

**The University of Texas at Austin  
School of Social Work**

<b>Course number:</b> SW 383 R	<b>Instructor:</b> Tammy Linseisen, ACSW, LCSW-S Clinical Professor She/Her
<b>Unique number:</b> 61850	<b>Office number:</b> 3.124 F
<b>Semester:</b> Fall 2023	<b>Cell phone:</b> 512-431-0014
<b>Meeting time/place:</b> Wednesdays, 8:30a-11:30a Practice Class 11:30a-12:30 Practicum Seminar SSW 2.132	<b>Office hours:</b> Most weeks, I will be available after class to meet for office hours. I will also meet with you by appointment, so please ask to schedule time during class breaks, by text, or by email.
<b>Email:</b> tlinseisen@mail.utexas.edu	

**Social Work Practice I**

**I. STANDARDIZED COURSE DESCRIPTION**

This course provides an introduction to social work practice methodology and professional use of self from a generalist perspective for social work practice with diverse individuals, families, groups, organizations and communities in conjunction with field education.

**II. STANDARDIZED COURSE OBJECTIVES**

Upon completion of this course students will be able to:

- 1) Identify and begin to apply social work values and principles of ethical decision making as articulated by the NASW Code of Ethics.
- 2) Demonstrate an understanding of professional use of self and awareness of personal values in the development and maintenance of purposeful, problem-solving relationships with multiple levels of client systems, as well as cooperative and constructive relationships with agency staff, other professionals and community members.
- 3) Utilize professional communication skills, supervision, and consultation in the effective and ethical provision of services to diverse individuals, families, groups, organizations and communities.
- 4) Demonstrate an understanding of the impact of organizational and community context on service delivery through the in-depth analysis of the assigned field agency.

- 5) Demonstrate knowledge of the historical roots and major developments of the social work profession and its commitment to promote social and economic justice.
- 6) Systematically apply a transtheoretical, eco-systems framework to engage client systems in identifying target systems and goals, and in analyzing, implementing, and evaluating interventions that enhance client system strengths, capacities, assets and resources in relation to their environment.
- 7) Recognize the influence of socioeconomic status, age, developmental level, gender, culture, race, ethnicity, physical status, sexual orientation and spiritual beliefs on assessment, planning, intervention, and evaluation at all levels of practice.
- 8) Demonstrate familiarity with basic concepts and methodology related to work with small groups in agency, organization, and community practice.
- 9) Identify the importance of empirically based knowledge to evaluate and improve practice, policy and social service delivery.

### **III. TEACHING METHODS**

**Compassion pedagogy** is the foundation of good teaching- “a great teacher with a strong connection to a student makes all the difference” (Lipka, 2019, p.12).

This course is taught using a Compassionate Pedagogy approach. From the Baylor University website, “Compassionate pedagogy is a collection of teaching practices designed to foster human connection, communication, and wellbeing. The approach revolves around listening to students’ lived experiences and offering flexibility to accommodate their struggles.” <https://www.baylor.edu/atl/index.php?id=984876>

Considering this approach, I teach using a variety of teaching methods to foster a stimulating, creative and collaborative learning community. These methods intentionally draw on diverse pedagogical approaches to be inclusive of a variety of learning styles; activities include readings, writings, small group discussions, role- and real-play, lectures, videos, in-class group activities, learning activities in the community and self-reflection. Experiential learning that builds upon your field instruction will be emphasized.

For a meaningful experience in this class, you are encouraged to actively participate, take risks, stretch your creativity, apply your critical thinking skills, and attend class regularly. This course will highlight diverse perspectives of thought and will encourage you to engage in new ways of thinking that may be represented by speakers, the professor, and classmates from diverse backgrounds. You are encouraged to ask questions, raise issues, provide the instructor with feedback, and meet with me individually as needed to enhance your learning.

In this course you will find a number of approaches to teaching that may be new to you, and I welcome conversation around these approaches. These are designed to support a community of compassion, a community of connection, and a community of lifelong learners.

This class also will be taught using an anti-racist pedagogical lens. That means that we will: 1) disrupt assumptions about the 'objectivity' of knowledge; 2) develop awareness and reflection of our individual social positions; 3) decenter authority so that even as the professor, I am engaged in the learning process with you; 4) critically think, analyze, synthesize, and apply ideas, drawing on individual and collective student and professor experiences; and 5) emphasize collaboration over competition.

### **Accessibility statement**

I am striving to create a learning experience that is as inclusive and accessible as possible. If you anticipate any issues related to format, materials, or requirements for this course, please schedule a time to meet with me so can explore potential options. Students with disabilities may also wish to work with the Office of Accessible Education and Student Support to discuss a range of options to removing barriers in this course, including official accommodations. You can visit their website for contact and additional information: <https://diversity.utexas.edu/disability/>. If you have already been approved for accommodations through the Office of Disability and Access, please meet with me so we can develop an implementation plan together.

### **IV. REQUIRED TEXTS AND MATERIALS**

Hepworth, D., Der Vang, P., Blakey, J.M., Schwalbe, C., Evans, C.B.R., Rooney, R., Rooney, G., & Strom, K. (2023). *Direct social work practice: Theory and skills*. (11th ed.). Boston: Cengage Learning.

Van Dernoot Lipsky, Laura (2009). *Trauma stewardship: An everyday guide to caring for self while caring for others*. Oakland, CA: Berrett Koehler Publishers.

All required readings listed on the class schedule that are not found in the required texts will be available on Canvas. If readings are added to the reading list after the beginning of the class semester, I will notify you, generally by email.

### **V. COURSE REQUIREMENTS**

In this section you will find a list of all course assignments. Detailed learning objectives and instructions, including rubrics to guide demonstration of content mastery and skill development will be provided on canvas. We will discuss all assignments in detail in class and you are encouraged to meet with me should they have any questions about the assignments.

## **Ethics and Self-Assessment**

**Due 9/14/23**

To begin the process of use of self and self-evaluation, both of which are critical for effective social work practice, you are asked to analyze an area of the NASW Code of Ethics that seems most challenging when compared to your own personal beliefs. This assignment encourages self-analysis, creativity, critical thinking, and authenticity. Assignment details are provided on Canvas and will be discussed in class.

## **Agency Analysis and Presentation**

**Due 9/28/23**

The agency analysis and presentation are designed to thoroughly orient you to your practicum placement. Options for submission and assignment details are available on canvas.

## **Video Real Play and Review**

**Due week of 10/23/23**

**Paper due 11/2/23**

Each student will match with a peer from class and video an interview with that student peer. The video will be reviewed by the professor and a review team, and feedback will be provided to the interviewer by all review team members. Each student will offer a review of their beginning interviewing skills based on the video real play, review of the recording, and the feedback provided by the review team.

The goals of this assignment are for students to:

- a) Gather and synthesize relevant data.
- b) Assess a client's present situation.
- c) Demonstrate professional communication skills.
- d) Practice and receive feedback on relational skills, including the use of verbal and nonverbal social work skills to build rapport and gather relevant information.

## **Multidimensional Case Assessment**

**Draft due 11/9/23**

**Final version due 11/16/23**

Case assessment refers to the process of collection and evaluation of biopsychosocial data, as well as to the report that describes the worker's inferences and resulting intervention plan based on the data collected. You will write a case assessment based on work with a client in your internship placement. The assessment should be concise yet comprehensive, demonstrating a clear knowledge of the assessment process based on practice experience, class lecture and learning, and guidelines and readings provided.

The goals of this assignment are to give students the opportunity to:

- a) Gather relevant client data.
- b) Practice engagement, relational, and interviewing skills.
- b) Assess a client's past and present situations.
- c) Synthesize information into a professional report.

## **VI. GRADES**

In alignment with the compassionate pedagogical approach to this course, I have adopted an [ungrading](#) practice to assessment. This means that individual assignments will not earn traditional points or letter grades. Instead, you will receive analytic feedback in the form of questions and comments to support your continued learning. You will receive rubrics and guidelines to help guide your work on each assignment. You will use these rubrics to indicate your own evaluation on learning for each assignment. At the end of the semester, you will assign yourself a letter grade based on your work and continued conversations around the feedback you have received throughout the semester. This letter grade will be supported by a short narrative statement. In almost all circumstances, your ungrading grade will stand. Any exception to this will be discussed individually with any student where a learning concern exists. The goal of ungrading is to provide a learning space where you feel free to set your own intentions, to take risks, to reframe failure, to understand how you learn best, and to prioritize care. I trust you and your ability to learn.

## **VII. CLASS POLICIES**

### **Attendance and participation**

Full attendance and active participation are ideal for a comprehensive learning experience. Classroom exercises, discussions, role-plays, guest speakers and other class experiential exercises are essential for your professional learning and continued development of self-awareness. I realize that extenuating circumstances arise and that everyone is juggling several responsibilities. If you are unable to attend a class, please email me prior to that class. If it is a last-minute absence, please text me, so I don't worry. If circumstances make you miss more than three classes, you may be overextended, so be sure to reach out to me. If you must miss a class, please contact a peer to review what you missed. In addition, you can always schedule a time to meet with me to discuss the missed content in more detail.

There are numerous ways to demonstrate participation, depending on your learning style. We will be reviewing a participation rubric in class which will help you set individualized participation goals for the semester.

### **Assignments**

There is flexibility in how you submit most assignments. Whether you chose to submit a paper, a video, or a PowerPoint, the standards remain the same. I will be reviewing the content as well as the style in which it is presented. Think of the assignments as components of a professional portfolio and about how you'd like to present your knowledge to potential employers. Be sure to cite your sources and references in a bibliography regardless of the type of submission, to abide by university plagiarism policies.

### **Time management**

The due dates on the syllabus and on canvas are designed to keep you on track throughout the semester. This steady flow of submissions allows for you to receive continuous feedback

so you can incorporate changes and adjustments into your practice. There are no penalties for late assignments in this course. When you feel like you need additional time to complete the work, email me ahead of time and indicate a targeted date for submission. This process allows students the flexibility to complete all work in a time frame that works with their schedules, while still acknowledging the importance of timely feedback. If concerns arise about submissions, the professor will request a meeting with the student to address the barriers to timely completion.

### **Use of computers/cell phones in the classroom**

Practice I is a practice course, and class participation is essential to successful learning. In today's world learning occurs both in the virtual space as well as in the real physical space. Please be respectful with your use of cell phones and personal messages during class time. This course has minimal handouts and relies heavily on the use of canvas during class. Be sure to bring a device with you to class. You are free to have your laptops open and available throughout class to take notes and to access materials.

### **Use of Canvas in class**

In this class I use the Canvas Web based course management system with password protected access at <http://canvas.utexas.edu> to distribute course materials, to communicate and collaborate online, to post evaluations, to submit assignments, and to give you online quizzes and surveys. You can find support in using Canvas at the ITS Help Desk. For more information go to <http://www.utexas.edu/its/helpdesk/>

### **Feedback**

You will be asked to provide feedback on your learning and on my teaching strategies in informal and formal ways. It is very important for me to know your reactions to what is taking place in class, ensuring that together we can create a dynamic and effective learning community. You are also encouraged to provide ongoing feedback to me during class and office visits.

## **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.

**ACCESSIBLE/COMPLIANT STATEMENT:** If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more

information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please touch base with your instructor to discuss your Accommodation Letter as early as possible in the semester so your approved accommodations can be implemented.

**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 DISCLOSURE.** Beginning January 1, 2020, Texas Education Code, Section 51.252 (formerly known as Senate Bill 212) requires all employees of Texas universities, including faculty, to report to the [Title IX Office](#) any information regarding incidents of sexual harassment, sexual assault, dating violence, or stalking that is disclosed to them. Texas law requires that all employees who witness or receive information about incidents of this type (including, but not limited to, written forms, applications, one-on-one conversations, class assignments, class discussions, or third-party reports) must report it to the Title IX Coordinator. Before talking with me, or with any faculty or staff member about a Title IX-related incident, please remember that I will be required to report this information.

Faculty, staff, graduate assistants, teaching assistants, and graduate research assistants are [mandatory reporters](#) under federal Title IX regulations and are required to report [a wide range of behaviors we refer to as sexual misconduct](#), including the types of misconduct covered under Texas Education Code, Section 51.252. Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex – including pregnancy and parental status – in educational programs and activities. The Title IX Office has developed supportive ways and compiled campus resources to support all impacted by a Title IX matter.

If you would like to speak with a case manager, who can provide support, resources, or academic accommodations, in the Title IX Office, please email: [supportandresources@austin.utexas.edu](mailto:supportandresources@austin.utexas.edu). Case managers can also provide support, resources, and accommodations for pregnant, nursing, and parenting students.

For more information about reporting options and resources, please visit: <https://titleix.utexas.edu>, contact the Title IX Office via email at: [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu), or call 512-471-0419.

**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.

**GRADING SCALE**

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

## IX. COURSE SCHEDULE

The following is a general guide to the semester. In covering each topic, the class will examine issues specific to diverse populations. I may make changes to the calendar as needed to correct errors, to better meet learning objectives and to accommodate guest speakers and in-class discussions and tasks. Changes will be made only when necessary and, if made, I will notify you in class and/or by email. Please check canvas and email regularly for any updates.

**H=Hepworth, et al Direct Social Work Practice text**

**LL=Lipsky text**

**CANVAS=Additional readings on Canvas**

**P-Practicum assignments**

**C-Class assignments**

<b>Date</b>	<b>Topic</b>	<b>Assignment Due</b>	<b>Readings</b>
<b>8/23 #1</b>	Course and Syllabus Review  Introduction to the profession of social work		<b>H- Chpt 1</b> <b>CANVAS Syllabus</b>
<b>8/30 #2</b>	Orienting frameworks for social work practice  Anti-oppressive practice	<b>P-Practicum journal</b>	<b>H- Chpt 2</b> <b>CANVAS White Supremacy Culture article</b>
<b>9/6 #3</b>	Overview of the helping process	<b>P-Practicum journal</b>	<b>H- Chpt 3</b>
<b>9/13 #4</b>	Social work ethics and values	<b>P-Practicum journal</b>  <b>C-Self-inquiry and ethics assignment</b>	<b>NASW Code of Ethics</b>  <b>H- Chpt 4</b>

<b>9/20 #5</b>	Use of Self Museum Asynchronous class  Building blocks of communication	<b>P</b> -Practicum journal, Learning Contract	<b>H</b> - Chpt 5
<b>9/27 #6</b>	Verbal following, exploring and focusing skills	<b>P</b> -Practicum journal  <b>C</b> -Agency Analysis	<b>H</b> - Chpts 6 & 7 (assigned chapter required)
<b>10/4 #7</b>	Group work	<b>P</b> -Practicum journal, Process recording #1	<b>H</b> - Chpt 11
<b>10/11 #8</b>	Self-care day NO CLASS!	<b>P</b> - Practicum journal	
<b>10/18 #9</b>	Multidimensional assessment	<b>P</b> -Practicum journal	<b>H</b> - Chpts 8 & 9 (assigned chapter required)
<b>10/25 #10</b>	Video Real-Play Review <i>Attend class at your designated time only.</i>	<b>P</b> -Practicum journal  <b>C</b> -Video real play review	
<b>11/1 #11</b>	Developing goals	<b>P</b> -Practicum journal  <b>C</b> -Video reflection paper due	<b>H</b> - Chpt 12
<b>11/8 #12</b>	Termination: The Therapeutic Pause	<b>P</b> -Practicum journal & Process Recording #2  <b>C</b> -Multidimensional case assessment draft	<b>H</b> - Chpt 19 <b>CANVAS:</b> Many- Termination article

<b>11/15 #13</b>	Balancing micro and macro social work practice	<b>P</b> -Practicum journal  <b>C</b> -Multidimensional case assessment	<b>H</b> - Chpt 14
<b>11/22 #14</b>	Fall semester break NO CLASS!		
<b>11/29 #15</b>	Endings and transitions	<b>C</b> -Final Practicum Narrative	

## **X. BIBLIOGRAPHY**

*The reading list for this course was designed to highlight and explore issues of anti-oppressive practice. All readings are available through the library and/or canvas.*

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