

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

Course Number: SW 383T	Instructor: Robin M. Smith, LCSW- S robinsmith@austin.utexas.edu
Course Unique Number: 59815	Phone: 512-825-5308
Semester: Spring 2022	Office location: SW 3.124A
Class meeting time/place: Thursdays 8:30 am to 12:30 pm	Office Hours: Thursdays 12:30 to 1:30 or by appointment

Social Work Practice II

I. STANDARDIZED COURSE DESCRIPTION

This course builds upon Social Work Practice I by deepening students' knowledge of the generalist social work perspective in the application of theory and practice methods for effective and ethical service delivery to diverse individuals, families, groups, organizations and communities in conjunction with field education.

Prerequisites: This course must be taken concurrently with Field Instruction II, except for those students having advanced standing status. It is a prerequisite for all second-year concentration courses.

II. STANDARDIZED COURSE OBJECTIVES

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

1. Critically analyze professional values, ethical dilemmas and ethical decision making and their impact on service delivery, policy and practice;
2. Identify, critique, apply and evaluate social work theories and methods from a strengths-based generalist perspective for effective service delivery to diverse individuals, families, groups, organizations and communities;
3. Apply beginning practice skills in the development, leadership and evaluation of small groups in agency, organization and community settings;
4. Identify aspects of human diversity within and between groups and the implications for this diversity in assessment, planning, intervention and evaluation;
5. Demonstrate knowledge of leadership and advocacy skills, conflict management and Inter-professional collaboration at all levels of social work practice to promote social and economic justice;
6. Apply a beginning level of skill in utilizing empirical knowledge to evaluate theoretical frameworks, intervention plans and practice effectiveness;
7. Communicate effectively and professionally, both orally and in writing, assessment, intervention and evaluation plans for diverse client systems that enhance client strengths, capacities, assets and resources.

B. 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: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context

Outcome 1.2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations

Outcome 1.3: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication

Outcome 1.4: Use technology ethically and appropriately to facilitate practice outcomes

Outcome 1.5: Use supervision and consultation to guide professional judgment and behavior

Competency 6: Engage with Individuals, Families & Groups

Outcome 6.2: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Competency 7: Assess Individuals, Families & Groups

Outcome 7.1: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies

Outcome 7.3: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies

Outcome 7.4: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Competency 8: Intervene with Individuals, Families & Groups

Outcome 8.1: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies

Outcome 8.3: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes

Outcome 8.4: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies

Outcome 8.5: Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families & Groups

Outcome 9.1: Select and use appropriate methods for evaluation of outcomes

Outcome 9.3: Critically analyze, monitor, and evaluate intervention and program processes and outcomes

Outcome 9.4: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

III. TEACHING METHODS

I use a variety of teaching methods with an emphasis on experiential learning for the purpose of building skills and confidence. The foundational nature of the course content requires a didactic approach as well, so I may use PowerPoint lectures, role-plays, videos, class discussions, small group and dyad exercises, and guest speakers. For success in this class, you must be willing to participate, take risks and go out of your comfort zone. Please ask questions to clarify expectations, provide me with constructive feedback in a timely manner and meet with me individually as needed and/or when requested to make the most of your learning experience.

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

IV. REQUIRED TEXT

- A. The required textbook for this course is **Walsh, J. (2013). *Theories for Direct Social Work Practice*. (3rd edition). Connecticut: Cengage Learning.**
- B. Articles, podcasts and other preparatory material will be assigned weekly. This material can be found in Canvas under the module and week for which they are assigned.

V. COURSE REQUIREMENTS

A. Attendance and Participation (20 points)

Credit for attendance and participation depends on a student's overall participation in class over the semester. Full credit is given to students who not only attend class consistently, but who also complete the required prep prior to class, take some learning risks with their classmates and think critically about the assigned material. I do not excuse absences; it is up to you to decide whether missing a class is worth the point deduction (see below). I do ask that you email me about any absence, tardy or early departure in the spirit of professionalism and staying connected. The one exception to this policy could be a COVID infection. Since infections range from asymptomatic to severe illness, please contact me if you are ill and we will discuss whether or how you should attend class.

Some classes may be held using Zoom and some students may attend class using Zoom or FaceTime depending on the Covid situation. Please let me know if you have a documented disability that requires any adaptation of the Zoom format or of the prep material so I can arrange ahead of time to make all meetings and materials accessible.

Attendance points will be deducted as follows:

Absence 1 = 2 points deduction

Absence 2 = 4 points deduction

Absence 3 = 4 points deduction

Tardies and early departures = 1 point deduction each time unless excused by Prof. Smith

Distracted or disrespectful behavior = 1 point deduction per incident unless excused by Prof. Smith

A pattern of frequent absences, late arrivals or early departures (especially without communication), or a pattern of unprofessional behavior in class, could result in disciplinary action (See Standards for Social Work Education, The Three Levels of Review).

B. Advocacy Project (20 points)

To continue to expand your appreciation of the private troubles/public issues connection, and to increase your cause advocacy skills, you will participate in or create an advocacy event that corresponds with one of the 13 CSWE Grand Challenges. Guidelines with grading rubric and due date can be found in Canvas.

This project has two parts:

- 1) **Proposal (10 points):** Write and submit a proposal identifying an event or project that you plan to participate in. **Professor Smith’s approval is required to move forward with your plan.**
- 2) **Presentation (10 points):** Give a brief professional presentation with visual aid to the class about your advocacy effort.

C. Theory Group Project (20 points)

To study theory in-depth and practice task group skills, you and your group will develop a creative class presentation about a particular theory and its application to practice. Students will form groups based on their interest in one of four theories (see course schedule, below). Groups will be created in class or in Canvas. Guidelines with grading rubric and due date can be found in Canvas.

D. Video Role Play Project (20 points)

This assignment is designed to help students improve their interviewing and *intervention* skills, as well as improve their self-awareness and ability to give and receive feedback. Guidelines with grading rubric and due dates can be found in Canvas. This project has two parts:

- 1) **Video & Feedback Participation (5 points):** Pair up with another student to do a role-play or real play. This role play/real play will demonstrate the *work* phase and allow you to practice an intervention. Students will then show a 5-minute clip of the video to a small group from the class, and exchange feedback with members of the group.
- 2) **Paper (15 points):** A one-page SOAP note on the “client” along with a short reflection will comprise the paper.

E. Final Case Analysis (20 points)

To help you consolidate your professional knowledge and skills acquired over the year, and to support the school’s CSWE accreditation process, you will study a fictional case and answer a set of questions about the case. The case and questions will test your competency in the areas of ethics & professionalism, and engagement, assessment, intervention and evaluation of individuals, groups & families. Case, questions and guidelines will be posted on Canvas the week after Spring Break.

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

Assignments	Points possible	% of Total Grade
A. Class Attendance & Participation	20	20
B. Advocacy Project	20	20
C. Theory Group Project	20	20
D. Video Role Play Project	20	20
E. Final Case Analysis	20	20
Total:	100	100

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

Any Grade C- and below results in a failure of the class/no credit.

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

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

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

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

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

A. Professional Conduct in Class: 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. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

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

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

D. Classroom Civility: A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues.

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

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

F. Grading Policies

If you are confused by a grade or the feedback you receive on an assignment, please make an appointment to meet with me. I enjoy talking face to face with students about how they can improve and may give some credit back on the assignment. If a student has demonstrated strong class participation and professionalism throughout the semester, I round up any fractional point totals. For instance, a 93.2 (A-) would become a 94 (A).

Assignments are all due to Canvas on Fridays by 5:00 pm (except presentations and videos due by class time). Assignments turned in after this time on the Friday due date are considered late. Students will lose 5% of the assignment point value per calendar day that an assignment remains un-submitted. On subsequent days, papers must be submitted to Canvas by 5:00 pm to avoid the additional 5% penalty. If you anticipate a problem turning in an assignment on time, please contact me in advance of the due date to discuss and I will consider adjusting the due date depending on your circumstances. **NOTE: You have one free late day per semester to be used at your discretion. Please indicate that you are using your "pass" when you submit the assignment in Canvas, otherwise the pass will not be applied.**

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

All course readings, assignment guidelines, grading rubrics and other essential information are on the Canvas website. Changes to this schedule may occasionally be necessary; it is your responsibility to note these changes when announced. Professor Smith will announce changes with as much advance notice as possible.

WK	DATE	TOPIC	Prep material to be completed by class time	All P2 & F2 assignments are due Fridays by 11:59 pm except where noted
1	1/20	Syllabus & Assignment Review, Use of Self and Ethics Review	See Canvas for prep material	None
		MODULE 1 - ADVOCACY		
2	1/27	Elements of effective advocacy	See Canvas for prep material	Journal 1
3	2/3	Cause Advocacy Speaker: TBD	See Canvas for prep material	Journal 2
		MODULE 2 – GROUP WORK		

4	2/10	Organizational and task groups	See Canvas for prep material	Journal 3
5	2/17	Support and therapeutic groups	See Canvas for prep material	Journal 4 Short Advocacy Proposal
		MODULE 3 – INTRO TO PRACTICE THEORIES		
6	2/24	Theory/Practice Connection Anti-oppressive practice	See Canvas for prep material	Journal 5
7	3/3	Attachment Theory, work with youth & TBRI Speaker: TBD	See Canvas for prep material	Journal 6
8	3/10	Cognitive & Behavior Theories - CBT	See Canvas for prep material	Journal 7 Creative Process Recording 3
9	3/17	SPRING BREAK *****	SPRING BREAK *****	SPRING BREAK *****
10	3/24	Grief & Loss work & EMDR Speaker: TBD	See Canvas for prep material	Journal 8
		MODULE 4 - APPLICATION		
11	3/31	Role Play Day	See Canvas for prep material	Journal 9 Process Recording 4
12	4/7	Student Group 1 – Crisis Theory Student Group 2 – Solution Focused Therapy	See Canvas for prep material	Journal 10 Short
13	4/14	Student Group 3 – Relational Cultural Theory Student Group 4 – Narrative Theory	See Canvas for prep material	Journal 11 Short
14	4/21	Video Feedback Groups Group 1: 8:30 to 10:30 Group 2: 10:45 to 12:30 Group 3: 1:00 to 2:30 Group 4: 2:45 to 4:15	See Canvas for prep material	Journal 12 Short Video project paper due Monday April 26 th
15	4/28	Advocacy Presentations: All presentations due by class time.	See Canvas for prep material	Journal 13 Short
16	5/5	LAST CLASS Celebration of a successful year with termination activity!	See Canvas for prep material	Due Monday May 9 th : -Final Case Analysis (Completed evaluations, the Self-reflection Narrative and Field hours for F2 are due no later than Friday May 13 th)

X. Bibliography

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