

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

<b>Course Number:</b>	SW393R24	<b>Instructor:</b>	Michael D. Romero, LCSW-S
<b>Unique Number:</b>	88270	<b>Email:</b>	<a href="mailto:michaeldavidromero@utexas.edu">michaeldavidromero@utexas.edu</a>
<b>Semester:</b>	Summer 2025	<b>Office:</b>	WWH 420.8
<b>Meeting Time/Place:</b>	Mondays & Wednesdays	<b>Office Phone:</b>	512-200-3695 (text/call hours M-F 11a-6p)
	5:30pm – 8:00pm	<b>Office Hours:</b>	By appointment
	GDC 5.304		

**Treatment of Children and Adolescents**

**I. STANDARDIZED COURSE DESCRIPTION**

The course is designed as an advanced clinical selective for graduate students in the School of Social Work who wish to increase knowledge and skills for practice with children, adolescents, and their families. Students will develop a working understanding of children and adolescents from diverse backgrounds, affirming and respecting their strengths and differences. This course is grounded in the identification, analysis, and implementation of empirically-based intervention strategies for working with children, adolescents, and their families. This course will focus on using multiple perspectives in the advanced application of theories, models and skills utilized in varying treatment modalities, with emphasis placed at the micro and mezzo levels of practice. The framework of the course is based on social work values and the ethical decision-making process, as illuminated by the NASW Code of Ethics. A bio-psycho-social and cultural emphasis will be applied to the various problem areas and disorders covered.

**II. STANDARDIZED COURSE OBJECTIVES**

1. Demonstrate the ability to integrate theories and empirical research knowledge under girding fields of practice areas with child, adolescent, and family populations.
2. Demonstrate skill in the application of different treatment modalities, including formal and informal systems of care.
3. Demonstrate an advanced clinical knowledge of the relationship between assessment and intervention as it relates to the strengths, the processes involved in human change, and the capacities and resources of children, adolescents and families.
4. Demonstrate the ability to adapt intervention models and strategies to reflect an understanding of persons from diverse backgrounds, including (but not limited to) race, ethnicity, culture, class, gender, sexual orientation, religion/spirituality, physical or mental ability, developmental level, age, and national origin.
5. Critically evaluate and analyze different theoretical and intervention models as to their effectiveness in given situations. This includes: (a) the adequacy of the research and knowledge base; (b) the range of applicability; (c) the value and ethical issues, including

- the student's own value system; and (d) the policy implications involved in delivery of services to children, adolescents, and families.
6. Demonstrate the ability to implement and evaluate the effectiveness of clinical interventions for children, adolescents, and families.
  7. Demonstrate the ability to tailor and integrate clinical interventions for children, adolescents, and families based on the context in which they are delivered.
  8. Demonstrate advanced knowledge of social work values and ethical decision-making processes as they relate to ethical dilemmas in clinical intervention with children, adolescents, and families.

### III. TEACHING METHODS

#### Ungrading

In this course, we will adventure into *ungrading*, which basically means our focus will center on learning conversations, feedback and your goals for growth. You will still receive a grade for the course, but it will be based on your assessment of your work and will include more of a conversation, rather than me listing a letter grade or points for each assignment. At midterm and end of term you will offer a self-reflection based on your work to assist you in assigning a grade. I do reserve the right to adjust a final grade if necessary, and again, this would include a discussion. More about ungrading here: <https://www.jessestommel.com/ungrading-an-faq/>

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#### 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.”

In light of this approach, this class will be taught 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 students’ field instruction will be emphasized.

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

In this course you will find a number of approaches to teaching that may be new to you. These are designed to support a community of compassion, a community of connection, and a community of lifelong learners. (*Borrowed from Prof. Mary Beer & Ideas from Jesse Stommel & Baylor University*)

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

(Optional)

Cook-Cottone, C., Anderson, L., Kane, L. (2019) *The Elements of Counseling Children And Adolescents*, 2<sup>nd</sup> Ed. New York NY: Springer Publishing Company, Inc.

Other readings will be available on Canvas.

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

##### **Attendance and Participation**

Attendance and participation are a major part of this course. Many activities will be experiential and your presence is important. Includes mid and end of term self reflection on learning/work.

##### **Peer Led Facilitation/Discussion on your group's choice of text (2 parts!)**

To support informed class interaction, students will be divided into groups during our first week of class with groups noted on a sign-up sheet in class. Each group will have an assigned presentation date. Presentations will begin the 5<sup>th</sup> class.

Part 1: Lead the class in a quick rapport building activity of your choice. (max time: 5 minutes).

Part 2: Groups will each take one chapter from the list of book choices and be responsible for leading the class in a brief discussion of important points in the chapter. Select 2 or 3 ideas and generate questions or raise issues to discuss. These can be concerns, curiosities, agreements, disagreements, or wonderings about how to work with children. Pay particular attention to issues of diversity and anti-oppressive practice that you'd like to explore. • Aim for involvement of the class in discussion. • Each person in the group should have a clear role in the class discussion. • At the end of your presentation, submit a copy of the peer led discussion/presentation questions to the discussion section on canvas. • (max time: 25 minutes).

##### **Ethical Dilemma/Bibliotherapy Group Presentation**

•Ethical Dilemma Presentation option: As child and adolescent treatment often involves facing various ethical dilemmas, students in small groups will research an ethical dilemma that can occur during child and adolescent treatment and present various research on the legal and ethical responses to the dilemma. Research should include statues in federal and state law (i.e., Texas Family Code, HIPAA, etc.) as well as NASW and Texas State Board of Social Worker Examiners responses to the issue. Groups will then create a presentation to explain their responses and feelings towards the issue and how they feel clinical social workers can best respond to the issue given the research. Each group will present a summary of their findings in a 45 minute in-class presentation. The presentation should include a role play of the dilemma scenario and resolution including each code that they consulted to guide their research, their informed decision based on their findings, and how that decision was reached.

•Alternative Group Presentation option: create an original bibliotherapy book focused on an issue (of any sort) that a child/teen(s). Ideally, this issue is one that deserves more awareness/representation in books. Your story must include: text, illustration, multiple characters (people or otherwise), clear defining of the issue, clear way that main character(s) experience the issue and a resolution (or possibility of resolution). The end of the book needs 5 processing questions that a parent, teacher or social worker could use to discuss the story with the child/teen.

## 2 Ungrading Journals

You may opt to submit a written, video or voice memo journal (please use Canvas when recording) in place of the written journal (please limit to 5 minutes). Ungrading journals will explore your engagement and discoveries with class, readings, group work.

## VI. GRADES

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
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/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. You may receive feedback from me via Canvas in an assignment comment/email or I may ask for us to meet to talk through observations and offer feedback for growth.

## 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*	D
90.0 to 93.999	A-	80.0 to 83.999	B-	70.0 to 73.999	C-	D-
			<i>*minimum to pass course</i>		Below 60.0	F

**Attendance and Academic Behavior.** At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at <https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>. Furthermore, students are expected to abide by the Standards for Social Work Education (available at <https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/>). The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

**Religious Holy Days.** A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may

contact the Center for Access and Restorative Engagement at <https://community.utexas.edu/care/>. The University does not maintain a list of religious holy days.

**The University of Texas Honor Code.** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

**Policy on Academic Integrity.** Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and / or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

**Use of Course Materials.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

**University Electronic Mail Student Notification.** Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

## **Steve Hicks School of Social Work Policies**

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**Professional Conduct and Civility in the Classroom.** The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom

experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

**Classroom Confidentiality.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

**Unanticipated Distress.** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling and Mental Health Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

**Policy on Social Media and Professional Communication.** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, 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**

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**Disability Accommodation Statement.** If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <https://community.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

**Behavior Concerns and Covid-19 Advice Line (BCCAL).** If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

**Covid-19 Related Information.** The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

**Title IX Reporting.** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

**Title IX Accommodations for Those Pregnant, Nursing and Parenting.** Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the Title IX pregnancy and parenting resource page for more information or contact the Title IX Support and

Resources team connect with a Case Manager.

**Campus Carry Policy.** The University's policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

**Safety.** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

**Emergency Evacuation Policy.** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

## IX. COURSE SCHEDULE



### Key:

EOC: Elements of Counseling Text

PLD: Peer Led Discussion group

GP: Ethics Presentation group

Date	Topic	Assignment Due	Readings/Media Due
<u>Class #1</u> Mon. 6/9	Intro & Syllabus, Ungrading, Relational Games, Pronouns, Agreements	Intro to class survey	A bit about ungrading: <a href="https://www.jessestommel.com/ungrading-an-faq/">https://www.jessestommel.com/ungrading-an-faq/</a>
<u>Class #2</u> Weds. 6/11	Use of self: Therapeutic Relationship, Role/Boundaries, Self Disclosure & Role Play Intro Session  Review PLD & GP Assignments PLD & GP Schedule  Bibliotherapy Intro	PLD & GP Schedule  Exit ticket: plan for group mtgs (time, location, general plan)	EOC: Ch 7: p131-147: Knowing And Caring For Yourself as a Counselor  How to Use Bibliotherapy with Children: <a href="https://www.booktherapy.io/en-us/blogs/news/how-to-use-bibliotherapy-with-children">https://www.booktherapy.io/en-us/blogs/news/how-to-use-bibliotherapy-with-children</a>
<u>Class #3</u> Mon. 6/16	<b>PLD Group Mtg. Prep Day</b> location: based on group preference	Summary of: •when/where/time group met •how you used the time •next steps	EOC: Ch1 p1-20: Setting The Stage For Counseling Children & Adolescents  Optional, explore these sites: <a href="https://www.hhs.texas.gov/services/disability">https://www.hhs.texas.gov/services/disability</a> <a href="https://www.txcivilrights.org/">https://www.txcivilrights.org/</a>
<u>Class #4</u> Weds. 6/18	<b>Ethics/Bibliotherapy Group Mtg. Prep Day</b> location: based on group preference	Summary of: •when/where/time group met •how you used the time •next steps	EOC: Ch 2: The Process of Counseling With Children & Adolescents  Optional: <a href="#">The Positionality Project</a>
<u>Class #5</u> Mon. 6/23	PLD#1	PLD#1	TBD based on PLD#1

	 <b>Possible Guest Speaker</b> (OR Sandtray Intro)		Canvas: Sandtray/Play Therapy reading
<u>Class #6</u> Weds. 6/25	PLD#2  Using Rhythm/Music To Regulate, Connect & Reset  Building Rapport with Children & Teens; Behavior as a message of unmet need	PLD#2	TBD based on PLD#2
<u>Class #7</u> Mon. 6/30	PLD#3  Brief time for meeting w/groups   <b>Guest Speaker:</b> <b>Teshia Greer, LMSW</b> <i>Restorative Practices (6:45p-7:45p)</i>	PLD#3	TBD based on PLD#3  EOC:Ch5: p90-106 A Brief Introduction To EBP & Contemporary Interventions
<u>Class #8</u> Weds. 7/2	PLD#4  GP#1  (TBD Sand Tray Therapy Intro)	PLD#4  GP#1  • <i>Journal #1 w/Self Eval is due</i>	TBD based on PLD#4
<u>Class #9</u> Mon. 7/7	PLD#5  GP#2  Crisis Response tools/concepts: including Suicide Risk Assessment, Intervention, NSSI, & poss. Role Play	PLD# 5  GP#2	TBD based on PLD#5  EOC: Ch 6: Crisis Intervention, Mandated Reporting, And Related Issues in Counseling
<u>Class #10</u> Wed. 7/9	PLD#6  GP#3	PLD#6  GP#3	TBD based on PLD#6

<u>Class #11</u> Mon. 7/14	PLD#7  GP#4	PLD#7  GP#4	TBD based on PLD#7  Optional on Canvas: "A Guide for Understanding, Supporting, and Affirming LGBTQI2-S Children..."
<u>Class #12</u> Wed. 7/16	PLD#8  Puppets!	PLD#8	TBD based on PLD#8  Canvas: "Puppet Assisted Play Therapy"  Optional: " <a href="#">America Keeps Criminalizing Autistic Children</a> "
<u>Class #13</u> Mon. 7/21	PLD#9  GP#5	PLD#9  GP#5	TBD based on PLD#9
<u>Class #14</u> Wed. 7/23	GP#6  GP#7	GP#6  GP#7	TBD based on PLD#9  Optional: Explore This Site: <a href="https://sesamestreetincommunities.org/topics/grief/">https://sesamestreetincommunities.org/topics/grief/</a>
<u>Class #15</u> Mon. 7/28	T: Q&A on Careers  T: Termination Activities	Journal #2 w/Self Eval  Course Evaluation Surveys	

## X. BIBLIOGRAPHY

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