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**LOYOLA UNIVERSITY CHICAGO**

**SCHOOL OF SOCIAL WORK**

**COURSE SYLLABUS**

**Advanced Mezzo and Macro Practice**

**SOWK 681**

**[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:**

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

**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**

This course will focus on integrated practice approaches that span the micro (e.g., individuals/families/groups), mezzo (e.g., communities), and macro (e.g., systems, societal) frameworks. The importance of integrated practice efforts cannot be understated, as the siloing of such frameworks have historically created problematic divides within social work education, practice, and research. One goal of this class is to assist students' understanding of the quality and utility of empirical research related to the key theories, topics, and problems examined in this course.  Social workers engaging in an intentional, integrated practice with diverse populations must attend to ongoing self-reflection, empathy, tuning in, the promotion of social and economic justice, and an awareness of cultural humility while bridging practice across frameworks at the micro, mezzo, and macro levels. Assessing the historical, societal, political, and environmental factors that either deny or promote social justice (from the local to global levels) for marginalized populations emphasizing an intersectional framework, is a key facet of such integrated practice efforts. A social worker utilizing intentionally integrated practice skills must connect efforts across direct practice, community organizing, policy analysis and reform, non-profit service provision, and management, among other key areas.

This course will emphasize the importance of integrated practice efforts regardless of specialization, concentration, licensure, fieldwork, or post-graduate practice intentions and experiences. Theories and models to be examined throughout the semester will include (but are not limited to): person in environment perspective, strength perspective, systems theory, family theory, critical race theory, organizational theory, and theories related to community change, among others. The course will also explore the role of the social work profession in creating social and organizational change, as well as the important impact of interprofessional and interdisciplinary collaborative efforts.

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

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

**Competency 1: Demonstrate Ethical and Professional Behavior**

| **Assignment** | Impact of Problems Upon Systems | Knowledge and Skills |
| --- | --- | --- |
| **Assignment** | Assessment of Problems and Populations  | Knowledge and Values |
| **Assignment** | Integrated Practice Interventions | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**Competency 2: Engage Diversity and Difference in Practice**

| **Assignment** | Impact of Problems Upon Systems  | Knowledge and Skills |
| --- | --- | --- |
| **Assignment** | Assessment of Problems and Populations  | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | Integrated Practice Interventions | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

| **Assignment** | Impact of Problems Upon Systems  | Knowledge and Skills |
| --- | --- | --- |
| **Assignment** | Assessment of Problems and Populations  | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | Integrated Practice Interventions | Knowledge, Values, and Skills |

**Competency 5: Engage in Policy Practice**

| **Assignment** | Impact of Problems Upon Systems  | Knowledge and Skills |
| --- | --- | --- |
| **Assignment** | Assessment of Problems and Populations  | Knowledge, Values, Skills, and Cognitive & Affective Processes |

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

| **Assignment** | Impact of Problems Upon Systems  | Knowledge and Skills |
| --- | --- | --- |
| **Assignment** | Assessment of Problems and Populations  | Knowledge and Values |
| **Assignment** | Integrated Practice Interventions | Knowledge, Values, Skills, and Cognitive & Affective Processes |

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

| **Assignment** | Impact of Problems Upon Systems  | Knowledge and Skills |
| --- | --- | --- |
| **Assignment** | Assessment of Problems and Populations  | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | Integrated Practice Interventions | Knowledge, Values, and Skills |

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

| **Assignment** | Impact of Problems Upon Systems  | Knowledge and Skills |
| --- | --- | --- |
| **Assignment** | Assessment of Problems and Populations  | Knowledge and Values |
| **Assignment** | Integrated Practice Interventions | Knowledge, Values, 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.

**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.

**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. Help Desk [Support Hours](https://www.luc.edu/its/service/support_hours.shtml).

**Important Contact Information**

I.T. Help Desk: 773-508-4487, [I.T. 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**

**Impact of Problems Upon Systems** (8-10 pages, \_ points)

To complete this assignment, you will conduct a review of the literature assigned for this course, assessing how a specific problem (e.g., poverty) impacts a specific system (e.g., health, mental health). In addition to using the required and recommended readings and content for this course, consider searching for additional literature to support your writing and the needs of this assignment. Construct an 8-10 page paper via APA format in a word document, and be sure to use an appropriate number of sources and citations throughout.

The suggested format follows:

* Cover Page
* Introduction
* Background: Search the literature to include a span of empirical and conceptual/theoretical literature specifically related to a problem (e.g., poverty, domestic violence, addiction, sexual abuse) and interconnection with a specific system of care (e.g., health, mental health).
* Consider focusing your search for a clearer understanding of the problem at the local (e.g., Chicago), national (e.g., U.S.), regional (e.g., Southwest), or national (e.g., global) levels.
* While some of the literature may relate to specific populations (e.g., youth, LGBTQ+, people with disabilities), be sure to "park" this literature for assignment two.
* Conclusions: What conclusions can you draw related to challenges and opportunities for practice across micro, mezzo, and macro frameworks with regard to this problem and system?
* References

**Assessment of Problems and Populations** (8-10 pages, \_ points)

To complete this assignment, you will write a paper assessing how one specific problem (e.g., poverty, domestic violence, addiction, sexual abuse) impacts a particular population (e.g., older adults, youth). Using the required and recommended readings and content for this course, and additional external literature and readings as needed, construct an 8-10 page paper via APA format in a word document and be sure to use an appropriate number of sources and citations throughout.

The suggested format follows:

* Cover Page
* Introduction: Open with an introduction that provides statistics for the problem and the impact on a specific population (e.g., homelessness among youth in the U.S., elder abuse among 75+-year-old adults in rural areas).
* Intersectionality: Consider intersectionality factors such as race, socioeconomic status, ability, sexual/gender identity, and implications for anti-oppressive micro, mezzo, and macro practice.
* Self-Reflection: Reflect upon how your own biases, stereotypes, and assumptions about this problem and population can impact your role as a practitioner across micro, mezzo, and macro practice frameworks.
* Conclusions
* References

**Integrated Practice Interventions** (8-10 pages, \_ points)

To complete this assignment, you will complete a paper assessing interventions and how a problem impacts a particular population from papers one and two across all three practice frameworks at the micro, mezzo, and macro levels. Using the required and recommended readings and content for this course, and additional external literature and readings as needed, construct an 8-10 page paper via APA format in a word document, and be sure to use an appropriate number of sources and citations throughout.

The suggested format follows:

* Cover Page
* Introduction
* Integrated Practice Intervention: First, review your work on papers one and two for this course. Next, formulate what you consider to be an integrated practice intervention across micro, mezzo, and macro frameworks for addressing this problem and systemic challenges for a specific population.
* Theory: Examine how micro, mezzo, and macro theories will inform such interventions.
* Implications for Practice: Describe how your interventions have important considerations and implications for micro, mezzo, and macro practitioners.
	+ Reflect upon your former or current work in the field (e.g., provide relevant examples), and consider implications related to the promotion of social justice for marginalized populations.
	+ Be sure to consider the role of technology and implications for integrated practice as well (e.g., telehealth, telemedicine, access to services, ethical considerations, evaluation of methods, etc.)
* Conclusions
* References

**Rubric for Grading Assignments**

[List rubric for graded assignments here]

**REQUIRED TEXT(S)**

* There are no required texts for this course. All required readings may be found under the weekly course schedule and are available in the LUC Library.

**RECOMMENDED TEXT(S)**

* There are no recommended texts for this course. All recommended readings may be found under the weekly course schedule and are available in the LUC Library.

**COURSE SCHEDULE**

#### Module 1 – Introduction to the Course, Integrated Practice, and the History of Tension between Practice Frameworks

**Date**

**Description**

**Learning Objectives**

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

1. Explain the history of tension across practice frameworks (e.g., micro, mezzo, macro)
2. Discuss the importance of integrated practice efforts as a social worker and for the social work profession
3. Review the history of the social work profession as "radical" or rather "progressive" and the need for a clearer and collective focus moving ahead

**Required Content**

* Androff, D., & McPherson, J. (2014). [Can human rights-based social work practice bridge the micro/macro divide](https://www.researchgate.net/profile/Jane-Mcpherson/publication/280133880_Can_human_rights-based_social_work_practice_bridge_the_micromacro_divide/links/55b2499008ae9289a085347a/Can-human-rights-based-social-work-practice-bridge-the-micro-macro-divide.pdf). *Advancing Human Rights in Social Work Education*, 39-56.
* Austin, M. J., Anthony, E. K., Knee, R. T., & Mathias, J. (2016). [Revisiting the relationship between micro and macro social work practice](https://journals.sagepub.com/doi/pdf/10.1606/1044-3894.2016.97.33?casa_token=ohDGO7hxhVoAAAAA:gspYn3q0DSeXw5-t1_GTUUhiEtyOJdPAgmy2IQPO7fcYv02M5fCl2GgPk-J1Kw3U0YoDiRQhIF2WWA). *Families in Society*, *97*(4), 270-277.
* Salas, L. M., Sen, S., & Segal, E. A. (2010). [Critical theory: Pathway from dichotomous to integrated social work practice](https://journals.sagepub.com/doi/pdf/10.1606/1044-3894.3961?casa_token=D4wI7jVYv1cAAAAA:ukbc748cIZ9ordXn-9j4NBkeolxjxRzAYPVS8DRC7QaQBa-Wg6yQRLOwSsARl1QQD9490a12eS62yQ). *Families in Society*, *91*(1), 91-96.

**Recommended Content**

* Finn, J., & Molloy, J. (2021). Advanced integrated practice: bridging the micro-macro divide in social work pedagogy and practice. *Social Work Education*, *40*(2), 174-189.

**Module 2 – Continued Discussion of Integrated Practice, the History of Tension between Practice Frameworks, and Need for Cultural Humility as an Integrated Practitioner**

**Date**

**Description**

**Learning Objectives**

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

1. Discuss the history of tensions between practice frameworks
2. Describe how the three frameworks fit together and strongly complement one another
3. Analyze the context of social work as a profession (e.g., political, economic, funding, etc.) and its connection to the NASW code of ethics
4. Explain the importance of cultural humility, self-awareness, and raising consciousness as a social worker pertaining to integrated practice efforts and skills

**Required Resources**

* Azzopardi, C., & McNeill, T. (2016). [From cultural competence to cultural consciousness: Transitioning to a critical approach to working across differences in social work](https://www.tandfonline.com/doi/pdf/10.1080/15313204.2016.1206494?casa_token=RN2VRf_03xoAAAAA:VD4VjilRSwQ5qdz-2Lz9KXnLLeK4ymKNwr76jVHdFAW3FH6BTENoVtLxWrilwhrBKgx0yLicitfkbg). *Journal of Ethnic & Cultural Diversity in Social Work*, *25*(4), 282-299.
* Brady, S., Sawyer, J. M., & Perkins, N. H. (2019). [Debunking the myth of the 'radical profession’: Analysing and overcoming our professional history to create new pathways and opportunities for social work](https://www.researchgate.net/profile/Shane-Brady-2/publication/336898820_Debunking_the_myth_of_the_%27radical_profession%27_analysing_and_overcoming_our_professional_history_to_create_new_pathways_and_opportunities_for_social_work/links/5e1266d34585159aa4b46f63/Debunking-the-myth-of-the-radical-profession-analysing-and-overcoming-our-professional-history-to-create-new-pathways-and-opportunities-for-social-work.pdf). *Critical and Radical Social Work*, *7*(3), 315-332.
* Grise-Owens, E., Miller, J. J., & Owens, L. W. (2014). [Responding to global shifts: Meta-practice as a relevant social work practice paradigm](https://www.tandfonline.com/doi/pdf/10.1080/08841233.2013.866614?casa_token=0iInDbTaTzkAAAAA:JJuA3DSD65Kxe8S6-sBKCz-1Utz6df-ne_tKNupVHLhNwaHhWp1bN2QmP9IOFesRc2LfWIAw7-v-3Q). *Journal of Teaching in Social Work*, *34*(1), 46-59.
* Sloane, H. M., David, K., Davies, J., Stamper, D., & Woodward, S. (2018). [Cultural history analysis and professional humility: historical context and social work practice](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_informaworld_taylorfrancis_310_1080_02615479_2018_1490710&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). *Social Work Education*, *37*(8), 1015-1027.

#### Module 3 – Micro Theories & Frameworks

**Date**

**Description**

**Learning Objectives**

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

1. Describe and give examples of the role and skills of a micro-level social work practitioner
2. Discuss the overview and relevant application of psychodynamic, CBT (including 3rd wave), and family theories in micro, mezzo, and macro practice efforts
3. Assess and discuss underlying biases embedded or inherent within micro theory development and practice utilization
4. Analyze why micro practitioners must utilize mezzo and macro practice frameworks

**Required Resources**

* Alessi, E. J., & Kahn, S. (2019). [Using psychodynamic interventions to engage in trauma-informed practice. *Journal of Social Work Practice*](https://www.researchgate.net/profile/Edward-Alessi/publication/321655980_Using_psychodynamic_interventions_to_engage_in_trauma-informed_practice/links/5b7ae110299bf1d5a718be29/Using-psychodynamic-interventions-to-engage-in-trauma-informed-practice.pdf), *33*(1), 27-39.
* Cognitive Behavioral Foundations. (2015). <https://luc.kanopy.com/video/cognitive-behavioral-therapy-techniques-re-0>
* Thompson, H. M., Wojciak, A. S., Cooley, M. E. (2019). [Family-based approach to the child welfare system: An integration of Bowen family theory concepts](https://www.tandfonline.com/doi/pdf/10.1080/10522158.2019.1584776?casa_token=d9Nu8OmmIwIAAAAA:s2XYjBetMzBTz5aS8cqobvrzAz6w4XCjvGsktw4m-AWkShmWYcIhabczoiWyoNVf-M81UOPKudakGg). *Journal of Family Social Work*, *22*(3), 231-252.
* Roberts, J., et al. (2014). [Up close: Family therapy challenges and innovations around the world](https://onlinelibrary.wiley.com/doi/pdf/10.1111/famp.12093?casa_token=_GmOzzVJ14UAAAAA%3AZr_eB2uVg32kKiHte4ZZPnrNu3c7JCLM-GJXQOt6AQFaN5gph3OvNO1-Z0GCNv0QyRL_PzS-bMN6IC4). *Family Process*, *53*(3), 544-576.

**Recommended Resources**

* Dattilio, F. M. (2004). Cognitive-Behavioral Family Therapy: A Coming-of-Age Story. In R. L. Leahy (Ed.), *Contemporary cognitive therapy: Theory, research, and practice* (p. 389–405). The Guilford Press.
* Drisko, J. W., & Simmons, B. M. (2012). [The evidence base for psychodynamic psychotherapy](https://www.tandfonline.com/doi/pdf/10.1080/00377317.2012.717014?casa_token=352sTqc5Cf0AAAAA:UfDr1Iy0QWjyAJZGHP4HXaYU20EGD_lrJcBwPEQ-FMi8tiyJpsIeV6bpVFYrsAAGVd6_0kA1VTMk4g). *Smith College Studies in Social Work*, *82*, 374-400.
* Rasmussen, B. (2018). [A critical examination of CBT in clinical social work practice](https://link.springer.com/article/10.1007/s10615-017-0632-7). *Clinical Social Work Journal*, *46*, 165-173.
* Scott, M. (2021). [Integration of cognitive behavioral therapy for suicide prevention in social work practice](https://journals.sagepub.com/doi/pdf/10.1177/1049731520974757?casa_token=_tcIrfi5tXYAAAAA:IGlLMyumfXVBZBjdcnbSqORY5gxtUSWzAKQcx-W6lSsFn4VnbyaXNRIVwNK8s1mFGgqmJXYkGG6U0Q). *Research on Social Work Practice*, *3*(2), 194-204.
* Third Wave Cognitive-Behavioral Therapy. (2015). <https://luc.kanopy.com/product/third-wave-cognitive-behavioral-therapy>

**Module 4 – Micro: Engagement, Assessment, and Intervention**

**Date**

**Description**

**Learning Objectives**

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

1. Discuss engagement, assessment, and intervention at the micro level and within the context of relevant micro level theories (Psychodynamic, CBT, and Family Systems Theory) with consideration of the implications for mezzo and macro levels

**Required Resources**

* McCardle, M., & Bliss, S. (2019). [Digging deeper: The relationships between school segregation and unconscious racism](https://www.tandfonline.com/doi/pdf/10.1080/00377317.2019.1686929?casa_token=gaVeS6qgNW8AAAAA:maexmVCZQfzAZ2_BYaok5TEWna8zqJt7FazQp0YlXazavpuQwfiDmD4ob9abYAsWmY0gRcQ75QbCoQ). *Smith College Studies in Social Work*, *89*(2), 114-131.
* Rolling, E. S., & Brosi, M. W. (2010). [A multi-leveled and integrated approach to assessment and intervention of intimate partner violence](https://link.springer.com/content/pdf/10.1007/s10896-009-9286-8.pdf). *Journal of Family Violence*, *25*, 229-236.
* Young, D. K. (2018). [Cognitive behavior therapy group for reducing self-stigma for people with mental illness](https://journals.sagepub.com/doi/pdf/10.1177/1049731516681849?casa_token=RSO_2PCKb_IAAAAA:McizbzaRhKH5RxNTNHjmmUNGkCDr0T8ofOaaxVEQ60rrlX_hUvAL6hRY1l0DOfRPlaHdbiqUQ78rPQ). *Research on Social Work Practice*, *28*(7), 827-837.

**Recommended Resources**

* Husain, A., & Hodge, D. R. (2016). [Islamically modified cognitive behavioral therapy: Enhancing outcomes by increasing the cultural congruence of cognitive behavioral therapy self-statement](https://journals.sagepub.com/doi/pdf/10.1177/0020872816629193?casa_token=YG5lBDN7BnQAAAAA:YbCi6DwYd_X9n2Dtg5pkmY3R5kPIK5fge942JTRSfrNTIFvlUHxiAHQHRiIGKhMdKRRP5FBFchp66A)s. *International Social Work*, *59*(3), 393-405.
* Roseborough, D. J., McLeod, J. T., & Bradshaw, W. H. (2012). [Psychodynamic psychotherapy: A quantitative, longitudinal perspective](https://journals.sagepub.com/doi/pdf/10.1177/1049731511412790?casa_token=qjolSLgr52gAAAAA:dSEFlQ9JZAS5euP-xM_vM8HaZHyqILWq3vLBEEVK-x4EKN54DTufOuIMHl4VN5Qy64h59X_Ab6et4g). *Research on Social Work Practice*, (1), 54-67.

**Module 5 – Mezzo Theories & Frameworks**

**Date**

**Description**

**Learning Objectives**

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

1. Explain how micro and macro theories and practice integrate within mezzo theory and practice
2. Discuss critical theories of social change, including their application to youth empowerment
3. Articulate how micro, mezzo, and macro theories can be applied to resist gentrification
4. Assess and discuss underlying biases embedded or inherent within mezzo theory development and practice utilization
5. Discuss how to draw upon theories of intersectionality to develop anti-oppressive practice methods

**Required Resources**

* Jennings, L. B., Parra-Medina, D. M., Hilfinger-Messias, D. K., & McLoughlin, K. (2006). [Toward a critical social theory of youth empowerment](https://www.tandfonline.com/doi/pdf/10.1300/J125v14n01_03?casa_token=p_gr1ocCW8AAAAAA:HcOlQLe-_5VFhKxl91vm7CM6pRIgwDZoInzK3LHqNvz6Gbj-4bPZz9keFXIkjbVRJuWaC1Vt53YEdg). *Journal of Community Practice*, *14*(1-2), 31-55.
* Knight, C., & Gitterman, A. (2018). [Merging micro and macro intervention: Social work practice with groups in the community.](https://www.tandfonline.com/doi/pdf/10.1080/10437797.2017.1404521?casa_token=WzMPvg9_fssAAAAA:uNXE8ksnYhAJGp_BCQ8OIgO9VVLvtt0D0Osz9efDmlEnnOQabDECR7ld3kKRs2QP5w1L1N1EGZrLqw) *Journal of Social Work Education*, *54*(1), 3-17.
* Mattsson, T. (2014). [Intersectionality as a useful tool: Anti-oppressive social work and critical reflection](https://journals.sagepub.com/doi/pdf/10.1177/0886109913510659?casa_token=Lh6UZLWgE0AAAAAA:5XjDIks8HAMZRCFU3AhwVv_WHd7xGpFfi1mMQByN-DaRX7P0k842eouvXDDb3blzAFUYZ8DYVJW6cg). *Affilia*, *29*(1), 8-17.
* Thurber, A., Krings, A., Martinez, L. S., & Ohmer, M. (2019). R[esisting gentrification: The theoretical and practice contributions of social work](https://journals.sagepub.com/doi/pdf/10.1177/1468017319861500?casa_token=wEemLBLI_NIAAAAA:ndYr8qeBOADHjsns-1hONR3_uMMt7PjTuhwJCJ61_ttEbsZlhoTiLIyZOddQpKHODsOXY1l7PEY9sA). *Journal of Social Work,* 21*(1)* 26-45.

**Recommended Resources**

* Reed, B. G. (2005). Theorizing in community practice: [Essential tools for building community, promoting social justice, and implementing social change](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213708869802506&context=L&vid=01LUC_INST:01LUC&search_scope=online&tab=Online&lang=en). *The Handbook of Community Practice*, 84-102.
* Fox Piven, F. F. (2006). [The Nature of Disruptive Power.](https://www.d.umn.edu/cla/faculty/jhamlin/4982/Challenging%20Authority%20How%20Ordinary%20People%20Change%20America.pdf) *Challenging Authority: How Ordinary People are Changing America,* 19-36.
* Hudson, K. (2015). [Toward a conceptual framework for understanding community belonging and well-being: Insights from a queer-mixed perspective](https://www.tandfonline.com/doi/pdf/10.1080/10705422.2014.986595?casa_token=ba3MXb5645UAAAAA:9bvf96MFwNIRe_TwbpJi0EQr_B0vLhXEpGxQ4Ey5vCbL3V2PffLZbXOPy8MVQMBZHplMI39enD9x9A). *Journal of Community Practice. 23*(1), 27-50.

**Module 6 – Mezzo: Engagement, Assessment, and Intervention**

**Date**

**Description**

**Learning Objectives**

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

1. Explain how micro and macro theories and practices integrate within mezzo theory and practice
2. Examine methods through which art can contribute to social change
3. Critically evaluate ways in which organizations can provide direct service while also working toward social change while considering barriers to this work

**Required Resources**

* Chin, M. (2017). [Feelings, safe space, and LGBTQ of color community arts organizing](https://www.tandfonline.com/doi/pdf/10.1080/10705422.2017.1347119?casa_token=jKiyr1FoMQEAAAAA:J7Hh32Qhb-PtqFFHZu1WsNwQsny_KC5aVrGDVYXWwT8ubc3RjBlmjexz-H_j3D8lS6WQ0Hes3F0mYw). *Journal of Community Practice*, *25*(3-4), 391-407.
* Gates, A. (2014). [Integrating social services and social change: Lessons from an immigrant worker center](https://www.tandfonline.com/doi/pdf/10.1080/10705422.2014.901270?casa_token=PWyTWkNQ0fcAAAAA:9y2oExrcr-0girwrYctPZlyg90xrUwj7VlHAb3KxEDrigM2Rj7tvh6SvCbE3mjIvzZ5H1ER3jlpQAw).*The Journal of Community Practice (22)*1-2,102-129.
* Gutiérrez, L., Gant, L. M., & Brady, S. (2017). [Using arts and culture for community development in the United States](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_jstor_books_j_ctt22p7kd6_26&context=PC&vid=01LUC_INST:01LUC&search_scope=online&tab=Online&lang=en). *Community Organising against Racism: 'Race', Ethnicity and Community Development*, 257-277.
* Teixeira, S. & Krings, A. (2015). [Sustainable social work: An environmental justice framework for social work education](https://d1wqtxts1xzle7.cloudfront.net/39162956/TeixeiraKrings_SustainableSocialWork_EnvironmentalJustice_SWed_2015_SocialWorkEducation.pdf?1444767188=&response-content-disposition=inline%3B+filename%3DSustainable_Social_Work_An_Environmental.pdf&Expires=1617385630&Signature=BBTaUkDSgSYUtKBHrWFGU3wu5hacbnr7-AId5~k6azrPkaZiydfICmCzpVR~AE04QWrAnNHG3ekzC9qwcv9vs9eB-GQ64HZKpdAjK-FnXirxchOqu6tT3MlcuRr-8qwTDNKo5I0zrmlwFek0aZX8JFrX2HfAKRK5AyfVfFG7bppIpHVOHexRnZVZRCsb1Iln4o9bcxNxg5nNFSEIhOnbOlbYlymzxbB-QobuohizPBhW~Yoi6iazJy-b6BotigcEgLvCBHKKMCiGjGyMEbfXiXpf1KHdF2eLW7tPy4R4M~CzPeW9rAFjQXFAhAnzgNeLyWF6gzGtR0Luk8L8fOm7jA__&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA). *Social Work Education: The International Journal, 34*(5), 513-527.

**Recommended Resources**

* Barak, A. (2016). [Critical consciousness in critical social work: Learning from the theatre of the oppressed](https://watermark.silverchair.com/bcv102.pdf?token=AQECAHi208BE49Ooan9kkhW_Ercy7Dm3ZL_9Cf3qfKAc485ysgAAAqwwggKoBgkqhkiG9w0BBwagggKZMIIClQIBADCCAo4GCSqGSIb3DQEHATAeBglghkgBZQMEAS4wEQQMRqlL7w4SLrbj77pCAgEQgIICX_S54nGKv4SQwoPodJ6q9C2hyiGK3nrbP4dhZWy7Tq6a47so8e_9kfJnEBpmcs-fU3PubN2llN03FTmmdsijxvNimCYHkoHSw6MKFhAbgeIcNDkvuRXMm1K3GswN6twwQy1uZ6MFgHa1Lhw7Y2Gh8YGdUe29AyHUeHzb-MR_LPjaJRIJJwX5AbgiRNWNgNTPrR1RcX2Ic2Fwo6xdRlaATAKQCzC4XD4b63idDGwgqxRAdYSy_j7oV2VFwAbh0qdVY6YmfGJ5hR19STm41Qz_yNukkfDwvEwlar1BwJqyb6zWG0HYTAflQSI57g6Xv7vdyzby9RrlGYJAyShsBFpVeRclaaDx0UJaL3iMHwBh9hCTk1C5TIfBLygexo1ASTTez23zFR8JpwOtxiK8jLCzCO6L4jTSuULKNlSvH0dkHWxlbTS5VtqEVOIadVg0AYAMEVyqvOodlcO-6iNWIbIHdd9iGaeT_snf-janU7aWeI94Cx-QHRHnHg09LG63v-QIem8JHiXUlVcDNhZFR0CeH9KAyjR8-4Xg6spwIkQ6CgIqc51Cm0h9RM6xlSQkHJwKR80QxIERH2jeaYTsefe82ISfmkzul57b2UbsbrVA5KoohV37-Vht_w3QLnK0DQTQIFLTQRBCF0iwA4CIv-egttITyPKVWb_tiylYundBMAhbTBC1MOeAhuaqRYTPM0mOHi37CtplsJRVZ0dZEcV19UrZWZ46AlrQpQiIkDKx28hZ_dKu67x9oteRG5vNWPHaKpN2X6WX07MOdPxKvpgcracP7DzKAXc5yqNz69-2P6s). *The British Journal of Social Work*, *46*(6), 1776-1792.
* Gitterman, A. (2004). [The mutual aid model](http://ndl.ethernet.edu.et/bitstream/123456789/4290/1/10.pdf.pdf#page=108). *Handbook of Social Work with Groups*, 93-110.
* Huss, E. (2018). [Arts as a methodology for connecting between micro and macro knowledge in social work: Examples of impoverished Bedouin women’s images in Israel](https://watermark.silverchair.com/bcx008.pdf?token=AQECAHi208BE49Ooan9kkhW_Ercy7Dm3ZL_9Cf3qfKAc485ysgAAAqowggKmBgkqhkiG9w0BBwagggKXMIICkwIBADCCAowGCSqGSIb3DQEHATAeBglghkgBZQMEAS4wEQQMSEvG-8QinFeuYijTAgEQgIICXYqp3OYH_FeCxlzAoo_XxVBtDNMh57ycr7t2zxD8TfIHl9dpxplWLvyNpAbAMbtHd9yv7Wvi2EwbXVvC-q4ihaEXXLX9rrdEn4HSNKZ9sruM1szfpEd-9wqfzjZJ6-aI1gsh4OWq7ppjyAG1uqSLRzpRwD-sVlin4y2C0j0y5cvZaiK1to6_IAqiS5dRl4c7xS9xAVb3A7YLH3Ov4EVfKksmqpWenGJ-45UEnmDmpB2P7Bx4snwVrIT_rL68LP76OYMADdJ851VzZY6CbkeR_mfxrv0MnY94YncC44J5zdqZ9qc4wRxeU_WFDUq22nFJ4_u4W6Dct__zU70yXFW-fyWyzFWkS0tJY_vhvmH5utkeQL4Rob-8Wxyb9MeBuTbe6CiMMvcNdbugxo5H2T7JxmA9ELHFhwa0VOvE4_zX8tOMxdddhmcGJv2v1Xgx2J47a_HnjRIRrGt_qoN1EP4YzyjLVxgTDlbu4cilbFimpZJnng4s66uTzhfSNxVw4fsGGRERJlCS3PBLmHP3GQrzXLxP51fItCTuPZreBJEs4-EG4oUvhmX_KTuWAx0HUAuxDralxw2flLEAPmsbKAeidk-tnDl1ZlvrhbTSRn37wp_Uyqvna7MVf84T93c2IPGhrru6w-NpTVWcCVPFAgAegGJ1E0DzGq_LAmt936uQrftfItkC099M2NsYGH1iSLvxXe-V_nA9BNvhtAyiCxnOQRaN__gPGnCmbqrETYi3Ucye2P8PXx7zHQeGJ61q0o7QJk-Uf-LugAn1OSDu4yUPcFbSAVGnY4KjXkLPVxfV). *British Journal of Social Work*, *48*(1), 73-87.
* Sites, W., Chaskin, R. J. & Parks, V. (2007).  [Reframing community practice for the 21st century: Multiple traditions, multiple challenges](https://www.tandfonline.com/doi/pdf/10.1111/j.1467-9906.2007.00363.x?casa_token=BEcVAxeYCo8AAAAA:euoZ8NrIiwQPD4s-cySVQZwDqVbJjrBMR383uwfzgBhyxKYJFOKXWEEyNXrX2a1anhNgHjzmU09tLA). *Journal of Urban Affairs*, 29(5), 519-541.

**Module 7 – Macro Theories & Frameworks**

**Date**

**Description**

**Learning Objectives**

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

1. Identify and describe macro theories and frameworks, including structural social work, critical theories, and social movement theories
2. Assess and discuss underlying biases embedded or inherent within macro theory development and practice utilization
3. Explain how macro social work theories and methods are applied to social change efforts relating to knowledge production and epistemic justice, environmental justice, and structural violence

**Required Resources**

* Johnstone, M., & Lee, E. (2021). [Epistemic injustice and indigenous women: Toward centering indigeneity in social work](https://journals.sagepub.com/doi/pdf/10.1177/0886109920985265?casa_token=HrpYI6CddxIAAAAA:eaCokgvakSyWIbuPfIkPNeLcZ6k_Q1arNlrf1O2DbKxVn71PFKDctlBXBLOGD9NZno0YRZR0hkQslg). *Affilia*, 1-15.
* Kemp, S. P. (2011). [Recentring environment in social work practice: Necessity, opportunity, challenge](https://academic.oup.com/bjsw/article/41/6/1198/1726246?casa_token=FDTAN6zhp3wAAAAA:QBcIRLB53HCzJBdrUqU_6XK-XP3Ysqqo6WebKP-hzUcntAm3TGrFsla1SZj9AUAQxJprGYmG3erIRw). *British Journal of Social Work*, *41*(6), 1198-1210.
* Närhi, K., & Matthies, A. L. (2018). **Error! Hyperlink reference not valid.**. *International Social Work*, *61*(4), 490-502.

**Recommended Content**

* Hereth, J., & Bouris, A. (2020). [Queering smart decarceration: Centering the experiences of LGBTQ+ young people to imagine a world without prisons](https://journals.sagepub.com/doi/pdf/10.1177/0886109919871268?casa_token=snaK2ucbk0oAAAAA:_xaJHYXN0ljr6ZRDh1S4rKh_7l43iDb47O3Fbc342cLtOJVWO-QlD5-IrV1iRDk5p2zlxfD8AQOWKQ). *Affilia*, *35*(3), 358-375.
* Lane, S. D., Rubinstein, R. A., Keefe, R. H., Webster, N., Cibula, D. A., Rosenthal, A., & Dowdell, J. (2004). [Structural violence and racial disparity in HIV transmission](https://muse.jhu.edu/article/171909/pdf?casa_token=pfaM43QNZysAAAAA:UwV2VHrRocKPB5_dBEYO1FsEbE9Sdp9pa2HbqzzGWfhRv_446-3vmL00eGWf2XF2EQWKuvqWPso). *Journal of Health Care for the Poor and Underserved*, *15*(3), 319-335.
* Kim, M. E. (2020). [Anti-carceral feminism: The contradictions of progress and the possibilities of counter-hegemonic struggle](https://journals.sagepub.com/doi/pdf/10.1177/0886109919878276?casa_token=Eml7OsFWiUUAAAAA:kPVKYRDGdefT3fChdrDitdNikKgO23JMb9zUx8HnaGpZ0Ee8Ww0VuMj34x8mIuDDyqH7iLfNeoWMRg). *Affilia*, *35*(3), 309-326.

**Module 8 – Macro: Engagement, Assessment, and Intervention**

**Date**

**Description**

**Learning Objectives**

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

1. Apply macro theories and frameworks to critically analyze existing social work practices, including those related to the child welfare system.
2. Discuss and give examples of macro practice methods, including social action, political, social work, and direct action protest – considering the strengths and limitations of each.

**Required Resources**

* Dettlaff, A. J., Weber, K., Pendleton, M., Boyd, R., Bettencourt, B., & Burton, L. (2020). [It is not a broken system; it is a system that needs to be broken: The upEND movement to abolish the child welfare system](https://www.researchgate.net/profile/Alan-Dettlaff/publication/344645354_It_is_not_a_broken_system_it_is_a_system_that_needs_to_be_broken_the_upEND_movement_to_abolish_the_child_welfare_system/links/5ff1f147a6fdccdcb8273bbc/It-is-not-a-broken-system-it-is-a-system-that-needs-to-be-broken-the-upEND-movement-to-abolish-the-child-welfare-system.pdf). *Journal of Public Child Welfare*, *14*(5), 500-517.
* Jones-Eversley, S., Adedoyin, A. C., Robinson, M. A., & Moore, S. E. (2017). [Protesting Black inequality: A commentary on the civil rights movement and Black lives matter](https://www.tandfonline.com/doi/pdf/10.1080/10705422.2017.1367343?casa_token=IsTQxvX061QAAAAA:m7v5Bfy-jxq2uctQz5_iBnB97pMZ2gUYVTK4LKrek62Q4xWHxopejm30nd0G1GOvqCoHrvCmZvCmNg). *Journal of Community Practice*, *25*(3-4), 309-324.
* Mattocks, N. O. (2018). [Social action among social work practitioners: Examining the micro–macro divide](https://academic.oup.com/sw/article/63/1/7/4621306?casa_token=ofOyPwF90AsAAAAA:AS9_j377-4CQoGPuNUgsAksacRb2Y2efrbIj_74HZBfZAGqt1Kdo-2gDDFvaoclGmFUE6BDO5CEC6w). *Social Work*, *63*(1), 7-16.
* Pritzker, S., & Lane, S. R. (2017). [Political social work: History, forms, and opportunities for innovation](https://watermark.silverchair.com/sww072.pdf?token=AQECAHi208BE49Ooan9kkhW_Ercy7Dm3ZL_9Cf3qfKAc485ysgAAArEwggKtBgkqhkiG9w0BBwagggKeMIICmgIBADCCApMGCSqGSIb3DQEHATAeBglghkgBZQMEAS4wEQQMURmhrtNn3rk6u3rYAgEQgIICZHE0Kz0kKkMENGNQEuLpUJv6_vyvcqRCDfFAFYW8LFhz467CgxZHthQRNV0-8T8ss6o5QLCkicBTmNIzhX6vlwWMaDSkOmmcnF5QYsPFm7dR64Zfq0CgK906s41J08jCbrqrivuAUHWP3sBrFH-apZWvGj5Ymm0wXdPp7SX3nm0kng9_QpseLF0qB5MKlqOgt2d2zkUblWE-sVSRLQ3PxtVraaJdcn14Uz4oopQEvsk3YIT9f8DA3eQHgjnCpuSw3_sg6ptPcerZuL5tVED4DVjEDNPxJF4Gad41KG7P2kEySL8tycYoa3KAI_T_HytgG7hiqohmsibq4uAKxqVGSjIVPY7GIWtSqke24IF10YQe5SccegKZAZPJWtYkjQAqJ1YcO4_-FDiD-HW154zi-NrfsV33NvarkmOCWfq2CkcU5PAzXMXPuuB4VCMb6OuIc79YNI6PtF7Jh77y_iSxRy3NZOT0cqthhDaKaBk79VIwIvpYBATucAYQJPvR4tttwUdqIz7FgafeLRYvt6QyjfQgFbMA8Nhju81CDjMZ9-QsIUbZ2eljBJaHKsp6G_QjkYIEbmAjwbfYIjG7yalIhEn4ztjvixU34_ubeBls_PshiWnEYdawNlOVeW9vRLFU19bu0GqsDQEofQ0MpZCpRHo16B5WWTec15QXqR2HcIqrt-MRTuxtyWkQc7BS0_ondBnoGMbrZou1bP0dSwCIceH22EJ6Kwsj2lmMhG6tvcqGKPbdCFuvCoph24NcW4No61wO7n8tPkWoltHwtI3k06Mq7P1c96cd_L1SGf7k42m632-1wA). *Social Work*, *62*(1), 80-82.

**Recommended Resources**

* Bergen, H., & Abji, S. (2020). [Facilitating the carceral pipeline: Social work’s role in funneling newcomer children from the child protection system to jail and deportation](https://journals.sagepub.com/doi/pdf/10.1177/0886109919866165). *Affilia*, *35*(1), 34-48.
* Krings, A., Spencer, M. S., & Jimenez, K. (2013). Organizing for Environmental Justice: From Bridges to Taro Patches. In C. S. R. S. Dutta (Ed.), *Governance, Development, and Social Work* (pp. 186). Routledge.
* Paik, A. N. (2017). [Abolitionist futures and the U.S. sanctuary movement](https://journals.sagepub.com/doi/pdf/10.1177/0306396817717858?casa_token=oAEWirvD8aEAAAAA:NlE2qvp1UQ3Cvmy-FSTTEkDBLZMNxY0ks0Zo3TWVT-tjXozYqDT-xVl5x-HES6PlpEimci4I1fIumA).  *Race & Class*, 59(2), 3-25.
* Rothman, J. (2007).  [Multi modes of intervention at the macro level](https://www.tandfonline.com/doi/pdf/10.1300/j125v15n04_02).  *Journal of Community Practice*, 15(4), 11-40.
* Young, S., Neumann, T., & Nyden, P. (2018). [Scaling up to increase community-based organization voice](https://www.tandfonline.com/doi/pdf/10.1080/10705422.2017.1413028?casa_token=EmpPsAnHqngAAAAA:iSS8_iuNUAbjgjVndu2BsOl6nj093zKx3FZWpvMLU2jJrZK_sb6IqI7SGrgQu1FM20FHbXtXqzPi_w). *Journal of Community Practice*, *26*(1), 63-80.

#### Module 9 – Evaluation of Practice Across Systems

**Date**

**Description**

**Learning Objectives**

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

1. Describe the participatory evaluation model as an innovative way to engage social work users in improving service delivery and uptake
2. Identify and describe challenges to engaging diverse users in the evaluation of social work across systems

**Required Resources**

* Community Tool Box, Section 11: [Participatory Evaluation](https://ctb.ku.edu/en/table-of-contents/overview/model-for-community-change-and-improvement/participatory-evaluation/main)
* Minkler, M. (2012). [Participatory Approaches to Evaluating Community Organizing and Coalition Building](https://muse.jhu.edu/chapter/543826/pdf) in *Community Organizing and Community Building for Health and Welfare*. (Third Edition ed.). New Brunswick: Rutgers University Press.
* Golightley, M, & Holloway, M. (2018) [The voice of the service user](https://watermark.silverchair.com/bcy087.pdf?token=AQECAHi208BE49Ooan9kkhW_Ercy7Dm3ZL_9Cf3qfKAc485ysgAAAp0wggKZBgkqhkiG9w0BBwagggKKMIIChgIBADCCAn8GCSqGSIb3DQEHATAeBglghkgBZQMEAS4wEQQMGhr8Drn9bzDWKKaeAgEQgIICUEBJlQ3yItG8PKCjNrRznqHD22gjWTcERObMokikI5oKtC2PmkuJS1cYtl6qmhPh53N79SS04VQvbcAWJFs5yk1689kR0b5e-NY5oU5R6nOFFk5Sl6gNoNN4V9T39yDkCwPjOkoVM_DQeMVHxuiw0V0UftdEPrb0tIglX4glrYR24Q-pXiCzKNM1_8W1Eukh4vG-rGK14xo871sUDleBQRWVA2HFUSwDV5QFw9G7kqnIUWfK6qtRvut5Yvew2RXfif1bO3XwYlTHNeIXt63PKM1Q0_lhNj3a-h-s19fQPopgAhobAylfm4BS2RN2-S_mA_N1fGrMgKz0FX3Ql0J7BoqjI5ShwLfvBNNjfFexVbz8D6kUkR0ydycKuoIoCJXfAW1cfaK6S7B5447-WN9zZ2E23o6HsY2qsJyEYs5qd70Eo5ZALJ2Ep-AHX4D1Eq8Qyfr2jwq8cQsjZ_trQIwFOSYG-61JVMOc50yM8LJoSamWJ9bwFJ5tOKgwMrQOqNeweE8XFxEMtQGKxp4P4wM2AzuvA4OR3d9uQAF75upIch2IAlo8qkn9FTNYHe7M-jPpkggnX1ZxMXiEA7pUDQJXdFleVcHgyrbXfrUx518q0vAq2UNi2Nkf1mhGqYdgG5fqx0G4WIFBroyaLg6Aw21vH2ECmIa7Fim3wFyvM354EyfBnkjoKK04ZR7RZa_96qXyg7giSsLCQnGUypQs3L5taajru6Gpg8km9iESd73Zq1McaYERoMnenTMVqKymVmrQtKQbOtYzFQmw0C5LcAL0Bbc). British Journal of Social Work 48(6): 1503–1507.

**Recommended Resources**

* Cooper, S. (2017). *Participatory evaluation in youth and community work: Theory and practice*. Routledge.

#### Module 10 – Application of Integrated Practice: Social Determinants of Health & Substance Use Screening

**Date**

**Description**

**Learning Objectives**

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

1. Discuss social determinants of health and implications for using the Screening, Brief Intervention, and Referral to Treatment (SBIRT) model.
2. Explain the importance of substance use disorder interventions, including stages of change, as well as the importance and value of universal screening across various settings (e.g., hospitals, schools).
3. Discuss the pre-screening and screening stages with an emphasis on the AUDIT tool to assess for harmful alcohol use among adult client populations
4. Explain the role of motivational interviewing skills and techniques for use during the brief intervention and engage in a brief negotiated interview
5. Discuss the important role of reinforcing current behaviors or moving to a referral to treatment based on the results of the brief intervention.

## Required Resources

* [Addressing Social Determinants of Health in Your Community](https://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/social-determinants-of-health/main) - See Checklist, Examples, and Powerpoint
* Babor T. F., McRee, B. G., Kassebaum, P. A., Grimaldi, P. L., Ahmed K., & Bray J. (2007) [Screening, brief intervention, and referral to treatment (SBIRT): Toward a public health approach to the management of substance abuse](https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_cdi_crossref_primary_10_1300_J465v28n03_03&context=PC&vid=01LUC&search_scope=Library_Collections&tab=default_tab&lang=en_US). *Substance Abuse, 28*(3):7-30.
* Green, H. D. (2018). [A community-based evaluation of screening, brief intervention, and referral to treatment (SBIRT) for the black community](https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_cdi_crossref_primary_10_1177_1049732317746962&context=PC&vid=01LUC&search_scope=Library_Collections&tab=default_tab&lang=en_US). *Qualitative Health Research*, *28*(3), 418-432.
* Minkler, M., Wallerstein, N., & Wilson, N. (2008). [Improving health through community organization and community building](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_walterdegruyter_books_10_36019_9780813553146_005&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) in *K. Glanz, B. K. Rimer, & K. Viswanath, Health behavior and health education: Theory, research, and practice*, 37-58.

## Recommended Resources

* Substance Abuse and Mental Health Services Administration (SAMHSA) [White Paper on Screening, Brief Intervention, and Referral to Treatment in Behavioral Healthcare](https://www.samhsa.gov/sites/default/files/sbirtwhitepaper_0.pdf). Rockville, MD: Substance Abuse and Mental Health Services Administration; April 2011.
* [TAP 33: Systems-Level Implementation of Screening, Brief Intervention, and Referral to Treatment](https://store.samhsa.gov/product/TAP-33-Systems-Level-Implementation-of-Screening-Brief-Intervention-and-Referral-to-Treatment-SBIRT/SMA13-4741) (SBIRT)

**Additional Resources**

* PPT Narration: [SBIRT Essentials](https://luc.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=81ee03a0-3347-44ec-b323-ac0201331295)
* PPT Slides: [SBIRT Essentials](https://sakai.luc.edu/access/content/group/8c6d22e7-2cd2-47a5-a8c0-ca9492411877/SBIRT_Essentials_FINAL.pptx)

#### Module 11 – Application of Integrated Practice: Mental Health & Family Violence

**Date**

**Description**

**Learning Objectives**

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

1. Describe and give an opinion on integrated practice in the area of mental health and family violence
2. Assess how to assist clients in identifying current and future needs related to both mental health and family violence, including when to engage and re-engage in micro, mezzo, and macro social work supports
3. Describe several methods for assessing client progress and outcomes related to both mental health and family violence

**Required Resources**

* Dopp, A. R., & Lantz, P. M. (2020). [Moving upstream to improve children’s mental health through community and policy change](https://link.springer.com/content/pdf/10.1007/s10488-019-01001-5.pdf). *Administration and Policy in Mental Health and Mental Health Services Research*, *47*, 779-787.
* Perkins, N. H., & Meyers, A. (2020). [The manifestation of physical and emotional sibling abuse across the lifespan and the need for social work intervention](https://www.tandfonline.com/doi/pdf/10.1080/10522158.2020.1799894?casa_token=kH40cxJewOwAAAAA:omg2i7qIC00s4AxAcxGgGx8v0IdNO5v1V16Q2QlS1_KD3xz3dk62vDIJ3pc_SGtt7BtlHpClYi_DDg). *Journal of Family Social Work,* *23*(4), 338-356.
* Wesley-Esquimaux, C. C., & Snowball, A. (2010). [Viewing violence, mental illness and addiction through a Wise Practice len](https://link.springer.com/article/10.1007/s11469-009-9265-6)s. *International Journal of Mental Health and Addiction*, *8*, 390-407.
* Wood, L., Heffron, L. C., Voyles, M., & Kulkarni, S. (2020). [Playing by the rules: Agency policy and procedure in service experience of IPV survivor](https://journals.sagepub.com/doi/pdf/10.1177/0886260517716945?casa_token=u_1mKe0gAh8AAAAA:LWVoHZnw6zqK5xOaLWUpRTID6RiB1R3sAhOPGLlV_FI0kaTZR5YKOx0xVNgBAbXHE4eCHlgqzwRVBg)s. *Journal of Interpersonal Violence*, *35*(21-22), 4640-4665.

**Recommended Resources**

* Boyas, J. F., Villarreal-Otalora, T., Alvarez-Hernandez, L. R., & Fatehi, M. (2019). [Suicide ideation, planning, and attempts: The case of the Latinx LGB youth](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6717921/). *Health Promotion Perspectives*, *9*(3), 198-206.
* Hudson, C. G. (2012). [Disparities in the geography of mental health: Implications for social work](https://watermark.silverchair.com/sws001.pdf?token=AQECAHi208BE49Ooan9kkhW_Ercy7Dm3ZL_9Cf3qfKAc485ysgAAArIwggKuBgkqhkiG9w0BBwagggKfMIICmwIBADCCApQGCSqGSIb3DQEHATAeBglghkgBZQMEAS4wEQQM-6osiJrVhsgZcvLfAgEQgIICZddQIUcZnnrN6TIb6Z8Y8v3yHYl9e5qC0R1sVfWkASWbAwSLaAw_5O3WEMZs1ghFS1duQOQM60S2vAS4yLBL1YpubIhbzysJbKjP4r7wMhGpXNvChcOwu6eUxL2An3Bi3R3bkdFYbEeiHjyz-y0nwmSL1A6WatK0sF9XD3EKsrfyFWDAeAKuIu9RmaGDZs00sUzeGvHVuDafKgsgG49iRRIv4hcCKsWT6HRCRdqvBurZFfFy5waEZcUenuifxI7GRc9P09JDKDva5XRiNVe6dxvNkVBSVJkaI6Vyh4ewD4p9X3jpZa3BzjzfvEfMvEmXGrY9rRMVLFxJ3tsm-qmOIUZu95J80-DaUMUxzmZf8UmJh4SScXByyoYNXJvezc97sNpV3dWE5tsMk3VTCo1Ez_Yw3Vq0QLp1p88zDRK6DFTc8D38WDKnjBP6uhCzE4tCGn8cn9c7xBVqqMXoTEF4wWd-O6XJKdARzOuDtRtutUrHlm0jCBXTS3phwwXodWc5hGXnrQdMMWway0PRNwXK1rq9t20Oa8ymj0RcFRYACGQ_ODq4g7svj2WkpuZH9b8RKhc822GTJyf9V3P3spHM7vpQ1zCjRiS8Zg41mJ3vdy0eRJcbfXdk2fPl9xR49o1wMWG3dJ5nsW-SRQVItQHlZYy8uJCevOQO4Yr3HrWkW4gopwlZCYt9jDixpNWJbVKaMEp6ga5bHfAjKWIAy4nb4IrRZf4mANjbeRZeFLPntNweXvJlvFfu7V7HBglT24mh9C2Xp7OLjUrZfR9p0iP_lWiyAI-K9kFhKTjjMX1h-JsotTNpc1U). Social Work, 52(2), 107-119.
* Nichols, A. J. (2020). [Advocacy responses to intimate partner stalking: Micro, mezzo, and macro level practices](https://link.springer.com/content/pdf/10.1007/s10896-019-00125-4.pdf). *Journal of Family Violence*, *35*, 741-753.
* Watkins, D. C., Hawkins, J., & Mitchell, J. A. (2015). [The discipline’s escalating whisper: Social work and Black men’s mental health](https://journals.sagepub.com/doi/pdf/10.1177/1049731514526621?casa_token=i6omz7TtHu0AAAAA:D2Pkw0z6MIo-n_WtZ9DobSSZYxuMC3ZWUt2VCvre884OsAhrYBS0Zd_Okw2rEQrdbAutrendO7Sa2w). *Research on Social Work Practice*, *25*(2), 240-250.

#### Module 12 – Application of Integrated Practice: Poverty

**Date**

**Description**

**Learning Objectives**

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

1. Analyze ways by which poverty is conceptualized across systems
2. Question assumptions around the role and cause of poverty and ways by which structural injustices perpetuate poverty across generations and communities
3. Argue how poverty impacts social work practice

**Required Resources**

* Calnitsky, D. (2018). [Structural and individualistic theories of poverty](https://onlinelibrary.wiley.com/doi/pdf/10.1111/soc4.12640?casa_token=QXpuKeO8CCMAAAAA:1o2EXQluvsXFjt7FjiSD9oKBsrtc7NcyxNybtIkrO3FggCqseWYRdVfOV7CZfW4HC-6dZFatcerjOl8). *Sociology Compass*, *12*(12), e12640.
* Cox, C. (2020). [Older Adults and Covid 19: Social Justice, Disparities, and Social Work Practice](https://www.tandfonline.com/doi/pdf/10.1080/01634372.2020.1808141?casa_token=yC8UFqQV6H8AAAAA:OmCRWnVGl_PNjLzni988DTTkzTPOTmaib4edNG55i8ubFWSjpHB7XkDQW4naT5_AG9LFieDIsy3hzg). *Journal of Gerontological Social Work*, *63*(6-7), 611-624.
* Dorsey, M. S. (2020). [# Blackgirlsmatter: Turning the tide of historical injustice toward civil and social restitution](https://www.tandfonline.com/doi/pdf/10.1080/10875549.2020.1728009?casa_token=6CqscrOnLqwAAAAA:kDA4Ymb08MErCmmeVbRu1YsSgU6EUS3G97fbIEDA0y6b9pzlMSCEq4qar_X1OFOrhF-nzyBgVJ8aZA). *Journal of Poverty*, *24*(5-6), 369-388.
* Wilson, W. J. (April 26, 1988). [The American Underclass: Inner-City Ghettos and the Norms of Citizenship](http://americanradioworks.publicradio.org/features/blackspeech/wjwilson.html).

**Recommended Resources**

* Willett, J. L. (2015). [Exploring the intersection of environmental degradation and poverty: Environmental injustice in Nairobi, Kenya](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_informaworld_taylorfrancis_310_1080_02615479_2015_1066326&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). *Social Work Education*, *34*(5), 558-572.

#### Module 13 – Application of Integrated Practice: Relapse Prevention

**Date**

**Description**

**Learning Objectives**

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

1. Assess how to assist clients in identifying current and future needs, including when to engage and re-engage in micro, mezzo, and macro social work supports
2. Describe several methods for assessing client progress and outcomes
3. Apply the ASAM Continuum of Care Model
4. Describe ASAM dimensions 5 & 6 with a clinical lens
5. Articulate strategies for maintaining gains following the end of social work services, including relapse warning signs and relapse prevention strategies

**Required Resources**

* Maglione, M. A., Raaen, L., Chen, C., Azhar, G., Shahidinia, N., Shen, M., ... & Hempel, S. (2018). [Effects of medication assisted treatment (MAT) for opioid use disorder on functional outcomes: a systematic review](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_proquest_miscellaneous_2032802320&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). Journal of Substance Abuse Treatment, 89, 28-51.
* Somov, P. G. (2008). [A psychodrama group for substance use relapse prevention training](https://www.sciencedirect.com/science/article/pii/S0197455607001190?casa_token=a9_-yhlQbnIAAAAA:zHEit6u7GgljBdEVPMZF0V13rakUdDI1tmCVE8F_7mQO_xNnDd2Frs33x60oy_vF7L-dY2bRt0s). *The Arts in Psychotherapy*, *35*(2), 151-161.
* Sprague Martinez, L., Richards-Schuster, K., Teixeira, S., & Augsberger, A. (2018). T[he power of prevention and youth voice: A strategy for social work to ensure youths’ healthy development](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_proquest_miscellaneous_1992008217&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). *Social Work*, *63*(2), 135-143
* Witkiewitz, K. A., & Marlatt, G. A. (Eds.). (2011). [*Therapist's guide to evidence-based relapse prevention*](https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/detail.action?docID=287919). Elsevier.

Chapter 1: Overview of Relapse Prevention (pages 3-17)

Chapter 3: Relapse Prevention: Clinical Strategies for Substance Use Disorders (pages 37-71)

**Recommended Resources**

* Hays, L. R. (2006). A [Review of: “Addiction Treatment Matching: Research Foundations of the American Society of Addiction Medicine (ASAM) Criteria](https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_cdi_ingenta_smallpubs_apl_uaja_2006_00000015_00000003_art00012&context=PC&vid=01LUC&search_scope=Library_Collections&tab=default_tab&lang=en_US).” *American Journal on Addictions*, 15(3), 260-260.
* Iarussi, M. M. (2018). [The experiences of college students in recovery from substance use disorders](https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_cdi_crossref_primary_10_1002_jaoc_12040&context=PC&vid=01LUC&search_scope=Library_Collections&tab=default_tab&lang=en_US). *Journal of Addictions & Offender Counseling*, 39(1), 46-62.

**Additional Resources**

* Powerpoint Slides: [s](https://sakai.luc.edu/portal/site/015ec7cb-318d-46a3-9c73-6cf9095ffbeb/tool/c1b5e9f2-738f-4ba1-a3b7-8ea16d3324fb)[ubstance use assessment part II](https://luc.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=9b00db14-19af-491c-afa4-ac020058ae74)
* Narrated Powerpoint recording: [substance abuse assessment part II](https://luc.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=9b00db14-19af-491c-afa4-ac020058ae74)

**Module 14 – Creating Change, The Future of Integrated Practice, and Course Conclusions**

**Date**

**Description**

**Learning Objectives**

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

1. Discuss individual, organizational, and community change while promoting social justice via integrated practice efforts
2. Examine the future of integrated practice efforts for communities in need: The COVID-19 pandemic
3. Complete course wrap-up, summary discussions, and course evaluations
4. Reflect on the semester and move forward in the profession

**Required Resources**

* Amadasun, S. (2020). [Social work and COVID-19 pandemic: An action call](https://journals.sagepub.com/doi/full/10.1177/0020872820959357?casa_token=WmSigREA30IAAAAA:-GwXpuQm0_pkIU8HzC8nq4nt_QVRCtEf0c8GZjftukcdzOEnMg9YepIDNtQts1yiiH9M8mkWK0vi7w). *International Social Work*, *63*(6), 753-756.
* Bright, C. L. (2020). [Social work in the age of a global pandemic](https://academic.oup.com/swr/article/44/2/83/5840532?casa_token=YGFfpqn5TP4AAAAA:kiuiGQgoIkB8cUQTSFrtUYwEv8icyccOWgzy0vZxxVjufu23RhXxY9alnNkSQYnKtJ0yo3Pk_e2HEw). Social Work Research, 44(2), 83-86.
* Finn, J. L., & Jacobson, M. (2003). [Just practice: Steps toward a new social work paradigm](https://www.tandfonline.com/doi/pdf/10.1080/10437797.2003.10779119?casa_token=T7UWpN1H-CkAAAAA:TsoEZCArYWPGoz_U8nP5NPdwLgDCd0JcfXvTm9zieM1H-BMF1-1xtscLrUT_-tYM-Uc2tXjeUITuoA). *Journal of social work education*, *39*(1), 57-78.
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**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**

* Administration and Policy in Mental Health and Mental Health Services Research
* Advancing Human Rights in Social Work Education
* Clinical Social Work Journal
* Critical and Radical Social Work
* Families in Society
* Family Process
* International Social Work
* Journal of Community Practice
* Journal of Health Care for the Poor and Underserved
* Journal of Public Child Welfare
* Journal of Urban Affairs
* Journal of Social Work
* Research on Social Work Practice
* Social Work Education

**Websites**

* Community Tool Box: <https://ctb.ku.edu/en>

**Other**