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

Course Number:	SW 383T	**Instructor:**	Anita Guajardo, LCSW-S
Unique Number:	60225		Clinical Assistant Professor
Semester:	Spring 2024	**Pronouns:**	she | her | ella
Meets:	Wednesdays	**Office:**	SSW 3.124B
Social Work Practice I:	8:30 -11 am	**Email:**	anita.guajardo@austin.utexas.edu
Field Seminar:	11:15 am – 12:30 pm	**Office Hours:**	By appointment
Meeting Place:	SSW 2.118		

Social Work Practice II

I. STANDARDIZED COURSE DESCRIPTION

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

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

II. STANDARDIZED COURSE OBJECTIVES

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 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.

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
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

I've designed this course to be inclusive and respectful of the impact of diverse experiences and backgrounds on our classroom environment. I'll be using various pedagogical approaches, emphasizing experiential learning, critical compassion, and trauma-informed pedagogies that align with the values and principles of social work. I'll teach through various interactive methods, including audio-visual materials, lectures, readings, class discussions, guest speakers, self-reflection, writing, collegial consultation, small group activities, and role-plays. I encourage you to engage with the course material at a level that feels appropriate to you, using critical thinking skills, creativity, and taking learning-centered risks.

As your instructor, I am committed to upholding social work values by promoting self-awareness, reflection, expression, and choice. I understand you come from unique experiences and backgrounds, and I value and respect this diversity. During class discussions, we will have the opportunity to explore personal values, beliefs, and life experiences. Maintaining confidentiality to engage with each other in a spirit of experiential, critical compassion is important. I can answer questions, provide feedback, and schedule individual meetings to support your learning and personal development.

This course will use Canvas, a course management system that is password-protected and can be accessed at http://canvas.utexas.edu. It will be used for confidential communication, accessing readings outside the main text, submitting assignments, and accessing assignment guidelines. You can get 24/7 assistance by contacting Canvas Help at 855-308-2494. It is highly recommended that you set up Canvas notifications for announcements and inform me, your instructor, of any learning barriers you may face so we can work together to resolve them.

I understand that some students may have a documented disability, whether physical or cognitive and require academic accommodations to succeed in their studies. If you are in this situation, I encourage you to request an official letter outlining authorized accommodations as soon as possible. To obtain the necessary accommodation letters, you can contact Services for Students with Disabilities in the Office of the Dean of Students at 471-625 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing). Additionally, I strongly encourage you to speak directly with me, your instructor, about your accommodation needs as early on as possible so that I can best support you throughout your academic journey.

At all times, our goal is to provide the necessary accommodations and support to help you achieve your academic goals. Please do not hesitate to reach out if you have any questions or concerns.

IV.   REQUIRED TEXT AND MATERIALS

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.

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

V.   COURSE REQUIREMENTS

Completing the assignments listed below is important to successfully achieving the goals of this course. Though the descriptions may seem brief, detailed assignment guides will be posted on Canvas and discussed in class. If you have any questions about the assignments, don't hesitate to bring these to class or office hours.

Circle Chats: Reflexive Practice and Discourse Engagement   **Due: Various**

You will actively engage in 8 Circle Chats, a series of small group discussions to foster reflexive practice, meaningful discourse engagement, and the practical integration of class readings, supplementary materials, and resources available through Canvas. These dialogues will be completed at the start of class and are more than just participation; they serve as a way to improve your understanding of the course content and integrate your insights with social work practice. Participating in Circle Chats supports a holistic approach to competence, blending knowledge, values, skills, cognitive and affective processes, critical thinking, and ethical leadership to cultivate effective and ethical social work practice.

Video Role-Play with Practice Reflection   **Due: 3/20 & 3/24**

You will record a 20 – 30-minute role-play with a classmate that simulates a working client relationship's action and accompaniment phase. This activity is tailored to showcase your intervention skills. You will choose a 5-minute role-play segment to present to a small peer group for feedback. This process aims to enhance self-awareness, promote constructive feedback, and encourage gracious feedback reception. Finally, you will prepare a reflection on your role-play and peer feedback experience.

Advocacy Group Practice and Reflection   **Due: By 3/31**

The purpose and benefit of this assignment are to empower you with the knowledge, skills, and practice to drive meaningful change in social work through advocacy. You will also have the opportunity to practice leadership and task-group skills. You have the opportunity to choose between two options for this assignment:

Option A) Social Work Advocacy Day (SWAD), offers hands-on legislative advocacy experience alongside peers and professionals.

Option B) Involves creating an advocacy presentation using Richard Hoefer's approach to advocacy, enhancing your ability to address social issues effectively in your future practice.

Practice Theory Group Presentation   **Due: 4/3 & 4/10**

This assignment allows you to further enhance your research, critical thinking, and presentation skills while gaining additional expertise in applying a social work practice theory. Additionally, it offers you a chance to develop your effective task group membership skills. You will work collaboratively in a small

group to create a project culminating in a "professional staff development training" on a skill-based application of a practice theory for the class.

Final Case Analysis   **Due: 4/29**

To help you consolidate the professional knowledge and skills you have 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 measure your implementation of knowledge, skills, values, and/or cognitive and affective processes in five competency areas: demonstrate ethical and professional behavior, and engage, assess, intervene, and evaluate practice with individuals, families, and groups. The case, questions, and guidelines will be posted on Canvas the week after Spring Break and are due at the semester's end.

Course Assignment		Due Date
Circle Chats: Reflexive Practice and Discourse Engagement	**20**	In Class, Weekly
Video Role-Play with Practice Reflection	**20**	3/20 & 3/24
Advocacy Group Practice and Reflection	**20**	By 3/31
Practice Theory Group Presentation	**20**	4/3 & 4/10
Final Case Analysis	**20**	4/29
TOTAL	**100**	

VI.   CLASS POLICIES

Ways to Connect: To ensure that our discussions are convenient for everyone, we will primarily use Canvas for communicating outside of class time, with email (anita.guajardo@austin.utexas.edu) as a secondary option for connecting, but both are effective ways to reach out.

Incorporating self-sustainability, demonstrating sustainable actions, and establishing clear boundaries is crucial for effective and genuine teaching. I make an effort to answer emails and messages within 48-72 hours, but there may be instances when I am unable to respond right away (like on the weekend). I am grateful for your understanding, patience, and willingness to collaborate in case this happens. Occasionally, questions about assignments arise that need clarification, so I kindly request that you raise any concerns or inquiries you have about the course or assignments during class. However, if you require additional support or want to discuss something privately, I am available during office hours or can arrange a Zoom meeting. Please reach out with as much prior notice as possible to ensure we have adequate time to address your concerns effectively.

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

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

Anti-Racism, Diversity, Equity, Inclusion, and Accessibility: I am committed to creating a classroom atmosphere that promotes and acknowledges diversity, equity, and inclusion. In social work, we have a responsibility to acknowledge and respect the multitude of factors that shape and impact every person, including age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Therefore, diverse perspectives are necessary for strengthening competency and professional growth, and all students deserve equal access to learning opportunities and a sense of belonging in their learning environments. As individuals and as a collective, it is essential to prioritize self-awareness and reflection, recognize our biases, and make efforts to self-correct. We must approach the lifelong journey of learning and unlearning with humility and a commitment to upholding these principles.

Civility: Civility is key to creating a respectful and inclusive environment where we can openly share our thoughts and embrace different perspectives. By treating each other with kindness, empathy, and respect, we create a safe space for all to participate. As future social work professionals, practicing civility is integral to our academic and professional growth. I encourage constructive discussions, active listening, and approaching disagreements with an open mind. Embracing civility enhances our ability to collaborate, advocate for social justice, and promote inclusivity. We can uphold the principles of civility by refraining from disrespectful or discriminatory language, engaging respectfully, and valuing diverse perspectives. Differences in opinion offer opportunities for growth and learning. Let's engage in thoughtful dialogue that contributes to a respectful and inclusive learning environment. Together, we will practice creating communities that are nurturing, respectful, understanding, and collaborative.

Confidentiality: Sharing stories is a valuable aspect of our learning journey, whether they come from professional or personal experiences. This diversity enriches our classroom and creates a safe and respectful environment. Please respect the confidentiality of these shared stories, as it allows for a comfortable and trustworthy space. Be mindful and do not disclose any identifying details about your peers' stories. Respecting confidentiality is crucial in establishing an environment of trust, empathy, and personal growth. It is through these collective experiences that we can enhance our comprehension and evolve as social work professionals.

As an instructor, however**, I am responsible for reporting any concerns related to Title IX**, which prohibits discrimination based on sex, including sexual harassment and assault. If any potential Title IX concerns arise, I am obligated to take appropriate action to ensure the well-being of our community members. If you have any inquiries or apprehensions regarding confidentiality or the Title IX reporting procedure, feel free to reach out to me.

Managing Your Time: The course syllabus and Canvas have strategically placed due dates to ensure that you stay on track throughout the semester. Submitting your assignments consistently allows you to receive feedback and make any necessary changes. The assignment due dates are intentionally set to enable you to incorporate course material into your work as the course progresses. This also allows me

to provide feedback at a pace that promotes a collaborative learning experience. Late assignments will not result in penalties, but if you need more time to complete a task, please email me beforehand with a specific submission date. This process offers the flexibility to complete all work within a timeframe that suits your schedule while recognizing the importance of prompt feedback. If any issues arise with submissions, I may request a meeting with you to address any barriers that may affect timely completion.

Assignments: In this course, you have the freedom to choose how you submit most of your assignments. This will include flexibility for submission dates and, with some assignments, whether you decide to submit in written, video, audio, slideshow format, or some other creative approach, the content and presentation quality benchmarks remain constant. Treat each assignment as an opportunity to create a professional portfolio that showcases your skills and knowledge to potential employers. Regardless of your format, citing your sources and references in a bibliography is crucial to ensure compliance with university plagiarism policies. By presenting your work thoughtfully and upholding academic integrity, you satisfy the course requirements and cultivate vital skills for your future as a social worker. If you have any questions or require clarification on assignment submissions, please get in touch with me for assistance. Remember, your assignments reflect your capabilities and potential. Take pride in presenting your knowledge and ideas in a way that demonstrates your commitment to excellence in the field of social work.

Unanticipated Distress: Tt's important to remember that you might come across course materials that could elicit unanticipated and upsetting responses. I understand that dealing with such situations can be tough, but rest assured that you are not alone. It is essential to let me know about your support requirements, so I can be there for you and assist you in participating in the course activities in a supportive manner.

Additionally, if you require counseling, I encourage you to contact a service provider of your choice. The UT Counseling Center can be reached at 512-471-3515, or you can access their services online at https://cmhc.utexas.edu/. Remember, taking care of your mental health is just as important as your academic success.

Student Feedback: I welcome you to provide feedback on your learning experience and my teaching strategies in informal as well as formal ways, including during class, office hours, and our mid-term course evaluation. It's important for me to know how you are reacting to what is taking place in class, ensuring that collectively, we can create a dynamic and effective learning community.

Classroom Courtesy: As a courtesy to the class that meets after our class, please dispose of trash and return the chairs and desks to rows or some organized arrangement.

VII.   UNIVERSITY POLICIES

Grading Scale

[No A+] 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- *minimum to pass course*	67.0 to 69.999 D+ 64.0 to 66.999 D 60.0 to 63.999 D- Below 60.0 F

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

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

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

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

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

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

Steve Hicks School of Social Work Policies

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

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

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

Policy on Social Media and Professional Communication. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that

privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

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

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

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

Resources, Prevention of Discrimination, and Safety

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

Behavior Concerns and Covid-19 Advice Line (BCCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or

visit https://safety.utexas.edu/behavior-concerns-advice-line. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

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

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

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

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

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

Emergency Evacuation Policy. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:
- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.

- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

VIII.   COURSE SCHEDULE

This schedule is intended only as a guide and is subject to change. Required and recommended weekly readings and other preparatory material will be posted on Canvas.

WK	Date	Topic(s)	Prep Material	Assignment Due
		MODULE 1: PREPARE		
1	Wed 1/17	Starting with Context: Course Kickoff and Dynamic Social Work Practice	Refer to Canvas.	Circle Chat 1
2	Wed 1/24	Tracing the Roots: Historical Context and Discourse Shaping Social Work Theories	Refer to Canvas.	Circle Chat 2
3	Wed 1/31	Adapting and Advancing: Alternative Discourse, Task-centered Practice, and Advocacy in Social Work	Refer to Canvas.	
4	Wed 2/7	Advocacy and Ethics: The Intersection of Historical Context, Discourse, Theory, and Practice	Refer to Canvas.	Circle Chat 3
5	Wed 2/14	Advocacy Mapping: Progressing from Acknowledgement to Purposeful Action **Guest:** Clinical Assistant Professor Starla Simmons, LCSW-S	Refer to Canvas.	Circle Chat 4
6	Wed 2/21	Role-Play Recording Day	Refer to Canvas.	
7	Wed 2/28	Advocate's Toolbox: Strategies for Education, Persuasion, and Presentation **Guest:** Clinical Assistant Professor Patrick Lloyd, LMSW	Refer to Canvas.	Circle Chat 5
8	Wed 3/6	Critical Perspectives in Social Work: Understanding Structural Contexts and Post-Theories **Guest:** Bryan Mares, MSW	Refer to Canvas.	Circle Chat 6

9	Wed 3/13	No Class – Spring Break – Enjoy!		
10	Wed 3/20	Role Play Peer Group Viewings	Refer to Canvas.	Video Role Play Due By Start of Class, Video Role-Play Practice Reflection Due by 3/24
11	Wed 3/27	Critical Perspectives in Social Work: Understanding Structural Contexts and Post-Theories	Refer to Canvas.	Circle Chat 7 Advocacy Group Practice and Reflection Due: by 3/31
12	Wed 4/3	Theory Group Presentations: Groups 1 & 2	Refer to Canvas.	Practice Theory Group Presentation
13	Wed 4/10	Theory Group Presentations: Groups 3 & 4	Refer to Canvas.	Practice Theory Group Presentation
14	Wed 4/17	Advocacy Evaluation & Monitoring	Refer to Canvas.	Circle Chat 8
15	Wed 4/24	Moments of Excellence & End-of-Term Celebrations	Refer to Canvas.	Final Case Analysis Due by 4/29

IX.   BIBLIOGRAPHY

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