

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

<b>Course Number:</b>	SW 383T	<b>Instructor:</b>	Michael D. Romero, LCSW-S (he/him/el)
<b>Unique Number:</b>	61050	<b>Email:</b>	michaeldavidromero@utexas.edu
<b>Semester:</b>	Spring 2025	<b>Office:</b>	WWH 420.8
<b>Meeting Time:</b>	Wednesdays 8:30a-12:30p  (8:30a-9:30a SW Field Instruction II 9:30a-12:30p SW Practice II)	<b>Office Phone:</b>	512-200-3695 (text/call)
<b>Meeting Place:</b>	<a href="#">MEZ 1.102</a>	<b>Office Hours:</b>	Weds.12:30pm – 1:30pm Other times by appointment

**SOCIAL WORK PRACTICE II**

**I. STANDARDIZED COURSE DESCRIPTION**

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.

Course Overview

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. STANDARDIZED COURSE OBJECTIVES**

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**

#### **Compassionate Pedagogy**

"A well-designed curriculum was not enough to create the space that the students needed, nor to overcome their learned belief that the enrichment of their minds was to be paid for by the suffering of their bodies and spirits, that, in other words, being 'successful' in university meant to drive the self into ill health. We needed to develop a compassionate pedagogy that would help students—and ourselves—to claim our right to be well" ~Dickson and Summerville

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.” [Baylor Compassionate Pedagogy](#)

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-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 the instructor 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.

#### **Accessibility Statement**

I strive to create a learning experience that is as inclusive in accessibility 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 develop an implementation plan together.

#### **IV. REQUIRED TEXT AND MATERIALS**

All texts this semester can be found on Canvas. I do recommend saving Direct Social Work Practice & Just Practice from last semester.

#### **V. COURSE REQUIREMENTS**

##### **Participation and Preparedness**

See class policies below J

##### **Video Role Play and Reflection Critique**

**Paper due at time of video review**

**Due Feb. 12**

The purpose of this assignment is to provide students with an opportunity to further develop the social work practice skills learned in Practice I and to demonstrate a beginning level of skill in the application of a social work practice theory/intervention. Students will prepare a video role-play with a partner from class and participate in small group viewing and feedback sessions to deepen their clinical learning and further develop their comfort and skill in the use of supervision and consultation. A written reflection critique of the video is also a part of this assignment.

## Social Work Theory Group Presentation

Due March 5 through April 2

The purpose of this assignment is to further develop student's research, critical thinking, and presentation skills while increasing their knowledge and skill in the application of a social work practice theory with diverse populations. Students will also have the opportunity to develop their effective task group membership skills. Students will collaborate in a small group project that culminates in a "professional staff development training" on a skill-based application of a practice theory for the class.

## Advocacy Event & Reflection

Reflection due anytime on or before March 26

The purpose of this assignment is to provide an opportunity for you to participate in a community event that represents one of the Social Work Grand Challenges and then write a reflection about your involvement. This assignment is designed to provide students with a community based learning experience to foster the development of their leadership and advocacy skills along with their "social work voice" in promoting social justice. There are 2 components to this assignment:

- 1) Find and participate (more than a passive observer) in an advocacy event. You may create one, join one, and/or actively participate in Social Work Advocacy Day (Fri. March 7).
- 2) Reflection: Student critiques their event and reflects on their experience as a participant (this will be part of Journal #6)

## Final Case Assessment

Due April 16

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 five competency areas: Ethics & professionalism; and Engagement, Assessment, Intervention and Evaluation of individuals, groups & families. The case, questions and guidelines will be posted on Canvas the week after Spring Break and will be due at the end of the semester.

## ASSIGNMENTS & DUE DATES

	Assignments	Due Date
1	Video Role Play AND Reflection/Critique Paper	Feb. 12
2	Social Work Theory Presentation (due date based on group)	March 5 – April 2
3	Advocacy Event & Reflection	On or before March 26
4	Final Case Assessment	April 16
5	Class Participation	Ongoing

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. 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.

For reference when assigning your final grade, see the grading scale in University Policies below.

## 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

## VII. 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 that happens, please email me to let me know you will miss class that day - and please follow the below guidelines.

1<sup>st</sup> absence: Meet up with a peer to review the learning for that day. You're welcome and encouraged to email me to schedule a time to practice/role play/discuss any additional items.

2<sup>nd</sup> absence: Meet up with a peer to review learning for that day. Email me a few times you can meet to schedule a time for us to review learning and any barriers to attendance for the rest of the semester.

3<sup>rd</sup> absence: If this happens, you might be getting close to overextending. Email me a few times you can meet to schedule a time for us to review learning. Please bring ideas to share how you will demonstrate learning objectives/competencies. This could include additional assignment like a reading/journal/role play/process recording/creating an activity for use with clients/etc.

4<sup>th</sup> absence: If this happens, you might be overextended. Email me a few times you can meet to schedule a time for us to assess if you are going to be able to meet the learning objectives/competencies for the semester. Again, be prepared with a plan for how you will catch up and demonstrate learning. If you have 4 or more absences in a semester, this class may not be the best fit for you at this time and we can discuss options together.

There are numerous ways to demonstrate participation, depending on your learning style.

### 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 think about how you would 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 you the flexibility to complete all work in a time frame that works with your schedule, while still acknowledging of the importance of timely feedback. If concerns arise about submissions, I will request a meeting with you to address the barriers to timely completion.

### Use of computers/cell phones in the classroom

Practice II 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 phones and personal messages during class time. This course has minimal handouts and relies heavily on the use of canvas during class. If

possible, is often helpful bring a device with you to class.

### **Use of canvas in class**

In this class I use 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 my teaching strategies in informal as well as 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.

## **VIII. UNIVERSITY POLICIES**

**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

The following is a general guide to the Spring 2022 semester. In covering each topic, the class will examine issues specific to diverse populations. The instructor reserves the right to modify the calendar as needed to correct errors, to better meet learning objectives and to accommodate guest speakers and in-class discussions and tasks. Changes will be made only when necessary and, if made, students will be notified in class and/or by email. Please check canvas and email regularly for any updates.

### Syllabus Key

**S:** An assignment for SW Practicum Instruction/Seminar

**P:** An assignment for SW Practice II

**DSWP** = Direct Social Work Practice text

**MSWP** = Multicultural Social Work Practice text

**SWDR** = Social Worker’s Desk Reference

**Walsh** = Walsh text

**JP** = Just Practice text

**CANVAS** = Additional readings on Canvas

Date	Topic	Assignment Due	Readings
1/15 #1	Course/Syllabus/Guide To Practicum Review  Managing Barriers to Change  Theory & Seminar Group Team Assignments	Tip: Start on Learning Contract, Download Mid-Final Evaluation and add info as you go to Mid-Final Evaluation	<b>DSWP:</b> Ch18: Managing Barriers To Change p406-428  <b>Canvas:</b> Podcast: “When Therapy Stalls: How to Respond When Progress is Missing.” Light Up the Couch Podcast (1hr)
1/22 #2	Making the Theory to Practice Connection  Podcast Listening: “Holistic Healing: Indigenous Approaches to Mental Health” (Light Up The Couch Podcast)  Brief overview: Solution Focused Therapy & Motivational Interviewing	<b>S</b> -Journal #1 Seminar team #1	<b>JP</b> Ch. 5: Just Thinking: Theoretical Perspectives on Social-Justice-Oriented Practice p145-182  <b>OPTIONAL:</b> <b>Walsh</b> Ch. 10 & 11 SFT & Motivational Interv. <b>SWDR:</b> quicker read: Ch. 35 & 87 SFT & Motivational Interviewing

1/29 #3	TEAM TEACH DAY:  (MDR Topic: Partnering w/People experiencing Dementia)	S-Journal #2 Seminar team #2 Learning Contract	<b>Canvas:</b> Hoefler Ch 11 Integrating Advocacy Practice into Your Social Work Practice p193-210
2/5 #4	<b>Guest Speaker: TBA</b> – Role Play Practice  Intro Assessment & Intervention with Suicide	S-Journal #3 Seminar team #3 Macro project proposal	<b>Canvas:</b> ASQ, Columbia Suicide Severity Rating Scale  <b>Canvas:</b> Podcast: “An Introduction to Suicide Risk Assessment: A Critical Overview” Light Up The Couch Podcast (1hr)
2/12 #5	Video Role Play Review Day	S-No Journal Due Today  P-Video review and critique paper	<b>MSWP-Ch5</b> Microaggressions in Social Work Practice p117-146
2/19 #6	<a href="#">TX School Social Workers Conference</a> -No class	Attend conference if possible, use class time for presentation preparation  S-Process Recording due to PI (No Journal Due)	<b>MSWP-White Racial Identity Development</b> <i>p179-202</i>
2/26 #7	Trauma-Informed Practice, School Social Work Kit  Sandtray & Bibliotherapy	S-Journal #4: Ungrading Reflection Seminar team #4 Process Recording #1 MidTerm Eval Prep	<b>Canvas</b> Homeyer Ch 1 & 2  <b>Canvas:</b> Bibliotherapy course resource & lists
3/5 #8	<b>TBA Guest Speaker</b>  Theory Group presentation	S- Seminar team #5 MidTerm Evaluation (No Journal Due) Jan & Feb Timesheets  P-Theory group #1	<b>Theory Chapter TBA</b>
3/12 #9	Theory Group presentation  <i>S: Reminder approx. 1 month left to complete Macro Project</i>  Tentative: “Building The American Dream” Documentary	S-Journal #5 Seminar team #6  P-Theory group #2	<b>Theory Chapter TBA</b>

<b>3/19</b>	Spring Break!	<b>NO CLASS THIS WEEK</b>	
<b>3/26 #10</b>	Theory group presentation MDR Presents on additional theory/intervention MDR on Final Case Assessment + 30m time to work	<b>S</b> -Journal #6 w/Advocacy Event Reflection Seminar team #7 <b>P</b> - Theory group #3	<b>Theory Chapter TBA</b>
<b>4/2 #11</b>	Theory group presentation Role Play Activity 1 hr to work on Final Case Assessment	<b>S</b> -Process Recording #2 March Timesheet (No Journal Due) <b>P</b> -Theory group #4	<b>Theory Chapter TBA</b>
<b>4/9 #12</b>	<b>TBA GUEST SPEAKER:</b> Advance Care Planning Final Case Assessment Case Consultation (1.5-2 hr)	<b>P</b> -Bring outline/draft of Final Case Assessment	<b>Canvas:</b> Podcast: ep.376: "Creating a Sacred Space at the Moment of Death with Barbara Karnes, RN" End of Life University Podcast
<b>4/16 #13</b>	The Social Worker as Leader in Advocacy/Anti-Racist Practice/Social Justice Career Tips/Ideas Day	<b>P</b> -Final Case Assessment <b>S</b> – Final Practicum Self-Reflection Narrative ( <i>Include Macro Project Update</i> )	<b>MSWP-</b> Ch12 Multicultural Organizational Change: Antiracist Practice and Social Justice P341-370 <b>Site:</b> <a href="https://www.socialworkers.org/Advocacy/Social-Justice">https://www.socialworkers.org/Advocacy/Social-Justice</a>
<b>4/23 #14</b>	Endings, Transitions, and Celebrations	<b>S</b> -Final Evaluation & Timesheets Journal #7: Ungrading Reflection	

## X. BIBLIOGRAPHY

The reading list for this course was designed to explore issues of diversity. All readings are available through the library and/or canvas.

- Abrams, L. S., & Moio, J. A. (2009). CRITICAL RACE THEORY AND THE CULTURAL COMPETENCE DILEMMA IN SOCIAL WORK EDUCATION. *Journal of Social Work Education*, 45(2), 245–261. <https://doi.org/10.5175/JSWE.2009.200700109>
- Acho, E. (2020). *Uncomfortable conversations with a black man*. (1st ed.). Flatiron Books.
- Anechiarico, B. (n.d.). Vicarious trauma: What are the protective measures? Retrieved from: <http://www.cpcamerica.com/Presentations/Vicarious%20Trauma%20Article.pdf>.
- Bennett, C. (Host). (2020, January 2). Professionalism or Socialized White Supremacy [Audio podcast episode]. In SA Voices From the Field. NASPA Stories. <https://naspastories.libsyn.com/professionalism-or-socialized-white-supremacy>
- Blundo, R. (2001). Learning strengths-based practice: Challenging our personal and professional frames. *Families in Society: The Journal of Contemporary Human Services*, 82(3), 296-304.
- Calderwood, K.A. (2011). Adapting the transtheoretical model of change to the bereavement process. *Social Work*, 56(2), 107-118.
- Compton, B., Galaway, B. & Cournoyer, B. (2005). *Social work processes* (7th ed.). Pacific Grove, CA: Brooks/Cole.
- Corcoran, K. (2015). *Social workers' desk reference*. Oxford, England: Oxford University Press.
- Delgado, R & Stefancic, J. (2017). *Critical Race Theory*. New York: New York University Press.
- De Jong, P. & Berg, I. (2002). *Interviewing for solutions* (3rd ed.) (pp.20-51). Belmont, CA: Thomson Brooks/Cole.
- Dewane, C. J. (2006). Use of self: A primer revisited. *Clinical Social Work Journal*, 34 (4), 543-558.
- DiClemente, C. & Velasquez, M. (2002). Motivational interviewing and the stages of change. In Miller, W. & Rollnick, S. (Eds.), *Motivational Interviewing: Preparing people for change* (pp. 201-217). New York: Guilford Press. 16
- Dillon, C. (2003). *Learning from mistakes in clinical practice*. Pacific Grove, CA: Brooks/Cole.
- Facione, P. (2013). *Critical thinking: what it is and why it counts*. Retrieved from: [InsightAssessment.com](http://InsightAssessment.com).
- Faulkner, M., Fernandez-Castro, M., Padilla, Y., & Shapiro, E. (2008). Our nation's immigrants in peril: An urgent call to social workers, *Social Work*, 53(1), 5-8.
- Fine, S.F. & Glasser, P.H. (1996). *The first helping interview: Engaging the client and building trust*. (pp.58-78, 118-134). London: Sage Publications.
- Finn, J. (2021). *Just practice: A social justice approach to social work*. (4<sup>th</sup> ed). New York: Oxford University Press.
- Furman, R., Negi, N., Iwamoto, D., Rowan, D., Shukraft, A. & Gragg, J. (2009). Social work practice with Latinos: Key issues for social workers. *Social Work*, 54(2) 167-174.
- Gerdes, K. & Segal, E. (2011). Importance of empathy for social work practice: Integrating new science. *Social Work*, 56(2), 141-148.
- Giordano, J. (2000). Effective communication and counseling with older adults. *Aging and Human Development*, 51(4), 315-324.

- Glicken, M.D. (2004). Using the strengths perspective in social work practice: A positive approach for the helping professions (pp.48-61). Boston: Allyn and Bacon.
- Golden, R. & Sonneborn, S. (1998). Ethics in clinical practice with older adults: Recognizing biases and respecting boundaries. *American Society on Aging*, 22(3).
- Healy, K. (2022). *Social work theories in context: Creating frameworks for practice*. (3<sup>rd</sup> ed.) London: Bloomsbury.
- Hare, I. (2004). Defining social work for the 21st century. *International Social Work*, 47(3), 407-424.
- Hepworth, D.H., Vang, P.D., Blakey, J., Schwalbe, C., Evans, C., Rooney, R., Rooney, G., Strom, K. (2023) *Direct social work practice: Theory and skills* (11th ed.). Boston: Cengage.
- Hick, S. F. (2009). Mindfulness and social work: Paying attention to ourselves, our clients, and society. In S. Hick (Ed.), *Mindfulness and Social Work* (pp. 1-26). Chicago, IL: Lyceum Books.
- Higgins, E. (2019, December 5). *The Dangerous Narrative That Lurks Under the 'Achievement Gap' and the counternarrative about Black student potential*. EducationWeek. <https://www.edweek.org/leadership/opinion-the-dangerous-narrative-that-lurks-under-the-achievement-gap/2019/12>
- Hiraldo, P. (2010). The Role of Critical Race Theory in Higher Education. *The Vermont Connection*, 31(1). <https://scholarworks.uvm.edu/tvc/vol31/iss1/7>
- Hodge, D. (2005). Epistemological frameworks, homosexuality, and religion: How people of faith understand the intersection between homosexuality and religion. *Social Work*, 50(3), 207-218.
- Homeyer, L., Sweeney, D., (2010) *Sandtray therapy: a practical manual* (2<sup>nd</sup> ed.). Routledge/Taylor & Francis Group.
- Irias, E. (Host), (2018-2023) *Light up the couch podcast* [audio podcast]. Irias family therapy, inc.
- Kendi, I. X. (2016). *Stamped from the beginning: the definitive history of racist ideas in America*. (1st ed.). Nation Books.
- Kessler, P. (2019, January 10). *How to Plan a White Caucus Agenda*. Medium. <https://medium.com/@PippiKessler/how-to-plan-a-white-caucus-agenda-9049847e9bd5>.
- Klein, W.C. & Bloom, M. (1995). Practice wisdom. *Journal of the National Association of Social Workers*, 40(6), 799-807.
- Kolivoski, K. (2020). Applying Critical Race Theory (CRT) and Intersectionality to Address the Needs of African American Crossover Girls. *Child and Adolescent Social Work Journal*. 1-13. 10.1007/s10560-020-00726-9.
- Kolivoski, K. M., 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. <https://doi.org/10.1606/1044-3894.2014.95.36>
- Martinez, E. (1998, February). *What is White Supremacy*. Pittsburgh Arts Council. <https://www.pittsburghartscouncil.org/storage/documents/ProfDev/what-is-white-supremacy.pdf>
- McLaughlin, A. (2009). Clinical social workers: advocates for social justice. *Advances in Social Work*. 10(1), 51-68.
- McNeil, J., Toliver, M., Grinnell, M., & Wiltey, J. (Hosts). (2019-present). *The Melanated Social Work Podcast* [Audio podcast]. Melanated Social Work.

- Menakem, R. (2017). *My grandmother's hands: racialized trauma and the pathway to mending our hearts and bodies*. (1st ed.). Central Recovery Press.
- Miley, K., O'Melia, M. & Dubois, B. (2013). *Generalist social work practice: An empowering approach* (7th ed.). Boston, MA: Pearson Education. 17
- Miller, W. & Rollnick, S. (2002). *Motivational interviewing: Preparing people for change* (pp. 3-10, 98-110). New York, NY: Guilford Press.
- Murdach, A. (2010). What good is soft evidence? *Social Work*, 55(4), 309-316.
- NASW (2009). *Professional self-care & social work policy statement in Social Work Speaks: National Association of Social Workers policy statements 2009-2112* (8th ed.). Washington, DC: NASW Press.
- Netting, F.E. & O'Connor, M.K. (2003). *Organization practice: A social worker's guide to understanding human services* (pp. 5-28). Boston: Allyn & Bacon.
- O'Hare, T. (2005). *Evidence-based practices for social workers: Definition, processes and principles* (pp. 3-13). Chicago: Lyceum Books.
- Oluo, I. (2019, March 28). *Confronting racism is not about the needs and feelings of white people*. The Guardian. <https://www.theguardian.com/commentisfree/2019/mar/28/confronting-racism-is-not-about-the-needs-and-feelings-of-white-people>
- Pounder, C. C. H., Adelman, L., Herbes-Sommers, C., Strain, T. H., & Smith, L. (2003). *Race the power of an illusion*. California Newsreel; Independent Television Service.
- Powers, J. & Whitlock, J. (2008). Places to be and to belong: Youth perceptions of life in community. *The Prevention Researcher*, 15(2), 12-15.
- Raines, J.C. (2004). Evidence-based practice in social work: A process perspective. *Children and Schools*, 26(2), 71-83.
- Rapp, C. & Goscha, R. (2006). *The strengths model: Case management with people with psychiatric disabilities*. New York, NY: Oxford University Press.
- Reamer, F.G. (2003). Boundary issues in social work: Managing dual relationships. *Social Work*, 48(1), 121-133. Reamer, F.G. (2005). Documentation in social work: Evolving ethical and risk-management standards. *Social Work*, 50(4), 325-334. Rothman, J. (2008). *Cultural competence in process and practice*. Boston, MA: Pearson Education.
- Saleeby, D. (2004). The power of place: Another look at the environment. *Families in Society*. 85(1), 7-16.
- Schnitzer, P.K. (1996). "They don't come in!": Stories told, lessons taught about poor families in therapy. *American Journal of Orthopsychiatry*, 66(4), 572-582.
- Shulman, L. (1999). *The skills of helping individuals, families, and groups* (4th ed.) (pp.200-232). Itasca, IL: Peacock Publishers.
- Steen, J. (2006). The roots of human rights: Advocacy and a call to action. *Social Work*, 51(2), 101- 105.
- Stevenson, B. (2014). *Just mercy: a story of justice and redemption*. (1st ed.). Spiegel & Grau.
- Stricker, G. (2003). The Many Faces of Self-Disclosure. *JCLP/In Session*, 59(5), 623-630. 18

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

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

The New Yorker (2018, May. 24). *Rewriting Racist Headlines [Video]*. The New Yorker.  
<https://www.newyorker.com/video/watch/rewriting-racist-headlines>

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

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

Walsh, J. (2013) *Theories for direct social work practice*. (3<sup>rd</sup> ed.) Boston: Cengage.

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

Wing Sue, D., Rasheed, M. N., Rasheed, J. M. (2016). *Multicultural Social Work Practice* (2nd ed.). John Wiley & Sons, Inc.

Yarbrough, L. T., & Urgo, R. (2019, September 24). *Professionalism or socialized white supremacy*. NASPA.  
<https://www.naspa.org/blog/professionalism-or-socialized-white-supremacy>.

Ziyad, H. (2021). *Black Boy Out of Time: A Memoir*. (First edition.). Amazon Publishing.