

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

<b>Course Number:</b>	SW 445	<b>Instructor:</b>	Kcie Driggers
<b>Unique Number:</b>	60965	<b>Email:</b>	Kcie.driggers@austin.utexas.edu
<b>Semester:</b>	Spring 2025		
<b>Meeting Time/Place:</b>	Tuesdays	<b>Office Phone:</b>	512-461-9972
	3:30PM to 7:30PM	<b>Office Hours:</b>	By Appointment (via Zoom or in person at WWH)
	Mezes Hall MEZ 1.216		

**Applied Practice and Practicum**

**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 practicum experience and to strengthen the relationship between classroom content and practicum 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 practice in practicum. 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.

**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 2022

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**

a. 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;

- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

### **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

### **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. 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, Organizations, and Communities**

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. 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, Organizations, and Communities**

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

## **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. To broaden your exposure to more diverse agencies and client populations, team teaching with other practicum seminar groups may be utilized. You are encouraged and expected to share your observations and questions about your practicum work with your classmates. A portion of each class will be devoted to discussion of issues from your practicum placements. In

covering various topics related to practicum, 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 you to engage in new ways of thinking that may be represented by speakers, the professor, and classmates from diverse backgrounds.

**Practicum Seminar:** One hour of each class will be devoted to group processing, during which you will be encouraged to share your feelings, successes, frustrations, values conflicts, ethical dilemmas and other experiences from practicum. I will facilitate the group process and you are encouraged to take a collaborative role by actively participating, leading discussions at times, and respecting the confidentiality of each student member.

## **REQUIRED TEXT 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.). Cengage Learning.

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.

## **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.

**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. Be sure to make note of due dates for SW 645C/645D assignments and plan accordingly.

### **Reading Reflections**

This assignment is designed to encourage completion of the textbook readings and evaluation of content acquisition. The textbook content will be integrated into classroom activities. You have the option of reading the chapter in full, searching for answers to the chapter quiz, or reviewing the chapter PowerPoint. The quizzes are open-book and designed to be completed while reading the chapters to assist you with capturing content. The readings are required, the quizzes are to use if you find them helpful. For each assigned chapter you will indicate how you gained the content knowledge, through traditional reading, quiz completion, or reviewing the PPT.

### **Self-Inquiry and Ethics**

**Due: 2/4**

To begin the process of self-evaluation needed for effective social work practice, you will

analyze an area of the NASW Code of Ethics that seems most challenging when compared to your own personal beliefs. This assignment encourages creativity, critical thinking, and authenticity. Assignment details are provided on canvas.

### **Agency Analysis and Presentation**

**Due: 2/25**

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 Role Play and Critique**

**Videos and paper due:  
4/1**

You will select a peer from class and video an interview with that student peer. The video will be reviewed by me and a review team of peer students, and feedback will be provided to you by all review team members. You will write a critique of your beginning interviewing skills based on the video role 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.

### **Case Assessment**

**Draft due: 4/8  
Final due: 4/15**

The Case Assessment assignment gives students an opportunity to demonstrate their competence in engaging clients, assessing strengths and needs, developing mutually agreed upon goals and objectives, developing appropriate interventions, and monitoring and evaluating client outcomes. Students will also have the opportunity to critically think about and apply ethical decision making and the ethical use of technology in this assignment. Students will apply material from class and readings to demonstrate their knowledge of key social work concepts and ability to utilize assessment and evaluation tools.

Case Assessment refers to both the process of collecting and evaluating client data, as well as to the report in which the worker analyzes and synthesizes the data into an appropriate plan for work. In this assignment, the Case Assessment will also include a plan for monitoring and evaluating client progress as well as content surrounding anticipated ethical issues and use of technology. Students are expected to consult with their practicum supervisors about ethical decision make and ethical use of technology regarding the chosen "case."

Students will write a Case Assessment on a client from the student's practicum caseload. The client chosen must be one with whom the student has worked. If possible, the client should be from an racialized/ethnic minority group or other marginalized group so assessment of issues of oppression and strength can be clearly outlined.

The Case Assessment should be clearly written and well organized using the guidelines on the following page. Please note that this is a two-part assignment, with due dates for drafts and final copies of each part. This report should include sufficient information to communicate to the

reader a thorough understanding of the client and their situation, and should convey the student's impressions and conclusions, along with an appropriate intervention plan. The Case Assessment will be 9 pages in length, double-spaced.

Also, write brief and thoughtful responses to the Reflection Questions on Case Assessment. Your responses should be limited to one page. You will also include a short literature review regarding the intervention you chose to use with your client. See separate instructions for this portion of the assignment.

Steps to complete this assignment:

1. Select a client from your caseload to be the focus of the case assessment
2. During the process of working with this client, collect information relevant to this case assessment assignment.
3. Write a thorough and detailed draft of the case assessment to be shared with your classmates via Canvas and possibly with your instructor (see guidelines below). This should include:
  - a. An assessment tool as applied to your client, an evaluation tool applied to your client/case plan, appropriate social work key concepts applied to your client. Utilize key concepts from assigned readings to demonstrate your knowledge of assessment, intervention, and evaluation processes.
  - b. A written summary of a consultation with your practicum supervisor regarding anticipated potential ethical issues and ethical use of technology, using the below questions and content topics as a guide. Sources other than the consultation can also be used in this summary, including the NASW Code of Ethics and other relevant Codes, laws and policies and other evidence-based, culturally informed resources.
4. Exchange feedback about drafts with classmates through peer review on Canvas.
5. Rewrite the case assessment based on the feedback you received.
6. Reflect on the process of this assignment and write your reflections (see Reflection Questions below).
7. Conduct a literature review on the possible interventions to use in addressing your client's presenting problems. Submit the review and your conclusions with your reflections.
8. Submit the final, revised case assessment and your written reflections to your instructor via Canvas.

## **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, which you will then respond to after

each assignment. 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. 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.

## VII. CLASS/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>.

### **Use of AI**

Due to the nature of practicum and practicum assignments, the use of AI tools for coursework is not allowed unless explicitly approved by the course instructor and the practicum instructor. All practicum/field assignments are expected to be your original work.

## **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

<b>Date</b>	<b>Topic</b>	<b>Assignment Due</b>	<b>Readings</b>
<b>1/14 #1</b>	Orientation: Course and Syllabus Review  Introduction to the profession of social work		<b>H-</b> Chpt 1 <b>CANVAS</b> Syllabus
<b>1/21 #2</b>	Orienting frameworks for social work practice  Anti-oppressive practice	<b>P-</b> Practicum journal  <b>C-</b> Reading reflection	<b>H-</b> Chpt 2 <b>CANVAS</b> White Supremacy Culture article
<b>1/28 #3</b>	Overview of the helping process	<b>P-</b> Practicum journal  <b>C-</b> Reading reflection	<b>H-</b> Chpt 3
<b>2/4 #4</b>	Social work ethics and values	<b>P-</b> Practicum journal <b>C-</b> Self-inquiry and ethics assignment, Reading reflection	<b>NASW Code of Ethics</b>  <b>H-</b> Chpt 4
<b>2/11 #5</b>	Use of Self Museum  Building blocks of communication	<b>P-</b> Practicum journal, Learning Contract  <b>C-</b> Reading reflection	<b>H-</b> Chpt 5
<b>2/25 #6</b>	Developing Goals	<b>P-</b> Practicum journal  <b>C-</b> Agency Analysis, Reading reflection	<b>H-</b> Chpt 12
<b>3/4 #7</b>	Verbal following, exploring and focusing	<b>P-</b> Practicum journal	<b>H-</b> Chpts 6 & 7 (assigned chapter required)

	skills & Eliminating Counterproductive Communication Patterns and Substituting Positive Alternatives		
<b>3/11 #8</b>	Group work	<b>P-</b> Practicum journal, Process recording #1	<b>H-</b> Chpt 11
<b>March 17-21 #9</b>	Spring Break! No class		
<b>3/25 #10</b>	Multidimensional Assessment	<b>P-</b> Practicum journal	<b>H-</b> Chpts 8 & 9 (assigned chapter required)
<b>4/1 #11</b>	Video Role-Play Review (Shortened class due to assigned video role play time slots)	<b>P-</b> Practicum journal <b>C-</b> Reading reflection Video role plays and paper	
<b>4/8 #12</b>	Termination: The Therapeutic Pause	<b>P-</b> Practicum journal <b>C-</b> Multidimensional case assessment draft & Reading reflection	<b>H-</b> Chpt 19 <b>CANVAS:</b> Many-Termination article
<b>4/15 #13</b>	Balancing micro and macro social work practice	<b>P-</b> Practicum journal & Process Recording #2 <b>C-</b> Multidimensional case assessment & Reading reflection	<b>H-</b> Chpt 14

<b>4/22 #14</b>	Final class: Class potluck	C-Final Practicum Reflection	

## 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.

American Psychological Association. (2012). Guidelines for Psychological Practice With Lesbian, Gay, and Bisexual Clients. *American Psychologist*, 67, (1), 10-42.

Bell, H., Kulkarni, S., & Dalton, L. (2003). Organizational prevention of vicarious trauma. *Families in Society: The Journal of Contemporary Human Services*, 84(4), 463-470.

Berg, I. K., & Kelly, S. (2000). *Building solutions in child protective services*. New York, NY: W. W. Norton & Company.

Browne, C., & Mills, C. (2001). Theoretical frameworks: Ecological model, strengths perspective, and empowerment theory. In R. Fong & S. Futuro (Eds.), *Culturally competent practice: Skills, intervention and evaluation* (pp. 10-30). Boston: Allyn & Bacon.

Bukoski, B. E., & Hatch, D. K. (2016). "We're Still Here... We're Not Giving Up" Black and Latino Men's Narratives of Transition to Community College. *Community College Review*, 44(2), 99-118.

Calzada, E., & Suarez-Balcazar, Y. (2014). Enhancing cultural competence in social service agencies: A promising approach to serving diverse children and families. *Research Brief. OPRE Report*, (31), 1-8.

Cameron, Susan and Turtle-song, Imani. (2002). Learning to write case notes using the SOAP format. *Journal of Counseling and Development*. 80. 286-292.

Corcoran, K., & Roberts, A. R. (2015). *Social workers' desk reference / Kevin Corcoran, Editor-in-Chief; Albert R. Roberts, Founding Editor-in-Chief*. (Third edition.; K. (Kevin J. . Corcoran & A. R. Roberts, Eds.). New York, NY: Oxford University Press.

Corley, N. A., & Young, S. M. (2018). Is Social Work Still Racist? A Content Analysis of Recent Literature. *Social Work (New York)*, 63(4), 317-326.

Cournoyer, B. R. (2004). *The evidenced-based social work skills book*. Boston: Allyn & Bacon.

- DeJong, G., & Miller, S. (1995). How to interview for client strengths. *Social Work*, 40(6), 729-736.
- Dewane, C. J. (2006). Use of self: A primer revisited. *Clinical Social Work Journal*, 34 (4), 543-558.
- Dillon, C (2003). *Learning from mistakes in clinical practice*. United States: Brooks/Cole.
- Doka, K. (1989). *Disenfranchised grief: Recognizing hidden sorrow* (pp. 13-23). Massachusetts/Toronto: Lexington Books.
- Doka, K. (2002). *Disenfranchised grief: New directions, challenges, and strategies for practice* (pp. 23-38). Champaign, Illinois: Research Press.
- Finn. (2021). *Just practice : a social justice approach to social work / Janet L. Finn*. (Fourth edition.). Oxford University Press.
- Glicken, M.D. (2004). *Using the strengths perspective in social work practice: A positive approach for the helping professions* (pp.48-61). Boston: Allyn and Bacon.
- Grayson, Joann,(2012). Evidence-based treatments for childhood trauma. Virginia Child Protection Newsletter, Volume 95.
- Healy, L. M. (2001). *International Social Work*. New York: Oxford University Press.
- Hepworth, D., Rooney, R., Rooney, G., Strom-Gottfried, K., & Larsen, J. (2013). *Direct social work practice: Theory and skills* (9th ed.). Pacific Grove, California: Brooks/Publishing Company.
- Hodge, David R. (2013). Implicit spiritual assessment: an alternative approach for assessing client spirituality. *Social Work*. 58(3). 223-230.
- IOM (Institute of Medicine). 2011. *The Health of Lesbian, Gay, Bisexual, and Transgender People: Building a Foundation for Better Understanding*. Washington, DC: The National Academies Press.
- Johnson, L., & Yanca, S. J. (2004). *Social work practice* (8th ed., pp. 380-409). Boston: Allyn & Bacon.
- Kabat-Zinn, J. (1990). The foundations of mindfulness practice: Attitudes and commitment. In *Full catastrophe living* (pp. 31-46). Delacorte Press.
- Kagle, J. D., & Giebelhausen, P. D. (1994). Dual relationships and professional boundaries. *Social Work*, 39(2), 213-220.

- Kauffman, S. (2000). Generalist practice with economically disadvantaged clients and communities. In J. Poulin (Ed.), *Collaborative social work: Strengths-based practice*. Itasca, Illinois: F. E. Peacock.
- Keefe, Robert H. (2010). Health disparities: a primer for public health social workers. *Social Workers in Public Health*, 25, 237-257.
- Kolivoski, Weaver, A., & Constance-Huggins, M. (2014). Critical Race Theory: Opportunities for Application in Social Work Practice and Policy. *Families in Society*, 95(4), 269–276.
- Lecca, P., Quervalu, I., Nunes, J., & Gonzales, H. (1998). Cultural competency in health, social, and human services: Directions for the twenty-first century. In *Garland reference library of social services* (Vol. 1085, pp. 219-244).
- LeCroy, C., & Daley, J. (Eds.). (2005). *Case studies in child, adolescent, and family treatment*. Belmont, CA: Brooks.
- Leigh, J. W. (1998). *Communicating for cultural competency* (pp. 38-59). Boston: Allyn & Bacon.
- Lens, V. (2004). Principled negotiation: A new tool for case advocacy. *Social Work*, 49(3), 506-513.
- Lipsky, L. V. D., & Burk, C. (2009). New ways to navigate. In *Trauma stewardship, an everyday guide to caring for self while caring for others* (pp. 116-129). San Francisco: Berrett-Koehler Publishers, Inc.
- Lowenberg, F., Dolgoff, R., & Harrington, D. (2000). *Ethical decisions for social work practice* (6th ed.). Itasca, NY: Peacock Publishing.
- Lukas, S. (1993). *Where to start and what to ask: An assessment handbook*. New York: W. W. Norton & Co.
- Maslach, C., & Leiter, M. (2005) Reversing burnout: How to rekindle your passion for your work. *Stanford Social Innovation Review*. Winter 2005, 43-49.
- Mattison, M. (2000). Ethical decision making: The person in the process. *Social Work*, 45(3), 201-212.
- Melles, E. A., & Frey, L. L. (2014). “Here, Everybody Moves”: Using Relational Cultural Therapy with Adult Third-Culture Kids. *International Journal for the Advancement of Counselling*, 36(3), 348-358.
- Mitchell, G. E., & Berlan, D. (2016). Evaluation and Evaluative Rigor in the Nonprofit Sector. *Nonprofit Management & Leadership*, 27(2), 237–250.
- Miller, W., & Rollnick, S. (2002). *Motivational interviewing: Preparing people for change*. New York: Guilford.

- Moraine, K., & Capous-Desyllas, M. (2014). *Anti-Oppressive Social Work Practice*. Sage Publications.
- NASW standards for cultural competence in social work practice. (2002). In *NASW National Committee on Racial and Ethnic Diversity*. Washington D.C.: National Association of Social Workers.
- NASW, ASWB, CSWE, and CSWA standards for technology in social work practice. (2017). Washington D. C.: National Association of Social Workers.
- National Association of Social Workers. (1997). *National association of social workers code of ethics*. Washington D.C.: NASW Press.
- Nakhid-Chatoor. (2020). Schools and Suicide - The Importance of the Attachment Bond. *Crisis : the Journal of Crisis Intervention and Suicide Prevention*, 41(1), 1–6.
- Ortega, R. M., Faller, K. C.. (2011). Training Child Welfare Workers from an Intersectional Cultural Humility Perspective: A Paradigm Shift. *Child Welfare Journal*. 90(5): 27-49.
- Phillippo, & Crutchfield, J. (2021). Racial Injustice in Schools: Underscoring Social Work's Obligation to Promote Antiracist Practice. *Social Work (New York)*, 66(3), 226–235.
- Poirier, J. Ml, Fisher, S. K., Hunt, R. A., & Bearse, M. (2014). *A guide for understanding, supporting, and affirming LGBTQI2-S children, youth, and families*. Washington, CD: American Institutes for Research.
- Poulin, J. (2000). *Collaborative social work: Strengths-based practice*. Itasca, Illinois: F. E. Peacock.
- Prochaska, J., DiClemente, C., & Norcross, J. (1992). In search of how people change. *American Psychologist*, 47(9), 1102-1114.
- Rapp, C. & Goscha, R. (2006). *The strengths model: Case management with people with psychiatric disabilities*. New York, NY: Oxford University Press.
- Reamer, F.G. (2003). Social Work in a digital Age: Ethical and Risk Management Challenges. *Social work*, 58(2), 163-172.
- Roberts, A. R., (Ed.). (2009). *Social workers' desk reference*. Oxford: Oxford University Press, Inc.
- Rothman, Juliet C. (2008). *Cultural competence in process and practice: building bridges*. Pearson.
- Saleeby, D. (2009). *The strengths perspective in social work practice* (5th ed.). Boston: Allyn and Bacon.
- Schott, E., & Weiss, E. (2016). *Transformative social work practice*. Sage Publications.



Sheafor, B., Horejsi, C., & Horejsi, G. (2012). *Techniques and guidelines for social work practice* (9th ed.). Boston: Allyn & Bacon.

Shulman, L., (2009). The preliminary phase of work. In *The skills of helping individual, families, groups, and communities* (6th ed., pp. 52-73). United States: Brooks/Cole.

Sweitzer, H. K., & King, M. A. (2014). *The successful internship: personal, professional, and civic development* (4th ed.). Australia: Thomson Brooks/, Inc.

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

Texas State Board of Social Work Examiners. (2019, July 20). Code of Conduct. In *Texas department of state health services*. Retrieved July 20, 2019, from [https://www.dshs.texas.gov/socialwork/sw\\_conduct.shtm](https://www.dshs.texas.gov/socialwork/sw_conduct.shtm)

Toseland, R. W., & Rivas, R. F. (2005). *Introduction to Group Work Practice (with MyHelpingLab)*, An. Allyn & Bacon, Inc..

Zastrow, C.H. (2011). *Social work with groups, a comprehensive worktext*. (9<sup>th</sup> ed.) United States: Brooks/Cole.