

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

Course Number:	SW 332	Instructor:	Erin K. MacDonald, LCSW-S
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Semester:	Spring 2024	Office:	
Meeting Time/Place:	Tuesday/ Thursday	Office Phone:	512-465-2022
	11:00A-12:30P	Office Hours:	By appointment only
	SSW 2.116		

**SOCIAL WORK PRACTICE WITH INDIVIDUALS AND FAMILIES
Course Number: SW 332
Ethics Flag**

I. STANDARDIZED COURSE DESCRIPTION

This course builds extensively on content learned in SW 312 (Social Work Generalist Practice: Knowledge, Values, and Skills) and 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 outlined by the NASW Code of Ethics and other relevant sets of ethical principles.

You will participate in an in-depth examination of the social work helping process using relevant practice theories. In this course, you will develop more advanced skills of engagement, relationship building, interviewing, assessment, and problem solving. Intervention planning based on client need, appropriate theory and evidence-based, culturally-grounded practice will be a particular focus. Evaluation of practice will be an additional focus. Throughout the course, attention is given to understanding, affirming, and respecting people with varying identities of racialization, ethnic origin, class, gender, gender identity and expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status.

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

Prerequisites: Course credit for SW325, Foundations of Social Justice, and SW327, Human Behavior in the Social Environment with at least a C grade.

II. STANDARDIZED COURSE OBJECTIVES

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

1. Apply concepts from practice theories and perspectives related to individuals and families, including, but not limited to, concepts from ecological systems theory, critical race theory, strengths-based perspective, crisis theory, trauma-informed theory, solution focused approach, cognitive behavioral theory, relational-cultural theory, family systems theory and theories of anti-racism and anti-oppressive practice, with a focus on theories that center racialization using perspectives developed by Black, Indigenous and other scholars of color.
2. Using a social justice lens, identify policies, behaviors, and beliefs that perpetuate racist and oppressive ideas and actions and suggest strategies for change when working with individuals and families.
3. Demonstrate skills needed to practice effectively with individuals and families, including relationship building, assessment, planning, intervention, and evaluation.
4. Demonstrate an understanding of the pursuit of social, racial, and economic justice in practice with individuals and families, including strategies to combat racism, discrimination, intersectional oppression, and economic deprivation.
5. Evaluate ethical issues and recognize when client, societal and/or personal values conflict, emphasizing understanding, affirmation, and respect for human diversity.
6. Evaluate ethical issues using a knowledge base of social work values and the ethical decision-making process, as outlined by the NASW Code of Ethics and other ethical principles, as appropriate.
7. Conduct social work assessments and develop interventions with individuals and families based on client needs, choice, appropriate theory, and research.
8. Develop and implement individual and family role plays and/practice scenarios that demonstrate the social work skills of:
 - a. Observation
 - b. Engagement
 - c. Communication
 - d. Interviewing
 - e. Assessment
 - f. Planning
 - g. Problem solving
 - h. Advocacy
 - i. Evaluation
9. Formulate practice scenarios that demonstrate the ability to differentially use basic social work skills to reflect the needs of clients of diverse groups distinguished by racialization, ethnic origin, class, gender, gender expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status and national origin of communities.

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

Required Texts:

Hepworth, D. H., Strom-Gottfried, K., Rooney, G. D., & Rooney, R. H. (2017). *Direct social work practice: Theory and skills*. Cengage Learning.

V. COURSE REQUIREMENTS

Students are required to attend all classes, complete all preparatory work and assignments, turn assignments in on time, and participate meaningfully in class discussions and activities. Reading assignments will provide the basis for discussions. Students are encouraged to ask questions and make comments during lectures. Students' questions and comments provide the professor an important assessment tool for whether readings are being completed before class.

Course Assignments: Course will be comprised of 100 points broken down as follows:

Attendance & Participation (15 points):

Class will start promptly at 11:00 am. Students are expected to attend all classes and arrive on time. Students are expected to be prepared for each class, complete and turn in all assignments, and contribute meaningfully to each week's discussions/experiential learning opportunities. Participation is based upon 1 point per day. A full point will be awarded for engagement in class discussion and evidence of reading prior to class session. Attendance is essential for these points. You cannot earn points for participation if you are not present. If a student cannot attend a class, they should notify the professor ahead of time.

Individuals Role Play (25pts):

Groups will prepare and preform a role play which demonstrates the social work skills outlined in objective 8: observation, engagement, communication, interviewing, assessment, planning, problem solving, advocacy and evaluation. This role play will be small groups depending on class size, focused working with an individual. Additional instructions and rubric will be provided in class and on canvas. Students are encouraged to work on role play development throughout the course.

Family Role Play (25pts):

Groups will prepare and preform a role play which demonstrates the social work skills outlined in objective 8: observation, engagement, communication, interviewing, assessment, planning, problem solving, advocacy and evaluation. This role play will be small groups depending on class size, focused working with a family system. Additional instructions and rubric will be

provided in class and on canvas. Students are encouraged to work on role play development throughout the course

Ethical Conundrum (15pts):

This paper can be turned in any time prior to March 1, 2024. Students will select an ethical conundrum they may face in the field, and write a paper about how they may address this. Students will need to pay special attention to objectives 5 & 6 to successfully complete this task. Further instructions will be provided in class and on canvas.

Practice Scenario Presentation (10pts):

Four groups will create a practice scenario and present this to the class. Groups can select the population, problem, and all aspects of the solution as outlined in objective 9. Students will give a presentation (canva, PowerPoint, etc) introducing us to the client(s), the agency/system, and lead the class through a round-table style discussion of how they may resolve the problem presented in the scenario.

Practice Scenario Participation (10 points):

These points will be awarded on participation in the round table discussions led by your peers. You will have a paper form to fill out as you're in class, in addition to verbal participation.

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

CLASS ATTENDANCE: Class attendance is required. Students may miss no more than 2 class sessions. Students who fail to attend class on a regular basis (missing more than 2 classes without a valid documentation, e.g., medical, death, etc.) may have their course grade lowered than their final grade when points are totaled. Repeated tardiness will result in an absence. If you believe you will be late to class, please alert the instructor via email or canvas message.

In the event of a CANCELED class the professor reserves the right to provide an alternative activity (likely a discussion board post on Canvas). Participation in the task will count for attendance if completed by the date specified.

If a student cannot attend a class (or need to leave early/arrive late), they should notify the professor ahead of time. Students should also notify the professor as soon as possible after a ***documentable, unforeseen emergency*** that has caused them to miss class with no prior notice. If a student has a documentable, unforeseen emergency that affects their attendance in this course, they should be prepared to approach the professor about it with official documentation of the unforeseen emergency.

It is expected that you will participate in class discussions. Participation in class discussion includes: summarizing content, thinking critically, and respecting others' opinions regarding the reading assignments—though this does not mean agreement!

LATE ASSIGNMENTS: Assignments are due by the deadline given on the syllabus. Assignments that are past the deadline without valid documentation will automatically lose one grade level prior to the final grade.

Students should notify the professor as soon as possible after a ***documentable, unforeseen emergency*** that has/would cause an assignment to be late or if an extension is needed. ***In the case of a late assignment/extension request due to a documented and unforeseen emergency, the professor will assist the student in getting caught up with the assignment without penalty.***

STUDENT CONCERNS: Students who would like to discuss a concern with the professor related to the class should make an appointment at a mutually convenient time.

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

This class will utilize Canvas for the distribution of class readings and any other multi-media content. 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.

ELECTRONIC DEVICES IN THE CLASSROOM: Electronic Devices are discouraged from being used in the classroom unless it's for academic purposes. Collaborative conversation and participation are essential elements of this course, and electronics can distract from the ability to be fully engaged. Points will be taken away from participation grade if electronic devices are being misused.

VIII. UNIVERSITY POLICIES

Academic Policies

Grading Scale

[No A+]		87.0 to 89.999	B+	77.0 to 79.999	C+	67.0 to 69.999	D+
94.0 and Above	A	84.0 to 86.999	B	74.0 to 76.999	C	64.0 to 66.999	D
90.0 to 93.999	A-	80.0 to 83.999	B-	70.0 to 73.999	C-	60.0 to 63.999	D-
						Below 60.0	F

Attendance and Academic Behavior. At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at <https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>. Furthermore, students are expected to abide by the Standards for Social Work Education (available at <https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/>). The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

Religious Holy Days. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the Center for Access and Restorative Engagement at <https://community.utexas.edu/care/>. The University does not maintain a list of religious holy days.

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

Policy on Academic Integrity. Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and / or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

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

University Electronic Mail Student Notification. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

Steve Hicks School of Social Work Policies

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

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

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

Policy on Social Media and Professional Communication. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued.

What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

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

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

Resources, Prevention of Discrimination, and Safety

Disability Accommodation Statement. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <https://community.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

Behavior Concerns 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.

Covid-19 Related Information. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

Title IX Reporting. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University’s Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

Title IX Accommodations for Those Pregnant, Nursing and Parenting. Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the [Title IX pregnancy and parenting resource page](#) for more information or contact the [Title IX Support and Resources team](#) connect with a Case Manager.

Campus Carry Policy. The University’s policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

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

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

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

● **IX. COURSE SCHEDULE**

Date	Topic	Assignment Due	Readings
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Week 1 1/16/24 & 1/18/24	Introductions Syllabus Review Course Overview Group Formation Class Values		Ch. 1-3
Week 2 1/23/24 & 1/25/24	SW Values & Ethics Self-Care practices		Ch. 4 Canvas self-care links
Week 3 1/30/24 & 2/1/24	Exploring with clients: Communication skills		Ch. 5-7
Week 4 2/6/24 & 2/8/24	Assessment Introduction Assessment w/ Individuals		Ch. 8 & 9
Week 5 2/13/24 & 2/15/24	Assessment w/ Families Goal Setting		Ch. 10 & 12
Week 6 2/20/24 & 2/22/24	Stages of Change, Creating Changes Advocacy as Intervention		Ch. 13 & 14
Week 7 2/27/24 & 2/29/24	Family Relationships Empathy, Interpretation & Confrontation	<i>Ethics paper due before MARCH 1</i>	Ch. 15 & 17
Week 8 3/5/24 & 3/7/24	Barriers to Change Termination		Ch. 18 & 19
Week 9 3/12/24 &	SPRING BREAK	<i>Have a great time!</i>	

3/14/24			
Week 10 3/19/24 & 3/21/24	Role Play for Individuals	<i>Role Play w/ Individuals & Group Brief</i>	
Week 11 3/26/24 & 3/28/24	Ethical Dilemmas Self-Care Check In		NASW Code of Ethics & Canvas Revisit self-care assessment & commitments
Week 12 4/2/24 & 4/4/24	Family Role Plays	<i>Family Role Play Script & Group Brief</i>	
Week 13 4/9/24 & 4/11/24	9th: Virtual Class—video viewing & discussion post 11th: Work Day for Round Table Presentations		This will be a virtual class day—discussion on our class canvas page Please use this day to work with your group!
Week 14 4/16 & 4/18/24	Round Table Presentations 2 per day		
Week 15 4/23/24 & 4/25/24	TBD Day (in case of weather) Self-Care Check in & Class Wrap Up		

X. BIBLIOGRAPHY

Hepworth, D. H., Strom-Gottfried, K., Rooney, G. D., & Rooney, R. H. (2017). *Direct social work practice: Theory and skills*. Cengage Learning.