

THE UNIVERSITY OF TEXAS STEVE HICKS SCHOOL OF SOCIAL WORK

Course Number: SW 383R **Professor:** Tammy Linseisen, ACSW, LCSW-S
Unique Number: 59635 **Office:** SSW 3.124F
Semester: Fall 2020 **Phone:** 512-431-0014 (mobile)
Meeting Time/Place: Thursday/
9:00-11:00am **Email:** tlinseisen@mail.utexas.edu
Online via Zoom **Office Hours:** Thursdays 12:30p-1:30p
Other times by appt.

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](#);
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;
3. Utilize professional communication skills, supervision and consultation in the effective and ethical provision of services to diverse individuals, families, groups, organizations and communities;
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;
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;
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;

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;
8. Demonstrate familiarity with basic concepts and methodology related to work with small groups in agency, organization and community settings;
9. Identify the importance of empirically based knowledge to evaluate and improve practice, policy and social service delivery.

III. TEACHING METHODS

This class will be taught using an anti-racist pedagogical lens. That means that we will: 1) disrupt assumptions about the ‘objectivity’ of knowledge; 2) develop awareness and reflection of our individual social positions; 3) decenter authority so that even as the professor, I am engaged in the learning process with you; 4) critically think, analyze, synthesize, and apply ideas, drawing on individual and collective student and professor experiences; and 5) emphasize collaboration over competition.

This class will be taught using a variety of methods with an emphasis on experiential learning via an active learning-centered model. Teaching methods include role-plays and simulations, case examples, student presentations, videos, class discussions, small group interactions/learning activities, collegial consultation, lectures and guest lectures. To achieve success in learning in this course, you must be willing to participate, risk yourself, stretch your creativity, and be physically and mentally present in class! You are encouraged to ask questions as well as provide me with information and feedback throughout the semester to ensure your learning needs are being met.

IV. REQUIRED TEXT AND MATERIALS

Required:

Hepworth, D., Rooney, R., Rooney, G., Strom-Gottfried, K. (2017). *Direct Social Work Practice, Theory and Skills, 10e*. Belmont, CA: Thomson Brooks/Cole, Inc.

Van Dernoot Lipsky, Laura (2009). *Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others*. Oakland, CA: Berrett Koehler Publishers.

Recommended:

Corcoran, K. & Roberts, A. (Ed.). (2015). *Social Workers’ Desk Reference, 3e*. NY: Oxford University Press.

All required readings listed on the class schedule that are not found in the Hepworth/Rooney textbook will be available via Canvas by the second week of class. If readings are added to the reading list after the beginning of the class semester, you will be notified by the professor or teaching assistant generally via email and/or Canvas.

Some readings may be provided in class.

V. COURSE REQUIREMENTS

Self-Assessment

To begin the practice of both self-evaluating and ongoing assessment, students are asked to examine their own histories, current personality development, and goals. This assignment begins the process of self-assessment as is required in professional use of self and also offers a beginning understanding of the process of assessment which will be an area of study during the Practice I course.

A separate assignment sheet will be provided. **(50 pts)** *Due 9/3*

Ethics Application

An assignment will be provided which will utilize readings and course material in order for students to analyze ethical dilemmas in client situations. This assignment will examine ethical knowledge, critical thinking skills, and problem-solving ability. **(50 pts.)**
Due 9/10

Agency Analysis and Presentation

The agency analysis and presentation are designed to acquaint the student and classmates thoroughly with the student's field placement.

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. **(75 pts)** *Due 10/8*

Video Real Play

Each student will select a peer from class and video an interview with that student peer. The video will be reviewed with 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 real 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. **(75 pts)**

Video Review Sessions: 10/15 Paper Due: 10/22

Case Assessment

The term 'case assessment' refers to the process of collecting and critically evaluating a client's 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 should 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;
- c) Assess a client's past and present situations;
- d) Critically evaluate the material obtained; and
- e) Synthesize pertinent information into a professional report.

A separate assignment sheet will be provided. **(100 pts)** *Due 11/19 draft; 12/3 final*

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.

Participation will be important in both synchronous and asynchronous content for the course. Asynchronous class discussions and reading groups will also be considered when participation points are determined. You will have the opportunity to make your case for the number of participation points you have earned. **(50 pts)**

VI. GRADES

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

Diversity, Equity, and Inclusion

Consistent with the values of social work, I am committed to creating a classroom environment that supports and affirms diversity, equity and inclusion. By diversity, I refer to the myriad ways in which humans differ in attributes that are visible and invisible, including race, ethnicity, nationality, citizenship, gender and gender identity, sexual orientation, religion, age, socioeconomic background, and ability. Diversity in thought is also encouraged. Equity in access to learning opportunities, and inclusion in virtual and physical learning spaces, is a student's right. All students are expected to uphold these principles, both individually and collectively. Students are asked to voice concerns directly to me as soon as they arise so that they may be addressed appropriately.

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

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. At no time may any part of any class or class-related meeting be recorded in any way without expressed consent from all parties involved.

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 (Online) Classroom

Practice I is a practice course, and class participation is essential to successful learning. Computers are necessary for the online classroom but must be utilized in a professional way that maximizes virtual learning and committed attention to both coursework and in-class activities. Turning off notifications is important during the virtual learning experience. Cell phones should also be utilized only in a way that maximizes learning. Turning them off or silencing them and putting them aside will increase attention to the coursework and the practice opportunities. Special exceptions can be made if there are emergencies looming. Please communicate with me if this is the case so that I will understand your needs. These are issues of professionalism.

Time Management

Assignments are due to be uploaded to Canvas by 5 PM on the due date. Material turned in after 5 PM is considered late. Students will lose 5 points per calendar day that an assignment is late (based on a 100-point scale). On subsequent days, assignments must be submitted before 5:00 p.m. to avoid an additional 5-point penalty (again based on a 100-point scale). All papers will be accepted via Canvas.

Attendance

Attendance and participation for the full two hours of class and the additional hour of field seminar is expected for all students. After two absences, the student is responsible for scheduling an office visit with the professor to discuss issues affecting attendance and professionalism.

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

More than two absences may result in the student being dropped from Practice I and/or Field I. After two absences, it is expected that the student schedule a meeting with the professor to discuss a plan for improving attendance. Being on time for class is expected, and late arrivals will impact the student's class participation score. If a student is late for class on a consistent basis, a meeting with the professor can be expected to discuss a plan for improved timeliness.

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 he or she wishes to discuss missed classroom material in more detail. Missed material is the responsibility of the student.

Students are expected to notify the professor prior to class at the designated number if they cannot attend class due to an illness or emergency or if they are going to be late to class.

APA Guidelines and Crediting Sources

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

Writing Assignments

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

Grading Breakdown

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	50 pts
Agency Analysis, Presentation	75 pts
Video Real Play	75 pts
Case Assessment	100 pts
Ethics Application	50 pts
Class Participation	50 pts
TOTAL =	400 points

FINAL GRADE

400-375 = A	279-270 = D+
374-360 = A-	269-256 = D
359-349 = B+	255-240 = D-
348-336 = B	240-0 = F
335-320 = B-	
319-310 = C+	
309-296 = C	
295-280 = C- (class failed, no credit)	

Grades are assigned based on the following criteria: A grade of “A” is earned for outstanding work that engages course materials with original thought and creativity or a mastery of technical skills. A grade of “B” is earned for doing all of the work well. A grade of “C” is earned for meeting all course requirements. To obtain a high grade, students must find the time to complete assignments in a way that integrates and extends readings, lectures, classroom discussions, and your own critical perspective on the topic.

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 concerns remain, the student(s) is/are encouraged to approach the professor during the assignment's completion process, **before** the assignment is due, to discuss strategies for completing the assignment.

Communication with Professor

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 professor about any changes to their email addresses. Students can use email to ask the professor questions between class meetings. However, a student will be expected to use sound professional judgment when deciding what is appropriate to discuss in email as opposed to scheduling an office appointment or visiting the professor during office hours.

Use of Canvas in Class

In this class the professor uses Canvas—a Web-based course management system with password-protected access at <http://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 Canvas at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

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.

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/>.

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 race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. 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 Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

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

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) 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/>.

SHARING OF COURSE MATERIALS IS PROHIBITED. No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class without the professor's explicit, written permission. It is the view of this university that unauthorized sharing of materials promotes cheating, and thus it is a violation of the University's Student Honor Code and an act of academic dishonesty. Any materials found online that are associated with a given student, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

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.

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.

CLASS RECORDINGS. Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

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>.

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 on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

CAMPUS CARRY POLICY. The University's policy on concealed firearms 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.

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 have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. 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.

COVID CAVEATS. To help keep everyone at UT and in our community safe, it is critical that students report COVID-19 symptoms and testing, regardless of test results, to [University Health Services](#), and faculty and staff report to the [HealthPoint Occupational Health Program \(OHP\)](#) as soon as possible. Please see this [link](#) to understand what needs to be reported. In addition, to help understand what to do if a fellow student in the class (or the instructor or TA) tests positive for COVID, see this [University Health Services link](#).

IX. COURSE SCHEDULE

Date	Topics	Assignment Due	Readings
	The Foundations of Social Work and Forming Relationships		
8/27	Course and Syllabus Review Perspective Professional Use of Self History of Social Work Anti-Oppressive Social Work Practice	See Module 1 on Canvas	Ramsey handout
9/3	Social Work Values and Ethics Generalist Practice Critical Thinking Agency Functioning and Social Work Roles Systems Theory and Ecological Theory	Journal Due Self-Assessment Due See Module 2 on Canvas	Hepworth: Chapters 1 and 2 Canvas: Miley, O’Melia and Dubois, “Human System Perspectives” NASW Code of Ethics
9/10	Ethical Decision Making Professional Use of Self Confidentiality, Professional Boundaries The Helping Process	Journal Due Ethics Application due See Module 3 on Canvas	Hepworth: Chapters 3 and 4 Strom-Gottfried, “Ethical Decision-Making Models” Reamer, “Boundary Issues in Social Work: Managing Dual Relationships” Lipsky: Intro, Chapters 1 & 2

9/17	<p>Interpersonal Communication</p> <p>Relationship Formation and Engagement</p> <p>Relational Skills Building</p> <p>Organizational Relationships and Analysis</p>	<p>Journal Due</p> <p>See Module 4 on Canvas</p>	<p>Lipsky: Chapter 3, 4</p> <p>Hepworth: Chapters 5 (pages 89-100) and 6</p> <p>Canvas: Gerdes and Segal, "Importance of Empathy..."</p>
	Assessment and Change		
9/24	<p>Assessment</p> <p>Process and Product</p> <p>Multidimensional Skills Building</p>	<p>Journal Due</p> <p>See Module 5 on Canvas</p>	<p>Hepworth: Chapters 8, 9</p> <p>Canvas: Saleeby, "The Power of Place"</p> <p>SWDR: Austrian, "Guidelines for Conducting a Biopsychosocial Assessment"</p> <p>Lipsky: Chapters 5, 6</p>

10/1	Working with Groups Group Facilitation Skills Process and Content	Journal Due See Module 6 on Canvas	Group Readings posted on Canvas Lipsky: Chapter 7
10/8	Strengths-Based Practice Goals, Planning and Contracting Problem Solving Process	Agency Analysis Presentations due Journal Due See Module 7 on Canvas	Hepworth: Chapter 12 (pages 327-355) SWDR: Garvin, “Developing Goals” Canvas: Glickin, Chapter 4
10/15	Video Reviews – Full Class Does Not Meet Together	Journal Due	
10/22	Social Work in Medical Settings Clinical Case Management	Journal Due Process Recording #1 due Video Real Play Review and Reflection Paper due See Module 8 on Canvas	SWDR: Rothman, “An Overview of Case Management.” Lipsky: Chapters 8- 10
10/29	Advocacy Transtheoretical Model Motivational Interviewing	Journal Due See Module 9 on Canvas	Canvas: McLaughlin, “Clinical Social Workers: Advocates for Social Justice” DiClemente and

			Velasquez, “Motivational Interviewing and the Stages of Change”,
--	--	--	---

	Managing the Complexities of Client Relationships and Endings		
11/5	Restorative Justice in Social Work Practice	Journal Due Process Recording #2 due See Module 10 on Canvas	See Canvas for readings
11/12	Cultural Humility/Anti-Racist Practice Values, Ethics, and My Professional Use of Self	Journal Due See Module 11 on Canvas	Hepworth: Chapter 18 SWDR: Miller and Garran, “The Legacy of Racism for Social Work Practice Today and What to Do About It.” Canvas: Tervalon and Murray-Garcia, “Cultural Humility versus Cultural Competence”
11/19	Barriers in Working with Clients Transference and Countertransference Deeper Exploration of Self in Professional Practice	Journal Due Process Recording #3 due See Module 12	

	Termination	on Canvas Draft Case Assessment Due	
11/26	Fall Holiday – Have a great break!	No Journal Due!	Hepworth: Chapter 19 Canvas: Schnitzer, “They don’t come in…” and Shulman, “Endings and Transitions” Canvas: Dewane, “Use of Self: A Primer Revisited”
12/3	Professional Self Care Moments of Excellence Our Cohort’s Fall Ending	Final Journal Due Final Case Assessment Due	Lipsky: Chaps. 11-12 Canvas: Professional Self Care

X. Bibliography

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*, 7ed. Belmont, CA: Thomson Brooks/Cole, Inc.

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

- Dewane, C. (2006). Use of Self: *A Primer Revisited*. *Clinical Social Work Journal*, 34(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. & Glasser, P. (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*. 54(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*. Belmont, CA: Thomson Brooks/Cole, Inc.
- Hick, S. (2009). Mindfulness and social work: Paying attention to ourselves, our clients, and society. In S. 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. & 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. *Social Work Speaks: National Association of Social Workers Policy Statements 2009-2012* (8th ed.). Washington, DC: NASW Press.
- Netting, F. & O'Connor, M. (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. (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*. NY: Oxford University Press.
- Reamer, F. (2003). Boundary issues in social work: Managing dual relationships. *Social Work*, 48(1), 121-133.
- Reamer, F. (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. (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. (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 vs 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*. 54(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.