

# THE UNIVERSITY OF TEXAS SCHOOL OF SOCIAL WORK

**Course Number: SW 383R**

**Instructor: Sarah Swords, LCSW**

**Unique Number: 62875**

**Office: 3.124D**

**Semester: Fall 2012**

**Office Phone: 471-7231**

**Cell for Urgent Matters: 657-0618**

**Meeting Time/Place: Thursday  
8:30-11:30am  
2.130**

**Office Hours: Thursdays 1:00p-3:00p  
Other times by appt.**

**Email: saswords@mail.utexas.edu**

## **SW: Social Work Practice I**

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

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

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

Upon completion of this course, the students will be able to:

1. Identify and begin to apply social work values and principles of ethical decision making as articulated by the [NASW Code of Ethics](#) (**PB 2, 8**);
2. Demonstrate an understanding of professional use of self and awareness of personal values in the development and maintenance of purposeful, problem solving relationships with multiple levels of client systems, as well as cooperative and constructive relationships with agency staff, other professionals and community members (**PB 2, 3, 7**);
3. Utilize professional communication skills, supervision and consultation in the effective and ethical provision of services to diverse individuals, families, groups, organizations and communities (**PB 2, 5, 6, 30**);
4. Demonstrate an understanding of the impact of organizational and community context on service delivery through the in depth analysis of the assigned field agency (**PB 29, 36**);

5. Demonstrate knowledge of the historical roots and major developments of the social work profession and its commitment to promote social and economic justice for populations at risk **(PB 5, 8)**;
6. Systematically apply an eco-systems framework to engage client systems in identifying target systems and goals, and in analyzing, implementing and evaluating interventions that enhance client system strengths, capacities, assets and resources in relation to their environment **(PB 33, 34, 38, 39)**;
7. Recognize the influence of socioeconomic status, age, developmental level, gender, culture, race, ethnicity, physical status, sexual orientation and spiritual beliefs on assessment, planning, intervention and evaluation at all levels of practice **(PB 32, 33, 34, 38)**;
8. Demonstrate familiarity with basic concepts and methodology related to work with small groups in agency, organization and community settings **(PB 29, 31, 35, 36)**;
9. Identify the importance of empirically based knowledge to evaluate and improve practice, policy and social service delivery **(PB 35, 36, 37)**.

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.

**EP 2.1.1 Identify as a professional social worker and conduct oneself accordingly.**

**PB2** Practice personal reflection and self-correction to assure continual professional development

Objectives: 1, 2 and 3

Assignment: Video Role Play  
Self-Inquiry and Ethics

**PB3** Attend to professional roles and boundaries

Objectives: 2

Assignment: Agency Analysis and Presentation

**PB5** Engage in career-long learning

Objectives: 3 and 5

Assignment: In Class Discussion

**PB6** Use supervision and consultation

Objectives: 3

Assignment: Video Role Play

## **EP 2.1.2 Apply social work ethical principles to guide professional practice.**

**PB7** Recognize and manage personal values to allow professional values to guide practice

Objectives: 2

Assignment: Self -Inquiry and Ethics

**PB 8** Make ethical decisions by applying NASW Code of Ethics and, as applicable, IFSW/IASSW ethical principles

Objectives: 1 and 5

Assignment: In Class Discussion

## **EP 2.1.10a. Engagement**

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

Objectives: 4 and 8

Assignment: Agency Analysis and Presentation  
Quizzes

**PB 30** Use empathy and other interpersonal skills

Objectives: 3

Assignment: Video Role Play

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

Objectives: 8

Assignment: Quizzes  
Case Assessment

## **EP 2.1.10b. Assessment**

**PB 32** Collect, organize, and interpret client data

Objectives: 7

Assignment: Video Role Play  
Quizzes  
Case Assessment

**PB 33** Assess client strengths and limitations

Objectives: 6 and 7

Assignment: Video Role Play  
Case Assessment

**PB 34** Develop mutually agreed-on intervention goals and objectives

Objectives: 6 and 7

Assignment: Quizzes  
Case Assessment

**PB35** Select appropriate intervention strategies

Objectives: 8 and 9

Assignment: Case Assessment

### **EP 2.1.10c. Intervention**

**PB36** Initiate actions to achieve organizational goals

Objectives: 4, 8 and 9

Assignment: Agency Analysis and Presentation

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

Objectives: 9

Assignment: Case Assessment

**PB 38** Help clients resolve problems

Objectives: 6 and 7

Assignment: Case Assessment

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

Objectives: 6

Assignment: Case Assessment

## **III. TEACHING METHODS**

Lecture, discussion, student presentations, collegial consultation, small group process, guest lecturers, and experiential learning through simulations and role plays.

## **IV. REQUIRED TEXT AND MATERIALS**

Hepworth, D., Rooney, R., Rooney, G., Strom-Gottried, K., Larson, J. (2013). *Direct Social Work Practice, Theories and Skills*. Thomson Brooks/Cole, Inc.

Roberts, A.R., & Greene, G.J. (Eds.) (2002). *Social Workers' Desk Reference*. Oxford: University Press.

All Required Readings listed on the class schedule that are not found in the Hepworth/Rooney textbook will be available via Blackboard. If readings are added to the reading list after the beginning of the class semester, you will be notified by the professor generally via email.

## **V. COURSE REQUIREMENTS**

### **Self-Inquiry and Ethics**

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

A separate assignment sheet will be provided. **(30 pts)** *Due 9/20*

### **Agency Analysis and Presentation**

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

#### **Objectives of the Assignment:**

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

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

A separate assignment sheet will be provided. **(80 pts)** *Due 9/27*

### **Video Role Play**

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

The goals of this assignment are for students to:

- a) Gather and synthesize relevant data;
- b) Assess a client's present situation;

- c) Demonstrate professional communication skills; and
- d) Practice and receive feedback on relational skills, including the use of verbal and nonverbal social work skills to build rapport and gather relevant information.

A separate assignment sheet will be provided. **(80 pts)**

*Video Review Sessions: week of 11/1/12 Paper Due: 11/15/12*

## **Case Assessment**

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

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

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

A separate assignment sheet will be provided. **(100 pts) Due 12/6 A draft of the case assessment is due in class November 29, 2012. The draft will be used for purposes of discussion and feedback with peers.**

## **Quizzes**

Four quizzes will be scheduled this semester over the assigned readings for class. The quizzes will be administered using the collaborative learning method. This method will be discussed in more detail during class. **(80 pts total; 20 pts each)**

Quiz Schedule:

|            |       |
|------------|-------|
| Quiz One   | 9/20  |
| Quiz Two   | 10/11 |
| Quiz Three | 10/25 |
| Quiz Four  | 11/15 |

## **Assignment for November 1, 2012 Class**

Video role-play review sessions will be held November 1, 2012 in lieu of class. A brief online assignment regarding evidence-based practice will be given to students for completion that week. The assignment will be due on November 8, 2012. **(10 pts)**

## **Class Participation**

It is important to arrive at 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 increasing self-awareness and 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. Being prepared for class by reading assigned material is part of this professional expectation as well.

**(20 pts)**

## **Optional Extra Credit**

Students are encouraged to attend lectures, participate in seminars and other events sponsored and presented by the School of Social Work. Attendance at one event and a brief paper outlining the student's experience will be worth up to 5 points of extra credit for the semester. A separate assignment sheet will be provided. **(Up to 5 pts)**

**Evaluation and Grading:** All students will be awarded points based on the quality of their work. Assignments will not be given letter grades; instead, a number of points will be awarded for each assignment, leading to the cumulative grade for the semester.

|                                    |                      |
|------------------------------------|----------------------|
| Self Assessment and Ethics =       | 30 pts               |
| Agency Analysis and Presentation = | 80 pts               |
| Video Role Play =                  | 80 pts               |
| Case Assessment =                  | 100 pts              |
| Quizzes =                          | 80 pts (20 pts each) |
| Assignment for 11/1/12 class=      | 10 pts               |
| Class Participation =              | 20 pts               |

**TOTAL = 400 points**

## **FINAL GRADE**

|                                        |
|----------------------------------------|
| 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

## **VI. 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 standards on the sharing of information for educational purposes. However, discussion outside of class with individuals not in the cohort 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 I and Field I 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.

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

Practice I is a practice course, and class participation is essential to successful learning. Laptop computers are allowed in the classroom for note-taking during lecture only and must be put away during class discussion and role play.

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 unless special circumstances arise, 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. the day of class through Blackboard or hard copy format. Papers turned in after 5:00 pm the day of class are considered late. Students will lose 5 points per calendar day that an assignment is late. However, students will be allowed to turn one assignment in late one day during the semester without incurring the 5 point penalty. On subsequent days, assignments must be submitted before 5:00 p.m. to avoid an additional 5 point penalty. Late papers will be accepted via email or hardcopy to 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.

### **Participation Points will be deducted per absence in the following manner:**

**Absence 1: Zero points deducted**

**Absence 2: Six points deducted**

**Absence 3: Six points deducted**

Three or more absences may result in the student being dropped from Practice I and Field I. A student is considered late if arriving to class after 8:40. Three or more late arrivals will impact the student's participation score.

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.

Students are to notify the instructor prior to class at the given office number if they 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, Andrew Recknitz. He can be reached at [dinitowritingconsultant@gmail.com](mailto:dinitowritingconsultant@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 Blackboard in Class**

In this class the professor uses Blackboard—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 at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

### **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>.

### **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, they must 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.

### 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.

### VII. COURSE SCHEDULE

| Date    | Topics                                                                                                                                             | Assignment Due | Readings                                                                                                                                         |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <b>The Foundations of Social Work and Forming Relationships</b>                                                                                    |                |                                                                                                                                                  |
| 8/30/12 | Course and Syllabus Review<br>History of Social Work                                                                                               |                |                                                                                                                                                  |
| 9/6/12  | Social Work Values and Ethics<br><br>Critical Thinking<br><br>Agency Functioning and Social Work Roles<br><br>Systems Theory and Ecological Theory |                | <b>Hepworth:</b><br>Chapter 1 and 2<br><br><b>Blackboard:</b><br>Miley, O’Melia and Dubois, “Human System Perspectives”                          |
| 9/13/12 | Ethical Decision Making<br><br>Confidentiality, Professional Boundaries<br><br>The Helping Process                                                 |                | <b>Hepworth:</b><br>Chapters 3 and 4<br><br><b>Blackboard Readings:</b><br>Reamer, “Boundary Issues in Social Work, Managing Dual Relationships” |

|          |                                                                                                  |                                                     |                                                                                                                                                                                                                                                                            |
|----------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9/20/12  | Interpersonal Communication<br>Relationship-Building Skills<br>Interviewing Skills<br>Engagement | <b>Self-Inquiry and Ethics</b><br><br><b>Quiz 1</b> | <b>Hepworth:</b><br>Chapters 5 (pages 89-100) and 6<br><br><b>Blackboard Readings:</b><br>Gerdes and Segal, "Importance of Empathy..."                                                                                                                                     |
| 9/27/12  | Agency Analysis Presentations                                                                    | <b>Agency Analysis Assignment</b>                   |                                                                                                                                                                                                                                                                            |
|          | <b>Assessment and Change</b>                                                                     |                                                     |                                                                                                                                                                                                                                                                            |
| 10/4/12  | Professional Use of Self<br>Beginning Assessment                                                 |                                                     | <b>Hepworth:</b><br>Chapter 8<br><br><b>Blackboard Readings:</b><br>Dewane, "Use of Self: A Primer Revisited."                                                                                                                                                             |
| 10/11/12 | Assessment                                                                                       | <b>Quiz 2</b>                                       | <b>Hepworth:</b><br>Chapter 9<br><br><b>Blackboard Readings:</b> Lukas, (Ch. 9), "How to Determine when a Client Might Hurt Herself"? and Saleeby, "The Power of Place"<br><br><b>SWDR:</b> Chapter 51, Austrian, "Guidelines for Conducting a Biopsychosocial Assessment" |
| 10/18/12 | Strengths-Based Practice                                                                         |                                                     | <b>Hepworth:</b> Chapter 12 (pages 327-355)                                                                                                                                                                                                                                |

|          |                                                                                      |               |                                                                                                                                                                                                                                                                                                                                                         |
|----------|--------------------------------------------------------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | Goals, Planning and Contracting<br>Problem Solving Process                           |               | <b>SWDR:</b> Chapter 73, Garvin, “Developing Goals”<br><br><b>Blackboard Readings:</b> Glicken, Chapter 4                                                                                                                                                                                                                                               |
| 10/25/12 | Case Management<br><br>Advocacy<br><br>Transtheoretical Model                        | <b>Quiz 3</b> | <b>SWDR:</b> Chapter 109, Rothman, “An Overview of Case Management.”<br><br><b>Blackboard Readings:</b> McLaughlin, “Clinical Social Workers: Advocates for Social Justice”, DiClemente and Velasquez, “Motivational Interviewing and the Stages of Change”, and Calderwood, “Adapting the Transtheoretical Model of Change to the Bereavement Process” |
| 11/1/12  | <b>Video Reviews – No Class</b><br><br>Online Assignment:<br>Evidence Based Practice |               | <b>SWDR:</b> Chapter 161, Thyer, “Evidence-Based Practice, Science, and Social Work: An Overview”<br><br><b>Blackboard Readings:</b> Murdach, “What Good is Soft Evidence?” and O’Hare, “Evidence Based Practice for Social Workers”                                                                                                                    |

|          | <b>Managing the Complexities of Client Relationships and Endings</b> |                                                        |                                                                                                                                                                                                                                                                               |
|----------|----------------------------------------------------------------------|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11/8/12  | Cultural Competence<br><br>Transference and Countertransference      | <b>11/1 Online Assignment Due</b>                      | <b>Hepworth:</b> Chapter 18<br><br><b>SWDR:</b> Chapter 136, Miller and Garran, “The Legacy of Racism for Social Work Practice Today and What to Do About It.”<br><br><b>Blackboard Readings:</b> Tervalon and Murray-Garcia, “Cultural Humility versus Cultural Competence”, |
| 11/15/12 | Barriers in Working with Clients<br><br>Termination                  | <b>Role Play Reflective Paper</b><br><br><b>Quiz 4</b> | <b>Hepworth:</b> Chapter 19<br><br><b>Blackboard Readings:</b> Schnitzer, “They don’t come in...” and Shulman, “Endings and Transitions”                                                                                                                                      |
| 11/22/12 | Thanksgiving Holiday                                                 |                                                        |                                                                                                                                                                                                                                                                               |
| 11/29/12 | Self Care                                                            | <b>Draft of Case Assessment</b>                        | <b>Blackboard Readings:</b> “Professional Self Care” and Hick, “Mindfulness and Social Work...”                                                                                                                                                                               |
| 12/6/12  | Final Class Event                                                    | <b>Case Assessment</b>                                 |                                                                                                                                                                                                                                                                               |

## VIII. Bibliography and Table of Contents

Anechiarico, B. *Vicarious Trauma: What are the Protective Measures?* Retrieved from: <http://www.cpcamerica.com/Presentations/Vicarious%20Trauma%20Article.pdf>. August 23, 2012.

Blundo, R. (2001) Learning strengths-based practice: Challenging our personal and professional frames. *Families in Society: The Journal of Contemporary Human Services*, 82(3), 296-304.

Compton, B., Galaway, B. and Cournoyer, B. (2005). *Social Work Processes*. Seventh Edition. Thomson Brooks/Cole, Inc.

De Jong, P. & Berg, I. (2002). *Interviewing for solutions, 3rd Edition*. (pp.20-51). Belmont, CA: Thomson and Brooks/Cole.

Dewane, C. (2006). Use of Self: *A Primer Revisited*. *Clinical Social Work Journal*, volume 34, Number 4.

DiClemente, C. & Velasquez, M. (2002). Motivational interviewing and the stages of change. In Miller, W. & Rollnick, S. (Eds.), *Motivational Interviewing: Preparing people for change*. New York: Guilford Press.

Dillon, C. (2003). *Learning from mistakes in clinical practice*. Pacific Grove, CA: Brooks/Cole.

Facione, P. (2007). Critical Thinking: What it is and Why it Counts. *InsightAssessment.com*

Faulkner, M., Fernandez-Castro, M., Padilla, Y., & Shapiro, E. (2008). Our Nation's Immigrants in Peril: An Urgent Call to Social Workers, *Social Work*, 53(1), 5-8.

Fine, S.F. & Glasser, P.H. (1996). *The first helping interview: Engaging the client and building trust*. (pp.58-78, 118-134). London: Sage Publications.

Furman, R., Negi, N., Iwamoto, D., Rowan, D., Shukraft, A. and Gragg, J. (2009). Social Work Practice with Latinos' Key Issues for Social Workers. *Social Work*. Volume 54, Number 2, 167.

Gerdes, K. & Segal, E. (2011). Importance of Empathy for Social Work Practice: Integrating New Science. *Social Work*, 56(2), 141-148.

Giordano, J. (2000). Effective Communication and Counseling with Older Adults. *Aging and Human Development*, 51(4), 315-324.

Glicken, M.D. (2004). *Using the strengths perspective in social work practice: A positive approach for the helping professions*. (pp.48-61). Boston: Allyn and Bacon.

Golden, R. & Sonneborn, S. (1998). Ethics in Clinical Practice with Older Adults: Recognizing Biases and Respecting Boundaries. *American Society on Aging*,



22(3).

Hare, I. (2004). Defining social work for the 21st century. *International Social Work*, 47(3), 407-424.

Hepworth, D., Rooney, R., Rooney, G., Strom-Gottfried, K., Larson, J. (2013). *Direct Social Work Practice*. Thomson Brooks/Cole, Inc.

Hick, S. F. (2009). Mindfulness and social work: Paying attention to ourselves, our clients, and society. In S. F. Hick (Ed.), *Mindfulness and Social Work* (pp. 1-26). Chicago, Illinois: Lyceum Books.

Hodge, D. (2005). Epistemological Frameworks, Homosexuality, and Religion: How People of Faith Understand the Intersection between Homosexuality and Religion. *Social Work*, 50(3), 207-218.

Klein, W.C. & Bloom, M. (1995). Practice wisdom. *Journal of the National Association of Social Workers*, 40(6), 799-807.

Lukas, S. (1993). *Where to start and what to ask*. (pp.1-12, 58-77, 112-125). New York: W.W. Norton & Co.

McLaughlin, A. (2009). Clinical Social Workers: Advocates for Social Justice. *Advances in Social Work*. Volume 10, Number 1, 51-68.

Miley, K., O'Melia, M. and Dubois, B. (2009). *Generalist Social Work Practice, An Empowering Approach*. Boston: Pearson Education.

Miller, W. & Rollnick, S. (2002). *Motivational Interviewing: Preparing people for change*. (pp. 3-10, 98-110). New York: Guilford Press.

Murdach, A. (2010). What Good is Soft Evidence? *Social Work*. 55(4), 309-316.

NASW (2009). Professional self-care & social work policy statement in *Social Work Speaks: National Association of Social Workers Policy Statements 2009-2112* (8th edition). Washington, DC: NASW Press.

Netting, F.E. & O'Connor, M.K. (2003). *Organization practice: A social worker's guide to understanding human services*. (pp. 5-28). Boston: Allyn & Bacon.

O'Hare, T. (2005). *Evidence-based practices for social workers: Definition, processes and principles*. (pp. 3-13). Chicago: Lyceum Books.

Powers, J. & Whitlock, J. (2008). Places to Be and to Belong: Youth Perceptions of Life in Community. *The Prevention Researcher*, 15(2), 12-15.

Raines, J.C. (2004). Evidence-based practice in social work: A process perspective. *Children and Schools*, 26(2), 71-83.

- Rapp, C. and Goscha, R. (2006). *The Strengths Model: Case Management with People with Psychiatric Disabilities*. Oxford University Press.
- Reamer, F.G. (2003). Boundary issues in social work: Managing dual relationships. *Social Work*, 48(1), 121-133.
- Reamer, F.G. (2005). Documentation in social work: Evolving ethical and risk-management standards. *Social Work*, 50(4), 325-334.
- Rothman, J. (2008). *Cultural Competence in Process and Practice*. Boston: Pearson Education.
- Saleeby, D. (2004). The Power of Place: Another Look at the Environment. *Families in Society*. 85(1), 7-16.
- Schnitzer, P.K. (1996). "They don't come in!": Stories told, lessons taught about poor families in therapy. *American Journal of Orthopsychiatry*, 66(4), 572-582.
- Shulman, L. (1999). *The skills of helping individuals, families, and groups, 4th Ed.* (pp.200-232). Itasca, IL: Peacock Publishers.
- Steen, J. (2006). The roots of human rights: Advocacy and a call to action. *Social Work*, 51(2), 101-105.
- Stricker, G. (2003). The Many Faces of Self-Disclosure. *JCLP/In Session*, 59(5), 623-630.
- Swenson, C.R. (1998). Clinical social work's contribution to a social justice perspective. *Social Work*, 43(6), 527-537.
- Tervalon, M. and Murray-Garcia, J. (1998). Cultural Humility Versus Cultural Competence: A Critical Distinction in Defining Physician Training Outcomes in Multicultural Education. *Journal of Health for the Poor and Underserved*. 9(2), 117
- Trout, S. (2007). Adolescence from a strengths perspective: A guide for parents and other caring adults. In Henderson, N., Benard, B & Sharp-Light, N. (Eds.), *Resiliency in action: Practical ideas for overcoming risks and building strengths in youth, families, and communities*. San Diego, CA: Resiliency in Action, Inc.
- Waites, C. (2009). Building on Strengths: Intergenerational Practice with African American Families. *Social Work*. Volume 54, Number 3, 278.
- Walsh, F. (2003). *Family resilience: Strengths forged through adversity*. In Walsh, F. Normal family processes, 3rd Ed. (pp. 399-423). New York City: Guilford Press.