

**THE UNIVERSITY OF TEXAS  
STEVE HICKS SCHOOL OF SOCIAL WORK**

|  |                         |                          |  |
|--|-------------------------|--------------------------|--|
| <b>Course Number:</b>  | SW 312                  | <b>Instructor:</b>       | Brooke White, LCSW   |
| <b>Unique Number:</b>  | 61260                   | <b>Email:</b>            | <a href="mailto:brookewhite@utexas.edu">brookewhite@utexas.edu</a><br><u>u</u> |
| <b>Semester:</b>   | Fall 2022               | <b>Office:</b>           | Online   |
| <b>Meeting Time/<br/>Place:</b>  | Tuesdays &<br>Thursdays | <b>Pronouns</b>          | She/her/hers   |
|  | 3:30-5:00pm             | <b>Office<br/>Hours:</b> | By Appointment   |
| Asynchronous Thursdays; Synchronous virtual most Tuesdays - Read course schedule carefully for meeting expectations as some days may switch due to schedule and syllabus |                         |                          |  |

**Generalist Social Work Practice: Skills, Knowledge, & Values**

**I. STANDARDIZED COURSE DESCRIPTION**

This course is the first practice course you will complete in the social work curriculum. In this course, you will be introduced to the change and problem-solving process with individuals, families, groups, organizations, and communities. You will learn the purpose of theory in social work and begin to understand the theories that most influence generalist practice. The impact and guidance of the NASW Code of Ethics and other codes/principles of ethics on generalist social work practice will also be explored. Several sets of beginning social work skills, including observation, relationship building, interviewing and assessment skills, will be developed in this class. Experiential learning is emphasized as skills evolve, including a 30-hour service learning requirement that involves opportunities to interact with community members. In addition, in this course, you will learn how to reflect the needs of diverse individuals, groups and communities – as categorized by racialization, ethnic origin, class, gender, gender identity and expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status.

This course carries the Ethics flag. Ethics courses are designed to equip you with skills that are necessary for making ethical decisions in your adult and professional life. You should therefore expect a substantial portion of your grade to come from assignments involving ethical issues and the process of applying ethical reasoning to real-life situations.

Prerequisite: S W 310, Introduction to Social Work and Social Welfare, with a grade of at least C.

## II. COURSE OBJECTIVES

Upon completion of this course, you will be able to:

1. Define the major dimensions of generalist social work practice and the planned change/problem solving process with individuals, families, groups, organizations, and communities.
2. Understand the purpose of theory, how theoretical perspectives fit with individual beliefs and values, and how theory works to provide a framework for social work practice.
3. Explain how the lenses of ecosystems perspective, critical race theory, strengths-based approaches, Maslow's hierarchy of needs, and social constructionist theory can be applied to generalist social work practice.
4. Discuss anti-racism in generalist practice, centering racialization, and using perspectives developed by Black, Indigenous and other scholars of color.
5. Using a social justice lens, identify policies, behaviors, and beliefs that perpetuate racist and oppressive ideas and actions and suggest strategies for change.
6. Demonstrate basic skills in working with individuals, families, groups, organizations, and communities including:
  - a. Observation,
  - b. Engagement,
  - c. Communication,
  - d. Interviewing,
  - e. Assessment,
  - f. Goal setting and intervention,
  - g. Evaluation,
  - h. Collaboration, and
  - i. Problem solving.
7. Demonstrate use of tools in generalist practice including, but not limited to ecomaps, culturagrams, and genograms.
8. Demonstrate the ability to differentially use basic social work skills to reflect the needs of clients of diverse groups distinguished by racialization, ethnic origin, class, gender, gender expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status and national origin of communities.
9. Identify ethical issues and recognize when client, legal, policy, societal and/or personal values conflict, emphasizing understanding, affirmation and respect for human diversity and social justice in the practice of social work.

## III. TEACHING METHODS

This class will be taught using a range of methods to foster a stimulating, creative, collaborative and interactive learning community for students with a variety of learning styles. Experiential learning and exercises to promote self-awareness in relation to class content will be used on synchronous learning days. Other teaching methods include pre-posted lectures, asynchronous online activities, class

discussion, videos, guest speakers, role plays and assigned learning activities in the community. For a meaningful experience in this class, students should actively participate, take risks, stretch their creativity and critical thinking skills and attend class regularly. All students are encouraged to provide the instructor with feedback and meet with the instructor individually as needed to enhance learning.

## IV. REQUIRED TEXT AND MATERIALS

Finn, J. L. (2021). *Just practice: A social justice approach to social work*. Oxford

University Press.

\*Additional required readings and handouts will be posted on Canvas.

## V. COURSE REQUIREMENTS

Your grade for this course will be based on the following requirements:

| Assignment                 | Points     | Due Date  | Brief Description  |
|----------------------------|------------|---|--|
| SERVICE LEARNING           | 30         | Throughout semester, evaluation due on 12/1                     | 30 hours of service learning with an organization  |
| SELF-ASSESSMENT            | 5          | 9/27  | Assessment of your values, life theories, and changes  |
| BOOK QUIZZES               | 10         | Multiple, due by midnight on date listed                        | Reading quizzes assigned on specific chapters/sections of the text                                     |
| JOURNAL ENTRIES            | 20         | Multiple, due by midnight on date listed                        | Journal entries are writing opportunities to share about your experience with the content of the class |
| ANALYSIS PAPER             | 10         | 10/6  | Analysis of the film <i>The Year we Thought About Love</i>   |
| VIDEO PROJECT              | 10         | 11/3  | Create a video with a partner demonstrating social work skills   |
| ENGAGEMENT ASSIGNMENT      | 10         | 12/1  | A practice conceptualization of a written client system  |
| ATTENDANCE & PARTICIPATION | 5          | Comment left in the chat of each zoom session as an exit ticket | Potential for bonus points in some sessions at teachers discretion                                     |
| <b>TOTAL</b>               | <b>100</b> |   |  |

**Service Learning:** You will be required to complete **30** hours of service learning in a community agency in order to:

- Learn about issues of racial, social and economic inequity and inequality experienced in the Austin community
- Have an opportunity to practice the beginning relationship building skills you will be learning in class with community members
- Have opportunities to observe portions of the change process
- Integrate what you are learning about generalist practice with experience in a community agency.

- Additional information this course requirement will be reviewed during an in class orientation, available on Canvas and on the Steve Hicks School of Social Work website at: <https://socialwork.utexas.edu/academics/bsw/service-learning/Points>

Points for completion of the Service Learning Experience will be broken down as follows:

| Assignment  | Points | Due Date |
|---|--------|----------|
| Registration in GivePulse and Agency Selection Form | 2      |          |
| Completion of 30 hours as logged in GivePulse       | 25     | 12/1     |
| Evaluation in Qualtrics                             | 3      |          |

**Self-Assessment- Values, Life Theories and Change:** It is imperative that you be able to critically reflect and identify the value systems, beliefs and theories of life that guide you as you start to think about working with people with similar and different belief systems and experiences. This assignment will require you to think through some questions designed to help you critically reflect on the value systems most at play in your life. Then you can choose to either write a brief paper about how you view your belief systems could impact your work with people as a social worker at this early stage in your development OR depict your feelings and thoughts about the potential impact through a creative work. Finished assignments will be shared with a partner in class.

Due Date: 9/27 Points: 5

**Book Quizzes:** This course is heavily dependent on the concepts discussed in the required text and most weeks will include a brief quiz on the reading material. Quizzes will be available online and should be completed by 11:59pm on the nights on the weeks indicated on the syllabus schedule. Quizzes will be posted in Canvas at least one week prior to the due date. Each of the 5 quizzes is worth 2 points.

Points: 10

**Journal Entries:** In order to integrate what is being learned through asynchronous lectures, activities and service learning hours, you will be required to complete a brief journal entry using a prompt(s) 12 weeks of this course. Journal entries will be completed in Canvas and will be graded on critical reflection and completeness. Each journal entry will be worth 2 points.

Points: 20

**The Year We Thought About Love Film, Analysis paper:** At the conclusion of this course, you should be able to reflect the needs of clients of diverse groups distinguished by racialization, ethnic origin, class, gender, gender expression, culture, sexual orientation, religion, age, physical and mental abilities, caste, immigration/refugee status and national origin of communities. Viewing "The Year We Thought About Love" and then writing a short analysis paper will give you the opportunity to practice identifying the unique and evolving perspectives of people based on their identities and experiences. A separate assignment sheet will be provided in Canvas.

Due Date: 10/6 Points: 10

**Video Project:** You will create a video demonstrating basic social work skills this semester, working with a partner in the class. Videos will be focused on relationship building and beginning assessment. You will view and critique others presentations in small groups. Preparation for videos will include a

discussion in which class members and the instructor will interactively define grading criteria. Additional details will be shared in Canvas.

Due Date: 11/3 Points: 10

**Final Engagement Assignment:** Your final assignment for this class will be to complete an engagement assignment based on a written case. The focus of this paper will be to develop a plan for engagement members of a case family. A separate assignment sheet will be provided in Canvas. 3

Due Date: 12/1 Points: 10

**Attendance and Participation in Synchronous Classes:** Attendance in synchronous class meetings is an important part of this class as you will be starting to learn and practice skills with peers during meeting times. You will also be engaging in the discussions necessary to critically assess social work practice. Two points will be deducted from attendance credit for any class missed after one missed class (meaning that you can miss one class without point deduction). Missing 3 or more synchronous classes will put you at risk of failing this class.

Points: 5

Your written and recorded work should be formatted and composed so that it is clearly understood by the reader or viewer. It also should show evidence of your own critical and thoughtful analysis. You must give credit to outside sources for any materials used in your assignments. Additional criteria and evaluation guidelines are provided for all assignments in Canvas. Note that if you are a social work major you will need to repeat this course if your final grade falls below a 'C'.

## 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

**A. Classroom Safety & COVID-19:** As this is an entirely virtual class, we will not need to have an agreed upon COVID response however, it is recommended that you adhere to the university mask guidance, access vaccines which are free and widely viable. The vaccine will help protect against the transmission of the virus to others and reduce serious symptoms in those who are vaccinated. For COVID testing, isolations, and quarantine guidelines, visit: [https://healthyhorns.utexas.edu/coronavirus\\_exposure\\_action\\_chart.html](https://healthyhorns.utexas.edu/coronavirus_exposure_action_chart.html)

**B. Participation & Attendance:** Students are expected to attend class sessions regularly and to participate in an interactive framework between collegiate students and professor. Students are expected to complete the readings prior to class and should be well prepared to participate in discussions and experiential learning assignments. Regular and punctual attendance to each class is expected for this course. Student will lose two participation points for every missed class

synchronous meeting beyond one missed class unless a student has accommodations approved in advance through University Services for Students with Disabilities. Students are expected to contact the professor by email or phone or text in a timely manner about absences, and alert the professor about late arrivals or early departures. Any student missing more than three synchronous classes in total maybe in jeopardy of not passing this course. "Attendance" and participation for the asynchronous portion of this class will be evaluated based on the completion of journals and book quizzes. Students are responsible for any material missed due to absences.

4

Course material will be posted in Canvas.

- C. Due Dates & Late Assignments:** It is expected that assignments will be turned in on time. Assignments are generally due at 11:59pm on the due date. Exceptions to this time will be announced when necessary. Assignments, including papers, are due on the date and time indicated in Canvas. Late assignments will be penalized 5% of the assignment point value for each day late. After 7 calendar days, late assignments will not be accepted unless prior arrangements have been made with the instructor. Frequent communication is key when needing to turn in a late assignment. Email and meetings with the instructor to plan for late assignments are expected if a student is encountering barriers to turning in an assignment.
- D. Grades:** Questions about grades should be raised with instructor within one week of receipt of the grade.
- E. Use of Technology During Class Time:** As this is an online course, we will all rely on technology to be together. I expect that during class the only thing that is getting your attention is this course and the people in the virtual space with you. This means please silence your cell phones, don't reply to messages and texts or emails during class, and only click away from the screen to review content related to the course appropriately. I also ask that everyone use their voice or hands to share at least once per class to comment or ask questions related to the content. Please mute yourself and turn your camera off if you need to but also know that as much as is possible, your classmates appreciate you turning your camera on. I understand if you need to have it off sometimes (we all have those moments) but we want to know you and that involves getting to interact with you in multiple ways. In an online environment these practices are the equivalent to social respect we show each other in the classroom when we are together, please follow them and expect the same of your colleagues.

## VIII. UNIVERSITY POLICIES

**COVID-19 RELATED INFORMATION.** The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

**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 ACADEMIC INTEGRITY.** Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at:

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

**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.

**UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION.** Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

**RELIGIOUS HOLY DAYS.** A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#). The University does not maintain a list of religious holy days.

**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 campus carry may be found here: <https://campuscarry.utexas.edu>.



**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 and COVID-19 ADVICE LINE (BCCAL).** 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 and COVID-19 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 <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

**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

| <b>Date<br/>Date</b>               | <b>Topic</b>   | <b>Readings Due</b>                 | <b>Assignment Due</b>                |
|------------------------------------|--|-------------------------------------|--------------------------------------|
| <b>Tuesday<br/>8/23/20<br/>22</b>  | Synchronous: Introductions, Syllabus Review, Service Learning Overview |                                     |                                      |
| <b>Thursday<br/>8/25/202<br/>2</b> | Asynchronous: Service Learning   | Service Learning Module             |                                      |
| <b>Tuesday<br/>8/30/20<br/>22</b>  | Asynchronous: <i>Just Practice</i> Overview                            | <i>Just Practice</i> Chapters 1-3   |                                      |
| <b>Thursday</b>                    | Synchronous: Class Guidelines Generalist Social                        | Class Guidelines Readings in Canvas | Attend Service Learning Fair on 9/2! |

|                               |   |   |  |
|-------------------------------|---|---|--|
| <b>9/1/2022</b>               | Work  |   |  |
| <b>Tuesday<br/>9/6/2022</b>   | Synchronous: Generalist Social Work & <i>Just Practice</i>                                      |   |  |
| <b>Thursday<br/>9/8/2022</b>  | Asynchronous: Cultural Humility, Reflections on Personal Values, & NASW COE                     | <i>Just Practice</i> Chapter 4<br>NASW Code of Ethics | Book Quiz  |
| <b>Tuesday<br/>9/13/2022</b>  | Synchronous: Cultural Humility, Reflections on Personal Values, & NASW COE                      |   | Give Pulse<br>Registration Agency<br>Selection Form<br>Journal Entry |
| <b>Thursday<br/>9/15/2022</b> | Asynchronous: Understanding the Purpose of Theory   | <i>Just Practice</i> Chapter 5                        | Book Quiz  |
| <b>Tuesday<br/>9/20/2022</b>  | Synchronous: Understanding the Purpose of Theory Theories & Perspectives Central to SW Practice | Readings as assigned in Canvas                        | Journal Entry  |

8

| <b>Date</b>                   | <b>Topic</b>  | <b>Readings Due</b>   | <b>Assignment Due</b>            |
|-------------------------------|---|---|----------------------------------|
| <b>Thursday<br/>9/22/2022</b> | Asynchronous: <i>The Year We Thought About Love</i> | Watch a movie!  |                                  |
| <b>Tuesday<br/>9/27/2022</b>  | Synchronous: Values Assignment                      |   | Self-Assessment<br>Journal Entry |
| <b>Thursday<br/>9/29/2022</b> | Asynchronous: Observations/ Engagement              | <i>Just Practice</i> Chapter 6  | Book Quiz                        |
| <b>Tuesday<br/>10/4/2022</b>  | Synchronous: Observations/ Engagement               | Finn, <i>Just Practice in the Context of a Therapeutic Group Home</i> | Journal Entry                    |

|   |  |   |  |
|---|--|---|--|
| <b>Thursday</b><br><b>10/6/20</b><br><b>22</b>  | Asynchronous: Turn in Your Paper!  |   | Analysis <i>The Year We Thought About Love</i> |
| <b>Tuesday</b><br><b>10/11/20</b><br><b>22</b>  | Synchronous: Communication   |   | Journal Entry                                  |
| <b>Thursday</b><br><b>10/13/20</b><br><b>22</b> | Asynchronous: Interviewing Assessment (Teaching-Learning)                    | <i>Just Practice</i><br>Chapter 7                                 | Book Quiz                                      |
| <b>Tuesday</b><br><b>10/18/20</b><br><b>22</b>  | Synchronous: Interviewing Assessment (Teaching-Learning) Ecomaps & Genograms | Finn, <i>Just Practice with Mid-Life &amp; Older LGBTQ Adults</i> | Journal Entry                                  |
| <b>Thursday</b><br><b>10/20/20</b><br><b>22</b> | Asynchronous: Interviewing Assessment (Teaching-Learning)                    | Readings as Assigned in Canvas                                    |  |
| <b>Tuesday</b><br><b>10/25/20</b><br><b>22</b>  | Synchronous: Referrals & Community Relationships                             | Finn, <i>Determining the Location of a Homeless Shelter</i>       | Journal Entry                                  |
| <b>Thursday</b><br><b>10/27/20</b><br><b>22</b> | Synchronous: Action & Accompaniment  | <i>Just Practice</i><br>Chapter 8                                 | Book Quiz                                      |
| <b>Tuesday</b><br><b>11/1/20</b><br><b>22</b>   | Asynchronous: Video Lab with Partner   |   | Journal Entry                                  |
| <b>Thursday</b><br><b>11/3/20</b><br><b>22</b>  | Synchronous: Video Viewing in Small Groups                                   |   | Video Project                                  |
| <b>Tuesday</b><br><b>11/8/20</b><br><b>22</b>   | Synchronous: Video Viewing in Small Groups                                   |   |  |
| <b>Thursday</b><br><b>11/10/20</b><br><b>22</b> | Synchronous: Video Viewing in Small Groups                                   |   |  |

|                               |   |                                   |                                |
|-------------------------------|---|-----------------------------------|--------------------------------|
| <b>Tuesday</b><br>11/15/2022  | Asynchronous: Endings, Evaluation & Celebrations  | <i>Just Practice</i><br>Chapter 9 | Journal Entry                  |
| <b>Thursday</b><br>11/17/2022 | Synchronous: Endings, Evaluation, & Celebration   |                                   |                                |
| <b>Tuesday</b><br>11/22/2022  | Synchronous: Self-Care, Boundaries, & Use of Self | Readings as Assigned in Canvas    | Readings as Assigned in Canvas |
| <b>Thursday</b><br>11/24/2022 | NO CLASS  |                                   |                                |
| <b>Tuesday</b><br>11/29/2022  | Synchronous: Bringing It All Together & Review    |                                   | Journal Entry                  |

| <b>Date</b>                  | <b>Topic</b>                       | <b>Readings Due</b>  | <b>Assignment Due</b> |
|------------------------------|------------------------------------|--|-----------------------|
| <b>Thursday</b><br>12/1/2022 | Asynchronous: All Assignments Due! | Final Engagement Assessment<br>Service Learning Evaluation<br>Service Learning Hours in GivePulse<br>Course Evaluation Due |                       |

## X. BIBLIOGRAPHY

Ambrosino, R.A., Ambrosino, R. J., Heffernan, J. & Shuttlesworth, G. (2016). *Social work and social welfare: An introduction* (8th ed.). Boston, MA: Cengage Learning.

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Bronfenbrenner Life Course Center at Cornell University,  
<http://www.human.cornell.edu/che/BLCC/index.cfm>

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