

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

Course number: SW 383R	Instructor: Tammy Linseisen, LCSW-S Clinical Associate Professor She/Her/Hers
Unique number: 61500	Office number: 3.124 F
Semester: Fall 2022	Cell phone: 512-431-0014
Meeting time/place: Wednesdays Practice I 8:30-11:30am Field Seminar I 11:30am-12:30pm	Office hours: Wednesdays 1:00-2:00 and by appointment
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Social Work Practice I

I. STANDARDIZED COURSE DESCRIPTION

This course provides an introduction to social work practice methodology and professional use of self from a generalist perspective for social work practice with diverse individuals, families, groups, organizations and communities in conjunction with field education.

II. STANDARDIZED COURSE OBJECTIVES

Upon completion of this course students will be able to:

- 1) Identify and begin to apply social work values and principles of ethical decision making as articulated by the NASW Code of Ethics.
- 2) Demonstrate an understanding of professional use of self and awareness of personal values in the development and maintenance of purposeful, problem solving relationships with multiple levels of client systems, as well as cooperative and constructive relationships with agency staff, other professionals and community members.
- 3) Utilize professional communication skills, supervision and consultation in the effective and ethical provision of services to diverse individuals, families, groups, organizations and communities.
- 4) Demonstrate an understanding of the impact of organizational and community context on service delivery through the in-depth analysis of the assigned field agency.
- 5) Demonstrate knowledge of the historical roots and major developments of the social work profession and its commitment to promote social and economic justice.

- 6) Systematically apply a transtheoretical, eco-systems framework to engage client systems in identifying target systems and goals, and in analyzing, implementing and evaluating interventions that enhance client system strengths, capacities, assets and resources in relation to their environment.
- 7) Recognize the influence of socioeconomic status, age, developmental level, gender, culture, race, ethnicity, physical status, sexual orientation and spiritual beliefs on assessment, planning, intervention, and evaluation at all levels of practice.
- 8) Demonstrate familiarity with basic concepts and methodology related to work with small groups in agency, organization and community practice.
- 9) Identify the importance of empirically based knowledge to evaluate and improve practice, policy and social service delivery.

III. TEACHING METHODS

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

This class will also be taught using a variety of teaching methods to foster a stimulating, creative and collaborative learning community. These methods intentionally draw on diverse pedagogical approaches to be inclusive of a variety of learning styles; activities include readings, writings, small group discussions, role-play, lectures, videos, in-class group activities, learning activities in the community and self-reflection. Experiential learning that builds upon students' field instruction will be emphasized. For a meaningful experience in this class, students must actively participate, take risks, stretch their creativity, apply their critical thinking skills and attend class regularly. This course will highlight diverse perspectives of thought and will encourage students to engage in new ways of thinking that may be represented by speakers, the professor, and classmates from diverse backgrounds. All students are encouraged to ask questions, raise issues, provide the instructor feedback and meet with the instructor individually as needed to enhance their learning.

Students with disabilities are expected to inform the instructor so appropriate academic accommodations may be planned. Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities in the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

IV. REQUIRED TEXTS AND MATERIALS

Hepworth, D., Rooney, R., Rooney, G., Strom-Gottfried, K., & Larson, J. (2017). *Direct social work practice: Theories and skills*. (10th ed.). Brooks/Cole.

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

All required readings listed on the class schedule that are not found in the required texts will be available on Canvas. If readings are added to the reading list after the beginning of the class semester, you will be notified by the professor, generally by email.

V. COURSE REQUIREMENTS

Students will be required to complete the assignments listed below. Detailed assignment learning objectives and instructions, including expected demonstration of content mastery and skill development will be provided on canvas. All assignments will be discussed in detail in class and students are encouraged to meet with the instructor should they have any questions about the assignments. Grading sheets with point allocation will be provided with the assignment guidelines. All assignments will be graded on depth and quality of required content, creativity and critical thinking skills, overall professionalism and quality of writing. Specific point totals for each assignment are indicated below.

Participation and Preparedness (50 points)

Bring to each class

It is important to attend class on time, remain for the entire class, and be actively and meaningfully present for effective learning and demonstration of professional behavior. Because you are graduate-level social work students, it is expected that you will be able to participate on a deeper level in class discussions, taking healthy risks to work outside of your comfort zone. In order to receive the highest level of participation points, healthy risk-taking for increasing self-awareness, cultural humility, and professional growth must be demonstrated. Participation points will be determined by attendance, level of interest, and respect for others' learning needs. Being prepared for class by reading assigned material is part of this expectation as well. There will be in-class activities throughout the semester that will gauge your preparedness for class.

Students are expected to communicate with the professor about absences or late arrivals/early departures. Please text if you are running late to class. When a student misses a class, it is their responsibility to meet with one or two peers to review missed content. The student must then email the professor with the content discussed. More than two absences and/or a pattern of late arrivals or early departures may result in a level review meeting. If a student is concerned about their participation grade, they should arrange to meet with the professor to discuss their grade before the end of the semester.

Chapter quizzes (80 points) Eight out of nine quizzes with lowest score dropped.

Self-Assessment and Ethics Inquiry (30 points)

Due 9/14/22

To begin the practice of both self-evaluating and ongoing assessment, students are asked to

examine their own histories, current development, and goals. This assignment begins the process of self-assessment as is required in professional use of self and also offers a beginning understanding of the process of assessment which will be an area of study during the Practice I course.

After assessing who the student is and how they identify, students are asked to analyze an area of the NASW Code of Ethics that seems most challenging compared to their own personal beliefs. This assignment encourages creativity, critical thinking, and authenticity. Assignment details will be provided on canvas.

Agency Analysis and Presentation (40 points)

Due 10/5/22

The agency analysis and presentation are designed to thoroughly acquaint the student and classmates with the student's field placement. Options for submission and assignment details will be available on canvas.

Video Real Play and Critique (40 points)

Due week of 10/24/22

Paper due 11/2/22

Each student will match with a peer from class and video an interview with that student peer. The video will be reviewed by the professor and a review team, and feedback will be provided to the interviewer by all review team members. Each student will write a critique of his or her beginning interviewing skills based on the video role play, review of the recording, and the feedback provided by the review team.

The goals of this assignment are for students to:

- a) Gather and synthesize relevant data.
- b) Assess a client's present situation.
- c) Demonstrate professional communication skills.
- d) Practice and receive feedback on relational skills, including the use of verbal and nonverbal social work skills to build rapport and gather relevant information.

Multidimensional Case Assessment (60 points)

Draft due 11/9/22

Final version due 11/16/22

Case assessment refers to the process of collection and evaluation of biopsychosocial data, as well as to the report that describes the worker's inferences and resulting intervention plan based on the data collected. You will write a case assessment based on work with a client in your field placement. The assessment should be concise yet comprehensive, demonstrating a clear knowledge of the assessment process based on practice experience, class lecture and learning, and guidelines and readings provided.

The goals of this assignment are to give students the opportunity to:

- a) Gather relevant client data.
- b) Practice engagement, relational, and interviewing skills.
- b) Assess a client's past and present situations.

c) Synthesize information into a professional report.

VI. GRADES

The following graduate grading scale will be used to determine the final letter grade for the course. The student who earns an A for this course is one who, over the course of the semester, consistently submits work that exceeds expectations. Assignments will not be given letter grades individually; instead, a number of points will be awarded for each assignment, leading to the cumulative grade for the semester.

Self-Inquiry and Ethics	30 pts
Quizzes	80 pts
Agency Analysis and Presentation	40 pts
Video Role Play and Paper	40 pts
Multidimensional Case Assessment	60 pts
Class Participation and Preparedness	50 pts
TOTAL	300 pts

VII. CLASS POLICIES

Diversity, Equity, and Inclusion

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

Attendance and participation

Attendance and participation for the full three hours of class and the additional hour of field seminar is expected for all students. Classroom exercises, discussions, role-plays, guest speakers and other class experiential exercises are essential for the students' professional learning and continued development of self-awareness. This form of learning cannot be "made up" once missed. Students will be expected to contact their peers to secure any missed notes or handouts. The student may schedule an office visit with the professor if they wish to discuss missed classroom material in more detail after meeting with peers. Students are to notify the instructor prior to class via email if they cannot attend class due to an illness or emergency. While there are no penalties for absences, a conversation and subsequent level review may occur if the student is missing excessive content.

Assignments and Papers

Students are expected to produce high quality work in terms of appearance, writing style and content. When using information from other sources, references and bibliography should conform to the current APA style of citation. Students are encouraged to consult with the SSW writing consultant if needed. Plagiarism is a serious violation of university rules and will be dealt with according to university policy. Students will be asked to grade their own work at the time of submission based on a learning rubric which is available on canvas. The professor may change a student's final grade as appropriate. Some assignments have the option of being submitted as a video or a PowerPoint. The standards for quality and citations still apply for these submissions. The quiz grades will be automated based on the number of correct answers and will not be self-graded.

Time management

Due dates are designed to help keep students on track with the course load and required assignments. There are no penalties for late assignments, however students are encouraged to stay on track as possible. If students need additional time on assignments, be sure to contact the professor with the anticipated submission date prior to the due date listed in the syllabus. If concerns arise about submissions, the professor will request a meeting with the student to address the barriers to timely completion.

Use of computers/cell phones in the classroom

Please bring a device to class in order to access canvas. All materials for class are available on the canvas page and we will be accessing them periodically during our class time.

Use of Canvas in class

In this class the professor uses Canvas 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. For more information go to <http://www.utexas.edu/its/helpdesk/>

Feedback

Students will be asked to provide feedback on their learning and the professor's teaching strategies in informal as well as formal ways. It is very important for the professor to know the students' reactions to what is taking place in class, ensuring that together the professor and students can create a dynamic and effective learning community. Students are encouraged to provide ongoing feedback to the instructor during class and office visits.

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

The following is a general guide to the Fall 2022 semester. In covering each topic, the class will examine issues specific to diverse populations. **The instructor reserves the right to modify the calendar as needed to correct errors, to better meet learning objectives and to accommodate guest speakers and in-class discussions and tasks.** Changes will be made only when necessary and, if made, students will be notified in class and/or by email. Please check Canvas and email regularly for any updates.

HRRSL=Hepworth Rooney Direct Social Work Practice text
CANVAS=Additional readings on Canvas

Date	Topic	Assignment Due	Readings
8/24 #1	Course and Syllabus Review Introduction to the profession of social work		HRRSL Chpt 1 CANVAS CRT chapter
8/31 #2	Guiding frameworks for social work practice Professional Use of Self Cultural humility	F-Field journal	HRRSL Chpts 2 & 3 CANVAS White Supremacy Culture article Lipsky pp.
9/14 #4	Engagement and relationship building skills	F-Field journal P-Self-assessment and ethics assignment & Quiz Chapter 5	HRRSL Chpt 5 SWDR-Chpt 124
9/21 #5	Engagement and relationships building skills	F-Field journal P-Quiz Chapter 6	HRRSL Chpt 6
9/28 #6	Therapeutic communication patterns GUEST SPEAKER	F-Field journal Final Learning Contract uploaded	CANVAS-MCSW-Chpt 5

10/5 #7	Multidimensional assessment	F -Field journal P- Field Agency Analysis & Quiz Chapter 7	HRRSL Chpt 7, 8, 9 SWDR -Chpt 130
10/12 #8	Goal development Mid-semester evaluations	F -Field journal & Process Recording #1 P -Quiz Chapter 12	HRRSL Chpt 12
10/19 #9	Intervention planning	F -Field journal P -Quiz Chapter 13	HRRSL Chpt 13
10/26 #10	Video Role-Play Review <i>Attend class at your designated time only.</i>	P -Video role play review F -Field journal	
11/2 #11	Group work GUEST SPEAKER	F -Field journal P -Video critique paper due & Quiz Chapter 11	HRRSL Chpt 11
11/9 #12	Termination: The Therapeutic Pause	F -Field journal & Process Recording #2 P -Multidimensional case assessment draft & Quiz Chapter 19	HRRSL Chpt 19 CANVAS: Many-Termination article

11/16 #13	Community and Organizational practice GUEST SPEAKER	F -Field journal P -Multidimensional case assessment & Quiz Chapter 14	HRRSL Chpt 14
11/23 #14	Fall semester break NO CLASS!		
11/30 #15	Endings and transitions	F -Final Field Reflection	

X. BIBLIOGRAPHY

The reading list for this course was designed to explore issues of diversity. All readings are available through the library and/or canvas.

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