

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

<b>Course Number:</b>	SW 383T	<b>Professor:</b>	Anita Guajardo, LCSW-S
<b>Unique Number:</b>	60880		Clinical Assistant Professor
<b>Semester:</b>	Spring 2023	<b>Pronouns:</b>	she   her   ella
<b>Meeting Day:</b>	Wednesdays	<b>Office:</b>	SSW 3.124B
<b>Meeting Time:</b>	8:30 am – 12:30 pm	<b>Email:</b>	anita.guajardo@austin.utexas.edu
<b>Meeting Place:</b>	SSW 2.118	<b>Office Hours:</b>	Wednesdays, 12:30 pm – 1:30 pm or by appointment

**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.

**II. STANDARDIZED COURSE OBJECTIVES**

**A. Upon completion of this course, 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 Inter-professional collaboration at all levels of social work practice to promote social and economic justice;
6. Apply a beginning level of skill in utilizing empirical knowledge to evaluate theoretical frameworks, intervention plans and practice effectiveness;
7. Communicate effectively and professionally, both orally and in writing, assessment, intervention and evaluation plans for diverse client systems that enhance client strengths, capacities, assets and resources.

**B. 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 emphasizes experiential learning and activities that promote self-awareness. Teaching methods will be mixed and intentionally drawn from various pedagogical approaches to be inclusive of diverse learning styles and foster a stimulating, creative, collaborative, and interactive learning community. Methods include audio-visual materials, lectures, readings, class discussion, self-reflection, writing, collegial consultation, small group interactions, activities, role-play and presentations, video recording, and community-based assigned learning activities. In addition, this course will highlight diverse and anti-oppressive perspectives and encourage students to engage in new ways of thinking represented by the professor, guest speakers, and classmates from diverse backgrounds. For a meaningful experience in this class, students must attend class regularly, actively participate, take risks, stretch their

creativity, and apply critical thinking skills. Students are encouraged to ask questions, raise issues, provide the professor feedback, and individually meet with the professor to enhance their learning.

Students with a documented disability, physical or cognitive, who require academic accommodations, should request an official letter outlining authorized accommodations as soon as possible. For accommodation letters, contact Services for Students with Disabilities in the Office of the Dean of Students by calling 471-625 (voice) or 471- 4641 (TTY for users who are deaf or hard of hearing).

#### **IV. REQUIRED TEXT AND MATERIALS**

Hoefer, R. (2019). *Advocacy practice for social justice* (4th ed.). Oxford University Press.

Walsh, J. (2013). *Theories for Direct Social Work Practice* (3rd ed.). Cengage Learning.

Additional readings, podcasts, preparatory material, all updates, and in-depth course information will be provided in UT's course management system, Canvas.

#### **V. COURSE REQUIREMENTS**

Students will be required to complete all the assignments listed below. Detailed assignment instructions will be posted on Canvas and will be discussed in class. If students have questions regarding assignments, please speak with the instructor in class, during office hours, or send an email to [anita.guajardo@austin.utexas.edu](mailto:anita.guajardo@austin.utexas.edu). All written assignments will be graded on depth and quality of required content, creativity and critical thinking skills, overall professionalism, and quality of writing.

##### **Attendance, Preparedness, and Participation (20 points)**

**Due: Ongoing**

Graduate-level social work students are expected to establish trust and safety in class by showing professionalism, mutual respect and care for peers, and a commitment to their individual and collective learning experience. Participation points are determined by students' timely attendance, level of interest, respect for others' learning needs, and contributions to class discussions and activities. Preparing for class by reading assigned material and completing pre-class activities is part of this professional expectation. There will be opportunities for in-class activities throughout the semester to gauge your preparedness for class. Students must practice conscientious presence and demonstrate self-awareness, growth-oriented engagement, in-depth participation, critical self-reflection and correction, and healthy risk-taking beyond their comfort zone.

##### **Advocacy Project (20 points)**

**Due: February 1<sup>st</sup> & 15<sup>th</sup>**

To continue to expand your appreciation of the private troubles/public issues connection, and to increase your cause advocacy skills, you will participate in or create an advocacy event with a small group from our class that corresponds with one of the 13 CSWE Grand Challenges. Guidelines with grading rubric and due date can be found in Canvas.

This project has two parts:

1. Proposal (10 points): Write and submit a proposal identifying an event or project that you plan to participate in. Professor Guajardo's approval is required to move forward with your plan.
2. Presentation (10 points): Give a brief professional presentation with visual aid to the class about your advocacy effort.

**Video Role-Play & Critique (20 points)**

**Due: March 8<sup>th</sup> & 10<sup>th</sup>**

This two-part assignment is designed to help students improve their interviewing and *intervention* skills, as well as improve their self-awareness and ability to give and receive feedback. Guidelines with grading rubric and due dates can be found in Canvas. The assignments' two parts consist of:

1. Video & Feedback Participation (10 points): You will be paired up with another student in our class to complete a role-play or "real" play. This role play/real play will demonstrate the work phase of the helping relationship, and you are to practice an intervention. Students will then show a 5-minute clip of the video to a small group from the class, and exchange feedback with members of the group.
2. Critique Reflection Paper (10 points): A short reflection will comprise the paper.

**Final Case Analysis (20 points)**

**Due: March 29<sup>th</sup>**

To help you consolidate your professional knowledge and skills acquired over the year, 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; and Engagement, Assessment, Intervention and Evaluation of individuals, groups & families. The case, questions and guidelines will be posted on Canvas the week after Spring Break and will be due at the end of the semester.

**Theory Group Project (20 points)**

**Due: Varying, April 5<sup>th</sup> & 12<sup>th</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. Students will also have an opportunity to develop their effective task group membership skills. Students will collaborate in a small group project that culminates in a "professional staff development training" on a skill-based application of a practice theory for the class. Guidelines with grading rubric and due date can be found in Canvas.

<b>Course Assignment</b>	<b>Points</b>	<b>Due Date</b>
Attendance, Preparedness, and Participation	<b>20</b>	Ongoing
Advocacy Project	<b>20</b>	(Various, refer to course schedule)
Video Role-Play & Critique	<b>20</b>	(Various, refer to course schedule)
Final Case Analystist	<b>20</b>	3/29
Theory Group Project	<b>20</b>	(Various, refer to course schedule)
<b>TOTAL</b>	<b>100</b>	

## **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	
<b>70.0 to 73.999</b>	<b>C-</b>	<b>(Class failed/no credit)</b>
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**

**DIVERSITY, EQUITY & INCLUSION.** Consistent with the values of social work, I am committed to creating a classroom environment that supports and affirms diversity, equity, and inclusion. By diversity, I refer to the myriad ways in which humans differ in attributes that are visible and invisible, including race, ethnicity, nationality, citizenship, gender and gender identity, sexual orientation, religion, age, socioeconomic background, and ability. Diversity in thought is also encouraged. Equity in access to learning opportunities, and inclusion in virtual and physical learning spaces, is a student's right. All students are expected to uphold these principles, both individually and collectively. Students are asked to voice concerns directly to me as soon as they arise so that they may be addressed appropriately.

**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 possible expulsion from the program.

**PROFESSIONAL ACCOUNTABILITY & CONDUCT IN CLASS.** Social work students must adhere to the Student Standards for Professional Conduct of the UT School of Social Work and the NASW Code of Ethics (found in the MSSW Handbook, see web addresses below) and assume responsibility for their own conduct.

Find the MSSW Handbook at <http://www.utexas.edu/ssw/current/forms/>

Find the MSSW Graduate Guide to Field at <http://www.utexas.edu/ssw/field/forms/>

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 positively and respectfully, 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 individually if the issue is not appropriate for class discussion. Students should be prepared to discuss the concern openly, demonstrate a willingness to accept feedback, and offer possible solutions.

**CLASSROOM COURTESY.** As a courtesy to the class that meets after our class, please dispose of trash and return the classroom chairs and desks to rows or some organized arrangement.

**PARTICIPATION & ATTENDANCE.** Attendance and participation for allotted class time in full, with the additional hour of field seminar, is expected for all students. 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. Attendance will be taken at the beginning of each class period. 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. In extenuating circumstances of absence, students are to notify the professor. **Students will be allowed two (2) absences** (include absences due to medical problems or other emergencies). **Three (3) points will be deducted per missed class** (loss of class participation points) and students are responsible for any material missed due to absences. After two absences, the student is responsible for scheduling an office visit with the professor to discuss issues affecting attendance and professionalism. **Any student missing more than six classes in total (excused or unexcused) maybe in jeopardy of not passing this course.** There may be homework assignments based on discussion, and films shown in the class are due on the assignment dates and will be counted towards participation grades. In addition, the professor reserves the right to add or deduct up to 5 points to students' final point total based on the overall quality of their classroom participation during the semester.

**TIME MANAGEMENT.** Except in the case of extreme emergencies, and then only with the permission of the professor, late assignments will not be accepted without penalty. Assignments are due to be uploaded to Canvas by 8:30 am on the due date unless otherwise specified in the assignment details. Material turned in after 8:30 am is considered late. Students will lose three (3) points per calendar day that an assignment is late (based on a 100-point scale). On subsequent days, assignments must be submitted before 8:30 am to avoid an additional 3-point penalty (based on a 100-point scale). If the due

date is a problem, then the student is encouraged to meet with the professor and negotiate another due date well in advance.

**USE OF COMPUTERS & CELL PHONES IN THE CLASSROOM.** Practice I is a practice course, and class participation is essential to successful learning. Computers must be utilized in a professional way to the extent that they aid learning; commitment to attention to coursework and in-class activities should not be compromised by the presence of electronics. Cell phones should also be utilized only in a way that supports learning. Turning off notifications or silencing computers and phones and putting them aside will increase attention to the coursework and practice opportunities. Special exceptions can be made if emergencies are looming. Students must communicate with the professor if this is the case. These are issues of professionalism.

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

**ASSIGNMENTS & CONCERNS.** The professor reserves the prerogative to change class assignments as needed to meet the course objectives. The changes will be discussed with the students in class or by email before implementation. 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.

**WRITTEN 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. 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. Students are strongly encouraged to consult with the SSW Writing consultant who can be reached at [dinittowritingconsultant@gmail.com](mailto:dinittowritingconsultant@gmail.com).

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

**CONTACTING YOUR INSTRUCTOR.** Canvas and email will be frequently used modes of communication between the professor and students outside of class hours. 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 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. Generally, students can expect a response to their email or message within 48-72 hours. Immediate responses should not be expected; as such, if students have questions about the course or assignments, they are encouraged to ask questions during class time, or arrange time outside of class with the instructor well in advance of the due date.

## VIII. UNIVERSITY POLICIES

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

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

**DISABILITY ACCOMODATION 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: <http://diversity.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.

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

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

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

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

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

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

**POLICY ON SCHOLASTIC DISHONESTY.** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <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.

**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>.

**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 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.

**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.

**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

All prep material, assignment guidelines, grading rubrics, and other essential information for this course are in Canvas; please check Canvas regularly. Note that this schedule is intended only as a guide and is subject to change. Changes to this schedule are made at Professor Guajardo's discretion and as circumstances require. Changes will be announced with as much advance notice as possible. It is the student's responsibility to note changes when announced. You will need to keep up with the textbook reading on your own as we won't cover everything in class. The textbook is to be considered as "background reading" – in other words, read it before class, and if it covers new or unfamiliar concepts for you, then re-read and study it more carefully on your own time. Please come to class with at least an outline of the day's topic.

WK	Date	Topic(s)	Prep Material (to be completed by class time)	Assignment(s) Due
<b>GETTING CENTERED</b>				
1	1/11	Course and Syllabus Review Review Use of Self and Ethics	See Canvas (Module 1)	<b>Practice:</b> None <b>Field:</b> None
<b>ADVOCACY</b>				
2	1/18	The Unified Model of Advocacy Practice Social Work Ethics, Values, and Advocacy Practice for Social Justice	See Canvas (Module 2)	<b>Practice:</b> None <b>Field:</b> (F) Journal 1
3	1/25	Advocacy: Getting Involved, Understanding the Issue and Mapping a Plan Leadership Skills	See Canvas (Module 3)	<b>Practice:</b> None <b>Field:</b> (F) Journal 2
4	2/1	Advocating Through Education, Persuasion, and Negotiation Presenting Your Information Effectively	See Canvas (Module 4)	<b>Practice:</b> (P) Advocacy Proposal <b>Field:</b> (F) Journal 3(short) (F) Learning Contract – uploaded to Canvas
5	2/8	Evaluating Advocacy & Ongoing Monitoring	See Canvas (Module 5)	<b>Practice:</b> None <b>Field:</b> (F) Journal 4
6	2/15			<b>Practice:</b>

		Group Advocacy Presentations	See Canvas (Module 6)	(P) Group Advocacy Presentation (due at start of class)  <b>Field:</b> (F) Journal 5 (short)
<b>PRACTICE THEORIES</b>				
7	2/22	Making the Theory to Practice Connection  Discourse Analysis  Anti-Oppressive Practice	See Canvas (Module 7)	<b>Practice:</b> None  <b>Field:</b> (F) Journal 6 (F) Process Recording 1 *Mid-term evals should be underway*
8	3/1	Relationship-based, Strengths, and Solution-Focused Practice	See Canvas (Module 8)	<b>Practice:</b> None  <b>Field:</b> (F) Journal 7
9	3/8	Video Role-Play Review & Feedback  *Full Class Does Not Meet*	See Canvas (Module 9)	<b>Practice:</b> (P) Video Role-play Recording Due (P) Video Role-play Critique Paper (due by 11:59 pm on Friday, 3/10)  <b>Field:</b> (F) Journal 8 (creative or short) (F) Mid-term Evaluation
10	3/15	<b>Spring Break – No Class!</b>		
11	3/22	Attachment Theory  Interpersonal Neurobiology  Narrative Theory and Metaphors	See Canvas (Module 11)	<b>Practice:</b> None  <b>Field:</b> (F) Journal 9
12	3/29	Crisis & Trauma Theory  Adaptive Information Processing Theory (AIP) & EMDR Therapy	See Canvas (Module 12)	<b>Practice:</b> (P) Final Case Analysis  <b>Field:</b> (F) Journal 10 (short)
13	4/5	Theory Groups 1 & 2	See Canvas (Module 13)	<b>Practice:</b> Presentation (due at start of class)  <b>Field:</b> (F) Journal 11 (creative or short)
14	4/12	Theory Groups 3 & 4	See Canvas (Module 13)	<b>Practice:</b> Presentation (due at start of class)  <b>Field:</b> (F) Journal 12 (creative or short)

15	4/19	<p>LAST CLASS!</p> <p>Moments of Excellence and End-of-Semester Celebrations</p>	See Canvas (Module 15)	<p><b>Practice:</b> None</p> <p><b>Field:</b> (F) Process Recording 2 <u>*All remaining field assignments (final evaluation, self-reflection narratives, and field hours are due by Friday, April 28<sup>th</sup>. *</u></p>
----	------	--	------------------------	--

## X. BIBLIOGRAPHY

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.  
<https://doi.org/10.5175/jswe.2009.200700109>

Blackstock, C. (2011). The Emergence of the Breath of Life Theory. *Journal of Social Work Values and Ethics*, 8(1).

Blakely, T. J., & Dziadosz, G. M. (2015). Application of attachment theory in clinical social work. *Health & Social Work*, 40(4), 283–289. <https://doi.org/10.1093/hsw/hlv059>

Coffey, D. S. (2022, October 19). Grand Challenges for Social Work. Retrieved November 20, 2022, from <https://grandchallengesforsocialwork.org/>

Comstock, D. L., Hammer, T. R., Strengsch, J., Cannon, K., Parsons, J., & II, G. S. (2008). Relational-cultural theory: A framework for bridging relational, Multicultural, and Social Justice Competencies. *Journal of Counseling & Development*, 86(3), 279–287.  
<https://doi.org/10.1002/j.1556-6678.2008.tb00510.x>

Corcoran, K., & Lankton, S. R. (2015). The Use of Therapeutic Metaphor in Social Work. In *Social Workers' Desk Reference* (3rd ed., pp. 629–639). essay, Oxford University Press.

Corcoran, K., & Mizrahi, T. (2015). Community Organizing Principles and Practice Guidelines. In *Social Workers' desk reference* (3rd ed., pp. 894–906). essay, Oxford University Press.

Corcoran, K., Ishizuka, K., & Husain, A. (2015). Anti-oppressive Practices. In *Social Workers' desk reference* (3rd ed., pp. 969–980). essay, Oxford University Press.

Corcoran, K., Rosenzweig, J. M., & Sundborg, S. A. (2015). The Neurobiology of Toxic Stress, Implications for Social Work Practice. In *Social Workers' desk reference* (3rd ed., pp. 292–300). essay, Oxford University Press.

Corcoran, K., Vonk, E., & Early, T. J. (2015). Cognitive-behavioral Therapy. In *Social Workers' desk reference* (3rd ed., pp. 257–262). essay, Oxford University Press.

Finn, J. L. (2021). *Just practice: A social justice approach to Social Work*. Oxford University Press.

- French, B. H., Lewis, J. A., Mosley, D. V., Adames, H. Y., Chavez-Dueñas, N. Y., Chen, G. A., & Neville, H. A. (2019). Toward a psychological framework of radical healing in communities of color. *The Counseling Psychologist*, 48(1), 14–46. <https://doi.org/10.1177/00111000019843506>
- Hardina, D. (2014). The use of dialogue in community organization practice: Using theory, values, and skills to guide group decision-making. *Journal of Community Practice*, 22(3), 365–384. <https://doi.org/10.1080/10705422.2014.929060>
- Healy, K. (2022). *Social work theories in context: Creating frameworks for practice* (3rd ed.). Bloomsbury Academy.
- Hoefer, R. (2019). *Advocacy practice for social justice* (4th ed.). Oxford University Press.
- Johnson, S. M. (2019). *Attachment theory in practice: Emotionally focused therapy (Eft) with individuals, couples, and families*. The Guilford Press.
- Klemmer, C. L., & McNamara, K. A. (2019). Deep ecology and ecofeminism: Social work to address global environmental crisis. *Affilia*, 35(4), 503–515. <https://doi.org/10.1177/0886109919894650>
- McCormick, A., Scheyd, K., & Terrazas, S. (2018). Trauma-informed care and LGBTQ youth: Considerations for advancing practice with youth with trauma experiences. *Families in Society: The Journal of Contemporary Social Services*, 99(2), 160–169. <https://doi.org/10.1177/1044389418768550>
- National Association of Social Workers, Texas Chapter. (n.d.). NASW/TX Advocacy Toolkit. Austin; National Association of Social Workers, Texas Chapter. PDF retrieved from [https://cdn.ymaws.com/www.naswtx.org/resource/resmgr/Advocacy\\_Toolkit\\_NASWTX.pdf](https://cdn.ymaws.com/www.naswtx.org/resource/resmgr/Advocacy_Toolkit_NASWTX.pdf)
- Ortega, R., & Garvin, C. D. (2019). *Socially just practice in groups: A social work perspective*. SAGE Publications, Inc.
- National Association of Social Workers. (2020). *Code of ethics of the National Association of Social Workers*.
- Porges, S. W. (2011). *Polyvagal theory: Neurophysiological foundations of emotions, attachment, communication, and self-regulation*. W. W. Norton & Company.
- Schneider, D. A., & Grady, M. D. (2014). Conscious and unconscious use of self: The evolution of a process. *Psychoanalytic Social Work*, 22(1), 52–70. <https://doi.org/10.1080/15228878.2013.869177>
- Shapiro, F., & Solomon, R. (2017). Eye movement desensitization and reprocessing therapy. *APA Handbook of Trauma Psychology: Trauma Practice* (Vol. 2.), 193–212. <https://doi.org/10.1037/0000020-009>
- Siegel, D. J. (2020). *The developing mind: How relationships and the brain interact to shape who we are*. Guilford Press.
- Singer, J. B. (Host). (2007, October 24). Family psychoeducation: An interview with Carol Anderson. [Episode 27]. *Social Work Podcast*. Podcast retrieved from <http://socialworkpodcast.blogspot.com/2007/10/family-psychoeducation-interview-with.html>

- Steelman, S. M. (2016). Externalizing identities: An integration of narrative therapy and queer theory. *Journal of Family Psychotherapy*, 27(1), 79–84. <https://doi.org/10.1080/08975353.2016.1136549>
- Suárez-Orozco Carola, Abo-Zena, M. M., & Marks, A. K. (2015). *Transitions: The development of children of immigrants*. New York University Press.
- Sweitzer, H. F., & King, M. A. (2004). Framing the Experience: The Developmental Stages of an Internship. In *The successful internship: Transformation and empowerment in experiential learning*. essay, Brooks/Cole.
- Swenson, C. R. (1998). Clinical social work's contribution to a social justice perspective. *Social Work*, 43(6), 527–537. <https://doi.org/10.1093/sw/43.6.527>
- Van den Bosch, M. (2017). Natural Environments, health, and well-being. *Oxford Research Encyclopedia of Environmental Science*. <https://doi.org/10.1093/acrefore/9780199389414.013.333>
- Walsh, J. (2013). *Theories for Direct Social Work Practice* (3rd ed.). Cengage Learning.
- Yalom, I. D., & Leszcz, M. (2021). *The theory and practice of group psychotherapy*. Basic Books.