

The University of Texas at Austin
The Steve Hicks School of Social Work

Professor's Name: Emmett L. Gill, Jr., PhD, MSW

Semester: Spring 2018

Course Number: SW 444

Unique Number: 61220

Office Number: 3.106G

Email address: emmett.gill@athletics.utexas.edu

Office Phone: 512-475-7537

Office Hours: Tues. 2:00 – 3:00 PM & by Appt.

Meeting Time/Place: Tues. 3:00 – 7:00 PM SSW 2.116

Field Seminar

I. Standardized Course Description

The BSW degree program is designed to educate professional social work practitioners at the beginning level of professional competence. A guiding perspective of the program is the generalist model of practice that includes a core of knowledge, skills, and values required of a social worker in any setting. In addition, students are expected to develop skills in the application of the problem-solving model regardless of setting or client population served. Additional emphasis will be placed on intervention and practice evaluation.

Within this context, SW 444, Field Seminar, is a 4 credit hour course that is taken concurrently with SW 640/641, Social Work Practicum. This course is restricted to social work majors. All other required course work must be completed before entering the Field Seminar. The overall goals of the seminar are to assist the students with the field experience and to strengthen the relationship between the classroom content and field. In addition, the seminar emphasizes the processes common to all social work practice and gender and cultural issues and their impact on service delivery.

Issues related to social and economic justice, populations-at-risk, cultural diversity, alleviating social problems and the enhancement of human well-being will be addressed in micro, mezzo, and macro level assignments, course readings, bibliography, and special topics designated in the course schedule (Section IX) of this syllabus.

II. Standardized Course Objectives

The course objectives include the ability of the student to:

- 1) Demonstrate an understanding of social work processes which are common in the practice with individuals, families, groups, communities, and organizations;

- 2) Demonstrate an understanding of social work values as encompassed in the NASW Code of Ethics and their ethical implications in relation to their professional practice within field;
- 3) Develop an understanding of diverse populations with which social workers are in contact as represented in their field settings;
- 4) Demonstrate an understanding of race, ethnicity, culture, class, gender, sexual orientation, religious belief or spirituality, family structure, physical and mental ability, age, national origin or other issues related to diversity and how these factors impact the client systems in their field settings;
- 5) Develop practice skills common to intervention with individuals, families, groups, organizations, and community systems including: data collection, identification of needs, resources, and assets, assessment, planning, intervention, and evaluation;
- 6) Achieve an understanding of the community resources which impact their client populations in their field settings;
- 7) Develop self awareness as beginning level, generalist social work practitioners;
- 8) Utilize empirical research for knowledge acquisition in relation to their practice and for evaluation of their practice in field.

EPAS Competencies

The Steve Hicks 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, the UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS).

Using a common evaluation instrument, this course measures the implementation of knowledge, skills, values, and/or cognitive and affective processes to assess the following competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

Outcome 1.1: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context

Outcome 1.2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations

Outcome 1.3: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication

Outcome 1.4: Use technology ethically and appropriately to facilitate practice outcomes

Outcome 1.5: Use supervision and consultation to guide professional judgment and behavior

Competency 6: Engage with Individuals, Families & Groups

Outcome 6.2: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Competency 7: Assess Individuals, Families & Groups

Outcome 7.1: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies

Outcome 7.3: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies

Outcome 7.4: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Competency 8: Intervene with Individuals, Families & Groups

Outcome 8.1: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies

Outcome 8.3: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes

Outcome 8.4: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies

Outcome 8.5: Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families & Groups

Outcome 9.1: Select and use appropriate methods for evaluation of outcomes

Outcome 9.3: Critically analyze, monitor, and evaluate intervention and program processes and outcomes

Outcome 9.4: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

III. Teaching Methods

This is a hybrid course which will include a combination of in-class lecture, discussion, guest speakers, activities, and student presentations, in addition to on-line reading, lectures, assignments, self-reflection questions, and quizzes. To broaden students' exposure to a wider variety of agencies and client populations, team teaching with other field seminar groups may be utilized. Students are expected to share their observations and questions about their field work with classmates. A portion of each class will be devoted to discussion of practice issues from field. The topics will be identified by the professor and/or will be suggested by students.

Group Processing: One class activity where student participation will be especially important is group processing. One to 1½ hours of each class will be devoted to group processing, during which students will be encouraged to share their feelings, successes, frustrations, values conflicts, ethical dilemmas and other experiences from field. The instructor will facilitate the group process and students are expected to take a collaborative role by actively participating, leading discussions at times, and respecting the confidentiality of each student member.

IV. Required Texts and Materials

Assigned readings will be made available on Canvas.

Recommended:

Hepworth, D., Rooney, R., Rooney, G., Strom-Gottfried, K., & Larson, J. (2010). *Direct social work practice: Theory and skills*. Pacific Grove, CA: Brooks/Cole.

Lipsky, L., Burk, C. (2009). *Trauma stewardship: An everyday guide to caring for self while caring for others*. San Francisco, CA: Berrett-Koehler Publishers.

Sheafor, B., Horejsi, C., & Horejsi, G. (2012). *Techniques and guidelines for social work practice* (9th ed.). Boston: Allyn & Bacon.

Sweitzer, F., & King, M. (2013). *The successful internship: personal, professional, and civic development*. 4th Edition. Belmont, CA: Brooks/Cole.

V. Course Requirements

A. Assignments

The following is a brief description of the assignments for the semester. Detailed guidelines for the following assignments will be posted on Canvas and may be handed out in class.

NOTE: Because SW 444 and SW 640/641 are companion courses, requirements for SW 640/641 are relevant to SW 444. For instance, journals are due as scheduled and process recordings are due in class periodically. Make note of due dates for SW 640/641 assignments and plan accordingly.

1. Discussion Board – 10 points (10 Discussion Boards x 1 point each)

Discussion Board questions will be assigned to support readings and on-line activities. Discussion Board questions are posted on Canvas and answers submitted on-line and will be due by the beginning of class on the scheduled dates (see course schedule).

2. Ethics in Practice Assignment – 7 points

Students will formulate a written response to one of two ethical dilemmas using a model of ethical decision making. Additional instruction will be provided in class and posted on Canvas. **Feb. 6**

3. Agency Scavenger Hunt Assignment– 10 points

The purposes of this assignment are to help the student understand the field placement agency from a cultural perspective and to increase understanding of the needs and strengths of the populations served by the agency. The assignment will require the student to gather information about the agency and prepare a brief video

presentation to share with the class so that other students can learn about how to access services provided by the agency. Detailed guidelines for this assignment will be posted on Canvas and may be handed out in class. **Feb. 13**

4. Simulation assignments – 5 points

Several opportunities for participation in an interdisciplinary simulation activity will be provided to the student. These could include a poverty simulation, a mock disaster drill, a hospital simulation, an end-of-life simulation, and/or an alcohol/drug detox simulation. Not all simulations are available each semester. Participation in **one** of the activities is mandatory for this course. The purpose of this assignment is to teach and to support the role of a social worker on an interdisciplinary team, with an emphasis on effective communication and collaboration. Simulation activities dates to be determined. **More details will be provided in class and on Canvas.**

5. SOAP (Subjective, Objective, Assessment, Plan) Documentation – 5 points

Students will submit one example of their ability to document a client interaction using the SOAP format. The note should be one page, single spaced and will be submitted to Canvas. **Feb. 20**

6. Case Assessment – 50 points

A case assessment regarding a client from the student's field caseload is required. The client chosen must be one with whom the student has worked. If possible, the client should be from an ethnic minority group or other vulnerable population. A draft of the case assessment will be submitted on Canvas for peer review and feedback on **March 20**. Each student will peer review two papers by **March 27**. The final paper will be due on **April 10**. In addition, students will reply to Reflection Questions and conduct a brief literature review on evidence based practice related to interventions used in the case that will be completed and turned in on **April 17**. The final product is worth a total of 50 points for this assignment. The total points include 5 points for submitting a thorough rough draft, 5 points for thoughtful completion of two peer reviews, and 10 points for the Reflection Questions which will include a brief literature review on the intervention methods utilized in the paper. Detailed guidelines for this assignment will be posted on Canvas and may be handed out in class.

Draft Due March 20

Peer Reviews Due March 27

Final paper Due April 10

Reflection Questions Due April 17

7. Optional Bonus Assignment – 2 points maximum

In order to encourage identification with the social work profession, up to two (2) bonus points may be earned for attending professional social work meetings and trainings or community cultural activities. One point may be earned for attending trainings, such as NASW conferences, play therapy workshops, etc. One point may be

earned for attending cultural events or trainings related to cultural competence. The instructor may suggest appropriate activities for earning bonus points, and will approve appropriate activities as suggested by students. The bonus points will be added to the total points earned for the semester. Complete the form entitled “Documentation of Bonus Points for Seminar Class” and submit it to your instructor **no later than the last class day**. Please note that attending agency staff meetings and trainings is an expected part of the internship and does not earn bonus points. *May 1*

B. Professional Accountability – 10 points

Since the overall goal of this course is to help you apply knowledge and theory to practice, your achievement of the learning objectives for both SW 444 *and* SW 640/641 is dependent on your regular attendance and active participation in weekly class activities. Attendance and participation in the full four hours of seminar each week is expected of all students. Excessive absences may result in a student being dropped from the course or in the loss of a letter grade. You are expected to notify the professor prior to class if you cannot attend due to illness or an emergency. You may be asked to document your illness or emergency.

The full 10 points for professional accountability will be awarded to students who are consistent and timely in attendance and who thoughtfully participate in class; complete journals, process recordings, and online and in-class assignments thoroughly, thoughtfully, and on time; and actively contribute to the positive functioning of the class. Students who are absent, tardy to class, leave class early, fail to submit assignments on time, or do not fully participate in the class will lose professionalism points accordingly.

Each student will begin the semester with 10 points. **Points will be deducted for each absence and/or tardy (.5 per absence and/or tardy attendance and .5 per absent and/or tardy journal, process recording, and other assignments that do not have points assigned to them.).** Absence from more than two classes may result in a loss of half of the total professional accountability points.

VI. Grading and Evaluation

A minimum grade of C is required to pass this course. Students will be graded on performance in the following areas for a possible total of 100 points:

DUE DATE	ASSIGNMENT	POINT VALUE
Jan. 23	Technology in SW Quiz	3
Feb. 6	Ethics in Practice Assignment	7
Feb. 13	Agency Scavenger Hunt	10
TBD	Simulation Assignment	5

Feb. 27	SOAP Documentation	5
Mar. 20	Draft Case Assessment	5
Mar. 27	Peer Reviews of Case Assessment	5
April 10	Case Assessment Final	30
April 17	Reflections and Lit Review	10
Jan. 23, 30 Feb. 13, 20, 27 Mar. 6 April 3, 10, 17, 24	Discussion Board Questions	10
May 1	Professional Accountability	10
	Total Points	100
May 1	Bonus Points	2
March 6, April 24	Process Recordings	0
1/30, 2/20, 3/6, 4/17, 5/1**	Journals	0

The following scale will be used to determine your final letter grade:

94.0 and above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

VII. Class Policies

Attendance: Regular and punctual attendance to each class is expected for this course. More than 2 absences may result in a deduction of half of the points from the professionalism grade. Excessive absences may result in a student being dropped from the course or in the loss of a letter grade. Students are expected to contact the professor

in a timely manner about absences, and alert the professor about late arrivals or early departures.

Late Assignments: It is expected that all assignments will be turned in on time. Assignments, including papers, are due at the *beginning of the class* on the due date indicated. Late assignments will be penalized 5% of the assignment point value for each day late. On days subsequent to the due date, papers must be submitted before 5:00 pm to avoid an additional deduction. After 10 calendar days, late assignments will not be accepted. **Students should contact the professor, at minimum, 24 hours before the assignment is due if they anticipate a late assignment. A new deadline may be negotiated, at the instructor's discretion.**

Papers: Students are expected to produce high quality written work in terms of appearance, style, and content (see individual assignment guidelines for details). When using information from 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). If a student decides to contest a grade, this concern should be raised with the instructor within one week of receiving the grade.

Professionalism: One goal of this course is to enhance and encourage student professionalism. One aspect of professionalism related to social work is the effective use of supervision. Effective use of supervision includes, among other things, identifying areas for growth and understanding and utilizing the appropriate processes for communication regarding concerns. At the field agency, this must include going directly to your Field Instructor and the Faculty Liaison as concerns or needs arise. More about problem solving in field can be found in the *Student Guide to Undergraduate Field*. For concerns arising in the context of the classroom, the student is expected to meet with the professor on an individual basis, and come prepared to discuss the issue with possible solutions in mind.

Use of Computers/Cell Phones in the Classroom: Field Seminar is a practice course, and class participation is essential. Generally, it will not be necessary to take detailed computer notes on material in this course, and only occasionally will the use of a laptop computer be warranted. When laptops are being used in the classroom, it is considered unprofessional and disrespectful to use the computer for anything other than note-taking or relevant data search that will benefit the entire class. Internet surfing, instant messaging, working on material outside of the BSW Seminar, etc. is not permitted and will result in lowered professional accountability grades and possible disciplinary action. **Additionally, cell phones should be turned off when class begins and remain off throughout the duration of the class unless the student has spoken with the instructor prior to class beginning about an urgent need to have the phone available during class.**

Use of Canvas: In this class the professor uses Canvas—a Web-based course management system with password-protected access at <http://courses.utexas.edu>. Use may include the following: to distribute course materials including recorded lectures and videos, to communicate and collaborate online, to post grades, to submit some assignments, and to give students online surveys. Students can find support in using Canvas at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

Confidentiality: Information shared in class about agencies and clients is considered to be covered by the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that information is shared in class for this purpose. However, discussions outside of class with individuals outside of the seminar or with other members of the seminar regarding information shared in class about clients, supervisors, or agencies is considered a breach of confidentiality. Breach of confidentiality is grounds for removal from field.

VIII. University Policies

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling and Mental Health Center at 512-471-3515 or online at <https://cmhc.utexas.edu>. UT students may also call the

Counseling and Mental Health Center Crisis Line at 512-471-CALL (2255) (*UT Students Only*) to speak with a trained counselor about their situation.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://diversity.utexas.edu/disability>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

CAMPUS CARRY POLICY. The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-

sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IX. Course Schedule

Date	Description	Assignment Due	Text / Readings
Jan. 23	<p>Development of the Professional Self—Values, Ethics, and Supervision in the digital age</p> <p>Ethical Problem Solving</p>	<p><i>Discussion Board</i></p> <p><i>Pre-Class Activities</i></p> <p><i>Technology in SW Quiz (pre-class)</i></p>	<p>NASW, Code of Ethics</p> <p>NASW, Standards for Technology in Social Work Practice</p> <p>Dewane, C., Use of Self: A Primer Revisited.</p> <p>Sweitzer and King, Chapter 2, Framing the experience: the developmental stages of an internship, pp. 31-47.</p>
Jan. 30	<p>Assessment</p> <p>Spirituality and Assessment</p>	<p><i>Journal</i></p> <p><i>Discussion Board</i></p> <p><i>Pre-Class Activities</i></p>	<p>Hepworth, Chapter 9, Intrapersonal, Interpersonal and Environmental Factors</p> <p>Schott and Weiss, Chapter 19, Intimate Partner Violence, pp. 271-281</p> <p>Hodge, Implicit Spiritual Assessment: An Alternative Approach for Assessing Client Spirituality</p>
Feb. 6	<p>Assessment Tools</p> <p>Documentation</p>	<p><i>Ethics in Practice</i></p> <p><i>Pre-Class Activities</i></p>	<p>Sheafor and Horejsi, Data Collection and Assessment</p> <p>Cameron & turtle-song, Learning to write case notes</p>

Feb. 13	Motivational Interviewing	<i>Agency Scavenger Hunt Assignment</i> <i>Discussion Board</i> <i>Pre-Class Activities</i>	Miller & Rollnick, Chapter 4, What is Motivational Interviewing, pp. 33-42.
Feb. 20	Culturally Appropriate Practice Intervention Planning	<i>Journal</i> <i>Discussion Board</i> <i>Pre-Class Activities</i>	Ortega and Faller, Training Child Welfare Workers from an Intersectional Cultural Humility Perspective: A Paradigm Shift Rothman, Chapter 6, Cultural competence in the context of practice, pp. 49-57. Sheafor and Horejsi, Planning and Contracting Sheafor and Horejsi, Intervention and Monitoring
Feb. 27	Child Welfare in Social Work Practice – ONLINE THIS WEEK See online activities	<i>SOAP Documentation Assignment</i> <i>Discussion Board</i> <i>Online activities</i>	Schott and Weiss, Chapter 14, Child Maltreatment and Child Welfare, pp. 183-196
March 6	Monitoring and Evaluation School Social Work	<i>Journal</i> <i>Process Recording #1</i> <i>Pre-Class Activities</i>	Sheafor and Horejsi, Monitoring and Evaluation Schott and Weiss, Chapter 13, Social Work Practice in School Settings, pp. 163-176 and Chapter 21, Adolescent Bullying, pp. 299-311

March 20	Juvenile Justice and Criminal Justice Disproportionality	<i>Case Assessment Draft</i> <i>Discussion Board</i> <i>Pre-class Activities</i>	Schott and Weiss, Chapter 23, Adolescents in Juvenile Detention, pp. 327-336
March 27	Mental Health and Suicide Prevention Voices Simulation	<i>Case Assessment Peer Reviews</i> <i>Pre-Class Activities</i>	Lukas, Chapter 8, How to determine whether a client might hurt somebody; Lukas, Chapter 9, How to determine whether a client might hurt herself
April 3	Social Work with LGBTQ Individuals	<i>Discussion Board</i> <i>Pre-Class Activities</i>	Schott and Weiss, Chapter 27, Sexual Minorities, pp. 379-393
April 10	<u>Online This Week</u> Public Health Social Work and Disparities Social Work with Persons who are Homeless	<i>Case Assessment Final Due</i> <i>Discussion Board</i> <i>Online Activities</i>	Schott and Weiss, Chapter 24, Public Health Social Work, pp. 341-350 Keefe, Health Disparities: A Primer for Public Health Social Workers Social Work Speaks: Homelessness

April 17	Immigrants, Refugees, and Trafficking	<p><i>Journal</i></p> <p><i>Reflection and Literature Review</i></p> <p><i>Discussion Board</i></p> <p><i>Pre-Class Activities</i></p>	<p>Schott and Weiss, Chapter 31, Trafficking and Modern-Day Slavery, pp. 437-450</p> <p>Sweitzer and King, Chapter 14, And in the end: the culmination stage, pp. 398-425</p>
April 24	Addictions	<p><i>Discussion Board</i></p> <p><i>Process Recording #2</i></p> <p><i>Pre-Class Activities</i></p>	<p>Schott and Weiss, Chapter 7, Substance Abuse, pp. 83-92</p> <p>Schott and Weiss, Chapter 6, Mindfulness in Mental Health Care Settings, pp. 69-78</p>
May 1	Course Wrap-Up/Celebration	<p><i>Optional bonus assignment(s)</i></p> <p><i>Journal Narrative Questions** Due today or prior to final evaluation if done before today</i></p>	

Happy Graduation!

X. Bibliography

- Bell, H., Kulkarni, S., & Dalton, L. (2003). Organizational prevention of vicarious trauma. *Families in Society: The Journal of Contemporary Human Services*, 84(4), 463-470.
- Berg, I. K., & Kelly, S. (2000). *Building solutions in child protective services*. New York, NY: W. W. Norton & Company.
- Browne, C., & Mills, C. (2001). Theoretical frameworks: Ecological model, strengths perspective, and empowerment theory. In R. Fong & S. Futuro (Eds.), *Culturally competent practice: Skills, intervention and evaluation* (pp. 10-30). Boston: Allyn & Bacon.
- Cameron, Susan and turtle-song, imani. (2002). Learning to write case notes using the SOAP format. *Journal of Counseling and Development*. 80. 286-292.
- Cournoyer, B. R. (2004). *The evidenced-based social work skills book*. Boston: Allyn & Bacon.
- DeJong, G., & Miller, S. (1995). How to interview for client strengths. *Social Work*, 40(6), 729-736.
- Dewane, C. J. (2006). Use of self: A primer revisited. *Clinical Social Work Journal*, 34(4), 543-558.
- Dillon, C (2003). *Learning from mistakes in clinical practice*. United States: Brooks/Cole.
- Doka, K. (1989). *Disenfranchised grief: Recognizing hidden sorrow* (pp. 13-23). Massachusetts/Toronto: Lexington Books.
- Doka, K. (2002). *Disenfranchised grief: New directions, challenges, and strategies for practice* (pp. 23-38). Champaign, Illinois: Research Press.
- Glicklen, 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.
- Grayson, Joann,(2012). Evidence-based treatments for childhood trauma. Virginia Child Protection Newsletter, Volume 95.
- Healy, L. M. (2001). *International Social Work*. New York: Oxford University Press.

- Hepworth, D., Rooney, R., Rooney, G., Strom-Gottfried, K., & Larsen, J. (2010). *Direct social work practice: Theory and skills* (8th ed.). Pacific Grove, California: Brooks/Publishing Company.
- Hodge, David R. (2013). Implicit spiritual assessment: an alternative approach for assessing client spirituality. *Social Work*. 58(3). 223-230.
- Johnson, L., & Yanca, S. J. (2004). *Social work practice* (8th ed., pp. 380-409). Boston: Allyn & Bacon.
- Kabat-Zinn, J. (1990). The foundations of mindfulness practice: Attitudes and commitment. In *Full catastrophe living* (pp. 31-46). Delacorte Press.
- Kagle, J. D., & Giebelhausen, P. D. (1994). Dual relationships and professional boundaries. *Social Work*, 39(2), 213-220.
- Kauffman, S. (2000). Generalist practice with economically disadvantaged clients and communities. In J. Poulin (Ed.), *Collaborative social work: Strengths-based practice*. Itasca, Illinois: F. E. Peacock.
- Keefe, Robert H. (2010). Health disparities: a primer for public health social workers. *Social Workers in Public Health*. 25. 237-257.
- Lecca, P., Quervalu, I., Nunes, J., & Gonzales, H. (1998). Cultural competency in health, social, and human services: Directions for the twenty-first century. In *Garland reference library of social services* (Vol. 1085, pp. 219-244).
- LeCroy, C., & Daley, J. (Eds.). (2005). *Case studies in child, adolescent, and family treatment*. Belmont, CA: Brooks.
- Leigh, J. W. (1998). *Communicating for cultural competency* (pp. 38-59). Boston: Allyn & Bacon.
- Lens, V. (2004). Principled negotiation: A new tool for case advocacy. *Social Work*, 49(3), 506-513.
- Lipsky, L. V. D., & Burk, C. (2009). New ways to navigate. In *Trauma stewardship, an everyday guide to caring for self while caring for others* (pp. 116-129). San Francisco: Berrett-Koehler Publishers, Inc.

- Lowenberg, F., Dolgoff, R., & Harrington, D. (2000). *Ethical decisions for social work practice* (6th ed.). Itasca, NY: Peacock Publishing.
- Lukas, S. (1993). *Where to start and what to ask: An assessment handbook*. New York: W. W. Norton & Co.
- Maslach, C., & Leiter, M. (2005) Reversing burnout: How to rekindly your passion for your work. *Stanford Social Innovation Review*. Winter 2005, 43-49.
- Mattison, M. (2000). Ethical decision making: The person in the process. *Social Work*, 45(3), 201-212.
- Miller, W., & Rollnick, S. (2002). *Motivational interviewing: Preparing people for change*. New York: Guilford.
- Moraine, K., & Capous-Desyllas, M. (2014). *Anti-Oppressive Social Work Practice*. Sage Publications.
- NASW standards for cultural competence in social work practice. (2002). In *NASW National Committee on Racial and Ethnic Diversity*. Washington D.C.: National Association of Social Workers.
- NASW, ASWB, CSWE, and CSWA standards for technology in social work practice. (2017). Washington D. C.: National Association of Social Workers.
- National Association of Social Workers. (1997). *National association of social workers code of ethics*. Washington D.C.: NASW Press.
- Ortega, R. M., Faller, K. C.. (2011). Training Child Welfare Workers from an Intersectional Cultural Humility Perspective: A Paradigm Shift. *Child Welfare Journal*. 90(5): 27-49.
- Poulin, J. (2000). *Collaborative social work: Strengths-based practice*. Itasca, Illinois: F. E. Peacock.
- Prochaska, J., DiClemente, C., & Norcross, J. (1992). In search of how people change. *American Psychologist*, 47(9), 1102-1114.
- Rapp, C. & Goscha, R. (2006). *The strengths model: Case management with people with psychiatric disabilities*. New York, NY: Oxford University Press.

- Reamer, F.G. (2003). Social Work in a digital Age: Ethical and Risk Management Challenges. *Social work*, 58(2), 163-172.
- Roberts, A. R., (Ed.). (2009). *Social workers' desk reference*. Oxford: Oxford University Press, Inc.
- Rothman, Juliet C. (2008). *Cultural competence in process and practice: building bridges*. Pearson.
- Saleeby, D. (2009). *The strengths perspective in social work practice* (5th ed.). Boston: Allyn and Bacon.
- Schott, E., & Weiss, E. (2015). *Transformative social work practice*. Sage Publications.
- Sheafor, B., Horejsi, C., & Horejsi, G. (2012). *Techniques and guidelines for social work practice* (9th ed.). Boston: Allyn & Bacon.
- Shulman, L., (2009). The preliminary phase of work. In *The skills of helping individual, families, groups, and communities* (6th ed., pp. 52-73). United States: Brooks/Cole.
- Sweitzer, H. K., & King, M. A. (2013). *The successful internship: personal, professional, and civic development* (4th ed.). Australia: Thomson Brooks/, Inc.
- Tervalon, M. & 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), 117-125.
- Texas State Board of Social Work Examiners. (2005, July 27). Code of Conduct. In *Texas department of state health services*. Retrieved August 23, 2007, from http://www.dshs.state.tx.us/_conduct.shtm
- Zastrow, C.H. (2011). *Social work with groups, a comprehensive worktext*. (9th ed.) United States: Brooks/Cole.