

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

<b>Course Number:</b>	SW 312	<b>Instructor:</b>	CS Penwell, LCSW-S
<b>Unique Number:</b>	60870	<b>Email:</b>	csPenwell@utexas.edu
<b>Semester:</b>	Spring 2025	<b>Office:</b>	WWH 420.10
<b>Meeting Time/Place:</b>	Mondays, Wednesdays	<b>Office Phone:</b>	Upon request
	11:00am-12:30pm	<b>Office Hours:</b>	Mondays, 1:00pm-3:00pm
	SZB 3.508		Students to make appts, other times also available

**GENERALIST SOCIAL WORK PRACTICE: SKILLS KNOWLEDGE, AND VALUES**

**Course Number: SW312**

**ETHICS FLAG**

### **I. COURSE DESCRIPTION**

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

This course carries the Ethics flag. Ethics courses are designed to equip you with skills that are necessary for making ethical decisions in your adult and professional life. You should therefore expect a substantial portion of your grade to come from assignments involving ethical issues and the process of applying ethical reasoning to real-life situations.

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

### **II. COURSE OBJECTIVES**

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

1. Define the major dimensions of generalist social work practice and the planned change/problem solving process with individuals, families, groups, organizations, and communities.
2. Understand the purpose of theory, how theoretical perspectives fit with individual beliefs and values, and how theory works to provide a framework for social work practice.
3. Explain how the lenses of ecosystems perspective, critical race theory, strengths-based approaches, Maslow's hierarchy of needs, and social constructionist theory can be applied to generalist social work practice.
4. Discuss anti-racism in generalist practice, centering racialization, and using perspectives developed by Black, Indigenous and other scholars of color.
5. Using a social justice lens, identify policies, behaviors, and beliefs that perpetuate racist and oppressive ideas and actions and suggest strategies for change.
6. Demonstrate basic skills in working with individuals, families, groups, organizations, and communities including:
  - a. Observation,
  - b. Engagement,
  - c. Communication,
  - d. Interviewing,
  - e. Assessment,
  - f. Goal setting and intervention,
  - g. Evaluation,
  - h. Collaboration, and
  - i. Problem solving.
7. Demonstrate use of tools in generalist practice including, but not limited to ecomaps, culturagrams, and genograms.
8. Demonstrate the ability to differentially use basic social work skills to reflect the needs of clients of diverse groups distinguished by racialization, ethnic origin, class, gender, gender expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status and national origin of communities.
9. Identify ethical issues and recognize when client, legal, policy, societal and/or personal values conflict, emphasizing understanding, affirmation and respect for human diversity and social justice in the practice of social work.

### **III. TEACHING METHODS**

This class will be taught using a variety of methods to foster a stimulating, creative, collaborative and interactive learning community. Experiential learning and exercises to promote self awareness in relation to class content will be used. Other teaching methods include class discussion, videos, lecture and assigned learning activities in the community (most specifically Service Learning in the community). For a meaningful experience in this class, students must actively participate, take risks, stretch their creativity and critical thinking skills and attend class regularly. All students are encouraged to provide the instructor with feedback and meet with the instructor individually as needed to enhance their learning.

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

Birkenmaier, J., Berg-Werner, M., and Tyuse, S. (2023). *The practice of generalist social work*. (6th ed.) New York: Routledge.

Finn, J. L. (2021). *Just practice: A social justice approach to social work*. (4<sup>th</sup> ed) Oxford University Press. *Electronic copy available in The University of Texas Library System. Log on with your UT EID to access.*

**Students are also expected to review:**

UTSSW Standards for Social Work Education

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

NASW Code of Ethics

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

Texas State Board of Social Work Examiners Code of Conduct

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

NASW Standards and Indicators for Cultural Competence

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

NASW Policy Statement on Professional Self Care

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

## **V. COURSE REQUIREMENTS**

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 first two absence). 6 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: Late assignments will result in a 10% reduction per day.

Your grade for this course will be based on the following requirements (further guidance for class participation and all assignments is included in the syllabus appendix):

**Student Attendance/Participation** - Attendance and active participation are critical to the teaching and learning in this class. Your presence is necessary for everyone's success in this course. You are allowed to miss two class meetings without any direct impact on your attendance/participation grade. Any absence after the second will impact your engagement with content and ideas shared in class, so I encourage you to remember this. Please be proactive in situations where you will be absent, especially as it may impact experiential labs, please try to make alternative video/zoom arrangements with your peer/group when possible. You are "allowed" two absences, any further absences will result in a reduction in your grade by 5pts for each missed class. Four absences or more will result in 0/10 grade for attendance/participation,

You cannot pass this class without attending and participating regularly, any absences over six will result in an additional 10pt reduction in your overall grade. All assignments are based upon participation and attendance, and your grade will be reduced in attendance and specific activity/learning category. I will expect you to evaluate your own performance in this area by providing a brief learning reflection at the end of the semester.

**Service Learning Requirement** - All students enrolled in SW 312 are required to complete 30 clock hours of service learning in a community agency or organization. Additional instructions, forms and due dates for this course requirement are available on Canvas. you are expected to upload verification of your 30 or more learning hours into givepulse and also send a verification to canvas to confirm your hours. In addition, you are expected to write a three page APA paper to evaluate your experience in service learning. You cannot pass/complete this course without completing the required 30 hrs of service learning.

**Initial Service-Learning Expectations** – Registering on give pulse and selecting an agency will be your first steps towards service learning. The service-learning fair will give you an opportunity to see your available community choices, the service-learning fair will occur on and you are very much encouraged to make this a priority.

Givepulse Registration	DUE	1/18/25
Service Learning Agency Selection	DUE	2/01/25

**Service Learning Agency Presentation and Evaluation** - Students will participate in a 15 to 20 minute fishbowl presentation or other preferred modality to engage and teach the class about their experience at their service learning agency. As a part of this evaluation of your experience, the group should address cultural diversity, systemic issues, and ethics. In addition, students will evaluate in written form through the following lens: describe, feelings, evaluate, analysis, and conclusion. The rubric will be provided in canvas assignment section.

**Self-Assessment- Values, Life Theories and Change:** It is imperative that you be able to critically reflect and identify the value systems, beliefs and theories of life that guide you as you start to think about working with people with similar and different belief systems and experiences. This assignment will require you to think through some questions designed to help you critically reflect on the value systems most at play in your life. Then you write a brief paper about how you view your belief systems could impact your work with people as a social worker at this early stage in your development. Finished assignments will be shared with a partner in class. The rubric will be provided in canvas assignment section.

**Self-Care Project and Moments of Excellence** – In the beginning of the semester, students are encouraged to come up with a regular practice that supports their own mental health and their - ability to best care for their clients, and to monitor this practice throughout the semester. The professor and students will notice the effectiveness of their self-care practices, and engage in a practice of accountability throughout the semester in order to parallel the learning experienced in this course. In addition, noticing strengths in others is an essential social work skill, and you are expected to notice your peers strengths and skills throughout the semester and take note as well.

On the last day of class, students will have two minutes to share with the class about their self-care practice, and the person(s) they have selected for moments of excellence. Students will also

upload a minimum of one page for each aspect of this assignment, you may integrate these and upload a two page document discussing self care practices throughout the semester, and also discussing your selection for moments of excellence. The rubric will be provided in canvas assignment section.

**Learning Reflections** – Students will submit weekly learning reflections that integrate content from readings, class sessions, and service-learning experiences using prompts posted on Canvas. Reflections should be approximately two pages are to be submitted on Canvas no later than 11:59 p.m. on Sundays (see class schedule section of the syllabus for due dates). Reflections are to follow a basic APA format including use of citations/references unless otherwise specified by professor. Due to the short and reflective nature of this assignment, there is no detailed rubric available except as provided in the weekly canvas assignment posting.

**Case Example Project and In class Demonstration** – All students will participate in a dyad role play demonstrating basic social work skills, working with a partner in the class. Students will select a partner and a case example at the beginning of the course, and the dyad will use this example in skills labs throughout the progression of the class. The dyad will present the case to the class and provide a sample stage of intervention, with rapport and assessment a clear focus, goals that are defined, the use of a therapeutic modality, and consideration of systemic, cultural, and other mezzo and macro variables as discussed throughout the class. Each student will evaluate their success in meeting the grading criteria for themselves and their dyad partner. And the class will view and critique others presentations in small groups. Review of cases and in class presentation will include a discussion in which class members and the instructor will interactively define grading criteria. Students are to provide a self-assessment by the Saturday following their presentation, as indicated on canvas and discussed in class. The rubric will be provided in canvas assignment section.

<b>Assignment</b>	<b>Points</b>
Class attendance/contribution	10 pts
Weekly Reflections	20 pts
Self-Assessment	10 pts
Dyad Project, Presentation, & Assessment	25 pts
Service Learning Expectations	20 pts
Give pulse Registration	2 pts
Service Learning Agency Selection	2 pts
Service Learning Evaluations/fishbowl	5 pts
Initial Self Care Plan	2 pts
Self Care & Moments of Excellence Project	4 pts
	<b>Total pts 100</b>

## **VI. CLASS POLICIES**

Your grade for this course will be based in large part on the following requirements (further guidance for class participation and all assignments is included in the syllabus appendix):

**Service Learning** is an important part of the learning in this class and must be done in person and outside of class hours between January and April. You cannot pass this course without completing this important in person, direct, service provision in an approved agency. If you are unable to commit to 30hrs of outside of the classroom in-person service learning at an agency in the community, then you are unable to fulfill the terms of this course and you will not be able to pass this course.

**Student Attendance/Participation** - Attendance and active participation are critical to the teaching and learning in this class. Participation 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. You are allowed to miss two class meetings. Any absence after the second will impact your grade by 5pts, as well as your engagement with content and ideas shared in class, Due to the interactive nature of this course, missing more than 5 classes will result in significant impact on your overall grade, and will impact your grade by more than the 10/100 pts, including but not limited to inability to pass this course.* Attendance will be taken each class period, using a name tag system to facilitate communication and collaborative learning.

**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 Sundays by 11:59 p.m. on the dates indicated on the assignments page (handout provided separately in Canvas). Assignments, including papers, are due on the date and time indicated in Canvas. **Don't miss class to finish an assignment, submit it after class. Submit assignments on time, maximum grade for late submission is 90. Make-up work needs to be completed within two weeks or will not be accepted for grading.**

**Written Assignments** 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. Learning Reflections are a regular part of our learning in this course. The prompts for these reflection papers are generally not published on canvas until 3pm on the last day of class each week (Wednesdays), and students are expected to complete and post their response to these reflections in APA style (unless otherwise indicated) and to be completed by Sundays at 11:59pm. 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.

**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, and timely and respectful completion of the service learning components.

**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.

**Electronic Devices in the Classroom** Electronic devices are welcome (encouraged) in class, to support lectured learning, but absolutely discouraged as a dual-attention distraction. Please be mindful that they do not serve as a distraction to you or those around you, your use of devices is only related to learning in this class.. 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, and a failure to respect this boundary will reduce your attendance/participation grade significantly. Please uphold attentive engagement within the class.

**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).

**Brave Spaces** We come together as a community of learners. We engage with each other kindly, through meaningful and constructive dialogue, and we develop some level of comfort with

discomfort in our evaluation and conversations about social work practice.. 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;

**Use of the Canvas Website** Web-based, password-protected class sites using Canvas software are available for all accredited courses taught at The University of Texas. Syllabi, handouts, assignments and other resources are types of information that may be available within these sites. Site activities could include exchanging email, engaging in class discussions and chats, and exchanging files. In addition, class e-mail rosters will be a component of the sites. Students who do not want their names included in these electronic class rosters must restrict their directory information in the Office of the Registrar or online. For information on restricting directory information see: [https://registrar.utexas.edu/schedules/199/print/front#P97\\_11126](https://registrar.utexas.edu/schedules/199/print/front#P97_11126) This class will utilize Canvas for the distribution of class readings and any other written or presentation materials, and recording of student grades. Links to online course meetings are available via the Canvas course website. Assignments may be submitted via Canvas. The primary mode of communication for this course will be email via the Canvas course website. Note below (in University Policies) that email is an official form of communication for The University of Texas at Austin and students are strongly encouraged to check their email daily.

**VII. GRADES**

[No A+]	B+ 87.0 to 89.999	C+ 77.0 to 79.999 C+	D+ 67.0 to 69.999
A 94.0 and Above	B 84.0 to 86.999	C* 74.0 to 76.999	D 64.0 to 66.999
A- 90.0 to 93.99	B- 80.0 to 83.999	C 70.0 to 73.999	D- 60.0 to 63.999
		<i>*minimum to pass course</i>	F Below 60.0

**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**

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**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**

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**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://disability.utexas.edu/>. 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 Advice Line (BCAL).** 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 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>.

**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**

Date	Topic	Assignment Due	Readings
1/13	Introduction/ syllabus review, class guidelines, Kolb’s Learning Cycle		Course Syllabus
1/15	Service Learning how and why? Guest Speaker: Sandy Lam, Service Learning TA	<b>SERVICE LEARNING FAIR</b> <i>Friday 1/17;</i> <b>11am-12:30pm</b> Initial Self Care Plan: Due 1/21 by 11:59pm	<u>Textbook Readings</u> Finn, Chapter 2  <b>Service Learning Fair link</b> <a href="https://utexas.zoom.us/j/92654994662">https://utexas.zoom.us/j/92654994662</a>
1/20	<b>NO CLASSES</b>	<b>MLK HOLIDAY</b>	
1/22	Understanding Social Work Practice and Brave vs Safe places	<b>GIVEPULSE REGISTRATION</b> <i>due 1/24</i> Reflection 1 Due 1/26 by 11:59pm	<u>Textbook Readings</u> Birkenmaier, Berg-Werner & Tyuse, S Chapter 1 From Safe Spaces to Brave Spaces, Aeuro and Clemens
1/27	More about Ethics and Social Work Practice  Class exercise: Tammy’s story		<u>Textbook Readings</u> Finn, Chapter 4

1/29	Cultural Humility And Critical Reflection; micro, mezzo, and macro perspectives  Reflections on personal values	Reflection 2 Due 2/2 by 11:59pm	<u>Canvas Postings</u> McCoy, <i>Black Lives Matter and Yes, You are a Racist...</i>  NASW Standards and Indicators for Cultural Competence  <a href="http://www.socialworkers.org/practice/standards/PRA-BRO-253150-CC-Standards.pdf">http://www.socialworkers.org/practice/standards/PRA-BRO-253150-CC-Standards.pdf</a>
2/3	The importance of Self-care, boundaries and empowerment	Self-Assessment- Values, Life Theories and Change Due 2/9 by 11:59 pm	<u>Canvas Postings</u>  NASW Policy Statement on Professional Self Care  <a href="http://www.compassionstrengths.com/uploads/NASW.ProfesionalSelf-Care.pdf">http://www.compassionstrengths.com/uploads/NASW.ProfesionalSelf-Care.pdf</a>
2/5	Understanding the purpose of theory; mezzo, macro, and micro	<b>Service Learning Agency Selection Due 2/7 by 11:59PM</b>	<u>Textbook Readings</u> Finn, Chapter 5
2/10	Dyads; discuss case project and advocacy		<u>Canvas Readings</u> Scourfield, <i>What is Advocacy?</i>
2/12	Individual Engagement	Reflection 3 Due 2/16 by 11:59pm	<u>Textbook Readings</u> Birkenmaier, Berg-Werner & Tyuse, S Chapter 3
2/17	Engaging young people, “mandated clients”, and other challenges to engagement		<u>Textbook Readings</u> Finn, Chapter 6
2/19	Assessment, Teaching- Learning, and Planning with Individuals	Reflection 4 Due 2/23 by 11:59pm	<u>Textbook Readings</u> Birkenmaier, Berg-Werner & Tyuse, S Chapter 4
2/24	More about Assessment; ecomaps and genograms		<u>Canvas Posting</u> Interactive Use of Genograms and Ecomaps in Family Caregiving Research <a href="https://search.lib.utexas.edu/permalink/01UTA_U_INST/apl7st/cdi_proquest_miscellaneous_57234966">https://search.lib.utexas.edu/permalink/01UTA_U_INST/apl7st/cdi_proquest_miscellaneous_57234966</a>

2/26	Intervention and Accessing Community Resources	Reflection 5 Due by 3/2 11:59pm	<u>Textbook Readings</u> Birkenmaier, Berg-Werner & Tyuse, S Chapter 5
3/3	Action and Accompaniment		<u>Textbook Readings</u> Finn, Chapter 8
3/5	Social Work Practice with Families – Engagement and Assessment	Reflection 6 Due 3/8 by 11:59pm	<u>Textbook Readings</u> Birkenmaier, Berg-Werner & Tyuse, S Chapter 6
3/10	Social Work Practice with Families – Intervention, Termination, and Evaluation		<u>Textbook Readings</u> Birkenmaier, Berg-Werner & Tyuse, S Chapter 7
3/12	Social Work Practice with Communities – Engagement through Termination/Evaluation	Reflection 7 Due 3/15 by 11:59pm	<u>Textbook Readings</u> Birkenmaier, Berg-Werner & Tyuse, S Chapter 10, Chapter 11
3/17-3/21	<b>Spring Break</b>	<b>No classes</b>	<b>Be safe and have a fun break!</b>
3/24	Social Work Practice with Groups – Engagement and Assessment		<u>Textbook Readings</u> Birkenmaier, Berg-Werner & Tyuse, S Chapter 8
3/26	Social Work Practice with Groups – Intervention, Termination, and Evaluation	Reflection 8 Due 3/30 by 11:59pm	<u>Textbook Readings</u> Birkenmaier, Berg-Werner & Tyuse, S Chapter 9
3/31	Social Work Practice with Organizations – Engagement and Assessment		<u>Textbook Readings</u> Birkenmaier, Berg-Werner & Tyuse, S Chapter 12
4/2	Social Work Practice with Organizations – Intervention, Termination, and Evaluation	Reflection 9 Due 4/6 by 11:59pm	<u>Textbook Readings</u> Birkenmaier, Berg-Werner & Tyuse, S Chapter 13
4/7	Dyad Presentations 1,2,3	Case evaluation handouts due 11:59pm night	

		before dyad presentation	
4/9	Dyad Presentations 4,5,6		
4/14	Dyad Presentations 7,8,9		
4/16	Dyad Presentations 10,11,12		
4/21	Dyad Presentations	Reflection 10 Evaluation of Dyad #____ due (4/13-4/27) by the Sunday following the dyad @ 11:59pm Service Learning Reflection Due 4/22 by 11:59pm	
4/23	Service-Learning Fishbowls In-class activity		
4/28	Endings: Self-Care and Moments of Excellence <b>LAST DAY OF CLASS</b>	Self-Care and Moments of Excellence Due 4/27 by 11:59pm Dyad Assessment Paper Due 5/2 by 11:59pm Attendance/ Participation evaluation Due 5/2 by 11:59pm	

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