

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

<b>Course number:</b> SW 383 R	<b>Instructor:</b> Tammy Linseisen, ACSW, LCSW-S Clinical Professor She/Her
<b>Unique number:</b> 60985	<b>Office number:</b> WWH 420.2
<b>Semester:</b> Fall 2024	<b>Cell phone:</b> 512-431-0014 (text preferred)
<b>Meeting time/place:</b> Wednesdays, 8:30a-11:30a Practice Class 11:30a-12:30p Practicum Seminar MEZES 1.216	<b>Office hours:</b> Some weeks, I will be available after class to meet for office hours. Some weeks, however, we have meetings scheduled that are required for us to attend. Those weeks, I will meet with you by appointment, usually on Zoom, so please ask to schedule time during class breaks, by text, or by email.
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**Social Work Practice I**

**I. CATALOG DESCRIPTION**

This course introduces students to social work practice methodology and the professional use of self in generalist practice with individuals, families, groups, organizations, and communities. Taken in conjunction with Field I (Practicum I), this course introduces the generalist approach in social work practice to prepare students to work with a variety of client systems, including individuals, families, groups, organizations, and communities. Three lecture hours a week for one semester. Prerequisite: Graduate standing in social work and concurrent enrollment in Social Work 384R, or graduate standing and consent of instructor or the graduate adviser.

**II. COURSE OVERVIEW**

Students in Practice I are introduced to knowledge, skills, values, and cognitive and affective processes that support learning about engagement, assessment, intervention, and evaluation in social work practice. Student learning of social work practice is grounded in antiracist and anti-oppressive perspectives to understand and meet the needs of clients and client systems with multiple marginalized social identities. Through use of self-reflection and collaborative learning, this course provides students with foundational knowledge and skills in ethical practice, decision making, and cultural humility, which they will continue to develop and apply as emerging social work professionals.

### III. STANDARDIZED COURSE OBJECTIVES

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

1. Identify and begin to apply social work values and principles of ethical decision making as articulated by the NASW Code of Ethics and learn to use supervision and consultation to support/guide ethical practice;
2. Cultivate and practice self-awareness by examining personal values and implicit biases to inform ethical use of self in social work practice;
3. Demonstrate capacity to develop and maintain purposeful collaborative partnerships with multiple levels of client systems, agency staff, other professionals, and community members, applying cultural humility and a strengths-based perspective
4. Develop effective communication skills for rapport-building in order to provide goal-aligned and ethical services to diverse individuals, families, groups, organizations, and communities;
5. Demonstrate an understanding of the impact of organizational and community context on service delivery through an in-depth analysis of the student's assigned internship agency;
6. Demonstrate knowledge of both the positive and adverse impacts of the roots and major developments of the social work profession and its commitment to promote social, racial, economic, and environmental justice for historically and currently marginalized and oppressed groups;
7. Apply foundational theoretical frameworks through a multidimensional case assessment to identify client goals, and assess, implement, and evaluate interventions that enhance client system strengths, capacities, assets, and resources;
8. Recognize the influence of intersectionality and the positionality of both the social worker and the client on engagement, assessment, intervention, and evaluation at all levels of practice;
9. Explore the application of evidence-based and culturally attuned knowledge to evaluate and improve practice, policy, and social service delivery.

### IV. TEACHING METHODS

**Compassionate pedagogy** is the foundation of good teaching- "a great teacher with a strong connection to a student makes all the difference" (Lipka, 2019, p.12).

This course is taught using a Compassionate Pedagogy approach. From the Baylor University website, "Compassionate pedagogy is a collection of teaching practices designed to foster human connection, communication, and wellbeing. The approach revolves around listening

to students' lived experiences and offering flexibility to accommodate their struggles.”  
<https://www.baylor.edu/atl/index.php?id=984876>

Considering this approach, I teach using a variety of teaching methods to foster a stimulating, creative and collaborative learning community. These methods intentionally draw on diverse pedagogical approaches to be inclusive of a variety of learning styles; activities include readings, writings, small group discussions, role- and real-play, lectures, videos, in-class group activities, learning activities in the community and self-reflection. Experiential learning that builds upon your practicum instruction will be emphasized.

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

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

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

### **Accessibility statement**

I am striving to create a learning experience that is as inclusive and accessible as possible. If you anticipate any issues related to format, materials, or requirements for this course, please schedule a time to meet with me so can explore potential options. Students with disabilities may also wish to work with the Office of Accessible Education and Student Support to discuss a range of options to removing barriers in this course, including official accommodations. You can visit their website for contact and additional information:

<https://diversity.utexas.edu/disability/>.

If you have already been approved for accommodations through the Office of Disability and Access, please meet with me so we can discuss and develop an implementation plan together.

### **V. REQUIRED TEXTS AND MATERIALS**

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.). Boston:

Cengage Learning.

Van Dernoot Lipsky, Laura (2009). *Trauma stewardship: An everyday guide to caring for self while caring for others*. Oakland, CA: Berrett Koehler Publishers.

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

## **VI. COURSE REQUIREMENTS**

In this section you will find a list of all course assignments. Detailed learning objectives and instructions, including rubrics to guide demonstration of content mastery and skill development will be provided on canvas. We will discuss all assignments in detail in class and you are encouraged to meet with me should they have any questions about the assignments.

### **Self-Assessment**

**Due 9/11/24**

To begin the process of use of self and self-evaluation, both of which are critical for effective social work practice, you are asked to analyze an area of the NASW Code of Ethics that seems most challenging when compared to your own personal beliefs. This assignment encourages self-analysis, creativity, critical thinking, and authenticity. Assignment details are provided on Canvas and will be discussed in class.

### **Ethics and Professional Use of Self Application**

**Due 9/25/24**

As we delve into social work ethics, values, and professional use of self, it will be important to build capacity to resolve ethical dilemmas while also expanding our self-awareness. This assignment will ask you to review some difficult case scenarios and to discuss your own use of self and challenges that could emerge.

### **Agency Analysis and Presentation**

**Due 10/09/24**

The agency analysis and presentation are designed to thoroughly orient you to your practicum placement. Options for submission and assignment details are available on canvas.

### **Video Real Play and Review**

**Due week of 10/30/24**

**Reflection Paper due 11/6/24**

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

the feedback provided by the review team.

The goals of this assignment are for students to:

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

## **Multidimensional Case Assessment**

**Due 12/04/24**

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

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

- a) Gather relevant client data.
- b) Practice engagement, relational, and interviewing skills.
- b) Assess a client's past and present situations.
- c) Synthesize information into a professional report.

## **VII. GRADES**

In alignment with the compassionate pedagogical approach to this course, I have adopted an [ungrading](#) practice to assessment. This means that individual assignments will not earn traditional points or letter grades. Instead, you will receive analytic feedback in the form of questions and comments to support your continued learning. You will receive rubrics and guidelines to help guide your work on each assignment. You will use these rubrics to indicate your own evaluation on learning for each assignment. At the end of the semester, you will assign yourself a letter grade based on your work and continued conversations around the feedback you have received throughout the semester. This letter grade will be supported by a short narrative statement. In almost all circumstances, your ungrading grade will stand. Any exception to this will be discussed individually with any student where a learning concern exists. The goal of ungrading is to provide a learning space where you feel free to set your own intentions, to take risks, to reframe failure, to understand how you learn best, and to prioritize care. I trust you and your ability to learn.

## **VIII. CLASS POLICIES**

### **Attendance and participation**

Full attendance and active participation are ideal for a comprehensive learning experience.

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

There are numerous ways to demonstrate participation, depending on your learning style. We will be reviewing a participation rubric in class which will help you set individualized participation goals for the semester.

### **Assignments**

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

### **Time management**

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

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

### **Use of Canvas in class**

In this class I use the Canvas Web based course management system with password protected access at <http://canvas.utexas.edu> to distribute course materials, to communicate

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

## Feedback

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

## IX. 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**

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**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, X, 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**

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**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.

## X. COURSE SCHEDULE

The following is a general guide to the semester. In covering each topic, the class will examine issues specific to diverse populations. I may make changes to 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, I will notify you in class and/or by email. Please check canvas and email regularly for any updates.

**H=Hepworth, et al Direct Social Work Practice text**

**LL=Lipsky text**

**CANVAS=Additional readings on Canvas**

**P-Practicum assignments**

**C-Class assignments**

<b>Date</b>	<b>Topic</b>	<b>Assignment Due</b>	<b>Readings</b>
<b>8/28 #1</b>	Course and Syllabus Review  Introduction to the profession of social work		<b>H-</b> Chpt 1  <b>CANVAS</b> Syllabus + White Supremacy Culture article
<b>9/4 #2</b>	Orienting frameworks for social work practice	<b>P-</b> Practicum journal	<b>H-</b> Chpt 2  <b>CANVAS</b>

	Anti-oppressive practice		
<b>9/11 #3</b>	Overview of the helping process  Social work ethics and values	<b>P-Practicum journal</b>	<b>H- Chpt 3 &amp; 4</b>  <b>NASW Code of Ethics</b>
<b>9/18 #4</b>	Asynchronous Class	<b>P-Practicum journal</b>  <b>C-Self-inquiry and ethics assignment</b>	
<b>9/25 #5</b>	Use of Self Museum  Building blocks of communication	<b>P-Practicum journal,</b> Learning Contract	<b>H- Chpt 5</b>
<b>10/2 #6</b>	Verbal following, exploring and focusing skills	<b>P-Practicum journal</b>  <b>C-Agency Analysis</b>	<b>H- Chpts 6 &amp; 7 (assigned chapter required)</b>
<b>10/9 #7</b>	Group work	<b>P-Practicum journal,</b> Process recording #1	<b>H- Chpt 11</b>
<b>10/16 #8</b>	Ethics and Interviewing	<b>P- Practicum journal</b>	
<b>10/23</b>	Self-care day NO CLASS!	<b>P-Practicum journal</b>	<b>H- Chpts 8 &amp; 9 (assigned chapter required)</b>

<b>10/30 #9</b>	Video Real-Play Review <i>Attend class at your designated time only.</i>	<b>P-Practicum journal</b> <b>C-Video real play review</b>	
<b>11/6 #10</b>	Multidimensional assessment	<b>P-Practicum journal</b> <b>C-Video reflection paper due</b>	<b>H- Chpt 12</b>
<b>11/13 #11</b>	Developing goals  Termination: The Therapeutic Pause	<b>P-Practicum journal &amp; Process Recording #2</b> <b>C-Multidimensional case assessment draft</b>	<b>H- Chpt 19</b> <b>CANVAS: Many-Termination article</b>
<b>11/20 #12</b>	Balancing micro and macro social work practice	<b>P-Practicum journal</b> <b>C-Multidimensional case assessment</b>	<b>H- Chpt 14</b>
<b>11/27</b>	Fall semester break NO CLASS!		
<b>12/4 #13</b>	Endings and transitions	<b>C-Final Practicum Narrative</b>	

## XI. 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.*

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