

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

Course Number:	SW 383T	Instructor:	Eboni Lunsford Calbow, LCSW, Ph.D
Unique Number:	60745	Email:	eboni.calbow@utexas.edu
Semester:	Spring 2019	Office:	3.124E
Meeting time/place:	Thursdays 8:30 am to 12:30 pm Room 2.132	Phone:	512-992-7874
		Office Hours:	Thursdays 12:30 pm to 1:30 pm Or by appointment

Social Work Practice II

I. STANDARDIZED COURSE DESCRIPTION

This course builds upon Social Work Practice I by deepening students' knowledge of the generalist social work perspective in the application of theory and practice methods for effective and ethical service delivery to diverse individuals, families, groups, organizations and communities in conjunction with field education. **Prerequisites:** This course must be taken concurrently with Field Instruction II, except for those students having advanced standing status. It is a prerequisite for all second year concentration courses.

II. STANDARDIZED COURSE OBJECTIVES

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

1. Critically analyze professional values, ethical dilemmas and ethical decision making and their impact on service delivery, policy and practice;
2. Identify, critique, apply and evaluate social work theories and methods from a strengths based generalist perspective for effective service delivery to diverse individuals, families, groups, organizations and communities;
3. Apply beginning practice skills in the development, leadership and evaluation of small groups in agency, organization and community settings;
4. Identify aspects of human diversity within and between groups and the implications for this diversity in assessment, planning, intervention and evaluation;
5. Demonstrate knowledge of leadership and advocacy skills, conflict management and Inter-professional collaboration at all levels of social work practice to promote social and economic justice;
6. Apply a beginning level of skill in utilizing empirical knowledge to evaluate theoretical frameworks, intervention plans and practice effectiveness;
7. Communicate effectively and professionally, both orally and in writing, assessment, intervention and evaluation plans for diverse client systems that enhance client strengths, capacities, assets and resources.

III. EPAS COMPETENCIES

The Steve Hicks School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS).

Using a common evaluation instrument - the Final Case Analysis assignment - this course measures the implementation of knowledge, skills, values, and/or cognitive and affective processes to assess the following competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

Outcome 1.1: Make ethical decisions by applying the standards of the NASW Code of Ethics,

relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.

Outcome 1.2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

Outcome 1.3: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

Outcome 1.4: Use technology ethically and appropriately to facilitate practice outcomes

Outcome 1.5: Use supervision and consultation to guide professional judgment and behavior.

Competency 6: Engage with Individuals, Families & Groups

Outcome 6.2: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families & Groups

Outcome 7.1: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

Outcome 7.3: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

Outcome 7.4: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families & Groups

Outcome 8.1: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

Outcome 8.3: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

Outcome 8.4: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

Outcome 8.5: Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families & Groups

Outcome 9.1: Select and use appropriate methods for evaluation of outcomes.

Outcome 9.3: Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

Outcome 9.4: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

IV. TEACHING METHODS

I teach using a variety of methods with an emphasis on experiential learning for the purpose of building skill and confidence. The generalist nature of the course content requires a didactic approach as well. Therefore, PowerPoint lectures, role-plays, videos, class discussions, small group and dyad exercises, and guest speakers will all be utilized. For success in this class, you must be willing to participate, take risks and “stretch” out of your comfort zone. You are expected to ask questions to clarify expectations, provide me with constructive feedback in a timely manner and meet with me individually as needed and/or when requested.

Use of Canvas for this course: This class uses Canvas – a Web-based course management system with password-protected access at <http://canvas.utexas.edu> - for confidential communication such as posting and submitting assignments. Readings that are not in the required text, assignment guidelines and assignment grading rubrics are all posted to Canvas. Students can access Canvas Help 24/7 by calling 855-308-2494. Students are expected to set notifications in Canvas so they receive announcements and updates as soon as they are posted.

If anything is getting in the way of your learning, let me know as soon as possible so we can discuss it and problem solve together!

V. REQUIRED TEXT

- A. Walsh, J. (2013). *Theories for Direct Social Work Practice*. (3rd edition). California: Wordsworth Cengage Learning.

- B. Articles and Podcasts are assigned weekly to supplement the text. They can be found under *Modules* on Canvas, organized by the week they are assigned.

VI. COURSE REQUIREMENTS

A. Attendance and Participation (10 points)

Due: Each Class

Being a self-motivated, lifelong learner is essential to becoming a strong social work professional. It is also important to practice new skills and learn to work effectively with other social work professionals. Therefore, consistent attendance (you come every time, on time, and stay until dismissed), demonstrated preparation (you complete the required readings before class) and regular participation (you share insights, ask relevant questions, and contribute to exercises) are expectations of this course. I do ask that you communicate in a timely manner your absence, tardy or early departure. Please text if you are running late to class. Email communication is preferred for all other attendance situations.

Students are expected to practice professional behavior in class. This includes, but may not be limited to, paying attention to lectures and fellow students during discussions, showing respect for opinions that may differ from your own, and communicating with the professor and others in a professional manner. We will use some class time to discuss what constitutes a civil classroom. On occasion, you will be required to complete a pop quiz or written exercise in class. These must be turned in before leaving for the day.

All electronic devices – including laptops - must be put away/silenced during class unless their use is requested by the professor for a class exercise, or their use supports a documented disability.

Attendance & Participation points will be deducted in the following manner:

Attendance & Participation points will be deducted as follows:

Absence 1 No deduction with a timely email (Loss of 1 point without email)

Absence 2 will result in a loss of 1 points

Absence 3 will result in a loss of 2 points

Tardies and early departures will result in a loss of 1 point each time unless excused by Prof. Calbow

Distracted or disrespectful behavior in class will result in a loss of 1 point each time

Poor performance on a class exercise will result in the loss of 1 point each time

A pattern of absences, late arrivals or early departures (more than 3), or a pattern of poor preparation or participation may result in disciplinary action.

B. Group Observation Paper (10 points):

Due: 2/28/19

To test your understanding of basic group concepts, you will observe a group in the community and write a paper about the experience. You may choose to observe either a 12-step group or a task group for this assignment. Guidelines with grading rubric and due date can be found in Canvas.

C. Advocacy in Action Project (20 points)

Proposal Due: 2/14/19

Paper due: 4/25/19

Presentation due: 5/2/19

To continue to expand your understanding and responsibility to social justice and to increase your cause advocacy skills, you will participate in a community event coordinated to advance a cause aligned with the twelve *Social Work Grand Challenges* of your choosing. Guidelines with grading rubric and due date can be found in Canvas.

This project has three parts:

- 1) Proposal (5 points):** Write and submit a proposal identifying a cause and event that you plan to participate in. **Professor Calbow's approval required to move forward with proposal.**
- 2) Paper (10 points):** In a paper, critiques the event and reflect on the experience.
- 3) Presentation (5 points):** Give a brief, professional presentation to the class about the event.

D. Theory Group Project (20 points)**Due: as per syllabus schedule**

To study theory in-depth and practice task group skills, you and your group will develop a creative class presentation about a particular theory and its application to practice. Students will choose from four theories: Family Systems Theory; Cognitive Behavioral Theory; Relational Cultural Theory; and Narrative Theory. Groups will be decided in class. Guidelines with grading rubric and due date can be found in Canvas.

E. Video Role Play Project (15 points)**Due week of: 4/11/19****Paper due 4/11/19**

This assignment is designed to help students improve their interviewing and *intervention* skills, as well as improve their self-awareness and ability to give and receive feedback. Guidelines with grading rubric and due dates can be found in Canvas. This project has two parts:

- 1) **Video & Feedback Participation (5 points):** Pair up with another student to do a role-play or real play. This role play/real play will demonstrate the *work* phase and allow you to practice an intervention. Students will then show a 5-minute clip of the video to a small group from the class, and exchange feedback with members of the group.
- 2) **Paper (10 points):** Students will complete a short (one-page) SOAP note on the “client” and include it with their paper.

F. Final Case Analysis (15 points)**Due: 5/2/19**

To help you consolidate your professional knowledge and skills acquired over the year, and to support the school’s CSWE accreditation process, you will study a fictional case and answer a set of questions about the case. The case and questions will test your competency in the areas of ethics & professionalism, and engagement, assessment, intervention and evaluation of individuals, groups & families. **Case, questions and guidelines will be posted on Canvas the week after Spring Break.**

This table summarizes how you will demonstrate your learning and how each assignment is weighted:

Assignments	Points possible	% of Total Grade
A. Class Attendance and Participation	10	10
B. Group Observation Paper	10	10
C. Advocacy Project	20	20
D. Theory Group Project	30	30
E. Video Role Play Project, Part 2	15	15
F. Final Case Analysis	15	15
Total	100	100

IV. GRADING

The following graduate grading scale will be used to determine your final letter grade for the course.

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-

Students who were admitted to the MSSW program on a conditional basis are not able to take an incomplete for this course if the conditions for admission are still in place.

V. CLASS POLICIES

Social work students must adhere to the Student Standards for Professional Conduct of the UT School of Social Work and the NASW Code of Ethics and assume responsibility for their own conduct.

Find the MSSW Handbook at <http://www.utexas.edu/ssw/current/forms/>

Find the MSSW Graduate Guide to Field at <http://www.utexas.edu/ssw/field/forms/>

A. Professional Conduct in Class: 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. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

B. Student Privacy & Confidentiality: Class discussions or role plays can on occasion bring up strong emotions or raise issues of a personal nature. For student privacy, it is recommended that students not discuss matters of a highly sensitive nature in class. If you need to talk, come see me after class. Your privacy and confidentiality will be protected unless the matter must be reviewed by the School of Social Work or must be reported by law (please refer to the MSSW Handbook and Title IX requirements). I will connect you with resources in the community if your personal needs exceed what can be provided by me or by UT services.

C. Client Privacy & Confidentiality: If class work prompts you to reflect on past or current client contact, and sharing information about that contact is necessary for the learning process, it is your professional obligation to protect the client's privacy and confidentiality as much as possible by sharing judiciously and anonymously (this applies to information shared about staff at your field agency as well).

D. Classroom Civility: A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as 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. Social Work 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.

Personal Pronoun Preference: *Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.*

E. 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 instructor. The instructor 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 can contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

F. Grading Policies

If you are confused by a grade or the feedback you receive on an assignment, please make an appointment to meet with me. I enjoy talking face to face with students about how they can improve and may give some credit back on the assignment. If a student has demonstrated strong class participation and professionalism throughout the semester, I round up any fractional point totals. For instance, a 93.2 (A-) would become a 94 (A).

Assignments are all due to Canvas on Thursdays by 5:00 pm (except presentations and videos due by class time). Assignments turned in after this time on the Thursday due date are considered late. Students will lose 5% of the assignment point value per calendar day that an assignment remains unsubmitted. On subsequent days, papers must be submitted to Canvas by 5:00 pm to avoid the additional 5% penalty. If you anticipate a problem turning in an assignment on time, please contact me in advance of the due date to discuss an adjusted due date and I will consider adjusting the due date depending on your circumstances. **NOTE: You have one free late day per semester to be used at your discretion, but you must indicate in Canvas that you are using your "pass" when you submit the assignment, otherwise the pass will not be applied.**

VI. UNIVERSITY POLICIES

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.

PROFESSIONAL CONDUCT & 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 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. Social Work 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.

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 instructor. The instructor 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 can contact a service provider of their choosing, including the UT Counseling 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 (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) 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.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic 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 scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

USE OF COURSE MATERIALS. The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor 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 includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://diversity.utexas.edu/disability/>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

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 based on gender. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SHSSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX may also be found at <https://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>

CAMPUS CARRY POLICY. The University's policy on concealed firearms may be found here: <https://campuscarry.utexas.edu>. You may also find this information by accessing the Quick Links menu on the school's website.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on education supervision, and is protected by regulations of the Family Educational Rights & 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 procedures for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

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.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership among 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 <http://www.utexas.edu/safety/bcal>.

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 of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered 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 to do so by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

VII. Course Schedule

All readings, assignment guidelines, grading rubrics and other essential information will be on the Canvas website. Check Canvas regularly and use it to ask questions about the course schedule. Changes to the schedule may be made at Professor Calbow’s discretion and as circumstances require. It is your responsibility to note these changes when announced. Professor Calbow will make every effort to announce changes with as much advanced notice as possible. **All assignments are to be turned in by uploading to Canvas.**

WK	DATE	TOPIC	Readings due by class time	All Practice & Field assignments are due Thursdays by 5:00 PM
1	1/24	Syllabus & Assignment Review, Professional Use of Self and Ethics Review	In Class Reading; <i>Dana A. Schneider, D & Grady, M. (2015) Conscious and Unconscious Use of Self: The Evolution of a Process</i>	None

2	1/31	Leadership at the community level - case and cause advocacy Anti-Oppression Social Work Practice Multicultural Therapeutic Practices Social Work Grand Challenges	1. Hardina article 2. Mizrahi article 3. Loeb article 4. Website review: http://grandchallengesforsocialwork.org/grand-challenges-initiative/	Field Log 1
3	2/7	Leading organizational and task groups	1. Hepworth Ch. 16 (intro repost) 2. Davis & Hansen article 3. Lehrer article 4. Zastrow article 5. Running effective meetings	Field Log 2 Process Recording #1
4	2/14	Leading therapeutic groups	1. Toseland & Rivas article 2. Corey, Corey & Corey chapter on Ethical and legal issues in group counseling	(Creative)Field Log 3 *Advocacy Proposal
5	2/21	School Social Work Conference	*NO CLASS MEETING*	<i>*Volunteers check in with primary contact</i>
6	2/28	Making the theory to practice connection: Solution-Focused Theory Motivational Interviewing	1. Walsh chapters 7 & 8 2. Butler article	FREEBIE Field Log Group Observation Paper
7	3/7	Making the theory to practice connection: Attachment Theory	1. Walsh chapters 2 & 5 2. SW Podcast – Interview with Guest Speaker (doula Alexis Edwards)	Field Log 5 Process Recording #2
8	3/14	Making the theory to practice connection: Crisis Intervention Trauma Focused Theory	1. Walsh chapter 13 2. Vonk article	Creative Field Log
9	3/21	SPRING BREAK	*NO CLASS MEETING*	
10	3/28	Cognitive Behavioral Theory STUDENT GROUP	1. Walsh chapters 7 & 8	Field Log 7
11	4/4	Family Systems Theory STUDENT GROUP	1. Walsh chapters 6 & 9	Field Log 8
12	4/11	Video feedback groups	No readings for this week	FREEBIE Field Log Video SOAP note
13	4/18	Relational Cultural Theory STUDENT GROUP	1. Comstock, et al. article 2. Ishizuka & Husain article 3. Snyder article	Field Log 10 Process Recording #3
14	4/25	Narrative Theory STUDENT GROUP	1. Walsh chapter 12	Field Log 11 Advocacy Paper

15	5/2	Advocacy Presentations	No readings for this week Advocacy Presentation due at class time	Creative Field Log Final Case Analysis
16	5/9	Last Class	1. Fortune article on termination	(All remaining field assignments due by 5:00pm on Friday, May 10 th unless otherwise arranged)

VIII. Bibliography

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