

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

Course Number	SW 332	Instructor	Dana Jones, LCSW-S
Unique Number	61335	Email	dana.jones@utexas.edu
Semester	Fall 2022	Contact Number	512-577-5579
Meeting Time	Mondays & Wednesdays	Office / Office Hours	Reach out to instructor to schedule a time to meet
	4:00-5:30 pm		
Meeting Place	SSW 2.122		

**SOCIAL WORK PRACTICE WITH INDIVIDUALS AND FAMILIES
Course Number: SW332**

Ethics Flag

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.

III. TEACHING METHODS

This course is designed to provide the student with a meaningful learning environment to acquire skills and knowledge about Social Work practice in schools. The instructor believes in an active learning approach, an approach asserting that the learning process is one in which reciprocity between the instructor and students is a necessity. Teaching methods include a combination of lecture, group discussion, small group experience, social problem and current event analysis, guest speakers, readings and class presentations. Students are expected to complete assigned readings prior to each class period. Class instruction is designed to encourage student participation and input. It is imperative for effective practitioners to engage in an ongoing process of enhancing awareness of self. In this spirit, I ask that you mull over information and apply it to yourself as a developing professional. You are encouraged to ask questions, stay curious, consider differing perspectives. Feedback is crucial in the field of Social Work and I am open to your giving feedback to me as we learn alongside one another in this course. To do so, contact me and schedule a time to meet.

IV. REQUIRED TEXT AND MATERIALS

Required Text:

Hepworth, Dean, H. et al. *Empowerment Series: Direct Social Work Practice: Theory and Skills*. (10th Edition). Cengage Learning US, 2016.

Supplemental Reading: Additional Readings and Resources will be listed in the syllabus and/or found on Canvas.

V. COURSE REQUIREMENTS

1. Ethical Dilemmas/Decision Making: Group Class Presentations (15 %)

A core Social Work skill involves development of ethical reasoning abilities: the ability to think critically and apply Social Work values to situations that require 'real-life ethical choices'. For this assignment, students will work in groups of 4-5 to present a case/client situation and walk us through the ethical reasoning process used to derive a best course of action in the given complex situation. The presentation will be collaborative and the presentation itself will be 20-25 minutes in length. It is expected that each member of the group will engage the class in the presentation, present as a collaborative team member and contribute equally. While this is a group assignment and group grade, students who contribute minimally in the class presentation may individually have points deducted from their grade on this assignment. (Note: You will be provided a case situation as well as a template for Ethical Decision Making to be reviewed in class prior to this class presentation).

2. **Trauma Informed Social Work Practice Assignment: The Case of Tina (15%)**

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.

3. **Practice Lab and Written Assessment (Total: 30%)**

This assignment, designed to help you improve your interviewing and assessment skills, includes two components: a digitally-recorded role play, and a write up of the client assessment.

- A. Digitally-recorded role play (15%)** This assignment will give students the opportunity to play the role of a social worker conducting a client assessment interview. Because you will be working in pairs, each student will also play the role of a client being interviewed.

Students must choose from one of the Instructor's provided client vignettes, which will be distributed in class or posted to CANVAS. Students in a pair must have different vignettes (2 vignettes per pair). Students must video record the interviews and submit a 15-minute segment to the Instructor. Points will be deducted for recordings not meeting the length requirement. Recordings may be used in the future for teaching purposes so please refrain from self-disclosures that could put anyone at risk in any way. Students may complete the recordings by using their own recording equipment (Phone, computer, camera, etc.) and then uploading the videos to YouTube using privacy link or email to instructor. (Note: We will discuss options in class.) to YouTube. Please submit your video to the Instructor the day prior to your scheduled Feedback Group. Time will be provided during class for you to choose a Feedback Group Date. Students must select a 5-minute clip to show their classmates prior to their feedback session, and be prepared to quickly queue their videos to that point when it is their turn to present their clip.

- B. Written Client Assessment (15%)** Each student will be required to write-up an assessment of the client interviewed in their videorecorded role-play. Papers should be in a formatted 2-3-page double-spaced, 12-point font, report. The Instructor will provide further guidelines in class.

4. **Case Study Paper (15%)**

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, short documentary or film.

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 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 and provide a 1-page explanation of theory essentials
- Choose a podcast/documentary/film to serve as your case study (examples included below)
- The assignment should be a minimum of 3 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).

Example Podcasts/Documentaries/Films:

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. If you choose to do so, connect with professor to share your source prior to the assignment.

- 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://wonderly.com/shows/dirty-john/>
- Missing and Murdered: Finding Cleo (Colonization, Child Welfare, Mental Health) <https://www.cbc.ca/radio/podcasts/missing-murdered-whokilled-alberta-williams/>
- Film: "We Need to Talk about Kevin" (2011)
- Documentary: "Boy Interrupted" (2009)

5. Final Take Home Exam (20%)

The Final Take Home Exam is aimed at synthesizing lecture, class discussion and reading information throughout the course. An reflective essay will be included as well. Please refrain from discussion of answers for this Take-Home exam with fellow classmates as this is **not** a collaborative assignment. More details will be given in class.

Exam will be handed out in class on and will be handed in at the beginning of our class on .

6. Class Participation (5% of grade)

<u>Assignment</u>	<u>Percentage of Grade</u>	<u>Due Date</u>
Ethical Dilemmas/Decision-Making Group Presentation	15%	9/7/22, 9/12/22 and 9/14/22
The Case of Tina: Paper	15%	9/21/22
Lab Project:	30%- total	10/3/22 and 10/5/22
Video Recorded Role Play	15%	
Written Client Assessment	15%	
Case Study Paper	15%	10/24/22
Final Take Home Exam	20%	Exam is handed out on 11/28/22 Exam is due on 12/5/22 (last class)
Class Participation	5 %	Ongoing-
6 assignments	Total 100%	
Participation Expectations		

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

Class Attendance. You are allowed to miss three class meetings. Any absence after the third may impact your engagement with content and ideas shared in class, so I encourage you to remember this. Please be proactive in situations where you will be absent, if you experience an emergency, or anticipate a prolonged absence for any reason, through communication and collaboration to obtain missed material.

Class participation. Class Participation grade is based on active engagement in this class. Students are expected to complete assigned reading prior to class and come prepared to participate in discussions and experiential learning assignments. As we learn about working in multi-dimensional teams, it is important for future social workers to be both self-aware and conscious of group dynamics. Therefore, appropriate contribution means for some, to learn to speak up, add comments or voice questions. For others, it means being sensitive and allowing others to contribute. Come prepared to take your own notes in class. Demonstration

of active participation and engaged discussion showing comprehension of the material will be considered when assigning the class participation portion of the final grade.

Electronic Devices: Electronic devices are welcome (encouraged) in class, to support learning. Please be mindful that they do not serve as a distraction to you or those around you.

General assignment requirements. All assignments must be typed in double-spaced format. References/sources used in papers must be in APA format and be credible (No Wikipedia, etc.). If questions about the credibility of a reference arise, consult with the instructor. Specific instructions will be provided for each assignment. If students are unclear about how to best complete an assignment, please consult with the instructor prior to the due date via email, phone or arranging to meet virtually.

Grading on written assignments will take into account the quality of writing as well as the content. Written material should be carefully proof-read with all errors (punctuation, typographical, spelling) corrected. It is also an expectation that you bring a level of depth to your writing that includes independent critical thinking, integration of information read/discussed and appropriate citation of sources. Good writing requires a reiterative process so you are encouraged to read your papers several times prior to submitting. Details on APA (American Psychological Association) Style (6th edition) can be found at <http://owl.english.purdue.edu/owl/resource/560/01/>

Assignment due dates. Except under unusual circumstances, assignments must be completed on the due date and turned in during class on the due date. Late assignments will result in point deductions.

Professionalism. 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 while in the classroom, the University community, and the broader area communities. Therefore, it is our classroom norm/expectation that the instructor and students will practice professionalism in our communication and engagement. This standard of classroom professionalism mirrors what we encounter in Social Work employment. Respect for one another in our differing perspectives as well as respect for our classroom space is essential.

Confidentiality. Information shared in the class about community settings and/or a client is considered to be confidential according to the NASW Code of Ethics regarding the sharing of information for supervisory and educational purposes. Part of professional accountability includes treating others with respect and courtesy. Within the class setting this respect and courtesy entails listening to the opinions and concerns of others with openness, offering suggestions and ideas in a positive and respectful manner, and a willingness to promote group cohesiveness in the learning environment.

Self-Care. Please monitor your reactions to the course material. If you become personally distressed in response to course content, please reach out to me and seek support on campus, or in the community, if needed. Should you become emotionally upset by course content, you may leave class to take a break without explanation or penalty.

Class Performance. If a student is concerned about his/her/their class performance/grade, I am more than willing to work with you individually to advise how to improve your course grades prior to the end of the semester so please be proactive in your communication with me.

Group Work. Working cooperatively and collaboratively is an essential skill in Social Work. In light of this, you will have opportunities to work in pairs and/or small groups at various points along the way. If you experience conflict or challenge in a pair or small group, it is my expectation that you will work together directly and respectfully to resolve any issues. I am willing to serve as a consultant if pairs/groups have worked diligently to resolve their difference but have been unsuccessful.

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.

GRADING SCALE

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

IX. COURSE SCHEDULE

DATE	TOPIC(S)	READINGS	ASSIGNMENTS
Class #1 Mon 08/22/2022	Getting Acquainted Introduction to the Course and Syllabus Review and Code of Ethics		
Class #2 Wed 8/24/2022	Engaging Individuals: Skills for Effective Engagement	Communication Skills	
Class #3 Mon 8/29/2022	Engaging Individuals: Skills for Effective Engagement	Communication Skills	
Class #4 Wed 8/31/2022	Ethical Social Work Practice	Provided by Instructor	
Labor Day No Class 09/05/2022	NO CLASS		
Class #5 Wed 9/7/2022	Ethical Social Work Practice	Provided by Instructor	Ethical Dilemmas/Decision Making GROUP PRESENTATIONS
Class #6 Mon 9/12/2022	Ethical Social Work Practice	Provided by Instructor	Ethical Dilemmas/Decision Making GROUP PRESENTATIONS
Class #7 Wed 9/14/2022	Trauma Informed Practices in Social Work	<u>The Boy Who Was Raised as a Dog</u> <u>Chapter 1: Tina's World (Canvas)</u>	Ethical Dilemmas/Decision Making GROUP PRESENTATIONS

Class #8 Mon 9/19/2022	Trauma Informed Practices in Social Work: SKILLS Practice	Trauma Informed Theories Neurosequential Model in Education- Dr. Bruce Perry Trust Based Relational Intervention- Karyn Purvis and Dr. David Cross	
Class #9 Wed 9/21/2022	Trauma Informed Practices in Social Work: SKILLS Practice	Interpersonal Neurobiology- Dr. Daniel Siegel and Dr. Tina Payne Bryson	DUE: The Case of Tina Paper
Class #10 Mon 9/26/2022	Assessment: Exploring Strengths and Understanding Problems	Strengths Based Theory Solution Focused Theory/Approach	
Class #11 Wed 9/28/2022	Assessment: Intrapersonal, Interpersonal and Environmental Factors	Ecological Systems Theory/Approach Eco Maps Genograms	
Class # 12 Mon 10/03/2022	Treatment Planning, Goals and Monitoring Progress	Video Role Plays	DUE: 15-minute Role Plays due to Instructor Begin Video Role Plays in class/5-minute clips with Feedback
Class # 13 Wed 10/05/2022	Treatment Planning, Goals and Monitoring Progress	Video Role Plays	DUE: Video Role Plays in Class 5-minute clips with Feedback
Class #14 Mon 10/10/2022	Engaging Families: Skills for effective Family Assessment	Family Systems Theory/Approach	
Class #15 Wed 10/12/2022	Engaging Families: Skills for effective Family Assessment SKILLS PRACTICE	Provided by Instructor	
Class #16 Mon 10/17/22	Engaging Groups: Skills for effective Engagement and Intervention	Provided by Instructor	

<p>Class #17 Wed 10/19/2022</p>	<p>LGBTQIA+ affirming Social Work practice</p>	<p>Feminist Social Work Practice</p> <p>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," Journal of Family Strengths: Vol. 17: Iss. 2, Article 3.</p>	
<p>Class #18 Mon 10/24/2022</p>	<p>Crisis Intervention</p>	<p>Crisis Theory</p>	<p>DUE: Case Study Paper</p>
<p>Class #19 Wed 10/26/2022</p>	<p>Crisis Intervention</p>	<p>Provided by Instructor</p>	
<p>Class #20 Mon 10/31/2022</p>	<p>Fears & Worries</p>	<p>Group Activities: Name a Fear/Worry Woosh, Woah, Zap and Wipe Out!</p>	
<p>Class #21 Wed 11/02/2022</p>	<p>Guest Lecturers: A Day in the Life of Medical Social Workers</p>	<p>Provided by Instructor</p>	
<p>Class #22 Mon 11/07/2022</p>	<p>Cognitive Restructuring</p> <p>Additive Empathy, Interpretation, Confrontation</p>	<p>Provided by Instructor</p>	
<p>Class #23 Wed 11/09/2022</p>	<p>Restorative Practices</p>	<p>Provided by Instructor</p>	
<p>Class #24 Mon 11/14/2022</p>	<p>Equity-Centered, Culturally Responsive Practices</p>	<p>Speak Up in Schools: https://www.learningforjustice.org/</p> <p>Watch Kenneth Hardy video, "Trauma" (1:11:55) https://www.youtube.com/watch?v=i26A5oecUWM</p> <p>Relational Cultural Theory</p>	
<p>Class #25 Wed 11/16/2022</p>	<p>Anti-Racist, Intersectional and post-colonial Social Work Practice</p> <p>Healing the Wounds of Racial Trauma</p>	<p>"Healing the Hidden Wounds of Trauma", article (Dr. Kenneth Hardy)- posted on Canvas</p> <p>https://www.socialworker.com/feature-articles/practice/call-to-social-workers-act-against-racismwhite-supremacy/</p> <p>Teasley, M. L., Schiele, J. H., Adams, C. & Okilwa N. S. (2018). Trayvon Martin: Racial profiling, black male stigma, and social work practice. Social Work 63(1), 37-46</p> <p>Beck, E. (2019). Naming White Supremacy in the Social Work Curriculum. Affilia, 34(3), 393– 398.</p>	
<p>Thanksgiving Break 11/21 & 11/25</p>	<p>Thanksgiving Break</p>		

Class #26 Mon 11/28/2022	Student's Choice	Provided by Instructor	Hand out Final Take Home Exam
Class #27 Wed 11/30/2022	Termination	Provided by Instructor	
Class #28 Mon 12/05/2022	Course Wrap-Up		DUE: Final Exam

X. BIBLIOGRAPHY

Books:

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[Therapist Uncensored Podcast](#) (Sue Marriott, LCSW, CGP & Dr. Ann Kelley, PhD)

<https://therapistuncensored.com/> (Interpersonal Neurobiology focus/Interviews with leaders in the field)

<https://www.neurosequential.com/covid-19-resources> (NN Covid 19- Stress, Distress and Trauma Series: Dr. Bruce D. Perry M.D., PhD)

<http://www.thinkkids.org> (Stuart Ablon, Ph.d.)

www.calm.com (guided breathing sessions)

<https://child.tcu.edu/about-us/tbri/#sthash.uQ2yIDgg.dpbs> (Trust Based Relational Intervention-TBRI)

<http://childtrauma.org> (Dr. Bruce Perry- Child Trauma Academy)

www.consciousdiscipline.org (Becky Bailey, PhD)

www.destressmonday.org (breathing visuals)

<https://www.dfps.state.tx.us> (Texas Department of Family and Protective Services)

<https://www.drdansiegel.com> (Daniel Siegel, MD)

<https://www.mindsightinstitute.com> (Dan Siegel, M.D.)

www.gonoodle.com (stretching, breathing, learning videos)

www.healthiersf.org/RestorativePractices/Resources/links.php (Restorative Practices)

www.livesinthebalance.org (Ross Greene, PhD)

www.mindyeti.com (interactive breathing exercises)

<https://tea.texas.gov> (Texas Education Agency)

<https://www.tinabryson.com> (Tina Payne Bryson- media archives)

Apps

[Insight Timer](#) (peaceful timer and adult guided meditation sessions)

[Calm](#) (timed guided meditation sessions)

[Chakra Chime](#) (timer with peaceful bells)

[Settle Your Glitter](#) (guiding kids to calm)

[Breathing Bubbles](#) (Interactive breathing exercises)

[Calm Kids w/ Mamaphant](#) (Interactive stretching exercises)

[Mindful Life Project](#) (Spanish & English mindfulness sessions)

[Smiling Mind](#) (Mindfulness lessons for all ages)

[Super Stretch Yoga](#) (Interactive stretching exercises)