

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

Course Number: SW 383T	Instructor: Anita Guajardo, LCSW-S
Unique Number: 61045	Pronouns: She Her Ella
Semester: Spring 2025	Office: WWH 420.15
Meets: Wednesdays 8:30 – 12:30 pm	Email: anita.guajardo@austin.utexas.edu
Meeting Place: JES A218A	Office Hours: Wednesdays 12:30 – 1:30 pm (and by appointment)

Social Work Practice II

I. STANDARDIZED COURSE DESCRIPTION

Catalog Description

This course builds upon Social Work Practice I by deepening students' knowledge in the application of theory and practice methods for effective and ethical service delivery to individuals, families, groups, organizations, and communities. In the spring semester, this course is taught in conjunction with Field II. Three lecture hours a week for one semester.

Prerequisite: Graduate standing in social work and concurrent enrollment in Social Work 384S, or graduate standing and consent of instructor or the graduate adviser.

Course Overview

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

II. STANDARDIZED COURSE OBJECTIVES

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

1. Critically analyze social work values, ethical dilemmas, and ethical decision-making and their impact on service delivery, policy, and practice;
2. Identify, critique, apply, and evaluate relevant social work theories and methods from an antiracist, anti-oppressive, and strengths-based generalist perspective for effective service delivery to individuals, families, groups, organizations, and communities;

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

EPAS Competencies

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

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

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

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

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

Competency 6: Engage with Individuals, Families & Groups

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

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

Competency 7: Assess Individuals, Families & Groups

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

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

Competency 8: Intervene with Individuals, Families & Groups

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

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

Competency 9: Evaluate Practice with Individuals, Families & Groups

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

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

III. TEACHING METHODS

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.

Hoefler, 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 participate in 6 "circle chats" this semester, a series of small group in-class discussions meant for practicing reflexive practice, meaningful discourse engagement, and integrating class readings and supplementary materials available through Canvas. Each circle chat will have a discussion prompt or activity outlined in a corresponding "Discussions" post in Canvas. This assignment is intended for you to engage in ethical and conscientious practice, developing and enhancing skills such as self-regulation, self-awareness, critical reflection, effective communication, and building relationships.

Video Role-Play with Practice Reflection

Due: 3/20 & 3/24

To support skill development and practice, you will record and submit a 30-to-45-minute role-play exercise with a classmate that simulates an initial client interaction. This multi-part assignment is designed to demonstrate your intervention skills. You will choose a 5-minute role-play segment to present to a small peer group for viewing and feedback. This process aims to deepen self-awareness, promote constructive feedback, and encourage gracious feedback reception. Finally, you will complete a reflection evaluating your skills practice and your experience with peer feedback.

Advocacy Practice and Reflection

Option A: Reflection Due 3/14

Option B: Reflection Due 4/18

The purpose of this assignment is to equip you with the knowledge, skills, and experience needed to create meaningful change in social work through advocacy. It also provides a chance to practice leadership and task-group skills. You will have the option to choose between two different approaches for this assignment.

Option A: Attend Social Work Advocacy Day (SWAD) on Friday, March 7th, 2025.

Option C: Join an existing advocacy initiative or start your own. You may also incorporate advocacy practice into your macro project for Field Instruction II to fulfill this assignment.

After completing either of these two options, you'll submit a reflection on your advocacy experience.

Practice Theory Group Presentation

Training Packets Due: 4/4

In-class Presentations: 4/9

In-class Presentations: 4/16

This assignment allows you to further practice your research, critical thinking, and presentation skills while gaining additional skills 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: 4/28

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.

Course Assignment	Due Date
Circle Chats: Reflexive Practice and Discourse Engagement	Refer to the course schedule.
Video Role-Play with Practice Reflection	Video: 2/11 Reflection: 2/21
Advocacy Practice and Reflection	Option A (SWAD) Reflection: 3/14 Option B Reflection: 4/18
Practice Theory Group Presentation	Training Packet: 4/4 In-class Presentation: 4/9 & 4/16
Final Case Analysis	4/28

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 about the course or assignments during class. However, if you need 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 professional learning and skills practice. 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 and follow the guidelines below:

1st absence: Meet up with a peer to review the learning for that day. You're welcome and encouraged to email me to schedule a time to practice/role play/discuss any additional items.

2nd absence: Meet up with a peer to review learning for that day. Email me a few times you can meet to schedule a time for us to review your learning and any barriers to attendance for the rest of the semester.

3rd absence: If this happens, you might be getting close to overextending. Email me a few times you can meet to schedule a time for us to review your learning. Please bring ideas to share how you will demonstrate learning objectives/competencies. This could include additional assignment like a reading/journal/role play/process recording/creating an activity for use with clients/etc.

4th absence: If this happens, you might be overextended. Email me a few times you can meet to schedule a time for us to assess if you are going to be able to meet the learning objectives/competencies for the semester. Again, be prepared with a plan for how you will catch up and demonstrate learning. If you have 4 or more absences in a semester, this class may not be the best fit for you at this time and we can discuss options together.

There are numerous ways to demonstrate participation, depending on your learning style.

Upholding Social Work Values: Practicing the values and principles of our profession is essential for creating a respectful and inclusive environment where we can openly share our thoughts and embrace diverse perspectives. By treating one another with kindness, empathy, and respect, we foster a safe space for everyone to participate. As future social work professionals, integrity in adhering to social work values and principles is vital to your academic and professional growth.

I encourage constructive and respectful discussions, active listening, and approaching disagreements with an open mind. Embracing respect and practicing grace enhances our ability to collaborate, advocate for social justice, and promote inclusivity. This can be accomplished by avoiding disrespectful or discriminatory language, engaging in respectful dialogue, and valuing various perspectives.

Differences in opinion provide valuable opportunities for growth and learning. Therefore, let's engage in thoughtful dialogue that contributes to a respectful and inclusive learning environment. I encourage you to reach out with any concerns regarding these practices. In turn, I will also reach out to discuss any challenges I observe in this area, as open communication is key to our collective success.

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 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 contact me.

Managing Your Time: The assignment due dates are intentionally set to help you integrate course material into your work throughout the semester. This thoughtful structure not only facilitates your learning but also allows me to provide timely feedback that enhances our collaborative environment. If you find that you need extra time for an assignment, please reach out to me in advance with a specific proposed submission date. It's important to note, however, that some in-class assignments cannot be made up, as they offer unique experiences that are challenging to replicate later. Additionally, many assignments this semester are collaborative and structured in a way that impacts your peers, simulating the practices you'll encounter in the professional world after graduation. If you experience any issues with submissions, I may ask to meet with you to discuss any barriers that could be affecting your time management.

Assignments: In this course, you have freedom for how you participate, complete, and submit 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.

Technology Use in the Classroom: Practice II is a practical course, and active participation is key to successful learning. In today's world, learning occurs in both virtual and physical spaces. This course provides minimal handouts and relies heavily on the use of Canvas during class. Therefore, please make sure to bring a device to class. You are welcome to have your laptops open for note-taking and to access materials throughout class for our course. Please be respectful when using your devices for checking and sending personal messages during class time.

Unanticipated Distress: It's important to remember that you might encounter course materials that elicit unexpected and upsetting responses. I understand that managing such situations can be tough, but know that you are not alone. It is essential to let me know about the support you need so I can 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+]		87.0 to 89.999	B+	77.0 to 79.999	C+	67.0 to 69.999	D+
94.0 and Above	A	84.0 to 86.999	B	74.0 to 76.999	C*	64.0 to 66.999	D
90.0 to 93.999	A-	80.0 to 83.999	B-	70.0 to 73.999	C-	60.0 to 63.999	D-
				<i>*minimum to pass course</i>		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://disability.utexas.edu/>. 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 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 <https://safety.utexas.edu/behavior-concerns-advice-line>.

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.

W K	Date	Topic(s)	Prep Material	Assignment Due
1	Wed 1/15	Course Kickoff! Dynamic Social Work Practice & Action and Accompaniment Part 2: Facilitating Change	Refer to Canvas.	
2	Wed 1/22	Tracing the Roots: Discourse Shaping Social Work Theories & Introduction to Social Work Groups	Refer to Canvas.	Circle Chat 1 (in-class)
3	Wed 1/29	Managing Barriers to Change & Suicide Assessment and Response Skills & Team Teach Day: Wednesday Practice II Cohorts	Refer to Canvas.	
4	Wed 2/5	Adapting and Advancing: Alternative Discourse, Task-centered Practice, and Advocacy in Social Work Guest: TBA	Refer to Canvas.	Circle Chat 2 (in-class)
5	Wed 2/12	Video Role-Play Viewing Day (Only attend for your viewing time.)	Refer to Canvas.	Video Role-Play: Video Only Due by Tuesday, 2/11
6	Wed 2/19	Balancing Micro and Macro Social Work Practice & School Social Workers Conference – No Class	Refer to Canvas.	Video Role-Play: Reflection Due by Friday, 2/21
7	Wed 2/26	Advocacy and Ethics: The Intersection of Historical Context, Discourse, Theory, and Practice Guest: Bryan Mares, MSW with Wednesday Practice II Cohorts	Refer to Canvas.	Circle Chat 3 (in-class)
8	Wed 3/5	Advocacy Mapping: Progressing from Acknowledgement to Purposeful Action Managing Microaggressions in Social Work Practice Guest: Rene Gaitan, LCSW-S	Refer to Canvas.	Circle Chat 4 (in-class) Social Work Advocacy Day (SWAD) on Friday, 3/7
9	Wed 3/12	Advocate's Toolbox: Strategies for Education, Persuasion, and Presentation Guest: TBA	Refer to Canvas.	Circle Chat 5 (in-class) Social Work Advocacy Day Reflection (if you attended SWAD) Due by Friday, 3/14

10	Wed 3/19	No Class – Spring Break – Enjoy!		
11	Wed 3/26	Critical Perspectives in Social Work: Understanding Structural Contexts and Post-Theories & Final Case Analysis: In-class Analysis and Consultation Practice Guest: TBA	Refer to Canvas.	Circle Chat 6 (in-class)
12	Wed 4/2	Advocacy Evaluation & Monitoring	Refer to Canvas.	Theory Presentation Packets Due by Friday, 4/4
13	Wed 4/9	Two Theory Group Presentations Today (will be determined, lottery-style, on 1/15)	Refer to Canvas.	In-class Theory Presentations
14	Wed 4/16	Two Theory Group Presentations Today (will be determined, lottery-style, on 1/15)	Refer to Canvas.	In-class Theory Presentations Final Case Assessment Due by Friday, 4/18 Advocacy Practice Reflection (If you did not attend SWAD) Due by Friday, 4/18
15	Wed 4/23	Evaluations & End-of-Term Celebrations	Refer to Canvas.	

IX. 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).

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