

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

**SOCIAL WORK PRACTICE WITH INDIVIDUALS AND FAMILIES**

Course Number:	SW 332	Instructor's name:	Jennifer Currin-McCulloch jcurrin-mcculloch@utexas.edu
Unique Number:	61300	Office Number:	SSW 3.104 (Adjunct Faculty Office)
Semester:	Fall 2017	Office Hours:	Tuesdays and Thursdays 10-11 am, by appointment
Class Meeting Time:	Tues & Thurs, 11 am-12:30 pm	Meeting Place:	SSW 2.112

**I. Course Description**

This course builds extensively on content in SW 312 (Social Work Generalist Practice: Knowledge, Values, and Skills). This second course in the practice area focuses on the integration of theory, methods and skills as they apply to practice with individuals and families. The foundation of the course is based on social work values and the ethical decision-making process, as illuminated by the [NASW Code of Ethics](#). This course carries the Ethics and Leadership flag. Ethics and Leadership courses are designed to equip you with skills that are necessary for making ethical decisions in your adult and professional life. You should therefore expect a substantial portion of your grade to come from assignments involving ethical issues and the process of applying ethical reasoning to real-life situations.

This course provides an in-depth examination of the helping process within the context of an ecosystems/developmental framework. This course encompasses engaging clients in an appropriate working relationship, communication skills, identifying issues, problems, needs, resources, and assets, and planning for service delivery. The course is built on the identification, analysis, and implementation of empirically based interventions designed to achieve client goals including problem solving and case management. The development of skills in data collection, assessment, and problem identification is also emphasized. Throughout the course, special attention is given to understanding, affirming, and respecting people from diverse backgrounds, including (but not limited to) groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin.

**II. Course Objectives**

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

1. Demonstrate a generalist knowledge of the relationship between theory and social work practice as it relates to the strengths capacities and resources of individuals and families.
2. Develop generalist social work skills in identifying client issues, problems, needs, resources, and assets in order to help alleviate critical social problems and enhance

human well-being.

3. Develop skills in identifying, analyzing and implementing empirically-based interventions and evaluating program outcomes and practice effectiveness.
4. Develop tools and techniques for understanding, affirming, and respecting people from diverse backgrounds, including (but not limited to) groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin.
5. Demonstrate a knowledge base of social work values and the ethical decision making process, as illuminated by the NASW Code of Ethics.
6. Demonstrate an understanding of the pursuit of social and economic justice including strategies to combat discrimination, oppression, and economic deprivation for individuals and families.

### **III. Teaching Methods**

The primary teaching methods will be lectures, discussion, case studies, and small group exercises. Guest speakers, group presentations, blogs, podcasts, and audio-visual presentations will also be utilized. Students are expected to complete all reading assignments prior to class and be prepared to dive deeper into topics during classroom discussions, activities, and homework assignments.

### **IV. Textbooks and Course Resources**

#### **Required Text**

Hepworth, D. H. Rooney, R. H. Rooney, G. D., & Strom-Gottfried, K. (Eds.). (2017). *Direct social work practice theory and skills* (10<sup>th</sup> Ed.). Boston, MA: Cengage Learning.

#### **Supplemental Resources:**

Holosko, M. J., Dulmus, C. N., & Sowers, K. M. (Eds.). (2013). *Social work practice with individuals and families: Evidence-informed assessments and interventions*. Hoboken, NJ: John Wiley & Sons, Inc.

Singer, J. (2017). The Social Work Podcast. Retrieved from:

<http://socialworkpodcast.blogspot.com/p/site-map.html>

This website provides numerous podcasts with examples of clinical interventions and interviews with social work clinicians and researchers.

Supplemental readings, podcasts, videos and recordings will be posted on the syllabus with links for ease of access.

#### **Use of CANVAS in Class**

In this class the Instructor uses CANVAS, a Web-based course management system with password protected access at <http://courses.utexas.edu>, to distribute course materials, assignments, communicate and collaborate online, and post grades. Students can find technical support for using CANVAS at the ITS Help Desk by calling 512-475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

## **V. Policies Specific to This Course**

### **Professional Conduct:**

Students are expected to behave in a professional manner that mirrors that of a social work clinician. The instructor and students have the ethical responsibility to their colleagues to see that the class environment is maintained as a respectful, collegiate, and confidential setting. Differences in values, opinions, and feelings of class members and guest speakers will be respected. Since classroom sessions are meant to mirror client settings; students will turn cell phones to vibrate and leave their phones in their bags. If you have a personal emergency and need to have your cell phone on your desk, please let the instructor know before class.

### **Attendance:**

Students are expected to attend class sessions promptly and regularly, to complete the assigned readings prior to class, and to participate in an interactive learning dialogue with their fellow students and professor. Attendance will be recorded at the beginning of each class. If you are to be absent, it is expected that you will notify the professor prior to your absence. Failure to regularly attend class and demonstrate comprehension of readings through class discussions and learning reflections will be considered in assigning the final grade. Students are responsible for any material missed due to absences.

### **Assignments and Exams:**

Students are expected to turn in assignments via CANVAS by the due date posted. Students will lose 10% points from the assignment grade for each day that an assignment is late. Assignments will not be accepted if greater than 3 days late. Any adjustments in due dates must be discussed with the instructor at least 48 hours PRIOR to the regularly scheduled due date.

Regardless of the reason, even if excused, students that miss taking an exam on the scheduled date as outlined below in the course schedule will take a make-up exam that may be essay in nature. The make-up exam will be taken at a time and date that is convenient for the instructor.

If students are concerned about their class performance, please schedule a time to meet with the professor during office hours as soon as possible. The professor will work with students to support their learning and discuss opportunities to improve their course grades. **FINAL GRADES ASSIGNED IN THE COURSE ARE NOT NEGOTIABLE.**

### **Scholastic Honesty:**

Social work practitioners have the ethical responsibility to serve their clients and community with honesty and integrity. Therefore, it is expected that students' work will be their own. Scholastic dishonesty, including plagiarism and cheating during examinations, violates social work values and will result in recommendation for dismissal from the social work program and a referral to the Dean of Student's Office (see BSW Handbook).

### **Communication with Students:**

Should any modifications or changes need to be made to the course (e.g., calendar, speakers, assignments), students will be notified in class and/or by CANVAS. Students should check CANVAS regularly for updated class information. If you have questions for about assignments,

please ask the professor during class or send an email to [jcurrin-mcculloch@utexas.edu](mailto:jcurrin-mcculloch@utexas.edu).

## **VI. Course Assignments:**

### **Learning Reflections (15%)**

Students will submit a total of 3 (worth 5 points each) learning reflections over the course of the semester. Students will submit a 500-word (2 pages minimum/ 3 pages maximum) reflection paper (typed, double-spaced, size 12-point font, 1 inch margins) of what they have learned through guest speakers, lectures, readings, blogs and/or podcasts. The reflections should include discussion of 3 different learning sources (e.g. guest speaker, lecture, and podcast). The reflections will be written to inspire critical thinking, integration of learning materials, and reactions to the course materials and to begin the practice of journaling, which will be an integral part of the field practicum course.

### **Mid-Term Exam (15%)**

There will be a mid-term exam. The exam is worth 15% of the total course grade. There will be an in-class review session prior to the exam. The exam will be based on reading materials, lectures, guest speakers, videos, and experiential exercises. The exam questions will be multiple choice and short answer format.

### **Class Participation and Attendance (10%)**

Students are expected to come to class prepared having completed the readings and being ready to participate in a respectful and engaging dialogue with their colleagues and professor. Students will be allowed 1 unexcused absence. Attendance will be recorded at the beginning of each class. If you know you will be absent, it is expected that you will notify the professor prior to your absence. Your participation grade will be based on attendance as well as your level of participation and demonstrated understanding of readings. Students are responsible for any material missed due to absences.

### **Paired Role Plays/Client Assessment (20%)**

This assignment, designed to help you improve your individual interviewing and assessment skills, includes two components: a digitally-recorded role-play and a written client assessment.

#### **Part 1. Digitally-recorded role-play**

This assignment will give students an additional opportunity to play the role of a social worker conducting an assessment interview. Students must digitally-record the interviews. Each interview should last 20 minutes total. These recordings may be used in the future for teaching purposes. Thus, please refrain from self-disclosures that could put anyone at risk in any way.

Students can use their own recording equipment (smartphone, mp3 player etc.), as long as the recording is uploaded to YOUTUBE so that the class can access the URL.

A.) Students will sign-up in class to present 5 minutes of their video to the class with roughly 5 minutes of feedback afterwards from their colleagues and the Professor. From the 20-minute interview, please pick 5 minutes from which you would like constructive feedback to further your training. NOTE: Ideally choose a period of time that you had trouble/got stuck, etc. This will provide you (and your colleagues) more information on how to improve than by showing us your “best” 5 minutes.

B.) The Professor will also review all digital recordings in their entirety and will provide feedback via Canvas. As always, students can also meet with me during office hours to go over their videos for additional feedback or clarification. You can also meet before your video recording for ideas, feedback on topics, etc.

## **Part 2. Client Assessment & Treatment Plan**

Each student will be required to write-up their own assessment of the client from the digitally recorded role-play. Papers should be 750-1000 words (3-4-pages, typed, double-spaced, 12-point Times New Roman font), cover page should only have name and title. The Professor will provide specific guidelines for this assignment during the class; please review them carefully (i.e. the handout provided early in the semester). Please organize your assessment using headings that follow the template distributed in class. Your assessment should only include information gathered from your client during your role-play video. It is the student’s responsibility to ask the Professor questions to clarify requirements of the projects/papers assigned.

### **Social Worker Speaker/Interview Assignment (15%)**

Students will have the opportunity to learn from social workers who have generously volunteered their time to come speak with us in class. For this assignment, students will interview a licensed social worker in person at his/her place of employment. The interview should focus on the social worker’s job duties and agency. *Prior to the interview, students should email the professor with the date of their scheduled interview, the name of the social worker, and their agency.* This paper should be 750 words in length (3 pages minimum/ 4 maximum), typed, double-spaced, 1 inch margins, size 12-point font and should include the following:

- Name of the agency, population served, mission of the agency
- Name of the social worker and their role within the agency
- Highlights from the social worker’s career trajectory (e.g. career milestones, shifts in practice)
- Social worker’s job duties and responsibilities
- Major challenges experienced by the social worker in practice
- Strengths utilized by the social worker for successful engagement with clients and colleagues
- Training required for the position and opportunities for continuing education in the field
- The social worker’s perception of the most challenging and most rewarding parts of their job
- Their self-care practices
- Your reactions and observations about the information shared and how this presentation/interview impacted your thoughts and knowledge about the social work profession (lessons learned, how it may have impacted your goals, how it may have inspired you)

### **Journal Article Paper (20%)**

Students will read *two* recently published peer-reviewed journal articles relevant to psychosocial intervention and/or assessment with individuals and families that focuses on their population of interest. Students may find journal articles through the UT library databases (e.g., PsycInfo, PubMed). Students can search for relevant literature by age group (e.g. children, adolescents, families, elderly) and type of intervention (e.g. cognitive behavioral therapy, solution focused therapy). Students will submit a copy of the articles with their reflection paper. The papers will include critique of the articles, discussion of the contribution of the articles to the field, and how the articles have enhanced what they have learned in the course (1,000 words, 4 pages minimum/ 5 pages maximum, typed, double-spaced, 1 inch margins, 12-point font, APA style).

### **Self-Care Project (5%)**

Over the course of the semester, students will cultivate a self-care practice. They are encouraged to come up with a regular practice that supports their own mental health and their ability to best care for their clients. At the end of the first month of the class, the professor will ask students to provide a paragraph describing their self-care practice and will touch-base throughout the semester to assess the effectiveness of student's self-care practices. On the last day of class, students will have two minutes to visually display their self-care practice. You can use photos, slide show, YouTube, art work, music, poetry, or a creative use of expression suitable for classroom presentation.

### **Extra Credit Opportunities**

Students may volunteer at a local community or campus event (e.g. St. Jude Austin Walk, Longhorn Halloween, Hospice Austin) and write a brief reflection (2 pages, double-spaced) describing their experience and what they have learned. Volunteer opportunities can be found through University postings (<http://www.events.utexas.edu>), database searches ([www.volunteermatch.org](http://www.volunteermatch.org)), and word-of-mouth. The professor can also provide ideas for volunteer opportunities. Extra credit reflections can be submitted to the professor at any time throughout the semester prior Thanksgiving break. Students may earn up to 3 extra points added to their final grade.

## **VII. Course Grading Criteria**

Grades will be posted on CANVAS. Students can track their progress throughout the course.

<u>Course Requirement</u>	<u>% of Grade</u>
Mid-Term Exam	15%
Social Worker Interview Assignment	15%
Paired Role Plays/Client Assessment	20%
Journal Articles Reflection Paper	20%
Learning Reflections	15%
Self-care Project	5%
Class Participation	10%

## **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 AND 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 also 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 professor. The professor 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 may contact a service provider of their choosing, including the UT Counseling Center at [512-471-3515](tel: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 course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor 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 sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to 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). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. 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, examination, work assignment, or 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 SSW, 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 <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.



**CAMPUS CARRY POLICY.** The University’s policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may 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 educational supervision and is protected by regulations of the Family Educational Rights and 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 procedure 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 <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 between 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](tel: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 in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering 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.

#### **GRADING SCALE**

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-
Below 60.0	F

## **XIX: Course Schedule**

This schedule is intended only as a guide. Guest speakers are subject to change due to scheduling availability.

Date	Description	Assignment/Readings Due
August 31, 2017 Class 1	<b>Welcome &amp; Introductions</b>	Review the course syllabus and ponder an area of social work you would like to understand better over the course of the semester.
September 5, 2017 Class 2	<b>Direct Social Work Practice</b>	Readings: Hepworth et al.  Chapters 1-3
September 7, 2017 Class 3	<b>Social Work Values and Ethics</b>	Readings: Hepworth et al.  Chapter 4: Operationalizing the Cardinal Social Work Values
September 12, 2017 Class 4	<b>Honing Your Empathic Presence</b>	Readings: Hepworth et al.  Chapter 5: Building Blocks of Communications: Conveying Empathy and Authenticity  Pages 91-116  <b>LEARNING REFLECTION 1 DUE</b>
September 14, 2017 Class 5	<b>Developing an Inclusive Social Work Practice</b>	Readings: Hepworth et al.  Chapter 5: Building Blocks of Communications: Conveying Empathy and Authenticity  Pages 117-135
September 19, 2017 Class 6	<b>Building Rapport with Clients</b>	Readings: Hepworth et al.  Chapter 6: Verbal Focusing, Exploring, and Focusing Skills

September 21, 2017 Class 7	<b>Lessons Learned</b>	Readings: Hepworth et al.  Chapter 7: Eliminating Counterproductive Communication Patterns  <b>SUBMIT CONTACT INFORMATION FOR YOUR SOCIAL WORK INTERVIEW</b>
September 26, 2017 Class 8	<b>Discovering and Fostering Strengths in Children and Their Families</b>	Readings: Hepworth et al.  Chapter 8: Assessment: Understanding Problems and Strengths
September 28, 2017 Class 9	<b>Conducting a Biopsychospiritual Assessment in Healthcare Settings</b>	Readings: Hepworth et al.  Chapter 9: Assessment: Intrapersonal, Interpersonal, Environmental Factors  <b>LEARNING REFLECTION 2 DUE</b>
October 3, 2017 Class 10	<b>The Family Systems Framework</b>	Readings: Hepworth et al.  Chapter 10: Assessing Family Functioning in Diverse Family and Cultural Contexts

<p>October 5, 2017</p> <p>Class 11</p>	<p><b>Teen Suicide Assessment and Interventions</b></p> <p>Guest Speaker: Hannah Szlyk, LCSW</p>	<p>Readings:</p> <p>Suicide among American Indians Nearly Double National Rate  <a href="http://www.pbs.org/newshour/rundown/suicide-rate-among-young-american-indians-nearly-double-national-average/">http://www.pbs.org/newshour/rundown/suicide-rate-among-young-american-indians-nearly-double-national-average/</a></p> <p>Legalizing Same-Sex Marriage Was Associated with Fewer Youth Suicide Attempts, New Study Finds  <a href="https://www.washingtonpost.com/news/morning-mix/wp/2017/02/21/legalizing-same-sex-marriage-was-associated-with-fewer-youth-suicide-attempts-new-study-found/?utm_term=.d4fa52455550">https://www.washingtonpost.com/news/morning-mix/wp/2017/02/21/legalizing-same-sex-marriage-was-associated-with-fewer-youth-suicide-attempts-new-study-found/?utm_term=.d4fa52455550</a></p>
<p>October 10, 2017</p> <p>Class 12</p>	<p><b>Goal Development with Minors</b></p>	<p>Readings: Hepworth et al.</p> <p>Chapter 12: Developing Goals and Contracts</p> <p><b>SOCIAL WORK INTERVIEW PAPER DUE</b></p>
<p>October 12, 2017</p> <p>Class 13</p>	<p><b>Adolescents and Young Adults: Social Identity Development</b></p>	<p>Readings:</p> <p>Why Social Media Isn't Always Very Social  <a href="http://www.npr.org/2017/05/02/526514168/why-social-media-isnt-always-very-social">http://www.npr.org/2017/05/02/526514168/why-social-media-isnt-always-very-social</a></p> <p>(see the blue play button on the left by the article title if you want to listen instead of reading)</p>
<p>October 17, 2017</p> <p>Class 14</p>	<p><b>Mid Term Review</b></p>	<p>Please prepare questions you may have regarding the mid-term exam.</p>
<p>October 19, 2017</p> <p>Class 15</p>	<p><b>MID-TERM EXAM</b></p>	

<p>October 24, 2017 Class 16</p>	<p><b>Couples Counseling in the Military:</b></p> <p>Guest Speaker: Major Peter Dell, LCSW</p>	<p>Readings: Monson, C. M., Taft, C. T., &amp; Fredman (2009). Military-related PTSD and intimate relationships: From description to theory-driven research and intervention development. <i>Clinical Psychology Review</i>, 29(8), 707-714.</p> <p><a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2783889/pdf/nihms145157.pdf">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2783889/pdf/nihms145157.pdf</a></p>
<p>October 26, 2017 Class 17</p>	<p><b>Counseling Interventions for LGBTQ Individuals, Couples and Families</b></p>	<p>Readings: Hepworth et al.</p> <p>Chapter 15: Enhancing Family Functioning and Relationships</p>
<p>October 31, 2017 Class 18</p>	<p><b>The Crisis Intervention Model: Lessons Learned from Hurricane Katrina</b></p>	<p>Readings: Hepworth et al.</p> <p>Chapter 13: Planning and Implementing Change-Oriented Strategies Pages: 363-391</p> <p><b>LEARNING REFLECTION PAPER 3 DUE</b></p>
<p>November 2, 2017 Class 19</p>	<p><b>Solution-Focused Brief Therapy: Intimate Partner Violence</b></p>	<p>Readings: Hepworth et al.</p> <p>Chapter 13: Planning and Implementing Change-Oriented Strategies Pages 391-420</p>
<p>November 7, 2017 Class 20</p>	<p><b>Fostering a Healing Community: Supporting Caregivers</b></p>	<p>Readings: Hepworth et al.</p> <p>Chapter 14: Developing Resources, Advocacy, and Organizing as Intervention Strategies</p>
<p>November 9, 2017 Class 21</p>	<p><b>Health Counseling Interventions: Therapeutic Yoga Groups for</b></p>	<p>Readings: Please read the following article and browse these websites about</p>

	<b>Cancer Survivors</b>	<p>integrative therapies and cancer to prepare for our guest speaker.</p> <p>Campo, R. A., Bluth, K., Santacroce, S. J., Knapik, S., Tan, J., Gold, S., . . . Asher, G. N. (2017). A mindful self-compassion videoconference intervention for nationally recruited posttreatment young adult cancer survivors: Feasibility, acceptability, and psychosocial outcomes. <i>Supportive Care in Cancer</i>, 25(6), 1759. doi:10.1007/s00520-017-3586-y</p> <p>Found at:  <a href="https://link-springer-com.ezproxy.lib.utexas.edu/content/pdf/10.1007%2Fs00520-017-3586-y.pdf">https://link-springer-com.ezproxy.lib.utexas.edu/content/pdf/10.1007%2Fs00520-017-3586-y.pdf</a></p> <p><a href="https://www.mskcc.org/cancer-care/diagnosis-treatment/symptom-management/integrative-medicine">https://www.mskcc.org/cancer-care/diagnosis-treatment/symptom-management/integrative-medicine</a></p> <p><a href="https://www.mdanderson.org/patients-family/diagnosis-treatment/care-centers-clinics/integrative-medicine-center.html">https://www.mdanderson.org/patients-family/diagnosis-treatment/care-centers-clinics/integrative-medicine-center.html</a></p>
November 14, 2017 Class 22	<b>Additive Empathy and Confrontation with Older Adults</b>	<p>Readings: Hepworth et al.</p> <p>Chapter 17: Additive Empathy, Interpretation and Confrontations</p>
November 16, 2017 Class 23	<b>Motivational Interviewing and Addiction Care</b>	<p>Readings: Hepworth et al.</p> <p>Chapter 18: Managing Barriers to Change</p>
November 21, 2017 Class 24	<b>Discovering Existential Purpose: Meaning-Centered Psychotherapy and Dignity Therapy at the end-of-life</b>	<p>Please review the following YouTube Videos about Dignity Therapy:</p> <p>An introduction to dignity therapy from an oncology nurse practitioner  <a href="https://www.youtube.com/watch?v=fRIAxdbH4fc">https://www.youtube.com/watch?v=fRIAxdbH4fc</a></p>



		An interview with a hospice patient about her experience participating in dignity therapy  <a href="https://www.youtube.com/watch?v=fRIAxdbH4fc">https://www.youtube.com/watch?v=fRIAxdbH4fc</a>
November 23, 2017	<b>Thanksgiving Holiday</b>	Enjoy your break.
November 28, 2017 Class 25	<b>Student Role Play Presentations</b>	<b>WRITTEN CLIENT ASSESSMENT DUE</b>
November 30, 2017 Class 26	<b>Student Role Play Presentations</b>	
December 5, 2017 Class 27	<b>Student Role Play Presentations</b>	<b>JOURNAL ARTICLE PAPER DUE (You can always turn in earlier if you would like)</b>
December 7, 2017 Class 28	<b>Ending from the Beginning: Preparing for Client Termination</b>	Readings: Hepworth et al.  Chapter 19: Termination Phase
December 12, 2017  LAST DAY OF CLASS!	<b>Presentation of Self-Care Project</b>	<b>PRESENTATIONS OF SELF CARE-PROJECTS</b>