

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

Course Number:	SW 383T	Professor:	René Gaitan, LCSW-S
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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. STANDARDIZATION OF COURSE OBJECTIVES

Upon completion of this course, the students will 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 interprofessional 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 methods with an emphasis on experiential learning via an active learning-centered model. Teaching methods include role-plays and simulations, case examples, student presentations, videos, class discussions, small group interactions/learning activities, collegial consultation, lectures and guest lectures. To achieve success in learning in this course, you must be willing to participate, risk yourself, stretch your creativity, and be physically and mentally present in class! You are encouraged to ask questions as well as provide the professor with information and feedback throughout the semester to ensure your learning needs are being met.

IV. REQUIRED TEXT AND MATERIALS

Required:

Walsh, J. (2013). *Theories for Direct Social Work Practice*. Stamford, CT: Cengage Learning. (3rd Edition)

Corcoran, K. & Roberts, A. (Ed.). (2015). *Social Workers' Desk Reference (3rd edition.)*. NY: Oxford University Press. NOTE – Available online through UT Library.

Recommended:

Hepworth, D., Rooney, R., Rooney, G., Strom-Gottfried, K., Larson, J. (2016). *Direct Social Work Practice, Theories and Skills, 10e*. Belmont, CA: Thomson Brooks/Cole, Inc.

If readings are added to the reading list after the beginning of the class semester, you will be notified by the professor or teaching assistant generally via email and/or Canvas. Some readings may be provided in class.

V. COURSE REQUIREMENTS

Group Process Observation and Paper (50 Points)

This assignment is designed to provide students with a community-based learning experience to increase their knowledge of therapeutic group process and leadership skills. Students will attend an open community support group for which they are not currently a participant in (example: 12

step meeting, board meeting, community feedback forum, etc) and write a reflection of their observations. Feedback should reflect student's knowledge of group process, group leadership skills, actual or potential ethical dilemmas in groups and the important role of community or organizational context.

Theory Group Project (100 Points)

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. 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 two practice theories for the class. Detailed guidelines and suggestions for successful presentations will be provided in the class handout on assignment instructions and grading criteria.

Video Role Play and Critique (50 Points)

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. 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. NOTE – A process recording reviewing this role play will count as one of the four required process recordings this semester. Reviewing group will provide feedback in place of field instructor.

Advocacy Project (50 Points)

The purpose of this assignment is to provide an opportunity for you to participate in a community event of importance to you and your beliefs and then write a reflective paper about your involvement. Use of APA guidelines will be expected to cite any resources, events, and interviews conducted in relation to the project. You will also be required to conduct a persuasive presentation about a social/political issue related to your experience. The issue you choose may fall under one of the Council on Social Work Education's Grand Challenges categories or (with professor consultation/approval) a new category of your choice which you feel could have been included:

[\(https://www.socialworker.com/extras/social-work-month-project-2016/grand-challenges-for-social-work-initiative-and-our-future/\)](https://www.socialworker.com/extras/social-work-month-project-2016/grand-challenges-for-social-work-initiative-and-our-future/)

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.

Final Case Analysis (75 Points)

This take-home assignment gives the opportunity to demonstrate knowledge and skills learned over this year in Practice I and Practice II. The assignment will be distributed after Spring Break.

Class Participation (75 Points)

It is important to arrive at 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 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. Reading groups in class might be utilized to enhance knowledge through collegial discussion. Unexcused absence result in 5-point deduction per absence and 2.5 points per late arrival of 10 minutes or more (refer to attendance policy in syllabus).

Grading Breakdown

All students will be awarded points based on the quality of their work. Assignments will not be given letter grades; instead, a number of points will be awarded for each assignment, leading to the cumulative grade for the semester.

Assignment	Points	Due Date
Group Observation Paper	50 Points	2/13
Theory Group Project/Presentation	100 Points	2/20-3/26
Video Role Play/Critique	50 Points	4/9
Advocacy Project/Presentation	50 Points	4/16-4/30
Final Case Analysis	75 Points	4/30
Class Participation	75 Points	

TOTAL = 400 points

FINAL GRADE

- 400-375 = A
- 374-360 = A-
- 359-349 = B+
- 348-336 = B
- 335-320 = B-
- 319-310 = C+
- 309-296 = C
- 295-280 = C- (class failed, no credit)**
- 279-270 = D+**
- 269-256 = D**
- 255-240 = D-**
- 240-0 = F**

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

Maintaining Confidentiality

Information shared in class about agencies and clients is considered confidential according to the NASW Code of Ethics standards on the sharing of information for educational purposes. However, discussion outside of class with individuals not in the cohort regarding information shared in class about clients, supervisors or agencies is a breach of confidentiality. Breach of confidentiality is grounds for disciplinary action within the School and/or possible expulsion from the program.

Professional Accountability/Conduct in Class

Part of professional accountability includes treating others with respect and courtesy.

Within the class this entails listening to the opinions and concerns of others with openness, offering suggestions and ideas in a positive and respectful manner, and being willing to promote group cohesiveness in the learning environment. At no time may any part of any class or class-related meeting be recorded in any way without expressed consent from all parties involved.

In the Practice I and Field I courses, the student is expected to bring any concerns directly to the professor on an individual basis, if the issue is not appropriate to be discussed in class. Students should be prepared to discuss the concern openly, demonstrate willingness to accept feedback, and offer possible solutions.

Use of Computers/Cell Phones in the Classroom

Practice II is a practice course, and class participation is essential to successful learning. Laptop computers are allowed in the classroom for **note-taking during lecture only and for utilizing on-line readings**. The computers must be put away during class discussion and role play.

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.

Time Management

Assignments are due in class on the due date by the start of class in Canvas. Papers turned in after class starts are considered late. Students will lose 5 points per calendar day that an assignment is late. On subsequent days, assignments must be submitted before 5:00 p.m. to avoid an additional 5 point penalty.

Attendance

Attendance, punctuality and participation for the full three hours of class and the additional hour of field seminar is expected for all students. After two absences or late arrivals (10 minutes past class start time), the student is responsible for scheduling an office visit with the professor to discuss issues affecting attendance and professionalism.

Participation Points will be deducted per unexcused absence at the rate of 5 points per absence and 2.5 points per incidents of tardiness.

More than two absences may result in the student being dropped from Practice II and/or Field II. After two absences, it is expected that the student schedule a meeting with the professor to discuss a plan for improving attendance. Being on time for class is expected, and late arrivals will impact the student's class participation score. If a student is late for class on a consistent basis, a meeting with the professor can be expected to discuss a plan for improved timeliness.

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 he or she wishes to discuss missed classroom material in more detail. Missed material is the responsibility of the student.

Students are expected to notify the professor prior to class at the designated number if they cannot attend class due to an illness or emergency or if they are going to be late to class

APA Guidelines and Crediting Sources

When using information from other sources, references and bibliography should conform to current APA style. Instances of plagiarism will be dealt with according to University policy.

Writing Assignments

Students are expected to produce high quality written work in terms of clarity, appearance, writing style, and content. Points will be deducted for errors, misspellings, incorrect grammar and punctuation, poor organization, insufficient information, and inferior word processing. Students are strongly encouraged to consult with the SSW Writing consultant who can be reached at dinitowritingconsultant@gmail.com.

Concerns about Grades

Students with concerns or questions about grades are invited to discuss these with the professor. The professor cannot consider grade revisions beyond two weeks after the assignment is returned to the student.

Students with concerns related to equitable distribution of work on a group project should first give the colleague in question a chance to address the concerns. Discussing the problem with your peer first is requested, using skillful and direct communication provided in a way that can be heard. If concerns remain, the student(s) is/are encouraged to approach the professor during the assignment's completion process, **before** the assignment is due, to discuss strategies for completing the assignment.

Communication with Professor

Email will be a frequently used mode of communication between the professor and students. All students are responsible for checking their email on a regular basis for class updates. Students are also responsible for alerting the professor about any changes to their email addresses. Students can use email to ask the professor questions between class meetings. However, a student will be expected to use sound professional judgment when deciding what is appropriate to discuss in email as opposed to scheduling an office appointment or visiting the professor during office hours.

Use of Canvas in Class

In this class the professor uses Canvas—a Web-based course management system with password-protected access at <http://courses.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 by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

VIII. UNIVERSITY POLICIES

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.

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.

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: <http://deanofstudents.utexas.edu/sjs/>.

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.

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/>.

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/>.

CAMPUS 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.

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 E-MAIL 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 <http://www.utexas.edu/its/policies/emailnotify.php>.

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 <http://www.utexas.edu/safety/bcal>.

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

WK	Date	Topics	Assignment Due	Readings
Social Justice: Causes in Practice				
1	1/23	Syllabus & Assignment Review Practice I Review Vulnerable Populations Legacy of Racism for Social Work Practice <i>Group Process Paper Instructions</i>		SWDR – Chapter 122 & 123
2	1/30	Social Work with Minority Populations <i>Theory Group Assignments</i> <i>Guest Speaker</i>		SWDR – Chapter 125-129

Leadership: Opportunities in Practice				
3	2/6	Leading Organizational and Task Groups Leadership at the community level – cause advocacy	Process Recording #1	
4	2/13	Making the Theory to Practice Connection - Overview	Group Process Paper	Walsh - Chapter 2
Connection: Theory to Practice				
5	2/20	Solution-Focused Theory and Motivational Interviewing	Theory Group 1 Presentation	Walsh – Chapter 10 & 11 SWDR – Chapter 35 & 41
6	2/27	Person-Centered Theory and Attachment Theory	Theory Group 2 Presentation	Walsh – Chapter 3 SWDR – Chapter 32
7	3/5	Trauma Focused Theory and Crisis Intervention	Process Recording #2 Theory Group 3 Presentation	Walsh – Chapter 13 SWDR – Chapter 27
8	3/12	Cognitive & Behavior Theories	Theory Group 4 Presentation	Walsh – Chapter 7 & 8 SWDR – Chapter 33
9	3/19	SPRING BREAK	N/A	N/A
10	3/26	Family Systems Theory and Relational Cultural Theory <i>Final Case Analysis Instructions</i>	Theory Group 5 Presentation	Walsh – Chapter 6
Video Role Play				

11	4/2	Video Role Play Recording		No Assigned Reading
12	4/9	Video Role Play Review	Process Recording #3 - Video Role Play	No Reading Assigned
Advocacy Presentations				
13	4/16	Advocacy Presentations Part I		No Reading Assigned
14	4/23	Advocacy Presentations Part II		No Reading Assigned
15	4/30	Advocacy Presentations Part III	Final Case Analysis	No Reading Assigned
16	5/7	LAST CLASS	Process Recording #4	

X. BIBLIOGRAPHY

Corcoran, K. & Roberts, A. (Ed.). (2015). *Social Workers' Desk Reference (3rd edition.)*. NY: Oxford University Press. NOTE – Available online through UT Library.

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Walsh, J. (2013). *Theories for Direct Social Work Practice*. Stamford, CT: Cengage Learning. (3rd Edition)

<https://cmhc.utexas.edu/>.

<http://deanofstudents.utexas.edu/sjs/>.

<http://diversity.utexas.edu/disability/>.

<https://campuscarry.utexas.edu/>

<http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>

<http://www.utexas.edu/its/policies/emailnotify.php><http://www.utexas.edu/safety/bcal>.