

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

Course Number:	SW 383R	Instructor:	Andy Davis, LCSW-S
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Semester:	Fall 2024	Office:	WWH
Meeting Time/Place:	Thursdays 4:30-8:30 MEZ 1.102	Phone:	307-287-2639
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SOCIAL WORK PRACTICE I

I. CATALOG DESCRIPTION

This course introduces students to social work practice methodology and the professional use of self in generalist practice with individuals, families, groups, organizations, and communities. Taken in conjunction with Field I (Practicum I), this course introduces the generalist approach in social work practice to prepare students to work with a variety of client systems, including individuals, families, groups, organizations, and communities. Three lecture hours a week for one semester. Prerequisite: Graduate standing in social work and concurrent enrollment in Social Work 384R, or graduate standing and consent of instructor or the graduate adviser.

II. COURSE OVERVIEW

Students in Practice I are introduced to knowledge, skills, values, and cognitive and affective processes that support learning about engagement, assessment, intervention, and evaluation in social work practice. Student learning of social work practice is grounded in antiracist and anti-oppressive perspectives to understand and meet the needs of clients and client systems with multiple marginalized social identities. Through use of self-reflection and collaborative learning, this course provides students with foundational knowledge and skills in ethical practice, decision making, and cultural humility, which they will continue to develop and apply as emerging social work professionals.

III. STANDARDIZED COURSE OBJECTIVES

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

1. Identify and begin to apply social work values and principles of ethical decision making as articulated by the NASW Code of Ethics and learn to use supervision and consultation to support/guide ethical practice;

2. Cultivate and practice self-awareness by examining personal values and implicit biases to inform ethical use of self in social work practice;
3. Demonstrate capacity to develop and maintain purposeful collaborative partnerships with multiple levels of client systems, agency staff, other professionals, and community members, applying cultural humility and a strengths-based perspective
4. Develop effective communication skills for rapport-building in order to provide goal-aligned and ethical services to diverse individuals, families, groups, organizations, and communities;
5. Demonstrate an understanding of the impact of organizational and community context on service delivery through an in-depth analysis of the student's assigned internship agency;
6. Demonstrate knowledge of both the positive and adverse impacts of the roots and major developments of the social work profession and its commitment to promote social, racial, economic, and environmental justice for historically and currently marginalized and oppressed groups;
7. Apply foundational theoretical frameworks through a multidimensional case assessment to identify client goals, and assess, implement, and evaluate interventions that enhance client system strengths, capacities, assets, and resources;
8. Recognize the influence of intersectionality and the positionality of both the social worker and the client on engagement, assessment, intervention, and evaluation at all levels of practice;
9. Explore the application of evidence-based and culturally attuned knowledge to evaluate and improve practice, policy, and social service delivery.

IV. 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' practicum 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 will 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.

V. REQUIRED TEXT AND MATERIALS

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

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

VI. 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 on Canvas. 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 (50 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, and respect for others' learning needs. Being prepared for class by reading assigned material is part of this expectation as well. There will be 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. When a student misses a class, it is their responsibility to meet with one or two peers to review missed content. The student must then email the professor with the content discussed. More than two absences and/or a pattern of late arrivals or early departures may result in a level

review meeting. 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.

Reading reflections (80 points)

This assignment is designed to encourage completion of the textbook readings and evaluation of content acquisition. The textbook content will be integrated into classroom activities. You have the option of 1) reading the chapter in full, 2) searching for answers to the chapter quiz, or 3) reviewing the chapter PowerPoint. The quizzes are open-book and designed to be completed while reading the chapters to assist you with capturing content. The readings are required, the quizzes are to use if you find them helpful. For each assigned chapter you will indicate how you gained the content knowledge: through traditional reading, quiz completion, or reviewing the PPT. Each reading reflection is worth 8 points.

Self-Inquiry and Ethics (20 points) Due 9/19/24

To begin the process of self-evaluation needed for effective social work practice, students are asked to analyze an area of the NASW Code of Ethics that seems most challenging compared to their own personal beliefs. This assignment encourages creativity, critical thinking, and authenticity. Assignment details will be provided on Canvas.

Agency Analysis and Presentation (40 points) Due 10/3/24

The agency analysis and presentation are designed to thoroughly acquaint the student and classmates with the student's practicum placement. Options for submission and assignment details will be available on Canvas.

Video Role Play and Critique (50 points) Due week of 10/31/24 Paper due 11/7/24

Each student will select a peer from class and record an interview with that student peer. The video will be reviewed by the professor and a review team, and feedback will be provided to the interviewer by all review team members. Each student will write a critique of his or her beginning interviewing skills based on the video role play, review of the recording, and the feedback provided by the review team.

The goals of this assignment are for students to:

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

Multidimensional Case Assessment (60 points) Draft due 11/14/24, Final version due 11/21/24

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

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

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

VII. GRADES

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. 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.

Self-Inquiry and Ethics=	20 points
Quizzes=	80 points
Agency Analysis and Presentation=	40 points
Video Role Play and Paper=	50 points
Multidimensional Case Assessment=	60 points
Class Participation and Preparedness=	50 points
TOTAL=	300 pts

UNIVERSITY GRADING SCALE

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

VIII. CLASS POLICIES

Attendance and participation

Attendance and participation for the full three hours of class and the additional hour of practicum seminar is expected for all students. Classroom exercises, discussions, role-plays, guest speakers and other class experiential exercises are essential for 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 after meeting with peers. Students are to notify the instructor prior to class via email if they cannot attend class due to an illness or emergency. While there are no penalties for absences, a conversation and subsequent level review may occur if the student is missing excessive content.

Assignments

Students are expected to produce high quality work in terms of appearance, writing style and content. 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 if needed. Plagiarism is a serious violation of university rules and will be dealt with according to university policy. Some assignments may have the option of being submitted as a video or a PowerPoint. The standards for quality and citations still apply for these submissions.

Time management

The due dates on the syllabus and on Canvas are designed to keep you on track throughout the semester. This steady flow of submissions allows for you to receive continuous feedback so you can incorporate changes and adjustments into your practice. If you feel like you need additional time to complete the work, email the professor ahead of time and indicate a targeted date for submission. This process allows students the flexibility to complete all work in a time frame that works with their schedules, while still acknowledging the importance of timely feedback. If concerns arise about submissions, the professor will request a meeting with the student to address the barriers to timely completion.

Use of computers/cell phones in the classroom

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

Use of Canvas in class

In this class 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 evaluations, to submit assignments, and to give the 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 formal and informal ways. It is very important for the professor to know 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.

Confidentiality: Information shared in class about agencies and clients is considered to be covered by the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that information is shared in class for this purpose. However, discussions outside of class with individuals outside of the seminar or with other members of the seminar regarding information shared in class about clients, supervisors, or agencies is considered a breach of confidentiality.

IX. 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.

X. COURSE SCHEDULE

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

Date	Topic	Assignment Due	Readings
8/29 #1	Orientation: Course and Syllabus Review Introduction to the profession of social work	None	H- Ch 1 CANVAS Syllabus

9/5 #2	<p>Orienting frameworks for social work practice</p> <p>Anti-oppressive practice</p>	<p>P-Practicum journal</p> <p>C-Reading reflection</p>	<p>H- Ch 2</p> <p>CANVAS White Supremacy Culture article</p>
9/12 #3	<p>Overview of the helping process</p>	<p>P-Practicum journal</p> <p>C-Reading reflection</p>	<p>H- Ch 3</p>
9/19 #4	<p>Social work ethics and values</p>	<p>P-Practicum journal</p> <p>C-Self-inquiry and ethics assignment, Reading reflection</p>	<p>NASW Code of Ethics</p> <p>H- Ch 4</p>
9/26 #5	<p>Use of Self Museum Asynchronous class</p> <p>Building blocks of communication</p>	<p>P-Practicum journal, Learning Contract</p> <p>C-Reading reflection</p>	<p>H- Ch 5</p>
10/3 #6	<p>Developing Goals</p>	<p>P-Practicum journal</p> <p>C-Agency Analysis, Reading reflection</p>	<p>H-Ch 12</p>
10/10 #7	<p>Verbal following, exploring and focusing skills & Eliminating Counterproductive Communication Patterns and Substituting Positive Alternatives</p>	<p>P-Practicum journal</p> <p>C-Reading Reflection</p>	<p>H- Ch 6 & 7 (assigned chapter required)</p>

10/17 #8	Self-care day NO CLASS!	P -Practicum journal, Process recording #1	
10/24 #9	Group work	P - Practicum journal C -Reading reflection	H - Ch 11
10/31 #10	Video Role-Play Review	P -Practicum journal C - Video role play	
11/7 #11	Multidimensional assessment	P -Practicum journal C - Reading reflection, Video role play reflection paper	H - Ch 8 & 9 (assigned chapter required)
11/14 #12	Termination: The Therapeutic Pause	P -Practicum journal C - Multidimensional case assessment draft & Reading reflection	H - Ch 19 CANVAS: Many- Termination article
11/21 #13	Balancing micro and macro social work practice	P -Practicum journal & Process Recording #2 C - Multidimensional case assessment & Reading reflection	H - Ch 14
11/28 #14	Fall semester break NO CLASS!		

12/5 #15	Endings and transitions	C-Final Practicum Reflection	

X. BIBLIOGRAPHY

The reading list for this course was designed to represent the perspectives of diverse scholars and to explore issues of diversity and inclusion in all aspects of the helping process across multiple agency settings.

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