

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

Course Number: SW 383 R	Instructor: Joan Asseff, LCSW Clinical Assistant Professor
Unique Number: 61475	Office Number: 3.124C
Semester: Fall 2017	Cell: 512 627-5008
Meeting Time/Place: Wed. 8:30am- 11:30am (Field Seminar 11:30am-12:30pm)	Office Hours: Wed. 12:30 pm – 1:30 pm (or by appointment)
SSW 2.112	
E Mail: jasseff@utexas.edu	

SOCIAL WORK PRACTICE I

I. COURSE DESCRIPTION

This course provides an introduction to social work practice methodology and professional use of self from a generalist perspective for social work practice with diverse individuals, families, groups, organizations and communities in conjunction with field education.

Prerequisites: This course must be taken concurrently with Field Instruction I. It is either taken with or after Basic Dynamics of Organizations and Communities, Basic Dynamics of Individuals and Families and Social Policy I. It is a prerequisite for Social Work Practice II and Field Instruction II.

II. COURSE OBJECTIVES

Upon completion of this course students will be able to:

- A. Identify and begin to apply social work values and principles of ethical decision making as articulated by the NASW Code of Ethics.
- B. Demonstrate an understanding of professional use of self and awareness of personal values in the development and maintenance of purposeful, problem solving relationships with multiple levels of client systems, as well as cooperative and constructive relationships with agency staff, other professionals and community members.

- C. Utilize professional communication skills, supervision and consultation in the effective and ethical provision of services to diverse individuals, families, groups, organizations and communities.
- D. Demonstrate an understanding of the impact of organizational and community context on service delivery through the in depth analysis of the assigned field agency.
- E. Demonstrate knowledge of the historical roots and major developments of the social work profession and its commitment to promote social and economic justice.
- F. Systematically apply a transtheoretical, eco-systems framework to engage client systems in identifying target systems and goals, and in analyzing, implementing and evaluating interventions that enhance client system strengths, capacities, assets and resources in relation to their environment.
- G. Recognize the influence of socioeconomic status, age, developmental level, gender, culture, race, ethnicity, physical status, sexual orientation and spiritual beliefs on assessment, planning, intervention and evaluation at all levels of practice.
- H. Demonstrate familiarity with basic concepts and methodology related to work with small groups in agency, organization and community practice.
- I. Identify the importance of empirically based knowledge to evaluate and improve practice, policy and social service delivery.

III. TEACHING METHODS

This class will be taught using a variety of teaching methods to foster a stimulating, creative and collaborative learning community. Experiential learning that builds upon students' field instruction will be emphasized. Other teaching methods include small group interaction, class discussion, role-play, videotaping, videos, guest speakers, lecture and learning activities in the community. For a meaningful experience in this class, students must actively participate, take risks, stretch their creativity, apply their critical thinking skills and attend class regularly. All students are encouraged to ask questions, raise issues, provide the instructor feedback and meet with the instructor individually as needed to enhance their learning.

Students with disabilities are expected to inform the instructor so appropriate academic accommodations may be planned. Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities in the Office of the Dean of Students at 512 471-6259 (voice) or 512 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

IV. REQUIRED TEXTS AND MATERIALS

Hepworth, D., Rooney, R., Rooney, G. Strom-Gottfried, K. and Larsen, J. (2013). *Direct social work practice and theory: Theory and skills*. (10th ed.) Belmont, CA. Brooks/Cole.

Roberts, A. & Corcoran, K. (2015). *Social worker's desk reference*. New York: Oxford University Press (*required for all students in program).

*The book is not available at the University Co-op bookstore. It is available through Oxford University Press website at a discounted price.

V. COURSE REQUIREMENTS

Students will be required to complete the assignments listed below. Detailed assignment learning objectives and instructions, including expected demonstration of content mastery and skill development will be provided in separate handouts. All assignments will be discussed in detail in class and students are encouraged to meet with the instructor should they have any questions about the assignments. Grading sheets with point allocation will be provided with the assignment guidelines. All assignments will be graded on depth and quality of required content, creativity and critical thinking skills, overall professionalism and quality of writing. Specific point totals for each assignment are indicated below.

ASSIGNMENTS:

SELF-INQUIRY AND ETHICS ASSIGNMENT

To begin the process of self-examination of personal values, students are asked to analyze an area of the NASW Code of Ethics that seems most challenging when compared to personal beliefs. This assignment encourages creativity and critical thinking.

A separate assignment sheet will be provided. **(10 points) Due: 9/21**

COMPREHENSIVE FIELD AGENCY ANALYSIS (AND PRESENTATION) ASSIGNMENT

The agency analysis and presentation are designed to thoroughly acquaint the student and classmates with the student's field placement. An 8-10 page, double spaced paper and oral presentation are required.

Objectives of the Assignment:

- a) Collect data in order to facilitate the interns' orientation and integration into the agency;

- b) Determine the social and economic issues addressed by agency programs;
- c) Assess the agency's accessibility for diverse client populations and overall cultural competence;
- d) Understand the policies that impact agency practice;
- e) Analyze the impact of the community context on the agency service delivery system;
- f) Identify the values and culture of the agency;
- g) Examine strengths and challenges of the agency; and
- h) Deliver an effective pitch for resources for the agency.

Emphasis on grading of the presentation component of this assignment will be on creativity and engagement of the audience.

A separate assignment sheet will be provided. **(20 points)**

Presentation on: 9/28; Paper Due: 10/5

VIDEO ROLE PLAY AND CRITIQUE ASSIGNMENT

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

The goals of this assignment are for students to:

- a) Gather and synthesize relevant data;
- b) Assess a client's present situation;
- c) Demonstrate professional communication skills; and
- d) Practice and receive feedback on relational skills, including the use of verbal and nonverbal social work skills to build rapport and gather relevant information. A separate assignment sheet will be provided. **(20 points)**

Video Review Sessions: Week of 11/2

Reflective Paper Due: 11/16

EVIDENCE BASED PRACTICE ASSIGNMENT

Video role-play review sessions will be held November 2nd in lieu of class. A brief online assignment regarding evidence-based practice will be given to students for completion that week. The assignment will be due on **11/9. (10 points)**

MULTIDIMENSIONAL CASE ASSESSMENT

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

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

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

A separate assignment sheet will be provided. **(25 points) DUE: 12/7 (LAST CLASS)**

A draft of the case assessment is due in class on November 30th. The draft will be used for purposes of discussion with and feedback from peers.

CLASS PARTICIPATION AND PREPAREDNESS

It is important to attend class on time, remain for the entire class, and be actively and meaningfully present for effective learning and demonstration of professional behavior. Because you are graduate level social work students, it is expected that you will be able to participate on a deeper level in class discussions, taking healthy risks to work outside of your comfort zone. In order to receive the highest level of participation points, healthy risk-taking for professional growth must be demonstrated. Participation points will be determined by attendance, level of interest, respect for others' learning needs and contributions to classroom discussions and activities.

Participation points will be deducted per class absence in the following manner:

Absence 1: -0 points

Absence 2: -2 points

Absence 3: -3 points

Unprofessional behavior in class (using electronics, dozing, side chatting or other distracting behavior, etc.): -1 point

Each tardy or early departure (outside of emergency situations): -.5 points

Lack of preparation: -.5 points

Being prepared for class by reading assigned material is part of this professional expectation as well. Up to 15 Participation and Preparedness points will be awarded based on evaluation of preparedness for and engagement in class discussions of assigned reading. **(15 points)**

VI. EVALUATION AND GRADING

Self-Inquiry and Ethics = 10
Agency Analysis and Presentation = 20
Video Role Play = 20
Case Assessment = 25
Evidence Based Assignment = 10
Class Participation and Preparedness = 15

TOTAL = 100

Extra Credit

Students may submit one extra credit assignment in the fall 2017 semester, earning up to four extra points toward the semester's final points total. Extra credit assignments will consist of attendance at and written summary of a university event as specified by the professor. A separate assignment sheet will be provided. **(4 Points) Due:11/30**

The following graduate grading scale will be used to determine the final letter grade for the course. **The student who earns an A for this course is one who, over the course of the semester, consistently submitted excellent work.**

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- (Class failed/no credit)
67.0 to 69.999 D+
64.0 to 66.999 D
60.0 to 63.999 D-
Below 60.0 F

**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.

VII. 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 (found in the MSSW Handbook, see web addresses below) 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/>

Find this syllabus at <http://www.utexas.edu/ssw/eclassroom/> and on Canvas

Professional behavior is expected of all students both in research and in the classroom. Professional behavior in the classroom includes the following:

A. Attendance and Participation: The success of the course is dependent upon students assuming an active role in class discussions. Attendance and participation for the entire three hours of class are expected of all students. Students who fail to attend class on a regular basis (missing more than three classes without a valid excuse, e.g., medical documentation) may be dropped from the course.

B. Managing due dates: Assignments are all due to Canvas on the dates indicated by 5:00 pm. Papers turned in after 5:00 pm are considered late. Students will lose **two points** per calendar day that an assignment is late. On subsequent days, papers must be submitted to Canvas before 5:00 p.m. to avoid an additional two point penalty. Any adjustments in assignments due dates and/or examination **MUST** be discussed with the instructor **PRIOR** to the scheduled due date. **Students have one free late day per semester to be used at their discretion, but must indicate in Canvas that they are choosing to use this “pass” when they submit the assignment.**

C. Respect for Colleagues: Part of professional accountability includes treating others with respect and courtesy. Within the class this entails listening to the opinions and concerns of others with openness, offering suggestions and ideas in a positive and respectful manner, and willingness to promote group cohesiveness in the learning environment. Managing technology (cell phones, laptops) is a significant way to demonstrate respect for colleagues and the learning. Students are expected to limit technological distractions from the class focus. Lack of demonstrated respect for colleagues will lead to loss of participation points.

D. Concerns about grade: Students with concerns or questions about grades are encouraged to discuss these with the instructor. Students with concerns related to equitable distribution of work on a group project should first give the colleague in question a chance to address the concerns. If significant concerns remain, the student(s) is encouraged to approach the instructor during the assignment's development process. The instructor will not consider grade revisions beyond two weeks after the assignment was returned to the student.

E. Papers: Students are expected to produce high quality written work in terms of appearance, style, and content (see individual assignment guidelines in Canvas for details). All papers should use APA guidelines. Papers submitted after the start of class on the due date or subsequent to the due date will be penalized (see above). When using information from other sources to complete a paper, references and the bibliography should conform to current APA style (refer to School of Social Work handout). Instances of plagiarism will be dealt with according to University policy (see below).

F. Feedback: You will have at least two formal opportunities – mid semester and end of semester – to give anonymous feedback about the course, and a number of informal opportunities throughout the semester during class. I encourage you to participate in this process

by giving thoughtful, constructive and specific feedback. Not only is it helpful to the instructor, it helps future students and is a great way to practice giving constructive feedback, a useful skill in direct practice with clients.

G. 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 students need to talk, it is recommended that they speak to the professor. Student 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). The professor can connect students with resources in the community if personal needs exceed what can be provided by the instructor.

H. Client Privacy & Confidentiality: If class work prompts students to reflect on past or current client contact, and sharing information about that contact is necessary for the learning process, students are encouraged to protect the client's privacy and confidentiality by sharing information judiciously and anonymously.

I. Academic Withdrawals: Students who cannot, for any reason, complete the course are advised to withdraw in order to avoid a failing grade (C-or below). The instructor will not withdraw a student unless specifically requested to do so by the University.

VIII. 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 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.

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.

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 CLASS 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 religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

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 to keep the university informed about changes to their 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 <http://www.utexas.edu/its/policies/emailnotify.php>.

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 by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IX. CHANGES TO THE SYLLABUS DISCLAIMER

The instructor reserves the right to modify this syllabus as needed to correct errors and to best meet the learning objectives of the class. Changes will only be made when necessary and if they are made at all, students will be notified promptly.

X. COURSE SCHEDULE

HRRSL=Hepworth, Rooney Direct Social Work Practice Text

SWDR=Social Worker’s Desk Reference Text

CANVAS=Look for additional readings.

Date/Topics	Practice I Readings for Class	Practice I Assignments Due	Field I Requirements
<p>8/31 Class 1</p> <p>Overview of class & syllabus</p> <p>Introduction to SW</p> <p>Universal SW Competencies</p> <p>Generalist Practice and Social Work Definitions and Roles</p>	<p>All readings are to be completed by class time</p> <p>HRRSL: Ch 1 & 2 See Ch summaries in CANVAS.</p>	<p>All Practice I Assignments are due to Canvas by 5:00pm on the date due.</p> <p>Turn in Learning Assessment</p>	<p>All Field I Requirements are due to Canvas by 5:00pm Fridays.</p>
<p>9/7 Class 2</p> <p>Social Work Values and Ethics</p> <p>NASW Code of Ethics</p> <p>Value Conflicts and</p>	<p>HRRSL: Ch 4 SWDR: Ch 18 Ethical Issues in Social Work CANVAS: “Critical Thinking, What is it?”</p>		<p>JOURNAL 1 DUE FRIDAY</p>

<p>Ethical Dilemmas</p> <p>Guidelines for ethical decision making</p> <p>Critical thinking</p>			
<p>9/14 Class 3</p> <p>Overview of the helping process</p> <p>The problem solving process</p> <p>Review of systems and ecological theories</p>	<p>HRRSL: Ch. 3 AND Ch. 13 pgs 369-382.</p> <p>CANVAS: Miley, O’Melia and Dubois, “Human System Perspectives”</p>		<p>JOURNAL 2 DUE FRIDAY</p>
<p>9/21 Class 4</p> <p>Interpersonal Communication</p> <p>Relationship-Building Skills</p> <p>Interviewing Skills</p> <p>Engagement</p>	<p>HRRSL: Ch. 5 and 6</p> <p>CANVAS: Gerdes and Segal, “Importance of Empathy”</p>	<p>SELF INQUIRY AND ETHICS ASSIGNMENT DUE</p>	<p>JOURNAL 3 DUE FRIDAY</p>
<p>9/28 Class 5</p>	<p>Agency Analysis Presentations</p>	<p>AGENCY ANALYSIS PRESENTATIONS DUE</p>	<p>NO JOURNAL DUE THIS WEEK</p>
<p>10/5 Class 6</p> <p>Professional Use of Self</p> <p>Professional Boundaries</p> <p>Beginning Assessment</p>	<p>HRRSL: Ch. 8</p> <p>CANVAS: Reamer, “Boundary Issues in Social Work, Managing Dual Relationships” AND</p>	<p>AGENCY ANALYSIS PAPER DUE</p>	<p>JOURNAL 4 DUE FRIDAY</p>

	Dewane, "Use of Self: A Primer Revisited."		
10/12 Class 7 Assessment Strengths-Based Practice Aspects of diversity in assessment (Socioeconomic status, age, developmental context, gender, race, physical status, sexual orientation and spiritual beliefs).	HRRSL: Ch. 9 CANVAS: Glicken, Using the Strengths Based Perspective Ch. 4 AND Austrian, "Guidelines for Conducting a Biopsychosocial Assessment"		JOURNAL 5 DUE FRIDAY
10/19 Class 8 Assessing for Change Transtheoretical Model Goals, Planning and Contracting	HRRSL: Ch. 13 SWDR: Ch. 71, Garvin, "Developing Goals" CANVAS: Calderwood, "Adapting the Transtheoretical Model of Change to the Bereavement Process"		JOURNAL 6 DUE FRIDAY
10/26 Class 9 Implementing Strategies for Change Case Management Advocacy	HRRSL: Ch. 13 (cont.) SWDR: Ch. 104, Herman, "An Overview of the NASW Standards" CANVAS: McLaughlin, "Clinical Social Workers: Advocates for Social Justice"		JOURNAL 7 DUE FRIDAY

<p>11/2 Class 10</p> <p>Video Reviews – No Class</p> <p>Online Assignment: Evidence Based Practice</p>	<p>SWDR: Ch. 150, Thyer, Evidence-Based Practice, Science, and Social Work”</p> <p>CANVAS: Mudach, “What Good is Soft Evidence?”</p>		<p>JOURNAL 8 DUE FRIDAY</p>
<p>11/9 Class 11</p> <p>Cultural Competence</p> <p>Transference and Countertransference</p> <p>Barriers in Working with Clients</p>	<p>HRRSL: Ch. 18</p> <p>SWDR: Ch. 123, Miller and Garran, “The Legacy of Racism for Social Work . . .”</p> <p>CANVAS: Tervalon and Murray-Garcia, “Cultural Humility versus Cultural Competence”</p>	<p>EVIDENCE BASED ASSIGNMENT DUE</p>	<p>JOURNAL 9 DUE FRIDAY</p>
<p>11/16 Class 12</p> <p>Use of Self in Termination</p> <p>Mindfulness</p> <p>Self-Care</p>	<p>HRRSL: Ch. 19</p> <p>SWDR: Ch. 17, Skinner, “Social Work Practice and Personal Self-Care”</p> <p>CANVAS: Hick, Mildfulness and Social Work . . .”</p> <p>NASW Professional Self Care</p>	<p>VIDEO ROLE PLAY REFLECTIVE CRITIQUE PAPER DUE</p>	<p>NO JOURNAL DUE THIS WEEK</p>
<p>11/30 Class 13</p> <p>Review of Case Assessment Draft</p>		<p>DRAFT OF CASE ASSESSMENT DUE</p> <p>EXTRA CREDIT DUE</p>	<p>JOURNAL 10 DUE FRIDAY</p>
<p>12/7 Class 14</p> <p>Final Class Event</p>		<p>MULTIDIMENSIONAL CASE ASSESSMENT DUE</p>	

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