

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

Course Number:	SW 332	Instructor:	J. Mendez, LCSW
Unique Number:	60830	Pronouns:	she/her/ella
Semester:	Fall 2024	Email:	joannamendez@utexas.edu
Meeting Time/Place:	Tue & Thu	Office:	
	11:00am – 12:30pm	Office Hours:	By appointment, online
	BEN 1.122		

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/), 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

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. General Class Policies

Our classroom is the center of our learning and exchange of ideas. 100% attendance is expected.

Connect with me regularly: If you don't feel confident, tell me; we'll work on things together.
Attend classes: **2-point** deduction from course grade per absence (no penalty for 1st absence). 3 unexcused absences will disqualify you from passing the course, regardless of your course average. Don't miss class to finish an assignment, submit it after class.
Submit assignments on time: Maximum grade for late submissions is **80**.

2. 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. Healthy risk taking for increasing self-awareness and professional growth must be demonstrated. Regular attendance, engaged interest, respect for others' learning needs, and contributions to classroom discussions and activities are part of our class standards. Being prepared for class by reading assigned material PRIOR to class 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. Classroom exercises, discussions, role plays, 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. 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.

Due to the format and content of this course, both attendance and contribution are imperative. Our classroom is the center of our learning, where we exchange ideas. Your part in it is valued, so attendance is important. 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 via email. 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 absence may impact your engagement with content and ideas shared in class, so I encourage you to remember this. **There is a 2-point deduction from course grade per absence (no penalty for 1st absence). 3 unexcused absences will disqualify you from passing the course, regardless of your course average.** *Excused Absence:* Please be proactive in situations where you will be absent or if you experience an emergency. If you are absent or unable to participate in class, please email me. Additional considerations will be made for students with accommodations approved in advance through [Disability and Access](#) or a COVID-19 related absence that has been approved by [Student Emergency Services](#). If you plan to miss class due to observance of a religious holiday, please let me know in advance. You will not be penalized for an absence due to a religious holiday, although you will still be responsible for any work you miss on that day. If you need to be absent, ask your classmates for a run-down and notes on any material you miss. If there are topics that raise questions for you, contact me. If you miss class on a day when we engage in an activity that cannot be made up outside of class (e.g., certain group activities), propose a plan for make-up work, unless I assign something. Make-up work needs to be completed within two weeks.

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.

An online Canvas discussion board will be available for each class session. **Students are expected to use this discussion board to post 3 discussion questions you created based on the reading/video/multimedia (by the start of class).** These questions will be used to facilitate our in-class discussions about the reading/course material. You're also welcome to use this discussion board to add something you didn't get to say in class, share resources you were reminded of, and/or continue the conversation about what was discussed in class.

3. 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 Thursday 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. **The maximum grade for late submissions is 80.** 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.

4. 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.

5. 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.

6. 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.

7. 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.

8. Electronic Devices in the Classroom

Electronic devices are welcome (encouraged) in class, to support lectured learning. Please be mindful that they do not serve as a distraction to you or those around you. **You are welcome to use your devices to stay on task (e.g. following along class powerpoints). Use of devices to check emails or non-class specific material is not permitted during class time.** Please uphold attentive engagement within the class.

9. No use of generative AI tools permitted

Utilize your own brilliance when completing your work. This course assumes that work submitted by students – all process work, drafts, brainstorming artifacts, final works – will be generated by the students themselves, working individually or in groups as directed by class assignment instructions. This policy indicates the following constitute violations of academic honesty: a student has another person/entity do the work of any substantive portion of a graded assignment for them, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or using generative AI tools (such as ChatGPT).

10. 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 (at all other times, turn off all electronic devices); 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.

11. 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

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

Academic Policies

Grading Scale

[No A+]		87.0 to 89.999	B+	77.0 to 79.999	C+	67.0 to 69.999	D+
94.0 and Above	A	84.0 to 86.999	B	74.0 to 76.999	C*	64.0 to 66.999	D
90.0 to 93.999	A-	80.0 to 83.999	B-	70.0 to 73.999	C-	60.0 to 63.999	D-
				<i>*minimum to pass course</i>		Below 60.0	F

Attendance and Academic Behavior. At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at <https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>. Furthermore, students are expected to abide by the Standards for Social Work Education (available at <https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/>). The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

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 Center for Access and Restorative Engagement at <https://community.utexas.edu/care/>. The University does not maintain a list of religious holy days.

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.

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.

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>.

Steve Hicks School of Social Work Policies

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.

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.

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 and Mental Health 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.

Resources, Prevention of Discrimination, and Safety

Disability Accommodation 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: <https://community.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.

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.

Covid-19 Related Information. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

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/>.

Title IX Accommodations for Those Pregnant, Nursing and Parenting. Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the [Title IX pregnancy and parenting resource page](#) for more information or contact the [Title IX Support and Resources team](#) connect with a Case Manager.

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.

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.

VIII. COURSE SCHEDULE

This schedule is intended only as a guide and subject to change. Textbook readings are listed here. The additional required weekly readings will be posted on Canvas. **Please be sure to check Canvas in your preparation for class.**

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.

Date	Topic	Assignment(s) Due	Readings, Videos, & Multimedia
T 8/27 Week 1	Course Introduction, Syllabus Review, Group Agreements	Exit Ticket	
Th 8/29	Social <i>Justice</i> Work Five Faces of Oppression Activity	Exit Ticket	Janet L. Finn. (2021). <i>Just Practice</i> . End of Ch. 1-Ch.2 (p. 22-62) [online: https://web-s-ebscohost-com.ezproxy.lib.utexas.edu/ehost/ebookviewer/ebook/bmx1YmtfXzI2ODMyMDRfX0FO0?sid=8c85d28d-07bb-451a-b783-3226e80fdb57@redis&vid=3&format=EB&rid=1] Roberts, A. R., & Watkins, J. M. (2009). <i>Social workers' desk reference</i> . Ch. 136 (p. 928-933) [In Canvas]
T 9/3 Week 2	Trauma-informed Care	Exit Ticket	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]

			Lipsky, L. van D., & 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 & 4 (p. 41-113) [In Canvas]
Th 9/5	Self-Care	Exit Ticket Self-Care Assessment & Maintenance Self-Care Plan Worksheet Due this week	https://www.therapistaid.com/worksheets/self-care-assessment.pdf https://socialwork.buffalo.edu/content/dam/socialwork/home/self-care-kit/my-maintenance-self-care-worksheet.pdf http://socialwork.buffalo.edu/resources/self-care-starter-kit.html https://www.inpsychful.sg/ever-yone-mentalhealth/
T 9/10 Week 3	Engaging with Individuals Effectively O.A.R.S. Practice Activity in Groups	Exit Ticket	Winbolt, B. (2010). <i>Solution focused therapy for the helping professions</i> . Ch. 4 (p. 39-50) [In Canvas]
Th 9/12	Approaches to Working with Individuals Effectively Role Play Exercise in Groups	Exit Ticket	Corcoran. (2005). <i>Building strengths and skills</i> . Ch. 5 (p. 71-104) [In Canvas]
T 9/17 Week 4	Role Play Exercises in Groups	Exit Ticket	TBD
Th 9/19	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]
T 9/24 Week 5	Ethical Social Work	Exit Ticket Student Ethical Dilemma Presentation Materials Due this Week	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]
Th 9/26	Ethical Social Work Practice Ethics-A Model as a class	Exit Ticket	Roberts, A. R., & Watkins, J. M. (2009). <i>Social workers' desk reference</i> . Ch. 14 & 15 (p. 115-126) [In Canvas]
T 10/1 Week 6	Student Ethical Dilemma Presentations	Student Ethical Dilemma Presentations Due	
Th 10/3	Student Ethical Dilemma Presentations Ethical Dilemma/SW Discussion	Student Ethical Dilemma Presentations Due	
T 10/8 Week 7	Treatment Planning and Goal Setting Discussion of maps from lecture & reading	Exit Ticket Trauma Informed Social Work Assignment (Tina's Case) Due this Week Individual Simulation Recordings Due this Week	TCU Institute of Behavioral Research (2007). <i>Mapping Your Treatment Plan: A Collaborative Approach</i> (pgs. 1-49) [Linked and in Canvas]
Th 10/10	Treatment Planning and Goal Setting Intervention Plan In-Class Exercise in Small Groups	Exit Ticket	Chechak, D. (n.d.). The Roles of a Social Worker (pgs. 1-2) [in Canvas]
T 10/15 Week 8	Individual simulation recording reviews Peer Feedback for Grad School Essay/Cover Letters	Peer Feedback	
Th 10/17	Individual simulation recording reviews Role Play Exercises	Peer Feedback	
T 10/22 Week 9	Family Assessment Group Assignments for Family Simulation Recording	Exit Ticket	The Social Work Podcast (47m36s): https://socialworkpodcast.blogspot.com/2008/12/visual-assessment-tools-culturagram.html Roberts, A. R., & Watkins, J. M. (2009). <i>Social workers' desk reference</i> . Ch. 144 (p. 969-974) [In Canvas]

Th 10/23	Family Assessment & Engaging Families Effectively Review Family Case Studies	Exit Ticket	Zip Code Matters Documentary (28m29s) https://www.youtube.com/watch?v=A6zDeOP1bPE
T 10/29 Week 10	Family Engagement	Exit Ticket	TBD
Th 10/31	Class's Choice: In-Class time to record Family Simulation Recording Assignment or Self-Care for Frontline Workers	Exit Ticket	TBD
T 11/5 Week 11	Practice with LGBTQIA+ Youth Discussion in Small Groups	Exit Ticket Case Study Podcast Assignment Due this week	TBD
Th 11/7	Masculinity in Social Work	Exit Ticket	TBD
T 11/12 Week 12	Family Case Scenario Exercises	Exit Ticket	TBD
Th 11/14	Anti-racist and intersectional social work practice Critical Reflection Through Music	Exit Ticket	Dettlaff, A. (2020, June 2). <i>A call to social workers to act against racism and white supremacy now.</i> https://www.socialworker.com/feature-articles/practice/call-to-social-workers-act-against-racism-white-supremacy/ [Linked and in Canvas] Teasley, M. L., Schiele, J. H., Adams, C. & Okilwa N. S. (2018). Trayvon Martin: Racial profiling, black male stigma, and social work practice. <i>Social Work</i> 63(1), 37-46 https://doi.org/10.1093/sw/swx049 [In Canvas] Beck, E. (2019). Naming White Supremacy in the Social Work Curriculum. <i>Affilia</i> , 34(3), 393–398.

			<p>https://doi.org/10.1177/0886109919837918 [In Canvas]</p> <p>Bubar, R., Cespedes, K., & 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. https://doi.org/10.1080/10437797.2016.1174636 [In Canvas]</p>
T 11/19 Week 13	<p>Social Work with Refugees and Immigrants</p> <p>Harvard Implicit Bias test discussion</p>	<p>Exit Ticket</p> <p>Family Simulations Recordings Due this week</p>	<p>Walking Together. Sections 5 & 6 (p. 66-84) [In Canvas]</p> <p>Improving Well-Being for Refugees in Primary Care. Ch. 3 & 4 (p. 32-75) [In Canvas]</p>
Th 11/21	<p>Crisis Intervention Social Work Skills</p> <p>Role Play Exercise</p>	Exit Ticket	<p>Substance Abuse and Mental Health Services Administration (2009). <i>Suicide Assessment Five-Step Evaluation and Triage [SAFE-T] brochure</i> (p.1-2) [In Canvas]</p> <p>American Counseling Association (n.d.). <i>Suicide Assessment Fact Sheet 6</i> (p.1-2) [In Canvas]</p> <p>Stanley, B. & Brown, G. K. (2008). <i>Patient Safety Plan Template</i> (p.1) [In Canvas]</p>
T 11/26 Week 14	NO CLASS!!	FALL BREAK	FALL BREAK
Th 11/28	NO CLASS!!	FALL BREAK	FALL BREAK
T 12/3 Week 15	Family Simulation recording reviews	Peer Feedback	
Th 12/5	LAST CLASS DAY Family Simulation recording reviews	Peer Feedback Case Plans Due	

X. BIBLIOGRAPHY

American Psychiatric Association. (2013). Cultural formulation. In *Diagnostic and statistical manual of mental disorders* (5th ed.).

<https://doi.org/10.1176/appi.books.9780890425596.CulturalFormulation>

Corcoran. (2005). *Building strengths and skills: a collaborative approach to working with clients* / Jacqueline Corcoran. Oxford University Press.

Janet L. Finn. (2021). *Just Practice: A Social Justice Approach to Social Work: Vol. Fourth edition*. Oxford University Press.

Lipsky, L. van D., & Burk, C. (2009). *Trauma stewardship: an everyday guide to caring for self while caring for others*. San Francisco: Berrett-Koehler Publishers.

Roberts, & Watkins, J. M. (2009). *Social workers' desk reference* / Albert R. Roberts, editor-in-chief; foreword by Julia M. Watkins. (2nd ed.). Oxford University Press.

Substance Abuse and Mental Health Services Administration. (2014). *Trauma-Informed Care in Behavioral Health Services*. Treatment Improvement Protocol (TIP) Series 57. HHS Publication No. (SMA) 13-4801. Rockville, MD: Substance Abuse and Mental Health Services Administration.

Winbolt, B. (2010). *Solution focused therapy for the helping professions*. Jessica Kingsley Publishers. <http://ebookcentral.proquest.com/lib/utxa/detail.action?docID=677736>.