

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

**Course number:** SW 383T

**Unique number:** 61055

**Semester:** Spring 2025

**Meeting time/place:** Wednesdays  
8:30-11:30am,  
Field Seminar 11:30am-  
12:30pm WWH 102A

**Instructor:** Tammy Linseisen, ACSW,  
LCSW-S (*She/Her*)

Clinical Professor

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**Office hours:** Wednesdays 12:30-1:00 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. 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

*Compassionate pedagogy* is the foundation of good teaching- “a great teacher with a strong connection to a student makes all the difference” (Lipka, 2019, p.12).

This course is taught using a Compassionate Pedagogy approach. From the Baylor University website, “Compassionate pedagogy is a collection of teaching practices designed to foster human connection, communication, and wellbeing. The approach revolves around listening to students’ lived experiences and offering flexibility to accommodate their struggles.” <https://www.baylor.edu/atl/index.php?id=984876>

Considering this approach, I teach using a variety of teaching methods to foster a stimulating, creative and collaborative learning community. These methods intentionally draw on diverse pedagogical approaches to be inclusive of a variety of learning styles; activities include readings, writings, small group discussions, role- and real-play, lectures, videos, in-class group activities, learning activities in the community and self-reflection. Experiential learning that builds upon your field instruction will be emphasized.

For a meaningful experience in this class, you are encouraged to actively participate, take risks, stretch your creativity, apply your critical thinking skills, and attend class regularly. This course will highlight diverse perspectives of thought and will encourage you to engage in new ways of thinking that may be represented by speakers, the professor, and classmates from diverse backgrounds. You are encouraged to ask questions, raise issues, provide the instructor with feedback, and meet with me individually as needed to enhance your learning.

In this course if you find any number of my approaches to teaching as new to you, I welcome conversation around these approaches. These are designed to support a community of compassion, a community of connection, and a community of lifelong learners.

This class also will be taught using an anti-racist pedagogical lens. That means that we will: 1) disrupt assumptions about the ‘objectivity’ of knowledge; 2) develop awareness and reflection of our individual social positions; 3) decenter authority so that even as the professor, I am engaged in the learning process with you; 4) critically think, analyze, synthesize, and apply ideas, drawing on individual and collective student and professor experiences; and 5) emphasize collaboration over competition.

#### **Accessibility statement**

I am striving to create a learning experience that is as inclusive and accessible as possible. If you anticipate any issues related to format, materials, or requirements for this course, please schedule a time to meet with me so can explore potential options. Students with disabilities may also wish to work with the Office of Accessible Education and Student Support to discuss a range of options to removing barriers in this course, including official accommodations. You can visit their website for contact and additional information: <https://disability.utexas.edu/>. If you have already been approved for accommodations through the Office of Disability and Access, please meet with me so we can develop an implementation plan together.

#### IV. REQUIRED TEXTS AND MATERIALS

Hepworth, D., Der Vang, P., Blakey, J.M., Schwalbe, C., Evans, C.B.R., Rooney, R., Rooney, G., & Strom, K. (2023). *Direct social work practice: Theory and skills*. (11th ed.). Boston: Cengage Learning.

Recommended:

Wing Sue, D., Rasheed, M. N., Rasheed, J. M. (2016). *Multicultural Social Work Practice* (2nd ed.). John Wiley & Sons, Inc.

All required readings listed on the class schedule that are not found in the required texts will be available on Canvas. If readings are added to the reading list after the beginning of the class semester, you will be notified by the professor, generally by email.

#### V. COURSE REQUIREMENTS

Community Group Assessment	50 pts
Advocacy Project	50 pts
Video Real Play and Reflective Critique	50 pts
Social Work Practice Theory Application	50 pts
Final Case Analysis	50 pts
Class Participation and Preparedness	50 pts
<b>Total</b>	<b>= 300 pts</b>

I will provide detailed assignment learning objectives and instructions, including expected demonstration of content mastery and skill development, in a separate handout. All assignments will be discussed in detail in class and I encourage you to meet with me if you have any questions about the assignments. Grading sheets with point allocation will be provided with the assignment guidelines. You will be assigning yourself grades for your assignments, grading yourself on depth and quality of required content, creativity and critical thinking skills, overall professionalism, intent you put in to learn and the quality of your writing. After receiving feedback from me, you will have an opportunity to make changes to the grade you have given yourself if the feedback offered alters your opinion of your score.

#### **Class Participation and Preparedness (50 points)**

It is important to attend class on time, remain for the entire class, and be actively and meaningfully present for effective learning and demonstration of professional behavior. Because you are graduate-level social work students, it is expected that you will be able to participate on a deeper level in class discussions, taking healthy risks to work outside of your comfort zone. In order to receive the highest level of participation points, healthy risk-taking for increasing self-awareness, cultural humility, and professional growth must be demonstrated. Participation points will be determined by attendance, level of interest, respect for others' learning needs and **contributions** to classroom discussions and activities. Being prepared for class by reading assigned material is part of this professional expectation as well. There will be the possibility of in-class activities throughout the semester that will gauge your preparedness for class.

This class will be taught using a variety of methods with an emphasis on experiential learning via an active learning-centered model. Teaching methods might include role-plays and simulations, case examples, student presentations, videos, class discussions, small group interactions, collegial consultation, lectures and guest lectures. The assignments will provide the opportunity for "learning by doing" in role-play, small groups, and individual and group projects. To achieve success in learning in this course, students must be willing to participate, take appropriate personal risks, utilize their creativity, and attend class. Students are encouraged to ask questions as well as provide the professor with information and feedback.

Students are expected to communicate with the professor about absences or late arrivals/early departures. Please text if you are running late to class. More than two absences and/or a pattern of late arrivals or early departures may result in disciplinary action. If a student is concerned about their participation grade, they should arrange to meet with the professor to discuss their grade before the end of the semester. All electronic devices, including laptops, must be put away and silenced during class unless their use is explicitly requested by the professor or specifically needed for a class activity.

### **Community Group Assessment and Reflection**

You are asked to attend a community-based self-help support or task group to identify and think critically about group dynamics and processes. You will identify a group unlike one that you have attended in the past and receive approval from the instructor for your choice of group. Using the lens of your emerging professional knowledge, you will complete a 2-3 page paper to apply task group dynamic knowledge and reflect upon your experience.

A separate assignment sheet will be provided. Due Date: **March 12, 2025 (50 points)**

### **Video Real Play and Reflective Critique**

For this assignment, partners from the cohort will be chosen and it will be necessary to schedule time to video a client session for approximately 30 minutes. Your "client" will need to come up with an actual problem or reason that they have been seeking the services of a social worker. The session will reflect that you have seen your client before and that you are in the **middle phase** of your work together. Talk with your partner in advance about the "problem" they have brought to you so that you are familiar with it and do not use session time for intake types of issues.

The objectives for this assignment are:

1. To demonstrate an **increased level of relational skills** (empathic responses, reflection, active listening, questioning technique, therapeutic confrontation, compassion, etc.);
2. To analyze the communication style between the worker and the client highlighting areas of growth and recognizing the use of strengths-based language;
3. To identify emerging theoretical perspectives displayed within the relational process; and
4. To continue the practice of giving and receiving constructive feedback from peers and supervisors.

You will review approximately 7-10 minutes of your videotaped session with your professor and 3-5 of your peers the week of **April 9, 2025**. The written 2-3 page, double-spaced critique of the session is due the week following the review session.

A separate assignment sheet will be provided. Written Critique Due Date: **April 15, 2025 (50 pts)**

### **Social Work Theory Presentation (50 points)**

The purpose of this assignment is to further develop student's research, critical thinking, and presentation skills while increasing their knowledge and skill in the application of a social work practice theory with diverse populations. Students will also have the opportunity to develop their effective task group membership skills. Students will collaborate in a small group project that culminates in a "professional staff development training" on a skill-based application of a practice theory for the class. **Due Dates vary and are determined by theory you choose to present.**

### **Advocacy Project (50 points)**

#### **Reflection and poster due any time before or on 4/2/25**

The purpose of this assignment is to provide an opportunity for you to participate in a community event that represents one of the Social Work Grand Challenges and then write a reflective paper about your involvement. You will also be required to conduct a persuasive poster presentation about a social/political issue related to your experience. This assignment is designed to provide students with a community-based learning experience to foster the development of their leadership and advocacy skills along with their "professional voice" in promoting social justice. There are three components to this assignment:

Paper: Student constructively critiques their event and reflects on their experience as a participant.

Poster presentation: Student posts a poster of the event to canvas. The poster highlights key elements of the experience and highlights the grand challenge involved in the event/experience.

A separate assignment sheet will be provided.

### **Final Case Analysis**

The purpose of this assignment is to help students consolidate their knowledge and skills, and to comply with the school's CSWE accreditation process. Students will read a fictional case and answer a set of questions about the case. The case and questions will test students' competency in the areas of ethics & professionalism, and engagement, assessment, intervention and evaluation of individuals, groups & families.

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

Due Date: **April 23, 2025 by 5:00 pm. (50 pts)**

## **VI. GRADES**

In alignment with the compassionate pedagogical approach to this course, I have adopted an [ungrading](#) practice to assessment. This means that individual assignments will not earn traditional points or letter grades. Instead, you will receive analytic feedback in the form of questions and

comments to support your continued learning. You will receive rubrics and guidelines to help guide your work on each assignment. You will use these rubrics to indicate your own evaluation on learning for each assignment. At the end of the semester, you will assign yourself a letter grade based on your work and continued conversations around the feedback you have received throughout the semester. This letter grade will be supported by a short narrative statement. In almost all circumstances, your ungrading grade will stand. Any exception to this will be discussed individually with any student where a learning concern exists. The goal of ungrading is to provide a learning space where you feel free to set your own intentions, to take risks, to reframe failure, to understand how you learn best, and to prioritize care. I trust you and your ability to learn.

## **VII. CLASS POLICIES**

### **Attendance and participation**

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 the missed content in more detail.

There are numerous ways to demonstrate participation, depending on your learning style. We will be reviewing a participation rubric in class which will help you set individualized participation goals for the semester.

### **Assignments**

There is flexibility in how you submit most assignments. Whether you chose to submit a paper, a video, or a PowerPoint, the standards remain the same. I will be reviewing the content as well as the style in which it is presented. Think of the assignments as components of a professional portfolio and about how you'd like to present your knowledge to potential employers. Be sure to cite your sources and references in a bibliography regardless of the type of submission, to abide by university plagiarism policies.

### **Time management**

The due dates on the syllabus and on canvas are designed to keep you on track throughout the semester. This steady flow of submissions allows for you to receive continuous feedback so you can incorporate changes and adjustments into your practice. There are no penalties for late assignments in this course. When you feel like you need additional time to complete the work, email me ahead of time and indicate a targeted date for submission. This process allows students the flexibility to complete all work in a time frame that works with their schedules, while still acknowledging the importance of timely feedback. If concerns arise about submissions, the professor will request a meeting with the student to address the barriers to timely completion.

## Use of computers/cell phones in the classroom

Practice II is a practice course, and class participation is essential to successful learning. In today's world learning occurs both in the virtual space as well as in the real physical space. Please be respectful with your use of cell phones and personal messages during class time. This course has minimal handouts and relies heavily on the use of canvas during class. Be sure to bring a device with you to class. You are free to have your laptops open and available throughout class to take notes and to access materials.

## Use of Canvas in class

In this class I use the 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 evaluations, to submit assignments, and to give you online quizzes and surveys. You can find support in using Canvas at the ITS Help Desk. For more information go to <http://www.utexas.edu/its/helpdesk/>

## Feedback

You will be asked to provide feedback on your learning and on my teaching strategies in informal and formal ways. It is very important for me to know your reactions to what is taking place in class, ensuring that together we can create a dynamic and effective learning community. You are also encouraged to provide ongoing feedback to me during class and office visits.

## VIII. 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**

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

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

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

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

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

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

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

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

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**Disability Accommodation Statement.** If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You

may refer to D&A's website for contact and more information: <https://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.

## IX. COURSE SCHEDULE

The following is a general guide to the Spring 2025 semester. In covering each topic, the class will examine issues specific to diverse populations. The instructor reserves the right to modify the calendar as needed to correct errors, to better meet learning objectives and to accommodate guest speakers and in-class discussions and tasks. Changes will be made only when necessary and, if made, students will be notified in class and/or by email. Please check canvas and email regularly for any updates.

<b>Date</b>	<b>Topic</b>	<b>Assignment Due</b>	<b>Readings</b>
<b>1/15</b>	<b>Class Orientation</b>	<i>Theory Group Selection</i>	
<b>1/22</b>	<b>Professional Self-Care Planning</b> <b>Advanced Interviewing</b> <b>Ethical Social Work Practice</b> <b>Anti-Racism in Social Work Practice</b>	<i>Journal Entry</i> <i>Learning Contract due</i>	<b>See Canvas module</b>
<b>1/29</b>	<b>Team Teach:</b> <b>Trauma-Informed Practice</b> <b>Child Welfare Practice</b>	<i>Journal Entry</i>	<b>See Canvas module</b>
<b>2/5</b>	<b>Restorative Justice</b> <b>Guest Lecturer: Louise Hanks, LCSW</b>	<i>Journal Entry</i>	<b>See Canvas module</b>

	<b>Group Work in Social Work Practice</b>		
2/12	<b>Introduction to Theory and Practice</b>  <b>Psychodynamic Theories to Postmodern Theories in Social Work Practice</b>  <b>Child and Adult Attachment in Social Work Practice</b>	<i>Journal Entry</i>  <i>Process Recording #1</i>	See Canvas module
2/19	<b>Postmodern Theory Presentation</b>	<i>Journal Entry</i>	See Canvas module
2/26	<b>Guest Speaker: To Be Announced</b>	<i>Journal Entry</i>	
3/5	<b>Social Work Leadership through Advocacy</b>  <b>Guest Lecturer: Bryan Mares, NASW Texas 10:45-12</b>	<i>Journal Entry</i>	See Canvas module
3/12	<b>Leadership in Social Work Practice</b>  <b>Guest Lecturers: Shelby Solomon, LCSW-S Katie Watson, LCSW-S</b>	<i>Journal Entry</i>  <i>Community Group Reflection Due</i>	See Canvas module
3/26	<b>Dialectical Behavior Theory in Social Work Practice</b>	<i>Journal Entry</i>  <i>Process Recording #2</i>	See Canvas module

4/2	Acceptance and Commitment Theory in Social Work Practice	Journal Entry  Advocacy/ Leadership Critique and Poster Due	See Canvas module
4/9	Video Real Plays	Journal Entry  Cohort Termination Blurbs Due	
4/16	Family Theory in Social Work Practice	Video Real Play Paper Due  Macro Project Write-Up Due  Self-Evaluative Narrative in place of Journal Entry due 2 days prior to final liaison visit	See Canvas module
4/23	Termination/Closure Licensure and Supervision  Self-Care in Social Work  Integration of Practice II Course  Ending Celebration!	Final Case Analysis Due by 5:00pm	See Canvas module

## X. BIBLIOGRAPHY

*The reading list for this course was designed to explore issues of diversity. All readings are available through the library and/or Canvas.*

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