

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

Course Number: SW 310

Unique Number: 61250

Semester: Fall 2018

Meeting Time/Place: Mondays
9:30 am -12:30 pm
SSW 2.116

Instructor: Rowena Fong, Ed. D.

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Office Hours: Wed 1:00-3:00 pm or by appt.

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INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE

(Required Course – BSW Program) (Cultural Diversity in the United States Flag)

This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

I. STANDARDIZED COURSE DESCRIPTION

This is an introductory social work course in which students will learn about the profession of social work, its fields of practice, values and ethics, policies and history of the social work profession, its interactions with contexts which shape practice, and its promotion of social and economic justice to advance human rights, alleviating critical social problems, and promoting well-being. The course will also offer knowledge and practice behaviors in engaging diversity and differences in social work practice. As an introduction to the social work profession, the course will discuss being a professional social worker and how to conduct oneself accordingly.

The course is also a UT Cultural Diversity in the United States Flag course and will focus on the underrepresented cultural groups of immigrants and refugees and women, covering the culture, perspectives and history of these groups.

The diversity of UT students and the diverse variables of their potential social work clients - as manifested by ethnicity, age, gender, sexual orientation, social class, and religious beliefs - will be explored in the context of the social work helping relationship.

Students will have the opportunity to assess their personal strengths and weaknesses and identify potential ethical conflicts with clients. The course will offer the knowledge of principles and practice behaviors to guide professional ethical decision-making.

II. STANDARDIZED COURSE OBJECTIVES

By the end of the course, the student will be able to:

1. Demonstrate and apply knowledge, values and skills of the social work profession.
2. Demonstrate and apply social work ethical principles to guide professional practice.
3. Demonstrate and apply knowledge about diversity and engage in diversity and differences in practice.
4. Explain the history of the social work profession and the American social welfare system.
5. Explain the various contexts and settings in which social workers practice, including the roles and functions that they perform, and respond to contexts that shape practice.
6. Identify some of the social, economic and political forces that have shaped the evolution of social welfare history, policies and services in the U.S.
7. Analyze the important ideologies, values and ethical decision making process in the NASW Code of Ethics that have helped to shape social welfare and social work and that continue to guide the profession.
8. Demonstrate knowledge of how diversity variables, such as race and ethnicity, gender, age and sexual orientation affect the helping relationship, especially with populations at risk.
9. Describe and analyze major issues and trends in various areas of social work practice, such as child welfare, gerontology, family violence, decarceration, homelessness, financial capability, and economic inequality.
10. Critically analyze how social services enhance the individual and social well being of people, promote social and economic justice, and advance human rights.
11. Develop an identification as a professional social worker and conduct oneself accordingly, assuming the student is interested in majoring in social work.
12. Assess one's strengths and weaknesses as a potential professional social worker.

III. TEACHING METHODS

Although a variety of teaching methods will be employed (e.g., lecture, videos, guest speakers, discussion, and group exercises), experiential learning (e.g., group projects) will be emphasized.

IV. REQUIRED AND RECOMMENDED TEXTS AND COURSE MATERIALS

Required Text:

Ambrosino, R. [Rosalie], Ambrosino, R. [Robert], Heffernan, J., & Shuttlesworth, G. (2012). *Social work and social welfare: An introduction* (8th ed.). Boston, MA: Cengage Learning.

V. COURSE REQUIREMENTS

Due to the format and content of this course, both attendance and contribution are imperative. The other students in your class are dependent upon you for a quality learning experience; if too many students are absent, the class suffers. Students' participation is highly encouraged, and is both valuable to them and to their classmates.

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| 1. Service Learning volunteer hours* | 15 pts |
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2. Release and Indemnification Agreement/Service Learning Forms	5 pts
3. Service Learning Presentation and Outline	10 pts
4. Active Learning Presentation and Outline	10 pts
5. Thought Paper	10 pts
6. Cultural Diversity Research Paper	15 pts
7. Midterm Exam	15 pts
8. Final Exam	15 pts
9. Attendance and Class Participation	5 pts

TOTAL 100 pts

** The Service Learning volunteer component is a requirement and the grade will be based on the hours completed, subject to verification by instructor. To receive full credit for volunteer hours, all parts of the assignment must be completed. Up to 15 points may be deducted from the service learning volunteer component grade for incomplete or poor performance on the forms and the service learning presentation. **If students do not complete at least 30 hours of the 45 hours service learning hours, they may not pass the class.***

1. Service Learning volunteer hours **15 pts**

45 hours must be completed by the last day of class. This is a requirement for those who are planning to major in social work. The Release and Indemnification Agreement Form must be turned in before service learning volunteer hours can start. A late grade, docking a point a day, will be issued if the form is not turned in on time. To avoid a deduction in point(s), forms must be signed when indicated and on the day it is due.

This Service Learning requirement is to explore ethics, social justice, and cultural diversity issues related to social work.

Release and Indemnification Form	Sept. 17, 2018
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2. Service Learning required forms **5 pts**

Provide a set of the forms to your Service Learning volunteer supervisor at the beginning of the semester for their records. On the days that the forms are due in class, the forms need to be completely filled out and signed by the supervisor (except for the first time Form II is turned in) to receive full credit. Late forms will not be accepted unless the course instructor was notified 24 hours in advance. A late grade, docking a point a day, will be issued if the form is not turned in on time.

Service Learning Form I (Agency Selection)	Oct. 1, 2018
Service Learning Form II (Timesheet)*	Oct. 22, 2018; completed Dec. 10, 2018
Service Learning Form III (Supervisor Evaluation of Student)	Nov. 26, 2018
Service Learning Form IV (Student Evaluation of Agency)	Nov. 26, 2018
<i>*When you turn Form II in on Oct. 22, it does not need to be signed. Just log the hours you have done so far. The form will be returned to you during class. When you turn in Form II again at the end of the semester, it will need to show 45 total hours and be signed by your supervisor.</i>	

3. Service Learning presentation and outline

10 pts

Each student will do an individual or group 15 minute oral presentation about his or her Service Learning experience.

On the day of the presentation students are asked to do an oral presentation and hand in to the instructor a brief 1-2 page written description of their service learning experience on the day of presentation. The oral presentation will include (a) description of the volunteering agency; (b) type of population served at the agency; (c) social work related activities assigned to you at the agency; (d) lessons learned about cultural diversity in your agency and (e) lessons learned about ethics and social justice issues related social work. On the day of your presentation, you must turn in an outline that shows items (a)-(e). If you are in a group, you can turn in one group outline but clearly write the name of the person of who said what in the group presentation. Your presentation will be on one of the following days:

Service Learning Presentations Group 1	Nov. 5, 2018
Service Learning Presentations Group 2	Nov. 19, 2018
Service Learning Presentations Group 3	Dec. 3, 2018

4. Active learning presentation

10 pts

On the first day of class each student will pick their top 3 options from the list below. You will then be placed in a small group (either Group A, B, C, D, or E) and be assigned to one of the options you selected. Your group will lead a 20 minute presentation, which should include a class discussion and activity. Your group will work together to prepare the activity, lead the discussion, and engage the class to participate. The activity must include some aspect of cultural diversity or ethics or social justice. On the day of your group's presentation, you must turn in an outline (one for the group is fine) that shows who did what. Feel free to use a visual aid (like a PowerPoint or Prezi) or handout. Be sure you keep the presentation time to 20 minutes.

List of Options:

CHAPTER ONE GROUP A September 24, 2018

Discuss the following question with your group: What do you consider to be the most pressing major social welfare issue facing the United States today and why?

CHAPTER TWO GROUP A September 24 2018

Using the NASW Code of Ethics, present to the class an ethical dilemma that a social worker might face when working with a client. Lead the class in a discussion on the steps the social worker might take to resolve the dilemma.

CHAPTER THREE GROUP A September 24, 2018

From an ecological/systems perspective, identify the social systems that currently affect Juan's life (beginning of chapter 3 in the textbook). Which aspects of the systems you identified seem to be barriers and which are opportunities?

CHAPTER FOUR GROUP A September 24, 2018

Discuss early efforts to eradicate discriminatory practices against women, people of color, and persons who are lesbian, gay, bisexual, transgender, or questioning.

CHAPTER FIVE GROUP B October 8, 2018

Review the vignette at the beginning of Chapter 5. Which practice approach discussed in this chapter would be effective in working with the family members? How might the outcomes differ depending on the approach used?

CHAPTER SIX GROUP B October 8, 2018

Identify and discuss the community practice approaches discussed in Chapter 6. Compare and contrast those approaches. Identify three issues of concern in your community. Which community practice approach or approaches described in Chapter 6 would work best to address each of these issues?

CHAPTER SEVEN GROUP C October 29, 2018

Compare social welfare benefits available to corporations and those who are wealthy with benefits available to those who are poor.

CHAPTER 8 GROUP C October 29, 2018

Identify three roles social workers might play at various levels of the environment in dealing with pollution and other external conditions that compromise health.

CHAPTER 9 GROUP C October 29, 2018

Identify the major revolutions in the field of mental health. What do you predict will be the next revolution?

CHAPTER 10 GROUP D November 12, 2018

Name the four roles that family members play when substance use is a problem. How do family dynamics help shape these roles?

CHAPTER 11 GROUP D November 12, 2018

Debate the following argument, giving a rationale for both pro and con positions: Child abuse is a “red herring” that has directed attention away from the more critical child welfare issue of poverty.

CHAPTER 12 GROUP D November 12, 2018

What are some of the major challenges with which adults must cope as they grow older?

CHAPTER 13 GROUP E December 3, 2018

Compare policy issues between the criminal justice system and the juvenile justice system. What are some of the policy dilemmas unique to the juvenile justice system?

CHAPTER 14 GROUP E December 3, 2018

Review the case study at the beginning of Chapter 14. How might a generalist social worker help the McDowell family? The Lindstrom family? How would geographic location shape the social work skills these families need?

CHAPTER 15 GROUP E December 3, 2018

Identify at least three ways the composition of the workplace has changed over the past 3 decades. What effect have these changes had on the workplace?

CHAPTER 16 GROUP E December 3, 2018

If you were a social worker in a company operating under a values base different from your own, what perspective would you take in working with clients from that country? Where, if anywhere, would you draw the line between respecting cultural differences and advocating for basic human rights?

Active Learning Presentation Group A	Sept. 24, 2018
Active Learning Presentation Group B	Oct. 8, 2018
Active Learning Presentation Group C	Oct. 29, 2018
Active Learning Presentation Group D	Nov. 12, 2018
Active Learning Presentation Group E	Dec. 3, 2018

5. Thought Paper (Genogram)

10 pts

Each student will do a mini biography using the generalist practice assessment tool of a genogram. (More information about genograms will be provided to you.) In this paper, you should use the genogram to assess your potential strengths and weaknesses as a potential professional person whether you are a social worker or another kind of professional person. The paper should be 4-5 pages, doubled-space 12pt Times New Roman font, 1-inch margin, American Psychological Association (APA) format.

Thought Paper	Oct. 15, 2018
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6. Cultural Diversity Research Paper

15 pts

There will be a cultural diversity research paper on a topic of interest to the student but related to cultural diversity. The structure of the paper (and of your paper outline) should be as follows:

Title Page – student name and title included (abstract is not necessary)

Introduction to the overall issue/problem area (3 points – about 1 page)

Provides a clear statement of the issue you are focusing upon, including the importance or significance of the issue to social work.

a) Establish the focus of the topic – what is the cultural diversity social or clinical problem you are addressing? What culturally diverse group or population does the research question you want to answer in the paper focus on? (1 point)

b) Must include demographic and statistical information: how many people of color or women or LGBT people have the problem or are impacted by the topic area

(epidemiology) and how large is this problem (does it have societal cost as well as individual cost? (1 point)

c) Explain the rationale for why this is an important issue to study; what is its significance to social work? (1 point)

Review of the research (6 points – about 6-7 pages)

Although a research review is a description of relevant research on your topic, it is not simply a summarization of a few studies; the literature must be synthesized as it relates to issues or subtopics in your area. Synthesizing means critical thinking and critiques of the empirical research articles are expected in the review. Organize the review by subheadings that guide the reader through a logical flow of ideas.

When citing research on your topic, group your references together when they point to a common issue you are discussing. Point out conflicts in the literature, as indicated by critical thinking skills. Use the results of studies you are citing to show empirical evidence related to the topic you are discussing. The literature review presents others' ideas; therefore, it is written in third-person. Do not use first person in any part of the literature review.

Be sure your research review can address a research question that you want to find an answer to; for example, what are some interventions used to avoid burnout? Or what kinds of immediate supports do victims of human trafficking need when they initially settle into the United States?

- a) Use at least 8 evidence-based, peer-reviewed journal articles for your literature review (only 1 website may be used in reference list for demographic information).
- b) Use current literature (use only literature published after 2000) from peer-reviewed journal articles.
- c) Only include research literature that is relevant to your topic.
- d) Make sure topic flows logically and moves from one point to another with appropriate transitions between paragraphs.
- e) Be sure to include evidence-based research studies and summarize the sample, methodology, and findings in the empirical studies.

Conclusions (3 points- 2 pages)

Sum up the research literature by answering:

1) What does this cultural diversity research review mean for the field of social work? (1 point)

2) What are possible implications for research, policy, and practice that you recommend for future directions (2 points)

Writing Style and References (3 points)

- a) Style formatting of citations throughout the paper and reference list must follow *Publication Manual of the American Psychological Association* -- APA citations must be used appropriately and often. Remember, if you are quoting material exactly, you must put content inside quotations and add page numbers of where that quote can be found.
- b) Grammar, spelling errors, incoherence in writing, or using the first person instead of the third person voice will be graded.
- c) Use at least 8 evidence-based, peer reviewed journal articles for your literature review (only 1 website may be used in reference list for demographics).
- d) Use current literature (try to use literature published no earlier than 2000) from peer-reviewed journal article sources. Magazines and newspapers are not peer-reviewed sources.
- e) Make sure topic flows logically and moves from one point to another with appropriate transitions between paragraphs.
- f) Typed, 12 point Times New Roman font, 9-10 full pages, double-spaced.

Cultural Diversity Research Paper Topic/Outline	Oct. 1, 2018
Cultural Diversity Research Paper	Nov. 12, 2018

7. Midterm and Final exams

15 pts each

There will be a midterm exam and final exam covering the readings and class lectures. If videos and guest lecturers are part of the class, then these will also be covered on exams. Exams are not cumulative. If you are unable to take an exam on the assigned date for any reason other than an emergency, **you must notify the instructor at least one week in advance of the test date**. If you do not, then it may result in not taking the exam. On exam days, arrive in class on time. If you arrive late, extra time will not be given for the exam. If you do not take the exams, you may be in jeopardy of not passing the course.

Midterm Exam (Ch. 1-7)	Oct. 22, 2018
Final Exam (Ch. 8-16)	Dec. 10, 2018

8. Class Participation

5 pts

This will be determined on attendance and the quality of participation in class discussion, homework assignments, and small group exercises. Class readings and assignments will require informed classroom participation. Attending the entire class period, not a partial amount, is expected in order to receive any credit for attending class that day. Signing in on the attendance sheet is required to receive attendance credit.

VI. GRADES

The UNDERGRADUATE GRADING SCALE is:

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

All students must achieve an overall course grade of C or better to avoid repeating the course. **To receive an “A” in this course you must have excellent attendance, participation, and you must produce work that is of superior quality.**

Grading of all written assignments will take into account the quality and content of the writing. The American Psychological Association (APA) – 6th edition format should be used when relevant. Written material should be carefully proofread and errors (punctuation, typographical, spelling, etc.) corrected prior to submission in order to avoid losing points in the assignment grade, particularly the research paper.

VII. CLASS POLICIES

1. Participation and Attendance

Students are expected to attend class sessions regularly and to participate in an interactive framework between collegiate students and professor. Students are expected **to complete the readings PRIOR to class** and should be well prepared to participate in discussions and experiential learning assignments. Failure to regularly attend the class and demonstrate through discussions that one has comprehended the readings will be considered in assigning the final grade.

Students will be allowed **two (2) unexcused absences**. These unexcused absences will include absences due to medical problems or other emergencies. Attendance will be taken each class period. In cases where a student misses more than the allotted two unexcused absences, the professor reserves the right to lower that student’s final grade by one point for each class missed beyond the first unexcused absence. In extenuating circumstances of absence, students are to notify the professor. Students are responsible for any material missed due to absences. Any student missing more than six classes in total (excused or

unexcused) may be in jeopardy of not passing this course. There may be homework assignments based on discussion and films shown in class are due on the assignments dates and will be counted towards participation grades.

Instructors are responsible for implementing attendance policy and must notify students of any special attendance requirements. Special regulations of colleges and schools, required by the unique nature of their programs of study, may be enacted through the normal approval process. These special regulations may not conflict with University regulations on class attendance and absence.

2. Late Assignments

Except in the case of extreme emergencies, and then only with the permission of the professor, late assignments WILL NOT be accepted without penalty. Students are expected to turn in all required assignments on the agreed upon due date at the beginning of class. Assignments not turned in class on the day it is due will be considered late. If accepted, late assignments will be assessed point penalties at the rate of **three (3) points** each day late. If the due date is a problem, then the student should see the professor and negotiate another due date well in advance.

3. Student Achievement

Student Achievement in meeting course objectives will be evaluated on the following written, oral, and in-class experiential assignments, regular and punctual class attendance, and informed class participation based upon class readings/assignments.

4. Student Feedback

Student feedback is welcome either informally or formally about classroom learning and content, the teacher's teaching strategies, peer relationships, scheduling, or other items. Students are also encouraged to provide feedback during office hours, by phone, by e-mail, and by appointment if they desire.

5. Assignment Changes

The instructor reserves the prerogative to change class assignments as needed to meet the course objectives. The changes will be discussed with the students in class or by email before implementation.

6. **Cell phone and laptop use are not permitted in class** unless instructor permission is given. Failure to comply with this expectation may result in a grade reduction in class participation grade.

VIII. UNIVERSITY POLICIES

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.

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 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 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.

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 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 (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) 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 Steve Hicks 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 Steve Hicks School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic 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 scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <http://deanofstudents.utexas.edu/sjs/>.

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.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

CAMPUS CARRY. Information on The University's policy on concealed firearms (Campus Carry) may be found here: <https://campuscarry.utexas.edu/>

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

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 based on gender. Faculty, instructors, agency-based field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Liaison for the SHSSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to

report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

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.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

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.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. 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 <http://www.utexas.edu/safety/bcal>.

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

Date	Topic/Readings for class day	Homework Due in Class	Readings for Next Class
Week 1 Sept. 10	Welcome/Introduction Social Welfare, Past and Present (Ch. 1) Social Work and Other Helping Professions (Ch. 2) Active Learning Presentations-Groups Assigned Speaker: Jennifer Luna Jackson	Active Learning Presentation Choices	Chapters 1-3
Week 2 Sept. 17	The Ecological/Systems Perspective (Ch. 3)	Release and Indemnification Agreement Form	Chapter 4
Week 3 Sept. 24	Diversity and Social Justice (Ch. 4)	Active Learning Presentation Group A	Chapter 6
Week 4 Oct. 1	Social Work with Agencies and Groups (Ch. 6) Speaker: Dr. Diana DiNitto Speaker: Elle Covington	Service Learning Form I-signed by supervisor CULTURAL DIVERSITY RESEARCH PAPER TOPIC/OUTLINE	Chapter 5
Week 5 Oct. 8	Social Work with Individuals, Families, and Groups (Ch. 5)	Active Learning Presentation Group B	Chapter 7
Week 6 Oct. 15	Poverty, Income Assistance, and Homelessness (Ch. 7)	THOUGHT PAPER DUE	

Date	Topic/Readings for class day	Homework Due in Class	Readings for Next Class
Week 7 Oct. 22	MIDTERM EXAM (CH 1-7)	Service Learning Form II- signature not needed (This timesheet will be given back to you during class so you can continue using it as a time sheet; it does not need supervisor signature this time.)	Chapter 8 and 9
Week 8 Oct. 29	Health Care (Ch. 8) Mental Health, Substance Use, and Disability (Ch. 9)	Active Learning Presentation Group C	Chapter 10 Chapter 11
Week 9 Nov. 5	The Needs of Children, Youth, and Families (Ch. 10) Services to Children, Youth, and Families (Ch. 11) Speakers: Christine Johnson and Elizabeth Byrd	Service Learning Presentations Group 1	Chapter 12
Week 10 Nov. 12	Older Adults: Needs and Services (Ch. 12)	Active Learning Presentation Group D CULTURAL DIVERSITY RESEARCH PAPER	Chapter 13
Week 11 Nov. 19	Criminal Justice (Ch. 13)	Service Learning Presentations Group 2	Chapter 14
Week 12 Nov. 26	Social Work Contexts: Rural and Urban Settings and Environmentalism (Ch. 14)	Service Learning Forms III and IV-signed by supervisor	Chapter 15 Chapter 16

Date	Topic/Readings for class day	Homework Due in Class	Readings for Next Class
Week 13 Dec. 3	Social Work in the Workplace (Ch. 15) The Globalization of Social Work (Ch. 16)	Active Learning Presentation Group E Service Learning Presentations Group 3	
Week 14 Dec. 10	FINAL EXAM (CH 8-16)	Completed Service Learning Form II (Timesheet must show 45 total hours and be signed by supervisor)	

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