

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK
Generalist Social Work Practice: Skills, Knowledge, & Values
(Required Course – BSW Program)

Course No.: SW 312	Instructor: Miki Tesh, LCSW
Unique No.: 62615	Semester: Fall 2012
Class Time: Monday/Wednesdays 11-1230	Class Location: SSW 2.118
Email/Phone: tesh.miki@gmail.com 512-539-9701 (email, call, or text me)	Office Hours: 1 hour before and/or after class, by appointment, inform ahead of time

I. STANDARDIZED COURSE DESCRIPTION

This is the first course in the practice methods sequence, in which students are introduced to the fundamental values and ethics, skills, and knowledge relevant to generalist social work practice. Areas covered include the NASW Code of Ethics and Standards for Cultural Competence in Social Work Practice; the development of observation, communication, interviewing and assessment skills utilizing the problem-solving approach. Experiential learning is emphasized, including a 45-hour volunteer component in which students have direct client contact.

II. STANDARDIZED COURSE OBJECTIVES

By the end of the course, students will be able to:

1. Explain the major dimensions of generalist social work practice and the planned change/problem-solving process with individuals, families, groups, organizations and communities.
2. Apply Social Work knowledge, values, and skills to their participation in the learning environment.
3. Demonstrate skills in observation, communication, interviewing, assessment and problem solving.
4. Demonstrate the ability to differentially use basic social work skills to reflect the needs of clients of diverse groups distinguished by race, ethnicity, class, gender, culture, sexual orientation, religion, age, physical or mental abilities, and national origin.
5. Identify ethical issues and recognize when client, societal, and/or personal values conflict emphasizing understanding, affirmation and respect for human diversity and social justice in the practice of social work.

III. TEACHING METHODS

A variety of teaching methods will be utilized (e.g. discussion, lecture, and group exercises); experiential learning (e.g. volunteer project, role playing, & active learning) will be emphasized. **Use of Blackboard (Bb) in Class.** The instructor will use Blackboard (Bb) —a Web-based course management system with password-protected access at <http://courses.utexas.edu>—to distribute course materials, to communicate and collaborate online, to post grades, and to submit assignments (if noted). Students can access support in using Blackboard (Bb) at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly. Additionally, the Learning Resource Center at the SSW (1st floor) has computers and can provide some computer assistance.

IV. CLASS POLICIES

Grading Policy/Grading Criteria

100-94 = A	93-90 = A-	89-87 = B+	86-84 = B	83-80 = B-	79-77 = C+
76-74 = C	73-70 = C-	69-67 = D+	66-64 = D	63-60 = D-	60-0 = F

Attendance/Tardiness. It is the student's responsibility to be on time and sign the attendance sheet at the beginning of each class. Students who are absent are responsible for making up missed in-class work and/or obtaining class material/content from a classmate. Attendance is an important part of the course grade, which is included with participation.

Assignments. Assignments should be turned in with correct spelling, punctuation, or grammar. The format of the assignments should follow the Publication Manual of the American Psychological Association (APA 5th ed.). Some style information is available at www.apastyle.org/, and a list of updated style guides for electronic sources is available at www.apastyle.org/elecref.html. If additional writing assistance is needed please contact The University of Texas at Austin Undergraduate Writing Center at (512) 471-6222 or visit their website at <http://uwc.utexas.edu/>.

Class Participation and Use of Technology. Attendance and participation are important for effective learning. Students are expected to attend class, and actively participate in discussions and exercises. Use of technological devices (cell phones, ipods, mp3s, computers, etc.) is not permitted, and will reduce the participation grade of the student. For emergencies or family issues, you may leave your cell phone on in vibrate/silent mode (calls should be taken outside the classroom).

Use of Blackboard (Bb) in Class. As noted above, in this class the instructor uses Blackboard (**Bb**) — a Web-based course management system with password-protected access at <http://courses.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 Blackboard (**Bb**) at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

Feedback Statement. Feedback is two-way. During this course the instructor will ask students to provide feedback on their learning in informal as well as formal ways, including through anonymous surveys about how the instructor's teaching strategies are helping or hindering student learning. It is very important for the instructor to know the students' reactions to what is taking place in class, so students are encouraged to respond to these surveys, ensuring that together the instructor and students can create an environment effective for teaching and learning. If students are concerned about their class performance, the instructor is more than willing to work with students to help them improve either their understanding of course content. The instructor can meet with students during office hours, or by appointment.

Email Communication with Instructor. The instructor is available by email to answer questions about assignments. Students should submit questions or requests for clarification at least 24 hours before an assignment is . If an assignment is in less than 24 hours, the instructor cannot guarantee a timely response. The instructor may suggest a meeting time for discussion if needed. Notifications regarding anticipated absences should be submitted the instructor as soon as possible.

V. GENERAL 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 instructor 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 sometime we will not agree with the ideas expressed by others. However, the instructor does require that students engage one another with respect and professionalism. Privacy and confidentiality should be respected and kept private by everyone in the class. In addition, all emails are to be written in a professional manner and tone.

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/scholdis.php>).

Services for Students with Disabilities. Upon request, appropriate academic accommodations can be made for any student with a documented disability. Any student who requires special accommodations should 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). The letter should be presented to the instructor at the beginning of the semester so that needed accommodations can be discussed. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

Religious Holidays. By UT Austin policy, students must notify the instructor 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 instructor 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 instructor 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:

1. 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.
2. If you require assistance to evacuate, inform the instructor in writing during the first week of class.
3. In the event of an evacuation, follow the instructor’s instructions.
4. 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.

VI. TEXT AND COURSE MATERIALS

1. **Recommended Text:** Cournoyer, B. (2008/2011). *The Social Work Skills Workbook* (6th Ed.). Pacific Grove, CA: Brooks/Cole. (*Available used*)
2. **Articles in BlackBoard (Bb):** There are readings in BlackBoard (Bb). I will alert you via email when recently published articles are made available.
3. **Video Taping:** Each student will need to acquire equipment to complete two videotaped interview assignments. The School of Social Work Lab is available as needed, however it will probably be easier to use (or borrow) cell phones, video cameras, or computer skype camera's. Reserve rooms in the lab downstairs to make videos. Upload a portion onto your *Youtube* account. Youtube will not let you upload more than 15 minutes. You will only show 2-5 minutes to a small group of people. Make your video private on Youtube.
4. **Movies:** You will be responsible for watching documentary movies, which may be located at Redbox, Netflix, Youtube, Frontline, and possibly the theater (depending on movies). Most or all the movies will probably be available for free.
5. **Email:** Sometimes I send the most recently published reading material before the next class. Check your email regularly for updates. Make sure you are getting emails from the instructor.

VII. COURSE ASSIGNMENTS

A. Attendance and Participation

This part of the grade will be determined by: class attendance, participation in discussions, and completion of the in-class and homework assignments. Participation is not only important for active learning, but also important as a social worker. Social workers are advocates and communicators, and work with groups and teams, as well as with individuals. Learning how to communicate well is fundamental for helping others. Being open, uncensored, diplomatic, non-dominating, and non-submissive, are useful communication skills for advocating and counseling. Participation (and attendance) is worth 1/3 of your grade. Regular and punctual attendance is imperative. Students are expected to be in class; to participate in a friendly, open, and respectful manner with others; and to share thoughts or experiences to build on learning knowledge and insight. This is meant to be an engaging class where the most learning occurs through active participation. A respectful, open, and encouraging environment will set the pace. Using skills we learn in class can be applied within the discussions and interactions. **Students are expected (to try) to make at least one comment/question per class (as appropriate).** When late or absent, notify the instructor via email as soon as possible (see Attendance Policy above). Because this class relies on participation, involvement, and mutual respect of all class members, it is important for students to come to class prepared to take part in discussion each week, which are based on the class assignments. There will be many opportunities for students to take part in experiential in-class exercises. Please turn off cell phones and lap tops during class. Avoid side conversations. A description of proper classroom etiquette will be provided. A sign-in sheet will be passed around at the beginning of each class period. It is the student's responsibility to remember to sign the attendance sheet each week.

B. Class Contract

Email me (tesh.miki@gmail.com) the first week of class stating that you read the class etiquette contract and syllabus handed out in class, and also posted on BlackBoard (Bb).

C. Volunteer Experience

All students enrolled in SW 312 must complete 45 volunteer hours at an approved agency. It is the student's responsibility to locate an agency at which to complete the hours. To aid students in their search for an agency, search the following sites for additional volunteer opportunities:

<http://deanofstudents.utexas.edu/vslc>

<http://www.211centraltexas.org/>

<http://volunteer.truist.com/ut/volunteer/>

Approval for the volunteer placement must be granted by the course instructor. Only 10 training hours can be used toward the 45 hour requirement. If you are enrolled in SW310 at the same time as this course, you will only have to complete 75 volunteer hours (instead of 90).

Required Volunteer Forms – all forms must be submitted to successfully complete the course. The forms are:

- a. Agency Selection Form (complete on blackboard)
- b. Educational Contract (complete on blackboard)
- c. Agency Evaluation of Student (hand in last class day and signed by a supervisor)
- d. Volunteer Time Logs (hand in last class day and signed by a supervisor)

***Please note that if a student does not complete at least 30 hours of the 45 volunteer hours, the student will not pass the course.

D. Videotaped Interview Presentation

You will make two videos. The purpose of Video #1 is to practice the *fundamentals* of counseling and interviewing people. The purpose of Video #2 is to practice the fundamentals of counseling and interviewing people *plus at least one of the new techniques*. See sample videos on Blackboard.

Videotaped Interview #1 - Students will pair up, and keep the same partner for both Video #1 and Video #2. Interviews should last 15-30 minutes. Students will upload their video to Youtube and present 3 minutes of it to a small group of about 6 students. The viewing students will use a strengths based assessment to critique each other. Strengths based assessment is used for a couple of reason: 1) To practice using this skill with others, 2) to reduce anxiety so that students can try out new skills and take more risks in experimenting with different styles. Students will meet in their small groups, one group at a time, during class time hours, and rotating in shifts.

Videotaped Interview #2 - The same procedure will be followed as the first video. You keep the same partner and group of 6 students. Video 2 is made for the purpose of demonstrating your competency in new skills learned in class since the first video. Make a comparison of the first and second interviews, again focusing on strengths and areas of improvement. Continue to use fundamentals of counseling techniques, but add at least one of the new techniques (i.e. Cognitive Behavior Therapy, Solution Focused Brief Therapy, Motivational Interviewing, Mindfulness, Self-Compassion)

E. Journaling

There are many opportunities to write in your journal. Pick from the different choices for 50 points. In your journal, write a substantial paragraph after reading the directions below on each journal activity. You can add pictures or any other media to enhance your journal, message, and learning. This is where you get to explore your skills in deeper ways. It should end up being enjoyable as you learn about your self and your abilities. Focus on your areas of progress and areas of where you want to keep improving. You can do more than 50 points if you choose to do so. *Due Date*: Submit your journal entry sometime during the week it is assigned.

Pick from the Journaling choices for 50 points
You are welcome to do more for “extra credit” if you choose to do so

1. (6 pts) **Real Life Interview –Play or Art Therapy (plus fundamentals).** Interview someone outside of class – Always use the fundamentals of counseling, plus at least a little bit of the new techniques you are trying out, as appropriate. Try to find people different from yourself, and perhaps even vary the people you interview (a child, an elderly person, a disabled person, a teenager, a veteran, someone with an illness, etc.). Write in your Journal about experience. Focus your journal write-ups more on your counseling skills, and less about the person’s actual story. The goal is for you to assess your skills, areas of improvements, and strengths. Be sure to ask for feedback too at the end of the counseling session. You can give people a form to rate your skills (use the *Interview Feedback Form* in course handouts), or ask for verbal feedback by asking them what helped. One last note: Try to step outside your comfort zone to use these skills. You can only learn from any experience and the more “risk” you take just going for it, the better. Don’t be hard on yourself. This is where you get to explore ideas and skills. It’s more about self-analysis, self-assessment, growth, and challenging yourself, and not about being perfect or “withit” all the time. You are supposed to make mistakes because it is how we learn. Go for it and have fun while you are doing it! (Remember to use the fundamentals: Establishing Rapport, Being Non-Judgemental, Building Confidence, Listening more than Talking, Being Authentic, Being Collaborative, Understanding Discrimination, Understanding Person in Environment, Using a Strengths Perspective, Have Emphathy, Be Accepting, Ask Open Ended Questions, Being Attentive, Being Optimistic about Human Potential, etc.).
2. (6 pts) **Real Life Interview– Reflective Listening (plus fundamentals)** -same directions
3. (6 pts) **Real Life Interview –Reframing (plus fundamentals)**-same directions
4. (6 pts) **Real Life Interview–Cognitive Behavior Therapy (plus fundamentals)**-same directions
5. (6 pts) **Real Life Interview– Solution Focused (plus fundamentals)**-same directions
6. (6 pts) **Real Life Interview–Motivational Interviewing (plus fundamentals)**-same directions
7. (6 pts) **Real Life Interview–Mindful Self-Compassion (plus fundamentals)**-same directions
8. (6 pts) **Vulnerability, Courage, Authenticity, and Shame by Brene Brown, Ph.D** - Watch the videos (TED & UP Videos). Brene Brown, Ph.D., is a researcher and teacher at the University of Houston, School of Social Work. Write about the concepts she discusses. Use examples from your personal and/or professional life to demonstrate the concepts learn. Use concepts learned in class. Think in terms of how we can apply this to social work practice.
 - a. <http://www.youtube.com/watch?v=CL2jcwBc0HY&feature=related>
 - b. <http://www.brenebrown.com/speaking>
 - c. <http://www.youtube.com/watch?v=psN1DORYYV0>
9. (5 pts) **Ecogram, Genogram, Timeline History** – Draw out all three using your life. Write about what you learned afterwards and *how it applies to systems theory.*

- 10. (5 pts) Stress: Portrait of a Killer” (PBS) - How Stress Impacts my life -** Watch PBS special. Write about what you learned, as it relates to social work concepts, and your life. Where in your life do you find personal or situational strengths to reduce stress? What steps are you going to take to reduce stress? Think about how you might help others as a social worker. Use concepts learned in class. <http://www.youtube.com/watch?v=eYG0ZuTv5rs>
- 11. (5 pts) “Born into Brothels.”** Watch documentary. Write about person in environment concepts and how art or a program was able to transform some of the children’s lives. Apply material learned in class.
<http://documentarystorm.com/born-into-brothels/>
- 12. (5 pts) “The Interrupters”(PBS).** Watch documentary. Write about counseling skills and concepts used in the documentary. Critiqued what seemed to work well and did not work well. Apply material learned in class. www.pbs.org/wgbh/pages/frontline/interrupters
- 13. (5 pts) “I Am”.** Watch movie at links below and apply concepts to yourself, people you would serve in social work, and the concepts you are learning in class
- <http://www.youtube.com/watch?v=CMj9N5Io0ts>
 - <http://www.youtube.com/watch?v=7QVd7ULdh4w&feature=relmfu>
 - <http://www.youtube.com/watch?v=rg72DjcvlyE&feature=relmfu>
- 14. (5 pts) Go See a Movie:** Pick a new movie and talk about it in class. Don’t choose movie you have already seen; go see a new movie (drama, comedy, or documentary). Choose any movie that is related to social work micro practice. Come prepared to talk about it in class, and about what it means to social work (vulnerable populations), and how it applies to what you are learning. Use critical thinking skills to break apart concepts and analyze. Suggestions include: *Moonrise Kingdom, Beasts of the Southern Wild, 50/50, Savages, Undefeated, Boy with a Bike, Rabbit Hole, Lars and the Real Girl, Take Shelter, 39 Pounds of Love, Extremely Loud & Incredibly Close.*
- 15. (5 pts) “Facing Death” –** Watch documentary. Write about the issues and ways that individuals face death and how people spoke with and help people who are at the end of their lives
<http://www.pbs.org/wgbh/pages/frontline/facing-death/>
- 16. (5 pts) Honesty Week –** Spend a week trying to avoid being dishonest (as appropriate). Be mindful of your behavior and words. Pay attention to the effect. Analyze yourself, situations, and you ability to use a strengths perspective and diplomacy. When honesty comes up, not how you are able to engineer better diplomacy. Write up an analysis of the experience.
- 17. (5 pts) “Poverty in America” –** Watch documentary. Write about the issues and ways that individuals cope with poverty, and ethical implications social servies. How do these services reflect what you are learning? <http://video.pbs.org/video/2251690415>
- 18. (5 pts) Ethics Interview -** Interview a supervisor or experienced social worker in your volunteer placement or from somewhere else. Talk about one particular type of ethical issue. Maybe ask them to talk about a particularly hard ethical dilemma, and how they handled it. In this Discussion Board, write a small description on one situation, and maybe how they handled it, and what you thought about it.

VIII. SUMMARY OF COURSE REQUIREMENTS – 100 points

	Points
PARTICIPATION	
Overall class participation and attendance (subtract <u>2 points</u> for each missed class)	30 pts
CREDIT	
CLASS CONTRACT: Email that you read contract and syllabus to tesh.miki@gmail.com	Credit
VOLUNTEERING: Agency Selection Form and Education Contract (<i>Required To Pass Course</i>)	Credit
VOLUNTEERING: Agency Evaluation of Student and Time Log Hours (<i>Required To Pass Course</i>)	Credit
VIDEO TAPED INTERVIEWS PRESENTATION	
Video Taped Interview Group #1	10 pts
Video Taped Interview Group #2	10 pts
JOURNALING	
Pick from the choices below for 50 points	
1. Real Life Interview –Play or Art Therapy (plus fundamentals)*	6 pts
2. Real Life Interview– Reflective Listening (plus fundamentals)*	6 pts
3. Real Life Interview –Reframing (plus fundamentals)*	6 pts
4. Real Life Interview –Cognitive Behavior Therapy (plus fundamentals)*	6 pts
5. Real Life Interview– Solution Focused (plus fundamentals)*	6 pts
6. Real Life Interview –Motivational Interviewing (plus fundamentals)*	6 pts
7. Real Life Interview –Mindful Self-Compassion (plus fundamentals)*	6 pts
8. Vulnerability, Courage, Authenticity, and Shame by Brene Brown, Ph.D.	6 pts
9. Ecogram, Genogram, Timeline History	5 pts
10. “Stress: Portrait of a Killer” (PBS)	5 pts
11. “Born into Brothels”	5 pts
12. “I Am”	5 pts
13. “The Interrupters” (PBS)	5 pts
14. Go See a Movie	5 pts
15. “Facing Death”	5 pts
16. Honesty Week	5 pts
17. “Poverty in America”	5 pts
18. Ethics Interview	5 pts
	Total
*Encouraged	100

IX. COURSE SCHEDULE

DAY	DATE	TOPIC	READING	DUE
*****SELF AWARENESS*****				
WED	8/29	What is Generalist Practice? What concerns you the most about direct client contact?		
MON	9/3	Happy Labor Day Holiday		
WED	9/5	Strengths Perspective & Giving up perfectionism	<ol style="list-style-type: none"> 1. Watch Youtube Videos: Vulnerability, Courage, Authenticity, and Shame by Brene Brown, Ph.D. <ol style="list-style-type: none"> a. http://www.youtube.com/watch?v=CL2jcwBc0HY&feature=related b. http://www.brenebrown.com/speaking c. http://www.youtube.com/watch?v=psN1DORYYV0 2. Bb-“How to Discover Strengths” 3. Bb-“What is Strengths Perspective” 4. Bb-“Want to be happy stop trying to be perfect” 	<ul style="list-style-type: none"> • Class Contract • Journal: vulnerability, courage, authenticity, and shame
MON	9/10	Systems/ Ecological Perspective	<ol style="list-style-type: none"> 1. Cournoyer Chapter 1 & 2 2. Bb-“Tending to Japan” 3. Bb-“What we know now about how to be happy” 	<ul style="list-style-type: none"> • Journal: Ecogram, Genogram, Timeline History
WED	9/12			
MON	9/17	Stress & Culture	<ol style="list-style-type: none"> 1. Watch - “Stress: Portrait of a Killer” PBS http://www.youtube.com/watch?v=eYG0ZuTv5rs 2. Bb-“How economic inequality harms society” 3. Bb-“Fight the Frazzled Mind by Epstein” 	<ul style="list-style-type: none"> • Journal: “Stress: Portrait of a Killer”
*****DIRECT CLIENT CONTACT IN SOCIAL WORK PRACTICE*****				
WED	9/19	Children’s Counseling	<ol style="list-style-type: none"> 1. Play Therapy website: http://www.a4pt.org/ps.playtherapy.cfm 2. Bb - “Be reflective not directive” 3. Watch – “It gets better project” http://video.pbs.org/video/2241121089 4. Watch - “Born into Brothels” http://documentarystorm.com/born-into-brothels/ 	<ul style="list-style-type: none"> • Journal: Real Life Interview –Play or Art Therapy (plus fundamentals) • Journal: “Born into Brothels”
MON	6/24	Reflective Listening: Rapport, Client Centered, Carl Rogers	<ol style="list-style-type: none"> 1. Cournoyer Chapter 6, 7, 8 2. Bb- “Interviewing Skills” 	<ul style="list-style-type: none"> • Journal: Real Life Interview– Reflective Listening (plus fundamentals)
WED	9/26			
MON	10/1	Reframing	<ol style="list-style-type: none"> 1. Bb-“Pessimism vs. Optimism” 2. Bb- “Depression Evolutionary roots” 3. Bb- “Mind Review First Rate Madness” 	<ul style="list-style-type: none"> • Journal: Real Life Interview –Reframing (plus fundamentals)
WED	10/3			

MON	10/8	VIDEO #1 PRESENTATION		
WED	10/10			
MON	10/15	Cognitive Behavior Therapy	<ol style="list-style-type: none"> 1. CBT website: http://nacbt.org/whatiscbt.aspx 2. Bb – “Mind Review First Rate Madness” 3. Bb- “Cognitive Distortions from UT Counseling” 4. Bb-“Modifying Counseling Techniques for Children” 	<ul style="list-style-type: none"> • Journal: Real Life Interview –Cognitive Behavior Therapy (plus fundamentals)
WED	10/17			
MON	10/22	Solution Focused Brief Therapy	<ol style="list-style-type: none"> 1. SFBT website http://www.sfbta.org/about_sfbt.html 2. Cournoyer Chapter 10 3. Bb-“SFBT Handout” 4. Watch -“I Am” <ol style="list-style-type: none"> a. http://www.youtube.com/watch?v=CMj9N5Io0ts b. http://www.youtube.com/watch?v=7QVd7ULdh4w&feature=relmfu c. http://www.youtube.com/watch?v=rg72DjcvlyE&feature=relmfu 	<ul style="list-style-type: none"> • Journal: Real Life Interview– Solution Focused (plus fundamentals) • Journal:”I Am”
WED	10/24			
MON	10/29	Motivational Interviewing	<ol style="list-style-type: none"> 1. Motivational Interviewing website: http://www.motivationalinterview.org/quick_links/about_mi.html 2. Cournoyer Chapter 11 & 12 3. Bb – “Motivational Interviewing Definition Principles and Approach” 4. Watch -“The Interrupters” www.pbs.org/wgbh/pages/frontline/interrupters 	<ul style="list-style-type: none"> • Journal: Real Life Interview –Motivational Interviewing (plus fundamentals) • Journal: “The Interrupters”
WED	10/31			
MON	11/5	Mindful Self-Compassion	<ol style="list-style-type: none"> 1. MSC http://www.self-compassion.org/ 2. Bb- ”Many Unhappy Returns wandering minds” 3. Bb- “Mindful Self-Compassion for Kids” 4. Bb-“Narcissism on the rise in America” 5. Bb-“Go easy on yourself, new wave of research” 	<ul style="list-style-type: none"> • Journal: Real Life Interview –Mindful Self-Compassion (plus fundamentals)
WED	11/7			
MON	11/12	VIDEO #2 PRESENTATIONS		
WED	11/14			
MON	11/19	Grief and Loss	<ol style="list-style-type: none"> 1. Bb - “Hounded by Grief” 2. Bb - “Shades of Grief Scientific America” 3. Bb- “Indescribably Loss” 4. Watch: “Facing Death” http://www.pbs.org/wgbh/pages/frontline/facing-death/ 	<ul style="list-style-type: none"> • Journal: Go See a Movie • Journal “Facing Death”
WED	11/21	Happy Thanksgiving Holiday		

*****CRITICAL THINKING AND ETHICS*****				
MON	11/26	Critical Thinking Ethical Decision Making	1.Cournoyer Chapter 3, 4, & 5	<ul style="list-style-type: none"> • Journal: Honesty Week • Journal: "Poverty in America"
WED	11/28		2.Bb-"Ethics Matrix" 3. Social Work Code of Ethids: http://www.socialworkers.org/pubs/code/code.asp 4. Watch: "Poverty in America" http://video.pbs.org/video/2251690415	
MON	12/3	Child and Adult Protective Services	1.Bb-"America's approach to sex offenders" 2.Bb-"Less Scared Straight" 3.Bb-"Diagnosing the DSM from the NY Times"	<ul style="list-style-type: none"> • Journal: Ethics Interview
WED	12/5	Last Class Day	Courage and Heroism	Hand In 2 Forms: <ul style="list-style-type: none"> • Agency Evaluation of Student • Time Log Hours