

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

Course Number: SW 383 T	Instructor: Dana Jones, LCSW-S (<i>She/Her</i>) Adjunct Assistant Professor
Unique number: 60245	Email: dana.jones@utexas.edu
Semester: Spring 2024	Cell phone: 512-577-5579
Meeting time/place: Thursdays Practice Class 4:30- 7:30pm Field Seminar 7:30-8:30pm	Room: SSW 2.112
Office hours: Office hours are by appointment to best meet everyone's schedules. Please email me to schedule a time.	

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.

II. 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

This class will 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 encourages 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

Walsh, J. (2014). *Theories for Direct Social Work Practice*. Stamford, CT: Cengage Learning. (3rd Edition)

Hepworth, D., Der Vang, P., Blakey, J.M., Schwalbe, C., Evans, C.B.R., Rooney, R., Rooney, G., & Strom, K. (2023). *Direct social work practice: Theory and skills*. (11th ed.). Cengage Learning.

Suggested Text:

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

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 Canvas Announcements.

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 in a separate handout. 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.

1. Attendance, Preparedness & Participation (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 achieve 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, respect for others' learning needs and **contributions** to classroom discussions and activities. Being prepared for class by reading assigned material is part of this professional expectation as well. There will be the possibility of 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. More than two absences and/or a pattern of late arrivals or early departures may result in disciplinary action. 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. All electronic devices, including laptops, must be put away and silenced during class unless their use is explicitly requested by the professor for a class activity.

Grades will be based on the following point deductions related to class absences:

First absence No deduction with timely email

Additional Absences will be considered when evaluating the final Participation and Preparedness point total, which will impact final grade for this class.

2. Video Role Play and Critique (70 points)

Paper due at time of video review (4/4/24)

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. [L] [SEP]

3. Social Work Theory Presentation (90 points) Due 2/29/24 through 3/28/24

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.

4. Advocacy Project (30 points) Part I- Proposal Due 2/1/24 Part 2 & 3- Poster Due 4/11/24

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 reflective paper about your involvement. You will also be required to conduct a persuasive poster presentation about a social/political issue related to your experience. 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 three components to this assignment:

- 1) Proposal: Student writes a proposal identifying an advocacy event they plan to participate in, and submits to Professor for approval. [L] [SEP]
- 2) Paper: Student critiques their event and reflects on their experience as a [L] [SEP] participant. [L] [SEP]
- 3) Poster presentation: Student posts a poster of the event to canvas. The poster highlights key elements of the experience.

5. Final Case Assessment (60 points)

Draft Due 4/11/24
Final Due 4/18/24

The purpose of this assignment is to help students consolidate their knowledge and skills, and to comply with the school's CSWE accreditation process. This assignment gives the student the opportunity to demonstrate knowledge and skills learned over the course of this year in Practice I and Practice II. Students will read a fictional case and answer a set of questions about the case in a 7-page paper. 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/Point Totals:

Video Role Play & Critique	Due: 4/4/24	70 points
Social Work Theory Group Presentation	Due: 2/29/24, 3/7/24, 3/21/24 & 3/28/24	90 points
Advocacy Project	Part 1: Proposal Due 2/1/24 Part 2 & 3: Poster/Presentation Due 4/11/24	30 points
Final Case Assessment	Draft Due: 4/11/24 Final Due: 4/18/24	60 points
Attendance, Preparedness and Participation	1/18/24-4/25/24	50 points
	Total Points:	300 points

VII. CLASS POLICIES

Attendance, Participation, and Preparedness

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 appointment 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. A pattern of missed classes will impact total points allotted for Participation and Preparedness; additionally, 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. Any 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. Once professor has approved the new deadline, student is expected to go into the Assignment in Canvas and add a text note indicating their plan for submission of the assignment by agreed upon new deadline. This practice of communication and documentation allows for self-accountability and professionalism. 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.

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 scheduled visits.

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/>

Grading Breakdown

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.

Class Participation and Preparedness	50 pts
Video Role Play and Paper	70 pts
Social Work Theory Presentation	90 pts
Advocacy Project	30 pts
Final Case Assessment	60 pts

TOTAL= 300 pts

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 2024 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 via Canvas Announcements or email. Please check Canvas and email regularly for any updates.

CANVAS=Additional readings on Canvas
HR=Hepworth Rooney Direct Social Work Practice text
Walsh=Walsh text
VDL- Van Dernoot Lipsky text

Date	Topic	Assignment Due	Readings
1/18 #1	Class Orientation Syllabus Review Getting into Working Teams		
1/25 #2	The Social Worker as Leader in Group Work	F-Field journal Seminar Team #1	HR- Ch. 16
2/1 #3	Healing Centered Engagement Looking through the lens of Polyvagal theory and Interpersonal Neurobiology Trauma Stewardship- Caring for self and others	F-Field journal F- Learning Contract Seminar team #2 P- Advocacy Project PART I Proposal due	Canvas: Readings and Videos to be posted Laura van Dernoot Lipsky: Excerpt from <u><i>Trauma Stewardship</i></u> Shawn Ginwright- article Healing Centered Practice article or you tube video

			https://www.youtube.com/watch?v=fJOoCQBE2a8 https://www.youtube.com/watch?v=pr91roUTBRo
2/8 #4	<p>Making the Theory to Practice Connection</p> <p>Managing Barriers to Change</p> <p>Advanced Social Work Skills: Additive Empathy, Intrepretation, and Confrontation</p>	<p>F-Field journal F- Macro project proposal F- January Time Sheet Due</p> <p>Seminar team #3</p>	<p>Walsh Ch. 10 HR Ch. 17, 18</p>
2/15 #5	<p>Navigating Anxiety, Mood and the Stress Response</p> <p>Crisis Response Theory</p> <p>Guest Speaker: TBD</p>	<p>F-Field journal F-Process Recording #3 submit to Practicum Instructor</p> <p>Seminar team #4</p>	<p>Walsh Ch 13</p>
2/22 #6	<p>School Social Work Conference</p> <p>No class</p>	<p>F-Process Recording #3 Due F-No log this week.</p> <p>Attend conference, if possible, use class time for presentation preparation & work on Mid-Term Evaluation</p>	
2/29 #7	<p>Theory Group presentation</p>	<p>P- Theory Group #1 F-Field journal</p>	<p>TBD</p>

		<p>F- Your part of Mid-Term Evaluation submitted to PI</p> <p>Seminar team #5</p> <p>3/1- February time Sheet Due</p>	
3/7 #8	Theory group presentation	<p>P-Theory Group #2</p> <p>F-Field journal</p> <p>F- Mid-semester evaluation Due</p> <p>Seminar team #6</p>	TBD
3/14	SPRING BREAK	*****	*****
3/21 #9	Theory group presentation	<p>P-Theory Group #3</p> <p>F-Field journal</p> <p>F- Process Recording #4 submitted to PI</p> <p>Seminar team #7</p>	TBD
3/28 #10	Theory group presentation	<p>P- Theory Group #4</p> <p>F-Field journal</p> <p>F- Process Recording #4 Due</p>	TBD
4/4 #11	Video Role Play Reviews	F-Field journal	

		F- March Time Sheet Due P- Video review and critique paper due	
4/11 #12	Putting it all together, peer consultation with final assignment	P- Final case analysis draft Due P- Advocacy Part 2 & 3 Due F- Field journal Seminar team #8	
4/18 #13	The Social Worker as Leader in Social Justice Practices that Respect, Repair and Restore Guest Speaker: TBD	P- Final Case Analysis Due F- Field journal	TBD
4/25 #14	Endings, Transitions, and Celebrations	F- Final Field Reflection F- Macro Project Due F- Final Evaluation Due F- April Time Sheet Due	

X. BIBLIOGRAPHY

The reading list for this course was designed to highlight and explore issues of anti-oppressive practice. 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>

Acho, E. (2020). *Uncomfortable conversations with a black man*. (1st ed.). Flatiron Books.

Anechiarico, B. (n.d.). Vicarious trauma: What are the protective measures? Retrieved from: <http://www.cpcamerica.com/Presentations/Vicarious%20Trauma%20Article.pdf>.

Blundo, R. (2001). Learning strengths-based practice: Challenging our personal and professional frames. *Families in Society: The Journal of Contemporary Human Services*, 82(3), 296-304.

Calderwood, K.A. (2011). Adapting the transtheoretical model of change to the bereavement process. *Social Work*, 56(2), 107-118.

Compton, B., Galaway, B. & Cournoyer, B. (2005). *Social work processes* (7th ed.). Pacific Grove, CA: Brooks/Cole.

Corcoran, K. (2015). *Social workers' desk reference*. Oxford, England: Oxford University Press.

Delgado, R & Stefancic, J. (2017). *Critical Race Theory*. New York: New York University Press.

De Jong, P. & Berg, I. (2002). *Interviewing for solutions* (3rd ed.) (pp.20-51). Belmont, CA: Thomson Brooks/Cole.

Dewane, C. J. (2006). Use of self: A primer revisited. *Clinical Social Work Journal*, 34 (4), 543-558.

Dickson, L., & Summerville, T. (2018). "The Truth about Stories." *Journal of Perspectives in Applied Academic Practice*, 6(3), 24-29.
<https://doi.org/10.14297/jpaap.v6i3.378>

DiClemente, C. & Velasquez, M. (2002). Motivational interviewing and the stages of change. In Miller, W. & Rollnick, S. (Eds.), *Motivational Interviewing: Preparing people for change* (pp. 201-217). New York: Guilford Press. 16

Dillon, C. (2003). *Learning from mistakes in clinical practice*. Pacific Grove, CA: Brooks/Cole.

Facione, P. (2013). *Critical thinking: what it is and why it counts*. Retrieved from: InsightAssessment.com.

Faulkner, M., Fernandez-Castro, M., Padilla, Y., & Shapiro, E. (2008). Our nation's immigrants in peril: An urgent call to social workers, *Social Work*, 53(1), 5-8.

Fine, S.F. & Glasser, P.H. (1996). *The first helping interview: Engaging the client and building trust*. (pp.58-78, 118-134). London: Sage Publications.

Furman, R., Negi, N., Iwamoto, D., Rowan, D., Shukraft, A. & Gragg, J. (2009). Social work practice with Latinos: Key issues for social workers. *Social Work*, 54(2) 167-174.

Gerdes, K. & Segal, E. (2011). Importance of empathy for social work practice: Integrating new science. *Social Work*, 56(2), 141-148.

Giordano, J. (2000). Effective communication and counseling with older adults. *Aging and Human Development*, 51(4), 315-324.

Glicken, M.D. (2004). Using the strengths perspective in social work practice: A positive approach for the helping professions (pp.48-61). Boston: Allyn and Bacon.

Golden, R. & Sonneborn, S. (1998). Ethics in clinical practice with older adults: Recognizing biases and respecting boundaries. *American Society on Aging*, 22(3).

Hammond, Z. (2015). Culturally responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor among Culturally and Linguistically Diverse Students. Corwin, a SAGE company.

Hare, I. (2004). Defining social work for the 21st century. *International Social Work*, 47(3), 407-424.

Hepworth, D.H., Rooney, R.H., Rooney, G.D., Strom-Gottfried, K. (2013). Direct social work practice: Theory and skills (9th ed.). Belmont, CA: Brooks/Cole.

Hick, S. F. (2009). Mindfulness and social work: Paying attention to ourselves, our clients, and society. In S. Hick (Ed.), *Mindfulness and Social Work* (pp. 1-26). Chicago, IL: Lyceum Books.

Hodge, D. (2005). Epistemological frameworks, homosexuality, and religion: How people of faith understand the intersection between homosexuality and religion. *Social Work*, 50(3), 207-218.

Klein, W.C. & Bloom, M. (1995). Practice wisdom. *Journal of the National Association of Social Workers*, 40(6), 799-807.

McLaughlin, A. (2009). Clinical social workers: advocates for social justice. *Advances in Social Work*. 10(1), 51-68.

Menakem, R. (n.d). *My Grandmother's hands: Healing Racial Trauma in our Minds and Bodies*. Penguin Books, Limited.

Miley, K., O'Melia, M. & Dubois, B. (2013). Generalist social work practice: An empowering approach (7th ed.). Boston, MA: Pearson Education. 17

Miller, W. & Rollnick, S. (2002). *Motivational interviewing: Preparing people for change* (pp. 3-10, 98-110). New York, NY: Guilford Press.

Murdach, A. (2010). What good is soft evidence? *Social Work*, 55(4), 309-316.

NASW (2009). Professional self-care & social work policy statement in *Social Work Speaks: National Association of Social Workers policy statements 2009-2112* (8th ed.). Washington, DC: NASW Press.

Netting, F.E. & O'Connor, M.K. (2003). *Organization practice: A social worker's guide to understanding human services* (pp. 5-28). Boston: Allyn & Bacon.

O'Hare, T. (2005). *Evidence-based practices for social workers: Definition, processes, and principles* (pp. 3-13). Chicago: Lyceum Books.

Powers, J. & Whitlock, J. (2008). Places to be and to belong: Youth perceptions of life in community. *The Prevention Researcher*, 15(2), 12-15.

Raines, J.C. (2004). Evidence-based practice in social work: A process perspective. *Children and Schools*, 26(2), 71-83.

Rapp, C. & Goscha, R. (2006). *The strengths model: Case management with people with psychiatric disabilities*. New York, NY: Oxford University Press.

Reamer, F.G. (2003). Boundary issues in social work: Managing dual relationships. *Social Work*, 48(1), 121-133.

Reamer, F.G. (2005). Documentation in social work: Evolving ethical and risk-management standards. *Social Work*, 50(4), 325-334.

Rothman, J. (2008). *Cultural competence in process and practice*. Boston, MA: Pearson Education.

Saleebey, D. (2004). The power of place: Another look at the environment. *Families in Society*, 85(1), 7-16.

Schnitzer, P.K. (1996). "They don't come in!": Stories told, lessons taught about poor families in therapy. *American Journal of Orthopsychiatry*, 66(4), 572-582.

Shulman, L. (1999). *The skills of helping individuals, families, and groups* (4th ed.) (pp.200-232). Itasca, IL: Peacock Publishers.

Steen, J. (2006). The roots of human rights: Advocacy and a call to action. *Social Work*, 51(2), 101- 105.

Stommel, J. (2020, March 4). *Ungrading: An FAW*. Jesse Stommel. Retrieved March 14, 2023, from <https://www.jessestommel.com/ungrading-an-faq/>

Stricker, G. (2003). The Many Faces of Self-Disclosure. *JCLP/In Session*, 59(5), 623-630. 18

Swenson, C.R. (1998). Clinical social work's contribution to a social justice perspective. *Social Work*, 43(6), 527-537.

Tervalon, M. & Murray-Garcia, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. *Journal of Health for the Poor and Underserved*. 9(2), 117-125.

Trout, S. (2007). Adolescence from a strengths perspective: A guide for parents and other caring adults. In Henderson, N., Benard, B & Sharp-Light, N. (Eds.), *Resiliency in action: Practical ideas for overcoming risks and building strengths in youth, families, and communities*. San Diego, CA: Resiliency in Action, Inc.

Ungrading. Academy for Teaching and Learning, Baylor University. (n.d.). Retrieved March 14, 2023, from <https://www.baylor.edu/atl/index.php?id=984862>

Waites, C. (2009). Building on strengths: Intergenerational practice with African American families. *Social Work*, 54(3), 278-287.

Walsh, F. (2003). Family resilience: Strengths forged through adversity. In Walsh, F. (Ed.) *Normal family processes* (3rd ed.) (pp. 399-423). New York, NY: Guilford Press.

What is ungrading? CITLS. (n.d.). Retrieved March 14, 2023 from <https://citls.lafayette.edu/what-is-ungrading/>