

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

Course Number:	SW445	Instructor:	Mayan Herman, LCSW-S Mary Beer, LCSW-S
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Semester:	Fall 2024	Office:	WWH
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APPLIED PRACTICE

I. STANDARDIZED COURSE DESCRIPTION

SW 445, Applied Practice, is a four-credit hour course that is taken concurrently with SW 645C and D, Field Instruction I and II. The overall goals of this course are to support your education within the practicum experience and to strengthen the relationship between classroom content and practicum experiences. In this course, you will apply the learning from all your previous courses in the undergraduate social work curriculum in assignments and class experiences. You will also evaluate the effectiveness of the generalist and social change tools and skills you have learned in previous classes, as you practice in practicum. In addition, this course will address issues related to social, racial, environmental, and economic justice and alleviation of social problems and the enhancement of human well-being in generalist social work practice.

Completion of all undergraduate course work and concurrent enrollment SW 645C and D, Field Instruction I and II are prerequisites for this course.

II. STANDARDIZED COURSE OBJECTIVES

1. Demonstrate the skills of advocacy and strategies of generalist, anti-racist and anti-oppressive practice, in the pursuit of social, racial, ecological, and economic justice for individuals, families, groups, organizations, and communities.
2. Apply the personal and professional use of self in generalist social work practices and leadership.

3. Demonstrate the ability to differentially chose theory(s) to guide generalist social work practice.
4. Demonstrate the ability to use social work values and the ethical decision-making process, as outlined by the NASW Code of Ethics and other sets of principles, as applicable.
5. Apply tools and techniques for understanding, affirming, and respecting individuals, groups and communities distinguished by racialization, ethnic origin, class, gender, gender identity and expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status.
6. Apply the lenses of various practice theories to generalist social work practice and the social change/problem solving process, including, but not limited to, ecological systems theory, the strengths-based perspective, critical race theory, and anti-racism and anti-oppressive theories with a focus on theories that center racialization using perspectives developed by Black, Indigenous and other scholars of color.
7. Using a social justice lens, identify policies, behaviors, and beliefs that perpetuate racist ideas and actions and suggest strategies for change.
8. Formulate a plan for change using generalist social work skills in (a) engagement, (b) assessment including identifying client issues, problems, needs, resources, and strengths, (c) use of evidence-based, culturally-grounded, socially just interventions (d) evaluation and determination of practice effectiveness.

EPAS Competencies

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

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

Competency 1: Demonstrate Ethical and Professional Behavior

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 course will include a combination of class lecture, discussion, guest speakers, activities, and student presentations, in addition to readings, assignments, self-reflection questions, and other activities. To broaden your exposure to more diverse agencies and client populations, team teaching with other practicum seminar groups may be utilized. You are encouraged and expected to share your observations and questions about your practicum work with your classmates. A portion of each class will be devoted to discussion of issues from your practicum placements. In covering various topics related to practicum, our class will intentionally discuss diversity based on gender, gender identity, sexual orientation, race, ethnicity, nationality, immigration and documentation status, language of origin, class, religion, varying ability and age. This course will highlight diverse perspectives of thought and encourages you to engage in new ways of thinking that may be represented by speakers, the professor, and classmates from diverse backgrounds.

Practicum Seminar: One hour of each class will be devoted to group processing, during which you will be encouraged to share your feelings, successes, frustrations, values conflicts, ethical dilemmas and other experiences from practicum. I will facilitate the group process and you are encouraged to take a collaborative role by actively participating, leading discussions at times, and respecting the confidentiality of each student member.

IV. REQUIRED TEXT AND MATERIALS

Hepworth, D., Der Vang, P., Blakey, J.M., Schwalbe, C., Evans, C.B.R., Rooney, R., Rooney, G., & Strom, K. (2023). *Direct social work practice: Theory and skills*. (11th ed.). Cengage Learning.

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, I will notify you, generally by email.

V. COURSE REQUIREMENTS

In this section you will find a list of all course assignments. Detailed learning objectives and instructions, including rubrics to guide demonstration of content mastery and skill development will be provided on canvas. We will discuss all assignments in detail in class and you are encouraged to meet with me should they have any questions about the assignments.

NOTE: Because SW 445 and SW 645C/645D are companion courses, requirements for SW 645C/645D are relevant to SW 445. For instance, journals are due as scheduled and

process recordings are due in class periodically. Be sure to make note of due dates for SW 645C/645D assignments and plan accordingly.

Reading Reflections

This assignment is designed to encourage completion of the textbook readings and evaluation of content acquisition. The textbook content will be integrated into classroom activities. You have the option of reading the chapter in full, searching for answers to the chapter quiz, or reviewing the chapter PowerPoint. The quizzes are open-book and designed to be completed while reading the chapters to assist you with capturing content. The readings are required, the quizzes are to use if you find them helpful. For each assigned chapter you will indicate how you gained the content knowledge, through traditional reading, quiz completion, or reviewing the PPT.

Self-Inquiry and Ethics

Due 9/17/24

To begin the process of self-evaluation needed for effective social work practice, you will analyze an area of the NASW Code of Ethics that seems most challenging when compared to your own personal beliefs. This assignment encourages creativity, critical thinking, and authenticity. Assignment details are provided on canvas.

Agency Analysis and Presentation

Due 10/1/24

The agency analysis and presentation are designed to thoroughly orient you to your practicum placement. Options for submission and assignment details are available on canvas.

Video Role Play and Critique

Draft due week of 10/29/24

Paper due 11/5/24

You will select a peer from class and video an interview with that student peer. The video will be reviewed by me and a review team of peer students, and feedback will be provided to you by all review team members. You will write a critique of your beginning interviewing skills based on the video role play, review of the recording, and the feedback provided by the review team.

The goals of this assignment are for students to:

- a) Gather and synthesize relevant data.
- b) Assess a client's present situation.
- c) Demonstrate professional communication skills.
- d) Practice and receive feedback on relational skills, including the use of verbal and nonverbal social work skills to build rapport and gather relevant information.

Case Assessment

Draft due 11/12/24

Final due 11/19

A case assessment regarding a client from the student's field caseload is required. The client chosen must be one with whom the student has worked. If possible, the client should

be from a culturally, linguistically or ethnically diverse population and the assessment and intervention plan should demonstrate your ability to apply social work concepts using cultural humility, with attention to marginalized populations. In addition, students will conduct a brief literature review and attach a reference page that cites sources from evidence-based practice. Detailed guidelines for this assignment will be posted on Canvas.

VI. GRADES

In alignment with the compassionate pedagogical approach to this course, I have adopted an [ungrading](#) practice to assessment. This means that individual assignments will not earn traditional points or letter grades. Instead, you will receive analytic feedback in the form of questions and comments to support your continued learning, which you will then respond to after each assignment. You will receive rubrics and guidelines to help guide your work on each assignment. You will use these rubrics to indicate your own evaluation on learning for each assignment. At the end of the semester, you will assign yourself a letter grade based on your work and continued conversations around the feedback you have received throughout the semester. This letter grade will be supported by a short narrative statement. The goal of ungrading is to provide a learning space where you feel free to set your own intentions, to take risks, to reframe failure, to understand how you learn best, and to prioritize care. I trust you and your ability to learn.

For reference when assigning your final grade:

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

VII. CLASS POLICIES

Attendance and participation

Full attendance and active participation are ideal for a comprehensive learning experience. Classroom exercises, discussions, role-plays, guest speakers and other class experiential exercises are essential for your professional learning and continued development of self-awareness. I realize that extenuating circumstances arise and that everyone is juggling

several responsibilities. If you are unable to attend a class, please email me prior to that class. If it is a last-minute absence, please text me, so I don't worry. If circumstances make you miss more than three classes, you may be overextended, so be sure to reach out to me. If you must miss a class, please contact a peer to review what you missed. In addition, you can always schedule a time to meet with me to discuss the missed content in more detail.

There are numerous ways to demonstrate participation, depending on your learning style. We will be reviewing a participation rubric in class which will help you set individualized participation goals for the semester.

Assignments

There is flexibility in how you submit most assignments. Whether you chose to submit a paper, a video, or a PowerPoint, the standards remain the same. I will be reviewing the content as well as the style in which it is presented. Think of the assignments as components of a professional portfolio and about how you'd like to present your knowledge to potential employers. Be sure to cite your sources and references in a bibliography regardless of the type of submission, to abide by university plagiarism policies.

Time management

The due dates on the syllabus and on canvas are designed to keep you on track throughout the semester. This steady flow of submissions allows for you to receive continuous feedback so you can incorporate changes and adjustments into your practice. There are no penalties for late assignments in this course. When you feel like you need additional time to complete the work, email me ahead of time and indicate a targeted date for submission. This process allows students the flexibility to complete all work in a time frame that works with their schedules, while still acknowledging the importance of timely feedback. If concerns arise about submissions, the professor will request a meeting with the student to address the barriers to timely completion.

Use of computers/cell phones in the classroom

Applied Practice is a practice course, and class participation is essential to successful learning. In today's world learning occurs both in the virtual space as well as in the real physical space. Please be respectful with your use of cell phones and personal messages during class time. This course has minimal handouts and relies heavily on the use of canvas during class. Be sure to bring a device with you to class. You are free to have your laptops open and available throughout class to take notes and to access materials.

Use of canvas in class

In this class I use the Canvas Web based course management system with password protected access at <http://canvas.utexas.edu> to distribute course materials, to communicate and collaborate online, to post evaluations, to submit assignments, and to

give you online quizzes and surveys. You can find support in using Canvas at the ITS Help Desk. For more information go to <http://www.utexas.edu/its/helpdesk/>

Feedback

You will be asked to provide feedback on your learning and on my teaching strategies in informal and formal ways. It is very important for me to know your reactions to what is taking place in class, ensuring that together we can create a dynamic and effective learning community. You are also encouraged to provide ongoing feedback to me during class and office visits.

Confidentiality: Information shared in class about agencies and clients is considered to be covered by the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that information is shared in class for this purpose. However, discussions outside of class with individuals outside of the seminar or with other members of the seminar regarding information shared in class about clients, supervisors, or agencies is considered a breach of confidentiality.

VIII. UNIVERSITY POLICIES

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

Religious Holy Days. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the Center for Access and Restorative Engagement at <https://community.utexas.edu/care/>. The University does not maintain a list of religious holy days.

The University of Texas Honor Code. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility.

Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

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

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

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

Steve Hicks School of Social Work Policies

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

professionalism.

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

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

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

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

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

Social work students should consider that they will be representing professional social

work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

Resources, Prevention of Discrimination, and Safety

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

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

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

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

Title IX Accommodations for Those Pregnant, Nursing and Parenting. Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with

job or schedule restructuring and obtaining modified or additional work equipment. Visit the [Title IX pregnancy and parenting resource page](#) for more information or contact the [Title IX Support and Resources team](#) connect with a Case Manager.

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

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

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

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

IX. COURSE SCHEDULE

“H”= Hepworth, D., Der Vang, P., Blakey, J.M., Schwalbe, C., Evans, C.B.R., Rooney, R., Rooney, G., & Strom, K. (2023). *Direct social work practice: Theory and skills*. (11th ed.). Cengage Learning.

Date	Topic	Assignment Due	Readings
8/27 #1	Orientation: Course and Syllabus Review Introduction to the profession of social work		H- Chpt 1 CANVAS Syllabus

9/3 #2	Orienting frameworks for social work practice Anti-oppressive practice	P -Practicum journal C -Reading reflection	H - Chpt 2 CANVAS White Supremacy Culture article
9/10 #3	Overview of the helping process	P -Practicum journal C -Reading reflection	H - Chpt 3
9/17 #4	Social work ethics and values	P -Practicum journal C -Self-inquiry and ethics assignment, Reading reflection	NASW Code of Ethics H - Chpt 4
9/24 #5	Use of Self Museum Asynchronous class Building blocks of communication	P -Practicum journal, Learning Contract C -Reading reflection	H - Chpt 5
10/1 #6	Developing Goals	P -Practicum journal C -Agency Analysis, Reading reflection	H -Chpt 12
10/8 #7	Verbal following, exploring and focusing skills & Eliminating Counterproductive Communication Patterns and Substituting Positive Alternatives	P -Practicum journal	H - Chpts 6 & 7 (assigned chapter required)

10/15 #8	Self-care day NO CLASS!	P -Practicum journal, Process recording #1	
10/22 #9	Group work	P - Practicum journal C -Reading reflection	H - Chpt 11
10/29 #10	Video Role-Play Review	P -Practicum journal C - Video role play review	
11/5 #11	Multidimensional assessment	P -Practicum journal C - Reading reflection Video reflection paper due	H - Chpts 8 & 9 (assigned chapter required)
11/12 #12	Termination: The Therapeutic Pause	P -Practicum journal C - Multidimensional case assessment draft & Reading reflection	H - Chpt 19 CANVAS: Many- Termination article
11/19 #13	Balancing micro and macro social work practice	P -Practicum journal & Process Recording #2 C - Multidimensional case assessment & Reading reflection	H - Chpt 14
11/26 #14	Fall semester break NO CLASS!		

12/3 #15	Endings and transitions	C-Final Practicum Reflection	

X. BIBLIOGRAPHY

The reading list for this course was designed to represent the perspectives of diverse scholars and to explore issues of diversity and inclusion in all aspects of the helping process across multiple agency settings.

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