

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

**Course Number:** SW 310

**Unique Number:** 59400

**Semester:** Fall 2020

**Meeting Time:** Thursdays 11am-12:30pm

**Asynchronous Activities:** 75 Min Per Wk

**Instructor's Name:** Lainey Sevillano, MSW

**Pronouns:** She/They/Siya

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**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/](http://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.

**Kahoot!** is a game-based learning platform, used as educational technology in schools and other educational institutions. Its learning games, "Kahoots", are user-generated multiple-choice quizzes that can be accessed via a web browser or the Kahoot app. We will be using it to help gauge your understanding of the course materials (e.g. readings, lectures, etc.).

**Menti.com** We will use [menti.com](https://www.menti.com) as a way to engage with each other. You can use your smart devices to answer questions and visualize responses in real-time to create a fun and interactive experience.

**Google Docs** is a very powerful real-time collaboration and document authoring tool. Multiple users can edit a document at the same time, while seeing each others' changes instantaneously. Users can produce text documents, slide presentations, spreadsheets, drawings, and surveys. We will use Google Docs as a way to collaborate with one another in synchronous and asynchronous ways.

#### **IV. REQUIRED AND RECOMMENDED TEXTS AND COURSE MATERIALS**

##### **Required Text:**

Required Readings are noted in the “Bibliography” of this syllabus and are available online through the library and on *Canvas*..

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

#### **V. COURSE REQUIREMENTS**

- |   |              |
|---|--------------|
| 1. Personal reflection essay  | 8 pts        |
| 2. Online Discussion Questions                                      | 60 pts       |
| 3. Lead class discussion  | 25 pts       |
| 4. Attendance and Class Participation                               | 28.5 pts     |
| 5. Service Learning Registration and Liability Release in GivePulse | 2.5 pts      |
| 6. Service Learning hours (15)                                      | 30 pts       |
| 7. Intersectionality Paper  | 16 pts       |
| 8. Service Learning Final Group Presentation                        | 25 pts       |
| 9. Service Learning Reflection Questions and Evaluation             | <u>5 pts</u> |

Total possible: 200 pts

#### **REQUIREMENTS**

**Personal Reflection Essay DUE September 3 by 11:00am**

**8 points**

You will be responsible for writing a 3-page (double spaced) personal reflection essay, or narrative that describes your position as an individual member of the class, as a member of a group within the class, as a developing scholar exploring diversity and racial equity as a current student and as a professional in the future. This assignment could be used to help you think through how all the strands of your life come together to shape your approach as a scholar and your interest in social work, diversity, and equity. The main requirement is that you situate yourself as an individual prior to arriving at UT, within your current community, and within the larger society.

### **Online Discussion Learning**

**Total possible points: 60 (5 points per week)**

Most weeks, students will be required to watch videos, complete readings and complete exercises related to the topics of that week. In order to integrate what is learned for that week, as well as process service learning experiences in relationship to course work, students will be required to post a weekly critical reflection with photo elicitation post on the Canvas discussion board for that week.

For each week's readings you will write a 275-350 words critical reflection response to connect the readings to you and your experiences. A critical reflection paper is a combination of two types of thinking: reflective and critical. The goal of reflective thinking is to try to learn more about yourselves and your work by considering your thoughts, feelings, and experiences. To help with critical reflection, your paper must include at least one picture. Photo-elicitation is a tool that uses visual images to elicit thoughts, emotions, apprehensions around a subject. The photo can be a photographs, paintings, graffiti, and advertising, among others. Choose your adventure- connect the readings, reflection, class dialogue, personal experiences and consciousness- raising.

After posting your critical reflection and photo, you must engage with at least 3 of your classmates' posts. This engagement must be in a meaningful way that shows you have critically thought about your classmate's post.

**Weekly Discussion Assignments (both your own post and your comments on others' posts) are due by 11:59pm on: 9/9, 9/16, 9/23, 9/30, 10/7, 10/14, 10/21, 10/28, 11/4, 11/11, 11/18, 11/23**

A separate assignment sheet will be provided to help guide you through writing a critical reflection.

### **Lead Class Discussion**

**25 points**

You will be assigned to a small group to lead the class discussion one week during the semester. You will be required to meet with the professor in advance (at least one week before) to discuss your plan for leading the class. The size of the groups will depend on final enrollment.

**Class Participation 28.5 points (2 points each week + leading a closing/opening 2.5 points)**

This will be determined on attendance in synchronous class meeting times and the quality of participation in class discussion and small group exercises. Attending the entire class period is expected in order to receive credit for attending class that day.

Attendance will be taken using a class meeting “exit ticket” which you will complete for each in-person class session. You will complete exit tickets with your name and a very brief reflection and/or question regarding your learning for that class session.

Instructions will be given each class session.

- **Opening and Closing Activity.** Part of your total participation points (2.5 points) will include leading an opening or a closing activity. Please sign up to facilitate an opening and closing activity during the course as a way to signal the start and end of the class. These activities also allow for us to get to know each other in different ways, build community, provide a way to share our culture and perspectives with others, and provide an opportunity to learn. Opening and closing activities should only be 5 minutes maximum in length. Opening activities must related to the previous class readings and discussion. Closing activity must relation to that class readings and discussion.

\*\*Due to the format and content of this course, both attendance and contribution are imperative.\*\*

**Service Learning Registration & Liability Release DUE 9/8/20** **2.5 points**

After watching/participating in the virtual Service Learning Fair, students must choose a Service Learning Project and register for that project using GivePulse. Sign up for projects will be opened in GivePulse on September 8, 2020. The Liability Release completion is a step in GivePulse Registration.

**Service Learning Hour Completion DUE 11/13/20** **30 points**

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).

**Intersectionality Paper Due 12/1/20** **16 points**

Students will complete a 5-7 page, doubled-spaced paper addressing the intersectional nature of cultural diversity in the United States by examining two or more intersectional identities. A separate assignment sheet will be provided.

**Service Learning Group Panopto DUE 12/7/20** **25 points**

Students will create a Panopto presentation about service learning project experience and how it relates to the theories and concepts covered in this class. A separate assignment sheet will be provided.

**Service Learning Reflection Questions & Evaluation DUE 12/7/20** **5 points**

Students will be required to complete reflection questions at the end of the semester that reflect on the strengths, challenges and lessons learned from their service learning experience. A separate assignment sheet will be provided.

At the end of the semester, the Service Learning TA will distribute an online evaluation form in Qualtrics that students must complete. This form will assist the program in tracking student satisfaction with service learning projects and the service learning process in general. Instructors will receive a list of students that have completed the survey to provide credit.

## **VI. GRADES** **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

## **VII. CLASSROOM POLICIES**

**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.

Regular and punctual attendance to each in-person class is expected for this course. To receive full class participation points, a student may not miss more than two classes unless a student has accommodations approved in advance through University Services for Students with Disabilities. Students are expected to contact the professor by email or phone in a timely manner about absences, and alert the professor about late arrivals or early departures. Any student missing more than six classes in total maybe in jeopardy of not passing this course.

“Attendance” and participation for the flipped portion of this class will be evaluated based on the completion of online activities. Students will complete a discussion board question that relates back to the online activities. These discussion boards are worth 1 point each. Students not completing a discussion board will not receive that point.

Students are responsible for any material missed due to absences. Course material will be posted in Canvas.

**Late Assignments:** It is expected that all assignments will be turned in on time. Assignments, including papers, are due on the date and time indicated in Canvas. Late assignments will be

penalized 5% of the assignment point value for each day late. After 10 calendar days, late assignments will not be accepted.

**Papers:** Students are expected to produce high quality written work in terms of appearance, style, and content. When using information from sources to complete a paper, references and the bibliography should conform to current APA style. The American Psychological Association (APA) – 6th edition format should be used. 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. Instances of plagiarism will be addressed according to University policy. Questions about grades should be raised with the instructor within one week of receipt of the grade.

**Use of Computers/Cell Phones in the Classroom:** Laptops will only be allowed in class during lecture times. Laptops should not be kept out during interactive class exercises. When laptops are being used in the classroom, they should not be used for anything other than note-taking or relevant data search that will benefit the entire class. Internet browsing, messaging, working on material outside of the course is not permitted and will result in lower participation grades. 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.

## **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.

**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](#).

**IX. Class Schedule**

<b>Week of &amp; Topic</b>	<b>Tuesday</b>	<b>Thursday</b>
<p style="text-align: center;"><b><u>08/24</u></b></p> <p style="text-align: center;">Introduction</p> <p style="text-align: center;">Syllabus review</p> <p style="text-align: center;"><b>No Synchronous meeting this week</b></p>	<p style="text-align: center;"><b><u>08/25</u></b></p> <p style="text-align: center;">Last day of vacation!</p>	<p style="text-align: center;"><b><u>08/27</u></b></p> <p style="text-align: center;"><b><i>Async. work:</i></b></p> <p>WATCH: Intro video (on Canvas)</p> <p>REVIEW: Syllabus (on Canvas)</p> <p>READ: Sue, D. W., Lin, A. I., Torino, G. C., Capodilupo, C. M., &amp; Rivera, D. P. (2009). Racial microaggressions and difficult dialogues on race in the classroom. <i>Cultural Diversity and Ethnic Minority Psychology, 15</i>(2), 183. (on Canvas)</p> <p>READ: Jemal, A. (2017). Critical consciousness: A critique and critical analysis of the literature. <i>The Urban Review, 49</i>(4), 602-626. (on Canvas)</p>

<p style="text-align: center;"><u>8/31</u></p> <p>Introduction</p> <p>Syllabus review</p> <p>Service Learning Overview</p>	<p style="text-align: center;"><u>9/1</u></p> <p><b>Synchronous meeting:</b> Opening activity</p> <p>Syllabus review</p> <p>Service Learning Overview</p> <p>Closing activity</p>	<p style="text-align: center;"><u>9/3</u></p> <p><b>DUE: Personal reflection essay on 9/3 by 11am</b></p> <p><b>Asynch. work:</b> READ: <a href="#">Global definition of social work</a></p> <p>COMPLETE: Service Learning Orientation Module (on Canvas)</p> <p>READ: Abramovitz, M., Sherraden, M., Hill, K., Smith, T. R., Lewis, B., &amp; Mizrahi, T. (2019). Voting is Social Work: Voices From the National Social Work Voter Mobilization Campaign. <i>Journal of Social Work Education</i>, 55(4), 626–644. <a href="https://doi.org/10.1080/10437797.2019.1656690">https://doi.org/10.1080/10437797.2019.1656690</a> (on Canvas)</p> <p>ATTEND: Virtual Service Learning Fair on 09/04 12pm-1:30pm</p>
<p style="text-align: center;"><u>9/7</u></p> <p>IFSW Ethics &amp; Roles</p> <p><i>NASW Code of Ethics</i></p> <p>History of Social Work and Social Welfare</p> <p>Social work in action:</p> <p>Intervention implementation, food access research</p>	<p style="text-align: center;"><u>9/8</u></p> <p><b>DUE: Service Learning Registration &amp; Liability Release</b></p> <p><b>Asynch. work:</b> READ: <a href="#">Global Social Work Statement of Ethical Principles</a></p> <p>READ: <a href="#">The Role of Social Work in Social Protection Systems</a></p> <p>READ: <a href="#">NASW Code of Ethics</a></p> <p>READ: <a href="#">History of the NASW Code of Ethics</a></p>	<p style="text-align: center;"><u>9/10</u></p> <p><b>DUE: Critical reflection post + photo due on Canvas discussion board on 9/9 by 11:59pm</b></p> <p><b>Synchronous meeting:</b> Opening activity</p> <p>Guest lecture: Marisol McDaniel, DrPH, MPH, Postdoctoral Fellow, Research Affiliate The University of Texas at Austin</p> <p>Closing activity</p>

	REVIEW: History of Social Work Powerpoint on Canvas	
<p style="text-align: center;"><b><u>9/14</u></b></p> <p>Social work in action:</p> <p style="padding-left: 40px;">Military social work</p> <p style="padding-left: 40px;">International social work</p> <p style="padding-left: 40px;">Working with families with disabilities</p>	<p style="text-align: center;"><b><u>9/15</u></b></p> <p><b><i>Async. work:</i></b></p> <p>READ: Barnes, H. A., Hurley, R. A., &amp; Taber, K. H. (2019). Moral injury and PTSD: often co-occurring yet mechanistically different. <i>The Journal of neuropsychiatry and clinical neurosciences</i>, 31(2), A4-103. (on Canvas)</p> <p>READ: <a href="https://www.nytimes.com/2020/06/30/magazine/special-operations-suicide-military.html">Turse, N. (2020, June 30). U.S. Commandos at Risk for Suicide: Is the Military Doing Enough?   <a href="https://www.nytimes.com/#publisher">https://www.nytimes.com/#publisher.</a>   <a href="https://www.nytimes.com/2020/06/30/magazine/special-operations-suicide-military.html">https://www.nytimes.com/2020/06/30/magazine/special-operations-suicide-military.html</a></a></p> <p>READ: Olkin, R. (2002). Could you hold the door for me? Including disability in diversity. <i>Cultural Diversity and Ethnic Minority Psychology</i>, 8(2), 130. (on Canvas)</p>	<p style="text-align: center;"><b>9/17</b></p> <p><b>DUE: Critical reflection post + photo due on Canvas discussion board on 9/16 by 11:59pm</b></p> <p><b><i>Synchronous meeting:</i></b></p> <p>Opening activity</p> <p>Guest lecture: Lataya Hawkins, LCSW-S, BCD LTC, MS, US Army, Doctoral Candidate</p> <p>Guest lecture: Weiwen Zeng, MSSc, Doctoral student</p> <p>Closing activity</p>

<p style="text-align: center;"><u>9/21</u></p> <p>Ecological systems theory</p> <p>Strengths-based perspective</p> <p>Critical race theory</p>	<p style="text-align: center;"><u>9/22</u></p> <p><i>Async. work:</i>  <i>WATCH: <a href="#">Chimamanda Adichie: What Are The Dangers Of A Single Story?</a></i></p> <p>READ: Kolivoski, K. M., Weaver, A., &amp; Constance-Huggins, M. (2014). Critical Race Theory: Opportunities for Application in Social Work Practice and Policy. <i>Families in Society</i>, 95(4), 269–276. <a href="https://doi.org/10.1606/1044-3894.2014.95.36">https://doi.org/10.1606/1044-3894.2014.95.36</a> (on Canvas)</p> <p>READ:  Abrams, L., &amp; Moio, J. (2009). CRITICAL RACE THEORY AND THE CULTURAL COMPETENCE DILEMMA IN SOCIAL WORK EDUCATION. <i>Journal of Social Work Education</i>, 45(2), 245–261. <a href="https://doi.org/10.5175/JSWE.2009.200700109">https://doi.org/10.5175/JSWE.2009.200700109</a></p>	<p style="text-align: center;"><u>9/24</u></p> <p><b>DUE: Critical reflection post + photo due on Canvas discussion board on 9/23 by 11:59pm</b></p> <p><i>Synchronous meeting:</i>  Opening activity</p> <p>Presentation on theories</p> <p>Small group discussion</p> <p>Closing activity</p>
<p style="text-align: center;"><u>9/28</u></p> <p>Anti-coloniality</p>	<p style="text-align: center;"><u>9/29</u></p> <p><i>Async. work:</i>  LISTEN: Anti-colonialism in SW podcast, Decolonize Social Work</p> <p>READ: Almeida, R. V., Werkmeister Rozas, L. M., Cross-Denny, B., Lee, K. K., &amp; Yamada, A. M. (2019). Coloniality and intersectionality in social work</p>	<p style="text-align: center;"><u>10/1</u></p> <p><b>DUE: Critical reflection post + photo due on Canvas discussion board on 9/30 by 11:59pm</b></p> <p><i>Synchronous meeting:</i>  Opening activity</p> <p>Presentation on Colonial mentality among Pilipinx Americans</p>

	education and practice. Journal of Progressive Human Services, 30(2), 148-164.	Small group discussion Closing activity
<u>10/5</u>  Intersectionality	<p><u>10/6</u></p> <p><i>Async. work:</i> WATCH: <a href="#">Kimberlé Crenshaw: The urgency of intersectionality</a></p> <p>WATCH: <i>El Canto del Colibri</i> documentary (available through UT Library)</p> <p>READ: Eligon, J. &amp; Gebeloff, R. (2016). Affluent and black, and still trapped by segregation. The New York Times, Retrieved from <a href="http://www.nytimes.com/2016/08/21/us/milwaukee-segregation-wealthy-black-families.html?mwrsm=Email&amp;r=0">http://www.nytimes.com/2016/08/21/us/milwaukee-segregation-wealthy-black-families.html?mwrsm=Email&amp;r=0</a> (on Canvas)</p>	<p><u>10/8</u></p> <p><b>DUE: Critical reflection post + photo due on Canvas discussion board on 10/7 by 11:59pm</b></p> <p><i>Synchronous meeting:</i> Opening activity Intersectionality presentation Intersectionality activity Closing activity</p>
<u>10/12</u>  Specific Identity Constructs and Populations at Risk: Race/racism, Immigration/xenophobia	<p><u>10/13</u></p> <p><i>Async. work:</i> READ: Definitions and concepts document (on Canvas)</p> <p>READ: History &amp; Immigration Timeline: Key Events in the Struggle for Racial Equality in the United States (on Canvas)</p> <p>READ: Corley, N. A., &amp; Young, S. M. (2018). Is social work still racist? A content</p>	<p><u>10/15</u></p> <p><b>DUE: Critical reflection post + photo due on Canvas discussion board on 10/14 by 11:59pm</b></p> <p><i>Synchronous meeting:</i> Opening activity Group 1 leads discussion Closing activity</p>

	<p>analysis of recent literature. <i>Social work</i>, 63(4), 317-326.</p> <p>2 other media items as suggested by Group 1</p>	
<p><u>10/19</u></p> <p>Specific Identity Constructs and Populations-at-Risk: Class, Classism</p>	<p><u>10/20</u></p> <p><i>Async. work:</i> READ: Definitions of key terms in study of classism (on Canvas)</p> <p>READ: Braveman, P. A., Cubbin, C., Egerter, S., Chideya, S., Marchi, K. S., Metzler, M., &amp; Posner, S. (2005). Socioeconomic status in health research: one size does not fit all. <i>JAMA</i>, 294(22), 2879-2888. (on Canvas)</p> <p>2 other media items as suggested by Group 2</p>	<p><u>10/22</u></p> <p><b>DUE: Critical reflection post + photo due on Canvas discussion board on 10/21 by 11:59pm</b></p> <p><i>Synchronous meeting:</i> Opening activity</p> <p>Group 2 leads discussion</p> <p>Closing activity</p>



<p style="text-align: center;"><b><u>10/26</u></b></p> <p>Specific Identity Constructs and Populations-at-Risk: Sexual Orientation, Heterosexism, Homophobia &amp; Transgender Oppression</p>	<p style="text-align: center;"><b><u>10/27</u></b></p> <p><i>Async. work:</i>  READ: Transgender Oppression Definitions &amp; Levels and Types of Transgender Oppression (on Canvas)</p> <p>REVIEW: Sexism Powerpoint (on Canvas)</p> <p>2 other media items as suggested by Group 3</p>	<p style="text-align: center;"><b><u>10/29</u></b></p> <p><b>DUE: Critical reflection post + photo due on Canvas discussion board on 10/28 by 11:59pm</b></p> <p><i>Synchronous meeting:</i>  Opening activity</p> <p>Group 3 leads discussion</p> <p>Closing activity</p>
<p style="text-align: center;"><b><u>11/2</u></b></p> <p>Criminal Justice system</p>	<p style="text-align: center;"><b><u>11/3</u></b></p> <p><i>Async. work:</i>  WATCH: <i>13th</i> documentary (<a href="#">available through UT Library Netflix</a>)</p> <p>READ: Mackall, A. (2020, August 4). Opinion: Social services are central to public safety. Social Care Stories. <a href="https://stories.auntbertha.com/2020/07/19/opinion-social-services-are-central-to-public-safety/">https://stories.auntbertha.com/2020/07/19/opinion-social-services-are-central-to-public-safety/</a></p> <p>1 other media items as suggested by Group 4</p>	<p style="text-align: center;"><b><u>11/5</u></b></p> <p><b>DUE: Critical reflection post + photo due on Canvas discussion board on 11/4 by 11:59pm</b></p> <p><i>Synchronous meeting:</i>  Opening activity</p> <p>Group 4 leads discussion</p> <p>Closing activity</p>

<p style="text-align: center;"><b><u>11/9</u></b></p> <p>Behavioral, mental, and physical health care systems</p>	<p style="text-align: center;"><b><u>11/10</u></b></p> <p><i>Async. work:</i>  READ: Williams D.R., &amp; Sternthal, M. Understanding racial/ethnic disparities in health: Sociological contributions. Journal of Health and Social Behavior 2010;51(Suppl):S15-S27. (on Canvas)</p> <p>READ: Mendenhall, A. N., &amp; Frauenholtz, S. (2013). Mental Health Literacy: Social Work's Role in Improving Public Mental Health. Social Work, 58(4), 365–368.  <a href="https://doi.org/10.1093/sw/swt038">https://doi.org/10.1093/sw/swt038</a></p> <p>2 other media items as suggested by Group 5</p>	<p style="text-align: center;"><b><u>11/12</u></b></p> <p><b>DUE: Critical reflection post + photo due on Canvas discussion board on 11/11 by 11:59pm</b></p> <p><b>DUE: Service Learning Hour Completion</b></p> <p><i>Synchronous meeting:</i>  Opening activity</p> <p>Group 5 leads discussion</p> <p>Closing activity</p>
<p style="text-align: center;"><b><u>11/16</u></b></p> <p>Child welfare system</p>	<p style="text-align: center;"><b><u>11/17</u></b></p> <p><i>Async. work:</i>  REVIEW: Powerpoint on Child Welfare (on Canvas)</p> <p>WATCH: <i>Big Mama</i> documentary (available through UT Library)</p> <p>READ: Mountz, S., Capous-Desyllas, M., &amp; Sevillano, L. (2019). Educational Trajectories of Youth Formerly in Foster Care who are LGBTQ: Before, During, and After Emancipation. Child Welfare, 97(6).</p>	<p style="text-align: center;"><b><u>11/19</u></b></p> <p><b>DUE: Critical reflection post + photo due on Canvas discussion board on 11/18 by 11:59pm</b></p> <p><i>Synchronous meeting:</i>  Opening activity</p> <p>Group 6 leads discussion</p> <p>Closing activity</p>

	2 other media items as suggested by Group 6	
<u>11/23</u>  Feedback	<u>11/24</u> <b>DUE: Final critical reflection post + photo due on Canvas discussion board on 11/23 by 11:59pm</b>  <i>Final Synchronous meeting:</i> 2 opening activities  Class Zoom Party 2 closing activities	<u>11/26</u>  <i>Holiday</i>
<p style="text-align: center;"><u>11/30-12/6</u></p> <p><b>DUE on 12/1 by 11:00am: Intersectionality paper</b></p> <p><i>Async. work:</i> Final group presentation Reflection questions and eval</p> <p><b>DUE on 12/7 by 11:59pm:</b></p> <ol style="list-style-type: none"> <li><b>1) Service Learning Final Group Panopto presentation</b></li> <li><b>2) Individual Service Learning Reflection Questions &amp; Evaluation</b></li> </ol>		

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