

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

Course Number:	SW 332	Instructor:	Adam McCormick, MSSW, PhD
Unique Number:	61330	Email:	adam.mccormick@austin.utexas.edu
Semester:	Fall 2022	Office:	SSW 3.104A
Meeting Time/Place:	Tues/Thurs/ 2.112	Office Phone:	915-630-3326
	11am-12:30pm	Office Hours:	Tues/Thurs, 12:30-1:30pm
			Other time by appointment

Social Work Practice with Individuals and Families

I. Course Description

This course builds extensively on content learned in SW 312 (Social Work Generalist Practice: Knowledge, Values, and Skills) and focuses on the integration of theory, methods, and skills as they apply to practice with individuals and families. The foundation of the course is based on social work values and the ethical decision-making process, as outlined by the NASW Code of Ethics and other relevant sets of ethical principles.

You will participate in an in-depth examination of the social work helping process using relevant practice theories. In this course, you will develop more advanced skills of engagement, relationship building, interviewing, assessment, and problem solving. Intervention planning based on client need, appropriate theory and evidence-based, culturally-grounded practice will be a particular focus. Evaluation of practice will be an additional focus. Throughout the course, attention is given to understanding, affirming, and respecting people with varying identities of 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.

Prerequisites: Course credit for SW325, Foundations of Social Justice, and SW327, Human Behavior in the Social Environment with at least a C grade.

II. Course Objectives

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

1. Apply concepts from practice theories and perspectives related to individuals and families, including, but not limited to, concepts from ecological systems theory, critical race theory, strengths-based perspective, crisis theory, trauma-informed theory, solution focused approach, cognitive behavioral theory, relational-cultural theory, family systems theory and

theories of anti-racism and anti-oppressive practice, with a focus on theories that center racialization using perspectives developed by Black, Indigenous and other scholars of color.

2. Using a social justice lens, identify policies, behaviors, and beliefs that perpetuate racist and oppressive ideas and actions and suggest strategies for change when working with individuals and families.
3. Demonstrate skills needed to practice effectively with individuals and families, including relationship building, assessment, planning, intervention, and evaluation.
4. Demonstrate an understanding of the pursuit of social, racial, and economic justice in practice with individuals and families, including strategies to combat racism, discrimination, intersectional oppression, and economic deprivation.
5. Evaluate ethical issues and recognize when client, societal and/or personal values conflict, emphasizing understanding, affirmation, and respect for human diversity.
6. Evaluate ethical issues using a knowledge base of social work values and the ethical decision-making process, as outlined by the NASW Code of Ethics and other ethical principles, as appropriate.
7. Conduct social work assessments and develop interventions with individuals and families based on client needs, choice, appropriate theory, and research.
8. Develop and implement individual and family role plays and/practice scenarios that demonstrate the social work skills of:
 - a. Observation
 - b. Engagement
 - c. Communication
 - d. Interviewing
 - e. Assessment
 - f. Planning
 - g. Problem solving
 - h. Advocacy
 - i. Evaluation
10. Formulate practice scenarios that 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.

III. TEACHING METHODS

The Professor is committed to helping students prepare for social work field education. A variety of teaching methods including interactive lectures, experiential group activities, reading assignments, case studies, and audiovisual materials will be used to help students understand social work practice with individuals and families. Students are expected to be the chairs of their own education, meaning they will contribute to their own learning through asking questions, sharing experiences, and actively participating in class discussion. If students do not believe they are getting what they desire to learn in class, the Professor strongly suggests that the student meet with the Professor early on in the semester. The Professor welcomes these conversations.

Use of Canvas in Class & Email:

In this class the Professor uses Canvas—a Web-based course management system with password-protected access at <http://canvas.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.

It is required that students check their email daily and respond within 24 hours when warranted. This is not only preparing you for ethical and professional social work practice, but also affords effective communication between you and the Professor.

IV. REQUIRED TEXT AND MATERIALS

All readings will be provided by the instructor and posted to Canvas.

V. COURSE REQUIREMENTS

1. Case Study Paper (Podcast) (Due November 2nd)

Grading Criteria

Write a paper applying a theory of your choice (feminist theory, multicultural, critical race theory, Latino critical perspective, empowerment theory, systems theory, ecological, theories of masculinity, intersectionality, etc) to a case from a podcast series. For this assignment, review and consider from a micro perspective how you would approach the case using the theory you have chosen as the foundation for your choices. Describe your reasons for your approach/decisions for each level. For instance, if I am choosing to do analyze the case from the podcast, Dirty John, I might choose feminist theory to conduct my analysis.

- Choose a theory or combination of theories for analysis
- Choose a podcast to serve as your case study (examples included below)
- The assignment should be a minimum of three pages.
- Identify at least three potential areas of social work intervention and provide relevant context for each. For instance, if I am recommending a group intervention, I might provide context for why and what I hope that the client gets from the intervention (support, normalization, a chance to process, etc).

Grading Rubric

Assignment Criteria	Highest Level of performance	Very Good or High Level of Performance	Acceptable Level of Performance	Failing Level of Performance
Introduction				
	Short introduction related to the purpose of the paper	Partially addresses the purpose of the paper	Minimal introduction of the purpose of the paper	No introduction of the purpose of the paper
Identify Needs				
	Evaluates unique needs in detail after reviewing chosen theory.	Evaluates unique needs in less detail after reviewing chosen theory.	Evaluates unique needs in minimal detail after reviewing chosen theory.	Does not evaluate unique after reviewing chosen theory.
Approaches				
	Identifies at least 3 micro level approaches to address the individual or family.	Identifies at least 3 approaches. Describes each process in some detail.	Identifies at least 3 approaches Describes each process in minimal detail.	Identifies no more than 1 approach Describes each process minimally.
Rationale				

	Provides reason and with detailed explanation for the choice of approaches to use for each level.	Provides reason and with little explanation for the choice of approaches to use for each level.	Provides reason and with some explanation for the choice of approaches to use for each level.	Provides no reason and unclear or no explanation for the choice of approaches to use for each level
Clarity of Writing				
	Written content is clear, free from syntax and grammar issues and communicates intended thoughts effectively.	Written content is mostly clear, free from syntax and grammar issues and communicates intended thoughts effectively.	Written content is somewhat clear, free from syntax and grammar issues and communicates intended thoughts effectively.	Written content is not clear, has multiple syntax and grammar issues and does not communicate intended thoughts effectively.
APA Style/Page length				
	Free from APA errors.	1-2 APA errors.	2-3 APA errors.	4 or more errors.
Scholarly Sources				
	Used all (3 or more) peer reviewed	Used mostly peer reviewed sources (2)	Used 1 peer reviewed source	Did not use peer reviewed sources
Earned: ___ Points				Total Points: ___

Example Podcasts (While students can choose any of the podcasts listed below, this is by no means an exhaustive list and students are more than welcome to choose a podcast that is not on the list below)

- **STown (Depression and mental health)** <https://stownpodcast.org/>
- **Broken Harts (Child welfare, racial disproportionality)** <https://www.glamour.com/brokenharts>
- **Cold (Domestic Violence)** <https://thecoldpodcast.com/>
- **Dirty John (Domestic Violence).** <https://wondery.com/shows/dirty-john/>
- **Missing and Murdered: Finding Cleo (Colonization, Child Welfare, Mental Health)** <https://www.cbc.ca/radio/podcasts/missing-murdered-who-killed-alberta-williams/>

2. Trauma Informed Social Work Practice Assignment: The Case of Tina (Due 10/7)

The purpose of this assignment is to use a case example to illustrate the impact of trauma and to demonstrate the ability to engage trauma informed interventions and approaches.

Criteria for the Content (Guidelines)

Students will write a 3-4 page case analysis of the Case of Tina in chapter 1 of The Boy who was Raised as a Dog. Students must address the following prompts in their papers:

- Analyze the ways in which Tina has responded to the trauma.
- Give examples of the effects of that Tina's early sexual abuse experiences likely had on her behaviors and relationships.
- Closely assess Dr. Perry's intervention style with Tina. Which techniques did you find to be most beneficial and which were least beneficial.
- Assess the impact that Tina's social environment had on her ability to heal from her childhood trauma experiences.

See the detailed directions and grading criteria in the table below.

Assignment Criteria	Highest Level of performance	Very Good or High Level of Performance	Acceptable Level of Performance	Failing Level of Performance
Provide examples from the case of Sandy that illustrate the impact that trauma has on the neurobiology of children.				
	Student offers multiple examples of the impact of childhood trauma and makes clear connections to the case of Tina.	Student offers multiple examples of the impact of childhood trauma and makes few connections to the case of Tina	Student offers few examples of the impact of childhood trauma	Student offers no examples of the impact of childhood trauma. [RN1]
Identify and examine the secondary adversities that Sandy experienced as a result of her trauma.				
	Student identifies multiple secondary adversities and conducts an excellent analysis of their impact	Student identifies multiple secondary adversities and conducts a strong analysis of their impact	Student identifies some secondary adversities and offers no analysis of their impact.	Student identifies no secondary adversities and offers no analysis of their impact.
Assess the impact that				

Tina's social environment had on her ability to heal from her childhood trauma experiences.	Student conducts an exhaustive assessment of Tina's environment and identifies multiple risk and protective factors	Student conducts an assessment of Sandy's environment and identifies some risk and protective factors	Students addresses Tina's environment but the assessment does not identify specific risk or protective factors	Student does not address Sandy's environment and identifies no risk or protective factors
Clarity of Writing				
	Paper was extremely well organized and completely free of errors	Paper was well organized and nearly free of errors	Paper was somewhat organized and had multiple errors	Paper was disorganized and had numerous errors
Earned: _____ Points				Total Points: _____

3. Client Assessment & Treatment Plan

Each student will be required to write-up his/her/hir own assessment of the client from a memoir of their choice. Papers should be in a formatted 4-6 pages double-spaced, 12-point Times New Roman font, cover page should only have name and title. The Professor will provide specific guidelines for this assignment during the class; please review them carefully (i.e. the handout provided early in the semester). Please organize your assessment using headings that follow the template distributed in class. Some examples of memoirs include the following (not an exhaustive list):

I am not your perfect Mexican daughter by Erica Sanchez (not a memoir, but would work for this assignment)

Memorial Drive by Natasha Trethewey

Heavy by Kiese Laymon

Crying in H-Mart by Michelle Zauner

Educated by Tara Westover
Crazy Love by Leslie Morgan Steiner
Shadow daughter: A memoir on estrangement

4. Individual Simulation Recordings (Due 10/12)

Students will pair up to conduct a 20-25 minute recorded session demonstrating the individual skills covered in class. Students will be responsible for creating a client situation and providing relevant information about the case to their partner who will be playing this role. More details will be provided in class.

5. Family Simulation Recordings (Due 12/2)

Students will work in groups of 5 to conduct a 20-25 minute recorded family sessions demonstrating the family skills covered in class. Groups will be responsible for creating a family client situation for the case and assigning the roles. More details will be provided in class.

Each assignment will be worth a total of 20 points

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

Attendance

You are expected to attend class regularly and participate in an interactive framework between students and professor. Failure to attend class regularly and demonstrate comprehension of the readings through class discussion or online will have an impact on the final grade. An attendance sheet will be passed out and collected immediately at the start of class. Students are allowed 2 unexcused absences.

Office Hours

I strongly encourage students to schedule times to talk throughout the semester to foster dialogue regarding the mastery of the class material, processing difficult conversations that occurred in class, and brainstorming ideas for papers/projects. Students should come prepared with what they would like to talk about to make best use of our time together. Office hours will be held on Tuesdays and Thursdays for one hour immediately following our class session time.

Participation

Students are expected to be prepared to participate meaningfully in class discussion, skills-building exercises, small group activities, and assignments when lecture begins. Students are expected to call upon relevant experiences and course readings for contributions. As you arrive before each class, students will sign an attendance sheet. If you miss class, it is recommended that you contact a fellow classmate to get that information. If information is not clear, please schedule a time to meet with the Professor during office hours. The Professor will also evaluate students' participation in various in-class activities (e.g., large and small group discussions, role-plays, etc.). Remember that participation is not so much about quantity as it is quality. You are a major contributing factor to the learning environment of your fellow classmates.

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

Date	Topic	Reading (all course readings will be provided by the instructor and posted on Canvas)	Due
8/23	Course Introduction and Syllabus Review	None	
8/25	Engaging individuals: Skills for effective engagement	Corcoran, J. <i>Helping Skills for Direct Social Work Practice</i> Chapter 1: Meeting clients	
8/30 and 9/1	Engaging individuals: Skills for effective	Winbolt, B. <i>Solution focused therapy for the helping</i>	

	engagement	<i>professions, Chapter 4</i>	
9/6	Trauma informed Social work	Saxe, G. <i>Collaborative treatment of traumatized children and teens</i> , Chapter 7: Assessing traumatic stress	
9/8	Trauma informed Social work	Saxe, G. <i>Collaborative treatment of traumatized children and teens</i> , Chapter 7: Assessing traumatic stress	
9/13	Engaging a trauma informed social work skill set	Saxe, G. <i>Collaborative treatment of traumatized children and teens</i> , Cognitive processing skills	
9/15	Engaging a trauma informed social work skill set	Perry, B. <i>The boy who was raised as a dog</i> , Chapter 2: Sandy	
9/20	Ethical social work practice	Fossen, C., Anderson-Meger, J., & Daehn Zellmer, D. (2014) "Infusing a new ethical decision making model throughout a BSW curriculum". <i>Journal of Social Work Values and Ethics</i> , 11(1).66-81	
9/22	Ethical social work practice	Fossen, C., Anderson-Meger, J., & Daehn Zellmer, D. (2014) "Infusing a new ethical decision making model throughout a BSW curriculum". <i>Journal of Social Work Values and Ethics</i> , 11(1).66-81	
9/27	Student ethical dilemma presentations	None	Student Ethical Dilemma Presentations Due
9/29	Student ethical dilemma presentations	None	Student Ethical Dilemma Presentations Due
10/4	Treatment planning and	Reading provided by instructor	

	goal setting		
10/6	Treatment planning and goal setting	Reading provided by instructor	Trauma informed social work activity: The case of Sandy
10/11	Individual simulation recording reviews	None	Individual Simulation Recordings Due
10/13	Individual simulation recording reviews	None	
10/18	Engaging families: Skills for effective family assessment	Provided by instructor	
10/20	Engaging families: Skills for effective family assessment	Provided by instructor	
10/25	Engaging families: Skills for effective family engagement	Provided by instructor	
10/27	Skills for effective family engagement	Provided by instructor	
11/1	Anti-racist, Intersectional and post-colonial social work practice	https://www.socialworker.com/feature-articles/practice/call-to-social-workers-act-against-racism-white-supremacy/ Teasley, M. L., Schiele, J. H., Adams, C. & Okilwa N. S. (2018). Trayvon Martin: Racial profiling, black male stigma, and social work practice. <i>Social Work</i> 63(1), 37-46 Beck, E. (2019). Naming White Supremacy in the Social Work Curriculum. <i>Affilia</i> , 34(3), 393–398. https://doi.org/10.1177/0886109919837918	Case Study Podcast Paper Due

		Bubar, R., Cespedes, K., & Bundy-Fazioli, K. (2016). Intersectionality and social work: Omissions of race, class, and sexuality in graduate school education. <i>Journal of Social Work Education</i> , 52(3), 283-296.	
11/3	LGBTQIA+ affirming social work practice	McCormick, Adam; Scheyd, Karey; and Terrazas, Samuel (2017) "Policy Essay: Fostering the acceptance and inclusion of LGBTQ youth in the child welfare system: Considerations for advancing trauma informed responses for LGBTQ youth in care," <i>Journal of Family Strengths</i> : Vol. 17 : Iss. 2 , Article 3.	
11/8	Burnout, Secondary Trauma and the Practice of Self-Care	http://socialwork.buffalo.edu/resources/self-care-starter-kit/self-care-assessments-exercises.html	
11/10	Burnout, Secondary Trauma and the Practice of Self-Care	http://socialwork.buffalo.edu/resources/self-care-starter-kit/self-care-assessments-exercises.html	
11/15	Crisis intervention social work skills	Kanel, K. (2012). A guide to crisis intervention, Chapter 3: The ABC Model of Crisis Intervention.	
11/17	Crisis intervention social work skills	Kanel, K. (2012). A guide to crisis intervention, Chapter 2 and Professional Issues.	
11/30	Family simulation recording reviews	None	Family Simulation Recordings Due
12/1	Family simulation	None	

	recording reviews		
12/8			Case Plans Due

X. BIBLIOGRAPHY

Akin BA, Strolin-Goltzman J, Collins-Camargo C (2017) Successes and challenges in developing trauma-informed child welfare systems: a real-world case study of exploration and initial implementation. *Child Youth Serv Rev* 82:42–52. <https://doi-org.ezproxy.lib.utexas.edu/10.1016/j.chilyouth.2017.09.007>

Berliner L, Kolko DJ (2016) Trauma informed care: a commentary and critique. *Child Maltreat* 21(2):168–172. <https://doi-org.ezproxy.lib.utexas.edu/10.1177/1077559516643785>

Bent-Goodley, Tricia, Fairfax, Colita Nichols, and Carlton-Laney, Iris. “The Significance of African-Centered Social Work for Social Work Practice.” *Journal of Human Behavior in the Social Environment* 27.1-2 (2017): 1–6. Web.

Branson CE, Baetz CL, Horwitz SM et al (2017) Trauma-informed juvenile justice systems: a systematic review of definitions and core components. *Psychol Trauma* 9(6):635–646. <https://doi-org.ezproxy.lib.utexas.edu/10.1037/tra0000255>

Bubar, R., Cespedes, K., & Bundy-Fazioli, K. (2016). Intersectionality and Social Work: Omissions of Race, Class, and Sexuality in Graduate School Education. *Journal of Social Work Education*, 52(3), 283–296.

Bundy-Fazioli, K., Quijanos, L., & Bubar, R. (2013). Graduate student's perception of professional power in **social work** practice. *Journal of Social Work Education*, 49(1), 108–121.

Dettlaff, and Boyd, R. (2020). Racial Disproportionality and Disparities in the Child Welfare System: Why Do They Exist, and What Can Be Done to Address Them? *The Annals of the American Academy of Political and Social Science*, 692(1), 253–274. [h](#)

Dettlaff, and Fong, R. (2016). Immigrant and refugee children and families : culturally responsive practice . Columbia University Press.

- Eyal-Lubling, R., & Krumer-Nevo, M. (2016). Feminist Social Work: Practice and Theory of Practice. *Social Work*, 61(3), 245–254.
- Cree, Vivienne E, and Dean, Janan S. “Exploring Social Work Students’ Attitudes Towards Feminism: Opening up Conversations.” *Social Work Education* 34.8 (2015): 903–920. Web.
- Green, Sue, and Bennett, Bindi. “Wayanha: A Decolonised Social Work.” *Australian Social Work* 71.3 (2018): 261–264. Web.
- Holosko, Dulmus, C. N., and Sowers, K. M. (2013). *Social work practice with individuals and families evidence-informed assessments and interventions*. John Wiley & Sons.
- John, and Schrandt, K. (2019). Social Work Practice With Individuals With Intellectual Disability: Social Work Students’ Perspectives. *Journal of Social Work Education*, 55(4), 724–735.
- Kiehne, Elizabeth. “Latino Critical Perspective in Social Work.” *Social Work* 61.2 (2016): 119–126. Web
- Kolivoski, Karen M., Weaver, Addie, and Constance-Huggins, Monique. “Critical Race Theory: Opportunities for Applications in Social Work Practice and Policy.” *Families in Society: The Journal of Contemporary Social Services* 95.4 (2014): 269–276. Web
- Ow, Rosaleen., and Abner Weng Cheong. Poon. *Mental Health and Social Work* Edited by Rosaleen Ow, Abner Weng Cheong Poon. 1st ed. 2020. Singapore: Springer Singapore, 2020. Web.
- PEASE, B. (2016). Critical Social Work With Men: Challenging men’s complicity in the reproduction of patriarchy and male privilege. *Social Alternatives*, 35(4), 49. Retrieved from
- Patrick O’Leary, Ming-Sum Tsui, Gillian Ruch, The Boundaries of the Social Work Relationship Revisited: Towards a Connected, Inclusive and Dynamic Conceptualization, *The British Journal of Social Work*, Volume 43, Issue 1, February 2013, Pages 135–153,
- Perry, B. D., & Szalavitz, M. (2008). *The boy who was raised as a dog: And other stories from a child psychiatrist's notebook : what traumatized children can teach us about loss, love, and healing*. New York: Basic Books.
- Perry, Bruce Duncan, and Oprah Winfrey. *What Happened to You? : Conversations on Trauma, Resilience, and Healing* / Bruce D. Perry, M.D., Ph. D., Oprah Winfrey. First edition. New York: Flatiron Books, 2021. Print.

Petersen, T., Penner, A. M., & Høgsnes, G. (2014). From Motherhood Penalties to Husband Premia: The New Challenge for Gender Equality and Family Policy, Lessons from Norway. *American Journal of Sociology*, 119(5), 1434–1472.

Roberts, D. E. (2022). *Torn apart: how the child welfare system destroys Black families--and how abolition can build a safer world* (First edition.). Basic Books.

Rosalynd Erney, and Kristen Weber. “Not All Children Are Straight and White: Strategies for Serving Youth of Color in Out-of-Home Care Who Identify as LGBTQ.” *Child welfare* 96.2 (2018): 151–177. Print.

Starr, Ruby. “Moving from the Mainstream to the Margins: Lessons in Culture and Power.” *Journal of Family Violence* 33.8 (2018): 551–557. Web.

Teasley, Martell Lee et al. “Trayvon Martin: Racial Profiling, Black Male Stigma, and Social Work Practice.” *Social Work* 63.1 (2018): 37–46. Web.

Tew, Jerry. “Understanding Power and Powerlessness: Towards a Framework for Emancipatory Practice in Social Work.” *Journal of Social Work* 6.1 (2006): 33–51. Web.

Turner, S. G., & Maschi, T. M. (2015). Feminist and empowerment theory and social work practice. *Journal of Social Work Practice*, 29(2), 151–162.

Van der Kolk, and Pratt, S. (2014). *The body keeps the score : brain, mind, and body in the healing of trauma* . Your Coach Digital.

ZHANGHUA, W.; LIQUN, H. Exploring Models for Indigenizing Social Work Education in China. *Chinese Education & Society*, [s. l.], v. 46, n. 6, p. 42–49, 2013.