

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

<b>Course Number:</b>	SW 332	<b>Instructor:</b>	J. Mendez
<b>Unique Number:</b>	59715	<b>Email:</b>	joannamendez@utexas.edu
<b>Semester:</b>	Spring 2022	<b>Office:</b>	SSW 3.104A
<b>Meeting Time/Place:</b>	Mon & Wed	<b>Office Phone:</b>	-
	9:30am – 11:00am SSW 2.116	<b>Office Hours:</b>	By appointment, online

**Social Work Practice with Individuals and Family**

**I. STANDARDIZED COURSE DESCRIPTION**

This course builds extensively on content in SW 312 (Social Work Generalist Practice: Knowledge, Values, and Skills). This second course in the practice area focuses on the integration of theory, methods and skills as they apply to practice with individuals and families. The foundation of the course is based on social work values and the ethical decision-making process, as illuminated by the NASW Code of Ethics. This course provides an in-depth examination of the helping process within the context of an ecosystems/developmental framework. This course encompasses engaging clients in an appropriate working relationship, communication skills, identifying issues, problems, needs, resources, and assets, and planning for service delivery. The course is built on the identification, analysis, and implementation of empirically based interventions designed to achieve client goals including problem solving and case management. The development of skills in data collection, assessment, and problem identification is also emphasized. Throughout the course, special attention is given to understanding, affirming, and respecting people from diverse backgrounds, including (but not limited to) groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin. 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. Course credit for SW325 and SW327 with at least a C grade in each are prerequisites for this course.

**II. STANDARDIZED COURSE OBJECTIVES**

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

1. Demonstrate a generalist knowledge of the relationship between theory and social work practice as it relates to the strengths capacities and resources of individuals and families.
2. Develop generalist social work skills in identifying client issues, problems, needs, resources, and assets in order to help alleviate critical social problems and enhance human well-being.
3. Develop skills in identifying, analyzing and implementing empirically-based interventions and evaluating program outcomes and practice effectiveness.

4. Develop tools and techniques for understanding, affirming, and respecting people from diverse backgrounds, including (but not limited to) groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin.
5. Demonstrate a knowledge base of social work values and the ethical decision making process, as illuminated by the NASW Code of Ethics.
6. Demonstrate an understanding of the pursuit of social and economic justice including strategies to combat discrimination, oppression, and economic deprivation for individuals and families.

### **III. TEACHING METHODS**

Teaching methods will include lecture, group discussion, group exercises, audio-visual materials, role play, video and live demonstration, and written assignments.

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

All readings will be provided by the professor and posted to Canvas, or links will be provided for the students to access the material online.

### **V. COURSE REQUIREMENTS**

- Reading assignments should be completed prior to class and will provide the basis for discussion. Students are encouraged to ask questions and make comments during lectures. Students' questions and comments provide the instructor an important assessment tool for whether readings are being completed outside of class.
- Each student will submit several assignments throughout the course of the semester. Details of the assignments will be given on a separate handout.

### **VI. GRADES**

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

## VII. CLASS POLICIES

### Attendance

As near graduating BSW students, it is expected that you will be able to attend regularly and participate on a deeper level in class discussions, taking healthy risks to work outside of your comfort zone. In order to receive the highest level of participation points, healthy risk taking for increasing self-awareness and professional growth must be demonstrated. Participation points will be determined by attendance, level of interest, respect for others' learning needs and contributions to classroom discussions and activities. Being prepared for class by reading assigned material 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. 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.

Class attendance is required to complete all of the assignments. Students may miss no more than three (3) class sessions. Students who fail to attend class on a regular basis (missing more than 3 classes without a valid excuse, e.g., medical documentation) will receive one course grade lower than their final grade when points are totaled. Students who miss more than five unexcused classes may receive two grades lower than their final grade. Students who leave at the mid-point of the class will be counted as attending only ½ of the class. Students who are one or two points below the cut-off for a letter grade may receive the higher grade at the end of the semester based on class participation. If a student cannot attend a class, they should notify the professor ahead of time. In the case of an absence due to a documented and unforeseen emergency, the professor will assist the student in getting caught up with the missed class.

### Late Assignments

Assignments are due by 9:30 a.m. on the dates indicated in the course syllabus. Please discuss with the professor if any challenges arise which may interfere with that schedule.

### Student Concerns

Students who would like to discuss a concern with either the professor or the teaching assistant related to the class should make an appointment at a time mutually convenient.

Assignment	Points	Due Date
Ethical Dilemma Presentation	20	3/7/22
Trauma Informed Social Work Practice Assignment	20	3/23/22
Individual Simulation Recording	20	3/28/22
Individual Simulation Recording Peer Feedback	10	3/28/22 & 3/30/22 (5 pts each day)
Case Study (Podcast) Assignment	20	4/18/22

Family Simulation Recording	20	4/27/22
Family Simulation Recording Peer Feedback	10	4/27/22 & 5/2/22 (5 pts each day)
Client Assessment & Treatment Plan	20	5/4/22
Attendance	15	
<b>Total</b>	155	

Each student will submit several assignments throughout the course of the semester. Details of the assignments will be given on a separate handout.

**Attendance:**

- 0 to 2 missed classes: 15 points
- 2 ½ - 3 missed classes: 10 points
- More than 3 missed classes: 0 points

**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.

**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 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.

**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.

**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>.

**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 Office for Inclusion and Equity. The University does not maintain a list of religious holy days.

**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 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.

**BEHAVIOR CONCERNS and COVID-19 ADVICE LINE (BCCAL).** If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the

Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

**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	Topic	Assignment Due	Readings
<b>Jan. 19</b>	Course Introduction, Syllabus Review, Group Agreements		
<b>Jan. 24</b>	Social <i>Justice</i> Work		<p>Janet L. Finn. (2021). <i>Just Practice</i>. End of Ch. 1-Ch.2 (p. 22-62)  [online: <a href="https://web-s-ebscohost-com.ezproxy.lib.utexas.edu/ehost/ebookviewer/ebook/bmxlYmtfXzI2ODMyMDRfX0FO0?sid=8c85d28d-07bb-451a-b783-3226e80fdb57@redis&amp;vid=3&amp;format=EB&amp;rid=1">https://web-s-ebscohost-com.ezproxy.lib.utexas.edu/ehost/ebookviewer/ebook/bmxlYmtfXzI2ODMyMDRfX0FO0?sid=8c85d28d-07bb-451a-b783-3226e80fdb57@redis&amp;vid=3&amp;format=EB&amp;rid=1</a> ]</p> <p>Roberts, A. R., &amp; Watkins, J. M. (2009). <i>Social workers' desk reference</i>. Ch. 136 (p. 928-933) [In Canvas]</p>
<b>Jan. 26</b>	Self-Care		<p><a href="https://www.therapistaid.com/worksheets/self-care-assessment.pdf">https://www.therapistaid.com/worksheets/self-care-assessment.pdf</a></p> <p><a href="http://socialwork.buffalo.edu/resources/self-care-starter-kit/selfcare-assessments-exercises.html">http://socialwork.buffalo.edu/resources/self-care-starter-kit/selfcare-assessments-exercises.html</a></p>
<b>Jan. 31</b>	Trauma Informed Care		TBD
<b>Feb. 2</b>	Engaging with Individuals Effectively		Winbolt, B. (2010). <i>Solution focused therapy for the helping professions</i> . Ch. 4 (p. 39-50) [In Canvas]
<b>Feb. 7</b>	Engaging with Individuals Effectively		Corcoran. (2005). <i>Building strengths and skills</i> . Ch. 5 (p. 71-104) [In Canvas]
<b>Feb. 9</b>	Trauma Informed Assessment Tools		Saxe, G. <i>Collaborative treatment of traumatized</i>

			<i>children and teens</i> , Chapter 7: Assessing Traumatic Stress [In Canvas]
<b>Feb. 14</b>	Trauma Informed Assessment Tools		The Harvard Trauma Questionnaire (HTQ) [In Canvas] Hopkins Symptom Checklist-25 (HSCL-25) [In Canvas]
<b>Feb. 16</b>	Utilizing Trauma Informed Skills, Emotional Regulation		Saxe, G. <i>Collaborative treatment of traumatized children and teens</i> , Ch. 14 (p. 222-255) [In Canvas]
<b>Feb. 21</b>	Utilizing Trauma Informed Skills, Cognitive Processing & Meaning Making		Saxe, G. <i>Collaborative treatment of traumatized children and teens</i> , Ch. 15 (p. 256-277) & Ch. 16 (p. 278-300) [In Canvas]
<b>Feb. 23</b>	Engaging in Trauma Informed Social Work		Perry, B. <i>The boy who was raised as a dog</i> , Ch. 2: Sandy [In Canvas]
<b>Feb. 28</b>	Ethical Social Work		Fossen, C., Anderson-Meger, J., & Daehn Zellmer, D. (2014) "Infusing a new ethical decision making model throughout a BSW curriculum". <i>Journal of Social Work Values and Ethics</i> , 11(1). 66-81 [In Canvas]
<b>Mar. 2</b>	Ethical Social Work		Roberts, A. R., & Watkins, J. M. (2009). <i>Social workers' desk reference</i> . Ch. 14 & 15 (p. 115-126) [In Canvas]
<b>Mar. 7</b>	Student Ethical Dilemma Presentations	Student Ethical Dilemma Presentations Due	
<b>Mar. 9</b>	Student Ethical Dilemma Presentations	Student Ethical Dilemma Presentations Due	

<b>Mar. 14</b>	<b>SPRING BREAK!</b>	<b>NO CLASS</b>	
<b>Mar. 16</b>	<b>SPRING BREAK!</b>	<b>NO CLASS</b>	
<b>Mar. 21</b>	Treatment Planning and Goal Setting		TBD
<b>Mar. 23</b>	Treatment Planning and Goal Setting	Trauma Informed Social Work Assignment (Tina's Case) Due	TBD
<b>Mar. 28</b>	Individual simulation recording reviews	Individual Simulation Recordings Due & Peer Feedback	
<b>Mar. 30</b>	Individual simulation recording reviews	Peer Feedback	
<b>Apr. 4</b>	Family Assessment		The Social Work Podcast (47m36s): <a href="https://socialworkpodcast.blogspot.com/2008/12/visual-assessment-tools-culturagram.html">https://socialworkpodcast.blogspot.com/2008/12/visual-assessment-tools-culturagram.html</a>  Roberts, A. R., & Watkins, J. M. (2009). <i>Social workers' desk reference</i> . Ch. 144 (p. 969-974) [In Canvas]
<b>Apr. 6</b>	Family Assessment		TBD
<b>Apr. 11</b>	Engaging Families Effectively		TBD
<b>Apr. 13</b>	Engaging Families Effectively		TBD
<b>Apr. 18</b>	Anti-racist and intersectional social work practice	Case Study Podcast Assignment Due	<a href="https://www.socialworker.com/feature-articles/practice/call-to-social-workers-act-against-racism-white-supremacy/">https://www.socialworker.com/feature-articles/practice/call-to-social-workers-act-against-racism-white-supremacy/</a>  Teasley, M. L., Schiele, J. H., Adams, C. & Okilwa N.

			<p>S. (2018). Trayvon Martin: Racial profiling, black male stigma, and social work practice. <i>Social Work</i> 63(1), 37-46</p> <p>Beck, E. (2019). Naming White Supremacy in the Social Work Curriculum. <i>Affilia</i>, 34(3), 393–398. <a href="https://doi.org/10.1177/0886109919837918">https://doi.org/10.1177/0886109919837918</a> [In Canvas]</p> <p>Bubar, R., Cespedes, K., &amp; Bundy-Fazioli, K. (2016). Intersectionality and social work: Omissions of race, class, and sexuality in graduate school education. <i>Journal of Social Work Education</i>, 52(3), 283-296. [In Canvas]</p>
<b>Apr. 20</b>	Social Work with Refugees and Immigrants		<p>Walking Together. Sections 5 &amp; 6 (p. 66-84) [In Canvas]</p> <p>Improving Well-Being for Refugees in Primary Care. Ch. 3 &amp; 4 (p. 32-75) [In Canvas]</p>
<b>Apr. 25</b>	Crisis Intervention Social Work Skills		TBD
<b>Apr. 27</b>	Family Simulation recording reviews	Family Simulations Recordings Due & Peer Feedback	
<b>May 2</b>	Family Simulation recording reviews	Peer Feedback	
<b>May 4</b>	<b>LAST CLASS DAY</b>	Case Plans Due	

## **X. BIBLIOGRAPHY**

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

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

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

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

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

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