

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

<b>Course Number:</b>	SW 383T	<b>Instructor:</b>	Kcie Driggers, LCSW (she / her)
<b>Unique Number:</b>	88220	<b>Email:</b>	Kcie.driggers@austin.utexas.edu
<b>Semester:</b>	Summer 2025	<b>Office:</b>	WWH 4.20
<b>Meeting Time/Place:</b>	Monday & Wednesday	<b>Office Phone:</b>	(512) 461-9972 (cell)
	5:30PM – 8:00PM	<b>Office Hours:</b>	By Appointment
	GDC 2.410		

**Social Work Practice II**

**I. STANDARDIZED COURSE DESCRIPTION**

**Catalog Description**

This course builds upon Social Work Practice I by deepening students’ knowledge in the application of theory and practice methods for effective and ethical service delivery to individuals, families, groups, organizations, and communities. In the spring semester, this course is taught in conjunction with Field II. Three lecture hours a week for one semester. Prerequisite: Graduate standing in social work and concurrent enrollment in Social Work 384S, or graduate standing and consent of instructor or the graduate adviser.

**Course Overview**

In Practice II, students continue to engage in generalist social work practice, adding a focus on gaining increased knowledge and skills in group facilitation, applying relevant theories to practice, and engaging in advocacy work. A variety of theories and frameworks with an anti-oppressive and antiracist focus will anchor student learning. Through self-reflection and collaborative learning, students in this course will deepen engagement, assessment, intervention, and evaluation skills with clients and client systems with multiple marginalized social identities. In this foundational course, students will build on core skills applicable to all areas of social work practice, such as developing critical thinking, use of self-awareness, integration of cultural humility, and facilitation of effective intervention with client systems.

**II. STANDARDIZED COURSE OBJECTIVES**

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

1. Critically analyze social work values, ethical dilemmas, and ethical decision-making and their impact on service delivery, policy, and practice;
2. Identify, critique, apply, and evaluate relevant social work theories and methods from an antiracist, anti-oppressive, and strengths-based generalist perspective for effective service delivery to individuals, families, groups, organizations, and communities;
3. Apply beginning practice skills in the development, facilitation, leadership, and evaluation of small groups in classroom, agency, organization, and community settings;

4. Demonstrate knowledge, values, skills, and cognitive and affective processes in engagement, assessment, intervention, and evaluation at the micro, mezzo, and macro level;
5. Demonstrate knowledge of effective, inclusive, and culturally responsive leadership and advocacy skills, conflict management, communication, and interprofessional collaboration at all levels of social work practice to promote social, racial, economic, and environmental justice with clients and client systems with multiple marginalized social identities;
6. Strengthen skills in applying empirical knowledge and cultural humility to evaluate theoretical frameworks, intervention plans, and 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**

Behavior 1a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.

Behavior 1b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.

Behavior 1c. Use technology ethically and appropriately to facilitate practice outcomes.

Behavior 1d. Use supervision and consultation to guide professional judgment and behavior.

#### **Competency 6: Engage with Individuals, Families & Groups**

Behavior 6a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.

Behavior 6b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

#### **Competency 7: Assess Individuals, Families & Groups**

Behavior 7a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.

Behavior 7b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

#### **Competency 8: Intervene with Individuals, Families & Groups**

Behavior 8a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.

Behavior 8b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

#### **Competency 9: Evaluate Practice with Individuals, Families & Groups**

Behavior 9a. Select and use culturally responsive methods for evaluation of outcomes.

Behavior 9b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

### III. TEACHING METHODS

This course employs a variety of teaching methods to support diverse learning styles and foster critical engagement with course material. Methods include lecture, class discussion, guest speakers, group presentations, assigned readings, and experiential activities.

I approach teaching through a compassionate pedagogy framework, which emphasizes empathy, flexibility, and student-centered learning. This approach is grounded in the belief that compassion enhances academic success and well-being. Additionally, I incorporate feedback-informed teaching practices to create a responsive and inclusive classroom environment that values student voice and adapts based on ongoing input.

I strive to create a learning experience that is inclusive and accessible to all students. If you encounter any barriers related to course materials, format, or requirements, please schedule a time to meet with me so we can find solutions together. Students with disabilities are also encouraged to connect with the University of Texas Office of Disability and Access for additional support and accommodations.

### IV. REQUIRED TEXT AND MATERIALS

All texts and materials for this course can be found on Canvas.

### V. COURSE REQUIREMENTS

- **Attendance, Participation and Preparedness:** See attendance policy.

- **Video Role Play and Reflection Critique**  
**Paper due at time of video review**

**Due June 30<sup>th</sup>**

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 reflection critique of the video is also a part of this assignment.

- **Social Work Theory Group Presentation**

**Due July 7<sup>th</sup> through July 21<sup>st</sup>**

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 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.

**- Final Case Assessment**

**Draft Due on 7/23 for in-class exercise**  
**Final paper due July 28th**

To help you consolidate your professional knowledge and skills acquired over the semester, and to support the school's CSWE accreditation process, you will study a fictional case and answer a set of questions about the case. The case and questions will test your competency in five competency areas: Ethics & Professionalism; Engagement, Assessment, Intervention and Evaluation of individuals, groups & families. The case, questions, and guidelines will be posted on Canvas.

**- Grade Reflections**

**Mid-Semester Grade Reflection June 25<sup>th</sup>**  
**End of Semester Grade Reflection July 28<sup>th</sup>**

In alignment with a compassionate pedagogical approach to teaching, 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 feedback in the form of questions and comments to support and refine your learning and practice. Your assignments will not be marked as "complete" until you have reviewed and responded to my feedback via Canvas.

At the end of the semester, you will reflect on your attendance, participation, contributions to group work, and individual assignments. You will write a short (1 to 2 paragraphs) narrative statement telling me what letter grade you think you have earned. I will respond via Canvas with feedback, questions, and the grade that I plan to assign you for the course. As your professor, your final grade will be determined by me.

The goal of ungrading is to provide a learning space where you feel free to set your own intentions, to take risks, and tailor your learning to meet your professional goals. Ungrading allows us to prioritize self and community care, while allowing for a variety of learning styles and needs.

You are an adult learner, I trust you and your ability to learn.

When assigning your final grade, see the grading scale in University Policies below.

## **VI. GRADES**

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

## VII. CLASS POLICIES

### Attendance and Participation

Attendance is required for this course, as active participation in discussions, exercises, role plays, and guest speaker sessions is essential to your professional development and learning. Engaging fully in class activities helps build the skills and knowledge necessary for an ethical social work practice.

If you need to miss a class or leave early from class, please email me in advance. If something unexpected arises, I ask that you please contact me as soon as possible by email or text. Attendance is taken at the start of each class meeting. Please arrive on time and plan to stay for the duration of the class; late arrivals and early departures are disruptive to the classroom experience. A pattern of frequent absences, late arrivals, early departures (without prior communication), or a pattern of unprofessional behavior in class will negatively impact your grade or result in disciplinary action (See Standards for Social Work Education, The Three Levels of Review)

Please review the following attendance guidelines:

1<sup>st</sup> absence: Meet up with a peer to review the learning for that day. If you have questions, please schedule office hours with me to discuss course material and ask questions about missed content.

2<sup>nd</sup> absence: Meet up with a peer to review the learning for that day. Email me to schedule a time for us to review missed content and to discuss any barriers to attendance for the rest of the semester.

3<sup>rd</sup> absence: If three classes are missed, you may be overextended this semester. Email me to schedule office hours to review missed content and discuss barriers to success in this course. Please come prepared with a plan to demonstrate your learning and engagement with the course materials and content. This could include an additional assignment like a reading / reflective journal / role play / process recording / creating an activity for use with clients / etc.

4<sup>th</sup> absence: If four classes are missed, this is a sign that you are overextended this semester. Email me to schedule office hours to discuss how I can best support your learning. If you have four or more absences in a semester, this class may not be the best fit for you at this time. We can discuss the options and support that are available to you.

### Assignments

There is flexibility in how you submit most assignments. Whether you choose to submit a paper, a video, or a PowerPoint, the standards remain the same. I will review the content as well as the style in which it is presented. All sources should be cited and references in a bibliography, regardless of the type of submission. If you have questions or ideas about how to submit your work, please ask. I welcome creativity in your work and would like to honor the learning style that best fits your needs.

### Policy on AI

Artificial Intelligence (AI) is rapidly changing the landscape of social work practice. In this course,

we will discuss how to ethically incorporate the use of AI into your practice. Each assignment will have specific instructions on if / how AI can be used. I encourage each of you to consider using this tool as a supplement to your practice, not as a crutch. It is our ethical obligation as social workers to protect client information, learn the foundations of practice, and critically examine how AI impacts our society.

I require that you disclose your use of AI on each assignment through a written statement. We will discuss this as a class, and each assignment will have instructions on how AI can / cannot be used.

### Time Management / Due Dates

The due dates listed in the syllabus are designed to help you stay on track and to give me time to provide meaningful feedback that you can use to strengthen future assignments and build your professional portfolio. There are no penalties for late assignments in this course. If you need more time, please email me in advance with a proposed due date.

Assignment submissions will be available in Canvas for two weeks after the due date noted on the syllabus. After that, the assignment will be locked, and you will need to email me to discuss your plan to turn in the assignment. If timely submission becomes a consistent issue—especially if it prevents me from offering feedback—we will schedule a meeting to identify any barriers and explore supportive solutions.

### Use of Computers and Cell Phones in the Classroom

Practice II is a practice course, and class participation is essential to successful learning. It is helpful to bring a device to class so you can access Canvas, handouts, and for various activities. Please be respectful to your peers and professor with your use of phones and personal devices during class time.

I ask that all devices be put away (unless you are taking notes) when guest speakers join our class.

### Name and Pronoun Preference

Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by your preferred name and required pronouns. Please advise me of this preference early in the semester (feel free to email me before the start of class!) so that I may make appropriate changes to my records.

### Feedback

I use feedback-informed teaching to adapt our learning environment in real time. Throughout the semester, I will regularly ask for your input during class through check-ins, discussions, and informal assessments. This feedback helps me understand what's working, what needs adjustment, and how to best support your learning. Your perspective is valued and plays an important role in shaping our shared classroom experience.

## 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>.

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

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

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

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

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

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

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

university community, and the broader area communities.

## **Resources, Prevention of Discrimination, and Safety**

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

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

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

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

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

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

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

**Emergency Evacuation Policy.** Occupants of buildings on the UT Austin campus are required to

evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

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

## IX. COURSE SCHEDULE

The following is a general guide to the Summer 2025 semester. 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 students will be notified through Canvas.

**Please check Canvas and your UT email regularly for updates.**

### Syllabus Key

**DSWP = Direct Social Work Practice text**

**MSWP = Multicultural Social Work Practice text**

**SWDR = Social Worker’s Desk Reference**

**Walsh = Walsh text**

**JP = Just Practice text**

**CANVAS = Additional readings on Canvas**

Date	Topic	Assignment Due	Readings
6/9	Course Orientation & Syllabus Review		<p><b>Canvas:</b> Syllabus</p> <p><b>Canvas:</b> Wading, Snorkeling, Scuba Document</p> <p><b>Canvas:</b> Theory Group Options</p>
6/11	<p>Making the Theory to Practice Connection</p> <p>Documentation 101</p> <p>Theory Group Team Assignments</p>		<p><b>JP Chapter 5:</b> Just Thinking: Theoretical Perspectives on Social-Justice-Oriented Practice p. 145 – 182</p> <p><b>Podcast:</b> Light Up The Couch “Holistic Healing: Indigenous Approaches to Mental Health” (approx. 1 hour)</p>

			<b>Canvas:</b> The Importance of Group Work
<b>6/16</b>	<b>Guest Speaker: Christopher Alberts with Health Alliance for Austin Musicians (HAAM) (Nonprofit Strategy &amp; Leadership)</b>		<b>MSWP:</b> Ch 12 Multicultural Organizational Change: Antiracist Practice and Social Justice  <b>Canvas:</b> <a href="#"><u>VMOSA Strategic Planning</u></a> (Section 1 only)
<b>6/18</b>	<b>Managing Barriers to Change</b>		<b>DSWP:</b> Ch 18 Managing Barriers to Change p.406 – 428  <b>Podcast:</b> Light Up The Couch “When Therapy Stalls: How to Respond When Progress Is Missing
<b>6/23</b>	<b>Crisis Theory and Intervention</b>  <b>Suicide Assessment and Intervention</b>	<i>Mid-semester grade reflection due</i>	<b>Walsh:</b> Chapter 13 Crisis Theory and Intervention  <b>Canvas:</b> ASQ, Columbia Suicide Severity Rating Scale  <b>Podcast:</b> Light Up The Couch “An Introduction to Suicide Risk Assessment: A Critical Overview”
<b>6/25</b>	<b>Asynchronous Day: Meet with your Theory Group and / or film your video</b>		<b>Canvas:</b> Review video role play feedback sheet
<b>6/30</b>	<b>Video Role Play Day</b>	<i>- Video Role Play Due Prior to Class</i>	<b>!!Attendance is mandatory!!</b>

		<i>- Video Role Plan Critique Paper and SOAP Note</i>	<b>!!Upload your video BEFORE class!!</b>
<b>7/2</b>	<b>Guest Speaker: Colleen Turner, LCSW-S, RPT Attachment, TBRI &amp; Play Therapy 101</b>		Canvas: Readings TBD  Canvas: Attachment Style Questionnaire
<b>7/7</b>	<b>Theory Presentation</b>	<i>Theory Group #1</i>	Provided by Theory Group (see Canvas Discussion)
<b>7/9</b>	<b>Theory Presentation</b>	<i>Theory Group #2</i>	Provided by Theory Group (see Canvas Discussion)
<b>7/14</b>	<b>Theory Presentation</b>	<i>Theory Group #3</i>	Provided by Theory Group (see Canvas Discussion)
<b>7/16</b>	<b>Theory Presentation</b>	<i>Theory Group #4</i>	Provided by Theory Group (see Canvas Discussion)
<b>7/21</b>	<b>Theory Presentation</b>	<i>Theory Group #5</i>	Provided by Theory Group (see Canvas Discussion)
<b>7/23</b>	<b>Case Assessment Staffing Simulation</b>	<i>Case Assessment: Draft of Assessment, Questions, and SOAP NOTE</i>	<b>!!Attendance is Mandatory!!</b>
<b>7/28</b>	<b>Final Class Potluck Celebration</b>	<i>- Final Case Assessment Paper Due</i>	

## **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.*

Abrams, L. S., & Moio, J. A. (2009). CRITICAL RACE THEORY AND THE CULTURAL COMPETENCE DILEMMA IN SOCIAL WORK EDUCATION. *Journal of Social Work Education, 45*(2), 245–261.  
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Anechiarico, B. (n.d.). Vicarious trauma: What are the protective measures? Retrieved from:  
<http://www.cpcamerica.com/Presentations/Vicarious%20Trauma%20Article.pdf>.

Bennett, C. (Host). (2020, January 2). Professionalism or Socialized White Supremacy [Audio podcast episode]. In SA Voices From the Field. NASPA Stories. <https://naspastories.libsyn.com/professionalism-or-socialized-white-supremacy>

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Calderwood, K.A. (2011). Adapting the transtheoretical model of change to the bereavement process. *Social Work, 56*(2), 107-118.

Compton, B., Galaway, B. & Cournoyer, B. (2005). *Social work processes* (7th ed.). Pacific Grove, CA: Brooks/Cole.

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DiClemente, C. & Velasquez, M. (2002). Motivational interviewing and the stages of change. In Miller, W. & Rollnick, S. (Eds.), *Motivational Interviewing: Preparing people for change* (pp. 201-217). New York: Guilford Press. 16

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