

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

<b>Course Number:</b>	SW 385T	<b>Instructor:</b>	Becky Morales, LCSW-S
<b>Unique Number:</b>	61280	<b>Email:</b>	becky.morales@austin.utexas.edu
<b>Semester:</b>	Spring 2021	<b>Office:</b>	3.104A
<b>Meeting Time:</b>	Fri 8:30-11:30am	<b>Office Phone:</b>	512-461-8904
<b>&amp; Place:</b>	Web-Based (Zoom)	<b>Office Hours:</b>	Fridays, 11:30am – 12:30pm (Zoom) or by appointment

**ADVANCED INTEGRATIVE CAPSTONE  
IN SOCIAL WORK KNOWLEDGE AND PRACTICE**

**I. STANDARDIZED COURSE DESCRIPTION**

Competent social work practice involves broad knowledge of person-in-environment and a full integration of social work knowledge, skills, theory, evidence, and values and ethics and the ability to clearly articulate a rationale for decision-making. This course gives students the opportunity to analyze and apply with greater depth, breadth, and specificity their knowledge, skills, and theories to values and ethics, diversity, populations at risk, social and economic justice, human behavior and the social environment, social welfare policy, social work practice, research and field education. Therefore, the course builds upon all previous courses in the curriculum and their field internships utilizing a multi-level case study method and prepares students for professional practice. Case studies will require students to intervene at all systems levels. The course will be taken concurrently with students' final field placement (in the spring semester) to enhance reciprocal learning in class and in field.

**II. STANDARDIZED COURSE OBJECTIVES**

At the completion of this course students will be able to:

1. formulate and identify relevant social work knowledge and theory
2. demonstrate an ability to integrate their knowledge, skills, and values and ethics
3. critically analyze human behavior and social problems at all systems levels
4. critically analyze and apply to their practice research findings in the empirical literature and assess applicability of related media sources (such as professional bulletins, documentaries, and/or other internet sources)
5. defend practice decisions based on ethical principles and relevant data and information
6. organize and present (orally and in writing) a multi-level case analysis based on a systematic and conceptually-driven process
7. collaborate effectively with others who may have opposing viewpoints, interpretation of information, or agendas
8. further develop self awareness of personal strengths and challenges as a social work practitioner
9. apply their understanding of, and commitment to, the promotion of social and economic justice, and the recognition and impact of oppression, discrimination and privilege on individuals, families, groups, practitioners, organizations, and communities

## **EPAS Competencies**

The Steve Hicks School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS).

**Using a common evaluation instrument, this course measures the implementation of knowledge, skills, values, and/or cognitive and affective processes to assess the following competencies:**

### **Competency 1: Demonstrate Ethical and Professional Behavior**

Outcome 1.1: Apply ethical decision-making skills to issues specific to clinical social work

Outcome 1.2: Recognize and actively engage in efforts to safe-guard against personal biases as they affect the working relationship in the service of the clients' well-being

### **Competency 2: Engage Diversity and Difference in Practice**

Outcome 2.1: Utilize needs, values, and strengths in applying appropriate interventions for diverse client systems

Outcome 2.2: Identify and utilize practitioner/client differences from a strengths perspective

### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Outcome 3.1: Utilize knowledge of the effects of oppression, discrimination, and trauma on clients and client systems to guide treatment planning and intervention

Outcome 3.2: Advocate at multiple levels for mental health parity and elimination of health disparities for diverse populations

### **Competency 4: Engage In Practice-informed Research and Research-informed Practice**

Outcome 4.1: Utilize research methodology to evaluate clinical practice effectiveness and/or outcome and apply empirically supported evidence for practice

Outcome 4.2: Utilize critical thinking and the evidence-based practice process in clinical assessment and intervention with clients

### **Competency 5: Engage in Policy Practice**

Outcome 5.1: Identify and evaluate agency programs and/or practices in relation to client needs

Outcome 5.2: Communicate to stakeholders the implication of policies and policy change in the lives of clients

### **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Outcome 6.1: Integrate theory-based relational skills in all areas of client engagement

Outcome 6.2: Recognize and address the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the working alliance

### **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Outcome 7.1: Utilize multidimensional bio-psycho-social-spiritual assessment skills and tools

Outcome 7.2: Conduct a multi-level case assessment based on a systematic and conceptually driven process

### **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Outcome 8.1: Critically evaluate, select, and apply best practices and evidence-based interventions that demonstrate the use of appropriate clinical techniques for a range of presenting concerns

Outcome 8.2: Collaborate with other professionals to coordinate treatment interventions

## **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Outcome 9.1: Identify and evaluate agency programs and services in relation to client needs

Outcome 9.2: Demonstrate the ability to evaluate practice effectiveness for a range of bio-psycho-social-spiritual needs

### **III. TEACHING METHODS**

The primary teaching approach in this course is collaborative learning. Course materials are presented primarily through decision case study and in class discussions. Small group work, readings, and lectures are incorporated. The goal is to stimulate students' critical thinking, defensible decision-making, intellectual creativity, and sharing of knowledge and skills. Students are responsible for material presented through all these activities. It is critical that students remain current with reading assignments to fully participate in class discussions. Students are expected to ask questions, share experiences, and actively participate in class discussions. The class is fully-online and will occur via online video conferencing on Friday mornings from 8:30 to 11:30am. This course will highlight diverse perspectives of thought and encourage students to engage in new ways of thinking that may be represented by the professor, and classmates from diverse backgrounds. An addendum to this syllabus provides guidelines and policies for participation in this web-based course.

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

All readings are available on Canvas.

### **V. COURSE REQUIREMENTS**

Here are four primary graded assignment categories, as listed below, along with their point values. See *Guidelines for Assignments & Written Work* for additional details.

Decision Case Analyses	2 cases @ 25 points each	50
Individual Peer Feedback on Decision Cases Analyses	2 @ 5 points each	10
Inventory of Social Work Practice	15 points	15
Case Presentations from Field	10 points	10
Contributions to Class Learning and Case Discussion	15 points	15
Total Points		100 points

#### **Case Analyses**

The major activity this semester involves in-depth class discussion of assorted cases. The case method of teaching begins with the ideas that 1) working to understand and resolve challenging puzzles or problems stimulates learning and 2) that such efforts closely resemble the assessment

and decision-making processes needed in professional practice. This educational strategy is further explained in class. In addition, two optional readings briefly describe the case method and suggest ways to prepare for case discussions (Wolfer, Franklin, & Gray 2013; Wolfer & Runnion, 2013). The case method engages students in class discussions centered on in-depth analysis. The cases involve a variety of problems and dilemmas at various system levels. Each case reports the actual experience of a social work professional, sometimes one who is relatively new to the profession. There are a total of seven cases for analysis and discussion this semester. The first case is considered a practice case. Students will be provided with two example case analyses for the practice case to assist in their learning.

### **Peer Feedback on Case Analyses**

Another major component of this course is that students get and give feedback to each other on their case analyses. Feedback should help students refine their written assignment. Students submit two individual feedback summaries on two cases.

### **Case Presentations from Field**

Each student will present a case from their current or past field placement. The presentation of case information should be approximately 20 minutes and a group discussion afterwards is scheduled for approximately 20 minutes. Students must prepare a brief handout with the important case elements for distribution to the class. Students are assigned dates for their presentation based on their group assignment. All class members must be prepared to give feedback, including asking for questions, talking about options, identifying underlying issues, and making an assessment.

### **Social Work Inventory**

This assignment requires students to reflect on and integrate their graduate education as a foundation for professional social work practice. The final product has two parts: 1) an integrative summary of your current theoretical perspective; and 2) an articulation of how you understand and apply the social work concept, “use of self.” Together, these two components provide a broad framework for summarizing your learning. The process of completing this assignment helps you prepare for professional practice and future development.

### **Flow Chart & Step-by Step Process for Case Analyses and Feedback**

Decision case review and analysis is the foundation of this course. This process both involves individual and group work and written analysis and feedback. A total of seven cases will be used during the semester. The first case is considered a practice case. Subsequent to the practice case, each small group writes analyses for two cases. Students individually provide written feedback to other group members on two cases. Procedures and instructions for completing the case analysis and feedback are included in this document. Students remain in the same small groups throughout the semester.

### **Flow Chart for Analysis and Feedback Processes**

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
--------	--------	--------	--------	--------	--------

Student groups work together to submit 1 <sup>st</sup> draft of case analysis	A draft is submitted to each individual assigned to give feedback and the professor  <b>Wednesdays by 10 PM CST</b>	Students review and provide individual written feedback to the analysis group members & send copy to the professor  <b>Fridays by 10 PM CST</b>	Analysis groups revise based on feedback and submit final copy to the professor  <b>Following Monday by 12 PM CST</b>	Professors return graded analysis to group	Case discussion takes place in class  <b>Case discussions throughout the week</b>
---	---	---	---	--	---

**IMPORTANT: In order to submit analyses and feedback properly read the section below thoroughly and carefully.**

### Overview of Written Procedures for Case Analysis

1. Every student individually writes a case analysis of the practice case.
2. Each student group writes an analysis for two additional cases. See the calendar for assigned cases.
3. Each group is responsible for organizing their group members in order to complete all the tasks required for this assignment.
4. Case analyses are submitted via Email or Canvas.
5. To receive feedback, groups **must** provide the first draft case analysis to their feedback group members **no later than 10 PM CST on the Wednesday before** the final due date.
6. Students simultaneously send drafts to the professor so that credit can be given.
7. Final case analyses must be completed and submitted (via email or Canvas) to the professor **by 12 PM CST on the Monday before** the weekly class discussion. **No credit will be given for decision case analyses submitted late.**
8. Each of the five required components of the case analysis will receive a score from 0 – 5 points.
9. When groups submit their case analysis, the file should be labeled first by the DAY the class meets, with the course name and “analysis” two-digit case number, and the group name (e.g. WED Capstone Analysis Case 02, Group A1).
10. This information must also appear in the subject heading of the email.
11. Include all group members’ names on the written case analysis document.
12. See the instructions on writing a case analysis under *Guidelines for Assignments & Written Work*.

### Overview of Procedures for Providing Feedback

1. Students will individually submit feedback on two cases. See the calendar for assigned cases.
2. When each student sends their feedback they are required to send it to every member of the group who has written the case analysis.
3. Students must individually provide typed case analysis feedback to every member of the analysis group **no later than 10 PM CST on the Friday before** the class session in which the particular decision case is scheduled for discussion.

4. Students must simultaneously submit their feedback to the professor to receive any credit. Late feedback will not be graded.
5. Students send their electronic files labeled as follows: 1) DAY the class meets; 2) "Capstone Feedback" 3) the two digit case number; 4) the group name receiving the feedback; and 5) student's last name and first initial (e.g.. WED Capstone Feedback Case 01 to A1 from Smith, A).
6. Use the above label also as the subject heading of the email.
7. Students include their full name and the student analysis group number should appear on the feedback paper itself.
8. See the instructions on how to write feedback under *Guidelines for Assignments & Written Work*.

### **Small Group Organization**

	Small Groups	Small Groups	Assigned Cases
Groups A	A1	A2	1st case – I'm a Social Worker! 2nd case – But Someone Could Die!
Groups B	B1	B2	1st case – Nowhere to Skate 2nd case – Gay-For-Pay
Groups C	C1	C2	1st case – Driven to Drink 2nd case – No Place Like Home

### **Guidelines for Assignments & Written Work**

#### **A. Guidelines for Written Case Analysis (2 cases X 25 points each = 50 points)**

The major activity this semester involves in-depth class discussion of decision cases. The case method of teaching begins with the twin ideas that working to understand and resolve challenging puzzles or problems will stimulate learning and that such efforts closely resemble the assessment and decision-making processes needed in professional practice. In addition, two optional readings briefly describe the case method and suggest ways to prepare for case discussions (Wolfer, Franklin, & Gray 2013; Wolfer & Runnion, 2013). The case method engages students in class discussions centered on in-depth analysis of decision cases. The cases involve a variety of problems and dilemmas at various system levels. Each case reports the actual experience of a social work professional, sometimes one who is new to the profession.

Case analyses are to be written as *executive summaries*. Executive summaries are designed to aid decision makers who need understanding of and advice for dealing with a problematic situation. They provide a concise analysis and recommendation without all of the analytic detail. In fact, executive summaries often represent the first few pages of a more comprehensive analysis. The executive summary format is not intended to be an exhaustive analysis of all possible issues and alternate strategies but rather a concise, focused summary with the issues and alternatives only mentioned to insure they receive consideration. Any situation, no matter how complex, can

generally be summarized in no more than two or three pages if reduced to its most essential elements. In your analysis, please make sure that you are incorporating relevant evidence and theory to substantiate your conclusions, decisions, and recommendation. Also, students must demonstrate their ability to “think like a social worker” throughout their case analysis by incorporating thorough problem solving, attention to contextual issues, and awareness of social justice and diversity.

There are a total of seven cases for discussion and analysis this semester. All written analyses must include the *five* components in the table below. The first case is considered a practice case. Students will be provided with two example case analyses for the practice case to assist in their learning. Please use the headings in the table to identify the sections. **Case analyses are limited to 1,200 words. This also applies to first drafts of graded cases.**

Required Components of Case Analyses
<p><b>A. Introduction</b> Briefly identify the major elements (i.e., people, settings) of the case (2 – 4 sentences). <i>Note that this section is not graded (see the Case Analysis Evaluation Matrix below)</i></p> <p><b>B. Problem Statement (See guidelines for writing problem statements in handout on Canvas)</b> Give a specific and concisely written formulation of the problem to guide analysis and problem-solving. Do not use a question, but a statement of the problem. This section can usually be completed in no more than two sentences.</p> <p><b>C. Contextual Analysis</b> Summarize external issues (and sometimes internal issues) that created, sustain, or add to the problem. Depending on the system level, these may include cultural; economic/resource; political/legal; organizational; social and ethical issues; interpersonal relationships; and intrapsychic and biological conditions.</p> <p><b>D. Alternative Strategies</b> Identify three or more possible strategies that may lead to the solution of the problem. These strategies should be plausible, distinct and non-contingent (i.e., not interdependent). Briefly note advantages and disadvantages of each possible solution. These strategies must be grounded in literature and practice.</p> <p><b>E. Recommendation</b> Justify your preferred strategy, explaining why you selected that particular one and why it best resolves the problem. Be sure your recommended strategy can be supported with or by resources available in the context.</p>

In addition to providing edits and comments, professors will rate written case analyses using the following or a similar matrix:

Case Analysis Evaluation Matrix
---------------------------------

<b>Problem Formulation</b>	<b>Contextual Analysis</b>	<b>Alternative Strategies</b>	<b>Recommended Strategy</b>	<b>Writing Style</b>
Accurate, clear, specific, concise, and useful	Effectively addresses all important issues	Clearly presents several distinct and appropriate strategies, with well-developed advantages and disadvantages for each	Explicitly resolves the entire problem	Clearly and concisely describes the analysis in a grammatically correct fashion

A *best possible* indicator of full point credit is described above.

**The goal of the case analysis is to present clearly, conceptualized, defensive logic model in which the problem statement and the major issues of the case are clearly connected to the alternative and recommended strategies.** That is, alternative and recommended strategies closely correspond to and address the identified major issues in ways that achieve the most desired outcome(s). The contextual analysis (influences outside the case that impact how the issues are perceived) is as equally important to articulate in the case analysis.

**B. Guidelines for Providing Feedback (2 X 5 = 10 points)**

Another major component of this course is students getting and giving feedback to each other on their case analyses. Peer feedback helps students refine their written assignment. Students are required to submit two *individual* feedback summaries on *two* cases. The process for submitting feedback is also described in detail below. **Word limit = 750, approx. 1-2 pages**

The process for providing feedback is as follows:

1. In addition to writing case analyses, students provide feedback to other class members. Providing feedback helps writers improve their case analyses and provides incentive for them to reciprocate.
2. To provide beneficial feedback (and also participate effectively in class discussions), students must study the cases carefully every week, including weeks when they provide feedback. Read and analyze cases before giving feedback (i.e., develop your own judgments and conclusions).
3. To get or receive feedback for revising case analyses prior to submission, students must establish and adhere to a system for timely transfer of draft case analyses and feedback. For example, students scheduled to write and submit case analyses must provide draft of their case analyses to feedback group members at 9 PM CST on the Wednesday before the case is to be discussed. Students providing feedback must respond to the writers by 12 PM CST the following Friday.
4. For evaluation purposes, each of the five components will receive a score from 0 – 2 points.



5. Feedback provided by professors during the initial weeks of the course will serve as a model for students to follow. Students may also use the evaluation matrix above for providing feedback.
6. Students utilize e-mail for the transmission of analysis drafts and feedback. This can be accomplished by attaching documents to e-mail.
7. When group members provide feedback, they send the feedback to both the analysis group and professor (for grading).
- 8. Both case analysis drafts and feedback must be sent by the above deadlines.**
- 9. Late feedback may receive no credit.**
10. Students must use the five elements below to organize their feedback to the analysis group in a Word document.
11. Do not **only** send a track changes document as feedback. However, a track changes document may be submitted as a supplement to give editorial suggestions.

Beneficial feedback papers should be organized and comment on these five elements:

<b>Required Components of Feedback</b>
<ol style="list-style-type: none"> <li>A. Identify the <u>strengths and weakness</u> of the analysis.</li> <li>B. Include information regarding <u>gaps</u> that authors may have overlooked and <u>credibility/relevance</u> of the literature and research cited.</li> <li>C. Include concrete, <u>usable suggestions</u> (avoid general statements about quality) for improving the analysis</li> <li>D. <u>Make suggestions regarding the content and flow</u> of the analysis: Does it make sense? Is the problem formulation accurate and helpful? Are the internal and external issues adequately addressed? Has the author considered an adequate range of strategies? Does the recommendation fit the original problem formulation? Does it seem reasonable?</li> <li>E. Offer general <u>assistance about readability and precise writing</u> (e.g., grammar, spelling, sentence structure).</li> </ol>

### **C. Guidelines for Social Work Inventory**

This paper focuses on the student's:

- ❖ Social work knowledge, theories, skills, and approaches that inform the student's practice (cite professional literature)
- ❖ "Use of self" in their social work practice (cite professional literature)
- ❖ Experience (and/or lack thereof) with diversity and social justice issues in practice
- ❖ Self-assessed strengths and limitations in their social work practice
- ❖ Plan for professional self-care and their anticipated continuing development

The paper is intended to aid students' transition from graduate school to advanced social work practice. This assignment requires reflection on and integration of students' graduate education as a basis for professional social work practice. The final product has two parts: 1) an integrative summary of one's current theoretical perspective and 2) an articulation of how one understands and applies the social work concept, "professional use of self." Together, these two components provide a broad framework for summarizing learning. The process of completing this assignment will help in preparation for professional practice and future development.

**Part I: Theoretical Framework or Practice Models.** Discuss the theoretical frameworks or practice models that have been learned over the course of the MSSW program that will guide one's social work practice. This should be a framework that is specific to one's practice that has been internalized and constructed as a result of learning, critically thinking about, and applying knowledge in the MSSW program, or that is planned to be applied. Do not be limited to one theory or model; rather *integrate various theories* from the social work knowledge base into a unique framework. Cite sources for the various theories incorporated. For example, if one of the theories that is incorporated into the framework for practice is "cognitive behavioral theory" or "sustainable development model," when this theory or model is identified as being a part of the practice framework, the sources that have contributed to the development or application of this perspective should be cited.

**Part II: Professional Use of Self:** Define what is meant by "the professional use of self," and describe in depth how the insights gained in graduate school about this concept will be incorporated into your practice model. In your answer, 1) present examples of how skills and experiences have been utilized productively in your work. 2) Provide examples of challenges and personal growth areas that can potentially hinder your effectiveness in social work. Discuss how you will address these challenges. 3) Discuss what issues pertaining to social justice and diversity have been challenges for you, and what you have learned about working with people different from yourself. 4) Discuss which work situations (with colleagues, clients, community, etc.) you anticipate may be sources of stress for you in professional practice, and describe how you will address these stressors.

**Further Learning.** When you think of the knowledge and skills learned, what future learning do you intend to pursue? What knowledge and skills are needed to develop further to achieve competence in professional practice? How will you do this?

The inventory is to be double-spaced and word-processed, with a reference list for literature cited in the paper. Students can utilize literature listed in the course bibliography and also consider integrating other relevant research into their assignment. It should be APA style. Heading and subheadings can be used to denote the above components of the inventory. The paper is required to be at least eight pages long.

The following criteria will be used to evaluate the inventory:

- ❖ Demonstrated ability to integrate social work theories and models, knowledge, skills, and values into a holistic perspective for social work practice
- ❖ Thoroughness in addressing all components of this assignment
- ❖ Specificity of discussion and analysis
- ❖ Depth of discussion and analysis
- ❖ Professional writing skills

#### **D. Guidelines for Case Presentations from Field**

**Assignment Details:** For this assignment, students present a case from their internship. Cases presented may involve complex clinical, administrative, and or ethical issues. Students are expected to present the case in a professional manner similar to that used in case conferences/staffing/group supervision in agency settings. Students should be prepared to facilitate a discussion with the class about the issues of concern in the case. A maximum of 40

minutes is allotted for each case presentation (20 minutes for presentation and 20 minutes for group discussion).

Students must prepare a written summary of the case to distribute at the time of the presentation. Guidelines for presentation of case and handout include:

1. Brief description of the case situation
2. Key issues/problems
3. Relevant agency/organizational issues
4. Description of student's role in this situation and/or professional use of self
5. Student's critical thinking of the problem or issue and its possible resolution
6. Develop at least two prompt questions that you would like addressed by your peers that will help you with this situation.

#### **E. Contribution to Class Learning and Case Discussion (15 points)**

Your contribution to the success of this course is essential. Hence, students are expected to actively contribute to the class discussions and learning in and outside the classrooms and will be evaluated according the criteria listed below. Students also may be asked to assess themselves, peers, or group members to inform the evaluation in this area, per the professor's discretion.

- **Preparation** – Student is prepared for class by reading cases and researching case related issues
- **Quality of Participation** – Student contributes in a meaningful way to course discussions and small group activities. Participation in course discussions advances the depth of course learning. Student responses demonstrate competency in synthesizing and analyzing course content as well as knowledge in a specific area (or willingness to learn and ask critical question)
- **Frequency of Participation** – Student actively participates in class discussions.

#### **VI. GRADES**

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

#### **VII. CLASS POLICIES**

1. Students are expected to attend **ALL** class meetings, to read **ALL** the assigned readings, and to participate in class discussions.

2. There are no “excused” absences. Students missing two or more class sessions may receive a 10% reduction in their overall course grade. Students missing three (3) or more class sessions may receive an “F” for the course. The professor may use their discretion. Students should not register for this class if they have a conflict with the schedule, however emergencies are understandable. As soon as you know that you will not be attending class because of an emergency, please let your professor know by email.
3. Coming to class late or leaving class early may count as an absence.
4. Assignments are to be submitted according to the schedule. **Written case analyses will be due electronically to the instructor on the Monday at 12 noon CST before the case is scheduled for class discussion. No late feedback assignments will be accepted or graded.** For assignments that are turned in during class periods, these assignments are due at the *beginning* of the class period. Assignments turned in during or after the beginning of class will be considered late and will receive a ten (10%) penalty per day (weekend days are included in the reduction). The professor may use their discretion.
5. The Publication Manual of the American Psychological Association (APA 7th Edition) is the style manual to be used for all assignments. Incorrect APA style results in a deduction of points on assignments.
6. Appropriate referencing is required. Student failure to use quotation marks for direct quotes or citation for indirect quotations and/or others ideas may result in a “0” for the paper and/or an “F” for the course.
7. All papers are to be word-processed or typewritten, double-spaced, 10 – 12-point font, and 1-inch margins.
8. Any modifications, amendments, or changes to the syllabus and or assignments are the discretion of the professor. Changes will be announced in class. It is the responsibility of the student to inquire about any changes that might have been made in their absence.
9. Instructor teaching notes to decision cases are available to professors. These teaching notes are NOT to be used by students for any purposes. The use of these notes is considered an infraction of the University policies governing scholastic dishonesty will result in the initiation of a level three student review and may result in the student’s failure in this class or the program. In addition, it is expected that students will produce original work for feedback and analysis. Therefore, utilizing any past case analyses is not acceptable.
10. Students who have difficulty with the course materials, assignments, or class activities should schedule an appointment with the professor as soon as possible so that, where appropriate, additional assistance can be provided.
11. This course is part of a professional training program. The behavior that is expected of social workers in professional practice settings is also expected of students in this course. Students are expected to arrive at class punctually, to remain in class for its duration, and to maintain focus upon course content during class. Eating in class is permitted only during breaks. Cell phones must be turned off during the duration of the class. While it is expected that course content will include examination of a diverse array of ideas and opinions, the professor does require that students engage one another with respect and professionalism.

## VIII. UNIVERSITY POLICIES

**COVID-19 RELATED INFORMATION.** The University’s policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

**THE UNIVERSITY OF TEXAS HONOR CODE.** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

**DOCUMENTED DISABILITY STATEMENT.** Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

**PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM.** The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

**UNANTICIPATED DISTRESS.** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

**POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION.** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make

every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

**POLICY ON SCHOLASTIC DISHONESTY.** Students who violate University rules on scholastic 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 scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <https://deanofstudents.utexas.edu/conduct/academicintegrity.php>.

**USE OF COURSE MATERIALS.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

**CLASSROOM CONFIDENTIALITY.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

**USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS.** Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-

sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

**RELIGIOUS HOLIDAYS.** By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

**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/>.

**CAMPUS CARRY POLICY.** The University's policy on concealed firearms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

**SAFETY.** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

**BEHAVIOR CONCERNS 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>.

**EMERGENCY EVACUATION POLICY.** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

## IX. COURSE SCHEDULE

Date	Analysis Group Sends 1 <sup>st</sup> Draft to Individuals Assigned to Give Feedback and Instructor by the following date and time:	Individual Feedback is Sent to the Analysis Group Members and Instructor by the following date and time:	Analysis Group Sends Final Written Case to Instructor by the following date and time:	Case Discussion, other Assignments, and Readings
<p><b>Week 1</b> <b>Jan 19 - 22</b></p>				<p>Syllabus Review; Introduction of Practice Case</p> <p><b><u>Optional Reading</u></b> (to be completed within the first two weeks of the semester if desired)</p> <p><i>"To Students"</i> located in Canvas under "Modules"</p> <p><i>"Introduction to the Cases"</i> located in Canvas under "Modules"</p> <p><i>"Attending to Social Justice in Clinical Social Work: Supervision as a Pedagogical Space"</i> located in Canvas under "Modules"</p> <p><i>"Boundary issues and dual relationships in social work"</i> located in Canvas under "Modules"</p> <p><i>"Their needs are higher than what I can do: Moral distress in providers working with Latino immigrant families"</i> located in Canvas</p>



				under “Modules”
<b>Week 2 Jan 25 - 29</b>				Class Analysis of Practice Case: <u>Larry Steele’s Group</u>
<b>Week 3 Feb. 1 - 5</b>	Wed, 10 PM CST Feb. 3  A1 to B1 A2 to B2	Fri, 10 PM CST Feb.5  B1 to A1 B2 to A2		Field Presentations C1
<b>Week 4 Feb 8 - 12</b>			Due Mon, 12 PM CST Feb. 8  A1 and A2	Case Discussion: <u>I’m a Social Worker!</u>
<b>Week 5 Feb 15 - 19</b>	Wed, 10 PM CST Feb. 17  C1 to A1 C2 to A2	Fri, 10 PM CST Feb. 19  A1 to C1 A2 to C2		Field Presentations B1
<b>Week 6 Feb 22 – 26</b>			Due Mon, 12 PM CST Feb. 22  C1 and C2	Case Discussion: <u>Driven to Drink</u>
<b>Week 7 March 1 – 5</b>	Wed, 10 PM CST March 3  B1 to C1 B2 to C2	Fri, 10 PM CST March 5  C1 to B1 C2 to B2		Field Presentations A1
<b>Week 8 March 8 – 12</b>			Due Mon, 12 PM CST March 8  B1 and B2	Case Discussion: <u>Nowhere to Skate</u>
<b>Week 9 March 15 – 19</b>				Spring Break

<b>Week 10</b> <b>March 22 – 26</b>	Wed, 10 PM CST March 24  C1 to A2 C2 to A1	Fri, 10 PM CST March 26  A2 to C1 A1 to C2		Field Presentations B2
<b>Week 11</b> <b>March 29 – April 2</b>			Due Mon, 12 PM CST March 29  C1 and C2	Case Discussion: <u>No Place Like Home</u>
<b>Week 12</b> <b>April 5 – 9</b>	Wed, 10 PM CST April 7  B1 to C2 B2 to C1	Fri, 10 PM CST April 9  C2 to B1 C1 to B2		Field Presentations A2
<b>Week 13</b> <b>April 12 – 16</b>			Due Mon, 12 PM CST April 12  B1 and B2	Case Discussion: <u>Gay-For-Pay</u>
<b>Week 14</b> <b>April 19 – 23</b>	Wed, 10 PM CST April 21  A1 to B2 A2 to B1	Fri, 10 PM CST April 23  B2 to A1 B1 to A2		Field Presentations C2
<b>Week 15</b> <b>April 26 – 30</b>			Due Mon, 12 PM CST April 26  A1 and A2	Case Discussion: <u>But Someone Could Die!</u>
<b>Week 16</b> <b>May 3 – 7</b>				Course Evaluations  <b><u>Social Work Inventory Due by 11:59 PM CST via Canvas</u></b>  <b><u>Read</u></b>  <i>“How to be yourself: Student perspectives on learning use of self” located in Canvas under “Modules”</i>

				<p><i>“Use of self: A primer revisited”</i> located in Canvas under “Modules”</p> <p><i>“Where’s the roadmap? The transition from student to professional for new Master of Social Work graduates”</i> located in Canvas under “Modules”</p>
--	--	--	--	--

**X. BIBLIOGRAPHY**

Asakura, K., Maurer, K. (2018). Attending to social justice in clinical social work: Supervision as a pedagogical space. *Clinical Social Work Journal*, 46, 289-297. <https://doi.org/10.1007/s10615-018-0667-4>

Dewane, C. J. (2006). Use of self: A primer revisited. *Clinical Social Work Journal*, 34(4), 543-558. <https://doi.org/10.1007/s10615-005-0021-5>

Glassburn, S. L. (2020). Where’s the roadmap? The transition from student to professional for new master of social work graduates. *Qualitative Social Work*, 19(1), 142-158. <https://doi.org/10.1177/1473325018807746>

Newcomb, M., Burton, J. & Edwards, N. (2020). How to be yourself: Student perspectives on learning use of self. *Clinical Social Work Journal*. Advance online publication. <https://doi.org/10.1007/s10615-020-00766-9>

Olcoń, K., & Gulbas, L. E. (2020). Their needs are higher than what I can do: Moral distress in providers working with Latino immigrant families. *Qualitative Social Work*, 0(0), 1-17. <https://doi.org/10.1177/1473325020919804>

Reamer, F. G. (2019). Boundary issues and dual relationships in social work. In S. M. Marson & R. E. McKinney (Eds.), *The Routledge handbook of social work ethics and values* (1<sup>st</sup> ed., pp. 157-164). Routledge. <https://doi.org/10.4324/9780429438813>

Wolfer, T., Franklin, L., & Gray, K. (2013). *Decision cases for advanced social work practice: Confronting complexity*. Columbia University Press.

**Becky Morales, LCSW-S**  
**Course Syllabus Addendum**  
**Online Course Guidelines and Policies**

**Course Technology Requirements**

Students will need to have access to the following to participate in this online course:

- Computer with dependable access to reliable, high speed internet connection and webcam
- Headphones and a well-lit private room for participation in the synchronous portion of the class each week
- Access to the Internet, MS Word or Pages, PowerPoint or Google Slides
- Accounts in Canvas
- Accounts in Zoom

**Online Classroom Expectations**

**Synchronous Class Meeting Times (Our Online Classroom)**

Although class participants are not in a physical classroom, the virtual environment needs to be treated with respect as a learning environment. External distractions must be limited to the greatest extent possible. Students should do their best to find a quiet, well-lit space prior to logging into the synchronous class session.

**Classroom Decorum and Establishing a Safe Environment for Dialogue**

- Classroom attire – students should wear something they would wear to an in-person class.
- Children – should not be on the student’s lap or in the vicinity of the camera’s view in respect to other students.
- Pets – appearances should be kept to a minimum.
- Safety – students should not access the web-based classroom while driving.
- Distractions – both television and music should not be on during class time. Students should not be in a public space (e.g. a coffee shop) during class time. Students and their computers should be in a place where students can hear and be heard without distractions. Cell phones should be off or in silent mode and not used during class time unless there is an urgent issue that you have informed the professor about before class.
- Set up for class – students’ computer cameras should give a full view of the student’s face in order to engage with others in the virtual classroom.
- Class participation – students should monitor contributions to class as they would in a physical classroom. Students should be aware of when they can contribute more and when they need to pull back with the level of contribution to give others space.
- Language – students should use academic discourse through speech, chat, or email.
  - When posting written communication, avoid typing in all caps or bold as this can be viewed as yelling in some online communities.

- Use emoticons and other symbols to indicate tone when appropriate. This helps to decipher tone and intent.
- Students should take time to critically think about messages posted and how to formulate responses. Thoughts do not need to be perfectly formulated, but should be respectful.
- Chat entries should be relevant to the topic being discussed in the synchronous portion of class.

### **Technology Issues**

If students encounter technology challenges with Canvas and/or Zoom prior to and/or during synchronous class sessions, the ITS service desk should be contacted (not the professor) -

<https://sites.utexas.edu/css/service desk/>.