THE UNIVERSITY OF TEXAS AT AUSTIN
STEVE HICKS SCHOOL OF SOCIAL WORK

Course number: SW 383 T   **Instructor:** Mary Beer, LCSW
                                                                Clinical Assistant Professor
                                                                (She/Her)

Unique number: 61185   **Email:** mary.beer@austin.utexas.edu
Semester: Spring 2021   **Office number:** 3.124 G
Meeting time: Thurs 5:30-8:30pm   **Cell phone:** 512-529-0313
Field Seminar 4:30-5:30pm   **Office hours:** Thurs 3:00-4:00 or by appt.

Social Work Practice II

I. STANDARDIZED COURSE DESCRIPTION

This course builds upon Social Work Practice I by deepening students' knowledge of the generalist social work perspective in the application of theory and practice methods for effective and ethical service delivery to diverse individuals, families, groups, organizations and communities in conjunction with field education.

Prerequisites: This course must be taken concurrently with Field Instruction II, except for those students having advanced standing status. It is a prerequisite for all second year concentration courses.

II. STANDARDIZED COURSE OBJECTIVES

Upon completion of this course, students should be able to:

1. Critically analyze professional values, ethical dilemmas and ethical decision making and their impact on service delivery, policy and practice;
2. Identify, critique, apply and evaluate social work theories and methods from a strengths-based generalist perspective for effective service delivery to diverse individuals, families, groups, organizations and communities;
3. Apply beginning practice skills in the development, leadership and evaluation of small groups in agency, organization and community settings;
4. Identify aspects of human diversity within and between groups and the implications for this diversity in assessment, planning, intervention and evaluation;
5. Demonstrate knowledge of leadership and advocacy skills, conflict management and Inter-professional collaboration at all levels of social work practice to promote social and economic justice;
6. Apply a beginning level of skill in utilizing empirical knowledge to evaluate theoretical frameworks, intervention plans and practice effectiveness;
7. Communicate effectively and professionally, both orally and in writing, assessment, intervention and evaluation plans for diverse client systems that enhance client strengths, capacities, assets and resources.

EPAS Competencies

The Steve Hicks School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS).

Using a common evaluation instrument, this course measures the implementation of knowledge, skills, values, and/or cognitive and affective processes to assess the following competencies:

Competency 1: Demonstrate Ethical and Professional Behavior
Outcome 1.1: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
Outcome 1.2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
Outcome 1.3: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
Outcome 1.4: Use technology ethically and appropriately to facilitate practice outcomes
Outcome 1.5: Use supervision and consultation to guide professional judgment and behavior
Competency 6: Engage with Individuals, Families & Groups
Outcome 6.2: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
Competency 7: Assess Individuals, Families & Groups
Outcome 7.1: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
Outcome 7.3: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
Outcome 7.4: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
Competency 8: Intervene with Individuals, Families & Groups
Outcome 8.1: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
Outcome 8.3: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
Outcome 8.4: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
Outcome 8.5: Facilitate effective transitions and endings that advance mutually agreed-on goals.
Competency 9: Evaluate Practice with Individuals, Families & Groups
Outcome 9.1: Select and use appropriate methods for evaluation of outcomes
Outcome 9.3: Critically analyze, monitor, and evaluate intervention and program processes and outcomes

Outcome 9.4: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

III. TEACHING METHODS

This class will be taught using a variety of teaching methods to foster a stimulating, creative and collaborative learning community. These methods intentionally draw on diverse pedagogical approaches to be inclusive of a variety of learning styles; activities include readings, writings, small group discussions, role-play, lectures, videos, in-class group activities, learning activities in the community and self-reflection. Experiential learning that builds upon students' field instruction will be emphasized. For a meaningful experience in this class, students must actively participate, take risks, stretch their creativity, apply their critical thinking skills and attend class regularly. This course will highlight diverse perspectives of thought, and encourages students to engage in new ways of thinking that may be represented by speakers, the professor, and classmates from diverse backgrounds. All students are encouraged to ask questions, raise issues, provide the instructor feedback and meet with the instructor individually as needed to enhance their learning.

Students with disabilities are expected to inform the instructor so appropriate academic accommodations may be planned. Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities in the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

IV. REQUIRED TEXTS AND MATERIALS

Walsh, J. (2014). *Theories for Direct Social Work Practice*. Stamford, CT: Cengage Learning. (3rd Edition)

Hepworth, D., Rooney, R., Rooney, G., Strom-Gottfried, K., & Larson, J. (2013). *Direct social work practice: Theories and skills.* (10th ed.). Brooks/Cole.

Corcoran, K. and Roberts, A. R. (2015). *Social workers' desk reference*. Oxford, England: Oxford University Press.

Morgaine, K. and Capous-Desyllas, M. (2015) *Anti-Oppressive Social Work Practice: Putting Theory to Action.* Thousand Oaks, CA: SAGE Publications, Inc.
PDF available for purchase at the following link:
https://dumanus.com/product/anti-oppressive-social-work-practice-putting-theory-into-action-1st-edition-pdf-version/

All required readings listed on the class schedule that are not found in the required texts will be available on Canvas. If readings are added to the reading list after the beginning of the class semester, you will be notified by the professor, generally by email.

V. COURSE REQUIREMENTS

Students will be required to complete the assignments listed below. Detailed assignment learning objectives and instructions, including expected demonstration of content mastery and skill development will be provided in a separate handout. All assignments will be discussed in detail in class and students are encouraged to meet with the instructor should they have any questions about the assignments. Grading sheets with point allocation will be provided with the assignment guidelines. All assignments will be graded on depth and quality of required content, creativity and critical thinking skills, overall professionalism and quality of writing. Specific point totals for each assignment are indicated below.

Participation and Preparedness (40 points)   **Bring to each class**

It is important to attend class on time, remain for the entire class, and be actively and meaningfully present for effective learning and demonstration of professional behavior. Because you are graduate-level social work students, it is expected that you will be able to participate on a deeper level in class discussions, taking healthy risks to work outside of your comfort zone. In order to receive the highest level of participation points, healthy risk-taking for increasing self-awareness, cultural humility, and professional growth must be demonstrated. Participation points will be determined by attendance, level of interest, respect for others' learning needs and **contributions** to classroom discussions and activities. Being prepared for class by reading assigned material is part of this professional expectation as well. There will be the possibility of in-class activities throughout the semester that will gauge your preparedness for class.

Students are expected to communicate with the professor about absences or late arrivals/early departures. Please text if you are running late to class. More than two absences and/or a pattern of late arrivals or early departures may result in disciplinary action. If a student is concerned about their participation grade, they should arrange to meet with the professor to discuss their grade before the end of the semester. All electronic devices, including laptops, must be put away and silenced during class unless their use is explicitly requested by the professor for a class activity.

Points will be deducted as follows:

First absence	No deduction with timely email (Five points without email)
Second absence	Five points deducted
Third absence	Ten additional points deducted

After two absences the student's final grade will be lowered by one grade (A to an A-, A- to a B+, etc.).
Simulation (30 points)   **Due by the end of semester**

Each simulation is designed to give social work students the opportunity to develop knowledge and skills in working together with students from other professions. Through this process, students learn about the roles of each professional and how to communicate effectively for the benefit of the client. In each simulation you will practice social work skills such as rapport building, interviewing, assessment, and intervention planning. You may practice documentation skills and consultation skills with a supervisor. You will have the opportunity to learn about different social work settings and career options.

Video Role Play and Critique (60 points)
Paper due at time of video review (Week of 3/4/21)

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

Social Work Theory Presentation (80 points)   **Due 3/25/21 through 4/15/21**

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

Advocacy Project (30 points)   **Proposal due 2/4/21**
                                                      Paper due anytime before 4/22/21
                                                      Poster presentation due 4/22/21

The purpose of this assignment is to provide an opportunity for you to participate in a community event that represents one of the Social Work Grand Challenges and then write a reflective paper about your involvement. You will also be required to conduct a persuasive poster presentation about a social/political issue related to your experience. This assignment is designed to provide students with a community based learning experience to foster the development of their leadership and advocacy skills along with their "professional voice" in promoting social justice. There are three components to this assignment:

1) Proposal: Student writes a proposal identifying an advocacy event they plan to participate in, and submits to Prof. Beer for approval.

2) Paper: Student critiques their event and reflects on their experience as a

participant.

3) Poster presentation: Student posts a poster of the event to canvas. The poster highlights key elements of the experience.

Final Case Assessment (60 points)   **Due 4/29/21**
The purpose of this assignment is to help students consolidate their knowledge and skills, and to comply with the school's CSWE accreditation process. Students will read a fictional case and answer a set of questions about the case. The case and questions will test students' competency in the areas of ethics & professionalism, and engagement, assessment, intervention and evaluation of individuals, groups & families.

VI. GRADES

The following graduate grading scale will be used to determine the final letter grade for the course. The student who earns an A for this course is one who, over the course of the semester, consistently submits work that exceeds expectations. Assignments will not be given letter grades individually; instead, a number of points will be awarded for each assignment, leading to the cumulative grade for the semester.

Grading Scale

94.0 and Above A
90.0 to 93.999 A-
87.0 to 89.999 B+
84.0 to 86.999 B
80.0 to 83.999 B-
77.0 to 79.999 C+
74.0 to 76.999 C
70.0 to 73.999 C-
67.0 to 69.999 D+
64.0 to 66.999 D
60.0 to 63.999 D-
Below 60.0 F

Class Participation and Preparedness	40 pts
Professional Simulation Activity	30 pts
Video Role Play and Paper	60 pts
Social Work Theory Presentation	80 pts
Advocacy Project	30 pts
Final Case Assessment	60 pts
TOTAL=	300 pts

VII. CLASS POLICIES

Attendance and participation

Attendance and participation for the full three hours of class and the additional hour of field seminar is expected for all students. **After two absences the student's final grade will be lowered by one grade (A to an A-, A- to a B+, etc.).** Further absences may result in the student being dropped from the course. Repeated late arrivals to class may be considered as an absence. Classroom exercises, discussions, role-plays, guest speakers and other class experiential exercises are essential for the students' professional learning and continued development of self-awareness. This form of learning cannot be "made up" once missed. Students will be expected to contact their peers to secure any missed notes or handouts. The student may schedule an office visit with the professor if they wish to discuss missed classroom material in more detail. Students are to notify the instructor prior to class at the given office number or via email if they cannot attend class due to an illness or emergency.

Papers

Students are expected to produce high quality work in terms of appearance, writing style and content. Points will be deducted for errors, misspellings, incorrect grammar, poor organization, repetition of information, and inferior word processing. When using information from other sources, references and bibliography should conform to the current APA style of citation. Students are encouraged to consult with the SSW writing consultant. Plagiarism is a serious violation of university rules and will be dealt with according to university policy. **All papers must be turned in by the beginning of the class due date to avoid point deductions.**

Time management

All assignments are due at the beginning of class on the date and time indicated. Late assignments will be penalized 5% of the total points per day that they are late and will only be accepted in the first week following an assignment's due date. However, students will be allowed to turn one assignment in late by one day during the semester without incurring the 5% penalty. Students must contact the professor ahead of time to request the penalty-free late submission. Contact the instructor before the assignment is due if other arrangements need to be made due to an emergency. All assignments are due at the beginning of class on the date and time indicated on Canvas.

Use of computers/cell phones in the classroom

Practice II is a practice course, and class participation is essential to successful learning. Cell phones should be turned off when class begins and remain off throughout the duration of the class. Text-messaging is not allowed during class time unless special circumstances arise, about which the professor has been made aware. These are issues of professionalism and will incur disciplinary action if necessary.

Use of Canvas in class

In this class the professor uses Canvas Web based course management system with password protected access at http://canvas.utexas.edu to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online quizzes and surveys. Students can find support in using Canvas at the ITS Help Desk. For more information go to http://www.utexas.edu/its/helpdesk/

Feedback

Students will be asked to provide feedback on their learning and the professor's teaching strategies in informal as well as formal ways. It is very important for the professor to know the students' reactions to what is taking place in class, ensuring that together the professor and students can create a dynamic and effective learning community. Students are encouraged to provide ongoing feedback to the instructor during class and office visits.

VIII. UNIVERSITY POLICIES

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

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

Documented disability statement. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: http://diversity.utexas.edu/disability/.

Professional Conduct and Civility in the Classroom. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and

sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

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

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

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

Policy on Scholastic Dishonesty. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual,

all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: https://deanofstudents.utexas.edu/conduct/academicintegrity.php.

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

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

Use of Email for Official Correspondence to Students. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy.

Religious Holidays. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

Title IX Reporting. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex https://titleix.utexas.edu/. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such

incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at https://titleix.utexas.edu/.

Camps Carry Policy. The University's policy on concealed firearms may be found here: https://campuscarry.utexas.edu. You also may find this information by accessing the Quick Links menu on the School's website.

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

Behavior Concerns Advice Line (BCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit https://safety.utexas.edu/behavior-concerns-advice-line.

Emergency Evacuation Policy. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:
- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IX. COURSE SCHEDULE

The following is a general guide to the Spring 2021 semester. In covering each topic, the class will examine issues specific to diverse populations. The instructor reserves the right to modify the calendar as needed to correct errors, to better meet learning objectives and to accommodate guest speakers and in-class discussions and tasks. Changes will be made only when necessary and, if made, students will be notified in class and/or by email. Please check canvas and email regularly for any updates.

HRRSL=Hepworth Rooney Direct Social Work Practice text

SWDR=Social Worker's Desk Reference text
CANVAS=Additional readings on Canvas
Walsh=Walsh text

Date	Topic	Assignment Due	Readings
1/21 **#1**	Course and Syllabus Review Managing Barriers to Change		**HRRSL** Ch. 18 See canvas for assigned sections. **CANVAS** Delgado, <u>Critical Race Theory</u>, Introduction
1/28 **#2**	Trauma-Informed Practice, Trust Based Relational Intervention	**F-**Field log Seminar Team #1	**Canvas:** Required: Strange Situation (you tube link), K. Purvis video & Bath article Recommended: Turner Ch. 1, Attachment Theory
2/4 **#3**	Motivational Interviewing EMDR Guest speaker –Ellen Wilder	**P-**Advocacy proposal due **F-**Field log Seminar team #2	**Walsh** Ch. 11
2/11 **#4**	Making the Theory to Practice Connection & SFT	**F-**Field log Seminar team #3 Macro project proposal PR #4	**Walsh** Ch. 1 & 10 In lieu of reading chapter one you can listen to the Walsh podcast on canvas
2/18 **#5**	The Social Worker as Leader in Advocacy	**F-**Field log Seminar team #4	**Required:** **SWDR** #123, #124 **Website review** https://www.socialwor

			  Recommended reading: **Canvas** Bliss article, Reamer article, Barsky article ADD AOP text chapters-small groups
2/25 #6	School Social Work Conference-No class	**F-**Field log Attend conference if possible, use class time for presentation preparation	
3/4 #7	Video review	**F-**Field log **P-**Video review and critique paper due	
3/11 #8	Ecotherapy	**F-**Field log Seminar team #5	**Canvas** Ecotherapy assessment, Ecotherapy benefits Recommended: Psychological benefits of Walking though Forest Areas article
3/18	Spring Break!		
3/25 #9	Theory Group presentation	**P-**Theory groups #1 Crisis **F-** Field log Seminar team #6	**Walsh** Ch.13

4/1 **#10**	Theory Group presentation	**P-**Theory group #2 Feminist **F-**Field log Seminar team #7	**Canvas** Turner Ch. 11
4/8 **#11**	Theory group presentation	**P-** Theory group #3 Cognitive **F-**Field log Seminar team #8	**Walsh** Ch. 8
4/15 **#12**	Theory group presentation	**P-** Theory group #4 Narrative **F-**Field log	**Walsh** Ch. 12
4/22 **#13**	The Social Worker as Leader in Group Work	**P-**Advocacy presentation and paper due **F-**Field log	**Canvas** Mindtools article, Cooley Ch. 2
4/29 **#14**	The Social Worker as Leader in Social Justice	**P-**Final case analysis due **F-**Field log PR #6	
5/6 **#15**	Endings, Transitions, and Celebrations	**F-** Final Field Self-Reflection **P-**Simulation reflection	

X. BIBLIOGRAPHY

The reading list for this course was designed to explore issues of diversity. All readings are

available through the library and/or canvas.

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