

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

<b>Course Number:</b>	SW 383T	<b>Instructor:</b>	<a href="#">Robin M. Smith, LCSW- S</a>
<b>Course Unique Number:</b>	61060	<b>Contact info:</b>	<a href="mailto:robinsmith@austin.utexas.edu">robinsmith@austin.utexas.edu</a> , 512-825-5308
<b>Semester:</b>	Spring 2025	<b>Office Location:</b>	420 Walter Webb Hall (WWH) All Zoom meetings will use this link: <a href="https://utexas.zoom.us/j/2900112569">https://utexas.zoom.us/j/2900112569</a>
<b>Class time/place:</b>	Thursdays 8:30 am to 12:15 pm in <a href="#">Mezes 1.212</a>	<b>Office Hours:</b>	Thursdays after class or by appointment

**Social Work Practice II**

**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.

**I. Standardized Course Description**

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.

## **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 use a variety of teaching methods with an emphasis on experiential learning for the purpose of building skills and confidence. The foundational nature of the course content requires a didactic approach as well, so I may use PowerPoint lectures, role-plays, videos, class discussions, small group and dyad exercises, and guest speakers. For success in this class, you must be willing to participate, take risks and go out of your comfort zone. Please ask questions to clarify expectations, provide me with constructive feedback in a timely manner and meet with me individually as needed and/or when requested to make the most of your learning experience.

Canvas is a Web-based course management system with password-protected access at <http://canvas.utexas.edu> and is used for posting, submitting and evaluating assignments. Readings that are not in the required text, assignment guidelines and assignment grading rubrics are all posted to Canvas. You can access Canvas Help 24/7 by calling 855-308-2494. Please set notifications in Canvas so that you receive announcements and updates as soon as they are posted.

### **IV. REQUIRED TEXT**

**A.** Hepworth, D. H., Vang, P.D., Blakey, J.M., et al. (2022). *Direct social work practice: Theory and skills* (11<sup>th</sup> ed.). Cengage Learning, Boston, MA.

**B.** Articles, podcasts and/or short videos are assigned weekly to supplement readings from the text. These required, supplemental materials can be found under *Modules* on Canvas, organized by the week they are assigned.

### **V. COURSE REQUIREMENTS**

#### **A. Participation (20%)**

Experiential learning is a significant part of skill and knowledge acquisition in this course, so you'll gain the most by attending every class. Also, "suing up and showing up" is an important life hack; you can go far simply by showing up on time ready to go! Full credit is earned by attending class consistently and on time, completing the required prep material each week and fully participating in class discussions and activities.

**Absences:** I do not excuse absences, so it is up to you to decide when it's necessary for you to miss class. I do ask that you email or text me if you'll be absent, tardy or leaving early in the spirit of professional accountability and staying connected. If you experience a prolonged illness or extended family emergency, let me know so we can discuss your needs and how to proceed. At this time, the Practice instructors are unable to provide a remote

attendance option for students who cannot attend class in person. Please connect with a classmate for any missed activities or material and consider doing extra credit to make up a missed class.

**For details on how to self-assess your class participation, see the guidelines provided in Canvas.**

### **B. Advocacy Project (20%)**

To continue to expand your appreciation of the private troubles/public issues connection, and to improve your *cause* advocacy knowledge and skills, you will partner with a small group of classmates and choose an advocacy issue that corresponds to one of the [13 CSWE Grand Challenges](#). Then, you'll create a persuasive poster about your issue and present it to the class. Or you and your partner may choose to participate in Social Work Advocacy Day 2025. Guidelines with grading rubric and due date can be found in Canvas. This project has two parts:

- 1) Proposal (5 points):** Write and submit an individual proposal identifying an issue or policy change on which to base your poster presentation OR your persuasive talk to a lawmaker. **Robin's approval is required to move forward with your plan.**
- 2) Presentation (15 points):** Create a poster and give a brief professional presentation with the poster to the class about your cause. Or, if you're attending SWAD, skip the poster and presentation but rehearse the presentation you would give to a Texas lawmaker in front of the class for feedback, and attend at least some of the event on 3/07/25.

### **C. Theory Group Project (20%)**

To study theory in-depth and practice task group skills, you and your group will develop a creative class presentation about a particular theory and its application to practice. Students will form groups based on their interest in one of four theories (see course schedule, below). Groups will be created in class or in Canvas. Guidelines with grading rubric and due date can be found in Canvas.

### **D. Video Role Play Project (20%)**

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

- 1) Video & Feedback Participation (5 points):** Pair up with another student in our class to do a role-play or real play. This role play/real play will demonstrate the *work phase* of the helping relationship, and you are to practice an *intervention*. Students will then show a 5-minute clip of the video to a small group from the class, and exchange feedback with members of the group.
- 2) Reflection (15 points):** A short reflection will comprise the assignment write-up.

### **E. Final Case Analysis (20%)**

To help you consolidate your professional knowledge and skills acquired over the year, and to support the school's CSWE accreditation process, you will study a fictional case and answer a set of questions about the case. The case and questions will test your competency in five competency areas: Ethics & professionalism; and

Engagement, Assessment, Intervention and Evaluation of individuals, groups & families. The case, questions and guidelines will be posted on Canvas the week after Spring Break and will be due at the end of the semester.

**F. Extra Credit (2%)**

You may earn extra credit by attending a school-sponsored lecture or training. Write a short paragraph about what you learned at the event and upload it to Canvas for credit. If there’s a training or lecture offered elsewhere that you would like to attend and count, please contact me and we will discuss it.

**VI. COURSE GRADING**

To increase your ability to self-assess - which is expected in most professional settings and essential for building a competent social work practice - you will evaluate your own work in this class. The wading/snorkeling/diving framework (see pages 13 & 14, below) will serve as the guide for your self-assessment on all assignments. I will review each of your assignments and provide written feedback through Canvas to aid your self-assessment. This table shows how each assignment for this course is weighted:

Assignment	% of Grade
<b>A. Class Participation</b>	<b>20</b>
<b>B. Advocacy Project</b>	<b>20</b>
<b>C. Theory Group Project</b>	<b>20</b>
<b>D. Video Role Play Project</b>	<b>20</b>
<b>E. Final Case Analysis</b>	<b>20</b>
<b>F. Extra Credit (see Canvas for details)</b>	<b>2</b>
<b>Total:</b>	<b>102</b>

The graduate grading scale (below) is used to reflect your final letter grade for the course. Students’ self-assessments will form the basis of the letter grade earned, with my – Professor Smith’s - perspective factored in as well. **Students who were admitted to the MSSW program on a conditional basis are not able to take an incomplete for this course if the conditions for admission are still in place.**

[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-
					Below 60.0	F	
			<i>*minimum to pass course</i>				

**NOTE:** If I observe that your work is consistently at a non-passing level, I will initiate a discussion with you and provide feedback on how to get your learning back on track. Depending on the challenges you face, I may initiate a formal plan of improvement (See Standards for Social Work Education, The Three Levels of Review section, for more details).

## VII. CLASS POLICIES

Social work students must adhere to the Student Standards for Professional Conduct of the UT School of Social Work and the NASW Code of Ethics and assume responsibility for their own conduct.

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

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

**A. Professional Conduct in Class:** I expect students to behave with respect and professionalism in class. This means students should arrive on time for class, be prepared to participate and show courtesy to others, even those they disagree with. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Another aspect of professionalism is protecting the confidentiality and privacy of clients when seeking consultation in class. Please avoid using clients' names and keep clients' personal details, especially those irrelevant to the discussion, to yourself.

**B. Student Privacy & Confidentiality:** Class discussions or role plays can on occasion bring up strong emotions or raise issues of a personal nature. For student privacy, it is recommended that students not discuss matters of a highly sensitive nature in class. If you need to talk in depth about a personal matter, come see me after class. Your privacy and confidentiality will be protected unless the matter must be reviewed by the School of Social Work or must be reported by law (please refer to the MSSW Handbook and Title IX requirements). I will connect you with resources in the community if your personal needs exceed what can be provided by me or by UT services.

**C. Client Privacy & Confidentiality:** If class work prompts you to reflect on past or current client contact, and sharing information about that contact is necessary for the learning process, it is your professional obligation to protect the client's privacy and confidentiality as much as possible by sharing judiciously and anonymously (this applies to information shared about staff at your field agency as well).

**D. Classroom Civility:** A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as 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. Social Work 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.

**Personal Pronouns:** *Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.*

**E. 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 instructor. The instructor 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 can contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or

online at <https://cmhc.utexas.edu/>. Professor Smith can also make a confidential referral directly to the CARE Counselor in our school which may expedite your getting an appointment. Please talk to me privately if you think you might need a mental health referral and would like my help.

**F. Grading Policies**

All assignments – including late assignments – must be submitted to Canvas for assessment and feedback. Except where noted on the course schedule (Section IX, below) assignments are due Fridays by 11:59 pm. If you think you cannot turn in an assignment by the due date, contact me prior to the due date and we will discuss an alternate due date for you based on your circumstances.

Your letter grade at the end of the semester will be based on your overall performance and the feedback you receive from me. If you’re concerned about your letter grade or need help with your self-assessment process, I am happy to help. If an assignment isn’t clear, if you would like to discuss the purpose of an assignment or if you would like to suggest a way to make an assignment more tailored to your learning needs, let’s talk!

**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-
						Below 60.0	F
				<i>*minimum to pass course</i>			

**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** All prep material, assignment guidelines, and other essential information for this course are in Canvas; please check Canvas regularly for announcements and any changes to this schedule.

WK	DATE	TOPIC	Prep material to be completed by class time	All Practice & Practicum assignments due Fridays by 11:59 pm except where noted
		<b>MODULE 0 – INTRO &amp; REVIEW</b>		
1	1/16	Syllabus & Assignments Review, Use of Self and Ethics	See Canvas for prep material	None
		<b>MODULE 1 – ADVOCACY</b>		
2	1/23	Elements of effective advocacy *Form advocacy groups*	See Canvas for prep material	Journal 1
3	1/30	Cause Advocacy Speaker: TBD	See Canvas for prep material	Journal 2
		<b>MODULE 2 – GROUP WORK</b>		
4	2/06	Organizational and task groups	See Canvas for prep material	SHORT Journal 3 <b>Advocacy proposal due</b>
5	2/13	Support and therapeutic groups	See Canvas for prep material	Journal 4 *Learning contracts should be uploaded to Canvas*
6	2/20	Group Advocacy Presentations	See Canvas for prep material	SHORT Journal 5 <b>Presentation due by class time</b>
		<b>MODULE 3 – PRACTICE THEORIES</b>		
7	2/27	Theory/Practice Connection Anti-oppressive practice Review of interventions *Form theory groups*	See Canvas for prep material	Journal 6 *Mid-term evals should be underway* <b>Process Recording 3 due</b>
8	3/06	Attachment Theory Speaker: TBD	See Canvas for prep material	Journal 7
9	3/13	<b>Video Feedback Groups</b> Group 1: 8:30 to 10:30 Group 2: 11:00 to 1:00 Group 3: 1:30 to 3:30	See Canvas for prep material	NO JOURNAL DUE THIS WEEK <b>Video reflection due</b>
10	3/20	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>
11	3/27	Cognitive & Behavior Theories Speaker: TBD	See Canvas for prep material	Journal 8
12	4/03	Grief & Loss & EMDR Speaker: TBD		CREATIVE Journal 9 <b>Final Case Analysis due</b>
13	4/10	<b>Student Group 1 – Crisis Theory</b> <b>Student Group 2 – Solution Focused Theory</b>	See Canvas for prep material	SHORT Journal 10 <b>Presentations due by class time</b>
14	4/17	<b>Student Group 3 – Relational Cultural Theory</b> <b>Student Group 4 – Narrative Theory</b>	See Canvas for prep material	SHORT Journal 11 <b>Presentations due by class time</b> *Final evals should be underway*
15	4/24	LAST CLASS Celebration of a wildly successful year with termination activities & macro project awards.	See Canvas for prep material	<b>Process Recording 4 due</b> All remaining practicum assignments – PR's, evaluations, self-reflection narratives and timesheets - due by Friday 5/02.

## **X. Bibliography**

Since the course materials are updated regularly to provide you with the most current perspectives and sources, the bibliography is also frequently updated. Use this QR code to access the most up-to-date bibliography for this course.







## XI. Self-Assessment Guide for Smith Cohort

You are expected to self-assess in both Practice and Practicum using this guide. The self-assessment process happens in **3 steps**:

<b>Step 1:</b>	You complete an assignment and submit it to Canvas; include any comment you'd like to share about your effort or circumstances (your comments are optional at this step). <b>Note:</b> If you think you can't make a due date or need more time to do your best on an assignment, contact me and depending on your situation we'll arrange an alternate due date.
<b>Step 2:</b>	I review your assignment and provide you with written feedback through Canvas. If an assignment is very incomplete or problematic, I may ask you to meet with me so I can share my feedback and ideas for improvement directly.
<b>Step 3:</b>	You read my feedback in Canvas and respond by writing a brief comment that includes <b>the points you think you earned for the assignment based on your effort and my feedback</b> . If you think my feedback is unfair, please let me know; my feedback can only be based on what I see/read, so I welcome your feedback about my feedback! Your final letter grade for the course will be based on the sum of the points you earned for each assignment plus any extra credit you did.

Use this table to orient yourself to the language and metaphors for performance in this course and in practicum, and to guide your self-assessments for all assignments:

	<p><b>Scuba Diving:</b> You go deeper and apply strong critical thinking to all of your assignments, consistently adding your unique perspective and supporting details. You seek out additional material and perspectives and incorporate them into assignments. Divers demonstrate an advanced level of understanding, curiosity and effort related to the material. Divers actively solicit feedback and are willing to take risks and be vulnerable to advance their learning goals.</p> <p><b>An assignment that reflects a diving effort is excellent</b> and in the A range – Submitted on time, highly accurate, and thoughtful with well-supported conclusions and very clear writing. Divers clearly demonstrate going above and beyond - for example, in quality, depth or thoughtfulness.</p> <p><b>Participation that reflects a diving effort is excellent</b> and in the A range – Very consistent (no absences, minimal tardies), very prepared, very communicative, very respectful and very engaged. Divers clearly demonstrate going above and beyond (e.g., doing extra credit whether they need it or not, sharing vulnerably in seminar, taking calculated risks and making learning mistakes in practicum).</p>
	<p><b>Snorkeling:</b> You have a strong grasp of the basics and are starting to go deeper and explore what's beneath the surface. You might question something you read or respectfully challenge a classmate or the professor. You demonstrate beginning critical thinking and look for evidence to support information. Snorkelers ask questions, respectfully challenge assumptions, quickly integrate helpful feedback, and try out new skills.</p> <p><b>An assignment that reflects a snorkeling effort is very good</b> and in the A-/B+ range – Submitted on time (or if late, a new due date is pre-arranged and met), accurate, and thoughtful with well-supported conclusions and overall clear writing (minor errors).</p>

	<p><b>Participation that reflects a snorkeling effort is very good</b> and in the A-/B+ range – Mostly consistent (one absence and/or a tardy or early departure or two), mostly prepared, and mostly communicative, respectful and engaged.</p>
	<p><b>Wading:</b> You are paying attention and starting to demonstrate surface-level knowledge in assignments. Waders take information at face value and may feel tentative about taking learning risks but are open. Waders accept helpful feedback and, over time, use it to go deeper. There is nothing wrong with wading; sometimes it's the best you can do, especially when you're overwhelmed. But ideally, it's not the place to stay for every assignment.</p> <p><b>An assignment that reflects a wading effort is average/good</b> and in the B/B- range – May not be submitted on time or 100% complete, may have some accuracy issues, may not be terribly thoughtful or personalized, conclusions may not be well-supported. Unclear writing – multiple typos, poor organization, difficult to read/understand, over-short or over-long – typically reflects a wading effort.</p> <p><b>Participation that reflects a wading effort is average/good</b> and in the B/B- range – A little inconsistent (two absences and/or a few tardies or early departures), inconsistent prep, and/or inconsistent communication. Waders may not speak up much in class discussions but are attentive and respectful.</p>
	<p><b>Beached:</b> You're not in the water yet and may be taking it too easy. Or, you may be under-prepared for graduate level expectations or struggling to balance competing demands. Students at this level may also struggle with self-awareness and consistently ignore helpful feedback. If I notice a pattern of beached effort, I will initiate a conversation with you to see what's going on. Hopefully our conversation – and any extra support I, the SHS or UT can provide - will get you to the water's edge!</p> <p><b>An assignment that reflects a beached effort is poor</b> and in the C/C- range – Submitted very late or not at all (with or without communication), inaccurate, incomplete, dismissive of the material, and/or very superficial. Very unclear writing – many typos, disorganized, difficult to read/understand, over-short or over-long – typically reflects a beached effort.</p> <p><b>Participation that reflects a beached effort is poor</b> and in the C/C- range – Very inconsistent (more than two absences and/or many tardies or early departures with or without communication), consistent lack of preparation, and/or consistently disrespectful (e.g., dominating discussions) or disengaged (e.g., texting, checking email or working on an unrelated assignment) behavior in class.</p>

The table and wade/snorkel/dive concepts for learning are adapted from ideas developed by Dr. Tona Hagen, Professor of US History at Worcester State University.

Table images sourced from <https://www.flaticon.com>