

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

Course Number: SW 310

Unique Number: 59390

Semester: Fall 2020

Synchronous Meeting Time: Tuesdays,
9:30-10:45am

Asynchronous Activities: 75 Min Per Week

Instructor: Cynthia Penwell, LCSW

Pronouns: she/her/hers

Email: csPenwell@utexas.edu

Office Hours: Tuesdays, 10:45-11:45 am
or by appointment

Office Phone: Remote

INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE

(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, substance dependence and domestic violence.
10. Critically analyze how social services enhance the individual and social wellbeing 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

The class is web-based and taught using a flipped model of teaching or a form of blended learning where students learn content partially asynchronous through analyzing readings and articles, watching videos and completing exercises. Students will meet synchronously online for the other portion of the class. These methods intentionally draw on diverse pedagogical approaches to be inclusive of a variety of learning styles. Students will be expected to complete approximately half of the course content online and approximately half the course material in synchronous class. Students will need to have access to a computer with reliable internet connection to complete this course.

This course will highlight diverse perspectives of thought, and encourages students to engage in new ways of thinking that may be represented by speakers, the professor, and classmates from diverse backgrounds. Experiential learning will be the foundation of this class and students will be expected to critically process and reflect on what they are learning through readings, lectures, videos and service learning with the community. The goal is to support you in making your own decisions about how to proceed and then ask you to reflect on the trajectory of your experience.

Did it go as you expected? What was unexpected? What did you learn? What did you learn doesn't work well? I will evaluate the *process* of your doing and learning, not just the *product*.

This course will use the following platforms for virtual learning:

· **Canvas** —a Web-based course management system with password-protected access at <http://canvas.utexas.edu/>. It is the student's responsibility to ensure that their e-mail address is correct on this site so that class e-mails are received. To reach your class site on Canvas, please go to <http://courses.utexas.edu>. 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 blackboard questions. You can also call them at 475-9400. Additionally, the Learning Resource Center at the SSW has computers and computer assistance.

IV. REQUIRED AND RECOMMENDED TEXTS AND COURSE MATERIALS

Required Text: Cox, L. E., Tice, C.J., & Long D. D. (2018). Introduction to social work: An advocacy-based profession (2nd ed.). Thousand Oaks, CA: Sage Publications.

Supplemental course materials (worksheets, assignments, resources, articles) will be posted on Canvas.

Recommended Text: DiNitto, D and McNeese, A (2008). Social Work Issues and Opportunities in a challenging profession (3rd ed.). Chicago, Il: Lyceum Books, Inc.

Recommended Text:

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. Learning Reflections	24pts
2. Final Thought Paper	10pts
3. Discussion Boards	6pts
4. Culture Chest	5pts
5. Service Learning volunteer hours	15pts
6. Service Learning Lessons	5 pts
7. Research Paper Outline	5pts
8. Research Paper (Cultural Diversity Emphasis)	20pts
9. Attendance and Class Participation	10pts
	100pts

REQUIREMENTS

1. Learning Reflections

24 pts.

The Thought Paper is a log of your experiences and reactions to our readings, exercises, films, interactions, and other course activities. The Learning Reflections provide a forum for you to

reflect on your experiences, to deepen the learning that comes from course activities, and to wrestle with multiple thoughts and feelings that arise from the course content. They are an opportunity to share with your instructor your questions, frustrations, hopes, fears, satisfactions, and ideas. It is a way for your instructor to find out what you are learning from the readings, from your service learning experience, and from class. When you respond to something in the readings, please be specific. Learning Reflections need to be 1-2 pages in length using 12-point Times New Roman and submitted as Word documents. Learning Reflections are due at the end of each week. Please make sure that your name, the date, and the Thought Paper number are on your paper, and page numbers. You are required to complete weekly Learning Reflections, each of these reflections are worth 2 pts in your over-all grade. You will receive one point for completing a learning reflection according to the parameters, and an additional point if your reflection integrates learning and demonstrates depth of insight and awareness.

2. Final Thought Paper

10 pts. The

Final Thought Paper is a final reflection of your experiences and reactions to our readings, exercises, films, interactions, and other course activities. The instructor will post the questions on Canvas at least one week before the paper is due. When you respond to something in the readings, please be specific. Thought Papers need to be 5-7 pages in length using 12-point Times New Roman and submitted as Word documents. Thought Papers are due 12/3/20 Please make sure that your name and the date are on your Thought Paper.

3. Discussion Boards

6 pts.

Students are to actively participate in the asynchronous videos by responding to explore ethics, social justice, and cultural diversity issues related to social work.

4. Culture Chest

5 pts

Choose a small box for your “culture chest.” Place inside 5 items that represent your social identities (e.g., race, ethnicity, gender, sexual orientation, ability, religion, social class, nationality, age, size, etc.) that have influenced your worldview or behavior. These items might include photographs, pieces of art, jewelry, piece of clothing, or anything you believe has significant influence on how you perceive and behave in the world. Decorate the outside of your box with 5 images (e.g., pictures, drawings, words or phrases) that describe how you think others view these social identities (e.g., race, ethnicity, gender, sexual orientation, ability, religion, social class, nationality, age, size, etc.) and/or have treated you based on these social identities. You will give an 8 to 10 minute presentation about the objects in and on your box. Criteria for evaluation: • Thoughtful contents inside the culture chest (2pt) • Thoughtful decoration of the outside of the culture chest (1pt) • Sharing of the culture chest during class, including your description of how each item relates to a specific social group membership (2pt)

5. Service Learning hours

15 pts.

15 hours of virtual service learning must be completed by November 13, 2020. Hours must be entered in GivePulse as completed. Students will participate in a large scale service learning project that revolves around non-partisan voter engagement for the fall 2020 election cycle. The approximately 180 students completing service learning in the fall of 2020 will sign up for cross-class projects and will have the opportunity to collectively impact non-partisan voter education, engagement and turnout. Details will be discussed in class and instructions for use of GivePulse

will be provided. Students should plan to attend a virtual fair for service learning on September 4 from 12:00-1:30pm (CST). Due 11/13/20

6. Service Learning Registration and Liability Release in GivePulse **2pts.**

After watching/participating in the virtual Service Learning Fair, students must chose a Service Learning Project and register for that project using GivePulse. Sign up for projects will be due by 9/10/20

7. Service Learning Lessons **5 pts**

Students can chose to present these lessons via synchronous small group discussion in a fishbowl discussion format, students will discuss their experience at their service learning agency. Students are asked to provide a brief description of their service learning experience on the day of presentation. The oral presentation will include Each student is required to give the instructor a typed 1 page outline of his or her talk (including a-e) on the day of the presentation. Due 11/6/20

8. Research Paper Outline **5pts**

The research paper outline will follow APA format Details will be given out in class. Research paper outline is DUE on 10/13/20. Four points are related to formating and subject of outline, one point is given when student and instructor meet one on one during classtime this date.

9. Research Paper on Intersectionality and Social Justice **18pts**

There will be an 5-7 page, doubled-space 12pt Times New Roman font, 1-inch margin, American Psychological Association (APA) format, final research paper on a topic related to a minority group in the United States and issues of intersectionality and privilege. The research paper will addresse the intersectional nature of cultural diversity in the United States by examining two or more intersectional identities in a culture that has experienced persistent marginalization. Cultural Diversity and social justice in the United States is to be emphasized. addressing the intersectional nature of cultural diversity in the United States by examining two or more intersectional identities.

10. Class Participation **10pts**

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. To receive full points, you may not miss more than one class(excused and/or unexcused). *Due to a large portion of this class learning in an asynchronous format, two points of the 10 pt grade will be related to the students Discussion Questions/QTN.* Attending the entire class period is expected in order to receive credit for attending class that day. If you miss more than one class, for each class after that I have the right to take 1.5 points off your participation grade. Any student missing more than thee classes in total (excused or unexcused) maybe in jeopardy of not passing this course.

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

VI. CLASSROOM POLICIES

1. Participation and Attendance

Attendance and active participation are critical to the teaching and learning in this class. Especially in a course where we examine social justice and social work it is essential to have all voices in the room. Students are expected to be in class when class is synchronous, actively engaged in discussions or assignments when the class is asynchronous, or, in extenuating circumstances, to notify the instructor if they cannot attend. This portion of the grade will be determined by attendance and quality of contribution as demonstrated by student preparation level and interactions/discussion with instructor and students. Preparation includes completing readings and assignments by due dates and coming to class prepared to discuss them, and “being present” and involved in experiential activities and discussions. Note that even if absences are excused, missing more than two classes of any nature will impact your participation grade (unless it is because of a religious holiday), and missing more than one synchronous/experiential class will impact your grade since you cannot participate if you are not present. Overall, missing more than three classes will result in a reduction in your final letter grade.

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 10% 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

Cell phones and laptops are permitted in virtual learning class, however the student is expected to be utilizing those devices only for the purpose of accessing or enhancing the classroom learning environment. Failure to comply with this expectation may result in a grade reduction in class participation grade.

VII. 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.

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/>.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse

ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

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 (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

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/>.

SHARING OF COURSE MATERIALS IS PROHIBITED No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

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.

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.

CLASS RECORDINGS. Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

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>.

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 on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

CAMPUS CARRY POLICY. The University's policy on concealed firearms 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.

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 have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <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.

COVID CAVEATS. To help keep everyone at UT and in our community safe, it is critical that students report COVID-19 symptoms and testing, regardless of test results, to [University Health Services](#), and faculty and staff report to the [HealthPoint Occupational Health Program](#) (OHP) as soon as possible. Please see this [link](#) to understand what needs to be reported. In addition, to

help understand what to do if a fellow student in the class (or the instructor or TA) tests positive for COVID, see this [University Health Services link](#).

VIII. COURSE SCHEDULE

Date
Modality
Topic
Assignments Due
Independent Learning Expectations (readings/videos)
Week 1
8/27
Asynchronous;
Lecture and Syllabus Review
Introduction/ syllabus review

Posted on Canvas:

Review and complete Module Week 1 including asynchronous lecture

Textbook Readings:

Cox, Tice & Long Chapter 1

Epilogue pg 360-364

Week 2

9/1

Asynchronous lecture - ethics

Synchronous;
class meeting 9:30-10:45am

Small group break-out ethics
Ethics and Social Justice

Virtual Service Learning Fair 9/4/20, 12:00-1:30

Posted on Canvas:

Review and complete Module week 2a as defined in canvas *including asynchronous lecture*

Textbook Readings

Cox, Tice & Long pg. 364-365

9/3

Asynchronous Lecture – social workers

History and Primary Functions and Focus of Social Work; social work education

Learning Reflection 1

Due 9/4 by 11:59pm

Video Discussion Board 1 due by 9/4 11:59pm

Textbook Readings

Cox, Tice & Long, Ch 2

Posted on Canvas:

Review and complete Module week 2b as defined in canvas *including asynchronous lecture and video*

Week 3

9/8

Asynchronous lecture – theory and practice

Synchronous;

class meeting 9:30-10:45am

QTN 1

Generalist Practice and Theory

QTN 1 Due 9/8 at 9:30am

Textbook Readings

Cox, Tice & Long, Ch 3

Posted on Canvas:

Review and complete Module week 3a as defined in canvas *including asynchronous lecture*

9/10

Asynchronous lecture – how we define a problem, what is normative?

Mezzo Practice: Communities, Advocacy
How we Frame a Problem

Learning Reflection 2
Due 9/11 at 11:59pm

Register in GivePulse for agency selection due 9/11 by 11:59pm

Textbook Readings

Cox, Tice & Long, Ch 4

Posted on Canvas:

Review and complete Module week 3b as defined in canvas
including asynchronous lecture

Week 4

9/15

Asynchronous lecture – macro and environment

Synchronous;

class meeting 9:30-10:45am

QTN 2

small group break-outs

Macro Practice: Large Scale Advocacy and Environmentalism

Video Discussion Board 2 due by 9/14 11:59pm

QTN 2 Due 9/15 at 9:30am

Textbook Readings:

Cox, Tice & Long Ch. 16

Posted on Canvas:

Review and complete Module week 4 as defined in canvas *including asynchronous lecture and video*

9/17

Asynchronous Lecture – what is cultural competence

Culturally competent practice

Culture Box

Due 9/17 by 11:59PM

Posted on Canvas:

Review and complete Module week 4 as defined in canvas *including asynchronous lecture*

Week

5

9/22

Asynchronous Lecture – intersectionality

Synchronous;
class meeting 9:30-10:45am
experiential exercise
QTN 3
small group break-outs
Culture and Intersectionality
QTN 3 due 9:30am

Posted on Canvas:

Review and complete Module week 5 as defined in canvas *including asynchronous lecture*
9/24

Asynchronous Lecture – classism and housing
Poverty, Communities at risk and housing

Learning Reflection 3
Due 9/25 by 11:59pm

Posted in Canvas:

Review and complete Module week 4 as defined in canvas *including asynchronous lecture*

Week

6

9/29

Asynchronous lecture- sexism

Synchronous;
class meeting 9:30-10:45am
QTN 4
small group exercise
Gender and Social Work Practice

QTN 4 Due 9:30am

Posted on Canvas:

Review and complete Module week 5 as defined in canvas
including asynchronous lecture

10/1

Asynchronous lecture -LGBTQ

Social Work Practice
and LGBTQ community

Learning Reflection 4
Due 10/2 at 11:59pm

Posted on Canvas:

Review and complete Module week 5 as defined in canvas
including asynchronous lecture

Week 7

10/6

Asynchronous lecture

Guest Lecture

Dr Darlene Grant

Synchronous;

class meeting 9:30-10:45am

QTN 5

small group exercises

Racism

QTN 5 Due 9:30am

Textbook Readings:

Cox, Tice & Long, Ch 13

Posted on Canvas:

Review and complete Module week 7a as defined in canvas
including asynchronous lecture

10/8

Asynchronous Lecture- APA style and how to write a paper

Learning Reflection 5 Due 10/9 at 11:59pm

Posted on Canvas:

Review and complete Module week 7b as defined in canvas
including asynchronous lecture

Week 8

10/13

No Asynchronous or Synchronous Lecture

***Synchronous
Staggered Individual Meetings***

Individual Review of Expectations and Goals
Research Paper Outline Due 10/13 by 11:59pm

10/15

Asynchronous Lecture – mental health

**Synchronous;
class meeting** 9:30-10:45am

Mental Illness and social work practice

Learning Reflection 6
Due 10/16 at 11:59pm

QTN 6 Due 9:30am
Textbook Readings
Cox, Tice & Long, Chapter 9
Posted on canvas:

Review and complete Module week 8 as defined in canvas
including asynchronous lecture

Week 9 10/20

Synchronous;

Guest speaker: Kamini Vera, LCSW, RPT-S

class meeting 9:30-10:45am

QTN 7

Social Work with Children and families

QTN 7 Due 9:30am
Textbook Readings
Cox, Tice & Long, Chapter 6
Posted on canvas:

Review and complete Module week 9 as defined in canvas

10/22

Asynchronous lecture - school social work
School social work

Learning Reflection 7

Due 10/16 at 11:59pm

Posted on canvas:

Review and complete Module week 9 as defined in canvas
including asynchronous lecture

Week

10

10/27

Asynchronous Lecture – Addiction

Synchronous;

class meeting 9:30-10:45am

small groups

QTN 8

Addiction and social work practice

QTN 8 Due 9:30am

Textbook Readings

Cox, Tice & Long, Chapter 10

Posted on canvas:

Review and complete Module week 8 as defined in canvas
including asynchronous lecture

10/29

Synchronous;

class meeting 9:30-10:45am

Guest speaker Jessica Carter,

military spouse and advocate

QTN 9

Veterans, Their Families, and Military Social Work

Learning Reflection 8

Due 10/30 at 11:59pm

QTN 9

Textbook Readings:

Cox, Tice & Long Ch. 13

Posted on canvas:

Review and complete Module week 10 as defined in canvas

Week 11 11/3

Synchronous;

class meeting 9:30-10:45am
small groups
QTN 10
Voting Day
Service Learning Critical Review

QTN 10

Posted on canvas:

Review and complete Module week 11a as defined in canvas

11/5

Asynchronous;

Process Service Learning Lessons

Service Learning Lessons due 11/6 by 11:59pm

Week

12 11/10

Asynchronous lecture – working within /with systems of oppression

Synchronous;

class meeting 9:30-10:45am

QTN 11

Social work and criminal justice

QTN 11 Due 9:30

Textbook Readings

Cox, Tice & Long Chap 12

Posted on Canvas:

Review and complete Module week 12a as defined in canvas

including asynchronous lecture

11/12

Asynchronous Guest Lecture

Guest Speaker

Dr. Wings-Yanez.

Ableism and disability

Ableism

Learning Reflection 9

Due 11/13 at 11:59pm

Textbook Readings

Cox, Tice & Long Chap 8

Posted on Canvas:

Review and complete Module week 12b as defined in canvas

Week 13

11/17

Asynchronous Lecture – ageism

Synchronous;
class meeting 9:30-10:45am

QTN 12

Gerontological Social Work and Ageism
QTN 12 Due 9:30am

Textbook Readings

Cox, Tice & Long Ch. 11

Posted on Canvas:

Review and complete Module week 13a as defined in canvas
including asynchronous lecture and video

11/19

Asynchronous:

A day in the Life of a Hospital Social Worker and disproportionality
Social Work Practice in Health-Care

Learning Reflection 10

Due 11/20 at 11:59pm

Textbook Readings

Cox, Tice & Long Ch. 7

Posted on Canvas:

Review and complete Module week 13b as defined in canvas
including asynchronous lecture

Week 14

11/24

Synchronous;
class meeting 9:30-10:45am
International Social Work

Research Paper Due
11/24 at 11:59pm

Video Discussion Board 3 due by 11/29 at 11:59pm

Textbook Readings

Cox, Tice & Long Ch. 17

Posted on Canvas:

Review and complete Module week 14 as defined in canvas

12/1

Asynchronous

Integrating Lessons

Week 15

12/3

Synchronous;
class meeting 9:30-10:45am
Final Class – Wrap up and celebration

Final Thought Paper due 12/4 by 11:59pm

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