THE UNIVERSITY OF TEXAS
STEVE HICKS SCHOOL OF SOCIAL WORK

Course Number:	SW 385T	Instructor:	Becky Morales, LCSW-S
Unique Number:	60300	Email:	becky.morales@austin.utexas.edu
Semester:	Spring 2024	Office:	Zoom
Meeting Time/Place:	Wednesdays	Office Phone:	512-593-8271
	11:00am CST – 2:00pm CST	Office Hours:	Wednesdays after class
	Zoom		Other time by appointment

Advanced Integrative Capstone in Social Work Knowledge and Practice

I. STANDARDIZED COURSE DESCRIPTION

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

II. STANDARDIZED COURSE OBJECTIVES

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

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

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

Competency 1: Demonstrate Ethical and Professional Behavior
Behavior 1a. Apply ethical decision-making skills to issues specific to clinical social work, actively engaging in supervision and consultation to guide this process.
Behavior 1b. Actively engage in antiracist and anti-oppressive actions, including demonstrating self-awareness of personal biases, to empower the working relationship in the service of the clients' well-being.
Behavior 1c. Demonstrate skill in the ethical application of digital technology, making sure to protect client privacy and confidentiality.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
Behavior 2a. Apply knowledge of effects of oppression, trauma, and discrimination on clients and client systems to guide assessment and intervention planning.
Behavior 2b. Ensure clients' rights within the therapeutic relationship by employing a trauma-informed, person-in-environment, strengths-based approach.
Behavior 2c. Advocate at multiple levels for equitable access to services for clients and client systems.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
Behavior 3a. Use cultural humility in all phases of the helping relationship to ensure that services provided reflect needs, values, and strengths in line with clients' lived experience.
Behavior 3b. Recognize the pervasive nature of racism and oppression and apply effective relational skills to build trust to support diverse clients in reaching their goals.
Behavior 3c. Apply an anti-racist lens when advocating for clients and collaborating on interprofessional teams.

Competency 4: Engage in Practice-informed Research and Research-informed Practice
Behavior 4a. a. Access and apply pertinent research to evaluate clinical practice effectiveness, using culturally informed, anti-racist, and anti-oppressive approaches to enhance and provide evidence for interventions.
Behavior 4b. Engage in critical thinking and evidence-based practice processes in clinical assessment and intervention with clients.

Competency 5: Engage in Policy Practice
Behavior 5a. Use social justice, anti-racist, and anti-oppressive lenses to assess how policies affect delivery of and access to clinical services.
Behavior 5b. Communicate to stakeholders the implication of policies and policy change in the lives of clients and advocate for an anti-racist and anti-oppressive focus in policy change.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Behavior 6a. Integrate theory-based relational skills, including a trauma-informed approach, in all areas of client engagement.

Behavior 6b. Use anti-racist and anti-oppressive perspectives to recognize and address interpersonal dynamics and contextual factors that may strengthen and/or potentially threaten the working alliance.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Behavior 7a. Utilize multidimensional bio-psycho-social-spiritual assessment skills and tools with clients who present with a variety of issues and concerns.
Behavior 7b. Analyze and synthesize client data during the assessment process to create a mutually agreed-upon plan that achieves clients' goals and enhances wellbeing.
Behavior 7c. Engage in self-reflection to understand how bias, power, privilege, and personal values impact the assessment process.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Behavior 8a. Demonstrate the ability to critically evaluate, select, and apply best practices and evidence-based interventions that use appropriate clinical techniques for a range of presenting concerns.
Behavior 8b. Collaborates interprofessionally and with others in client system to coordinate clinical interventions.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Behavior 9a. Utilize critical thinking and knowledge of best practices to assess effectiveness of agency programs and services and interpret findings to contribute to the improvement of practice effectiveness.
Behavior 9b. Demonstrate the ability to evaluate effectiveness of clinical interventions designed to address a range of bio-psycho-social-spiritual needs.

III.   TEACHING METHODS

The primary teaching approach in this course is collaborative learning. Course materials are presented primarily through decision case study and in class discussions. Small group work and readings are incorporated. The goal is to stimulate students' critical thinking, defensible decision-making, intellectual creativity, and sharing of knowledge and skills. Students are responsible for material presented through all these activities. It is critical that students remain current with reading assignments to fully participate in class discussions. Students are expected to ask questions, share experiences, and actively participate in class discussions. This course will highlight diverse perspectives of thought and encourage students to engage in new ways of thinking that may be represented by the instructor, and classmates from diverse backgrounds. All students are encouraged to provide the instructor feedback and meet with the instructor individually as needed to enhance their learning.

This class is fully-online and will occur via Zoom on Wednesdays from 11:00am CST to 2:00pm CST.

IV.   REQUIRED TEXT AND MATERIALS

Franklin, L. D., Kratz, J. R., & Gray, K. A. (2019). *Next steps: Decision cases for social work practice.* Routledge.

*This text is available electronically via the UT Library – https://www-taylorfrancis-com.ezproxy.lib.utexas.edu/books/edit/10.4324/9781351013956/next-steps-lori-franklin-jonathan-kratz-karen-gray

Additional readings are available on Canvas.

V.   COURSE REQUIREMENTS

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

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

Case Analyses
The major activity this semester involves in-depth class discussion of assorted cases. The case method of teaching begins with the ideas that 1) working to understand and resolve challenging puzzles or problems stimulates learning and 2) that such efforts closely resemble the assessment and decision-making processes needed in social work practice. The cases involve a variety of problems and dilemmas at various system levels. Each case reports the actual experience of a social worker, sometimes one who is relatively new to the profession. There are a total of seven cases for analysis and discussion this semester. The first case is considered a practice case. Students will be provided with two example case analyses for the practice case to assist in their learning.

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

Practicum Case Presentations
Each student will present a case from their current practicum placement. The presentation of case information should be approximately 20-30 minutes and a group discussion afterwards is scheduled for approximately 20-30 minutes. Students must prepare a brief handout with the important case elements for distribution to the class. Students will sign up for their scheduled presentation date during the first week of class via the Canvas calendar. All class members must be prepared to give feedback, including asking questions, talking about options, identifying underlying issues, and making an assessment.

Social Work Inventory

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

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

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

Flow Chart for Analysis and Feedback Processes

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Student groups work together to submit 1st draft of case analysis	A draft is submitted to each individual assigned to give feedback and the instructor **Wednesdays by 11:59 PM CST**	Students review and provide individual written feedback to the analysis group members & send copy to the instructor **Fridays by 11:59 PM CST**	Analysis groups revise based on feedback and submit final copy to the instructor **Following Monday by 11:59 PM CST**	Case discussion takes place in class	Instructor returns graded analysis to group

Small Group Organization

	Small Groups	Assigned Cases
Group A	A	1st case – *Crossing the Borderline* 2nd case – *A Day in the Life*
Group B	B	1st case – *Don't Speak Too Much* 2nd case – *A Caring Heart*

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

Guidelines for Assignments & Written Work

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

The major activity this semester involves in-depth class discussion of decision cases. The case method of teaching begins with the twin ideas that working to understand and resolve challenging puzzles or problems will stimulate learning and that such efforts closely resemble the assessment and decision-making processes needed in social work practice. In addition, one optional reading briefly describes the case method and suggest ways to prepare for case discussions (Franklin, L. D., Kratz, J. R., & Gray, K. A., 2019). The case method engages students in class discussions centered on in-depth analysis of decision cases. The cases involve a variety of problems and dilemmas at various system levels. Each case reports the actual experience of a social work professional, sometimes one who is new to the profession.

Case analyses are to be written as *executive summaries*. Executive summaries are designed to aid decision makers who need understanding of and advice for dealing with a problematic situation. They provide a concise analysis and recommendation without all of the analytic detail. In fact, executive summaries often represent the first few pages of a more comprehensive analysis. The executive summary format is not intended to be an exhaustive analysis of all possible issues and alternate strategies but rather a **concise, focused summary** with the issues and alternatives only mentioned to ensure they receive consideration. Any situation, no matter how complex, can generally be summarized in no more than two or three pages if reduced to its most essential elements. In your analysis, please make sure that you are incorporating relevant evidence and theory to substantiate your conclusions, decisions, and recommendation. Also, students must demonstrate their ability to "think like a social worker" throughout their case analysis by incorporating thorough problem solving, attention to contextual issues, and awareness of social justice and diversity.

There are a total of seven cases for discussion and analysis this semester. All written analyses must include the *five* components referenced in the table below. **Case analyses are limited to 1,200 words. This also applies to first drafts of graded cases.**

Required Components of Case Analyses

A. **Introduction**
Briefly identify the major elements (i.e., people, settings) of the case (2 – 4 sentences). *Note that this section is not graded (see the Case Analysis Evaluation Matrix below)*

B. **Problem Statement (See guidelines for writing problem statements in handout on Canvas)**
Give a specific and concisely written formulation of the problem to guide analysis and problem-solving. Do not use a question, but a statement of the problem. This section can usually be completed in no more than two sentences.

C. **Contextual Analysis**
Summarize external issues (and sometimes internal issues) that created, sustain, or add to the problem. Depending on the system level, these may include cultural; economic/resource; political/legal; organizational; social and ethical issues; interpersonal relationships; and intrapsychic and biological conditions.

D. **Alternative Strategies**
Identify three or more possible strategies that may lead to the solution of the problem. These strategies should be plausible, distinct and non-contingent (i.e., not interdependent). Briefly note advantages and disadvantages of each possible solution. These strategies must be grounded in literature and practice.

E. **Recommendation**
Justify your preferred strategy, explaining why you selected that particular one and why it best resolves the problem. Be sure your recommended strategy can be supported with or by resources available in the context.

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

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

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

The goal of the case analysis is to present a clearly, conceptualized, defensive logic model in which the problem statement and the major issues of the case are clearly connected to the alternative and recommended strategies. That is, alternative and recommended strategies

closely correspond to and address the identified major issues in ways that achieve the most desired outcome(s). The contextual analysis (influences outside the case that impact how the issues are perceived) is as equally important to articulate in the case analysis.

Overview of Written Procedures for Case Analysis

1. Each student group writes an analysis for two cases over the course of the semester. See the calendar for assigned cases.
2. Each group is responsible for organizing their group members in order to complete all the tasks required for this assignment.
3. Case analyses drafts are submitted via Email or Canvas.
4. To receive feedback, groups **must** provide the first draft case analysis to their feedback group members **no later than 11:59 PM CST on the Wednesday before** the final due date. **Students should also submit their draft to the instructor.**
5. Final case analyses must be completed and uploaded to Canvas **by 11:59 PM CST on the Monday before** the weekly class discussion. **No credit will be given for decision case analyses submitted late.**
6. Each of the five required components of the case analysis will receive a score from 0 – 5 points.
7. Students should include all group members' names on the written case analysis document.

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

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

The process for providing feedback is as follows:

1. In addition to writing case analyses, students provide feedback to other class members. Providing feedback helps writers improve their case analyses and provides incentive for them to reciprocate. Students will individually submit feedback on two cases. See the calendar for assigned cases.
2. To provide beneficial feedback (and also participate effectively in class discussions), students must study the cases carefully every week, including weeks when they provide feedback. It's important to read and analyze cases before offering feedback (i.e., develop your own judgments and conclusions).
3. For evaluation purposes, each of the five components will receive a score from 0 – 1 point.
4. Students may also use the evaluation matrix above for providing feedback.
5. When individual group members provide feedback, they send the feedback to both the analysis group and instructor (for grading).
6. Students must also upload their feedback submission to the respective feedback assignment in Canvas. Acceptance of and credit for late feedback is at the discretion of the instructor.

7. Students must use the five elements below to organize their feedback to the analysis group in a Word document. Students should include their full name and the student analysis group number should appear on the feedback paper itself.
8. Students are welcome to submit a track changes document as a <u>supplement</u> to offer editorial suggestions. However, students should not **only** send a track changes document as feedback.

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

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Required Components of Feedback

A. Identify the <u>strengths and opportunities</u> of the analysis.
B. Include information regarding <u>gaps</u> that authors may have overlooked, in addition to relevance of the literature and research cited.
C. Include concrete, <u>usable suggestions</u> (avoid general statements about quality) for improving the analysis
D. <u>Make suggestions regarding the content and flow</u> of the analysis: Does it make sense? Is the problem formulation accurate and helpful? Are the internal and external issues adequately addressed? Has the author considered an adequate range of strategies? Does the recommendation fit the original problem formulation? Does it seem reasonable?
E. Offer general <u>assistance about readability and precise writing</u> (e.g., grammar, spelling, sentence structure).

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C. Guidelines for Social Work Inventory (15 points)

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

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

Part I: <u>Theoretical Framework or Practice Models.</u> Discuss the theoretical frameworks or practice models that have been learned over the course of the MSSW program that will guide one's social work practice. This should be a framework that is specific to one's practice that has been internalized and constructed as a result of learning, critically thinking about, and applying knowledge in the MSSW program, or that is planned to be applied. Do not be limited to one

theory or model; rather *integrate various theories* from the social work knowledge base into a unique framework. Cite sources for the various theories incorporated. For example, if one of the theories that is incorporated into the framework for practice is "cognitive behavioral theory" or "sustainable development model," when this theory or model is identified as being a part of the practice framework, the sources that have contributed to the development or application of this perspective should be cited.

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

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

Students can utilize literature listed in the course bibliography and also consider integrating other relevant research into their assignment. Any reference and supporting materials used should be acknowledged in some form or fashion.

Options for submission
While approximations are offered below for submission length/duration, the most important thing is that all items required for this assignment are thoroughly explored in an in-depth, thoughtful, and intentional manner regardless of the final length/duration.

- Written paper (approximately 8-10 pages)
- Video recording (approximately 10-12 minutes)
- PowerPoint/Canva with voice overlay (approximately 10-12 minutes)

The following criteria will be used to evaluate the inventory:
- ❖ Demonstrated ability to integrate social work theories and models, knowledge, skills, and values into a holistic perspective for social work practice
- ❖ Thoroughness in addressing all components of this assignment
- ❖ Specificity of discussion and analysis
- ❖ Depth of discussion and analysis
- ❖ Clarity in communicating thoughts and perspective

D. Guidelines for Practicum Case Presentations (10 points)

Assignment Details: For this assignment, students present a case from their practicum placement. Cases presented may involve complex clinical, administrative, and/or ethical issues. Students are expected to present the case in a manner similar to that used in case conferences/staffing/group supervision in agency settings. Students should be prepared to

facilitate a discussion with the class about the issues of concern in the case. **A maximum of 60 minutes is allotted for each case presentation**.

Students must prepare a written summary of the case that is made available electronically at the time of the presentation. Guidelines for presentation of case and handout include:

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

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

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

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

VI. CLASS POLICIES

Attendance: While attendance is invaluable for our learning community, life happens and the instructor understands that everyone is trying to manage multiple demands, in addition to being students. If a student is unable to attend a synchronous class session, they are encouraged to be transparent and communicate with the instructor **proactively**, so she can collaboratively determine how to best help and ensure success in this class. Please be aware that three (3) or more absences may result in a student being dropped from the course. The instructor reserves the right to consider absences that have not been proactively discussed with her when assigning the final participation grade.

Class Environment: Although class participants are not in a physical classroom, the virtual environment needs to be treated with respect as a learning environment:
- Class participation – students should monitor contributions to class as they would in a physical classroom. Students should be aware of when they can contribute more and when they need to pull back with the level of contribution to give others space.
- Distractions – External distractions should be limited to the greatest extent possible. Students should not be in a public space (e.g. a coffee shop) during class time. Students and

their computers should be in a place where students can hear and be heard without distractions. Cell phones should be off or in silent mode and not used during class time unless there is an urgent issue that the instructor has been informed about before class.
- Safety – students should not access the online classroom while driving.

The instructor's goal is to create a comfortable, inviting environment for all students so learning can take place. We are not in this class to simply agree with each other or with the instructor. We are here to offer, analyze, and connect a variety of viewpoints so that we can strengthen our own abilities as thinkers and scholars. In this environment, we should be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. With this in mind, the instructor does require that students engage one another with respect and courtesy.

If concerns arise, students are expected to bring any concerns directly to that person on an individual basis, if the issue is not appropriate to be discussed in class. Students should be prepared to discuss the concern openly, with willingness to accept feedback, and offer possible solutions.

Course Technology Requirements: Students will need to have access to the following to participate in any online class sessions:
- Computer with dependable access to reliable, high speed internet connection and webcam
- Headphones and a well-lit private room for participation in the synchronous portion of the class each week
- Access to the Internet and Microsoft Word, Google Docs or Pages (Apple)
- Accounts in Canvas
- Accounts in Zoom

Technology Issues: If students encounter technology challenges with Canvas and/or Zoom prior to and/or during synchronous class sessions, the ITS service desk should be contacted (not the instructor) - https://ut.service-now.com/sp?id=ut_bs_service_detail&sys_id=f8a2f29b0ff3960003d2e498b1050ed8.

Breaks during Class Sessions: The instructor will create space for at least one (1) break during the allotted class time each week. Students are empowered to take breaks as needed throughout the course of class time to support their personal needs.

Use of Canvas for this Course: This class uses Canvas – an online learning management system with password-protected access at http://canvas.utexas.edu - for confidential communication such as posting and submitting assignments. Readings that are not in the required text, assignment guidelines, and assignment grading rubrics are all available in Canvas. Students can access Canvas Help 24/7 by calling 855-308-2494. Students are expected to set notifications in Canvas so they receive announcements and updates as soon as they are posted.

Student Feedback: Students will be asked to provide feedback on their learning and the instructor's teaching strategies in informal, as well as formal ways. It is very important for the instructor to know the students' reactions to what is taking place in class, ensuring that together the instructor and students can create a dynamic and effective learning community. Students are encouraged to provide ongoing feedback to the instructor during class and office hours.

Late Assignments: Assignments are due by the stated deadlines, unless otherwise noted.

Assignments turned in after class begins are considered late. Students will lose 5% of the total point value per calendar day that an assignment is late. Students who wish to request an extension must contact the instructor proactively and in advance of the due date. The student should expect to discuss the reason for requesting an extension and negotiate a new deadline for the assignment. The instructor is unable to accept an assignment if it is submitted more than 7 days past the due date.

Concerns about Grades: Students with concerns or questions about grades are invited to discuss these with the instructor. The instructor cannot consider grade revisions beyond two weeks after the assignment is returned to the student.

Students with concerns related to equitable distribution of work on a group assignment should first give the peer in question a chance to address the concerns, using skillful and direct communication provided in a way that can be heard. If significant concerns remain, the student(s) is/are encouraged to approach the instructor during the assignment's completion process, **before** the assignment is due. When needed and when appropriate, the instructor reserves the right to award group assignment grades on an individual basis.

Instructor Teaching Notes: Instructor teaching notes for decision cases are available to instructors. These teaching notes are not to be used by students for any purposes. The use of these notes is considered an infraction of the University policies governing scholastic dishonesty and will result in the initiation of a level three student review and may result in the student's failure in this class or the program. In addition, it is expected that students will produce original work for their feedback papers and case analysis submissions.

Course Modifications: Should any modifications or changes need to be made to the course (e.g. calendar, reading assignments), students will be notified in class and/or by Canvas announcement.

Contacting the Instructor: The instructor is available to discuss any issues that arise related to class during office hours or by appointment. Additionally, the student can email the instructor with questions regarding assignments and/or concerns. The student should be prepared that it could take up to 72 hours for the instructor to respond.

VII. UNIVERSITY POLICIES

Grading Scale

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

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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.

VIII. COURSE SCHEDULE

Date	Analysis Group Sends 1st Draft to Individuals Assigned to Give Feedback and Instructor by the following date and time:	Individual Feedback is Sent to the Analysis Group Members and Instructor by the following date and time:	Analysis Group Sends Final Written Case to Instructor by the following date and time:	Case Discussion, other Assignments, and Readings
Week 1 January 16th – 19th				Syllabus Review; Introduction of Practice Case **Optional Reading** (to be completed within the first two weeks of the semester if desired)

				"Introduction" located in Canvas under "Modules" *"Attending to Social Justice in Clinical Social Work: Supervision as a Pedagogical Space"* located in Canvas under "Modules" *"Boundary issues and dual relationships in social work"* located in Canvas under "Modules" *"Their needs are higher than what I can do: Moral distress in providers working with Latino immigrant families"* located in Canvas under "Modules"
Week 2 January 22ⁿᵈ – 26ᵗʰ				Class Analysis of Practice Case: *Larry Steele's Group*
Week 3 January 29ᵗʰ – February 2ⁿᵈ	Wed, 11:59 PM CST January 31ˢᵗ A to B	Fri, 11:59 PM CST February 2ⁿᵈ B to A		Practicum Case Presentation <u>or</u> Case Discussion: *Involuntary Mindfulness*
Week 4 February 5ᵗʰ – 9ᵗʰ			Due Mon, 11:59 PM CST February 5ᵗʰ A	Case Discussion: *Crossing the Borderline*

Week 5 **February** **12th – 16th**	Wed, 11:59 PM CST February 14th B to A	Fri, 11:59 PM CST February 16th A to B		Practicum Case Presentation
Week 6 **February** **19th – 23rd**			Due Mon, 11:59 PM CST February 19th B	Case Discussion: *Don't Speak Too Much*
Week 7 **February** **26th –** **March 1st**				Practicum Case Presentation
Week 8 **March** **4th – 8th**				**NO CLASS** **(Instructor Out for Conference)**
Week 9 **March** **11th – 15th**				**NO CLASS –** **SPRING BREAK**
Week 10 **March** **18th – 22nd**				Case Discussion: *All for Love*
Week 11 **March** **25th – 29th**	Wed, 11:59 PM CST March 27th A to B	Fri, 11:59 PM CST March 29th B to A		Practicum Case Presentation
Week 12 **April** **1st – 5th**			Due Mon, 11:59 PM CST April 1st A	Case Discussion: *A Day in the Life*
Week 13 **April** **8th – 12th**	Wed, 11:59 PM CST April 10th B to A	Fri, 11:59 PM CST April 12th A to B		Practicum Case Presentation

Week 14 April 15th – 19th			Due Mon, 11:59 PM CST April 15th B	Case Discussion: *A Caring Heart*
Week 15 April 22nd – 26th				Case Discussion: *Judge Not* (if case discussion not had during Week 3) Reflections of Emerging Social Work Practitioners Course Evaluations **Social Work Inventory Due April 24th by 11:59 PM CST** **Read** *"How to be yourself: Student perspectives on learning use of self"* located in Canvas under "Modules" *"Use of self: A primer revisited"* located in Canvas under "Modules" *"Where's the roadmap? The transition from student to professional for new Master of Social Work graduates"* located in Canvas under "Modules"

IX. BIBLIOGRAPHY

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