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**LOYOLA UNIVERSITY CHICAGO**

**SCHOOL OF SOCIAL WORK**

**COURSE SYLLABUS**

**SOWK 680**

**Advanced Micro-Level Practice**

**[Add Semester and Year]**

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**Instructor Name, Title, and Pronouns:**

**Email:**

**Telephone:**

**Office Hours:** [Add days, times, in-person/virtual]

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Class Day and Time:**

**Class Location:** [Add building and room number or note online via zoom]

**Credits/Length of Course:**

**Method of Delivery:** [Note: In-person/hybrid/online]

**Prerequisites:**

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**SCHOOL OF SOCIAL WORK MISSION & IDENTITY STATEMENT**

Loyola University Chicago School of Social Work provides transformative education for practice-informed social work. The school advances rich and diverse knowledge grounded in empowering work with clients and organizations from a participatory, person-in-environment perspective. We promote social justice through macro, mezzo, and micro practice. "Transformative education" reflects our commitment to engaging students to be effective change agents for social justice in a global context. "Practice-informed social work" refers to a strengths-based, client-centered focus on working with individuals, families, groups, communities, and environmental systems.

**COURSE DESCRIPTION**

Micro Practice extends foundation knowledge of generalist practice and requires a critical understanding of diverse theories and their related evidence-informed practice models. Critical analysis will be used to examine these models from an antiracist and strengths perspective in order to intervene effectively using a variety of systems perspectives in situations of increased complexity. Theoretical frameworks drawing from culturally attuned perspectives for intervention include psychodynamic, interpersonal, affective, cognitive-behavioral, and family. Critical thinking skills, reflexivity (monitoring and managing personal reactions, thoughts, and feelings), and an appreciation and understanding of diverse social systems as they impact micro Practice, are utilized to assess and engage client(s) in prioritizing and managing clinical problems and treatment goals. Practice modalities from diverse cultural contexts are presented to deepen students' understanding and ability to apply, modify, and develop practice models relevant to the clients' culture and experience of oppression in society. At the beginning of the course, faculty will evaluate students' mastery of the core Foundation content in all the competencies, to assist those who need more integration of Foundation content.

**Learning Objectives & EPAS Related Competencies\***

\*Framed by the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS)

**Competency 1.0: Demonstrate Ethical and Professional Behavior**

| **Assignment** | Puzzling moment Role Plays/Presentations | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Final paper: Evaluation of Practice | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | Class participation and role plays | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**Competency 2.0: Engage Diversity and Difference in Practice**

| **Assignment** | Ted Talk or social justice Pekka Kucha | Knowledge, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Puzzling moment Role Plays/Presentations | Knowledge, Skills, and Cognitive & Affective Processes |
| **Assignment** | Final paper: Evaluation of Practice | Knowledge, Skills, and Cognitive & Affective Processes |
| **Assignment** | Class participation and role plays | Knowledge, Skills, and Cognitive & Affective Processes |

**Competency 3.0: Advance Human Rights and Social, Economic, and Environmental Justice**

| **Assignment** | Ted talk or social justice Pekka Kucha | Knowledge, Values, and Skills |
| --- | --- | --- |
| **Assignment** | Puzzling moment Role Plays/Presentations | Knowledge, Values, and Skills |
| **Assignment** | Final paper: Evaluation of Practice | Knowledge, Values, and Skills |

**Competency 4.0: Engage in Practice-Informed Research and Research-Informed Practice**

| **Assignment** | Ted talk or social justice Pekka Kucha | Knowledge, Values, Skills |
| --- | --- | --- |
| **Assignment** | Puzzling moment Role Plays/Presentations | Knowledge, Skills, and Cognitive & Affective Processes |
| **Assignment** | Final paper: Evaluation of Practice | Knowledge, Skills, and Cognitive & Affective Processes |

**Competency 5.0: Engage in Policy Practice**

| **Assignment** | Ted talk or social justice Pekka Kucha | Knowledge, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Puzzling moment Role Plays/Presentations | Knowledge, Skills, and Cognitive & Affective Processes |
| **Assignment** | Final paper: Evaluation of Practice | Knowledge, Skills, and Cognitive & Affective Processes |

**Competency 6.0: Engage with Individuals, Families, Groups, Organizations, and Communities**

| **Assignment** | Puzzling moment Role Plays/Presentations | Skills and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Final paper: Evaluation of Practice | Skills and Cognitive & Affective Processes |

**Competency 7.0: Assess Individuals, Families, Groups, Organizations, and Communities**

| **Assignment** | Puzzling moment Role Plays/Presentations | Knowledge, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Final paper: Evaluation of Practice | Knowledge, Skills, and Cognitive & Affective Processes |
| **Assignment** | Class participation and role plays | Knowledge, Skills, and Cognitive & Affective Processes |

**Competency 8.0: Intervene with Individuals, Families, Groups, Organizations, and Communities**

| **Assignment** | Puzzling moment Role Plays/Presentations | Skills and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Final paper: Evaluation of Practice | Skills and Cognitive & Affective Processes |
| **Assignment** | Class participation and role plays | Skills and Cognitive & Affective Processes |

**Competency 9.0: Evaluate Practice**

| **Assignment** | Puzzling moment Role Plays/Presentations | Knowledge, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Final paper: Evaluation of Practice | Knowledge, Skills, and Cognitive & Affective Processes |
| **Assignment** | Class participation and role plays | Knowledge, Skills, and Cognitive & Affective Processes |

**METHODS OF INSTRUCTION**

**Sakai**

This course will be conducted [in person/online (synchronous or asynchronous)/hybrid] with content available via Sakai. Sakai is the learning platform used at Loyola University Chicago. The platform offers a variety of tools that allow students and instructors to communicate, turn in assignments, participate in discussions, provide/receive feedback, and track students' grades and progress. Make sure to do the following before the first day of the semester:

* Verify that your credentials to access the course are working properly
* Locate and access the course within Sakai
* Familiarize yourself with the Sakai tools

**Minimum Technical Requirements**

The course is delivered [in person/online/hybrid]. Students are expected to have basic knowledge and command of a computer/tablet and be familiar with the following software and tools:

* Web browsers such as Firefox. Tools such as VoiceThread work better with Firefox
* Reliable high-speed internet access
* Access to an active email account. Be sure to check your Loyola University email regularly, including the Spam folder.
* Word processing program (Microsoft Word recommended)
* Antivirus software
* Adobe Acrobat
* Access to a Windows, Chromebook, or Mac computer to complete assignments in the event your mobile device does not meet the minimum technical requirements

**POLICIES & RESOURCES**

**LUC SSW BSW/MSW Student Handbooks**

Please familiarize yourself with all content in the [LUC SSW BSW & MSW Student Handbook](https://www.luc.edu/socialwork/student-support/forms/)s. Additional key information is noted below.

**Attendance Policy**

Attendance and participation are important elements in learning whether the class is in-person, asynchronous, synchronous, or hybrid. While there is not a standard attendance and participation policy in SSW, each instructor will in their syllabus have the policies for their class. Students are responsible for reading the syllabus for course content and policies like attendance and participation. When something is not clear students should request clarification from the instructor. Students having been approved for accommodations by the SAC should follow the protocol of the SAC as well as speak with the instructor at the beginning of the semester to address any questions from the instructor. Should circumstances change during the semester, students should inform the instructor.

**Students with Special Needs – Student Accessibility Center**

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professors individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, the software may be used to audio record class lectures in order to provide equal access to students with disabilities.  Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity.  Recordings are deleted at the end of the semester.  For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or [SAC@luc.edu](mailto:SAC@luc.edu).

**Respect for Diversity**

Guided by the NASW Code of Ethics and the mission of the University, the School of Social Work is committed to the recognition and respect for variations in racial, ethnic, and cultural backgrounds and with regard to class, gender, age, physical and mental ability/disability, religion, sexual orientation, gender identity, and gender expression. The school values ethnically sensitive and culturally competent social work education and Practice. Students must uphold the ethical standards set forth by the profession and the Jesuit ideals of the university. (See: [Respect for Diversity](https://www.luc.edu/socialwork/aboutus/) for more information).

**Gender Pronouns and Name on Roster**

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language exclude the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Explicit identification of pronouns is increasingly used in professional identification (e.g., conference nametags, Twitter handles, etc.).

As part of our professionalization and in the spirit of our professional values, during our first class as we introduce ourselves, you may choose to share your name and gender pronouns (e.g., Hello, my name is Sam and my gender pronouns are she/her/hers or Hello, my name is Lou, and my gender pronouns are they/them/theirs). If you would only like to introduce yourself by name, without pronouns, that is also completely fine. If you do not wish to be called by the name listed on the roster, please inform the class. You may also choose to add your pronouns to your zoom account profile (e.g., Sam Smith (they/them) so they always appear on the screen. Note that if you choose to do so, you must change your profile name from the main login on your Zoom account (e.g., add the pronouns after your last name) or you will have to add the pronouns manually during each and every zoom session. The goal is to create an affirming environment for all students with regard to their names and gender pronouns.

**Brave and Safe Space**

A safe space is ideally one where the expression of identity and experience can exist and be affirmed without fear of repercussion and without the pressure to educate. While learning may occur in these spaces, the ultimate goal is to provide support. A brave space encourages dialogue. Recognizing differences and holding each person accountable to do the work of sharing experiences and coming to new understandings - a feat that's often hard, and typically uncomfortable.

The School of Social Work values creating a brave and safe space within classrooms for all students. Our instructors welcome all course-related comments and concerns from students. If you have a concern about whether your classroom is a supportive, brave, and safe space, or any other concerns, you are welcome to speak with your Instructor or any other faculty or staff member that you trust. That person will help you talk through a pathway to address your concerns and bring them to the Associate Dean with you or on your behalf if you so desire. You should be reassured that expressing your concerns will not result in any penalty to you.

**Title IX Disclosure and Rights**

Under Title IX federal law, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972). It is important for you to know the professor has a mandatory obligation to notify designated University personnel of incidents of gender-based misconduct (sexual assault, dating/domestic violence, stalking, sexual harassment, etc.) that are shared in private or during class discussions. The reason for this is to keep all members of the Loyola community safe, also to ensure you are connected to the resources and reporting options available. Hypothetical scenarios that are discussed do not require any action. Please visit the [Title IX at Loyola University Chicago Page](https://www.luc.edu/equity/titleixequitylaws/titleix/) for more information regarding the University's response to notifications of gender-based misconduct. The following link contains information if you wish to [speak or contact a confidential resource on campus](https://www.luc.edu/equity/about/contacttheoecteam/).

**Student Code of Conduct**

Respecting the rights and opinions of others is an important aspect of a Jesuit education. Please respect others by allowing others to express their opinion, avoiding the use of vulgar language and/or offensive or discriminatory comments (racial, ethnic, etc.). It's the student's responsibility to read and adhere to the[Loyola University Code of Conduct](https://www.luc.edu/media/lucedu/law/fyi/pdfs/Code_of_Conduct.pdf).

**Privacy Policy – FERPA**

FERPA (Family Educational Rights and Privacy Act) is a federal law that protects the privacy of students and educational records. To learn more about students' privacy rights visit the [FERPA Actat Loyola University](https://www.luc.edu/regrec/aboutus/ferpa/) website or the [U.S Dept. of Education website](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html). Loyola University, email, and Learning Management System meet FERPA requirements.

**Third-Party and FERPA**

Some assignments may require the use of public online websites, applications, social media, and/or blogs among others. If a course requires students to participate in these types of activities the students can choose not to participate. In this case, the students should contact the Instructor as soon as possible and let them know of their decision. Please avoid sharing the private information of others.

**Resources for Writing**

The Writing Center, Loyola University Chicago, is available to help writers develop and clarify ideas and work on specific issues such as punctuation, grammar, documentation, and sentence structure. Students are encouraged to visit the [Writing Center Website](https://www.luc.edu/writing/index.shtml) for additional information. Services are available at both WTC & LSC. Resources for APA may be found here: <http://owl.english.purdue.edu/owl/resource/560/01/>

**Help with Technology – Help Desk**

The ITS Service Desk provides the University with a single point of access for support with technology. They are committed to providing excellent, professional customer service in tracking and resolving support requests. To request assistance, please contact the ITS Service Desk at 773.508.4ITS or via email at ITS Service Desk [ITSServiceDesk@luc.edu](mailto:ITSServiceDesk@luc.edu). Help Desk [Support Hours](https://www.luc.edu/its/service/support_hours.shtml).

**Important Contact Information**

IT Help Desk: 773-508-4487, [IT Help Desk Website](http://www.luc.edu/its/service/)

Wellness Center: 773- 494-3810,  [Wellness Center Website](https://www.luc.edu/wellness/)  
Writing Center: 312-915-6089, [Writing Center Website](https://www.luc.edu/writing/index.shtml)  
Tutoring – Academic Excellence: 773-508-7708, [Tutoring Website](https://www.luc.edu/tutoring/index.shtml)  
Ethics Hotline: 1-855-603-6988, [Ethics Hotline Website](https://www.luc.edu/hr/ethics/)  
Military Veteran Student Services: 773-508-7765, [Veteran Student Services Website](https://www.luc.edu/veterans/)  
Library: 312-915-6622, [Library Website](http://libraries.luc.edu/)

Students Accessibility Center: 773-508-3700, [Students Accessibility Center Website](https://www.luc.edu/sac/)

**ACADEMIC INTEGRITY, GRADING & ASSIGNMENTS**

**Academic Integrity and Plagiarism**

Academic integrity is essential to a student's professional development, their ability to serve others, and to the university's mission. Therefore, students are expected to conduct all academic work within the letter and the spirit of the Statement on Academic Honesty of Loyola University Chicago, which is characterized by any action whereby a student misrepresents the ownership of academic work submitted in their name. Students who plagiarize risk receiving a failing grade at the Instructor's discretion. All students who plagiarize will be referred to the Committee of Student Affairs (CSA) for judicial review. Knowledge of what plagiarism is will help you from inadvertently committing it in your papers. Additional [information on plagiarism](https://www.plagiarism.org/).

Plagiarism is a serious ethical violation, the consequences of which can be a failure of a specific class and/or expulsion from the School**.** Responsibilities of Academic Honesty are detailed in [the LUC BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/). Please read the Graduate Catalog stating the university policy on plagiarism. The definition of plagiarism is: "In an instructional setting, plagiarism occurs when a writer deliberately (or unintentionally) uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source." Source: WPA (n.d.). Defining and Avoiding Plagiarism: The [WPA Statement on Best Practices](http://wpacouncil.org/files/wpa-plagiarism-statement.pdf).

This commitment ensures that a student in the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby, affirming personal and professional honor and integrity. Students may not use the same assignment content to fulfill different course requirements. If a paper is submitted to a course that is closely related to a paper submitted for another course, it is suggested that the student cite the paper. (Example: paper submitted for SOWK 000, Instructor: Wayne Williams, Semester: Spring 2020)

**Turn-It-In**

By taking this course you agree that all required papers may be subject to submission review to Turnitin.com (within Sakai or otherwise) to detect plagiarism. Any and all written material submitted as course work may be subject to detection of plagiarism using the Turn-it-in database. To learn about their usage policy, visit the [Turn-It-In](https://www.turnitin.com/) website.

**Academic Warnings**

Students are responsible for tracking their progress through each class. As a result, students should identify and resolve any academic difficulty as early as possible. In the event that a student is experiencing academic difficulty, the student will be notified by the Instructor in writing (via email) no later than the deadline for early alert according to the LUC Academic calendar at mid-term. See the [LUC SSW BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/) for additional information regarding academic concerns.

**Grading Criteria**

Grades are based on the following criteria:

**A** = Exceptional. This grade will be assigned to assignments that show extensive use of literature as well as broad use of concrete concepts and examples of Practice, paying special attention to the use of professional language, grammar, and sentence structure in all written materials.

**B** = Fully meets graduate-level standards. This grade will be assigned to tasks and assignments in which all the steps have been satisfactorily completed showing a combination of the appropriate use of theories, principles, and precise descriptions of Practice.

**C** = Performance, in general, is not satisfactory and is below the graduate level standard, all the requirements of the task or assignment have been completed.

**D** = Performance, in general, is not adequate. The student must re-take the course.

**F** = Failure. The performance and quality of work are not satisfactory, or some parts of the tasks or assignments have not been completed.

**I** = At the discretion of the section Instructor a temporary grade of **Incomplete** may be assigned to a student who, for a reason beyond the student's control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be approved and on file with the BSW or MSW Program Director when grades are submitted.

### **Grading Scale**

|  |  |
| --- | --- |
| **Grade** | **Percentage (%)** |
| **A** | 96 – 100 |
| **A-** | 92 – 95 |
| **B +** | 88 – 91 |
| **B** | 84 – 87 |
| **B-** | 80 – 83 |
| **C+** | 76 – 79 |
| **C** | 72 – 75 |
| **C-** | 68 – 71 |
| **D+** | 64 – 67 |
| **D** | 60 – 63 |
| **F** | Below 60 |

**Grade of "Incomplete"**

The temporary grade of "Incomplete" will be considered for those students who, for reasons beyond their control, have not been able to complete the requirements and tasks of the course on time, within the time stipulated in the academic calendar. It is the student's responsibility to request an "Incomplete" grade. This request must be approved and signed by the Instructor and the student with final approval of the program director. If the student fails to complete the request or receive appropriate approval, the final grade will be F.

**Use of Rubrics as an Evaluation Tool**

Rubrics will be used as assessment tools for course activities and assignments. All tasks and assignments will be evaluated following the criteria outlined in the specific rubric. The grade of each activity will be based on the combination of points assigned to each evaluation criteria listed in the rubric for that assignment. Unless an obvious error can be established and documented in the rubric, the points and/or grade awarded by the Instructor will be considered final for that activity or assignment.

**Facilitator Feedback to Learners**

The Instructor will provide individual feedback to each student for each assignment submitted. These comments will be offered to complement the grade obtained and will include comments about student progress, knowledge, skills, and participation. Instructors will post constructive feedback no later than 7 days after assignment submission.

**DESCRIPTION OF ASSIGNMENTS**

**Choose a Ted talk or Social Justice Pekka Kucha** (3 minutes, \_ points)

Choose a social justice issue, make a Ted talk or Pecha Kucha. To create a Pecha Kucha (see<https://www.pechakucha.com/>) that addresses this subject: Choose a case of clinical work, from your own work or else a case from the class readings or case materials. Create a Pecha Kucha about how 1) social justice issues are entangled in the case and 2) what you plan to do about those (understanding you can't solve structural violence). Examples would be: a child whose family has a parent incarcerated, a client in deep poverty who is hungry and suffers from our unjust lack of adequate safety net, a teenager in a segregated community who suffers from a health care and grocery desert, a young woman who has been sexually abused, a child who has not been protected by DCFS, a young adult suffering from gender identity dysphoria or homophobic bullying, an elderly person unable to access health care. Students will pick a time to present Pecha Kuchas to the class -- remember you only have 3 minutes!

**Puzzling Moment or Role Play Presentations** (5 pages, \_ points)

A "puzzling moment" is a moment in an interview with a client that left you confused, concerned about what is the right thing to do, worried about the client, etc. Examples of triggers for such "puzzling moments" might be:

1. When a client is silent.
2. Trying to maintain order with family members who are arguing with each other.
3. When you have misunderstood a client and made a mistake.
4. When confidentiality has to be compromised due to imminent harm.
5. When the client does not want to be a client.

For the puzzling moments and role plays students will work in pairs to choose one of their clinical cases to role play. Students will write up a process recording of the interview in which the puzzling moment occurred, preceded by a brief summary of the client's history, presenting problem, and central aspects of the treatment plan and central events in the treatment relationship thus far. Describe the central question for which you want help. These should be printed and copied or emailed in advance, so that students can read them in class. Feedback from your supervisor should be included if available. 5-page limit.

If a student would like to enact the puzzling moment, they can choose a partner(s) and do a role play. The same process materials should be provided. Role plays should last no more than 15 minutes.

**Final Paper: Evaluation of Practice** (\_pages, \_ points)

Select a case for which additional work would broaden and deepen your understanding.If you do not currently have a case for study, please consult the Instructor. Present a psychosocial assessment, case formulation, and treatment plan. Include in your assessment and treatment plan the central concepts from the theory you have chosen to guide your formulation and treatment plan, as well as why you selected that theory. You can use any of the clinical theories studied in class. In your discussion of the case, use the relevant theoretical material as well as clinical data from the case to support your claims.

Include the following:

1. Central concepts from your chosen theory and rationale for that theory
2. Case Formulation
3. Presenting problem and referral information
4. Individual data (e.g., age, sex, school or work records psych. testing, etc.)
5. Current family and environmental data
6. Family history
7. Developmental history
8. Observational/interview data
9. Mental status exam (using Greenspan's categories, for instance) and report of the client's intrapsychic functioning using your theory of choice (e.g., ego and self-functions, internal working models of attachment, relational matrix, etc.)
10. Summary of strengths/resources in client and her/his context
11. Biopsychosocial spiritual factors contributing to/ameliorating presenting problems
12. Summary of conditions/difficulties manifested in this case
13. Treatment Plan and Implementation based on the theory of choice
14. Types of services recommended.
15. Long-term and short-term goals and expected outcomes
16. Time frames for service (given resources available).
17. Alternative services/other options.
18. Summary of implementation of the treatment plan
19. Termination process (if available; if not, anticipated process)

Include under parts A and B process/interview excerpts with the child (and parent(s) if relevant). The process does not need to be extensive but should have enough detail to support the points you are making.

1. Evaluate the treatment using your theory including clients' reactions
2. Summarize what you've learned and the limitations of your knowledge

**Class Participation and Role Plays** (\_ points)

**Class participation**

Class participation is evident in participation in class discussions, presentation of course material during assigned weeks, and articulation of questions related to readings, discussions, and clinical cases. Quality of participation is preferred over the quantity of participation. If you are distracting either the Instructor or your classmates with your usage of your computer or cell phone, the Instructor will notify you or ask you during class to stop using your devices.

**Role Plays**

We will be doing numerous role-plays throughout the course of the semester, as well as reviewing cases and watching practice videos.

**Rubric for Graded Assignments**

[List rubric for graded assignments here]

**REQUIRED TEXT(S)**

* M. Rastogi and E. Wieling. (2005). *Voices of color: First-person accounts of ethnic minority therapists.* Newbury Park, Sage
* Finn, Janet. (2020). *Just Practice: A Social Justice Approach to Social Work, 4th edition.* Oxford University Press, New York.
* Foiles, J. (2019). *This City is Killing Me.* Belt Publishing, Cleveland Ohio.

**RECOMMENDED TEXT(S)**

[List the recommended text(s) here]

**COURSE SCHEDULE**

(Each faculty member will prioritize readings)

**Module 1 – Human Rights as an Orientation to Micro, Mezzo, and Macro Practice**

**Date**

**Description**

[insert description]

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify and describe human rights issues in micro Practice
2. Engage in critical reflection necessary for recognizing and understanding oppression and privilege
3. Analyze and discuss theories and concepts informing international social work

**CASE: English, S. J. & Wolfer, T. A. (2021). Protecting children. In T. A. Wolfer & M. C. Reitmeier (Eds). Dilemmas in Social Work Education: Decision Cases. 117-129. *Posted on Sakai.***

**Required Resources**

* Finn, Janet. (2020). *Just Practice: A Social Justice Approach to Social Work, 4th edition.* Oxford University Press, New York.

Chapter 1: Imagining social work and social justice

Chapter 2: Critical Reflection: A Starting Place for Understanding Difference, Oppression, and Privilege

* Healy, L. M. & Thomas, R. L. (2021). International Social Work: Professional Action in an Interdependent World, 3rd edition.

Chapter 2: Theories and concepts underpinning international social work

* Mapp, S., J. McPherson, D. Androff, & S. Gatenio Gabel (2019). "Social Work Is a Human Rights Profession." *Soc Work* 64(3): 259-269.
* Lawson, A. and A. E. Beckett (2020). "The social and human rights models of disability: towards a complementarity thesis." *The International Journal of Human Rights*: 1-32.

**Recommended Resources**

* [insert recommended resources]

**Module 2 – Psychodynamic Theory and Practice**

**Date**

**Description**

[insert description]

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Critically analyze psychodynamic theories and practices
2. Demonstrate awareness of professional development as a micro practitioner
3. Recognize intersectional identities in the clinical relationship

**CASE: Frida in Foiles (43-61)**

**Required Resources**

* Berzoff, J., Flanagan, L. M., & Hertz, P. (2022). *Inside Out and Outside In: Psychodynamic Clinical Theory and Psychopathology in Contemporary Multicultural Contexts.* Rowman and Littlefield Publishers. **EBL**

Chapter 2: Drive and Beyond Freud's Psychoanalytic Concepts

Chapter 3: Ego Psychology

Chapter 5: Object Relations

Chapter 10: Psychodynamic Theories and Gender <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_gale_infotracacademiconefile_A272739145&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>

* M. Rastogi and E. Wieling. (2005). *Voices of color: First-person accounts of ethnic minority therapists.*. Newbury Park, Sage

Chapter 7: When racism is reversed: Therapists of color speak about their experiences with racism from clients, supervisees, and supervisors. By Saba Rasheed Ali, Jonathan R. Flojo, Krista M. Chronister, Diane Hayashino, Quincy R. Smiling, Danielle Torres, and Ellen Hawley McWhirter. <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma9910666403402506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>

**Recommended Resources**

* [insert recommended resources]

**Module 3 – Advanced Clinical Skills in Psychodynamic Practice**

**Date**

**Description**

[insert description]

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe and discuss Self Psychology, & Relational Practice
2. Articulate and contrast the differences between psychodynamic theories
3. Recognize and respond to racism in the therapeutic relationship
4. Critically examine contexts of Practice as they necessarily shape decisions about interventions

**Case: Student Cases**

**Required Resources**

* M. Rastogi and E. Wieling. (2005). *Voices of color: First-person accounts of ethnic minority therapists.*. Newbury Park, Sage. **EBL**

Chapter 6: Taking off the mask: Breaking the silence -- the Art of naming racism in the therapy room. By Larry (Kwok Hung) Lee. <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma9910666403402506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>

* Berzoff, J., Flanagan, L. M., & Hertz, P. (2022). *Inside Out and Outside In: Psychodynamic Clinical Theory and Psychopathology in Contemporary Multicultural Contexts.* Rowman and Littlefield Publishers. **EBL**

Chapter 6: Self Psychology

Chapter 7: Relational and Intersubjective Theories.

Chapter 11: Psychodynamic Contributions to Understanding Racism

Chapter 12: The Bridge: From Theory to Practice. <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_gale_infotracacademiconefile_A272739145&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>

* Saar-Heiman, Y., M. Krumer-Nevo and M. Lavie-Ajayi (2018). "Intervention in a Real-Life Context: Therapeutic Space in Poverty-Aware Social Work." *The British Journal of Social Work* 48(2): 321-338. 10.1093/bjsw/bcx054. **EBL**

**Recommended Resources**

* [insert recommended resources]

**Module 4 – Cognitive-Behavioral Theory and Practice**

**Date**

**Description**

[insert description]

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Explain CBT and its evolution over time.
2. Demonstrate an ability to make choices of CBT interventions for particular clinical scenarios
3. Analyze theoretical perspectives on Social Justice practice
4. Articulate knowledge of global perspectives in interviewing skills

**Case: Luis from Foiles (81-95)**

**Required Resources**

* Beck, J. (2021) Cognitive Behavior Therapy: Basics and Beyond.

Chapter 1: Introduction to Cognitive Behavior Therapy. (1-15)

Chapter 2: Overview of Treatment (16-25)

Chapter 3: Cognitive Conceptualization (26-55)

* Okoli, R., Ugwu, C. & Ebimgbo, S. (2017). Interviewing and Counseling as Social Work Tools. In Okoye, U., Chukwu, N. & Agwu, P. (Eds.). Social work in Nigeria: Book of readings (pp 70–83). Nsukka: University of Nigeria Press Ltd. <https://www.researchgate.net/publication/330926635_Interviewing_and_Counseling_as_Social_Work_Tools>
* Finn, Janet. (2020). *Just Practice: A Social Justice Approach to Social Work, 4th edition.* Oxford University Press, New York.

Chapter 5: Just Thinking: Theoretical Perspectives on Social Justice Oriented Practice.

**Recommended Resources**

* [insert recommended resources]

**Module 5 – The Third Wave of CBT**

**Date**

**Description**

[insert description]

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Explain the third wave of CBT models, including ACT and DBT
2. Formulate a CBT Case
3. Articulate the role of the Therapeutic Relationship in CBT

**Case: Jacqueline from Foiles (25-40)**

* Beck, J. (2021) Cognitive Behavior Therapy: Basics and Beyond. Guilford Press

Chapter 4: The Therapeutic Relationship (56-70)

Chapter 5: The Evaluation Session (71-86)

Chapter 6: The First TherapySession (87-116)

Chapter 16: Integrating Mindfulness into CBT (273-281) <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213835918202506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&isFrbr=true&tab=Everything&lang=en>

* Kelly, C. & Robinson, D. M. (2018). Chapter 7: Dialectical Behavior Therapy. In Cognitive Behavior Therapies: A Guidebook for Practitioners, First Edition. Edited by Ann Vernon and Kristene A. Doyle. American Counseling Association. <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_wiley_ebooks_10_1002_9781119375395_ch7_ch7&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>
* Steele, J. M. (2020). A CBT approach to internalized racism among African Americans. *International Journal for the Advancement of Counselling.* 42:217-233. <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_crossref_primary_10_1007_s10447_020_09402_0&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>

**Module 6 – Family Theories**

**Date**

**Description**

[insert description]

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Explain the underlying premises of systemic work with families
2. Identify and describe basic concepts of Bowen Family Therapy
3. Identify and describe basic concepts of Structural Family Therapy

**Case: Tadros, E. & Finnery, N. (2018). Structural family therapy with incarcerated families: A clinical case study. The Family Journal: Counseling and Therapy for Couples and Families 26(2) 253-261. DOI: 10.1177/1066480718777409 journals.sagepub.com/home/tf**

**Required Resources**

* Guzzardo, P. & Pina-Narvaez, L. (2018). [Structural family therapy](https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=5614386#ppg=223). In L. Metcalf (Ed.), *Marriage and Family Therapy: A practice-oriented approach.* New York, NY: Springer Publishing Company. <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_askewsholts_vlebooks_9780826161253&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>
* Popovic, M. (2018). [Bowen family systems theory](https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=5614386#ppg=63). In L. Metcalf (Ed.), *Marriage and family therapy: A practice-oriented approach.* New York, NY: Springer Publishing Company.
* Wampler, K.S. & Patterson, J.E. (2020). [The importance of family and the role of systemic family therapy](https://luc.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=11342517270002506&institutionId=2506&customerId=2505) (Part 1: Foundations) In K.S. Wampler, R.B. Miller, R.B. Seedall (Eds.), The handbook of systemic family therapy, Vol. 1. (pp. 1-32). Hoboken, NJ: Wiley Blackwell.
* M. Rastogi and E. Wieling. (2005). *Voices of color: First-person accounts of ethnic minority therapists.*. Newbury Park, Sage.

Chapter 5: African American Women in Client, Therapist, and Supervisory Relationships: The parallel processes of race, culture, and family. By Shalonda Kelly and Nancy Boyd Franklin. <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma9910666403402506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>

* Greenman, P. S., Johnson, S. M., & Wiebe, S. (2019). Emotionally focused therapy for couples: At the heart of science and Practice. *Handbook of Contemporary Family Psychology, Vol 3.* (Eds.) B. H. Fiese, M. Celano, K. Deater-Deckard, E. N. Jouriles, & M.A. Whisman. (Eds.) 291-305 <https://search-ebscohost-com.flagship.luc.edu/login.aspx?direct=true&AuthType=ip,sso&db=pzh&jid=201859954&custid=s8448101>

**Recommended Resources**

* [insert recommended resources]

**Module 7 – Family Therapies in Diverse Cultural Context**

**Date**

**Description**

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe how definitions of health are culturally bound
2. Recognize intersectionality in family work
3. Describe and contrast two different types of family structure

**CASE: Park, J-Y, Park, Y., & Park, T-Y. (2017). Family Therapy for Korean Son with Schizophrenia. *Australian and New Zealand Journal of Family Therapy.* 38, 529-539. doi: 10.1002/anzf.1241**

**Required Resources**

* Dee Watts, T. (2010). [Location of self: Opening the door to dialogue on intersectionality in the therapy process](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_pascalfrancis_primary_23279899&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). *Family Process, 49*(3), 405-420. <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_proquest_miscellaneous_754006492&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>
* Miran-Khan,C. (2017). [Working with stepfamilies](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=125802674&scope=site&custid=s8448101). *Australian & New Zealand Journal of Family Therapy, 38*(3), 329-341. <https://www.researchgate.net/publication/320559975_Working_with_Stepfamilies>
* Stern, S. B., Walsh, M, Mercado, M., Levene, K., Pepler, D. J., Carr, A., Heppell, A. & Lowe, E. (2014). When they call, will they come? A contextually responsive approach for engaging multistressed families in an urban child mental health center: A randomized clinical trial. *Research on Social Work Practice.* 25:5. 549-563. <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_gale_infotracacademiconefile_A435688306&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>
* Watson, M. F., Bacigalupe, G., Daneshpour, M., Han, W-J, & Parra-Cardona, R. (2020). COVID-19 Interconnectedness: Health inequity, the climate crisis, and collective trauma. *Family Process.* 59(3), 832-846. <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_gale_infotracademiconefile_A634948668&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>

**Recommended Resources**

* [insert recommended resources]

**Module 8 – Complexity of Trauma including Cultural Narratives**

**Date**

**Description**

[insert description]

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Explain assessment and prevention of violence
2. Articulate the role of harm reduction in reducing and preventing violence
3. Discuss the role of attachment theory and cultural narratives in understanding the impact of trauma
4. Assess and decide on feedback from clients in developing interventions relevant to them

**Case: Robert from Foiles (63-78)**

**Required Resources**

* Ainslie, McDermott, & Guevara. (2018). Dying to get out: Challenges in the treatment of Latin American migrants fleeing violent communities. In *Psychoanalysis in the barrios.* 54-68. <https://doi.org/10.4324/9780429437298>
* Berzoff, J., Flanagan, L. M., & Hertz, P. (2022). *Inside Out and Outside In: Psychodynamic Clinical Theory and Psychopathology in Contemporary Multicultural Contexts.* Rowman and Littlefield Publishers. **EBL** Chapter 9: Neurobiology, Attachment, and Trauma. <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_gale_infotracacademiconefile_A272739145&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>
* Llewellyn, T. (2020). Higher Ground Harm Reduction: A Conversation with Christine Rodriguez. *The Response Podcast.12/9/20 Season 3, Episode 8* <https://www.shareable.net/higher-ground-harm-reduction-a-conversation-with-christine-rodriguez/ction>
* McCrea, K. T., Guthrie, D. & J. Bulanda (2016). "When traumas are not past, but now: Psychosocial treatment to develop resilience with children and youth enduring complex, concurrent trauma." *Journal of Child and Adolescent Trauma 9*(1): 5-18.

**Recommended Resources**

* [insert recommended resources]

**Module 9 – Trauma, Violence, and Anti-Oppressive Practice**

**Date**

**Description**

[insert description]

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Recognize and assess racial stress and trauma
2. Demonstrate knowledge of sexism stress and gender-based stress, and trauma
3. Articulate the unique stresses of trauma in LGBTQ populations
4. Propose building supportive community resources with clients when none are available

**Case: Anthony from Foiles (99-110)**

**Required Resources**

* Gandy-Guedes, Havig, Natale, & McLeod. (2018). "Trauma Impacts on LGBTQ People: Implications for Life-span development." in M. Dentato (Ed.). *Social Work Practice with the LGBTQ Community.* Oxford University Press.
* Kaiser, C. R. and C. Miller (2004). "A stress and coping perspective on confronting sexism." Psychology of Women Quarterly 28: 168-178. <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_gale_infotracacademiconefile_A118496070&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>
* McLeod, Havig,Gandy-Guedes & Natale. (2018). "Understanding the impact of intimate partner violence: Trends, Frameworks, and Treatment." in M. Dentato (Ed.). *Social Work Practice with the LGBTQ Community.* Oxford University Press. (pp?) <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_askewsholts_vlebooks_9780190612801&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>
* Williams, M. T., I. W. Metzger, C. Leins and C. DeLapp (2018). "Assessing racial trauma within a DSM–5 framework: The UConn Racial/Ethnic Stress & Trauma Survey." Practice Innovations 3(4): 242-260. <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_proquest_journals_2114736145&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>

**Recommended Resources**

* [insert recommended resources]

**Module 10 – Evaluating and treating clients with substance abuse problems**

*(For folks working on this course: This is a fully developed 90-minute module that may be taught synchronously or asynchronous. The module is already developed in Sakai with required and recommended readings, a narrated PPT or non-narrated PPT, and assessment assignments.)*

**Date**

**Description**

This learning module will consider how to assess client progress and maintain progress following termination, as well as anticipate post-intervention needs. As part of this, students will be introduced to the purpose and application of using substance use assessments in clinical and non-clinical settings. This is the second module of a two-part course on the American Society of Addiction Medicine (ASAM) dimensions.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Relapse prevention and assessing outcomes
2. Describe several methods for assessing client progress and outcomes
3. Articulate strategies for maintaining gains following the end of social work services, including relapse warning signs and relapse prevention strategies
4. Describe ASAM dimensions 5 & 6 with a clinical lens
5. Understand and apply the ASAM Continuum of Care Model
6. Assist clients in identifying future needs and how to meet them, including determining when to re-engage social work supports
7. Review the concept of cultural humility in social work practice

**Required Resources**

* [insert required resources]

**Recommended Resources**

* [insert recommended resources]

**Module 11 – Policy Contexts for Treatment Planning and Resource Provision with Clients**

**Date**

**Description**

[insert description]

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Explain the role of social workers as advocates in micro contexts with diverse clients
2. Identify critical organizational and professional contexts in understanding policy issues in mental health care shortages and the impact on mental health care
3. Describe and apply Task-shifting via multiple forms of support and community care

**Case: Rory Crath, Hannah Karpman, J. J. Mull & Leigh-Anne Francis (2021) Theorizing Black Trans Survivance and Care in the Context of COVID 19: A Clinical Case Study, Smith College Studies in Social Work, 91:1, 55-74, DOI: 10.1080/00377317.2020.1867030**

**Required Resources**

* Dibbets, A. and Q. Eijkman (2018). "Translators, Advocates or Practitioners? Social Workers and Human Rights Localization." *Journal of Human Rights Practice* 10(2): 212-228. <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_proquest_journals_2114736145&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>
* Jackson, V. H. (2015). Practitioner characteristics and organizational contexts as essential elements in the evidence-based Practice versus cultural competence debate. *Transcultural Psychiatry.* 52(2) 150-173 <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_proquest_miscellaneous_1667351656&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>
* Mahapatra, N., & Rai, A., (2019). Every cloud has a silver lining but… "pathways to seeking formal-help and South-Asian immigrant women survivors of intimate partner violence", Health Care for Women International, 40:11, 1170-1196, DOI: [10.1080/07399332.2019.1641502](https://doi.org/10.1080/07399332.2019.1641502) <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_pubmed_primary_31347985&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>
* Mallinger, Practice with the Lebian Community: A roadmap for effective interventions in micro, meso, and macro contexts. Chapter 13 In Dentato, M. (Ed.). *Social Work Practice with the LGBTQ Community: The intersection of history, health, mental health, and policy factors.* Oxford University Press. Available in Loyola Libraries Electronic books online.

**Recommended Resources**

* [insert recommended resources]

**Module 12 – Evaluation**

**Date**

**Description**

[insert description]

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Explain evidence-based and evidence-informed research on micro Practice and determine optimal models for Practice for each client system
2. Link evaluation of Practice with problem prioritization and strengths during the assessment process
3. Recognize the importance of client opinions in evaluating and co-designing services
4. Prepare a treatment plan, consider the clinical relationship variables, and identify means of evaluation from diverse modalities

**Case: Drisko, J. & Grady, M. (2012). Chapter 13: Sally: 12-year-old who has Reactive Attachment Disorder. In *Evidence Practice for Clinical Social Work*. 195-202. Springer. EBL**

**Required Resources**

* Drisko, J. W. (2010). "How clinical social workers evaluate practice." *Smith College Studies in Social Work* 71: 419-439.
* Fraser, J. S. (2020). Chapter 3: Shifting Paradigms: From the DSW to the process of change. *Beyond the DSM: Toward a Process-Based Alternative for Diagnosis and Mental Health Treatment.* Context Press, New Harbinger Publicatons, Inc., Oakland, CA
* Price, M. A., Weisz, J. R., McKetta, S., Hollinsaid, N. L., Lattanner, M. R., Reid, A. E., & Hatzenbuehler, M. L. (2021). Meta-analysis: Are Psychotherapies Less Effective for Black Youth in Communities with Higher Levels of Anti-Black Racism? *Journal of the American Academy of Child & Adolescent Psychiatry*.<https://doi.org/10.1016/j.jaac.2021.07.808>
* Timulak, L. and D. Keogh (2017). "The client's perspective on (experiences of) psychotherapy: A practice friendly review." *J Clin Psychol* 73(11): 1556-1567. 10.1002/jclp.22532.<https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_proquest_miscellaneous_1938600520&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>

**Recommended Resources**

* [insert recommended resources]

**Module 13 – Changing Professional Roles, Competencies, & Interprofessional Collaboration**

**Date**

**Description**

[insert description]

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe the professional role of social workers at the advanced level, including relevant technology skills and HIPPA requirements
2. Recognize ethical dilemmas in advanced Practice between supervisors and supervisees
3. Explain the complex role of the practice supervisor and relevant models of supervision
4. Distinguish the interdisciplinary roles when advocating for antiracist Practice in the agency context
5. Discuss the impact of 'patient portals' and 'open notes' policies on Practice

**CASE: Allen E. Lipscomb & Wendy Ashley (2020) Surviving Being Black and a Clinician During a Dual Pandemic: Personal and Professional Challenges in a Disease and Racial Crisis, Smith College Studies in Social Work, 90:4, 221-236, DOI:** [**10.1080/00377317.2020.1834489**](https://doi.org/10.1080/00377317.2020.1834489)

**Required Resources**

* Ali, S. R., Flojo, J. R., Chronister, K. M., Hayashino, D., Smiling, Q. R., Torres, D. & McWhirter, E. H. (2005) When racism is reversed: Therapists of color speak about their experiences with racism from clients, supervisees, and supervisors. In *Voices of Color.* 117-134.
* Dillon, C. (2003). Becoming a professional. Learning From Mistakes in Clinical Practice. 1-13. Wadsworth/Brooks/Cole.
* Miller, J. (2020) The Four Pandemics, *Smith College Studies in Social Work*, 90:4, 207-220, DOI: 10.1080/00377317.2020.1832944 <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_crossref_primary_10_1080_00377317_2020_1832944&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>
* Ryan, J. (2006). Inclusive Leadership and Social Justice for Schools. *Leadership and Policy in Schools,* 5:3–17, Taylor & Francis Group, DOI: 10.1080/15700760500483995

**Recommended Resources**

* [insert recommended resources]

**Module 14 – Micro Practice within a Social Justice Context**

**Date**

**Description**

[insert description]

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Discuss the social justice lens in social work practice
2. Explain how social justice is integrated into the application of theory
3. Apply course content with a social justice lens using a case example
4. Summarize how social justice intersects with micro-Practice

**Required Resources**

* Finn, J. (2020). *Just Practice: A Social Justice Approach to Social Work, 4th edition.* Oxford University Press, New York.

Chapter 8: Action & Accompaniment, 263-304. <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_proquest_miscellaneous_2536796823&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>

* Krumer-Nevo, M. (2017). "Poverty and the political: Wresting the political out of and into social work theory, research and practice." *European Journal of Social Work* 20(6): 811-822. [doi.org/10.1080/13691457.2017.1318264](https://doi.org/10.1080/13691457.2017.1318264) <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_crossref_primary_10_1080_13691457_2017_1318264&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>
* Luwangula, R., Twikirize, J. M., Twesigye, J., & Kitimbo, S. (2019). Culturally responsive social work practice in Uganda: A review of selected innovative and indigenous models. In J. M. Twikirize & H. Spitzer (eds.) *Social Work Practice in Africa: Indigenous and Innovative Approaches.*
* Alyssa M. Swan & Peggy Ceballos (2020) Person-centered conceptualization of multiculturalism and social justice in counseling, *Person-Centered & Experiential Psychotherapies,* 19:2, 154-167, DOI: 10.1080/14779757.2020.1717981 To link to this article: https://doi.org/10.1080/14779757.2020.1717981
* Wilkinson, M. T. and K. A. D'Angelo (2019). "Community-based accompaniment & social work—A complementary approach to social action." *Journal of Community Practice* 27(2): 151-167. <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_crossref_primary_10_1080_10705422_2019_1616641&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>

**Recommended Resources**

* [insert recommended resources]

**COURSE FEEDBACK & SYLLABUS REFERENCES**

**Course Feedback**

You will receive an email communication near the end of this semester with regard to your feedback for this course related to the content, assignments, instructor support, etc. Your feedback for each of your courses improves learning outcomes for students and the instruction process in the course. Your feedback is valuable and affects revisions to this course.

**Syllabus References**

[List professional journals, websites, etc. by category here]

**Professional Journals, Websites & Other**