

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

**Course Number:** SW 310  
**Unique Number:** 61110  
**Semester:** Spring 2018  
**Meeting Time:** Mondays  
9:30am -12:30pm  
**Meeting Place:** SSW 2.132

**Instructor's Name:** Rowena Fong, Ed. D.  
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**Office Hours:** Monday 12:30-1:30pm or  
appointment

**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 identifying 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:**

Fong, R., Lubben, J. & Barth, R. (eds). (2018). *Grand Challenges for social work and society*. New York: Oxford University Press.

## **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.

1. Service Learning volunteer hours*	25pts
2. Five Service Learning Forms (I, II, III, IV, V)	10pts
3. Service Learning: Lessons Learned Presentation and Outline	10pts
4. Active Learning Class Discussion and Outline	10 pts
5. Grand Challenges Presentation And Outline (Cultural Diversity Emphasis)	10pts
6. Thought Paper	10 pts
7. Research Paper (Cultural Diversity Emphasis)	20pts
8. Attendance and Class Participation	5pt
TOTAL	100pts

*\* 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 20 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.***

## VI. GRADING POLICY/GRADING CRITERIA

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) – 6<sup>th</sup> 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. CLASSROOM 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) maybe in jeopardy of not passing this course. There may be homework assignments based on discussion and films shown in the 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 class room 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 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.

**GRADING SCALE**

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

**IX. COURSE SCHEDULE**

Date	Topic	Assignment Due	Readings/HOMEWORK
1/22	<p><b>INTRODUCTION TO SOCIAL WORK</b></p> <p><b>GRAND CHALLENGES FOR SOCIAL WORK</b></p> <p><b>SERVICE LEARNING</b></p>		



	<b>OVERVIEW</b>		
<b>1/29</b>	ACTIVE LEARNING-A <b>GRAND CHALLENGES FOR SOCIETY</b> <b>CHILDREN AND YOUTH</b> <b>MENTAL HEALTH</b>	SERVICE LEARNING FORM I	Chapter One  Chapter Two
<b>2/5</b>	ACTIVE LEARNING-B <b>HEALTH AND HEALTHCARE</b> <b>FAMILY AND CHILD WELFARE</b>		Chapter Three  Chapter Four
<b>2/12</b>	ACTIVE LEARNING-C <b>ADULTS AND AGING</b> <b>SUBSTANCE USE</b>		Chapter Five Chapter Six
<b>2/19</b>	ACTIVE LEARNING-D <b>HOMELESSNESS</b> <b>ENVIRONMENTAL JUSTICE</b>		Chapter Seven  Chapter Eight
<b>2/26</b>	ACTIVE LEARNING-E <b>TECHNOLOGY/ BIG DATE</b> <b>CRIMINAL JUSTICE/ DECARCERATION</b>	SERVICE LEARNING FORM II	Chapter Nine  Chapter Ten
<b>3/5</b>	<b>POVERTY/ECONOMIC INEQUALITY</b>	THOUGHT PAPER DUE	Chapter Eleven

	<b>FINANCIAL CAPABILITY</b>		Chapter Twelve
<b>3/12</b>	<b>SPRING BREAK</b>		
<b>3/19</b>	<b>SOCIAL JUSTICE IMMIGRANTS AND REFUGEES LGBTQ</b>	SERVICE LEARNING PRESENTATION: LESSONS LEARNED and OUTLINE	Chapter Thirteen
<b>3/26</b>	<b>DAY AT THE LEGISLATURE: Attendance is required. Meet at Texas Union Ballroom</b>	SERVICE LEARNING FORM III DUE	
<b>4/2</b>	GROUP PRESENTATIONS		HEALTHY DEVELOPMENT OF YOUTH  CLOSE THE HEALTH GAP  STOP FAMILY VIOLENCE
<b>4/9</b>	GROUP PRESENTATIONS		ADVANCE LONG LIVES  ERADICATE SOCIAL ISOLATION  END HOMELESSNESS
<b>4/16</b>	GROUP PRESENTATIONS		SOCIAL RESPONSE TO ENVIRONMENT  HARNESS TECHNOLOGY FOR SOCIAL GOOD/ BIG DATA  SMART

			DECARCERATON
4/23	GROUP PRESENTATIONS		REDUCE ECONOMIC INEQUALITY  FINANCIAL CAPABILITY  ACHIEVE EQUAL OPPORTUNITY AND JUSTICE
4/30	<b>GRAND CHALLENGES FOR SOCIAL WORK AND SOCIETY:  SIGNIFICANCE, INNOVATION, AND SOCIETAL IMPACT</b>	CULTURAL DIVERSITY RESEARCH PAPER  SERVICE LEARNING FORMS IV AND V DUE	Chapter Fourteen

## **X. REQUIREMENTS**

### **1. Service Learning Volunteer hours**

**25pts**

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 signed in before service learning volunteer hours can start. The signed form is due January 29, 2018. A late grade, docking a minus 1 pt a day, will be issued if the form is not turned in on time. This Service Learning requirement is to explore ethics, social justice, and cultural diversity issues related to social work.

### **2. FIVE Required Forms**

**10pts**

Provide a set of the forms to your supervisor at the beginning of the semester for their records. On the days that the forms are due, the forms need to be completely filled out and signed by the supervisor to receive full credit. Late forms will not be accepted unless the instructor was notified 24 hours in advance. A late grade, docking a minus 1 pt a day, will be issued if the form is not turned in on time.

Service Learning Agency Selection (Form I)	DUE 1/29/18
Service Learning Log (Form II)	DUE 2/26/18
Service Learning Log (Form III)	DUE 3/26/18
Service Learning Agency Evaluation of Student (Form IV)	DUE 4/30/18
Service Learning Student Evaluation of Agency (Form V)	DUE 4/30/18

### **3. SERVICE LEARNING----Lessons Learned AND OUTLINE**

**10pts**

Each student will do an individual or group 15 minute oral presentation about his or her service learning experience on March 19, 2018.

On the day of the presentation students are asked to hand in 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. Each student is required to give the instructor a typed 1-2 page outline of his or her oral presentation (including a-e) on the day of the presentation.

#### **4. ACTIVE LEARNING**

10pts

Each student will choose one topic under OPTION A or B or C or D or E and prepare an activity to lead a 20 minute class discussion and to engage the class to participate. Students make work in teams of 2 persons to prepare the activity, lead the class discussion, and engage the class to participate. The activity MUST include some aspect of cultural diversity.

OPTION A: YOUTH AND CHILDREN, MENTAL HEALTH

OPTION B: HEALTH AND HEALTHCARE, FAMILY AND CHILD WELFARE

OPTION C: ADULTS AND AGING, SUBSTANCE USE

OPTION D: HOMELESSNESS, ENVIRONMENTAL JUSTICE

OPTION E: TECHNOLOGY/BIG DATA, CRIMINAL JUSTICE/DECARCERATION

On the day of the presentation, each student must turn in an outline of the presentation. Choose the date for the specified ACTIVE LEARNING class discussion: 1/29/18, 2/5/18, 2/12/18, 2/19/18, or 2/26/18.

#### **5. GRAND CHALLENGE PRESENTATION AND OUTLINE (Cultural Diversity Emphasis)**

10pts

All students will be a 20 minute group presentation about a Grand Challenge covering 1) the importance of the Grand Challenge 2) innovations in technology or research or practice or policy related to the Grand Challenge and 3) application of the Grand Challenge to diversity issues.

Choose the date for specified GRAND CHALLENGE group presentation: 4/2/18 or 4/9/18 or 4/16/18 or 4/26/18

#### **6. THOUGHT PAPER**

10pts

Each student will do a mini biography focusing on generalist practice assessment tools of using a ecomap, genogram, and family timeline It will be a 4-5 page, doubled-space 12pt Times New Roman font, 1-inch margin, American Psychological Association (APA) format. DUE: March 5, 2018.

## **7. CULTURAL DIVERSITY RESEARCH PAPER**

**20pts**

Each student will do a research paper on a topic related to Cultural Diversity. There will be a 8-10page, doubled-space 12pt Times New Roman font, 1-inch margin, American Psychological Association (APA) format, final research paper on a topic related to an ethnic minority group in the United States. There needs to be a minimum of 8 refereed journal articles published after the year 2000.

The research paper will address 1) an ethnic minority group in the United States 2) a problem that the ethnic minority group is facing and 3) a connection to the problem that ethnic minority group is facing to one of the Grand Challenges and 4) description of how the problem is a reflection of a social and/or economic injustice 5) a solution for the problem of that ethnic minority group. Cultural Diversity in the United States is to be emphasized. The paper will be about problems and solutions related to social and economic justice (or injustices) facing this ethnic minority group. Hardcopy of research paper is DUE in class on March 5, 2018

## **8. Class Participation**

**5pts**

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 partial, 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.

Class will be held at the UT Texas Union. It is a required class session. It is not optional. Students will then march to the Legislature. Students are to make notes of their observations on what they saw and did. This is a homework assignment and is due the next class session on April 2, 2018. The minimum length is 2 pages, typed.

But students can receive extra credit towards their final grade (5 points) when they add 2 more pages (typed) to the Legislation Observation notes on some reflections about issues discussed at the Day at the Legislature that were relevant to social work's concerns about social and economic justice.

## **XI. BIBLIOGRAPHY**

On the American Academy of Social Work and Social Welfare website

([http://aaswsw.org/grand-challenge-initiative/12\\_challenges](http://aaswsw.org/grand-challenge-initiative/12_challenges))

there are 24 Working Papers related to the Grand Challenges that can be used as supplemental reading materials for the course.

1. Social is Fundamental
2. Grand Accomplishments in Social Work
3. Identifying and Tackling Grand Challenges for Social Work
4. From Mass Incarceration to Smart Decarceration
5. Strengthening the Social Response to the Human Impacts of Environmental Change
6. Prevention of Schizophrenia and Severe Mental Illness

7. Social Isolation Presents a Grand Challenge for Social Work
8. Increasing Productive Engagement in Later Life
9. End Homelessness
10. Unleashing the Power of Prevention
11. Harnessing Big Data for Social Good
12. Practice Innovation Through Technology in the Digital Age
13. Financial Capacity and Asset Building for All
14. Reducing and Preventing Alcohol Misuse and its Consequences
15. Ending Gender based Violence
16. Reverse Extreme Inequality
17. Safe Children: Reducing Severe and Fatal Maltreatment
18. The Grand Challenge of Promoting Equality by Addressing Social Stigma
19. Health Equity: Eradicating Health Inequalities for Future Generations
20. Achieving Equal Opportunity and Justice: The Integration of Latino/a Immigrants into American Society
21. Increasing Success for African American Children and Youth
22. Strengthening Healthcare Systems: Better Health Across America
23. Increasing Productive Engagement Early in Life: Civic and Volunteer Service as a Pathway to Development
24. Fair Housing and Inclusive Communities: How Can Social Work Move Us Forward?