

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

<b>Course Number:</b>	SW 393R9	<b>Professor:</b>	Anita Guajardo, LCSW-S
<b>Unique Number:</b>	88260		Clinical Assistant Professor
<b>Semester:</b>	Summer 2025	<b>Pronouns:</b>	she   her   ella
<b>Meeting Day:</b>	Mon & Wed	<b>Email:</b>	anita.guajardo@austin.utexas.edu
<b>Meeting Time:</b>	8:30 – 11 am	<b>Office Hours:</b>	Wednesdays, 11 am – 12 pm
<b>Meeting Place:</b>	WAG 308		or by appointment via Zoom

**Assessment and Treatment of Traumatized Populations**

**I. STANDARDIZED COURSE DESCRIPTION**

The course is designed as an advanced clinical selective for graduate students in the School of Social Work who wish to increase knowledge and skills for practice with traumatized populations. Students will develop a working understanding of traumatized populations from diverse backgrounds, affirming and respecting their strengths and differences. Although the assigned readings and focus of class sessions will be on traumatized adults, supplemental readings will be identified for students aspiring to work with traumatized children or adolescents. Such students will have the option of focusing their role plays on applying the treatment modalities covered in this course to work with children or adolescents, based on the supplemental readings. This course is grounded in the identification, analysis, and implementation of empirically based intervention strategies. It will focus on skill building and will include multiple perspectives in the advanced application of theories, models and skills utilized in varying treatment modalities, with emphasis placed at the micro and mezzo levels of practice. The framework of the course is based on social work values and the ethical decision-making process, as illuminated by the NASW Code of Ethics.

**II. STANDARDIZED COURSE OBJECTIVES**

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

1. develop assessment skills for the diagnosis of posttraumatic stress disorder (PTSD) as well as the impact of trauma on other disorders;
2. demonstrate understanding and skills in the core components of the treatment of trauma, such as treatment stages, psychoeducation, the therapeutic relationship, and safety and arousal reduction techniques;
3. describe the key features distinguishing alternative evidence-based treatment approaches for trauma-related symptoms;
4. demonstrate skills in at least one trauma treatment modality;
5. demonstrate evaluation skills by accurately appraising how well others evince skills in at least one trauma treatment modality;
6. identify steps practitioners can take to prevent or ameliorate their own vicarious/secondary trauma;

7. demonstrate the ability to adapt intervention models and strategies to reflect an understanding of persons from diverse backgrounds, including (but not limited to) race, ethnicity, culture, class, gender, sexual orientation, religion/spirituality, physical or mental ability, developmental level, age, and national origin;
8. demonstrate the ability to tailor and integrate clinical interventions based on the context in which they are delivered; and
9. demonstrate advanced knowledge of social work values and ethical decision-making processes as they relate to ethical dilemmas in clinical intervention with traumatized adults.

### **III. TEACHING METHOD**

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.

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**

#### **Required:**

Herman, J. L. (2022). *Trauma and recovery: The aftermath of violence--from domestic abuse to political terror*. Basic Books.

Van der Kolk, Bessel A., 1943, & Milton H. Erickson Foundation. (2013). *The body keeps score: Integration of mind, brain, and body in the treatment of trauma*. Phoenix, AZ: Milton H. Erickson Foundation.

**Suggested:**

Clarke, K. & Yellow Bird, M. (2021) *Decolonizing Pathways Towards Integrative Healing in Social Work*. London; New York: Routledge, Taylor & Francis Group.

Fisher, J. (2017). *Healing the fragmented selves of trauma survivors: Overcoming internal self-alienation*. Routledge.

Additional readings, podcasts, preparatory material, all updates, and in-depth course information will be provided on Canvas.

**V. COURSE REQUIREMENTS**

Detailed instructions for the course assignments listed below will be posted on Canvas and discussed in class. Please contact me during class or drop-in hours or via email at [anita.guajardo@austin.utexas.edu](mailto:anita.guajardo@austin.utexas.edu) with any assignment questions.

**Circles of Practice: Reflection & Integration**

**Due: Various**

This in-class assignment centers on an intentional arc of relational practice that unfolds across the term through a series of Reflective Dialogue Circles and two culminating Fishbowl-style class discussions. These experiences are designed to strengthen your capacity for trauma-informed presence, collaborative communication, and reflective engagement—core skills for mezzo-level trauma-responsive social work, including group facilitation, interdisciplinary collaboration, and systems work. This is not passive reflection, but an active, co-created process of dialogue and learning. The depth, safety, and insight that emerge will depend on how you and your peers support one another, listen across difference, and take shared ownership of the space you shape together. While trauma-informed care is often associated with client services, this assignment emphasizes that it must extend to all professional relationships. Trauma-informed practice is not something we offer selectively; it is a relational ethic that shapes how we engage with everyone we work alongside.

**Evidence-based Trauma Intervention: Student Choice**

**Due: By July 28<sup>th</sup>**

**Option A)** The Online Certification in Trauma-Focused Cognitive Behavioral Therapy (TF-CBT)

This 11-hour course, available through the Medical University of South Carolina's website for \$35, provides training in the basics of using the TF-CBT model, which is widely accepted in therapeutic practice. Upon completion, you will earn course credit by uploading or bringing your printed certificate to class. Link to the training: <https://tfcbt2.musc.edu/en>

**Option B)** Evidence-Based/Informed Intervention Guide

You will choose a specific trauma intervention to create an interactive training guide for your peers. The training guide should be an organized information package that includes a detailed overview of the intervention and the theories/frameworks that shape it, examples and explanations of specific skills clinicians use and the components of how it is facilitated, as well as a summary of research that shows its effectiveness with appropriate populations, additional resources (videos, links, published handouts), and ethical considerations.

**Skills Integration Practice & Reflective Application**

**Due: Various**

This two-part assignment supports your development of core trauma-responsive practice skills through a mix of in-class application and reflective integration. First, you will participate in guided *Skills Integration Practice* sessions during class, using rotating roles (e.g., practitioner, client, observer) within small groups to explore core concepts and techniques. These practice sessions offer a dynamic space to experiment and give and receive feedback.

In the second part of this assignment, you will choose from a set of brief case examples and submit a *Reflective Trauma-Informed Application* that outlines your proposed treatment approach for your selected client. You will draw from course materials to thoughtfully map out how you might engage, assess, and intervene while grounding your plan in trauma-informed theories, frameworks, and professional ethics and values.

**Collective Trauma Impact Group Presentation**

**Due: July 21<sup>st</sup>**

This assignment deepens your understanding of collective trauma by exploring a specific community's historical, cultural, and intergenerational traumas. You will research, analyze, and present the community's demographics, strengths, needs, and the events causing trauma, along with interventions at the micro, mezzo, and macro levels. This project enhances your leadership, advocacy, and educational skills in social work, promoting resilience and social justice. Submission formats include a written report, webinar-style video, or podcast-style recorded episode.

<b>Course Assignment</b>	<b>Due Date</b>
Circles of Practice: Reflection & Integration	Various
Evidence-based Trauma Intervention: Student Choice	By 7/28
Skills Integration Practice & Reflective Application	Various
Collective Trauma Impact Group Presentation	7/21

**VI. GRADES**

[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

**VII. CLASS POLICIES**

**DIVERSITY, EQUITY & INCLUSION.** Consistent with social work values, I am committed to creating a classroom atmosphere that promotes and acknowledges diversity, equity, and inclusion. In social work, we have a responsibility to acknowledge and respect the multitude of factors that shape and impact every person, including age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status,

political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Therefore, diverse perspectives are necessary for strengthening competency and professional growth, and all students deserve equal access to learning opportunities and a sense of belonging in their learning environments.

**MAINTAINING CONFIDENTIALITY.** Sharing stories is a valuable aspect of our learning journey, whether they come from professional or personal experiences. This diversity enriches our classroom and creates a safe and respectful environment. Please respect the confidentiality of these shared stories, as it allows for a comfortable and trustworthy space. Be mindful and do not disclose any identifying details about your peers' stories. Respecting confidentiality is crucial in establishing an environment of trust, empathy, and personal growth. It is through these collective experiences that we can enhance our comprehension and evolve as social work professionals. As an instructor, however, I am responsible for reporting any concerns related to Title IX, which prohibits discrimination based on sex, including sexual harassment and assault. If any potential Title IX concerns arise, I am obligated to take appropriate action to ensure the well-being of our community members. If you have any inquiries or apprehensions regarding confidentiality or the Title IX reporting procedure, feel free to reach out to me.

**PROFESSIONAL ACCOUNTABILITY & CONDUCT IN CLASS.** Mutual respect is key to creating an inclusive environment where we can openly share our thoughts and embrace different perspectives. Treating each other with kindness, empathy, and respect creates a safe space for all to participate. As future social work professionals, practicing respect is integral to our academic and professional growth. I encourage constructive discussions, active listening, and approaching disagreements with an open mind. Embracing mutual respect enhances our ability to collaborate, advocate for social justice, and promote inclusivity. I ask that you refrain from disrespectful or discriminatory language, engage respectfully, and value diverse perspectives. Differences in opinion offer opportunities for growth and learning. Let's engage in thoughtful dialogue that promotes a respectful and inclusive learning environment. Together, we will practice creating nurturing, respectful, understanding, and collaborative communities.

**PARTICIPATION & 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 self-awareness development. I realize that extenuating circumstances arise and that everyone is juggling several responsibilities. If you cannot attend a class, please email me with as much notice as possible. Please message me if it is a last-minute absence, so I don't worry. If circumstances make you miss more than three classes, you may be overextended, so contact me. If you must miss a class, please contact a peer to review what you missed. In addition, you can always schedule a meeting with me to discuss missed content in more detail.

**CRISIS PREPAREDNESS.** I acknowledge that you may be navigating ongoing or new individual challenges, difficulties, grief, or trauma during our semester together. I also acknowledge that our ability to focus on course content, activities, and assessments collectively may change depending on existing or new stressors outside of our control, including those that may occur on individual, campus-wide, state-wide, nation-wide, or global scales. With this care-centered approach to course design and facilitation in mind, I commit to the following guidelines so that you may anticipate how I will adjust our course expectations during an unexpected tragedy, natural disaster, or destabilizing event.

I will always prioritize your safety, wellness, and access to community and campus resources. I will frequently share a list of free emergency resources available to you as a currently enrolled UT student. I encourage you to review these resources so that you will have a foundational knowledge of these services before the moment when you may need them.

I commit to initiating and maintaining regular, transparent communication with you and will update you about any changes I make to our course's modality, attendance policies, or syllabus. In the event that you have not heard from me because I cannot contact you, trust that I will always err on the side of flexibility and empathy. I will adjust our course requirements to accommodate our unexpected loss of time together. Please prioritize your health and wellness during a crisis and trust that we will reconvene in the future as soon as we can safely do so using whatever modality/modalities best suit(s) our new situation.

Please note that I can best support you when you directly communicate with me about your shifting needs. You are not required to self-disclose anything to reach out to ask me for an extension or additional support. I believe you are taking this course to work towards your own personal and professional goals. You do not need to justify or explain the reasons for your evolving learning needs. I will support you in working towards your goals and our course's learning objectives in all ways that I am able. Thank you in advance for communicating with me as clearly and promptly as circumstances permit so that we can adjust your learning plan effectively together. If there is something you feel you must share with me to prioritize your wellness or communicate how I can best support your learning, we can find a time to meet outside of class during drop-in hours or at another mutually agreed upon time. Please note that I am legally required to report any Title VII or Title IX violations that you disclose to me.

**TIME MANAGEMENT.** The course syllabus and Canvas have strategically placed due dates to ensure you stay on track throughout the semester. Submitting your assignments consistently allows you to receive feedback and make any necessary changes. The assignment due dates are intentionally set to enable you to incorporate course material into your work as the course progresses. This also allows me to provide feedback at a pace that promotes a collaborative learning experience. Late assignments will not result in penalties, but if you need more time to complete a task, please email me beforehand with a specific submission date. This process offers the flexibility to complete all work within a timeframe that suits your schedule while recognizing the importance of prompt feedback. If any issues arise with submissions, I may request a meeting with you to address any barriers affecting timely completion.

**ASSIGNMENTS & CONCERNS.** In this course, you have the freedom to choose how you submit a few of your assignments. Whether you 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 clinician. Please contact me for assistance if you have any questions or require clarification on assignment submissions. Remember, your assignments reflect your capabilities and potential. Take pride in presenting your knowledge and ideas in a way that demonstrates your commitment to excellence.

**STUDENT FEEDBACK.** Throughout the course, you will be asked to give feedback on your learning experience and my teaching methods in both informal and formal ways. It's crucial for me to understand

your thoughts on what's happening in class, so that I and your classmates can build a dynamic and effective learning environment. You're welcome to share your feedback during class and office hours.

**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 as a secondary option. Both are effective ways to reach out though. 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 require additional support or want to discuss something privately, I am available during office hours or can arrange a Zoom meeting. Please reach out with as much prior notice as possible to ensure we have adequate time to address your concerns effectively.

## VIII. UNIVERSITY POLICIES

**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://community.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

**Behavior Concerns and Covid-19 Advice Line (BCCAL).** If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

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

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

University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

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

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

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

**Emergency Evacuation Policy.** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

## IX. COURSE SCHEDULE

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

WK	Date	Class Topic	Prep Material	Assignment Due
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<b>Foundations of Trauma-Informed Practice</b>				
2	Mon 6/9	Orienting to Place and Intention: Course Introduction, Historical Foundations, and Influential Discourses	See Canvas.	
2	Wed 6/11	Theoretical Understandings of Trauma: Dimensions of Experience, Regulation, Relationship, and Meaning	See Canvas.	
<b>Clinical Engagement and Assessment Strategies</b>				
3	Mon 6/16	Relational Foundations of Trauma Treatment: Intersubjectivity, Attunement, and Rupture-Repair Processes	See Canvas.	In-class: Reflective Dialogue Circle 1
3	Wed 6/18	Survival Responses, Symptoms, and Systems: Navigating Trauma Diagnoses through Clinical and Critical Lenses	See Canvas.	In-class: Skills Integration Practice 1
4	Mon 6/23	Engaging Trauma Assessment Tools: Ethics, Professional Standards, and Reflective Practice	See Canvas.	In-class: Reflective Dialogue Circle 2
4	Wed 6/25	Recognizing Dissociation: Adaptive Function, Clinical Nuance, and Foundational Assessment Tools	See Canvas.	In-class: Skills Integration Practice 2
<b>Treatment Planning &amp; Intervention</b>				
5	Mon 6/30	Establishing Safety and Stabilization: Co-Creating Readiness for Healing	See Canvas.	In-class: Reflective Dialogue Circle 3
5	Wed 7/2	Bearing Witness: Accompaniment, Processing, and the Work of Remembering and Mourning	See Canvas.	In-class: Skills Integration Practice 3
6	Mon 7/7	Accompaniment and Action: Co-Creating Interventions for Healing and Change	See Canvas.	In-class: Reflective Dialogue Circle 4
6	Wed 7/9	Integration and Empowered Meaning-Making: Thriving Beyond the Trauma Story	See Canvas.	Reflective Trauma- Informed Application ( <i>Due in Canvas by 11:59 pm, Fri, 7/11</i> )
<b>Broader Contexts and Systems of Care</b>				
7	Mon 7/14	Trauma Across Generations: Epigenetics, Cultural Memory, and Narrative Reclamation	See Canvas.	In-class: Reflective Dialogue Circle 5
7	Wed 7/16	Navigating Systems of Care: Clinical Ethics, Institutional Realities, and Advocacy in Practice	See Canvas.	

8	Mon 7/21	Practicing with Integrity: Clinical Decision-Making in Complex Systems	See Canvas.	Collective Trauma Impact Group Project (Due in Canvas today by 11:59 pm)
<b>Professional Sustainability and Clinical Development</b>				
8	Wed 7/23	Returning to Self: Sustainable Practice, Professional Care, and Collective Resilience	See Canvas.	Fishbowl 1 ----- Evidence-based Trauma Intervention: Student Choice (Due in Canvas by 11:59 pm, Fri, 7/25) ----- Task: Student Self- evaluations
9	Mon 7/28	Returning to the Work: Supervision, Integration, and Shared Possibility	See Canvas.	Fishbowl 2 ----- Task: Course Evaluations

## X. BIBLIOGRAPHY

- Alexander, J. C., Eyerman, R., Giesen, B., Smelser, N. J., & Sztompka, P. (2004). *Cultural trauma and collective identity*. University of California Press.
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.).
- Anderson, F., Sweezy, M., & Schwartz, R. (2017). *Internal family systems skills training manual trauma-informed treatment for anxiety, depression, PTSD & substance abuse*. PESI Publishing & Media.
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Online resources about trauma:

1. **National Center for PTSD:** [www.ptsd.va.gov](http://www.ptsd.va.gov) Created by the Veterans Administration (VA). A wealth of information and resources, especially for PTSD in vets but applicable to other populations too. Offers continuing 12 education, some for free. Listing of evidence-based treatments, although somewhat limited. Citations for research papers.
2. **The Professional Consultation Program:** (866) 948-7880 or [PTSDconsult@va.gov](mailto:PTSDconsult@va.gov). Very helpful program associated with the National Center for PTSD at the VA. Offers free phone or email consultations with experts in PTSD for anyone treating any veteran in any setting. This service is also extended in some cases of mass trauma such as natural disasters and mass shootings. Can ask questions or request a virtual consultation meeting.
3. **National Child Trauma Stress Network:** [www.nctsn.org](http://www.nctsn.org), a trauma-focused non-profit funded by several federal government departments. Good source for working with trauma in children. Articles, training, a list of evidence practices, sections for parents and school personnel, and more.
4. Other places to find resources include federal agencies such as **SAMHSA** or the **National Institute for Mental Health (NIMH)**, international groups such as the **Red Cross** and **World Health Organization (WHO)**, and specialized groups such as **Traumaweb**, an evidence-based Israeli center for the study of trauma.
5. For information about specific therapeutic approaches, there are often international or national associations that give information specific to that approach. For example, the EMDRIA (EMDR International Association) is a good source for information about EMDR, and the **Somatic Experiencing Trauma Institute** has information about SE.