Everyone may not be good, but there's always something **good in everyone.** Never judge anyone shortly because every saint has a past and every sinner has a future.
—— *Oscar Wilde* ——

SOCW 4332: Individual Practice II
Spring 2026

Instructor Information

Instructor:
Ericka Freeman, LCSW-S
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Office:
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In-Person Office Hours:

Thursdays 11 a.m. – 3 p.m.; 5-6 p.m.

Mondays 10 a.m. – 1 p.m.

Other hours available by appointment only.

Virtual Office Hours via Zoom: By appointment only. Please email me directly and we can schedule a time that works best for you (unless I am teaching a class or attending a faculty meeting)!

Course Information

We meet **3:30 – 4:50 p.m.each Thursday in person**, **in the College of Arts and Sciences Building (CAS), Rm # 210.** Another 1.5 hours of class will be spent asynchronistically. This means students may access the online portion of the course at any time and can complete the online portion of the course according to the due dates**.**

Description of Course Content: SOCW 4332 is a 3-hour credit course that will continue, from SOCW 4331, skills and knowledge acquisition on the essential aspects of the generalist planned changed process, with specific focus on the assessment, intervention, and evaluation stages. Theories and methodologies of social work assessment, case management, and other generalist interventions at the individual, family and small group level will be covered, as well as methodologies

for incorporating evaluation into practice. The course content will reflect the Council on Social Work Education's (CSWE) core competencies.

Course Overview: The purpose of this course is to teach students how to assess and intervene with invidivual clients, client families, and small groups as a generalist practicing social worker. Students will build skills through role playing, simulated client assignments, and supervised micro-focused client experiences

Prerequisites: SOCW 2361, SOCW 2362, SOCW 2371, SOCW 3303, SOCW 4331.

Student Learning Outcomes for SOCW 4332:
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):

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

While this course addresses all competencies 1-9, it mainly focuses on 1, 4 and 7-9

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

1. Demonstrate willingness to apply knowledge of the history of the profession to serve as representatives the mission and values through professional demeanor in behavior, appearance and communication. Practice personal reflection and self-correction and use of supervision and consultation to assure continual professional development. **Competency 1:**

2. Demonstrate the disciplined and ethical use of self in interpersonal relations. Recognize and manage personal values to allow professional values to guide practice. Make ethical decisions by applying standards of the National Association of Social Workers' Code of Ethics utilizing strategies of ethical reasoning to arrive at principled decisions. Demonstrate ability to tolerate ambiguity in resolving ethical conflicts. **Competency 1**

3. Demonstrate use of practice experience to inform scientific inquiry and quantitative and qualitative research evidence to inform best practices with individuals and families. **Competency 4**

4. Demonstrate the practice skills involved in the following: making effective inquiries, reflecting feeling and content, using confrontation, using self-disclosure, structuring for information and action, continued development of self-awareness and identifying personal barriers to communication, dealing with power, dealing with intimidation, inferiority, embarrassment, developmutually agreed-upon focus of work, intervention goals, objectives and desired outcomes, collect, organize, and interpret client data, including strengths and assets, develop appropriate interventions to enhance client capacities and assist client in problem-solving, refer, mediate and advocate for client whenappropriate, facilitate transitions and endings **Competencies 7-9**

Course Reading Assignments and Expectation

No textbooks are required. This course uses Open Educational Resources (OER) and curated media—podcasts, workbooks, videos and articles—provided at no cost to you, the student. All required material will be assigned and accessible through resources selected by Professor Freeman, ensuring your only investment is curiosity, not cash!

Do the assigned readings *before* each week's in-person class. Prepared social work students make discussions lively, insightful and occasionally delightful. Uprepared students make things . . . longer. Read ahead so our time together is riveting rather than a recap.

Descriptions of Major Assignments:

Service Project in Interviewing: Point in Time Homeless Count
In this assignment, students will be working with a community partner to conduct the annual "Point in Time" survey. This survey is conducted yearly by all major cities in the United States to collect data on those experiencing homelessness. On Thursday, January 22, 2026, at various times, students will work alongside the community partner to count the homeless population in Tyler. Prior to this date, students will register for time slots, complete an online training, and role play engagement skills and important day-of information.

Instructions on how to access the training and downloading the counting mobil app will be emailed to each student. Students will also submit either a written or video journal of their experience during the count. 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 Interview and Assessment
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 and made available on Canvas. The purpose of this assignment is for students to begin the process of determining how to present interview data: a) what is required in a biopsychosocial assessment; b) the process of interviewing and gathering information; and c) how to organize interview 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.

Workbook Lessons

Students will engage in assigned interviewing workbook activities such as reading vignettes or watching client simulations, and then demonstrate learned knowledge and skills through two (2) separate lessons dispersed throughout the semester.The workbook Is provided to students on Canvas. Each lesson corresponds to what we are learning in class. 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.

Advanced Client Simulations and Observations

Students will participate in advanced simulated client interviews. Clients are portrayed by community members. Every student will participate each class, although only one or two students at a time will interview. Remaining students will provide feedback and practice note taking (also a graded component of the assignment.) During some classes, students will also be given in-class homework that compliments the interview and allows further practice of oral presentation skills. Students will be videoed during their interview and required to give feedback on their own demonstration by the end of the semester. 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.

Grading Information

Course Grading

A = 90 – 100
B = 80 – 89.9
C = 70 – 79.9
D = 60 – 69.9
F = Below 60

Grading Weight of Each Assignment

Assignment	%
Service Project	20
Advanced Client Simulations	30
Workbook Lessons	20
Biopsychosocial Interview and Assessment	30
Total	**100**

Expectations for Grading

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 points will be deducted for late assignments*.
No assignment will be accepted after five days late.

*Weekly Role Plays, Evaluations and Observations are difficult for late submission as most occur during regularly scheduled class times; however, make-up assignments may be offered on a case by case basis by speaking directly with Professor Freeman within 5 days of absence.

It is the student's responsibility to ensure that work is completed on time and submitted correctly.

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 havecorrectly given credit to a source, please ask, and I will help you.

AI Usage in SOCW 4332
In this course, we will practice using artificial intelligence (AI) **transactionally—as a tool, not a crutch**—to strengthen professional judgment and better serve future social work clients.

Professor Freeman will provide clear guidance for each assignment regarding the appropriate level (or lack there of) of AI to use. For more information, see UT Tyler's AI Statement in the "University Policies and Information" link at bottom of this syllabus.

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 quizzes, etc.

Attendance:
Engaged and timely participation in all assignments constitutes "attendance" for purposes of this course.

That is, while attendance is not "taken" officially, Professor Freeman is most cognizant of your engagement and participation each class. Participate actively in class discussions by asking questions and responding to questions. Encourage your classmates to engage, as well, by practicing social work empathic and active listening skills. We sometimes learn best vicariously.

Stay off your cell phones or other electronic devices unless instructed to do so as part of an in-class assignment. As much as we want to believe we can "multi task" our attention is compromised when we do more than one brain activity at a time!

Any student missing more than 50% of the in-person class dates OR coming to class and not engaging will not receive a passing grade.

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.

This course is organized by modules. Each module begins on a Sunday, at 12 a.m., and ends on the following Sunday, at 11:59 p.m. Any assignment due in a module must be submitted by the corresponding Sunday.

Module	In-Person Class Dates	Topics	Required Readings/ Activities	Assignments Given and Due
Getting Started	*January 15*	Course Overview Service Project: Review and Prepare	**Read:** Syllabus & Assignments	**Getting Started Module due Jan 18** **Sign up and train online for Point in Time due Jan 18.**
1	*January 22 (Attend at Point in Time location instead)* *January 29*	Attend Point in Time Homeless Count Asking Questions	**Read:** OER Resource "Basic Interviewing Skills and Techniques" Lesson 4 **AND** PDF of "Beginning Questions to Ask"	**Point in Time Service Project participation due Jan 22** **Point in Time Reflection due Feb 1**
2	*February 5* *February 12*	Assessment: Purpose, Function and Exploration	**Read:** "Assessment: Exploring and Understanding Problems and Strengths" **And** Listen to or read transcript of Podcast "Using Simulation to Teach Holistic Competence in Social Work"	**Workbook Lesson 4 due Feb 15** **Client Simulation in class February 12**
3	*February 19* *February 26*	Assessment: The Person and The Environment	**Read:** "Assessment: Intrapersonal and Interpersonal" **And**	**Client Simulation in class Feb 26**

			"Biopsychosocial Template"	
4	*March 5* *March 12 Spring Break!*	Advanced Interviewing Skills: Motivational Interviewing	**Read:** Chapter "Motivational Interviewing" From Social Workers' Desk Referece **And** Listen to Podcast "Motivational Interviewing, 3rd Edition: Interview with Mary Velasquez, Ph.D. We will watch a video on demonstrating in class!	
5	*March 19* *March 26*	Developing Goals and Contracting with Clients	**Read:** Chapters "Developing Goals" and "Developing Contracts" from Social Workers' Desk Reference	**Biopsychosocial Assessment <u>due March 29</u>** **Client Simulation in class <u>March 26</u>**
6	*April 2* *April 9*	Intervention: Case Management	**Read:** **"**Case Management Intervention" "Mapping a Treatment Plan" **And** Listen to Podcast "Social Work Superheroes"	**Client Simulation in class <u>April 9</u>**
7	*April 16* *April 23*	Terminating/Ending with Clients	**Read:** OER Resource "Basic Interviewing Skills and	**Workbook Lesson 5 <u>due April 26</u>**

			Techniques" Lesson 5 Chapter "Terminating with Clients" from Social Workers' Desk Reference	**Client Simulation <u>in class April 23</u>**
8	*Final Exam Week*			**Client Simulation Feedback <u>due May 3</u>**

University Policies and Information

For all updated UT Tyler student policies and information for the 2025-2026 Academic Year, please visit:

https://uttyler.instructure.com/courses/52073/pages/university-policies-and-information-4