

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

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**Course Number:** SW 312

**Unique Number:** 59415

**Semester:** Fall 2020

**Class time:** T/TH 12:30 - 14:00 PM

**Teaching Mode:** Online, individual consultations available through Zoom

**Instructor:** Weiwen Zeng, MSSc

**Pronouns:** he/him/his

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**Office Hours:** T/TH 10:30 AM – 12:00 PM  
other times by appointment

**Generalist Social Work Practice: Knowledge, Values, & Skills**

**I. STANDARDIZED COURSE DESCRIPTION**

This is the first course in the practice methods sequence, in which students are introduced to the fundamental values and ethics, skills, and knowledge relevant to generalist social work practice. Areas covered include the NASW Code of Ethics and Standards for Cultural Competence in Social Work Practice: the development of observation, communication, interviewing, and assessment skills utilizing the problem-solving approach. Experiential learning is emphasized, including a 15-hour service-learning component in which students have direct exposure to relate social work knowledge, values, and skills learned in the class.

Completion of SW310 is a prerequisite for this course.

**II. STANDARDIZED COURSE OBJECTIVES**

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

1. Explain the major dimensions of generalist social work practice and the planned change/problem-solving process with individuals, families, groups, organizations and communities.
2. Apply Social Work knowledge, values, and skills to their participation in the learning environment.
3. Demonstrate skills in observation, communication, interviewing, assessment and problem solving.
4. Demonstrate the ability to differentially use basic social work skills to reflect the needs of clients of diverse groups distinguished by race, ethnicity, class, gender, culture, sexual orientation, religion, age, physical or mental abilities, and national origin.
5. Identify ethical issues and recognize when client, societal, and/or personal values conflict emphasizing understanding, affirmation and respect for human diversity and social justice in the practice of social work.

**III. TEACHING METHODS**

The class is web-based and taught using a form of blended learning where students learn content partially asynchronous through reading the textbook and articles, watching videos and completing exercises. Students will meet synchronously online for the other portion of the class. You will need to have access to a computer with reliable internet connection to complete this course. To help safeguard the health and safety of yourselves and people around you, please make sure appropriate precautions (social distancing, cleaning your

hands, wearing PPE, etc.) are in place when you are indoor or have in-person meetings on the campus.

This course is designed to provide you with a meaningful learning environment through use of multiple methods of instruction (e.g. discussion, lecture, and group exercises); experiential learning (e.g. service-learning, role playing, & active learning) will be emphasized. You are expected to complete assigned readings prior to each class period. You are expected to participate in class. Class attendance is required and essential for successful completion of this course. This course will use an electronic Canvas site. Canvas will be used for turning in assignments, grading, and communication between students, the instructor, and the TA. To reach your class site on Canvas, please go to <http://canvas.utexas.edu> or go to the Social Work web page and click on Canvas. To access the course website, you must have an Internet connection and computer access. You will need a UT EID and password. The Help Desk available through the UT home page ([www.utexas.edu/its/help](http://www.utexas.edu/its/help)) can assist you with your computer and Canvas questions. Additionally, the Learning Resource Center at the SSW has computers and computer assistance.

#### IV. REQUIRED TEXTS AND MATERIALS

Required Text: Berg-Weger, M., Adams, D., Birkenmaier, J. (2020). *The Practice of Generalist Social Work*, Fifth Edition. Routledge.

This text gives many examples related to cultural diversity and inclusion. Additional readings and articles may be shared to the students for learning. See bibliography for more information.

#### V. COURSE REQUIREMENTS

<b>Requirements</b>	<b>Points</b>
Service-learning registration on GivePulse	2
Service-learning hour completion	15
Two service-learning reflection papers, 5 points each	10
Final service-learning presentation	5
Final service-learning reflection questions and evaluation	5
Five reading quizzes, 2 points each	10
Video Critique	8
Mid-term Take Home Exam	15
Final Take Home Exam	15
Class Attendance and Participation	15
<b>Total</b>	<b>100</b>

#### **Description of Each Component**

##### **Service-learning Registration and Liability Release in GivePulse (2 points)**

Students should plan to attend a virtual fair for service learning on September 4 from 12:00-1:30pm (CST). Details will be discussed in class and instructions for use of GivePulse will be provided. 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.

**Due 9/8/2020**

**Service-learning Hour Completion (15 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. Service learning is an essential component of the learning process and worth 37 points or 37% of your grade including all parts so it is very important.

**Due 11/13/2020**

**Two Service-learning Reflection Papers (5 points each, 10 points in total)**

For each reflection, students will write a 2-3 pages, double-spaced paper addressing their experience in the service-learning project. You will need to describe the service-learning setting, your own roles and main activities, and what you have learned about social work in your service-learning experience. More specific instructions will be given in the class.

**Due 10/1/2020, 11/3/2020**

**Final Service-learning Presentation (5 points)**

During the last two class sessions, each student will have 3-4 minutes to present his/her service-learning experience. Students can reflect on what they have learned about social work in the service-learning experience, and what was meaningful to them personally. Students can include pictures and or graphics to illustrate their points in the presentation. More specific instructions will be given in the class.

**Due 12/1/2020 or 12/3/2020**

**Final Service-learning Reflection Questions and Evaluation (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.

**Due 12/7/20**

**Reading Quizzes (2 points each, 10 points in total)**

The students are required to take 5 short reading quizzes throughout the semester. Each quiz contains 4 multiple choice questions that worth 2 points in total (0.5 point each question). The questions will come from respective chapters in the textbook. Students will complete and submit the quizzes on Canvas using a computer or a mobile phone during the first 5 minutes of the class.

**Finish in class, no due dates**

**Video Critique (8 points)**

Working with a partner, students will pair up and take a turn role-playing a social worker while the other acts as a client during a mock initial assessment interview. Students will go through the process of greeting the client, explaining your role, and gathering the information needed to complete the interview. Each of you will then choose one of the videos to critique, discussing the strength and weaknesses of your own skills, and outlining areas to work on for improvement. You do not need to show me your videos, instead, you will write a 2-3 pages double-spaced critique paper describing the interview process and what you have learned. More specific instructions will be given in the class.

**Due 11/19/2020**

**Mid-term and Final Take Home Exam (15 points each, 30 points in total)**

Mid-term and final take home exam will be disseminated 1-2 weeks before the due dates. For mid-term exam, it includes cultural diversity through a case study. You will be asked to apply social work knowledge, values and skills you learn from the class to the case. For final exam, you will answer three questions that focus on cultural diversity.

**Mid-term due 10/20/2020**

**Final due 12/7/2020**

### **Class Attendance and Participation (15 points)**

Punctuality and timeliness are important for social work practitioners. Class attendance is expected. This will be determined on attendance in synchronous class meeting times and the quality of participation in class discussion and small group exercises. Establishing a pattern of late arrivals and early departures will negatively affect your grade. The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen, serious emergency. Attendance will be taken using the Zoom participants list so I suggest you change your Zoom account name to your full name. Otherwise you need to inform me of your Zoom “nickname” so I can link it to you.

*Note: With reasons, each student will be allowed to miss 2 classes without penalty. After that 1/2 point will be taken off the attendance/participation score for each class missed. Students who miss 9 classes will automatically fail the class.*

## **VI. GRADES**

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. CLASS POLICIES**

**1. Conduct and Civility:** Social work students adhere to the Student Standards for Professional Conduct of the NASW Code of Ethics and assume responsibility for their conduct. Scholastic honesty and integrity are consistent with social work values. The instructor will comply with University guidelines regarding scholastic dishonesty, including plagiarism. Social work practitioners respect others; therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected. Students will help create and support a learning environment that does not interfere with the learning of fellow students. When students voice an opinion with which you do not agree, feel free to voice opinions in a civil manner that can enhance the flow of ideas and dialog.

**2. Readings and Preparatory Assignments:** Students are expected to be active and participate in the learning process, and in an interactive framework between collegiate students and professor. Students are also expected to complete readings and preparatory assignments prior to class. Failure to demonstrate through discussions in class, online, and through assignments that one has comprehended the readings will be considered when

assigning the final grade. Students are responsible for the material in the assigned readings whether or not the material is covered in class.

**3. Professional Communication and Interactions:** Refrain from private conversations during class or other disruptive behavior. Disrespect toward the professor, students, or others is unacceptable and will be handled directly and in the context it occurs. Disrespectful behavior includes overt acts, such as talking over others or making derogatory remarks based on another person's age, race, class, gender, sexual orientation, religious preference, and ability. Moreover, covert acts of disrespect such as sneers, and other facial expressions, excluding class members from classroom tasks, etc. are also unacceptable. **Electronic Devices:** All communication devices should be turned off or placed on silent mode and put away during class. Unless laptops are required for specific class sessions, students may not use laptops during class without prior permission from the professor. Grade is negatively impacted by student's failure to comply with this policy.

**4. Class Attendance Policy:** Punctuality and timeliness are important for social work practitioners. Class attendance is expected. Attendance is defined as students' attentive physical presence in class for the entire class. Establishing a pattern of late arrivals and early departures will negatively affect your grade. The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen, serious emergency. *Each student will be allowed to miss 2 classes without penalty, after that 1 point will be taken off the attendance/participation score for each class missed. Students who miss 9 classes will fail the class.*

**5. Assignments and Grades:** Assignments should be turned in online via Canvas on the date they are due, barring serious, unforeseen medical illness or family emergencies. Late assignments will be considered when assigning the final grade.

**6. Writing Style:** The Publication Manual of the American Psychological Association Seventh Edition (APA) is the style manual to be used by all students. The manual is available at the library or for purchase at the UT Co-op.

**7. Use of Canvas:** The professor uses Canvas Web-based course management/collective workspace. An orientation will be given the first day of class. If you do not have a personal computer with personal Internet access, there are computers available for your use at the SW Learning Resource Center (LRC), the Flawn Academic Center, campus and public libraries.

**8. Course Modification:** To ensure achievement for course objectives, the professor reserves the right to make modifications to any part of this syllabus related to schedule and assignment due dates. Should any modifications be made, students will be notified in class and modifications will be posted to Canvas. Students should check their email frequently. Note that some of the links to documents and videos on the Internet may change. Documents, new links or alternate options will be provided.

## 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:

1. 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.
2. If you require assistance to evacuate, inform the professor in writing during the first week of class.
3. In the event of an evacuation, follow the professor's instructions.
4. 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. COURSE SCHEDULE

Week	Date	Topic	Readings/Assignment Due
1	Thursday 8/27	Introductions, syllabus, social work practice overview	Read syllabus before class
2	Tuesday 9/1	Professionalism and Service Learning  Guest speakers: BSW Assistant Dean Cossy Hough and SL TA	
	Thursday 9/3	Theoretical perspectives in SW	Read Chapter 1  9/4 attend virtual SL fair
3	Tuesday 9/8	Social Work licensing in TX  Guest speaker: Jennifer Luna, MSSW, Director of Career Services	<b><i>SL registration on GivePulse Due</i></b>
	Thursday 9/10	Anti-Oppressive SW Practice-oppression and empowerment (CDI element)	Read chapter from Anti-Oppressive SW Practice  <b>Brief Quiz 1 (on this reading)</b>
4	Tuesday 9/15	Critical Race Theory, Colonial Mentality, and Black Lives Matter  Guest speaker: Lainey Sevillano, MSW, PhD Student and Assistant Instructor	Readings TBA

	Thursday 9/17	Values and Ethics (CDI element, diverse case studies)	Read Chapter 2 & NASW Code of Ethics
5	Tuesday 9/22	SW Client engagement at all levels	Read Chapter 3
	Thursday 9/24	Evidence-based SW practice, what do we mean by this?  Guest speaker: Dr. Sandy Magaña, MSW, PhD and Professor in Autism and Neurodevelopmental Disabilities	<b>Brief Quiz 2 (on Chapter 3)</b>
6	Tuesday 9/29	Explore virtual library services at SHSSW and libraries across UT  Guest speaker: Elle Covington, SW Librarian	
	Thursday 10/1	SW Assessment and planning with individuals  Students share on SL agency selection and orientation experience	Read Ch. 4  <i>1st SL reflection paper due</i>
7	Tuesday 10/6	SW Practice with individuals	Read Ch. 5
	Thursday 10/8	SW practice with individuals	<b>Brief Quiz 3 (on Chapter 4-5)</b>
8	Tuesday 10/13	SW engagement, assessment and planning with families	<i>Midterm take home exam handed out</i>
	Thursday 10/15	SW Practice with families	Read Chapter 6
9	Tuesday 10/20	SW practice with families  SL mid-term check-in, students share SL progress and experience	Read Chapter 7  <i>Midterm take home exam due</i>
	Thursday 10/22	SW engagement, assessment & planning with groups	Read Chapter 8
10	Tuesday 10/27	SW practice with groups	Read Chapter 9
	Thursday 10/29	Responding to COVID-19 Pandemic: Solution-Focused Brief Therapy and Crisis Intervention  Guest speakers: Dr. Cynthia Franklin, Associate Dean for Doctoral Education, and Professor Jack Nowicki, LCSW	<b>Brief Quiz 4 (on Ch. 6-9)</b>
11	Tuesday 11/3	SW engagement, assessment, planning with communities	Read Chapter 10 <i>2nd SL reflection paper due</i>
	Thursday 11/5	SW Practice with communities	Read Chapter 11

			<i>Video Critique assignment handed out</i>
12	Tuesday 11/10	SW practice with communities	
	Thursday 11/12	SW Engagement, assessment & planning with organizations	Read Chapter 12  <b><i>11/13 you should have completed all SL hours</i></b>
13	Tuesday 11/17	SW practice with organizations	<b>Brief Quiz 5 (on Ch. 10-12)</b>
	Thursday 11/19	Endings and evaluation at all levels	Review ends of chapters 5,7,9,11 & 13  <b><i>Video Critique Due</i></b>
14	Tuesday 11/24	International Social Work (CDI element)	Read Ch. 13  <i>Final take-home handed out</i>
	Thursday 11/26	Thanksgiving holiday <b>**NO CLASS**</b>	
15	Tuesday 12/1	Students present SL experiences	
	Thursday 12/3	Students present SL experiences	<b><i>12/7 Final take-home due</i></b>  <b><i>12/7 Final SL Reflection Questions and Evaluation due</i></b>

\*CDI element- meaning that cultural diversity and inclusion are part of this session. CDI is also integrated in other parts of the lectures/activities beyond starred elements.

## **X. BIBLIOGRAPHY**

Berg-Weger, M., Adams, D., Birkenmaier, J. (2020). *The Practice of Generalist Social Work*, Fifth Edition. Routledge.

Episode 1: Why Decolonizing Social Work?. *Decolonize Social Work Podcast*.

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Franklin, C., Nowicki, J., & Zeng, W. (2020, March 30). *Training for first responders to the COVID-19 pandemic*. UT Steve Hicks School of Social Work website.

<https://socialwork.utexas.edu/news/training-for-first-responders-to-the-covid-19-pandemic/>

Kent, C. (2019, February 11). *Black History Now: Vilissa Thompson-Activist, Writer, Licensed Social Worker And Disability-Rights Advocate*. Essence. <https://www.essence.com/black-history-month-2019/black-history-now-vilissa-thompson/>

McClain, A. (2020, June 12). *Social workers critical in fight against coronavirus*. Boston Herald. <https://www.bostonherald.com/2020/06/13/social-workers-critical-in-fight-against-coronavirus/>

Morgaine & Capous-Desyllas. (2015). *Anti-Oppressive Social Work Practice: Putting Theory into Action*. Sage Publishing. Part of Chapter 1.