommodations can be implemented.

**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 DISCLOSURE.** Beginning January 1, 2020, Texas Education Code, Section 51.252 (formerly known as Senate Bill 212) requires all employees of Texas universities, including faculty, to report to the [Title IX Office](#) any information regarding incidents of sexual harassment, sexual assault, dating violence, or stalking that is disclosed to them. Texas law requires that all employees who witness or receive information about incidents of this type (including, but not limited to, written forms, applications, one-on-one conversations, class assignments, class discussions, or third-party reports) must report it to the Title IX Coordinator. Before talking with me, or with any faculty or staff member about a Title IX-related incident, please remember that I will be required to report this information.

Faculty, staff, graduate assistants, teaching assistants, and graduate research assistants are [mandatory reporters](#) under federal Title IX regulations and are required to report [a wide range of behaviors we refer to as sexual misconduct](#), including the types of misconduct covered under Texas Education Code, Section 51.252. Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex – including pregnancy and parental status – in educational programs and activities. The Title IX Office has developed supportive ways and compiled campus resources to support all impacted by a Title IX matter.

If you would like to speak with a case manager, who can provide support, resources, or academic accommodations, in the Title IX Office, please email: [supportandresources@austin.utexas.edu](mailto:supportandresources@austin.utexas.edu). Case managers can also provide support, resources, and accommodations for pregnant, nursing, and parenting students.

For more information about reporting options and resources, please visit: <https://titleix.utexas.edu>, contact the Title IX Office via email at: [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu), or call 512-471-0419.

**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**

Date	Topic	Assignment Due	Readings
8/22	Review of syllabus Service Learning Introductions		
8/24	Generalist Practice is... Your social work interests		Zastrow & Hessenauer Ch.1: Generalist Social Work Practice pg.1-13 <a href="https://www.google.com/books/edition/Generalist_Social_Work_Practice/JPUTEAAAQBAJ?hl=en&amp;gbpv=1&amp;dq=what+is+generalist+social+work+practice&amp;printsec=frontcover">https://www.google.com/books/edition/Generalist_Social_Work_Practice/JPUTEAAAQBAJ?hl=en&amp;gbpv=1&amp;dq=what+is+generalist+social+work+practice&amp;printsec=frontcover</a>
8/29	Service Learning Training	Service Learning Fair (Friday September 1 <sup>st</sup> )	



8/31	Cultural Humility/ Reflections on personal values/ NASW Code of Ethics		<p>Zastrow &amp; Hessenauer Ch.1: Generalist Social Work Practice pg.14 - 20 <a href="https://www.google.com/books/edition/Generalist_Social_Work_Practice/JPUTEAAAQB_AJ?hl=en&amp;gbpv=1&amp;dq=what+is+generalist+social+work+practice&amp;printsec=frontcover">https://www.google.com/books/edition/Generalist_Social_Work_Practice/JPUTEAAAQB_AJ?hl=en&amp;gbpv=1&amp;dq=what+is+generalist+social+work+practice&amp;printsec=frontcover</a></p> <p>NASW Code of Ethics: <a href="https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English">https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English</a></p> <p><a href="https://www.simplypsychology.org/learning-kolb.html">https://www.simplypsychology.org/learning-kolb.html</a></p>
9/5	Theories and perspectives central to social work practice Assessment practice	<b>GivePulse Registration opens Sept 6</b>	<p>Berg-Weger, Adams, Birkenmaier Ch. 2 (available electronically through the UT library) <a href="https://ebookcentral.proquest.com/lib/utxa/reader.action?docID=4786516">https://ebookcentral.proquest.com/lib/utxa/reader.action?docID=4786516</a></p> <p>Common Theories Used in Social Work <a href="https://www.youtube.com/watch?v=ywsRgESoybU">https://www.youtube.com/watch?v=ywsRgESoybU</a></p> <p>Kendi on CRT: <a href="https://www.youtube.com/watch?v=miVIHcdjaWM">https://www.youtube.com/watch?v=miVIHcdjaWM</a></p>
9/7	Engagement	<b>GivePulse: remember to register</b>	<p>Berg-Weger, Adams, Birkenmaier Ch. 3 (available electronically through the UT library) <a href="https://ebookcentral.proquest.com/lib/utxa/reader.action?docID=4786516">https://ebookcentral.proquest.com/lib/utxa/reader.action?docID=4786516</a></p>
9/12	Theories: Strength-based Applying strength-based		<p>Finn: Just Practice: ch 1 (available electronically from the UT Library) <a href="https://web-p-ebscobhost-com.ezproxy.lib.utexas.edu/ehost/ebookviewer/ebook?sid=6f607a55-fe0f-4568-a364-74179bbb160a%40redis&amp;vid=0&amp;format=EB">https://web-p-ebscobhost-com.ezproxy.lib.utexas.edu/ehost/ebookviewer/ebook?sid=6f607a55-fe0f-4568-a364-74179bbb160a%40redis&amp;vid=0&amp;format=EB</a></p>

9/14	Communication Professional Use of Self		Practice wisdom: the art and science of social work  <a href="https://www-tandfonline-com.ezproxy.lib.utexas.edu/doi/pdf/10.1080/02650533.2014.922058?needAccess=true">https://www-tandfonline-com.ezproxy.lib.utexas.edu/doi/pdf/10.1080/02650533.2014.922058?needAccess=true</a>
9/19	Boundaries, Enabling and Professionalism		The Boundaries of the Social Work Relationship Revisited: Towards a Connected Inclusive and Dynamic Conceptualization
9/21	Engagement/Rapport Building		Just Practice: ch 2 <a href="https://web-p-ebscobost-com.ezproxy.lib.utexas.edu/ehost/ebookviewer/ebook?sid=6f607a55-fe0f-4568-a364-74179bbb160a%40redis&amp;vid=0&amp;format=EB">https://web-p-ebscobost-com.ezproxy.lib.utexas.edu/ehost/ebookviewer/ebook?sid=6f607a55-fe0f-4568-a364-74179bbb160a%40redis&amp;vid=0&amp;format=EB</a>  Maori social work views and practices of rapport building with rangatahi Maori
9/26	Listening/ Reframing Techniques		
9/28	Teaching and Learning; Goals and Interventions		A smart goals example  <a href="https://www.banneruhp.com/= /media/files/project/uahp/behavioral-health-forms/buhp_smart-goals-cheat-sheet_dec2020.ashx?la=en">https://www.banneruhp.com/= /media/files/project/uahp/behavioral-health-forms/buhp_smart-goals-cheat-sheet_dec2020.ashx?la=en</a>
10/3	Stages of Change Action and Accompaniment	Film Review: The Year We Thought About Love	<a href="https://www.kanopy.com/en/utexas/video/179034">https://www.kanopy.com/en/utexas/video/179034</a>
10/5	Endings, Evaluation/Celebration		BWA Ch 5 <a href="https://ebookcentral.proquest.com/lib/utxa/reader.action?docID=4786516">https://ebookcentral.proquest.com/lib/utxa/reader.action?docID=4786516</a>
10/10	Self-care, burnout, vicarious trauma	<i>Video roleplay #1</i>	<a href="https://www.newyorker.com/magazine/2021/05/24/burnout-modern-affliction-or-human-condition">https://www.newyorker.com/magazine/2021/05/24/burnout-modern-affliction-or-human-condition</a>

10/12	Planned change process		Just Practice ch 7 <a href="https://web-p-ebSCOhost-com.ezproxy.lib.utexas.edu/ehost/ebookviewer/ebook?sid=6f607a55-fe0f-4568-a364-74179bbb160a%40redis&amp;vid=0&amp;format=EB">https://web-p-ebSCOhost-com.ezproxy.lib.utexas.edu/ehost/ebookviewer/ebook?sid=6f607a55-fe0f-4568-a364-74179bbb160a%40redis&amp;vid=0&amp;format=EB</a>
10/17	Crisis intervention		<b>VII. The Science of Emotion Regulation: How Our Brains Process Emotions</b> <a href="https://www.youtube.com/watch?v=f0oG1J2escU">https://www.youtube.com/watch?v=f0oG1J2escU</a>
10/19	Voluntary clients vs nonvoluntary client work		
10/24	Problem-Solving and Interventions		
10/26	Social constructionism		<a href="https://www.nytimes.com/roomfordebate/2015/06/16/how-fluid-is-racial-identity/race-and-racial-identity-are-social-constructs">https://www.nytimes.com/roomfordebate/2015/06/16/how-fluid-is-racial-identity/race-and-racial-identity-are-social-constructs</a>
10/31	Ecosystems perspective		<a href="https://socialworkhaven.com/social-work-ecomaps/">https://socialworkhaven.com/social-work-ecomaps/</a>
11/2	Family work and genograms	<i>Video Roleplay #2</i>	
11/7	Ethics		<a href="https://www.dallasnews.com/news/education/2023/05/10/texas-plan-to-put-chaplains-in-public-schools-is-latest-move-to-inject-christianity/">https://www.dallasnews.com/news/education/2023/05/10/texas-plan-to-put-chaplains-in-public-schools-is-latest-move-to-inject-christianity/</a>  Just Practice ch 4
11/9	Ecotherapy	<i>Dyad Presentations due 11/14</i>	
11/14	Dyad Presentations	<i>Self-care Reflections</i>	
11/16	Dyad Presentations		

No class:	Thanksgiving break! No class for 11/21 and 11/23		
11/28	Service Learning Presentations	<i>Service Learning presentations</i>	
11/30	Ending/Celebration		Final Assessment: Case summarization: the Sanchez Family Service-learning hours in Give Pulse

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