



SOCW 4331: Individual Practice

Spring 2023

Instructor Information

Instructor:

Ericka Robinson-Freeman, LCSW

Office:

College of Arts and Sciences (CAS) #152B

Telephone Number: 817-774-8420

Email Address (preferred method of communication): efreeman@uttyler.edu

Office Hours: Tuesdays and Thursdays, 12 – 2 p.m.

(Other hours available by appointment in person or via Zoom.)

Course Information

Time and Place of Class Meetings: Hybrid Format:

In-Person Component: Tuesdays are in-person class meetings, 2- 3:20 p.m., room #3040 in the Ratliff Building North.

Asynchronistic Online Component: This means students may access the online/Pearson Revel portion of the course at any time and can complete the online assignments according to the due dates.

Description of Course Content: This course introduces students to both theory and methods for social work practice with individuals and families. It emphasizes a generalist perspective, beginning interviewing and relationship skills, problem assessment, goal setting, and contracting. Special attention is given to the common roles assumed by social workers (e.g. facilitator, broker, advocate).

Prerequisites: SOCW 2361, SOCW 2362, SOCW 2371, SOCW 3303. **Corequisite:** SOCW 4132

Course Overview:

The purpose of this course is to introduce students to critical evaluation of the value base of the social work profession and basic practice concepts including interviewing, communication and problem-solving skills, theories and methodologies of social work assessment, case management and other generalist interventions at the individual and family levels in diverse settings. The course content will reflect the Council on Social Work Education's (CSWE) requirements for accreditation.

Student Learning Outcomes:

Below are the Nine (9) CSWE Core Competencies established by the Council on Social Work Education. Each of the competencies is included as an objective to understand and be met as appropriate for each course learning objective.

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

The Nine CSWE Core Competencies are the basis for the Learning Outcomes that follow.

Student Learning Outcomes for SOCW 4331:

Upon successful completion of this course, students will be able to demonstrate the following outcomes as progression in the noted areas of the nine Core Competencies established by the Council on Social Work Education (EPAS 2015):

1. Demonstrate ethical decision-making capacity by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and course related material additional to identify and address possible dilemmas and professionalism in simulated practice situations. **Core Competency 1.**
2. Use reflection and self-regulation to identify and manage personal values, biases and aspects of one's social environment in preparation for engagement with client populations. **Core Competencies 1, 2 and 6.**
3. Apply knowledge of human behavior and the social environment, person-in-

environment and other multidisciplinary theoretical frameworks to engage, assess, and intervene with clients. **Competencies 2, 4, 6-8**

4. Collect and organize data and apply critical thinking to interpret information from clients to form initial and ongoing platforms for the dynamic and interactive process of social work assessment. **Competencies 4 and 7.**
5. Demonstrate understanding of current and historical policies that affect human rights and social justice in the context of generalist social work with individuals and families. **Competencies 3 and 5**
6. Apply knowledge about evidence-informed intervention to guide and inform goal setting. **Competency 8**
7. Demonstrate knowledge of methods to evaluate outcomes of interventions, focusing on the diversity of individuals and families. **Competencies 2, 9**
8. Demonstrate use of empathy, reflection, and relationship-building skills to effectively engage clients in a simulated practice assignment. **Core Competencies 6 and 7.**
9. Apply knowledge about effective transitions and endings with individuals and families. **Core Competency 9.**
10. Demonstrate understanding of the importance of ethically negotiating, mediating, and advocating with and on behalf of diverse clients in efforts to manage barriers to change. **Core Competencies 1- 3, 7, and 8.**

Required Textbook and Other Course Material*:

Cummins, L.K.& Sevel, J.A.(2018). *Social work skills for beginning direct practice: Text, workbook and multimedia interactive case studies* (4th edition). Pearson.

Students may choose from the following:

ISBN 9780134995151 - Revel access card (includes e-text) with loose leaf copy of the text

OR

ISBN 9780134303277 - Revel access card (includes e-text)

*This text and access card will also be used in SOCW 4132 Interviewing Techniques.

Descriptions of Major Assignments and Examinations:

Ethical Dilemma Presentation (30% Final Grade)

In this assignment, students will be working in pairs or small groups of 3. Each pair/group is responsible for determining an ethical course of action for handling a dilemma in an assigned scenario. Pairs/groups will utilize resource materials in class lecture, textbook and e-resources chapter 2, and the NASW Code of Ethics. Each pair /group will review a scenario (assigned by the instructor) and discuss what ethical principles and/or practice issues are at play. Each pair will review their scenario, identify the ethical dilemma(s) and work to arrive at a consensus. Students will follow steps 1-4 of Reamer's 7-Step Process and the Ethical Principles Hierarchy. Each pair/group will prepare a presentation that demonstrates the dilemma, the steps to resolve the dilemma and the pair's/group's consensus. In addition to the presentation, each pair /group will submit a one-page handout that lists the responses to each of the 4 steps utilized to resolve the dilemma. Some time to work in group will be provided during the SOCW 4132 Dry Lab class; however, additional time outside of class will be warranted. Additional information, instruction and rubric for this assignment will be posted in Canvas. The due date for this assignment is listed in the course schedule.

Biopsychosocial Assessment (30% Final Grade)

Students will complete a biopsychosocial of an individual of their choosing. This individual must be a real person who is willing to participate. Students should make anonymous any identifying information by referring to the participating individual by initials or last name only. The assessment should not exceed 10 double-spaced pages. Students should reference examples presented in class, in the textbook Chapter 9 and the e-resources. The purpose of this assignment is for students to begin the process of conceptualizing the initial assessment process in terms of knowing: a) what is required in a biopsychosocial assessment; b) the process of interviewing and gathering information; and c) how to organize assessment information in a way that allows for making recommendations about the intervention. Additional information, instruction and rubric for this assignment will be posted in Canvas. The due date for this assignment is listed in the course schedule.

Now You Try It Journal Entries (20 % Final Grade)

Each (most) chapters in our textbook provide opportunities for students to demonstrate new knowledge and skills specific to the material presented in that chapter (if applicable) via short-answer responses to journal prompts. Each prompt will ask students to critically reflect on topics such as ethical behavior, engagement and rapport building, assessing the client, and cultural competency. While there are 13 chapters in the text, some chapters have multiple journal prompts while others only have one or none. The prompts are assigned, located and to be completed in the Revel portion of the course. The due date for each journal entry is listed in the course schedule.

Chapter Quizzes (20 % Final Grade) While reading each chapter in this course, students will take “mini quiz” sets intermittently during the chapter. Each mini-quiz will be 2-5 questions in length. The goal is to help students both retain and apply knowledge they are learning in the course. The quizzes are assigned, located and to be completed in the Revel portion of the course. The due date for each chapter quiz set is listed in the course schedule.

Grading Information:

Grading:

Assignment	%
Ethics Presentation	30
Biopsychosocial Assessment	30
Now You Try It Journal Entries	20
Chapter Quizzes	20
Total	100

All written assignments must be grammatically correct using APA style. Assignments with many grammatical errors, misspellings, and/or evidence of plagiarism will not receive a satisfactory grade. All written assignments will be due on the date listed on the course schedule. Ten percent will be deducted for late assignments. **No assignment will be accepted after five days late.**

90 – 100 =A

80 - 89.9 =B

70 –79.9 =C

60 - 69.9 =D

Below 60 =F

A grade of incomplete will not be given for this class.

Late Assignments:

Late assignments (including quiz sets) are strongly discouraged. There will be 10 percent (total) deducted for each late assignment/quiz set. No assignment or quiz set will be accepted after 5 days following the due date. It is the student's responsibility to ensure that his/her work is completed on time and submitted correctly.

Expectations for Out-of-Class Study:

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

4132 Interviewing Techniques Lab Expectations:

Every student enrolled in this course will also be enrolled in SOCW 4132, a 1 hour-credit dry lab in which students get to practice social work interviewing techniques via role plays, service learning, video simulations, and case studies what they have learned in this course. It is expected that students are in full attendance each week for the 1-hour lab.

Attendance:

Engaged and timely participation in all assignments constitutes "attendance" for purposes of this course. Preparation for COVID-19 compliance will be addressed via UT Tyler email and in Canvas prior to the first day of class to determine if synchronistic and/or asynchronistic online components (e.g., hybrid format) will be utilized.

The Census Date for the semester is January 23, 2023. This is the last day students may withdraw from the course without penalty.

Course Schedule

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Any changes will be communicated in a timely manner through UT Tyler email and announcement(s) in Canvas.

We will meet each Tuesday, face-to-face. **Unless otherwise indicated, assignments are due on Sundays, end of day, 11:59 p.m. (Stroke before midnight).**

Module	Face-To-Face Class Dates	Topics	Required Readings/ Activities	Assignments Given and Due
Getting Started	January 10	Course Overview	Syllabus & Assignments	Jan 15: Getting Started Module
1	January 17	An Introduction to the Social Work Helping Process	Chapter 1	Jan 22: Now You Try It Journals (Ch 1) Quiz Sets (Ch 1)
2	January 24	Values and Ethics	Chapter 2 Social Work Code of Ethics	Jan 29: Now You Try It Journals (Ch 2) Quiz Sets (Ch 2)

			<i>Divide into pairs for Ethics Presentation Assignment (In Class)</i>	
3	January 31	Theory Directed Social Work Practice	Chapter 3	Feb 5: Now You Try It Journals (Ch 3) Quiz Sets (Ch 3)
4	February 7	Cultural Context and Interviewing Skills	Chapter 4	Feb 7: Ethics Presentations (In Class) Feb 12: No Journals for Ch 4 Quiz Sets (Ch 4)
5	Feb 14	Direct Practice Basic Skills	Chapter 5	Feb 19: Now You Try It Journals (Ch 5) Quiz Sets (Ch 5)
6	Feb 21	Direct Practice Advanced Skills	Chapter 6	Feb 26: Now You Try It Journals (Ch 6) Quiz Sets (Ch 6)
7	Feb 28	Common Errors in Direct Practice	Chapter 7	March 5: Now You Try It Journals (Ch 7) Quiz Sets (Ch 7)
8	March 7	Intake and Engagement	Chapter 8	March 12: Now You Try It Journals (Ch 8) Quiz Sets (Ch 8)
	March 14	Spring Break		Enjoy your Spring Break!
9	March 21	Assessment	Chapter 9	March 26: No Journals for Ch 9 Quiz Sets (Ch 9)
10	March 28	Problem Identification, Planning and Contracting	Chapter 10	April 2: Now You Try It Journals (Ch 10) No Quiz Set Ch 10
11	April 4	Intervention	Chapter 11	April 9: Quiz Sets Chapter 11 No Journal for Chapter 11
12	April 11	Evaluation and Termination	Chapter 12, 13	April 16: Quiz Sets (Chs 12 and 13)
13	April 18 (last day of in-Person class)	Individual Practice Wrap Up		April 23: Biopsychosocial Assessment

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Institutional Information

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)

- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waiver through Financial Aid State-Mandated

Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application.

The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
 - copying from another student's test paper;
 - using, during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
- iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- [UT Tyler Writing Center](http://www.uttyler.edu/writingcenter) (903.565.5995), writingcenter@uttyler.edu
- [UT Tyler Tutoring Center](http://www.uttyler.edu/tutoring) (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- [UT Tyler Counseling Center](http://www.uttyler.edu/counseling) (903.566.7254)

