THE UNIVERSITY OF TEXAS
STEVE HICKS SCHOOL OF SOCIAL WORK

Course Number:	SW445	Instructor:	Irek Banaczyk, LCSW, LCDC
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Semester:	Spring 2024	Office:	
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	SSW 2.112		

APPLIED PRACTICE

I.   STANDARDIZED COURSE DESCRIPTION

SW 445, Applied Practice, is a four credit hour course that is taken concurrently with SW 645C and D, Field Instruction I and II. The overall goals of this course are to support your education within the field experience and to strengthen the relationship between classroom content and field experiences. In this course, you will apply the learning from all your previous courses in the undergraduate social work curriculum in assignments and class experiences. You will also evaluate the effectiveness of the generalist and social change tools and skills you have learned in previous classes, as you work in field. In addition, this course will address issues related to social, racial, environmental, and economic justice and alleviation of social problems and the enhancement of human well-being in generalist social work practice.

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

Completion of all undergraduate course work and concurrent enrollment SW 645C and D, Field Instruction I and II are prerequisites for this course.

II.   STANDARDIZED COURSE OBJECTIVES

1. Demonstrate the skills of advocacy and strategies of generalist, anti-racist and anti-oppressive practice, in the pursuit of social, racial, ecological, and economic justice for individuals, families, groups, organizations, and communities.

2. Apply the personal and professional use of self in generalist social work practices and leadership.

3. Demonstrate the ability to differentially chose theory(s) to guide generalist social work practice.

4. Demonstrate the ability to use social work values and the ethical decision-making process, as outlined by the NASW Code of Ethics and other sets of principles, as applicable.

5. Apply tools and techniques for understanding, affirming, and respecting individuals, groups and communities distinguished by racialization, ethnic origin, class, gender, gender identity and expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status.

6. Apply the lenses of various practice theories to generalist social work practice and the social change/problem solving process, including, but not limited to, ecological systems theory, the strengths-based perspective, critical race theory, and anti-racism and anti-oppressive theories with a focus on theories that center racialization using perspectives developed by Black, Indigenous and other scholars of color.

7. Using a social justice lens, identify policies, behaviors, and beliefs that perpetuate racist ideas and actions and suggest strategies for change.

8. Formulate a plan for change using generalist social work skills in (a) engagement, (b) assessment including identifying client issues, problems, needs, resources, and strengths, (c) use of evidence-based, culturally-grounded, socially just interventions (d) evaluation and determination of practice effectiveness.

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
Outcome 1.1: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context

Outcome 1.2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations

Outcome 1.3: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication

Outcome 1.4: Use technology ethically and appropriately to facilitate practice outcomes

Outcome 1.5: Use supervision and consultation to guide professional judgment and behavior

Competency 6: Engage with Individuals, Families & Groups
Outcome 6.2: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Competency 7: Assess Individuals, Families & Groups
Outcome 7.1: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies

Outcome 7.3: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies

Outcome 7.4: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Competency 8: Intervene with Individuals, Families & Groups
Outcome 8.1: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies

Outcome 8.3: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes

Outcome 8.4: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies

Outcome 8.5: Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families & Groups
Outcome 9.1: Select and use appropriate methods for evaluation of outcomes

Outcome 9.3: Critically analyze, monitor, and evaluate intervention and program processes and outcomes

Outcome 9.4: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

III.   TEACHING METHODS

This course will include a combination of class lecture, discussion, guest speakers, activities, and student presentations, in addition to readings, assignments, self-reflection questions, and other activities. This course follows a 'flipped-class model' which is hybrid of in-person and asynchronous course content. Asynchronous material will be posted on Canvas with options to 'Read, Listen, Watch' activities. Students are expected to choose one activity and provide brief feedback on thoughts regarding the selected activity directly in Canvas. 'Read, Listen, Watch' activities are linked to Professional Participation grade for class.

To broaden students' exposure to more diverse agencies and client populations, team teaching with other field seminar groups may be utilized. Students are expected to share their observations and questions about their field work with classmates. A portion of each class will be devoted to discussion of practice issues from field.

In covering various topics related to field work, our class will intentionally discuss diversity based on gender, gender identity, sexual orientation, race, ethnicity, nationality, immigration and documentation status, language of origin, class, religion, varying ability and age. 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.

Group Processing: One class activity where student participation will be especially important is group processing. One to 1½ hours of each class will be devoted to group processing, during which students will be encouraged to share their feelings, successes, frustrations, values conflicts, ethical dilemmas and other experiences from field. The instructor will facilitate the group process and students are expected to take a collaborative role by actively participating, leading discussions at times, and respecting the confidentiality of each student member.

IV.   REQUIRED TEXT AND MATERIALS

The readings assigned for this course are designed to support the students' learning related to all aspects of the social work helping process and to explore issues of diversity and inclusion. Assigned readings will be made available on Canvas.

V.   COURSE REQUIREMENTS

The following is a brief description of the assignments for the semester. The assignments are designed to give each student the opportunity to demonstrate their learning over the semester in a variety of ways including video presentations, essays/papers, journals, discussion board entries, and peer reviews. Detailed guidelines for the following assignments will be posted on Canvas and may be handed out in class.

NOTE: Because SW 445 and SW 645C/645D are companion courses, requirements for SW 645C/645D are relevant to SW 445. For instance, journals are due as scheduled and process recordings are due in class periodically. Make note of due dates for SW 645C/645D assignments and plan accordingly.

1. Technology and Ethics in Social Work Assignment – 20 points

    Students will review and answer questions about the NASW Standards for Technology in Social Work practice in order to demonstrate understanding of the appropriate use of technology in the social work profession. Students will formulate a written response to an ethical dilemma within a case scenario. Additional instruction will be provided during BSW Orientation and posted on Canvas.   **Due 2/6**

2. Case Assessment – 40 points (Draft 20 Points; Final 20 Points)

    A case assessment regarding a client from the student's field caseload is required. The client chosen must be one with whom the student has worked. If possible, the client should be from a culturally, linguistically or ethnically diverse population and the assessment and intervention plan should demonstrate your ability to apply social work concepts using cultural humility, with attention to marginalized populations. In addition, students will conduct a brief literature review and attach a reference page that cites sources from evidence-based practice. Detailed guidelines for this assignment will be posted on Canvas.
Draft   Due 4/2 _____
Final   Due 4/23 (End of Week)

3. Case Consultation Task Group – 20 points

    Each student will be placed into a Case Consultation Task Group with 3 group members. Each group will meet once via Zoom for approximately 1.5 hours to engage in a Case Consultation Task Group and will be expected to upload a recording of their session for review. Detailed guidelines for this assignment will be posted on Canvas.
DUE 4/16

4. Professional Accountability – 20 points

    Since the overall goal of this course is to help you apply knowledge and theory to practice, your achievement of the learning objectives for both SW 445 *and* SW 640/641 is dependent on your regular attendance and active participation in weekly class activities. Attendance and participation in the full four hours of seminar each week is expected of all students. Excessive absences may result in a student being dropped from the course or in the loss of a letter grade. You are expected to notify the professor prior to class if you cannot attend due to illness or an emergency. You may be asked to document your illness or emergency.

    The full 20 points for professional accountability will be awarded to students who are consistent and timely in attendance and who thoughtfully participate in class; complete journals, process recordings, and online and in-class assignments thoroughly, thoughtfully, and on time; and actively contribute to the positive functioning of the class. Students who are absent, tardy to class, leave class early, fail to submit assignments on time, or do not fully participate in the class will lose professionalism points accordingly.

    Each student will begin the semester with 20 points. Absence from more than two classes may result in a loss of half of the total professional accountability points.

VII. CLASS POLICIES

Attendance: Regular and punctual attendance to each class is expected for this course. More than 2 absences may result in a deduction of half of the points from the professionalism grade. Excessive absences may result in a student being dropped from the course or in the loss of a letter grade. Students are expected to contact the professor in a timely manner about absences, and alert the professor about late arrivals or early departures.

Late Assignments: It is expected that all assignments will be turned in on time. Assignments, including papers, are due at the _beginning of the class_ on the due date indicated. Late assignments will be penalized 5% of the assignment point value for each day late. On days subsequent to the due date, papers must be submitted before 5:00 pm to avoid an additional deduction. After 10 calendar days, late assignments will not be accepted. **Students should contact the professor, at minimum, 24 hours before the assignment is due if they anticipate a late assignment. A new deadline may be negotiated, at the instructor's discretion.**

Papers: Students are expected to produce high quality written work in terms of appearance, style, and content (see individual assignment guidelines for details). When using information from sources to complete a paper, references and the bibliography should conform to current APA style (refer to School of Social Work handout). Instances of plagiarism will be dealt with according to University policy (see below). If a student decides to contest a grade, this concern should be raised with the instructor within one week of receiving the grade.

Professionalism: One goal of this course is to enhance and encourage student professionalism. One aspect of professionalism related to social work is the effective use of supervision. Effective use of supervision includes, among other things, identifying areas for growth and understanding and utilizing the appropriate processes for communication regarding concerns. At the field agency, this must include going directly to your Field Instructor and the Faculty Liaison as concerns or needs arise. More about problem solving in field can be found in the _Student Guide to Undergraduate Field._ For concerns arising in the context of the classroom, the student is expected to meet with the professor on an individual basis, and come prepared to discuss the issue with possible solutions in mind.

Use of Computers/Cell Phones in the Classroom: Field Seminar is a practice course, and class participation is essential. Generally, it will not be necessary to take detailed computer notes on material in this course, and only occasionally will the use of a laptop computer be warranted. When laptops are being used in the classroom, it is considered unprofessional and disrespectful to use the computer for anything other than note-taking or relevant data search that will benefit the entire class. Internet surfing, instant messaging, working on material outside of the BSW Seminar, etc. is not permitted and will result in lowered professional accountability grades and possible disciplinary action. **Additionally, cell phones should be turned off when class begins and remain off throughout the duration of the class unless the student has spoken with the instructor prior to class beginning about an urgent need to have the phone available during class.**

Use of Canvas: In this class the professor uses Canvas—a Web-based course management system with password-protected access at http://courses.utexas.edu. Use may include the following: to distribute course materials including recorded lectures and videos, to communicate

and collaborate online, to post grades, to submit some assignments, and to give students online surveys. Students can find support in using Canvas at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

Confidentiality: Information shared in class about agencies and clients is considered to be covered by the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that information is shared in class for this purpose. However, discussions outside of class with individuals outside of the seminar or with other members of the seminar regarding information shared in class about clients, supervisors, or agencies is considered a breach of confidentiality. Breach of confidentiality is grounds for removal from field.

Grading Breakdown:

A **minimum grade of C is required to pass this course**. Students will be graded on performance in the following areas for a possible total of 100 points:

DUE DATE	ASSIGNMENT	POINT VALUE
2/13	**Technology and Ethics in SW Assignment**	**20**
4/2	**Draft Case Assessment**	**20**
4/16	**Case Consultation Task Group**	**20**
4/23	**Case Assessment Final**	**20**
	Professional Accountability	**20**
	Total Points	**100**

DUE DATE	ASSIGNMENT
Before 1st Field Visit	**Process Recordings #1**
Before Final Field Visit	**Process Recordings #2**
Week 9	**Mid-Term Evaluation**
Week 16	**Final Evaluation**
1/16, 1/30 2/27, 4/2, 4/23*	**Journals (*5th and final journal will be Student Narrative)**

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-
						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.

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

Date	Topic	Assignment Due	Readings
Week 1 1/16	**Practicum Orientation** **Development of the Professional Self**	Journal #1: Your Goals for Class and Practicum Experience	Sweitzer and King, Chapter 2, Framing the experience: the developmental stages of an internship, pp. 31-47. Dewane, C., Use of Self: A Primer Revisited.

Week 2 1/23	**Boundary Setting** **Personal vs. Professional Goals** **Learning Contract** Outcome 7.3		Pro Con Matrix NYT article: https://www.nytimes.com/2023/03/08/well/family/boundaries-family-nedra-glover-tawwab.html Kagle & Giebelhausen – Dual Relationships and Professional Boundaries
Week 3 1/30	**Anti-Oppressive Practice & Diversity** **Critical Race Theory Tenants and Case Scenarios** Outcome 6.2 **Personal vs Professional Identity with Diverse Client Populations** Outcome 1.2, 1.3 & 1.5	Journal #2: CRT	NASW Standards for Cultural Competence in SW Practice Morgaine and Capous-Desyllas, Chapter 3, pg. 95-116; Ch 5, pg. 187-211. Kolivoski, Weaver, & Constance Higgins, CRT Opp. For App. In SW Policy & Practice 269-276. Corely and Young, Is Social Work Still Racist?
Week 4 2/6	**Ethical Problem Solving** **Use of Technology** Outcome 1.1 & 1.4		NASW, Standards for Technology in Social Work Practice Reamer, SW in a Digital Age NASW, Code of Ethics
Week 5 2/13	**How to complete a Process Recording and document notes** Outcome 7.1	Technology Ethics Paper	Cameron & Turtle-Song, Learning to Write Case Notes Dejong & Miller, How to Interview for Client Strengths

Week 6 2/20	**How to complete suicide assessments and assess for child abuse/neglect** Outcome 7.4		Finn, Ch 7, Teaching-Learning, - Reframing the Assessment Process pgs 223-335 Social Work Desk Reference, Ch 70, Rothman, Therapeutic Contracts pgs 553-559. Social Work Desk Reference, Ch 66, Singer & O'Brien, Suicidal Youth pgs 516-519.
Week 7 2/27	**Theories and Interventions: Micro, mezzo, and macro scales (Practice for Case Assessment)** Outcome 8.1, 8.3 & 8.4		(MICRO) Social Work Desk Reference, Ch 66, Singer & O'Brien, Suicidal Youth pgs 520-525. (MEZZO) Social Work Desk Reference, Ch 118, Poole & Iachini, Community Partnerships to Support Youth Success in School pgs 928-934. (MACRO) Social Work Desk Reference, Ch 117, Legislative Advocacy to Empower Oppressed and Vulnerable Groups pgs 920-927.
Week 8 3/5	**Assertiveness Skills**	Journal #3 Mid-Semester Check-In	DEAR MAN worksheet

Week 9 3/12	****Spring Break**** **No School**		
Week 10 3/19	**Termination Activity** Outcome 8.5		
Week 11 3/26	**Evaluation of Goals, Interventions, and Outcomes** Outcome 9.1, 9.3, & 9.4		Morgaine & Capous - Desyllas, Ch 4, pgs 161-165 Mitchell & Berlan - Evaluation and Evaluative Rigor in the Nonprofit Sector Community Tool Box Chapter 2.1 – Developing a Logic Model or Theory of Change
Week 12 4/2	**Case Assessment Format Review – Q&A** Practice in Groups	Draft Case Assessment (End of Week)	
Week 13 4/9	**Burnout and Vicarious Trauma** **Getting real about the Profession: Q&A**	Journal #4 Burnout Prevention Reflection	**https://www.newyorker.com/magazine/2021/05/24/burnout-modern-affliction-or-human-condition** Bell & Dalton – Org. Prevention of Vicarious Trauma Lipsky & Burke - Trauma Stewardship Maslach, C., & Leiter, M. - Reversing Burnout

Week 14 4/16	**Case Consultation Task Groups**	Consultation Summary & Upload	N/A
Week 15 4/23	**End of Applied Practice and Practicum Celebration**	Final Case Assessment Journal #5: Student Narrative	N/A
Week 16 4/30	**Final Grades & Hours Submitted**	Final Case Assessment	N/A

X. BIBLIOGRAPHY

The reading list for this course was designed to represent the perspectives of diverse scholars and to explore issues of diversity and inclusion in all aspects of the helping process across multiple agency settings.

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