

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

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| Course Number: | SW 383T | Instructor: | Michael D. Romero, LCSW-S (He/Him/El) |
| Unique Number: | 60220 | Email: | michaeldavidromero@utexas.edu |
| Semester: | Spring 2024 | Office: | 3.124K |
| Meeting Time | Wednesdays | Office Phone: | 512-851-1307 |
| | 8:30am – 9:30am (Practicum Seminar) 9:30a - 12:30pm (Practice II) | Office Hours: | Wednesdays, 12:30pm – 1:30pm and by appointment. |
| Location: | SSW 2.112 | | |

Social Work Practice II

I. STANDARDIZED COURSE DESCRIPTION

This course builds upon Social Work Practice I by deepening students’ knowledge of the generalist social work perspective in the application of theory and practice methods for effective and ethical service delivery to diverse individuals, families, groups, organizations and communities in conjunction with field education.

Prerequisites: This course must be taken concurrently with Field Instruction II, except for those students having advanced standing status. It is a prerequisite for all second year concentration courses.

II. STANDARDIZED COURSE OBJECTIVES

Standardized Course Objectives: Upon completion of this course, students will be able to:

1. Critically analyze professional values, ethical dilemmas and ethical decision making and their impact on service delivery, policy and practice;
2. Identify, critique, apply and evaluate social work theories and methods from a strengths based generalist perspective for effective service delivery to diverse individuals, families, groups, organizations and communities;
3. Apply beginning practice skills in the development, leadership and evaluation of small groups in agency, organization and community settings;
4. Identify aspects of human diversity within and between groups and the implications for this diversity in assessment, planning, intervention and evaluation;
5. Demonstrate knowledge of leadership and advocacy skills, conflict management and interprofessional collaboration at all levels of social work practice to promote social and economic justice;
6. Apply a beginning level of skill in utilizing empirical knowledge to evaluate theoretical frameworks, intervention plans and practice effectiveness;

7. Communicate effectively and professionally, both orally and in writing, assessment, intervention and evaluation plans for diverse client systems that enhance client strengths, capacities, assets and resources.

EPAS Competencies

The Steve Hicks School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS).

Using a common evaluation instrument, this course measures the implementation of knowledge, skills, values, and/or cognitive and affective processes to assess the following competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

Behavior 1a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.

Behavior 1b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.

Behavior 1c. Use technology ethically and appropriately to facilitate practice outcomes.

Behavior 1d. Use supervision and consultation to guide professional judgment and behavior.

Competency 6: Engage with Individuals, Families & Groups

Behavior 6a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.

Behavior 6b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families & Groups

Behavior 7a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.

Behavior 7b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families & Groups

Behavior 8a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.

Behavior 8b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families & Groups

Behavior 9a. Select and use culturally responsive methods for evaluation of outcomes.

Behavior 9b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

III. TEACHING METHODS

“A well-designed curriculum was not enough to create the space that the students needed, nor to overcome their learned belief that the enrichment of their minds was to be paid for by the suffering of their bodies and spirits, that, in other words, being 'successful' in university meant to drive the self into ill health. We needed to develop a compassionate pedagogy that would help students—and ourselves—to claim our right to be well”
~Dickson and Summerville

This course is taught using a Compassionate Pedagogy approach. From the Baylor University website, “Compassionate pedagogy is a collection of teaching practices designed to foster human connection, communication, and wellbeing. The approach revolves around listening to students’ lived experiences and offering flexibility to accommodate their struggles.” [Baylor Compassionate Pedagogy](#)

Considering this approach, I teach 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 your field instruction will be emphasized.

For a meaningful experience in this class, you are encouraged to actively participate, take risks, stretch your creativity, apply your critical thinking skills, and attend class regularly. This course will highlight diverse perspectives of thought and will encourage you to engage in new ways of thinking that may be represented by speakers, the professor, and classmates from diverse backgrounds. You are encouraged to ask questions, raise issues, provide the instructor with feedback, and meet with me individually as needed to enhance your learning.

In this course you will find a number of approaches to teaching that may be new to you, and I welcome conversation around these approaches. These are designed to support a community of compassion, a community of connection, and a community of lifelong learners.

Accessibility Statement

I strive to create a learning experience that is as inclusive in accessibility as possible. If you anticipate any issues related to format, materials, or requirements for this course, please schedule a time to meet with me so can explore potential options. Students with disabilities may also wish to work with the Office of Accessible Education and Student Support to discuss a range of options to removing barriers in this course, including official accommodations. You can visit their website for contact and additional information: <https://community.utexas.edu/disability/>. If you have already been approved for

accommodations through the Office of Disability and Access, please meet with me so we can develop an implementation plan together.

IV. REQUIRED TEXT AND MATERIALS

All texts this semester can be found on Canvas. I do recommend saving Direct Social Work Practice & Just Practice from last semester.

V. COURSE REQUIREMENTS

Participation and Preparedness

See class policies below 😊

Video Role Play and Critique

Paper due at time of video review

Due Feb 14

The purpose of this assignment is to provide students with an opportunity to further develop the social work practice skills learned in Practice I and to demonstrate a beginning level of skill in the application of a social work practice theory/intervention. Students will prepare a video role-play with a partner from class and participate in small group viewing and feedback sessions to deepen their clinical learning and further develop their comfort and skill in the use of supervision and consultation. A written critique of the video is also a part of this assignment.

Social Work Theory Presentation

Due 3/6 through 4/3

The purpose of this assignment is to further develop student's research, critical thinking, and presentation skills while increasing their knowledge and skill in the application of a social work practice theory with diverse populations. Students will also have the opportunity to develop their effective task group membership skills. Students will collaborate in a small group project that culminates in a "professional staff development training" on a skill-based application of a practice theory for the class.

Advocacy Project

Reflection due anytime on or before 3/27

The purpose of this assignment is to provide an opportunity for you to participate in a community event that represents one of the Social Work Grand Challenges and then write a reflection about your involvement. This assignment is designed to provide students with a community based learning experience to foster the development of their leadership and advocacy skills along with their "professional voice" in promoting social justice. There are 2 components to this assignment:

1) Find and participate (more than a passive observer) in an advocacy event. You may create one, join one, and/or actively participate in Social Work Advocacy Day (Fri. March

22).

2) Paper: Student critiques their event and reflects on their experience as a participant.

Final Case Assessment

Due 4/17

The purpose of this assignment is to help students consolidate their knowledge and skills, and to comply with the school's CSWE accreditation process. Students will read a fictional case and answer a set of questions about the case. The case and questions will test students' competency in the areas of ethics & professionalism, and engagement, assessment, intervention and evaluation of individuals, groups & families.

ASSIGNMENTS & DUE DATES

| | Assignments | Due Date |
|---|---|-------------------|
| 1 | Video Role Play AND Reflection/Critique Paper | Feb. 14 |
| 2 | Social Work Theory Presentation (due date based on group) | March 6 – April 3 |
| 3 | Advocacy Project (Part 1&2: Proof of Participation & Reflection) | March 27 |
| 4 | Final Case Assessment | April 12 |
| 5 | Class Participation | Ongoing |

In alignment with the compassionate pedagogical approach to this course, I have adopted an ungrading practice to assessment. This means that individual assignments will not earn traditional points or letter grades. Instead, you will receive analytic feedback in the form of questions and comments to support your continued learning. At the end of the semester, you will assign yourself a letter grade based on your work and continued conversations around the feedback you have received throughout the semester. This letter grade will be supported by a short narrative statement. The goal of ungrading is to provide a learning space where you feel free to set your own intentions, to take risks, to reframe failure, to understand how you learn best, and to prioritize care. I trust you and your ability to learn.

For reference when assigning your final grade, see the grading scale in University Policies below.

VII. CLASS POLICIES

Attendance and participation

Full attendance and active participation are ideal for a comprehensive learning experience. Classroom exercises, discussions, role-plays, guest speakers and other class experiential exercises are essential for your professional learning and continued development of self awareness. I realize that extenuating circumstances arise and that everyone is juggling several responsibilities. If you are unable to attend a class, please email me prior to that class. If it is a last-minute absence, please text me, so I don't worry. If circumstances make you miss more than three classes, you may be overextended, so be sure to reach out to me. If you must miss a class, please contact a peer to review what you missed. In addition, you

can always schedule a time to meet with me to discuss the missed content in more detail.

There are numerous ways to demonstrate participation, depending on your learning style.

Assignments

There is flexibility in how you submit most assignments. Whether you chose to submit a paper, a video, or a PowerPoint, the standards remain the same. I will be reviewing the content as well as the style in which it is presented. Think of the assignments as components of a professional portfolio and think about how you would like to present your knowledge to potential employers. Be sure to cite your sources and references in a bibliography regardless of the type of submission, to abide by university plagiarism policies.

Time management

The due dates on the syllabus and on canvas are designed to keep you on track throughout the semester. This steady flow of submissions allows for you to receive continuous feedback so you can incorporate changes and adjustments into your practice. There are no penalties for late assignments in this course. When you feel like you need additional time to complete the work, email me ahead of time and indicate a targeted date for submission. This process allows you the flexibility to complete all work in a time frame that works with your schedule, while still acknowledging of the importance of timely feedback. If concerns arise about submissions, I will request a meeting with you to address the barriers to timely completion.

Use of computers/cell phones in the classroom

Practice II is a practice course, and class participation is essential to successful learning. In today's world learning occurs both in the virtual space as well as in the real physical space. Please be respectful with your use of cell phones and personal messages during class time. This course has minimal handouts and relies heavily on the use of canvas during class. If possible, is often helpful bring a device with you to class. You are free to have your laptops open and available throughout class to take notes and to access materials.

Use of canvas in class

In this class I use 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 evaluations, to submit assignments, and to give you online quizzes and surveys. You can find support in using Canvas at the ITS Help Desk. For more information go to <http://www.utexas.edu/its/helpdesk/>

Feedback

You will be asked to provide feedback on your learning and my teaching strategies in informal as well as formal ways. It is very important for me to know your reactions to what is taking place in class, ensuring that together we can create a dynamic and effective learning community. You are also encouraged to provide ongoing feedback to me during class and office visits.

VIII. UNIVERSITY POLICIES

Grading Scale

| | | | | | | | |
|----------------|----|----------------|----|--------------------------------|----|----------------|----|
| [No A+] | | 87.0 to 89.999 | B+ | 77.0 to 79.999 | C+ | 67.0 to 69.999 | D+ |
| 94.0 and Above | A | 84.0 to 86.999 | B | 74.0 to 76.999 | C* | 64.0 to 66.999 | D |
| 90.0 to 93.999 | A- | 80.0 to 83.999 | B- | 70.0 to 73.999 | C- | 60.0 to 63.999 | D- |
| | | | | <i>*minimum to pass course</i> | | Below 60.0 | F |

Attendance and Academic Behavior. At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at <https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>. Furthermore, students are expected to abide by the Standards for Social Work Education (available at <https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/>). The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

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 Center for Access and Restorative Engagement at <https://community.utexas.edu/care/>. The University does not maintain a list of religious holy days.

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.

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.

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>.

Steve Hicks School of Social Work Policies

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.

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.

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 and Mental Health 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.

Resources, Prevention of Discrimination, and Safety

Disability Accommodation Statement. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <https://community.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

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.

Covid-19 Related Information. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

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/>.

Title IX Accommodations for Those Pregnant, Nursing and Parenting. Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the [Title IX pregnancy and parenting resource page](#) for more information or contact the [Title IX Support and Resources team](#) connect with a Case Manager.

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.

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

The following is a general guide to the Spring 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.

Syllabus Key

S: An assignment for SW Practicum Instruction/Seminar

P: An assignment for SW Practice II

DSWP = Direct Social Work Practice text

MSWP = Multicultural Social Work Practice text

Walsh = Walsh text

JP = Just Practice text

CANVAS = Additional readings on Canvas

Theory Group Chapters (All available on Canvas)

Turner Ch11: Feminist Theory
Walsh Ch8: Cognitive Theory
Walsh Ch11: MI & Enhancement Theory
Walsh Ch12: Narrative Theory
Walsh Ch13: Crisis Theory
Healy Ch9: Modern Critical SW
Mate Ch28 Reducing Harm
(Harm Reduction)

| Date | Topic | Assignment Due | Readings |
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| 1/17 #1 | Course/Syllabus/Guide To Practicum Review Managing Barriers to Change Theory & Seminar Group Team Assignments | Tip: Start on Learning Contract, Download and add info as you go to Mid-Final Evaluation | DSWP: Ch18: Managing Barriers To Change p406-428 Canvas: Podcast: “When Therapy Stalls: How to Respond When Progress is Missing.” Light Up the Couch Podcast (1hr) |
| 1/24 #2 | Making the Theory to Practice Connection Podcast Listening: “Holistic Healing: Indigenous Approaches to Mental | S -Journal #1 Seminar team #1 | JP Ch. 5: Just Thinking: Theoretical Perspectives on Social-Justice-Oriented Practice p145-182 OPTIONAL: Walsh Ch. 10 & 11 |

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| | Health” (Light Up The Couch Podcast) Brief overview: Solution Focused Therapy & Motivational Interviewing | | SFT & Motivational Interviewing DSWP: quicker read: Ch. 35 & 87 SFT & Motivational Interviewing |
| 1/31 #3 | TEAM TEACH DAY: (MDR Topic: Partnering w/People experiencing Dementia) | S -Journal #2 Seminar team #2 Macro project proposal | Canvas: Hoefer Ch 11 Integrating Advocacy Practice into Your Social Work Practice p193-210 |
| 2/7 #4 | Guest Speaker: Prof. Robin Smith – Role Play Practice Intro Assessment & Intervention with Suicide | S -Journal #3 Seminar team #3 Learning Contract | Canvas: ASQ, Columbia Suicide Severity Rating Scale Canvas: Podcast: “An Introduction to Suicide Risk Assessment: A Critical Overview” Light Up The Couch Podcast (1hr) |
| 2/14 #5 | Video Role Play Review | S -Journal #4 P -Video review and critique paper | MSWP -Ch5 Microaggressions in Social Work Practice p117-146 |
| 2/21 #6 | School Social Work Conference-No class | Attend conference if possible, use class time for presentation preparation S -Process Recording due to PI (No Journal Due) | MSWP -White Racial Identity Development p179-202 |
| 2/28 #7 | Trauma-Informed Practice, School Social Work Kit Sandtray & Bibliotherapy <i>UT TEACH UP DAY (11a-12:15p)</i> | S -Journal #5: Ungrading Reflection Seminar team #4 Process Recording #1 Jan & Feb Timesheets MidTerm Eval Prep | Canvas Homeyer Ch 1 & 2 Canvas: Bibliotherapy course resource & lists |
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| 3/6 #8 | Guest Speaker Bryan Mares NASWTX w/other classes Theory Group presentation | S- Seminar team #5 MidTerm Evaluation (No Journal Due) P- Theory group #1 | Theory Chapter TBA |
| 3/13 | Spring Break! | NO CLASS THIS WEEK | |
| 3/20 #9 | Theory Group presentation <i>S: Reminder approx. 1 month left to complete Macro Project</i> "Building The American Dream" Documentary | S- Journal #6 Seminar team #6 P- Theory group #2 | Theory Chapter TBA |
| 3/27 #10 | Theory group presentation MDR Presents on additional theory/intervention | S- Journal #7 w/Advocacy Event Reflection Seminar team #7 P- Theory group #3 | Theory Chapter TBA |
| 4/3 #11 | Theory group presentation Show Macro SW Recorded Interview | S- Process Recording #2 March Timesheet (No Journal Due) P- Theory group #4 | Theory Chapter TBA |
| 4/10 #12 | JOAN GUEST SPEAKER: Advance Care Planning Time for Final Case Assessment prep | S- Journal #8: Ungrading Reflection | Canvas: Podcast: ep.376: "Creating a Sacred Space at the Moment of Death with Barbara Karnes, RN" End of Life University Podcast |
| 4/17 #13 | The Social Worker as Leader in Advocacy/Anti-Racist Practice/Social Justice Career Tips/Ideas Day | P- Final Case Assessment | MSWP- Ch12 Multicultural Organizational Change: Antiracist Practice and Social Justice P341-370 Site: https://www.socialworkers.org/Advocacy/Social-Justice |

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| 4/24 #14 | Endings, Transitions, and Celebrations | S – Final Practicum Self-Reflection (<i>Include Macro Project Update</i>) Final Evaluation & Timesheets | |
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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.

Abrams, L. S., & Moio, J. A. (2009). CRITICAL RACE THEORY AND THE CULTURAL COMPETENCE DILEMMA IN SOCIAL WORK EDUCATION. *Journal of Social Work Education*, 45(2), 245–261. <https://doi.org/10.5175/JSWE.2009.200700109>

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Bennett, C. (Host). (2020, January 2). Professionalism or Socialized White Supremacy [Audio podcast episode]. In SA Voices From the Field. NASPA Stories. <https://naspastories.libsyn.com/professionalism-or-socialized-white-supremacy>

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