

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

Course Number: SW 383T	Instructor: Robin M. Smith, LCSW- S robinsmith@austin.utexas.edu
Course Unique Number: 60235	Phone: 512-825-5308
Semester: Spring 2024	Office location: SW 3.124A
Class meeting time/place: Thursdays 8:30 am to 12:30 pm, Rm. 2.112	Office Hours: Thursdays 12:30 to 1:30 or by appointment

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

A. Upon completion of this course, students should 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 Inter-professional 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.

B. 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

I use a variety of teaching methods with an emphasis on experiential learning for the purpose of building skills and confidence. The foundational nature of the course content requires a didactic approach as well, so I may use PowerPoint lectures, role-plays, videos, class discussions, small group and dyad exercises, and guest speakers. For success in this class, you must be willing to participate, take risks and go out of your comfort zone. Please ask questions to clarify expectations, provide me with constructive feedback in a timely manner and meet with me individually as needed and/or when requested to make the most of your learning experience.

Canvas is a Web-based course management system with password-protected access at <http://canvas.utexas.edu> and is used for posting, submitting and evaluating assignments. Readings that are not in the required text, assignment guidelines and assignment grading rubrics are all posted to Canvas. You can access Canvas Help 24/7 by calling 855-308-2494. Please set notifications in Canvas so that you receive announcements and updates as soon as they are posted.

IV. REQUIRED TEXT

A. Hepworth, D. H., Vang, P.D., Blakey, J.M., et al. (2022). *Direct social work practice: Theory and skills* (11th ed.). Cengage Learning, Boston, MA.

B. Articles, podcasts and/or short videos are assigned weekly to supplement readings from the text. These required, supplemental materials can be found under *Modules* on Canvas, organized by the week they are assigned.

V. COURSE REQUIREMENTS

A. Class Participation (20%)

Experiential learning is a significant part of skill and knowledge acquisition in this class, so plan to attend every class to get the most out of this course. Also, “suing up and showing up” is an important life hack; you can accomplish a lot in life and your career just by showing up ready to go! You can earn full participation credit by attending class consistently and on time, completing the required prep material each week and fully participating in class discussions and activities. Regarding absences: *It is up to you to decide whether an absence is worth the impact it will have on your learning in this course.* I do ask that you email me about an absence, tardy or early departure in the spirit of professional accountability and staying connected. If you experience a prolonged illness or extended family emergency, contact me so we can discuss your needs and how to proceed. Please track your participation throughout the semester so you can provide an accurate self-assessment at the end of the semester. Use this guide to aid your self-assessment:

Diving (20 point) = Excellent participation. No absences, no tardies or early departures and excellent prep, class participation & communication.

Snorkeling (18 points) = Good participation. One absence and/or a couple of tardies or early departures with good prep, participation & communication.

Wading (16 points) = Average participation. Two absences and/or multiple tardies or early departures with inconsistent prep, class participation & communication.

Beached (14 or fewer points) = More than 2 absences and/or multiple tardies or early departures with a consistent lack of prep, participation & communication. If I observe that you are at this participation level, I will initiate a discussion with you about your participation and provide feedback on how to get your learning back on track.

B. Advocacy Project (20%)

To continue to expand your appreciation of the private troubles/public issues connection, and to improve your *cause* advocacy knowledge and skills, you will choose an advocacy issue that corresponds to one of the 13 CSWE Grand Challenges, and create a poster presentation with a small group from our class. Guidelines with grading rubric and due date can be found in Canvas. This project has two parts:

- 1) Proposal (10 points):** Write and submit a proposal identifying an event or project that you plan to participate in. **Professor Smith’s approval is required to move forward with your plan.**
- 2) Presentation (10 points):** Give a brief professional presentation with poster to the class about your cause.

C. Theory Group Project (20%)

To study theory in-depth and practice task group skills, you and your group will develop a creative class presentation about a particular theory and its application to practice. Students will form groups based on their

interest in one of four theories (see course schedule, below). Groups will be created in class or in Canvas. Guidelines with grading rubric and due date can be found in Canvas.

D. Video Role Play Project (20%)

This assignment is designed to help students improve their interviewing and *intervention* skills, as well as improve their self-awareness and ability to give and receive feedback. Guidelines with grading rubric and due dates can be found in Canvas. This project has two parts:

- 1) **Video & Feedback Participation (5 points):** Pair up with another student in our class to do a role-play or real play. This role play/real play will demonstrate the *work phase* of the helping relationship, and you are to practice an *intervention*. Students will then show a 5-minute clip of the video to a small group from the class, and exchange feedback with members of the group.
- 2) **Paper (15 points):** A short reflection will comprise the paper.

E. Final Case Analysis (20%)

To help you consolidate your professional knowledge and skills acquired over the year, and to support the school’s CSWE accreditation process, you will study a fictional case and answer a set of questions about the case. The case and questions will test your competency in five competency areas: Ethics & professionalism; and Engagement, Assessment, Intervention and Evaluation of individuals, groups & families. The case, questions and guidelines will be posted on Canvas the week after Spring Break and will be due at the end of the semester.

F. Extra Credit (2%)

You may earn extra credit by attending a school-sponsored lecture or training. Write a short paragraph about what you learned at the event and upload it to Canvas for credit. If there’s in a training or lecture offered elsewhere that you would like to attend and count, please contact me and we will discuss it.

VI. COURSE GRADING

To increase your ability to self-assess - which is expected in most professional settings and essential for building a competent social work practice - you will evaluate your own work in this class. The wading/snorkeling/diving framework (to be discussed in class) will serve as a general guide for self-assessment. I will review each of your assignments and provide constructive feedback to aid your self-assessment efforts. This table shows how each assignment for this course is weighted:

Assignment	% of Grade
A. Class Participation	20
B. Advocacy Project	20
C. Theory Group Project	20
D. Video Role Play Project	20
E. Final Case Analysis	20
F. Extra Credit (see Canvas for details)	2
Total:	102

The graduate grading scale (below) is used to reflect your final letter grade for the course. Students’ self-assessments will form the basis of the letter grade earned, with my – Professor Smith’s - perspective factored in as well. **If I observe that your work is consistently at a non-passing level, I will initiate a discussion with you about your work and provide feedback on how to get your learning back on track. Depending on the**

challenges you face, I may initiate a formal plan of improvement (See Standards for Social Work Education, The Three Levels of Review section, for more details).

Students who were admitted to the MSSW program on a conditional basis are not able to take an incomplete for this course if the conditions for admission are still in place.

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- (Class failed/no credit)
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

Social work students must adhere to the Student Standards for Professional Conduct of the UT School of Social Work and the NASW Code of Ethics and assume responsibility for their own conduct.

Find the MSSW Handbook at <http://www.utexas.edu/ssw/current/forms/>

Find the MSSW Graduate Guide to Field at <http://www.utexas.edu/ssw/field/forms/>

A. Professional Conduct in Class: I expect students to behave with respect and professionalism in class. This means students should arrive on time for class, be prepared to participate and show courtesy to others, even those they disagree with. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Another aspect of professionalism is protecting the confidentiality and privacy of clients when seeking consultation in class. Please avoid using clients' names and keep clients' personal details, especially those irrelevant to the discussion, to yourself.

B. Student Privacy & Confidentiality: Class discussions or role plays can on occasion bring up strong emotions or raise issues of a personal nature. For student privacy, it is recommended that students not discuss matters of a highly sensitive nature in class. If you need to talk in depth about a personal matter, come see me after class. Your privacy and confidentiality will be protected unless the matter must be reviewed by the School of Social Work or must be reported by law (please refer to the MSSW Handbook and Title IX requirements). I will connect you with resources in the community if your personal needs exceed what can be provided by me or by UT services.

C. Client Privacy & Confidentiality: If class work prompts you to reflect on past or current client contact, and sharing information about that contact is necessary for the learning process, it is your professional obligation to protect the client's privacy and confidentiality as much as possible by sharing judiciously and anonymously (this applies to information shared about staff at your field agency as well).

D. Classroom Civility: A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as 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. Social Work 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.

***Personal Pronouns:** Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.*

E. 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 instructor. The instructor 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 can contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>. Professor Smith can also make a confidential referral directly to the CARE Counselor in our school which may expedite your getting an appointment. Please talk to me privately if you think you might need a mental health referral and would like my help.

F. Grading Policies

All assignments – including late assignments – must be submitted to Canvas for assessment and feedback. Except where noted on the course schedule (Section IX, below) assignments are due Fridays by 11:59 pm. If you think you cannot turn in an assignment by the due date, contact me prior to the due date and we will discuss an alternate due date for you based on your circumstances. NOTE: You have a one-day late “pass” per semester to be used for any one Practice assignment. This means you can take an extra day to finish one Practice assignment without communicating with me first. Please indicate in the comment box that you are using your late “pass” when you submit your assignment in Canvas.

Because you self-assess in this class, you will give yourself a letter grade at the end of the semester based on your overall performance and the feedback you receive from me. If you’re concerned about your letter grade or need help with your self-assessment process, I am happy to help. If an assignment isn’t clear, if you would like to discuss the purpose of an assignment or if you would like to suggest a way to make an assignment more tailored to your learning needs, let’s talk!

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-
				*minimum to pass course		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 – spring 2024

All course readings, assignment guidelines, grading rubrics and other essential information are on the Canvas website. Changes to this schedule may occasionally be necessary; it is your responsibility to note these changes when announced. Professor Smith will announce changes with as much advance notice as possible.

WK	DATE	TOPIC	Prep material to be completed by class time	All P2 & F2 assignments are due Fridays by 11:59 pm except where noted
MODULE 0 – INTRO & REVIEW				
1	1/18	Review Syllabus & Assignments, Use of Self and Ethics	See Canvas for prep material	None
MODULE 1 – PRACTICE THEORIES				
2	1/25	Making the theory/practice connection, establishing an anti-oppressive practice	See Canvas for prep material	Journal 1
3	2/1	Attachment Theory, work with youth & TBRI Speaker: TBD	See Canvas for prep material	Journal 2
4	2/8	Grief & Loss, EMDR Speaker: TBD	See Canvas for prep material	Journal 3
5	2/15	MI and creative therapies Speaker: Michael Romero	See Canvas for prep material	Journal 4
6	2/22	Video Feedback Groups Group 1: 8:30 to 10:30 Group 2: 11:00 to 1:00 Group 3: 1:30 to 3:30	See Canvas for prep material	Journal 5 Video feedback reflection due by Mon. 2/26
MODULE 2 - ADVOCACY				
7	2/29	Elements of Effective Advocacy	See Canvas for prep material	Journal 6
8	3/7	Cause advocacy Speaker Bryan Mares of NASW TX	See Canvas for prep material	Journal 7
9		SPRING BREAK	SPRING BREAK	SPRING BREAK
10	3/21	Advocacy presentations and/or advocacy practice	See Canvas for prep material	SHORT Journal 8 Presentations due by class time
MODULE 3 – GROUP WORK				

11	3/28	Organizational & Task Groups	See Canvas for prep material	Journal 9 *Mid-term evals should be underway*
12	4/4	Support & Therapeutic Groups	See Canvas for prep material	Journal 10
13	4/11	Theory Groups 1 & 2 presentations	See Canvas for prep material	SHORT Journal 11 Presentations due by class time
14	4/18	Theory Groups 3 & 4 presentations	See Canvas for prep material	SHORT Journal 12 Presentations due by class time *Final evals should be underway*
15	4/25	LAST CLASS Celebration of a wildly successful year with termination activities & macro project awards.	See Canvas for prep material	Process Recording 4 due Final Case Analysis due by Mon. 4/29 All remaining field assignments – PR2 (if applies), evaluations, self-reflection narratives and hours – due by Fri. 5/3

X. Bibliography

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