

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK
Spring 2017

Course Syllabus for: SW 383T Social Work Practice II
Unique number 62020
Thursdays 4:30p – 7:30p
Room 2.112

Course Instructor: Robin M. Smith, LCSW
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“The opposite of poverty is not wealth. In too many places, the opposite of poverty is justice.”
— Bryan Stevenson, Author of *Just Mercy*

I. STANDARDIZED COURSE DESCRIPTION

This course builds upon Social Work Practice I by deepening students' knowledge of the generalist social work perspective in the application of theory and practice methods for effective and ethical service delivery to diverse individuals, families, groups, organizations and communities in conjunction with field education.

Prerequisites: This course must be taken concurrently with Field Instruction II, except for those students having advanced standing status. It is a prerequisite for all second year concentration courses.

II. REQUIRED TEXT

1. *Theories for Direct Social Work Practice (3rd Edition)*, by Joseph Walsh, Wadsworth/Cengage Learning, Publisher.
2. Assigned readings (to be posted on Canvas).

III. STANDARDIZED COURSE OBJECTIVES

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

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

IV. TEACHING METHODS

This class is taught using a variety of methods with an emphasis on experiential learning and may include role-plays, videos, class discussions, small group exercises, guest speakers and didactic lectures. Many of the assignments provide the opportunity for “learning by doing.” For success in this class students must be willing to participate, take risks and “stretch” out of their comfort zones. Students are encouraged to ask questions when expectations are not clear, to provide the instructor with constructive feedback in a timely manner and to meet with the instructor individually as needed and/or requested.

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

V. COURSE GRADING

Students will be graded on their performance in the following areas:

Attendance & Participation	10 points
Group Observation Paper	15 points
Advocacy Project	20 points
Video Role Play Project	20 points
Theory Group Project	20 points
Final Case Analysis	15 points
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Total Points	100 points

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.

VI. COURSE REQUIREMENTS

A. Attendance and Participation (10 points)

Credit will be determined by student’s attendance (includes being on time and staying until class is dismissed), demonstrated student professionalism in the context of class, participation in and completion of in-class activities, and the contributions the student makes to class discussions. Students must communicate with Professor Smith about absences or late arrivals/early departures. Emailed communication is preferred for absences and early departures; texts are acceptable if student is running late to class. More than two absences and/or a pattern of late arrivals or early departures may result in disciplinary action. Participation points will be calculated at the end of the semester. If a student is concerned about their participation grade, they should arrange to meet with the professor to discuss their grade before the end of the semester. **All electronic devices – including laptops - must be put away/silenced during class unless their use is explicitly requested by the professor for a class activity.**

Points will be deducted as follows:

First absence	No deduction with timely email (-1 point <i>without</i> timely email)
Second absence	- 2 points
Third absence	- 3 points
Unprofessional behavior in class (using electronics, dozing, side chatting, other distracting behavior, etc.)	- 1 point
Each tardy or early departure	- .5 points
Lack of preparation	- .5 points

B. Group Observation Paper (15 points)

To test students’ grasp of basic group concepts, students will observe actual groups in the community and write a paper about the experience. Students may observe a 12-step group or a task group for this

assignment. Assignment guidelines with grading rubric are in Canvas. See class calendar & Canvas for due date.

C. Advocacy Project (20 points)

To further increase students' awareness of the private troubles/public issues connection and to encourage students' participation in advocacy, students will participate in a community event advocating for a social cause. This project has three parts:

- 1) **Proposal (5 points):** Student writes a proposal identifying an advocacy event they plan to participate in, and submits to Prof. Smith for approval.
- 2) **Presentation (5 points):** Student gives a brief presentation to the class about their event.
- 3) **Paper (10 points):** Student critiques their event and reflects on their experience as a participant.

Assignment guidelines with grading rubric are in Canvas. See class calendar & Canvas for due date.

D. Video Role Play Project (20 points)

This assignment is designed to help students improve their interviewing and *intervention* skills, as well as improve their self-awareness and ability to give and receive feedback. This project has two parts:

- 1) **Video & Feedback Participation (5 points):** Students will pair up to do a role-play with another student, and videotape the 20-minute interview portraying the *work* phase. Students will then show a 5-minute clip of the video to a small group from the class, and exchange feedback with members of the group.
- 2) **Paper (15 points):** Students will reflect on the experience of interviewing their student partner and observing themselves in action by writing a paper. Students will complete a short (one page or less) DAP the "client" and include it with their paper.

Assignment guidelines with grading rubric are in Canvas. See class calendar & Canvas for due dates.

E. Theory Group Project (20 points)

To study theory in depth and practice group leadership skills, students will work with a small group to develop a creative class presentation about a particular theory and its application to practice. Students will choose from four theories: Family Systems Theory; Existential Theory; Relational Cultural Theory; and Narrative Theory. The student group must clear their presentation with Professor Smith prior to class and arrange to have handouts for the class. Assignment guidelines with grading rubric can be found in Canvas. See class calendar & Canvas for due dates.

F. Case Analysis (15 points)

To help students consolidate their knowledge and skills, and to comply with the school's CSWE accreditation process, students will read a fictional case and answer a set of questions about the case. The case and questions will test students' competency in the areas of ethics & professionalism, and engagement, assessment, intervention and evaluation of individuals, groups & families. Assignment guidelines with grading rubric can be found in Canvas. See class calendar & Canvas for due dates.

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 5% of the assignment point value 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 5% 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 and grading rubrics 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 a 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.

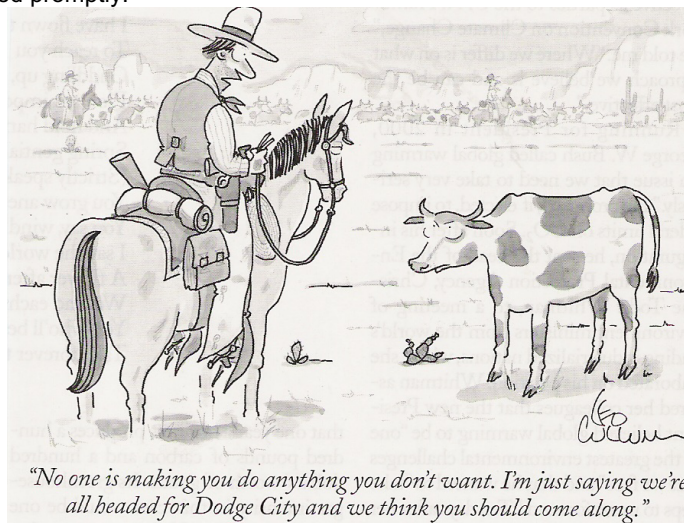
BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of 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 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.



We will discover our inner leaders...

**SW 383T Spring 2017 Course Calendar
Section 62020**

Instructor: Robin Smith, LCSW

The following is a general guide to the spring 2017 semester. The instructor reserves the right to modify the calendar as needed to correct errors, to better meet learning objectives and to accommodate guest speakers and in-class discussions and tasks. Changes will be made only when necessary and, if made, students will be notified about them in class or by email. Please check Canvas & email regularly for updates.

Date/Topic	Readings Assignments For Practice II	Due for Practice II	Due for Field II
<p>WEEK 1</p> <p>Jan 19: <i>Skills Throwdown</i> (review) & Intro to advocacy, group work & theory</p>	<p>All readings are to be completed by class time</p>	<p>All Practice II Assignments are due to Canvas by 5:00pm Mondays (except for projects due by class time)</p>	<p>All Field II Requirements are due to Canvas by 5:00pm Fridays</p> <p>Pick seminar leadership groups</p>
<p>WEEK 2</p> <p>Jan 26: The Social Worker as Leader in Advocacy</p>	<p>Community Organizing Principles & Practice Guidelines- Mizrahi in SWDR</p> <p>We Don't Have to be Saints - Loeb</p>		<p>Journal 1</p> <p>Student Lead Seminar Team 1</p>
<p>WEEK 3</p> <p>Feb 2: The Social Worker as Leader in Group Work</p>	<p>Hepworth Ch. 16 Group Interventions</p> <p>Making Meaning of Alcoholics Anonymous for Social Workers - Davis & Hansen</p>	<p>Advocacy Proposal Due Monday 2/6 by 5:00</p>	<p>Journal 2 - FREEBIE</p>
<p>WEEK 4</p> <p>Feb 9: The Social Worker as Leader at the Organizational Level</p>	<p>Groupthink – Lehrer</p> <p>Task Groups – Zastrow</p> <p>Running Effective Meetings - MindTools</p>		<p>Journal 3</p> <p>Student Lead Seminar Team 2</p>
<p>WEEK 5</p> <p>Feb 16: The Social Worker as Leader of Therapeutic Groups & Use of Self Review</p>	<p>Learning Group Leadership Skills - Toseland & Rivas</p> <p>The Therapist Working in the Here & Now – Yalom</p> <p>Use of Self in Field Placement - Walters</p>		<p>Journal 4 - CREATIVE</p>
<p>WEEK 6</p> <p>Feb 23: Making the Theory to Practice Connection & Attachment Theory</p> <p>Speaker</p>	<p>Walsh Chs 1, 2 & 5</p> <p>SW Podcast – Interview with Joseph Walsh, PhD</p>		<p>Journal 5</p> <p>Student Lead Seminar Team 3</p>

<p>WEEK 7</p> <p>Mar 2: Cognitive Behavior Therapy, Dialectical Behavioral Therapy & Mindfulness</p> <p>Speaker</p>	<p>Coming to Our Senses, Kabat-Zinn (Mindfulness)</p> <p>Revolution on the Horizon - Butler (DBT)</p> <p>Cognitive-Behavioral Therapy – Vonk & Early in SWDR</p>	<p>Community Group Observation Paper Due Monday 3/6 by 5:00</p>	<p>Journal 6 - FREEBIE</p>
<p>WEEK 8</p> <p>Mar 9: Crisis Intervention with focus on trauma</p> <p>Speaker</p>	<p>Walsh Ch 13</p> <p>The Assessment & Treatment of Posttraumatic Stress Disorder – Vonk</p> <p>Battling America's Other PTSD Crisis -Rosenberg</p>		<p>Journal 7</p> <p>Student Lead Seminar Team 4</p> <p>Process Recording 1 due</p>
<p>WEEK 9</p> <p>Mar 16: S P</p>	<p>R I N G</p>	<p>B R E</p>	<p>A K!</p>
<p>WEEK 10</p> <p>Mar 23: FAMILY SYSTEMS THEORY</p>	<p>Walsh Ch 6</p> <p>Using Genograms to Map Family Patterns- SWDR p. 413</p> <p>SW Podcast: Family Psychoeducation: An Interview with Carol Anderson</p>	<p>GROUP 1 THEORY DEMONSTRATION</p>	<p>Journal 8 - CREATIVE</p> <p>Student Lead Seminar Team 5</p>
<p>WEEK 11</p> <p>Mar 30: EXISTENTIAL THEORY</p>	<p>Existential Theory - Randall (Ch 13 C&L)</p> <p>SW Podcast: Existential Therapy</p> <p>Logotherapy – Guttman in SWDR</p>	<p>GROUP 2 THEORY DEMONSTRATION</p>	<p>Journal 9</p> <p>Student Lead Seminar Team 6</p>
<p>WEEK 12</p> <p>Apr 6: Video Feedback Groups 2:00 – 4:00 GROUP 1 5:00 – 7:00 GROUP 2 7:30 – 9:00 GROUP 3</p>		<p>VIDEO DUE BY FEEDBACK GROUP TIME</p> <p>Video paper Due Monday 4/10 by 5:00</p>	<p>Journal 10 - FREEBIE</p>
<p>WEEK 13</p> <p>Apr 13: RELATIONAL CULTURAL THEORY</p>	<p>RCT: A framework for bridging relational, multicultural and social justice competencies</p> <p>Anti-Oppressive Practices – Ishizuka & Husain in SWDR</p>	<p>GROUP 3 THEORY DEMONSTRATION</p>	<p>Journal 11</p> <p>Student Lead Seminar Team 7</p>

	A Raised Hand – Snyder		
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WEEK 14 Apr 20: NARRATIVE THEORY	Walsh, Ch 12 The Use of Therapeutic Metaphor – Lankton in SWDR Panning for Gold – Wylie	GROUP 4 THEORY DEMONSTRATION	No journal due this week Process Recordings 2 & 3 Due
WEEK 15 Apr 27: Advocacy Presentations		Advocacy Presentation due by class time Advocacy Paper Due Monday 5/1 by 5:00	Journal 12 - FREEBIE Student Lead Seminar Team 8
WEEK 16 May 4: Last Class POT LUCK to celebrate growth & success!	Terminating with Clients-Fortune	Final Case Analysis Due Monday 5/8 by 5:00	Student Self-Reflection for Field II due in lieu of journal Student Lead Seminar Team 9



...and explore group dynamics!

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