

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

Course Number: SW383T	Instructor: Patrick Lloyd, LMSW (he/him) Patrick.lloyd@utexas.edu
Course Unique Number: 61065	Phone: 512-716-5934 (emergencies only)
Semester: Spring 2025	Office location: n/a
Class meeting time/place: Thursdays 8:30 am to 12:30 pm, MEZ 1.216	Office Hours: after class or by appointment

Social Work Practice II

Catalog Description

This course builds upon Social Work Practice I by deepening students' knowledge in the application of theory and practice methods for effective and ethical service delivery to individuals, families, groups, organizations, and communities. In the spring semester, this course is taught in conjunction with Field II. Three lecture hours a week for one semester. Prerequisite: Graduate standing in social work and concurrent enrollment in Social Work 384S, or graduate standing and consent of instructor or the graduate adviser.

I. Standardized Course Description

In Practice II, students continue to engage in generalist social work practice, adding a focus on gaining increased knowledge and skills in group facilitation, applying relevant theories to practice, and engaging in advocacy work. A variety of theories and frameworks with an anti-oppressive and antiracist focus will anchor student learning. Through self-reflection and collaborative learning, students in this course will deepen engagement, assessment, intervention, and evaluation skills with clients and client systems with multiple marginalized social identities. In this foundational course, students will build on core skills applicable to all areas of social work practice, such as developing critical thinking, use of self-awareness, integration of cultural humility, and facilitation of effective intervention with client systems.

II. Course Objectives

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

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

1. Critically analyze social work values, ethical dilemmas, and ethical decision-making and their impact on service delivery, policy, and practice;
2. Identify, critique, apply, and evaluate relevant social work theories and methods from an antiracist, anti-oppressive, and strengths-based generalist perspective for effective service delivery to individuals, families, groups, organizations, and communities;
3. Apply beginning practice skills in the development, facilitation, leadership, and evaluation of small groups in classroom, agency, organization, and community settings;

4. Demonstrate knowledge, values, skills, and cognitive and affective processes in engagement, assessment, intervention, and evaluation at the micro, mezzo, and macro level;
5. Demonstrate knowledge of effective, inclusive, and culturally responsive leadership and advocacy skills, conflict management, communication, and interprofessional collaboration at all levels of social work practice to promote social, racial, economic, and environmental justice with clients and client systems with multiple marginalized social identities;
6. Strengthen skills in applying empirical knowledge and cultural humility to evaluate theoretical frameworks, intervention plans, and 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

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

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

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

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

Competency 6: Engage with Individuals, Families & Groups

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

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

Competency 7: Assess Individuals, Families & Groups

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

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

Competency 8: Intervene with Individuals, Families & Groups

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

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

Competency 9: Evaluate Practice with Individuals, Families & Groups

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

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

III. TEACHING METHODS

I use a variety of teaching methods with an emphasis on experiential learning for the purpose of building skills and confidence. I prefer a conversational classroom and you will need to be an active participant and listener during class. During class, I will use Powerpoints, videos, role play, small and large group exercises/discussion, lecture, guest speakers, and more. Please expect to step outside of your comfort zone, to offer grace to your classmates, and to receive constructive feedback.

Please make use of office hours for any concepts that are unclear, questions that you would like to consider in a 1:1 discussion, or feedback for me.

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

IV. REQUIRED TEXT

A. The required textbook for this course is **Walsh, J. (2013). *Theories for Direct Social Work Practice*. (3rd edition). Connecticut: Cengage Learning.**

B. Articles, podcasts, and other preparatory material will be assigned weekly. This material can be found in in the syllabus and on Canvas under the week for which they are assigned.

V. COURSE REQUIREMENTS

A. Attendance and Participation (20 points)

In social work education, much of your learning will take place in person, both in class and at your field placement. I expect each student to attend class if you are well and able to do so. After learning the class members' names, I will not call roll, but I will be tracking absences. If your lack of attendance should become an impediment to your learning, I will notify you of the problem and work with you to correct it. If the problem continues, it will begin to affect your grade. Please communicate with me if you expect to miss class or are dealing with an issue that may cause you to be late or leave early. A pattern of frequent absences, late arrivals, early departures (especially without communication), or a pattern of unprofessional behavior in class, could result in disciplinary action (See Standards for Social Work Education, The Three Levels of Review).

Social work often requires us to step outside of our comfort zones. I will expect each student to do so at points in the semester. Introverted students should expect to participate. Extroverted students should work to give space to less talkative folks. Every student should expect to both give and receive feedback from me and from one another. We will learn together in this course; engagement and participation are crucial.

B. Advocacy Project (20 points)

To continue to expand your appreciation of the private troubles/public issues connection, and to increase your cause advocacy skills, you will participate in or create an advocacy event that corresponds with one of the [13 CSWE Grand Challenges](#). Guidelines with grading rubric and due date can be found in Canvas.

This project has two parts:

- 1) Proposal (10 points):** Write and submit a proposal identifying an event or project that you plan to participate in. **My approval of your proposal is required to move forward with your plan.**
- 2) Presentation (10 points):** Give a *brief* professional presentation with visual aid to the class about your advocacy effort.

C. Theory Group Project (20 points)

To study theory in-depth and practice task group skills, you and your group will develop a creative class presentation about a particular theory and its application to practice. Students will form groups based on their interest in one of four theories (see course schedule, below). Groups will be created in class or in Canvas. Guidelines will be posted to Canvas.

D. Video Role Play Project (20 points)

This assignment is designed to help students improve their interviewing and *intervention* skills, as well as improve their self-awareness and ability to give and receive feedback.

Similar to the video role play in Practice I, you will pair up with another student to do a role-play or real play. This role play/real play will demonstrate the **work** phase and allow you to practice an intervention. Students will then show a 4-5 minute clip of the video to a small group from the class, and exchange feedback with members of the group. More information will be provided on Canvas.

E. Final Case Analysis (20 points)

To help you consolidate your professional knowledge and skills acquired over the year, and to support the school's CSWE accreditation process, you will study a fictional case and answer a set of questions about the case. The case and questions will test your competency in the areas of ethics & professionalism, and engagement, assessment, intervention and evaluation of individuals, groups & families. Case, questions, and guidelines will be posted on Canvas after Spring Break.

This table summarizes how you will demonstrate your learning and how each assignment is weighted:

Assignments	Points possible	% of Total Grade
A. Class Attendance & Participation	20	20
B. Advocacy Project	20	20
C. Theory Group Project	20	20
D. Video Role Play Project	20	20
E. Final Case Analysis	20	20
Total:	100	100

Any Grade C- and below results in a failure of the class/no credit.

VI. GRADES

[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

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

VII. CLASS POLICIES

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

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

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

A. Professional Conduct in Class: I expect students to 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. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, students are expected to engage one another with respect and professionalism.

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

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

D. Classroom Civility: A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues.

Name/Pronoun Preference: *Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun.*

Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

E. Unanticipated Distress: Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the instructor. The instructor can be responsive and supportive regarding students’ participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students can contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>. Professor Lloyd can also make a confidential referral directly to the CARE Counselor in our school which may expedite your getting an appointment. Please talk to me privately if you think you might need a mental health referral and would like my help.

F. Grading Policies

On time assignments must be submitted though Canvas. The due dates listed below are guidelines; I will allow submissions via Canvas for one week past the listed due date with no penalty. At that point, the assignment will close and you will need to submit any late work via email or by a method arranged through discussion with me. If assignments are consistently submitted beyond the one-week grace period, I will reach out to you for a conversation.

My focus is on your learning, not on deadlines. However, I will expect you to submit your work in a way that allows me to evaluate it without being rushed, so that I can offer you thorough and thoughtful feedback.

If you are confused by a grade or the feedback you receive on an assignment, please make an appointment to meet with me within one week of receiving the grade. I enjoy talking face to face with students about how they can improve and may give some credit back on the assignment. If a student has demonstrated strong class participation and professionalism throughout the semester, I round up any fractional point totals at the end of the semester. For instance, a 93.2 (A-) would become a 94 (A).

Journals

As in the fall semester, practicum journals are expected to be submitted each week via Canvas. This semester, **you may skip up to five journal entries without penalty.** Please note that journals are intended to be a contemporaneous conversation between you and me. As such, **journals will not be accepted more than 48 hours after their assigned due date.**

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://disability.utexas.edu/>. 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 Advice Line (BCAL). 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 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>.

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

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

WK	DATE	TOPIC	Prep material to be completed by class time	Assignments; due dates in Canvas
1	1/16	Syllabus & Assignment Review, Catch up, Referrals	n/a	n/a
2	1/23	Elements of effective advocacy	Butler article Loeb, chapter 2	Week 2 journal
3	1/30	Music, puppets, play -- Guest Speaker: Michael Romero, LCSW	Mizrahi article	Week 3 journal Spring learning contract
4	2/6	Group work	Coffey article Lehrer article Rosenberg article	Week 4 journal Submit January practicum hours
5	2/13	Anti-oppressive practice; anti-racism	Rosenzweig & Sundborg article Comstock article	Week 5 journal Advocacy Proposal
6	2/20	Theory/Practice Connection	Textbook, chapter 2	Week 6 journal Process recording 1

7	2/27	Cognitive & Behavior Theories - CBT	Textbook, chapters 7 & 8 Vonk artic-le Vonk & Early article	Week 7 journal
8	3/6	Person Centered Theory	Textbook chapter 3	Week 8 journal Submit February practicum hours
9	3/13	Attachment Theory, work with youth & TBRI Guest speaker: Colleen Maher, LCSW	Stalker and Hazelton chapter, pages 149-178	Week 9 journal
10	3/20	**Spring break**		
11	3/27	Catch up day Theory project Q&A	n/a	n/a
12	4/3	Student Group 1 – Crisis Theory Student Group 2 – Solution Focused Theory	Textbook, chapters 10 & 13	Week 12 journal Submit March practicum hours Process Recording 2
13	4/10	Student Group 3 – Relational Cultural Theory Student Group 4 – Existential Theory	Textbook, chapter 12; Sartre, Existentialism is a Humanism	Week 13 journal *Macro project completed before my final field visit*
14	4/17	Video Feedback Groups Group 1: 8:30 to 10:30 Group 2: 10:30 to 12:30 Group 3: 1:00 to 3:00	n/a	Week 14 journal
15	4/24	Celebration and Advocacy Presentations: All presentations due at class time.	n/a	Final case analysis, completed field evals, self-reflection narrative, and field hours due no later than May 2.

X. Bibliography

Butler, K. (2001). Revolution on the horizon. *Psychotherapy Networker*, 25(3), 26-39.

Coady, N. & Lehman, P. (2008). *Theoretical Perspectives for Direct Social Work Practice*. New York: Springer publishing company.

- Coffey, D. S. (2016). The grand challenges of social work initiative and our future. *The New Social Worker*. Retrieved from <https://www.socialworker.com/extras/social-work-month-project-2016/grand-challenges-for-social-work-initiative-and-our-future/>.
- Comstock, L. D., Hammer, R. T., Strentzsch, J., Cannon, K., Parsons, J. & Salazar, G. (2008). Relational-cultural Theory: A framework for bridging relational, multicultural, and social justice competencies. *Journal of counseling and development*, 86.
- Davis, R. D. & Jansen, G. G. (March 1998). Making meaning of Alcoholics Anonymous for social workers: Myths, Metaphors and Realities. *Social Work*, 43(2), 169-182.
- Guttman, D. (2009). Logotherapy. In *Social Worker's Desk Reference* (2nd ed. pp. 264-272). New York, NY: Oxford University Press.
- Ishizuka, K. & Husain, A. (2015). Anti-oppressive practices. In *Social Worker's Desk Reference* (3rd ed. pp. 413-426). New York, NY: Oxford University Press.
- Kabat-Zinn, J. (2005). Excerpt from *Coming to Our Senses: Healing Ourselves and the World Through Mindfulness*. Published by Hyperion; January 2005; ISBN 0-7868-6756-6).
- Kelley, P. & Smith, M. (2015). Narrative therapy. In *Social Worker's Desk Reference* (3rd ed. pp. 287-292). New York, NY: Oxford University Press.
- Lankton, S.R. (2015). The use of therapeutic metaphor in social work. In *Social Worker's Desk Reference* (3rd ed. pp. 629-639). New York, NY: Oxford University Press.
- Lehrer, J. (2012). Groupthink. *The New Yorker*. January 30, retrieved from http://www.newyorker.com/reporting/2012/01/30/120130fa_fact_lehrer
- Loeb, P. (1999). We don't have to be saints. In *Soul of a Citizen*. (p. 34-57). New York: St. Martin's.
- Mind Tools Editorial Team. Running effective meetings. Mind Tools: Essential skills for an excellent career. Retrieved from <https://www.mindtools.com/CommSkill/RunningMeetings.htm> 1/20/16.
- Mizrahi, T. (2015). Community organizing principles and practice guidelines. In *Social Worker's Desk Reference* (3rd ed. pp. 894-906). New York, NY: Oxford University Press.
- National Association of Social Workers. (1997). *National association of social workers code of ethics*. Washington, D.C.: NASW Press.
- Rosenberg, T. (2015). Battling America's other PTSD crisis. Yahoo news. Retrieved from <http://news.yahoo.com/battling-america-s-other-ptsd-crisis-194336514.html> on 3/6/15.
- Rosenzweig, J.M. & Sundborg, S.A. (2015). The neurobiology of toxic stress. In *Social Worker's Desk Reference* (3rd ed. pp. 292-301). New York, NY: Oxford University Press.

- Sartre, J.P. (2007). *Existentialism is a humanism* (C. Macomber, Trans.). Yale University Press
- Toseland & Rivas. (1998). *Group Work Practice*. Massachusetts: A Viacom Company.
- Turner, F. J., Editor. (2017). *Social work treatment: Interlocking theoretical approaches*. (6th edition). New York, NY: Oxford University Press.
- Vonk, M.E. (2015). The assessment and treatment of posttraumatic stress disorder. In *Social Worker's Desk Reference* (3rd ed. pp. 601-607). New York, NY: Oxford University Press.
- Vonk, M.E. & Early, T.J. (2015). Cognitive-behavioral therapy. In *Social Worker's Desk Reference* (3rd ed. pp. 257263). New York, NY: Oxford University Press.
- Walsh, J. (2013). *Theories for Direct Social Work Practice*. (3rd edition). Connecticut: Cengage Learning.
- Walters, H.B. (2008). An introduction to use of self in field placement. *The New Social Worker online*. Retrieved from http://www.socialworker.com/home/Feature_Articles/Field_Placement/An_Introduction_to_Use_of_Self_in_Field_Placement/ 8/1/13.
- Wylie, S. M. (1994). Panning for gold. *Psychotherapy Networker*.