

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

Course Number:	SW 383T	Instructor:	Mayan Herman
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Semester:	Summer 2024	Office:	n/a
Meeting Time/Place:	Mondays and Wednesdays	Office Phone:	512-520-0964
	5:30pm – 8pm Moody College of Communication	Office Hours:	By appointment
Room	DMC 4.204		

Social Work Practice II

I. STANDARDIZED COURSE DESCRIPTION

Catalog Description

This course builds upon Social Work Practice I by deepening students’ knowledge in the application of theory and practice methods for effective and ethical service delivery to individuals, families, groups, organizations, and communities. In the spring semester, this course is taught in conjunction with Field II. Three lecture hours a week for one semester. Prerequisite: Graduate standing in social work and concurrent enrollment in Social Work 384S, or graduate standing and consent of instructor or the graduate adviser.

Course Overview

In Practice II, students continue to engage in generalist social work practice, adding a focus on gaining increased knowledge and skills in group facilitation, applying relevant theories to practice, and engaging in advocacy work. A variety of theories and frameworks with an anti-oppressive and antiracist focus will anchor student learning. Through self-reflection and collaborative learning, students in this course will deepen engagement, assessment, intervention, and evaluation skills with clients and client systems with multiple marginalized social identities. In this foundational course, students will build on core skills applicable to all areas of social work practice, such as developing critical thinking, use of self-awareness, integration of cultural humility, and facilitation of effective intervention with client systems.

Course Objectives

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

1. Critically analyze social work values, ethical dilemmas, and ethical decision-making and their impact on service delivery, policy, and practice;
2. Identify, critique, apply, and evaluate relevant social work theories and methods from an antiracist, anti-oppressive, and strengths-based generalist perspective for effective service delivery to individuals, families, groups, organizations, and communities;
3. Apply beginning practice skills in the development, facilitation, leadership, and evaluation of small groups in classroom, agency, organization, and community settings;

4. Demonstrate knowledge, values, skills, and cognitive and affective processes in engagement, assessment, intervention, and evaluation at the micro, mezzo, and macro level;
5. Demonstrate knowledge of effective, inclusive, and culturally responsive leadership and advocacy skills, conflict management, communication, and interprofessional collaboration at all levels of social work practice to promote social, racial, economic, and environmental justice with clients and client systems with multiple marginalized social identities;
6. Strengthen skills in applying empirical knowledge and cultural humility to evaluate theoretical frameworks, intervention plans, and practice effectiveness.

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. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.

Behavior 1b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.

Behavior 1c. Use technology ethically and appropriately to facilitate practice outcomes.

Behavior 1d. Use supervision and consultation to guide professional judgment and behavior.

Competency 6: Engage with Individuals, Families & Groups

Behavior 6a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.

Behavior 6b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families & Groups

Behavior 7a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.

Behavior 7b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families & Groups

Behavior 8a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.

Behavior 8b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families & Groups

Behavior 9a. Select and use culturally responsive methods for evaluation of outcomes.

Behavior 9b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

II. TEACHING METHODS

This class will be taught 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-play, lectures, videos, in-class group activities, learning activities in the community and self-reflection. Experiential learning that builds upon students' field instruction will be emphasized. For a meaningful experience in this class, students must actively participate, take risks, stretch their creativity, apply their critical thinking skills and attend class regularly. This course will highlight diverse perspectives of thought, and encourage students to engage in new ways of thinking that may be represented by speakers, the professor, and classmates from diverse backgrounds. All students are encouraged to ask questions, raise issues, provide the instructor feedback and meet with the instructor individually as needed to enhance their learning.

Students with disabilities are expected to inform the instructor so appropriate academic accommodations may be planned. Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities in the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

III. REQUIRED TEXT AND MATERIALS

There will be no required textbook. Required readings/videos/podcasts will be posted on Canvas and the syllabus schedule below.

IV. COURSE REQUIREMENTS

Students will be required to complete the assignments listed below. Detailed assignment learning objectives and instructions, including expected demonstration of content mastery and skill development will be provided in a separate handout. All assignments will be discussed in detail in class and students are encouraged to meet with the instructor should they have any questions about the assignments. Grading sheets with point allocation will be provided with the assignment guidelines. All assignments will be graded on depth and quality of required content, creativity and critical thinking skills, overall professionalism and quality of writing. Specific point totals for each assignment are indicated below.

Participation and Preparedness (40 points)

It is important to attend class on time, remain for the entire class, and be actively and meaningfully present for effective learning and demonstration of professional behavior. Because you are graduate-level social work students, it is expected that you will be able to participate on a deeper level in class discussions, taking healthy risks to work outside of your comfort zone. In order to receive the highest level of participation points, healthy risk-taking for increasing self-awareness, cultural humility, and professional growth must be demonstrated. Participation points will be determined by attendance, level of interest, respect for others' learning needs and **contributions** to classroom discussions, canvas discussions, and all activities. Being prepared for class by reading assigned material is part of this professional expectation as well. There will be the possibility of in-class activities throughout the semester that will gauge your preparedness for class.

Students are expected to communicate with the professor about absences or late arrivals/early departures. Please text if you are running late to class. More than two absences and/or a pattern of late arrivals or early departures may result in disciplinary action. If a student is concerned about their participation grade, they should arrange to meet with the professor to discuss their grade before the end of the semester. All electronic devices-including laptops-must be put away and silenced during class unless their use is explicitly requested by the professor for a class activity.

Introductory self-assessment assignment (40 points)

Due 6/12

Students will complete a written introductory self-assignment assignment, exploring areas that contribute to making each a unique emerging professional. This assignment is designed to increase understanding of assessment, provide the professor with a deeper understanding of the student's background and their goals for class, and facilitate learning about the use of self as applied in social work practice.

Group Activities/Role plays and Process Journals (80 points) Process journals due (specified dates set in class)

The purpose of this assignment is to provide students with an opportunity to further develop the social work practice skills learned in Practice I and to demonstrate the skill of staying present in the moment with minimal "problem solving". Students will practice small group as well as dyad role plays and will work together for interactive activities. Students will also participate in small group viewing and feedback sessions to deepen their clinical learning and further develop their comfort and skill in the use of supervision and consultation. Students will also process their small group sessions by journaling thoughts and feelings afterwards. Groups will be ongoing throughout the semester and will focus on a different intervention each week. Small groups will not have to present in front of the entire class.

Social Work Theory Cultural Competence Presentation (80 points) Due on your assigned date

The purpose of this assignment is to further develop student's research, critical thinking, and presentation skills while increasing their knowledge and skill in the application of a social work practice theory with diverse populations. Students will focus on a social work theory/intervention and evaluate its effectiveness in treating diverse populations. Students

can either pick a specific population to focus on when evaluating this theory or focus on overall cultural competence of the theory with diverse populations. Students will collaborate in a small group project that culminates in a “professional staff development training” on a skill-based application of a practice theory for the class.

Final Case Analysis (60 points) Draft Due 7/15 Final due 7/24

The purpose of this assignment is to help students consolidate their knowledge and skills, and to comply with the school’s CSWE accreditation process. Students will read a fictional case and answer a set of questions about the case. The case and questions will test students’ competency in the areas of ethics & professionalism, and engagement, assessment, intervention and evaluation of individuals, groups & families.

Class Participation and Preparedness	40pts
Self-assessment	40pts
In-class role plays and journals	40pts
Social Work Theory Cultural Competence Presentation	40pts
Final Case Assessment	40pts
TOTAL	300pts total

The following graduate grading scale will be used to determine the final letter grade for the course. The student who earns an A for this course is one who, over the course of the semester, consistently submits work that exceeds expectations, completes assigned readings, and comes prepared for and participates in each class. Assignments will not be given letter grades individually; instead, a number of points will be awarded for each assignment, leading to the cumulative grade for the semester.

V. GRADES

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

VII. CLASS POLICIES

Attendance and participation

Attendance and participation for the full three hours of class and the additional hour of field seminar is expected for all students. **After two absences the student's final grade will be lowered by one grade (A to an A-, A- to a B+, etc.).** Further absences may result in the student being dropped from the course. Repeated late arrivals to class may be considered as an absence. Classroom exercises, discussions, role-plays, guest speakers and other class experiential exercises are essential for the students' professional learning and continued development of self-awareness. This form of learning cannot be "made up" once missed. Students will be expected to contact their peers to secure any missed notes or handouts. The student may schedule an office visit with the professor if they wish to discuss missed classroom material in more detail. Students are to notify the instructor prior to class at the given office number or via email if they cannot attend class due to an illness or emergency.

Papers

Students are expected to produce high quality work in terms of appearance, writing style and content. Points will be deducted for errors, misspellings, incorrect grammar, poor organization, repetition of information, and inferior word processing. When using information from other sources, references and bibliography should conform to the current APA style of citation. Students are encouraged to consult with the SSW writing consultant. Plagiarism is a serious violation of university rules and will be dealt with according to university policy. **All papers must be submitted by the beginning of the class due date to avoid point deductions.**

Time management

All assignments are due at the beginning of class on the date and time indicated. Late assignments will be penalized 5% of the total points per day that they are late and will only be accepted in the first week following an assignment's due date. However, students will be allowed to turn one assignment in late by one day during the semester without incurring the 5% penalty. Students must contact the professor ahead of time to request the penalty-free late submission. Contact the instructor before the assignment is due if other arrangements need to be made due to an emergency. All assignments are due at the beginning of class on the date and time indicated on Canvas.

Use of computers/cell phones in the classroom

Cell phones should be turned off when class begins and remain off throughout the duration of the class. Texting is not allowed during class time unless special circumstances arise, about which the professor has been made aware. These are issues of professionalism and will incur disciplinary action if necessary.

Use of Canvas in class

In this class the professor uses 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 grades, to submit assignments, and to give students online quizzes and surveys. Students can find support in using Canvas at the ITS

Help Desk. For more information go to <http://www.utexas.edu/its/helpdesk/>

Feedback

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

VIII. UNIVERSITY POLICIES

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
6/10	Syllabus Review Introduction activity		None
6/12	What do we want to learn? Review self-assessments Social work ethics jeopardy	<i>Self-assessment due</i>	<u>Eye on Ethics</u> <u>Moral Distress in Social Work Practice</u>
6/17	Experiential/Adventure therapy activity outside	<i>In-class journal</i>	<u>Social Justice in Outdoor Experiential Education: A State of Knowledge Review</u> <u>Who Declines and Who Improves in Wilderness Therapy?</u>
6/19	No class: Juneteenth		None
6/24	Transtheoretical model of change/Motivational Interviewing Small group practice	<i>In-class journal</i>	<u>Gabor Mate: The Power of Addiction</u>
6/26	Attachment and Effects of Trauma on Childhood Development Final paper instructions		<u>Maternal History of Adverse Experiences and PTSD</u>

			<u>Restoring Safety: Attachment-Based Approach</u>
7/1	Macro social work- Guest Speaker: Angela Baucom, Office of Sustainability		<u>Austin Food Plan</u>
7/3	Presentation 1 Narrative therapy activity	<i>In-class journal</i>	<u>What is Narrative Family Therapy?</u>
7/8	Final Paper in-class review Presentation 2 and 3		
7/10	Presentation 4 Family roles/Structural Family therapy activity	<i>In-class journal</i>	<u>Structural Family Therapy Techniques video</u>
7/15	Presentation 5 Cultural Relational Theory	<i>Rought Draft Due</i>	<u>Relational-Cultural Theory-Based Interventions with LGBTQ college students</u>
7/17	No class Asynchronous-work on final paper		None
7/22	Guest speakers Alec and Hannah: Ketamine Integration Therapy		<ul style="list-style-type: none"> • <u>Ketamine Assisted Psychotherapy (KAP): Patient Demographics, Clinical Data and Outcomes in Three Large Practices Administering Ketamine with Psychotherapy</u> <p>See separate file "Ketamine therapy" for podcasts and book recommendations</p>
7/24	Out of town-TBRI: Professor Mary Beer covers class	Final paper	

7/29	Ending activity Virtual class		
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