

# THE UNIVERSITY OF TEXAS SCHOOL OF SOCIAL WORK

<b>Course Number:</b>	<b>SW 383T</b>	<b>Instructor:</b> Cossy Hough, LCSW <b>cossyhough@austin.utexas.edu</b>
<b>Unique Number:</b>	<b>61830</b>	<b>Office:</b> 3.124G
<b>Semester:</b>	<b>Spring 2015</b>	<b>Office Phone:</b> 471-8226 <b>Cell phone for urgent matters:</b> 659-2086
<b>Meeting Time/Place:</b>	<b>Thursdays 8:30am-11:30am Room 2.122</b>	<b>Office Hours:</b> Thursdays 1:00pm-2:00pm <b>Other times by appt.</b>

## **SW: Social Work Practice II**

### **I. STANDARDIZED COURSE DESCRIPTION**

This course builds upon 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.

### **II. STANDARDIZATION OF COURSE OBJECTIVES**

Standardized Course Objectives: Upon completion of this course, students will be able to:

1. Critically analyze professional values, ethical dilemmas and ethical decision making and their impact on service delivery, policy and practice; **(PB 4, 9, 10)**
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; **(PB 31, 35, 37)**
3. Apply beginning practice skills in the development, leadership and evaluation of small groups in agency, organization and community settings; **(PB 29, 31, 35, 36, 40)**
4. Identify aspects of human diversity within and between groups and the implications for this diversity in assessment, planning, intervention and evaluation; **(PB 1, 29, 35, 36, 39)**
5. Demonstrate knowledge of leadership and advocacy skills, conflict management and interprofessional collaboration at all levels of social work practice to promote social and economic justice; **(PB 29, 35, 36, 37, 39)**
6. Apply a beginning level of skill in utilizing empirical knowledge to evaluate theoretical frameworks, intervention plans and practice effectiveness; **(PB 35, 36, 37)**

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. **(PB 1, 4)**

The 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, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your Student Handbook.

### **EP2.1.1 Identify as a professional social worker and conduct oneself accordingly.**

Social workers serve as representatives of the profession, its mission and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

#### **PB1 Advocate for client access to the services of social work**

Objectives 4, 7

Assignments: Participation in Community Event, Reflective Paper and Persuasive Presentation

#### **PB4 Demonstrate professional demeanor in behavior, appearance, and communication**

Objectives 1, 7

Assignments: Video Role Play and Critique  
Social Work Theory Application

### **EP2.1.2 Apply social work ethical principles to guide professional practice.**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards and relevant law.

#### **PB9 Tolerate ambiguity in resolving ethical conflicts**

Objectives 1

Assignments: Ethics Assignment  
Theory Take-Home Paper

#### **PB10 Apply strategies of ethical reasoning to arrive at principled decisions**

Objectives 1

Assignments: Participation in Community Event, Reflective Paper and Persuasive Presentation  
Ethics Assignment

### **EP2.1.10a Engagement**

#### **PB29 Substantively and affectively prepare for action with individuals, families, groups, organizations and communities**

Objectives 3, 4, 5

Assignments: Participation in Community Event, Reflective Paper and Persuasive Presentation  
Social Work Theory Application and Intervention Plan

**PB31** Develop a mutually agreed-on focus of work and desired outcomes

Objectives 2, 3

Assignments: Social Work Theory Application and Intervention Plan  
Theory Take-Home Paper

### **EP2.1.10b Assessment**

**PB35** Select appropriate intervention strategies

Objectives 2, 3, 4, 5, 6

Assignments: Social Work Theory Application and Intervention Plan  
Video Role Play and Critique  
Theory Take-Home Paper

### **EP2.1.10c Intervention**

**PB36** Initiate actions to achieve organizational goals

Objectives 3, 4, 5, 6

Assignments: Video Role Play and Critique

**PB37** Implement prevention intervention that enhances client capacities

Objectives 2, 5, 6

Assignments: Video Role Play and Critique  
Theory Take-Home Paper

**PB39** Negotiate, mediate, and advocate for clients

Objectives 4, 5

Assignments: Participation in Community Event, Reflective Paper and Persuasive Presentation

**PB40** Facilitate transitions and endings

Objective 3

Assignments: Video Role Play and Critique

## **III. TEACHING METHODS**

This class will be taught using a variety of methods with an emphasis on experiential learning via an active learning-centered model. Teaching methods might include role-plays and simulations, case examples, student presentations, videos, class discussions, small group interactions, collegial consultation, lectures and guest lectures. The assignments will provide the opportunity for "learning by doing" in role-play, small groups, and individual and group projects. To achieve success in learning in this course, students must be willing to participate, take appropriate personal risks, utilize their creativity, and attend class. Students are encouraged to ask questions as well as provide the professor with information and feedback.

#### IV. REQUIRED TEXT AND MATERIALS

Walsh, J. (2014). Theories for Direct Social Work Practice (3<sup>rd</sup> edition). Cengage Learning

*Readings will also be assigned from required texts from Practice I, Fall 2014:*

Hepworth, D., Rooney, R., Rooney, G., Strom-Gottfried, K., & Larson, J. (2013). Direct social work practice: Theories and skills. (9th ed.). Brooks/Cole, Cengage Learning.

Roberts, A. (2009). Social workers' desk reference. (2nd ed.). Oxford University Press.

Additional required readings will be available on the course Canvas website.

#### V. COURSE REQUIREMENTS

All students are required to complete all assignments as outlined below. The professor will provide detailed written information for each assignment.

Ethics Assignment	30 pts
Assignment for 2/26 Class	20 pts
Participation in Community Event, Reflective Paper and Persuasive Presentation	80 pts
Social Work Theory Application and Intervention Plan	100 pts
Video Role Play and Critique	50 pts
Theory Take-Home Paper	80 pts
Class Participation and Preparedness	40 pts
<b>Total</b>	<b>= 400 pts</b>

#### Ethics Assignment

This semester you will be required to identify an ethical dilemma and make a decision regarding the dilemma using the decision making steps identified by Frederic Reamer.

The objectives for this assignment are for you:

1. To gain experience in identifying an ethical dilemma in a practice setting.
2. To gain experience in using Reamers' decision-making steps in making a decision regarding an ethical dilemma.
3. To use critical thinking skills when processing an ethical dilemma.

A separate assignment sheet will be provided. **Due Date: February 19, 2015 (30 pts)**

#### Assignment for February 26, 2015 Class

In lieu of class on February 26, 2015, you may either attend at least four hours of the School Social Work Conference or complete four of the Texas Health Steps Online Training Modules.

With either option, a two page, double-spaced paper regarding the learning experience must also be completed.

A separate assignment sheet will be provided. **Due Date: March 5, 2015 (20 pts)**

## **Participation in Community Event, Reflective Paper and Persuasive Presentation**

This semester you will be required to attend and participate in one community event to advocate for an issue about which you feel strongly. The objectives for this assignment are:

1. To better understand the needs of agencies in the Austin community and the clients that they serve.
2. To analyze an agency's efforts in coordinating an event to address a particular client or agency-based need.
3. To promote the professional obligation of social workers to maintain an active role in advocacy, community organizing, and engagement.
4. To reflect upon how the community event impacted you personally and what possibilities you see for your involvement with community activities in the future.

You will participate in the event and write a reflective paper about your experience. You will also be required to make a persuasive presentation regarding a social/policy issue related to your community event.

Your plan for the community event will be due **February 19, 2015**. The final due date for the reflective paper is **April 23, 2015** but you are encouraged to submit the paper as soon after your participation in the community event as possible. The paper should be 5-7 double-spaced pages in length. Persuasive presentations will also occur on **April 23, 2015**.

A separate assignment sheet will be provided. **Due Date: April 23, 2015 (80 pts)**

## **Video Role Play and Critique**

For this assignment, you will need to choose a partner (a member of the cohort) and schedule time to videotape a client session for approximately 30 minutes. Your "client" will need to come up with a problem or reason that he/she has been seeking the services of a social worker. The session will reflect that you have seen your client before and that you are in the **middle phase** of your work together. Talk with your partner in advance about the "problem" he or she has brought to you so that you are familiar with it and do not use session time for intake types of issues.

The objectives for this assignment are:

1. To demonstrate an **increased level of relational skills** (empathic responses, reflection, active listening, questioning technique, therapeutic confrontation, compassion, etc.);
2. To analyze the communication style between the worker and the client highlighting areas of growth and recognizing the use of strengths-based language throughout the session;

3. To continue the practice of giving and receiving constructive feedback from peers and supervisors.

You will review approximately 5-7 minutes of your videotaped session with your professor and 2-3 of your peers the week of March 9, 2015. The written three-page critique of the session is due at the time of your video review. *In lieu of your third process recording for Field Seminar, you may choose to have your field instructor review your video and complete a review sheet (see assignment sheet). The review sheet will be due May 7, 2015.*

A separate assignment sheet will be provided.

### **Written Critique Due Date: At the Time of Your Video Review (50 pts)**

## **Social Work Theory Application and Intervention Plan**

To further your understanding of practice theory, you will be assigned a demonstration of a theory in class. A case will be provided to each of four theory application task groups. Each task group's assignment is to prepare an analysis of the case situation and design case-related interventions using your group's selected theory. You will present your group's research, analysis, and intervention to the class on April 30, 2015.

The objectives of this assignment are:

1. To demonstrate an understanding of a practice theory discussed in Practice II
2. To apply the assigned theory to a client population using role play
3. To share understanding of theory application with others in the class

A separate assignment sheet will be provided. **Due Date: April 30, 2015 (100 pts)**

## **Theory Take-Home Paper**

A take-home paper regarding theory will be due on May 7, 2015. The assigned essay questions will assess your understanding of the theories discussed in class. Class materials and readings must be used in this paper.

The objectives for this assignment are:

1. To demonstrate knowledge of the theories discussed in Practice II
2. To outline use of theories in social work practice
3. To examine the theory concepts in relationship to the NASW Code of Ethics
4. To discuss how use of theory and professional use of self intersect

A separate assignment sheet will be provided. **Due Date: May 7, 2015 (80 pts)**

## **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: Zero points deducted**

**Absence 2: Six points deducted**

**Absence 3: Six points deducted**

Being prepared for class by reading assigned material is part of this professional expectation as well. Up to 20 preparedness points will be awarded based on evaluation of in-class writing prompts based on reading assignments.

This semester you will earn up to 10 participation points by attending one session of an open, community-based support meeting. You may choose the meeting you want to attend while fulfilling these requirements: (1) Push yourself outside of your comfort zone; and (2) Select a meeting that you have not attended before. You will complete a 1-2 page reflection to record your attendance, indicate how you stretched yourself, and what your experience taught you. Attendance at the group meeting and your paper must be completed by March 12, 2015 to receive credit.

**(40 points)**

## **VI. Grades**

400-375 = A

374-360 = A-

359-349 = B+

348-336 = B

335-320 = B-

319-310 = C+

309-296 = C

295-280 = C- (class failed, no credit)

279-270 = D+

269-256 = D

255-240 = D-

240-0 = F

## **VII. CLASS 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.

### **Maintaining Confidentiality**

Information shared in class about agencies and clients is considered confidential according to the NASW Code of Ethics re: the sharing of information for educational purposes. However, discussion outside of class with individuals outside of the course regarding information shared in class about clients, supervisors or agencies is a breach of confidentiality. Breach of confidentiality is grounds for disciplinary action within the School and/or possible expulsion from the program.

### **Professional Accountability/Conduct in Class**

The professor expects students to act like 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 sometimes we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

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 being willing to promote group cohesiveness in the learning environment.

In the Practice II and Field II courses, the student is expected to bring any concerns directly to the professor on an individual basis, if the issue is not appropriate to be discussed in class. Students should be prepared to discuss the concern openly, demonstrate willingness to accept feedback, and offer possible solutions.

### **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 [www.utexas.edu/student/cmhc/](http://www.utexas.edu/student/cmhc/).

### **Use of Computers/Cell Phones in the Classroom**

Practice II is a practice course, and class participation is essential. Laptop computers will not be



allowed for note-taking in the classroom.

Cell phones should be turned off when class begins and remain off throughout the duration of the class. Text-messaging is not allowed during class time without special circumstances about which the professor has been made aware. These are issues of professionalism and will incur disciplinary action if necessary.

### **Time Management**

Assignments are due by 5:00 p.m. on the day of class through Blackboard or hard copy format. Papers turned in after 5:00 pm on the day of class are considered late. Students will lose 5 points per calendar day that an assignment is late. Students will not lose 5 points for one assignment turned in one day late during the semester. On subsequent days, assignments must be submitted before 5:00 p.m. to avoid an additional 5 point deduction. Late papers may be accepted via email with permission of the professor. The student is responsible for emailing the professor to indicate that the assignment has been submitted.

### **Attendance**

Attendance and participation for the full three hours of class and the additional hour of field seminar is expected for all students. After two absences, the student will be asked to arrange for an office visit with the professor to discuss the attendance policy.

Three or more absences may result in the student being dropped from Practice II and Field II. A student is considered late when arriving to class after 8:40am. Two late arrivals will count as one class absence.

Classroom exercises, discussions, role-plays, guest speakers and other class experiential exercises are essential for the students' professional learning and continued development of self-awareness. This form of learning cannot be "made up" once missed. Students will be expected to contact their peers to secure any missed notes or handouts. The student may schedule an office visit with the professor if they wish to discuss missed classroom material in more detail.

As in any professional situation, students are expected to notify the instructor prior to class by email or cell phone if they will be late or cannot attend class due to an illness or emergency.

### **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.

### **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://www.utexas.edu/depts/dos/sjs/>).

## **APA Guidelines and Crediting Sources**

When using information from other sources, references and bibliography should conform to current APA style. Instances of plagiarism will be dealt with according to University policy.

## **Writing Assignments**

Students are expected to produce high quality written work in terms of clarity, appearance, writing style, and content. Points will be deducted for errors, misspellings, incorrect grammar and punctuation, poor organization, insufficient information, and inferior word processing. Students are strongly encouraged to consult with the SSW Writing consultant, who can be reached at [dinittowritingconsultant@gmail.com](mailto:dinittowritingconsultant@gmail.com).

## **Concerns about Grades**

Students with concerns or questions about grades are invited to discuss these with the professor. The professor cannot consider grade revisions beyond two weeks after the assignment is returned to the student.

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. Discussing the problem with your peer first is requested, using skillful and direct communication provided in a way that can be heard. If significant concerns remain, the student(s) is/are encouraged to approach the professor during the assignment's completion process, **before** the assignment is due.

## **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://www.utexas.edu/diversity/ddce/ssd/>.

## **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>.

Email will be a frequently used mode of communication between the professor and students. All students are responsible for checking their email on a regular basis for class updates. Students are also responsible for alerting the instructor about any changes to their email addresses. Students can use email to ask the instructor questions between class meetings. However, a student will be expected to use sound professional judgment when deciding what is appropriate to discuss in email as opposed to scheduling an office appointment or visiting the professor during office hours.

## **Use of Canvas in Class**

In this class the professor uses Canvas—a Web-based course management system with password-protected access at <http://canvas.utexas.edu> to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online quizzes and surveys. Students can find support in using Canvas at the ITS Help Desk. For more information go to <http://www.utexas.edu/its/helpdesk/>

### **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.

### **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 concerned about the well-being of a UT student or employee who may be 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're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

## VIII. COURSE SCHEDULE

Date	Topic	Assignment Due	Readings
1/22	<b>Class Orientation Ethical Decision Making Leadership</b>		<b>Reamer</b> , Ethical Issues in Social Work, SWDR, 115-120 <b>Reamer</b> , Social Work in a Digital Age
1/29	<b>Advanced Interviewing Groups</b>		<b>Hepworth</b> , Chapter 17
2/5	<b>Groups</b>		<b>Hepworth</b> , Chapter 16
2/12	<b>Groups</b>		<b>Corey, Corey, and Corey</b> , Chapter 4 <b>Ephross and Greif</b> , Group Process and Group Work Techniques, SWDR, Chapter 679-685
2/19	<b>Introduction to Theory and Practice  Attachment</b>	<i>Ethics Assignment</i>  <i>Plan for Community Event</i>	<b>Walsh</b> , Theories for Clinical Social Work Practice Podcast: <a href="http://socialworkpodcast.com/2009/08/theories-for-clinical-social-work.html">http://socialworkpodcast.com/2009/08/theories-for-clinical-social-work.html</a> <b>Walsh</b> , Chapter 1

			<b>Stalker and Hazelton,</b> Attachment
2/26	<b>No Class</b>	<i>School Social Work Conference or Outside Assignment</i>	
3/5	<b>Crisis Intervention  Solution Focused Therapy</b>	<i>Papers from 2/26 Assignment</i>	<b>Eaton &amp; Roberts,</b> Front Line Crisis Intervention, SWDR, 207-215  Walsh, Chapters 10 and 13  <b>Ligon,</b> Fundamentals of Brief Treatment, SWDR, 215-220
3/12	<b>No class, video reviews</b>	<i>Video Review Sessions This Week, Critique Due</i>	
3/19	<b>Spring Break/No Class</b>		
3/26	<b>Existential Theory</b>	<i>Writing Prompt</i>	<b>Coady and Lehman,</b> Chapter 13  <b>Furman,</b> Poetry Therapy and Existential Practice
4/2	<b>Structural Family Theory</b>	<i>Writing Prompt</i>	<b>Walsh,</b> Chapter 9  <b>Aponte,</b> SWDR, pp 442- 446
4/9	<b>Feminist/ Relational-Cultural Theory</b>	<i>Writing Prompt</i>	<b>Harling and Sparks,</b> Relational-Cultural Practice etc.....  <b>Comstock, Hammer,</b> etc...Relational-Cultural Theory etc.....  <b>Laird,</b> Family Centered Practice, Feminist, Constructionist, and Cultural Perspectives

4/16	<b>Narrative Theory</b>	<i>Writing Prompt</i>	<b>Walsh</b> , Chapter 12 <b>Combs and Freedman</b> , Narrative, Poststructuralism.....
4/23	<b>Leadership</b> <b>Community Event</b> <b>Persuasive Presentations</b>	<i>Reflective Paper for</i> <i>Community Event</i>	<b>Mizrahi</b> , SWDR, pp 872- 881 <b>Loeb</b> , We Don't Have to Be Saints
4/30	<b>Social Work Theory</b> <b>Application and</b> <b>Intervention Plans</b>	<i>Social Work Theory</i> <i>Application and</i> <i>Intervention Plans</i>	
5/7	<b>Last Class</b>	<i>Theory Take Home</i> <i>Paper</i>	

### **Bibliography for Practice II, Spring 2015**

- Aponte, H. (2009). Structural Family Therapy. In *Social Workers' Desk Reference* (2nd ed., pp. 442-446). New York: Oxford University Press.
- Bell, H., Kulkarni, S., & Dalton, L. (2003). Organizational prevention of vicarious trauma. *The Journal of Contemporary Human Services*, 84(4), 463-469.
- Brown, L.S. (2006). Still subversive after all these years: The relevance of feminist therapy in the age of evidence-based practice. *Psychology of Women Quarterly*, 30(1), 15-24.
- Coady, N. & Lehmann, P. (Eds.) (2008). *Theoretical perspectives for direct social work practice: A generalist-eclectic approach*. New York: Springer.
- Comstock, D., Hammer, T., Strentzsch, J., Cannon, K., Parsons, J., & Salazar, G. (2008). Relational-cultural theory: A framework for bridging relational, multicultural, and social justice competencies. *Journal of Counseling and Development*, 86, 279-287.
- Chernesky, R. (2002). Feminist administration: style, structure and purpose. *Feminist Practice in the 21st Century*. NASW Press.

- Combs, G. and Freedman, J. (2012). Narrative, poststructuralism, and social justice: Current practices in narrative therapy. *The Counseling Psychologist*, 40(7), 1033-1060.
- Davis, B. (2005). Ms. Palmer on second street. *Social Work*, 50(1), 1-96.
- Davis D.R. & Jansen, G.G. (1998, March). Making meaning of alcoholics anonymous for social workers: Myths, metaphors, and realities. *Social Work*, 43(2), 169-182.
- Downs, M. (2006). Between us: Growing relational possibilities in clinical supervision. *Stone Center* (105), 1-12.
- Eaton, Y., & Roberts, A. (2009). Front Line Crisis Intervention. In *Social Workers' Desk Reference* (2nd ed., pp. 207-215). New York: Oxford University Press.
- Ephross, P., & Greif, G. (2009). Group Process and Group Work Techniques. In *Social Workers' Desk Reference* (2nd ed., pp. 679-685). New York: Oxford University Press.
- Fletcher, J.K. (2004). The paradox of postheroic leadership: An essay on gender, power, and transformational change. *The Leadership Quarterly*, 15, 647-661.
- Freedberg, S. (2007, July). Re-examining empathy: A relational feminist point of view. *Social Work*, 52(3), 251-259.
- Furman, R. (2003). Poetry and existential practice. *The Arts in Psychotherapy*, 30, 195–20.
- Hepworth, D., Rooney, R., Rooney, G., Strom-Gottfried, K., Larson, J. (2012). *Direct social work practice*. Thomson Brooks/Cole, Inc.
- Laird, J. (2002). Family-Centered practice-feminist, constructionist, and cultural perspectives. *Feminist Practice in the 21st Century*. NASW Press.
- Lantz, J. & Walsh, J. (2007). *Existential intervention in clinical practice*. Chicago: Lyceum Books, Inc.
- Lehrer, J. (2012). *Groupthink. The brainstorming myth*. The New Yorker.
- Ligon, J. (2009). Fundamentals of Brief Treatment. In *Social Workers' Desk Reference* (2nd ed., pp. 215-220). New York: Oxford University Press.
- Loeb, P. (1999). We don't have to be saints. In *Soul of a Citizen* (pp.34-57). New York: St. Martin's.
- Manning, S.S. (2003). The essence of ethical leadership. In *Ethical Leadership in Human Services* (pp.3-20). Boston: Pearson Education.
- Mizrahi, T. (2009). Community Organizing Principles and Practice Guidelines. In *Social Workers' Desk Reference* (2nd ed., pp. 872-881). New York: Oxford University Press.

Reamer, F.G. (2009). Ethical Issues in Social Work. In *Social Workers' Desk Reference* (2nd ed., pp. 115-120). New York: Oxford University Press.

Reamer, F.G. (2013). Social work in a Digital Age: Ethical and Risk Management Challenges. *Social Work*, 58(2), 163-172.

Stalker, C. and Hazelton, R. (2008). Attachment theory. In *Theoretical Perspectives for Direct Social Work Practice*. New York: Springer Publishing.

Walker, B. (2012). *Black Boy White School*. HarperTeen.

Walsh, J. (2014). *Theories for Direct Social Work Practice* (3<sup>rd</sup> edition). Cengage Learning

### **Further Readings**

Efran, J. & Greene, M. (2005, November/December). The art of therapeutic conversation. *Psychotherapy Networker*, 33-36.

Freud, S. (1998, September/October). The baby and the bathwater: Some thoughts on Freud as a postmodernist. *The Journal of Contemporary Human Services*, 455-464.

Hyde, C. (2002). The politics of authority: A case analysis of a feminist health center. *Feminist Practice in the 21st Century*. NASW Press.

Schore, J.R., & Schore, A.N. (2008). Modern attachment theory: The central role of affect regulation in development and treatment. *Clinical Social Work Journal*, 36, 9-20.

Seely, K. (2004). Short-term intercultural psychotherapy: Ethnographic inquiry. *Social Work*, 49(1), 121-130.