Course Number:	SW 383R	Instructor:	Michael D. Romero, LCSW-S
Unique Number:	60975	Email:	michaeldavidromero@utexas.edu
Semester:	Fall 2024	Office:	WWH 420.8
Meeting Time:	Wednesdays 8:30a-12:30p	Office Phone:	512-200-3695 (text/call)
Meeting Place:	MEZ 1.102	Office Hours:	Weds.12:30pm – 1:30pm
			Other times by appointment

Social Work Practice I

I. STANDARDIZED COURSE DESCRIPTION

Catalog Description

This course introduces students to social work practice methodology and the professional use of self in generalist practice with individuals, families, groups, organizations, and communities. Taken in conjunction with Field I (Practicum I), this course introduces the generalist approach in social work practice to prepare students to work with a variety of client systems, including individuals, families, groups, organizations, and communities. Three lecture hours a week for one semester. Prerequisite: Graduate standing in social work and concurrent enrollment in Social Work 384R, or graduate standing and consent of instructor or the graduate adviser.

Course Overview

Students in Practice I are introduced to knowledge, skills, values, and cognitive and affective processes that support learning about engagement, assessment, intervention, and evaluation in social work practice. Student learning of social work practice is grounded in antiracist and anti-oppressive perspectives to understand and meet the needs of clients and client systems with multiple marginalized social identities. Through use of self-reflection and collaborative learning, this course provides students with foundational knowledge and skills in ethical practice, decision making, and cultural humility, which they will continue to develop and apply as emerging social work professionals.

II. STANDARDIZED COURSE OBJECTIVES

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

1. Identify and begin to apply social work values and principles of ethical decision making as articulated by the NASW Code of Ethics and learn to use supervision and consultation to support/guide ethical practice;

2. Cultivate and practice self-awareness by examining personal values and implicit biases to inform ethical use of self in social work practice;

3. Demonstrate capacity to develop and maintain purposeful collaborative partnerships with multiple levels of client systems, agency staff, other professionals, and community members, applying cultural humility and a strengths-based perspective

4. Develop effective communication skills for rapport-building in order to provide goal-aligned and ethical services to diverse individuals, families, groups, organizations, and communities;

5. Demonstrate an understanding of the impact of organizational and community context on service delivery through an in-depth analysis of the student's assigned internship agency;

6. Demonstrate knowledge of both the positive and adverse impacts of the roots and major developments of the social work profession and its commitment to promote social, racial, economic, and environmental justice for historically and currently marginalized and oppressed groups;

7. Apply foundational theoretical frameworks through a multidimensional case assessment to identify client goals, and assess, implement, and evaluate interventions that enhance client system strengths, capacities, assets, and resources;

8. Recognize the influence of intersectionality and the positionality of both the social worker and the client on engagement, assessment, intervention, and evaluation at all levels of practice;

9. Explore the application of evidence-based and culturally attuned knowledge to evaluate and improve practice, policy, and social service delivery.

III.   TEACHING METHODS

Compassionate Pedagogy

 "A well-designed curriculum was not enough to create the space that the students needed, nor to overcome their learned belief that the enrichment of their minds was to be paid for by the suffering of their bodies and spirits, that, in other words, being 'successful' in university meant to drive the self into ill health. We needed to develop a compassionate pedagogy that would help students—and ourselves—to claim our right to be well" ~Dickson and Summerville

This course is taught using a Compassionate Pedagogy approach. From the Baylor University website, "Compassionate pedagogy is a collection of teaching practices designed to foster human connection, communication, and wellbeing. The approach revolves around listening to students' lived experiences and offering flexibility to accommodate their struggles." Baylor Compassionate Pedagogy

Considering this approach, 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 practicum 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.

Accessibility Statement

I strive to create a learning experience that is as inclusive in accessibility as possible. If you anticipate any issues related to format, materials, or requirements for this course, please schedule a time to meet with me so can explore potential options. Students with disabilities may also wish to work with the Office of Accessible Education and Student Support to discuss a range of options to removing barriers in this course, including official accommodations. You can visit their website for contact and additional information: https://diversity.utexas.edu/disability/. If you have already been

approved for accommodations through the Office of Disability and Access, please meet with me so we can develop an implementation plan together.

IV.   REQUIRED TEXT AND MATERIALS

Hepworth, D., Vang, P.D., Blakey, J., Schwalbe, C., Evans, C., Rooney, R., Rooney, G., Strom, K. (2023). *Direct Social Work Practice: Theories and skills.* (11th ed.). © Cengage Learning, Inc.
   Note: It is important that we use the 11th ed. as it has major updates that are useful and timely.

Articles, podcasts and/or short videos are assigned weekly to supplement readings from the text. These will be posted on Canvas.

Additional Recommended text:

Finn, J. (2020) *Just Practice: A social justice approach to social work.* (4th ed.) ©Oxford University Press.

Student Guide To Graduate Practicum

V.   COURSE REQUIREMENTS

1. **Chapter reading quizzes** 5 Quizzes, due dates listed below and on Canvas

2. **A Part of My Identity**

This assignment's goal is for us to learn from each other, appreciate our individual team members' diversity, history, positionality and strengths.

You will bring something to class to share or present that represents a part of your identity. This could be a story, song, photo, video, food, clothing, etc. You'll present the part of your identity and include what you'd like others to know about this part of your identity as well as how it may relate/offer strengths to your service as a social worker. The class will ask questions to learn more from you. Each sharer will have up to 5-7 total minutes.

3. **Agency Analysis and Presentation**

The agency analysis and presentation are designed to thoroughly acquaint the student and classmates with the student's practicum placement. Options for submission and assignment details will be available on canvas.

4. **Video Role Play and Critique Paper (2 parts!)**

Each student will work with peer from class and video an interview with that student peer. The video will be reviewed by Michael and a review team, and feedback will be provided to the interviewer by all review team members. Each student will write a critique of his or her beginning interviewing skills based on the video role play, review of the recording, and the feedback provided by the review team.

The goals of this assignment are for students to:
a) Gather and synthesize relevant data;
b) Assess a client's present situation;
c) Demonstrate professional communication skills; and
d) Practice and receive feedback on relational skills, including the use of verbal and nonverbal social work skills to build rapport and gather relevant information.
   More information will be provided in Canvas.

5. **Multidimensional Case Assessment**

Case assessment refers to the process of collection and evaluation of biopsychosocial-spiritual information, and the report that describes the worker's inferences and resulting intervention plan based on the information collected.

You will write a case assessment based on work with a client in your practicum placement. The assessment should be concise yet comprehensive, demonstrating a clear knowledge of the assessment process based on practice experience, class lecture and learning, and guidelines and readings provided. The assessment paper should be written from a strengths perspective and address cultural diversity and competency issues.

The goals of this assignment are to give students the opportunity to:
a) Gather relevant client data;
b) Practice engagement, relational, and interviewing skills;
b) Assess a client's past and present situations; and
c) Synthesize information into a professional report.
More information on this assignment will be provided in Canvas

6. **Simulation:** Each student will attend 1 Social Work interdisciplinary simulation this semester. More information to come.

Practice & Practicum Seminar Assignments   (for reference)

SW Practice I Assignments	SW Practicum Seminar I Assignments
1. Quizzes (5)	1. Learning Contract & Expectations Checklist
2. A Part of My Identity	2. Journals (8)
3. Agency Analysis & Presentation	3. Process Recordings (2)
4. Video Role Play & Paper	4. Midterm & Final Evaluation
5. Multidimensional Case Assessment	5. Final Student Reflection/Narrative
6. Simulation	

Ungrading:

In alignment with the compassionate pedagogical approach to this course, I have adopted an ungrading practice to assessment. This means that individual assignments will not earn traditional points or letter grades. Instead, you will receive analytic feedback in the form of questions and comments to support your continued learning. At the end of the semester, you will assign yourself a letter grade based on your work and continued conversations around the feedback you have received throughout the semester. This letter grade will be supported by a short narrative statement. The goal of ungrading is to provide a learning space where you feel free to set your own intentions, to take risks, to reframe failure, to understand how you learn best, and to prioritize care. I trust you and your ability to learn.

VI.   **GRADES**
         94.0 and Above   A
         90.0 to 93.999   A-
         87.0 to 89.999   B+
         84.0 to 86.999   B
         80.0 to 83.999   B-

77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

VII. CLASS POLICIES

Attendance and what to do if you miss a class:

I'm excited to team up with you this year! 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 that happens, please email me to let me know you will miss class that day - and please follow the below guidelines.

1st absence: Meet up with a peer to review the learning for that day. You're welcome and encouraged to email me to schedule a time to practice/role play/discuss any additional items.

2nd absence: Meet up with a peer to review learning for that day. Email me a few times you can meet to schedule a time for us to review learning and any barriers to attendance for the rest of the semester.

3rd absence: If this happens, you might be getting close to overextending. Email me a few times you can meet to schedule a time for us to review learning. Please bring ideas to share how you will demonstrate learning objectives/competencies. This could include additional assignment like a reading/journal/role play/process recording/creating an activity for use with clients/etc.

4th absence: If this happens, you might be overextended. Email me a few times you can meet to schedule a time for us to assess if you are going to be able to meet the learning objectives/competencies for the semester. Again, be prepared with a plan for how you will catch up and demonstrate learning. If you have 4 or more absences in a semester, this class may not be the best fit for you at this time and we can discuss options together.

Assignments
There is flexibility in how you submit most assignments. Whether you chose to submit a paper, a video, or a PowerPoint, the standards remain the same. I will be reviewing the content as well as the style in which it is presented. Think of the assignments as components of a professional portfolio and think about how you would like to present your knowledge to potential employers. Be sure to cite your sources and references in a bibliography regardless of the type of submission, to abide by university plagiarism policies.

Time management
The due dates on the syllabus and on canvas are designed to keep you on track throughout the semester. This steady flow of submissions allows for you to receive continuous feedback so you can incorporate changes and adjustments into your practice. There are no penalties for late assignments in this course. When you feel like you need additional time to complete the work, email me ahead of time and indicate a targeted date for submission. This process allows you the flexibility to complete all work in a time frame that works with your schedule, while still acknowledging of the importance of timely feedback. If concerns arise about submissions, I will request a meeting with you to address the barriers to timely completion.

Use of computers/cell phones in the classroom
Practice I (and II) is a practice course, and class participation is essential to successful learning. In today's world learning

occurs both in the virtual space as well as in the real physical space. Please be respectful with your use of cell phones and personal messages during class time. This course has minimal handouts and relies often on the use of canvas during class. If possible, is often helpful bring a device with you to class. You are free to have your laptops open and available throughout class to take notes and to access materials.

Use of canvas in class
In this class we use Canvas Web based course management system with password protected access at http://canvas.utexas.edu to distribute course materials, to communicate and collaborate online, to post evaluations, to submit assignments, and to give you online quizzes and surveys. You can find support in using Canvas at the ITS Help Desk. For more information go to http://www.utexas.edu/its/helpdesk/

Feedback
You will be asked to provide feedback on your learning and my teaching strategies in informal as well as formal ways. It is very important for me to know your reactions to what is taking place in class, ensuring that together we can create a dynamic and effective learning community. You are also encouraged to provide ongoing feedback to me during class and office visits.

VIII. UNIVERSITY POLICIES

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.

IX. COURSE SCHEDULE

The following is a general guide to the Fall 2024 semester. In covering each topic, the class will examine issues specific to diverse populations. **There are times when I may need to modify the calendar as needed to correct errors, to better meet learning objectives and to accommodate guest speakers and in-class discussions and tasks**. Changes will be made only when necessary and, if made, students will be notified. Please check canvas and email regularly for any updates.

Syllabus Key:
S: an assignment for SW Practicum Seminar
P: an assignment for SW Practice
DSWP: Direct Social Work Practice text
CANVAS: Reading found on Canvas

Date	Topic	Assignment Due	Readings Due By Class time
8/28 #1	Course and Syllabus Review Simulations! Introduction to the profession of social work & history of social work	*Readings only->* Get to Know You Survey	**DSWP** Ch 1
9/4 #2	Guiding frameworks for SW practice Professional Use of Self Cultural humility Telehealth Considerations	**S**-Journal #1 (Ethics Self-Inquiry) Get to know you survey *(if not completed yet)*	**DSWP** Ch 2 & 3
9/11 #3	How to do Process Recording Social work ethics and values *Ethics Gameshow!* **10:45a Guest Speakers:** Last year's cohort!	**S**-Learning Contract draft due at Faculty Liaison visit (visit to be scheduled in September) **P**-Quiz #1 Chapter 4	**NASW Code of Ethics** **DSWP** Ch 4 **CANVAS** Barsky article

9/18 **#4**	Communication skills – getting started, empathy, authenticity Review agency analysis & presentation *A Part of My Identity presentations/sharing*	**S**-Journal #2 **S**-Practicum Expectations Checklist signed & uploaded to Database. List submission date in Canvas assignment. **P**-A Part of My Identity (bring your item/offering to share/present)	**DSWP** Ch 5 **CANVAS** Ch 2 (JP)
9/25 **#5**	Communication skills – continued – questions, summarizing, focus	**S**-Journal #3 **P**-Quiz #2 Chapter 6 **P**-Reminder Agency Analysis due next class	**DSWP** Ch 6 **CANVAS** Ch 6 (JP)
10/2 **#6**	Therapeutic communication patterns **Guest Speaker (11a-12:15p):** Environmental Justice, Starla Simmons, LCSW-S	**S**-Final signed Learning Contract due to Canvas **P**-Agency Analysis & Presentation due	**DSWP** Ch 7 **CANVAS**-Lea Denny video (add start and end time video)
10/9 **#7**	Multidimensional assessment *Multidimensional Assessment Practice Group Role Play w/Michael*	**S**-Journal #4 **S**-Turn in your Process Recording #1 to Field Instructor for their comments & signature **P**-Quiz #3 Chapter 8	**DSWP** Ch 8, 9 **CANVAS**-Ch 130 (SWDR)
10/16 **#8**	**Team Teach Day!** w/Profs. Linseisen & Guajardo Goal development Mid-semester evaluations	**P/S**-Journal #5 (mid-term ungrading reflection) **S**-Process Recording #1 reviewed and signed by Practicum Instructor **S**-Your midterm evaluation should be underway with your Practicum Instructor	**DSWP** Ch 12 **CANVAS** Dr. Ken Hardy article
10/23 **#9**	Intervention Planning *Puppets & Social Work!*	**S**-Midterm evaluation due (done through a survey link. List submission date in canvas assignment) **P**-Quiz #4 Chapter 13	**DSWP** Ch 13 **SWDR** Ch 70
10/30 **#10**	Video Role-Play Review *Attend class at your designated time only.*	**S**-Journal #6 **P**-Video role play review	*No readings due*

11/6 **#11**	Self Care Catch Up Day! • I will offer our classroom as a coworking space at the usual time provide snacks, coffee, consult & role play if desired. • You are welcome to come and catch up on anything needed or just come to connect with classmates. • You are also welcome to use the time otherwise as you wish to take care of you off campus.	**S-**Turn in your Process Recording #2 to Field Instructor for their comments & signature **P-**Video critique paper due **P-**Quiz #5 Chapter 16	*Social work organizations, agencies, and educational institutions are encouraged to promote organizational policies, practices, and materials to support social workers' self-care. (NASW Code of Ethics)*
11/13 **#12**	Group work *Create a world group activity*	**S-**Journal #7 **S-**Process Recording #2 reviewed and signed by Practicum Instructor **P-**Multidimensional Case Assessment due next class!	**DSWP** 16
11/20 **#13**	Community and Organizational practice **GUEST SPEAKER: Prof. Patrick Lloyd (11:00a-12:15p)**	**S-**Be working on your Final Evaluation! **P-**Multidimensional case assessment due	**DSWP** Ch 14 **CANVAS:** Many-Termination article
11/27 **#14**	Fall semester break NO CLASS!		
12/4 **#15**	Termination & Evaluation LAST CLASS & CELEBRATION	**P/S-**Journal #8 (final ungrading reflection) **S-**Final Student Narrative **S-**Final Evaluation Due **S-**Make sure your signed timesheets are in	**DSWP** Ch 19 NOTE: **You have until Weds. Dec. 11** to turn in Student Narrative AND Final Evaluation AND timesheets

X. BIBLIOGRAPHY
The reading list for this course was designed to explore issues of diversity. All readings should be available through the library and/or canvas.

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Facione, P. (2013). Critical thinking: what it is and why it counts. Retrieved from: InsightAssessment.com.

Faulkner, M., Fernandez-Castro, M., Padilla, Y., & Shapiro, E. (2008). Our nation's immigrants in peril: An urgent call to social workers, Social Work, 53(1), 5-8.

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