

SOCW 4331-001

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In person: M, F 9-10 a.m.; 1-3 p.m. Virtual: T/TH by Appointment

If the shoe doesn't
fit, must we change
the foot?

-Gloria Steinem

Course Description and Overview

Social Work Individual Practice I 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.

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 engagement, interviewing, communication, problem-solving skills, theories and methodologies of generalist social work with individuals, dyads, families and small groups. The course content will reflect the Council on Social Work Education's (CSWE) requirements for accreditation. See page 5.

Course Meetings

We meet **11:15 a.m. - 12:10 p.m.** each **Monday** and **Friday** in person, in **Cowan Fine Arts Ctr Rm #2006**. On Wednesdays, class is asynchronistic. This means students may access the online portion of the course at any time and can complete the online workbook assignments according to the due dates. This allows students to properly prepare for the Friday client simulation exercises. I am available during Wednesdays for individual, one on one meetings, which are a required assignment for this course.

Course Readings



No need to lug around a heavy and expensive textbook for this course! All your brain food will be served up on Canvas via Open Education Resources (OER), UT Tyler Library E-Books, or through a delightful mix of podcasts, articles, and videos whipped up by the instructor.

Course Reading Expectation

Dive into those reading assignments before class—they're your ticket to lively discussions! Feel free to bring all your burning questions and quirky comments to the lecture. Your curiosity and insights are the secret recipe for the instructor to gauge if you're flipping through those pages outside of class.

Course Grading

A = 90 - 100



B = 80 - 89.9

C = 70 - 79.9

D = 60 - 69.9

F = Below 60



Course Assignments

 Client Simulations – 35%	 Workbook Lessons – 25%
<p>Students will participate in a simulated client interview. Clients are portrayed by social work students. Each student is assigned a partner; partners will take turns being the social worker and client.</p> <p>Every student will participate each class, although only two students at a time will interview. Remaining students will provide feedback and practice note taking. During some classes, students will also be given in-class homework that compliments the interview and allows further practice of oral presentation skills. Sign up sheets for dates of interviewing provided first day of class Additional information, instruction and rubric for this assignment will be posted in Canvas. The due date for completed notes is listed in the course schedule.</p>	<p>Students will engage in assigned interviewing workbook activities such as reading vignettes or watching client simulations, and then demonstrate learned knowledge and skills through three (3) separate lessons dispersed throughout the semester. The workbook is provided to students on Canvas. Each lesson corresponds to what we are learning in SOCW 4331. Additional information, instruction and rubric for this assignment will be posted in Canvas. The due date for each lesson is listed in the course schedule.</p>
 Ethical Dilemma – 20%	 Practice Talk with Professor – 20%
<p>In this assignment, students are responsible for determining an ethical course of action for handling a dilemma in an assigned scenario. Students can work alone or in pairs to utilize resource materials in class lecture, course readings, and the NASW Code of Ethics. Students will review a scenario (assigned by the instructor) and discuss what ethical principles, core values and practice principles are at play, arriving at a suggested solution. Students will submit a visual depiction of their dilemma and course of action taken via an Infographic, Canva or brief video. 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.</p>	<p>This semester, students have the opportunity to meet one on one with their instructor to discuss professional growth in the practice. Each student will select a Wednesday class time during which to meet for 1 hour, via Zoom, with Professor Freeman. Students may choose from a plethora of practice topics and should come prepared to talk about the topic, as well as their own strengths, risks and concerns for working as a social work professional interacting directly with clients. Students will submit a follow up, written document detailing meeting. 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.</p>



“Harm springs from excess!”

Assignment Due Days

Unless otherwise indicated--such as client simulation participation--completed assignments are due on Sundays, end of day, 11:59 p.m. (Stroke before midnight) according to module listed on course schedule (page 3).



Academic Integrity

All work in this course is expected to be your own, completed by you for this class. If you receive help from an article, book, website, another person, etc., you must indicate that on the assignment. This is called citing your sources. When you take credit for someone else's work, it is plagiarism. If you are ever unsure about whether you have correctly given credit to a source, please ask, and I will help you.

AI Usage in SOCW 4331

We're going to promote the responsible use of AI as a learning tool, while keeping academic integrity intact—like trying to ride a unicycle on a tightrope! For each assignment, I'll clearly outline the level of AI involvement allowed, which could range from "no AI at all" to "bring your AI to school day." When you do use AI, make sure to give it a shout-out, provide links to all the AI shenanigans, and include your original work.

You'll need to stick to these guidelines and be ready to chat about how AI contributed. This policy is here to boost your proficiency in critical thinking and hone those vital social work skills. Remember, the ultimate aim is for everyone to learn and level up their skills, without accidentally creating an AI that takes over the world! For more information, see UT Tyler's AI Statement on page 5.



Attendance and Participation Expectations

Each student is allowed one absence without grade reduction penalty. Each absence after, will result in a 1 point deduction of final grade, per absence. In addition, it is important for students to come to class prepared to take part in class. If you aren't present, you can't participate!



Students who miss more than 50% of the in-person class dates will not pass the class.

Practice I

COURSE SCHEDULE

Week/ Module	Module Material	Assignments Due
8/25 - 8/31: Module: Getting Started		
8/31 - 9/7 Module: 1 Ethical Practice	Read: "Ethical Issues in Social Work", "Integrating Values into Social Work Practice", NASW Social Work Code of Ethics	Friday, 9/5: Assigned Client Simulations
9/7 - 9/14 Module 1, cont.	Read: Skills Workbook Lesson 1 Ethics	Friday, 9/12: Assigned Client Simulations Workbook Lesson 1
9/14 - 9/21 Module 2: Preparing	Watch or Listen: Podcast or YouTube Video: "Absorbing Emotions"	Friday, 9/19: Assigned Client Simulations Ethical Dilemma Assignment
9/21 - 9/28 Module 2, cont.		Friday, 9/26: Assigned Client Simulations
9/28 - 10/5 Module 3: Engaging	Read: "Developing the Relationship"	Friday, 10/3: Assigned Client Simulations
10/5 - 10/12 Module 3, cont.		Friday, 10/10: Assigned Client Simulations
10/12 - 10/19 Module 4: Interviewing Skills - Communicating	Read: Keys to Communication: Ch 3, 4	Friday, 10/17: Assigned Client Simulations
10/19 - 10/26 Module 4, cont.	Read: Skills Workbook Lesson 2 Body Language and Non-Verbal Communication	Friday, 10/24: Assigned Client Simulations Workbook Lesson 2
10/26 - 11/2 Module 5: Interviewing Skills - Documentation	Read: "Best Guide on Social Work Case Notes"	Friday, 10/31: Assigned Client Simulations
11/2 - 11/9 Module 6: Interviewing Skills - Listening	Read: Keys to Communication: Ch 5	Friday, 11/7: Assigned Client Simulations with SOAP note (Note due end of class)
11/9 - 11/16 Module 6, cont.	Read: Skills Workbook Lesson 3 Reflecting and Summarizing	Friday, 11/14: Assigned Client Simulations with BIRP (note due end of class) Workbook Lesson 3
11/16 - 11/23 Module 7: Interviewing Skills - Cultural Considerations	Read: Keys to Communication: Ch 6, 7	Friday, 11/21: Assigned Client Simulations with DAP note (Note due end of class)
11/30 - 12/7 Module 8: Wrap Up		Practice Talk with Professor Submission

CSWE COMPETENCIES

Social Work Course Educational Course Objectives

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards (EPAS) comprised of nine core competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Economic, and Environmental Justice
3. Engage in Anti-Racism, Diversity, Equity and Inclusion (ADEI) in Practice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Every policy has a purpose: to help us learn better!

Social Work Course Learning Outcomes

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 2022):

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. 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. 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. Competencies 6 and 7.
9. Apply knowledge about effective transitions and endings with individuals and families. 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. Competencies 1- 3, 7, and 8.

UNIVERSITY POLICIES

Withdrawing from Class

Students may withdraw (drop) from this course using the Withdrawal Portal. Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email enroll@uttyler.edu to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully read the implications for withdrawing from a course and the instructions on using the Withdrawal portal. Texas law prohibits students from dropping more than six courses during their entire undergraduate career*. The six courses dropped includes those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance.

CAUTION #1: Withdrawing before census day does not mean you get a full refund. Please see the Tuition and Fee Refund Schedule. CAUTION #2: All international students must check with the Office of International Programs before withdrawing. All international students are required to enroll full-time for fall and spring terms. CAUTION #3: All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. CAUTION #4: All veterans or military-affiliated students should consult with the Military and Veterans Success Center. * Students who began college for the first time before 2007 are exempt from this law.

Artificial Intelligence (AI) Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity.

See page 3 of this syllabus for Professor Freeman's specific expectations.

Final Exam Policy

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

Incomplete Grade Policy

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade only when all of the following conditions are met:

(a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average. The student and the instructor must submit an Incomplete Form

detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

UNIVERSITY POLICIES, CONT.

Grade Appeal Policy

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the Registrar's Form Library.

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

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 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 the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the RobertMuntz Library, LIB 460, email saroffice@uttyler.edu, or call 903.566.7079.

Military Affiliated Students

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The Military and Veterans Success Center (MVSC) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972

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Students on an F-1 Visa T

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

Academic Honesty and Academic Misconduct

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the Student Conduct and Discipline policy in the Student Manual Of Operating Procedures (Section 8).

FERPA

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in University Policy 5.2.3. The course instructor will follow all requirements to protect your confidential information

Absence for Official University Events or Activities

This course follows the practices related to Excused Absences for University Events or Activities as noted in the Catalog.

Absence for Religious Holidays

This course follows the practices related to Excused Absences for Religious Holy Days as noted in the Catalog.

Absence for Pregnant Students

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the Pregnant and Parenting Self-Reporting Form

Campus Carry

We respect the right and privacy of students 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>.

Student Resources

For a complete listing of all student resources available at UT Tyler, please visit this link in our course's Canvas: