

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

Course Number: SWF310	Instructor: Emmett L. Gill, Jr., PhD, MSW
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Semester: Summer 2018	Phone: [REDACTED]
Meeting Time: 8:30 to 10:30 am	Meeting Days: M, T, W & TH (1 st 6 Weeks)
Meeting Place: 1.212	Office Room: 3.106G
Office Hours: T & TH from 10:30 to 11:30 am	

INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE (BSW)

Cultural Diversity in the United States Flag Service Learning Course

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. There

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, its history and the social welfare policies that undergird it, its interactions with contexts which shape practice, and its promotion of social and economic justice to advance human rights, alleviate critical social problems, and promote well-being. The course will also offer knowledge and practice behavior skills 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 carries a Flag for UT Cultural Diversity in the United States and will cover underrepresented cultural groups (e.g., immigrants and refugees, women): their beliefs, perspectives, and histories. 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 to identify potential ethical conflicts in working 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:

- Demonstrate and apply knowledge, values and skills of the social work profession.

- Demonstrate and apply social work ethical principles to guide professional practice.
- Demonstrate and apply knowledge about diversity and engage in diversity and differences in practice.
- Explain the history of the social work profession and the American social welfare system.
- 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.
- 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.
- 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.
- 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.
- Describe and analyze major issues and trends in various areas of social work practice, such as child welfare, gerontology, substance dependence and domestic violence.
- Critically analyze how social services enhance the individual and social well-being of people, promote social and economic justice, and advance human rights.
- Develop an identification as a professional social worker and conduct oneself accordingly, assuming the student is interested in majoring in social work.
- Assess one's strengths and weaknesses as a potential professional social worker.

III. Teaching Methods

This class uses a seminar format. This course is designed to provide you with a meaningful learning environment through use of multiple methods of instruction (e.g. discussion, lecture, and group exercises); experiential learning (e.g. service learning, role playing, & active learning) will be emphasized. You are expected to complete assigned readings prior to each class period.

You are expected to participate in class. Class attendance and participation is required and essential for successful completion of this course.

This course will use an electronic Canvas site.

Canvas will be used for communication between students, the instructor, and the TA. Some materials, grades, and attendance will also be posted online. To reach your class site on Canvas, please go to <http://courses.utexas.edu> or go to the Social Work web page and click on Canvas. To access the course website, you must have an Internet connection and computer access. You will need a UT EID and password. The Help Desk available through the UT home page (www.utexas.edu/its/help) can assist you with your computer and Canvas questions. You can also call them at 475-9400. Additionally, the Learning Resource Center at the SSW has computers and computer assistance.

IV. Required texts and materials

Textbook:

Cox, L. E., Tice, C.J., & Long D. D. (2016). *Introduction to social work: An advocacy-based profession*. Thousand Oaks, CA: Sage Publications.

V. Course Requirements

Attendance

15 pts (Divide by the number of actual class days)

You are required to come to class. Attendance will be managed through a sign in sheet – it is your responsibility to ensure that you have signed in to each class you attend.

Absences may be excused by the professor (typically for illness, loss, or other unforeseen crises) – you must request excused absences by email.

Reading & Comprehension Tests (4)

40 pts (10 per Test)

There will be four multiple-choice tests on the material covered in your textbook. You are required to complete assigned reading. While we may discuss reading in class, class time will be used for experiential learning and to broaden your understanding of the profession and the social problems we normally address. *Students will have one opportunity to re-take each exam to achieve up to a 90.*

Service Learning Reflection Essays (2)

20 pts (10 per paper)

Each reflection will reflect on topics discussed in class and incorporate classroom and volunteer knowledge to discuss your learning and experiences in a 3 to 4-page paper. The topics for each paper are below. Papers should include a combination of content related to class topics, assigned questions, and personal insight and experience to be considered complete. Appropriate APA formatting and grammar will also be included in grading. APA style is considered the standard for assignments in the School of Social Work. Information is available in the latest addition of the Publication Manual of the American Psychological Association in the reference section in the LRC.

Service Learning Completion

25 pts (22.5 points for completion and 2.5 based on service learning site evaluation)

You must complete 45 hours of volunteer work in a local social service agency. If you are concurrently enrolled in SW312, you only have to complete a combined 70 volunteer hours (instead of 90). You are required to participate in the class service learning project, the alternative provided by the instructor or choose an agency from the list of recommended agencies compiled by the School of Social Work BSW Office.

If you are interested in volunteering at an agency that is not on the recommended list you must provide the instructor with a request related to the alternate agency. All agencies must provide specific social work services and employ licensed social workers. Provide the agency name, description of agency, and the contact information of the social worker employed by the agency. Instructor will follow up with agency social worker to verify the acceptance of the alternate agency. All the forms you need are in a folder on Canvas.

VI. Grades

a. 94.0 and Above	A
b. 90.0 to 93.999	A-
c. 87.0 to 89.999	B+
d. 84.0 to 86.999	B
e. 80.0 to 83.999	B-
f. 77.0 to 79.999	C+
g. 74.0 to 76.999	C
h. 70.0 to 73.999	C-
i. 67.0 to 69.999	D+
j. 64.0 to 66.999	D
k. 60.0 to 63.999	D-
Below 60.0	F

VII. Class Policies

Attendance: Regular and punctual attendance to each class is expected for this course. More than 2 absences will result in a deduction from the professionalism grade. Excessive absences may result in a student being dropped from the course or in the loss of a letter grade. Students are expected to contact the professor in a timely manner about absences, and alert the professor about late arrivals or early departures.

Late Assignments: It is expected that all assignments will be turned in on time. Assignments, including papers, are due at the beginning of the class on the due date indicated. Late assignments will be penalized 5% of the assignment point value for each day late. On days subsequent to the due date, papers must be submitted before 5:00 pm to avoid an additional deduction. After 3 calendar days, late assignments will not be accepted. Students should contact the professor, at minimum, 24 hours before the assignment is due if they anticipate a late assignment. A new deadline may be negotiated, at the instructor's discretion.

Papers: Students are expected to produce high quality written work in terms of appearance, style, and content (see individual assignment guidelines for details). When

using information from sources to complete a paper, references and the bibliography should conform to current APA style (refer to School of Social Work handout). Instances of plagiarism will be dealt with according to University policy (see below). If a student decides to contest a grade, this concern should be raised with the instructor within one week of receiving the grade.

Professionalism: One goal of this course is to enhance and encourage student professionalism. One aspect of professionalism related to social work is the effective use of supervision. Effective use of supervision includes, among other things, identifying areas for growth and understanding and utilizing the appropriate processes for communication regarding concerns. At the field agency, this must include going directly to your Field Instructor and the Faculty Liaison as concerns or needs arise. More about problem solving in field can be found in the *Student Guide to Undergraduate Field*. For concerns arising in the context of the classroom, the student is expected to meet with the professor on an individual basis, and come prepared to discuss the issue with possible solutions in mind.

Use of Computers/Cell Phones in the Classroom: When laptops are being used in the classroom, it is considered unprofessional and disrespectful to use the computer for anything other than note-taking or relevant data search that will benefit the entire class. Internet surfing, instant messaging, working on material outside of the class is not permitted and will result in lowered professional accountability grades and possible disciplinary action. Additionally, cell phones should be turned off when class begins and remain off throughout the duration of the class unless the student has spoken with the instructor prior to class beginning about an urgent need to have the phone available during class.

Use of Canvas: In this class the professor uses Canvas—a Web-based course management system with password-protected access at <http://courses.utexas.edu>. Use may include the following: to distribute course materials including recorded lectures and videos, to communicate and collaborate online, to post grades, to submit some assignments, and to give students online surveys. Students can find support in using Canvas at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

Confidentiality: Information shared in class about agencies and clients is considered to be covered by the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that information is shared in class for this purpose. However, discussions outside of class with individuals outside of the seminar or with other members of the seminar regarding information shared in class about clients, supervisors, or agencies is considered a breach of confidentiality. Breach of confidentiality is grounds for removal from field.

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 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.

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/>.

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 Deputy for the SSW, 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>.

CAMPUS CARRY POLICY. The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

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.

Classroom Courtesy. As a courtesy to the class that meets after your class, please ask your students to dispose of trash and to return the chairs and desks to rows or some sort of organized arrangement. When there are back-to-back classes scheduled in the same classroom, please be mindful of when to end your class time. According to the UT course catalog, fall and spring semester classes that meet on Monday, Wednesday, and Friday are scheduled for an hour (fifty minutes with a ten-minute interval between classes); classes that meet on Tuesday and Thursday are scheduled for an hour and a half (seventy-five minutes with a fifteen-minute interval between classes). Teaching a three- credit hour class is based on 150 minutes of contact time each week.

In short, please let your students out of class 10 to 15 minutes early. This gives the next instructor time to come in and get set up for class, and also gives students a brief break between classes.

Evening Class Emergencies. Each semester we ask one faculty member who is teaching in the evening to be the lead person responsible in case of an emergency after the staff has left for the day. This person is responsible for assessing the nature of the emergency and making the initial decision about the appropriate response. Of course, each faculty member is responsible for the safety of her or his own class. When a fire alarm or siren goes off, you must first determine if the threat is inside the building or outside. If it is a fire alarm, most likely the threat is inside and you need to evacuate the building as quickly as possible. In such cases, exit through the main entrance to the building and move away from the building far enough that we do not interfere with emergency vehicles as they arrive. If the threat is outside the building, such as a tornado warning, move students to a safe place in the lower level of the building away from glass windows. We encourage all faculty to sign up to receive text messages via cell phone regarding emergency situations on campus. You can do so at: <http://www.utexas.edu/emergency/>

The lead person is responsible for securing the building. In the event of an evacuation, as quickly and safely as possible they should search the entire building, including restrooms, to make sure no one is left in the building. When they exit the

building, they notify emergency personnel on the scene that the building has been searched and that, to the best of their knowledge, it is clear. If the threat is outside, keep everyone inside and lock down the building. Ask other faculty to monitor each of the entrances to the building to make sure students do not leave. The following faculty will be the lead faculty for each night in the Summer 2018 session:

Monday/Wednesday: Sarah McCafferty

Tuesday/Thursday: Russell Smith

Friday: NO EVENING COURSES MEET

Campus Carry. The University's policy on concealed handguns (Campus Carry) was implemented on August 1st. You'll see in the policies for inclusion in syllabi (below) links to information on Campus Carry. **IT IS ESSENTIAL THAT FACULTY DO THE FOLLOWING** 1) include this link to information in syllabi; and 2) direct students to this same link for information: <https://campuscarry.utexas.edu/>

Final Exam Policies. Faculty Council legislation requires that this information be circulated to the faculty at the beginning of classes each semester: Prohibition of Substantial Examinations during Last Class Week, Reading Days, and No-Class Days No final examinations may be given before the examination period begins, and no change in time from that printed in the official schedule is permitted. An instructor with a compelling reason to change the time of an examination must obtain the approval of the department chair and the dean of the college or school in which the course is taught before announcing an alternative examination procedure to the students.

No substantial examinations may be given during the last class week or during the reading days and the no-class days included in the final examination period. An examination counting for more than 30% of the final course grade is considered to be substantial. A change in the room assignment for an examination may be made only with the approval of the registrar. See: <https://registrar.utexas.edu/students/exams/policies>

IX. Course Schedule

Prelude (June 7th)

- Introduction/Syllabus Review
- The profession & history of Social Work

Week One (June 11th – 14th)

- Generalist Practice
- Advocacy, social justice & ethics
- Poverty/ **Test 1**

Week Two (June 18th – 21st)

- Poverty and race
- Family and Child Welfare
- Health Care Health care disparities

- Physical and Mental challenges/ **Test 2**

Week Three (June 25th – 28th)

- Persons with disabilities on campus/ **Reflection 1**
- Mental Health & Illness
- Addiction/**Test 3**

Week Four (June 2nd – 5th)

- Aging
- Aging in place/**Reflection 2**

Week Five (July 9th -12th)

- Criminal Justice Disparities
- Veterans and Mental Health
- Global practice/**Test 4**

- The schedule is subject to change.

Flagged Courses

All courses carrying the skills and experience flags include:

- **Cultural Diversity in the United States.** 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.
- **Ethics and Leadership.** This course carries the Ethics and Leadership flag. Ethics and Leadership courses are designed to equip you with skills that are necessary for making ethical decisions in your adult and professional life. You should therefore expect a substantial portion of your grade to come from assignments involving ethical issues and the process of applying ethical reasoning to real-life situations.
- **Global Cultures.** This course carries the Global Cultures flag. Global Cultures courses are designed to increase your familiarity with cultural groups outside the United States. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present.
- **Quantitative Reasoning.** This course carries the Quantitative Reasoning flag. Quantitative Reasoning courses are designed to equip you with skills that are necessary for understanding the types of quantitative arguments you will regularly encounter in your adult and professional life. You should therefore expect a substantial portion of your grade to come from your use of quantitative skills to analyze real-world problems.

- **Independent Inquiry.** This course carries the Independent Inquiry flag. Independent Inquiry courses are designed to engage you in the process of inquiry over the course of a semester, providing you with the opportunity for independent investigation of a question, problem, or project related to your major. You should therefore expect a substantial portion of your grade to come from the independent investigation and presentation of your own work.
- **Writing.** This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.