

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

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| Course Number: SW 383R | Instructor: Patrick Lloyd (he/him), LMSW patrick.lloyd@utexas.edu |
| Course Unique Number: 60995 | Phone: 512-716-5934 (please use email unless an emergency) |
| Semester: Fall 2024 | Office location: WWH 420.16 |
| Class meeting time/place: Thursdays 8:30 am to 12:30 pm in MEZ 1.216 | Office Hours: TBD after class or by appointment |

Social Work Practice I

I. Standardized Course 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

Canvas is a Web-based course management system with password-protected access at <http://canvas.utexas.edu> and is used for posting, submitting and evaluating assignments. Readings that are not in the required text, assignment guidelines and assignment grading rubrics are all posted to Canvas. You can access Canvas Help 24/7 by calling 855-308-2494. Please set notifications in Canvas so that you receive announcements and updates as soon as they are posted.

I use a variety of teaching methods with an emphasis on experiential learning for the purpose of building skills and confidence. The foundational nature of the course content requires a didactic approach as well, so I may use PowerPoint lectures, role-plays, videos, class discussions, small group, dyad exercises, and/or guest speakers. For success in this class, you must be willing to participate, take risks, and step out of your comfort zone. I welcome your questions and your informal feedback. I hope you'll make use of office hours, chat with me before/after class, and otherwise make the most of your time in this course.

IV. REQUIRED TEXT

A. Finn, J. L. (2021). *Just practice: A social justice approach to social work*. Oxford University Press.

Additional required readings, videos, etc. will be posted on Canvas.

V. COURSE REQUIREMENTS

A. Attendance and Participation (20 points)

In social work education, much of your learning will take place in person, both in class and at your practicum placement. I expect each student to attend class if you are well and able to do so. After learning the class members' names, I will not call roll but I will be tracking absences. If your lack of attendance should become an impediment to your learning, I will notify you of the problem and work with you to correct it. If the problem continues, it will begin to affect your grade.

Please communicate with me if you expect to miss class or are dealing with an issue that may cause you to be late or leave early. A pattern of frequent absences, late arrivals, early departures (especially without communication), or a pattern of unprofessional behavior in class, could result in disciplinary action (See Standards for Social Work Education, The Three Levels of Review).

As mentioned above, social work often requires us to step outside of our comfort zones. I will expect each student to do so at points in the semester. Introverted students should expect to participate. Extroverted students should work to give space to less talkative folks. Every student should expect to both give and receive feedback to/from me and to/from one another. We will learn together in this course; engagement and participation are crucial.

B. Reading groups (20 points – two papers worth 10 points each)

In lieu of reading quizzes, you will be assigned to a small reading/discussion group. At the beginning of each class, each group will meet for 15-20 minutes to discuss the week's assigned readings/videos/etc. At the midpoint and end of semester, you will submit short reflection essays discussing the dynamics of your reading group: what worked, what didn't, what did you learn about working in a group, and so on. More details for these assignments can be found in Canvas.

C. Agency Analysis (20 points)

To better familiarize you with your field agency, and to strengthen your critical thinking about social work at the organizational level, you will put together an analysis of your field agency's structure and ability to meet diverse clients' needs. Guidelines with grading rubric and due date can be found in Canvas.

D. Video Role Play Project (20 points)

This assignment will help you improve your interviewing and assessment skills, as well as improve your self-awareness and ability to give and receive feedback. Guidelines with grading rubric and due dates can be found in Canvas. This project has two parts:

- 1) **Video & Feedback Participation:** You will pair up with another student in the class and prepare and complete and record a 20-minute role-play or real-play. *The role play must demonstrate an assessment interview.* You will then show a 5-minute clip of your video to a small group from our class, and exchange feedback with members of your group. Sign up for video times (see course schedule) will be completed closer to the date of the assignment.
- 2) **Write-up:** You will also complete a short reflection paper on your assessment interview and what you learned.

E. Client Assessment with Case Analysis (20 points)

To continue to strengthen your ability to gather, analyze and synthesize client data, you will choose a client from your caseload in field and complete a biopsychosocial-spiritual assessment on that client. To improve your ability to connect private troubles with public issues and utilize professional use of self, you will also complete an analysis of your case. Guidelines with grading rubric and due date can be found in Canvas. **Please note, this assignment will have a hard due date of December 11, 2024 due to the university’s end of semester grade submission timeline.**

This table summarizes how you will demonstrate your learning and how each assignment is weighted:

| Assignments | Points possible | % of Grade |
|--|-----------------|------------|
| A. Class Attendance & Participation | 20 | 20 |
| B. Reading groups/reflections | 20 | 20 |
| C. Agency Analysis | 20 | 20 |
| D. Video Role Play Project | 20 | 20 |
| E. Client Assessment with Case Analysis | 20 | 20 |
| Total: | 100 | 100 |

The following graduate grading scale will be used to determine your final letter grade for the course. **The student who earns a high “A” for this course is one who consistently submits excellent quality work over the entire semester.**

VI. COURSE GRADING

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|----------------|----|
| 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- (Class failed/no credit) |
|-----------------------|------------------------------------|
| 67.0 to 69.999 | D+ |
| 64.0 to 66.999 | D |
| 60.0 to 63.999 | D- |
| Below 60.0 | F |

Students who were admitted to the MSSW program on a conditional basis are not able to take an incomplete for this course if the conditions for admission are still in place.

VII. CLASS POLICIES

Social work students must adhere to the Student Standards for Professional Conduct of the UT School of Social Work and the NASW Code of Ethics and assume responsibility for their own conduct.

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

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

A. Professional Conduct in Class: I expect 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. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. However, students are expected to engage one another with respect and compassion.

B. Student Privacy & Confidentiality: Class discussions or role plays can on occasion bring up strong emotions or raise issues of a personal nature. For student privacy, it is recommended that students not discuss matters of a highly sensitive nature in class. If you need to talk, come see me after class. Your privacy and confidentiality will be protected unless the matter must be reviewed by the School of Social Work or must be reported by law (please refer to the MSSW Handbook and Title IX requirements). I will connect you with resources in the community if your personal needs exceed what can be provided by me or by UT resources.

C. Client Privacy & Confidentiality: If class work prompts you to reflect on past or current client contact and sharing information about that contact is necessary for the learning process, it is your professional obligation to protect the client's privacy and confidentiality as much as possible by sharing judiciously and anonymously (this applies to information shared about staff at your field agency as well).

D. Classroom Civility: A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. I expect us all to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work 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.

Name/Personal Pronoun Preference: *Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.*

E. 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 instructor. The instructor 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 can contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>. Professor Lloyd can also make a confidential referral directly to the CARE Counselor in our school which may expedite your getting an appointment. Please talk to me privately if you think you might need a mental health referral and would like my help.

F. Grading Policies, Due Dates, Late Assignments

On-time assignments must be submitted through Canvas. The due dates listed below are guidelines; unless otherwise noted, I will allow submissions via Canvas for one week past the listed due date with no penalty. At that point, the assignment will close and you will need to submit any late work via email or by a method arranged through discussion with me. If assignments are consistently submitted beyond the one-week grace period, I will reach out to you for a conversation.

Frequent communication is key when needing to turn in a late assignment. I'll work with you, just communicate! My focus is on your learning, not on deadlines. However, I will expect you to submit your work in a way that allows me to grade it without being rushed, so that I can offer you thorough and thoughtful feedback. If you are confused by a grade or the feedback you receive on an assignment, please make an appointment to meet with me. I enjoy talking face to face with students about how they can improve and may give some credit back on the assignment.

If a student has demonstrated strong class participation and professionalism throughout the semester, I round up any fractional point totals at the end of the semester. For instance, a 93.2 (A-) would become a 94 (A).

Papers: I recognize there are many styles of writing that serve varying audiences. Students are expected to produce effective, clear written work in terms of for the one formal, academic paper in this course. When using information from sources to complete that paper, references and the bibliography should conform to current APA style. 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. 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. Further guidelines will be provided in Canvas.

Practicum journals: For your practicum work, you will be assigned a weekly journal entry. Journal entries are informal and are graded on engagement and completion only. Here, you are able to share your thoughts around your internship, ask questions, and process your work with clients. Journals are intended to be a back-and-forth conversation between students and professor/practicum liaison regarding the strengths and challenges of the practicum experience. I will respond with comments to all journals submitted. **This fall, you may skip up to three journal entries without penalty;** additional missed journals will begin to affect your practicum grade. You are free to submit a journal every week, if you choose. **In order to have timely conversations regarding practicum, journals will not be accepted after their assigned due dates.**

G. Use of Cell Phones in the Classroom: Cell phones should be turned off when class begins and remain off throughout the duration of synchronous class times unless the student has spoken with the instructor prior to class beginning about an urgent need to have the phone available during class. **Please do not use your phone in the classroom during practicum seminar.**

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

All readings, assignment guidelines, grading rubrics and other essential information for this course are in Canvas; consult Canvas at least weekly to be fully prepared for class. Changes to this schedule may be made at Professor Lloyd's discretion and as circumstances require. Changes will be announced with as much advance notice as possible. It is the student's responsibility to note changes when announced.

| W K | DATE | TOPIC | Prep material to be completed by class time | All Practice 1 & Practicum 1 assignments are due Fridays by 11:59 pm except where noted |
|--------|-------|---|--|---|
| 1 | 8/29 | Welcome! The strengths-based perspective; syllabus review | n/a | n/a |
| 2 | 9/5 | Generalist practice is...; SW's Legacy of Racism | Finn, Chapter 1 overview ; Finn, Chapter 3; Dettlaff Article | Journal entry |
| 3 | 9/12 | Values and Ethics | Finn, Chapter 4 | Journal entry |
| 4 | 9/19 | Micro/mezzo/macro practice; principled negotiation; trauma-informed practice | Hepworth, et al., Chapter 14 ; Lens article ; SW roles one-pager | Journal entry |
| 5 | 9/26 | Empathic responding, use of self, "tuning in" | Finn, Chapter 2; Hepworth et al., pp. 96-104 | Journal entry; Agency analysis |
| 6 | 10/3 | Engagement; broaching the subjects of race, ethnicity, gender identity, culture | Finn Chapter 6; Creating a Safe Space in Therapy to Talk About Racial Trauma ; Pick one of Fischer article or Campbell-Fox, et al articles | Journal entry; Learning Contracts should be in Canvas by this week |
| 7 | 10/10 | Assessment process & product; language; documentation | Finn, Chapter 7 Skim Sidell reading Ruiz article | Journal entry Process Recording 1 |
| 8 | 10/17 | Guest speaker Starla Simmons, LCSW-S on eco-therapy | TBD; readings will be posted to Canvas | Start working on your mid-semester evaluation by this time |
| 9 | 10/24 | Flex day; details TBD | n/a | Journal entry Reading group paper 1 |
| 10 | 10/31 | Co-developing goals; accompaniment; evidence-based practice | Finn, Chapter 7 Listen: The Process of Evidence-Based Practice | Journal entry |

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| | | Guest speaker: Margaret Basset, LPC-S on expert witness testimony in DV cases | | |
| 11 | 11/7 | Video project feedback groups: Group 1 8:30 – 10:30 Group 2 10:30 – 12:30 Group 3 1:00 – 3:00 | n/a | Journal entry Video due by group meeting time |
| 12 | 11/14 | Planning and implementing change-oriented strategies Guest speaker: Lani Lappinga, LMSW on macro practice | Finn, Chapter 8 De Jong and Miller article | Journal entry Video project paper |
| 13 | 11/21 | Over/under-involvement with clients; termination | Finn, Chapter 9 | Final journal entry Process Recording 2 due |
| 14 | 11/28 | **Fall Break; NO CLASS** | | |
| 15 | 12/5 | Last class! Celebration, wrap up. | See Canvas for prep material | Client Assessment w/ Case Analysis and Reading Group paper 2 due Wednesday, Dec. 11th (Remaining field requirements - Self-reflection narrative, field hours and final evaluation must all be completed and submitted by Monday, December 16.) |
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X. Bibliography

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