

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

Course Number: SW 310
Unique Number: 58835
Semester: Spring 2020
Meeting Time/Place: Mondays
9:30 am -12:30 pm, SSW 2.132

Instructor: Rowena Fong, Ed. D.
Email: rfong@austin.utexas.edu
Office: 3.122G
Office Phone: 512-471-1393
Office Hours: Mon 8:30am-9:30am or by appt

INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE

(Required Course – BSW Program) (Cultural Diversity in the United States Flag)

This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

I. STANDARDIZED COURSE DESCRIPTION

This is an introductory social work course in which students will learn about the profession of social work, its fields of practice, values and ethics, policies and history of the social work profession, its interactions with contexts which shape practice, and its promotion of social and economic justice to advance human rights, alleviating critical social problems, and promoting well-being.

The course will also offer knowledge and practice behaviors in engaging diversity and differences in social work practice. As an introduction to the social work profession, the course will discuss being a professional social worker or professional worker in general.

The course is also a UT Cultural Diversity in the United States Flag course and will focus on the underrepresented cultural groups of ethnic minorities, 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 as professional social workers/professional workers and identify 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, decarceration, homelessness, human trafficking, etc.
10. Critically analyze how social services enhance the individual and social well being of people, promote social and economic justice, and advance human rights.
11. Develop an identification as a professional social worker/professional worker and conduct oneself accordingly.
12. Assess one's strengths and weaknesses as a potential professional social worker or professional worker.

III. TEACHING METHODS

Although a variety of teaching methods will be employed (e.g., lecture, videos, guest speakers, discussion, and group exercises), experiential learning (e.g., group projects) will be emphasized. Classroom discussions will focus on diversity and differences in the students' personal lives and in their service learning experiences with client populations, who may come from different and diverse backgrounds. Audiovisuals will be used to teach about immigrants' and refugees' dilemmas of fitting into America or women's struggle with poverty and being clients in the public child welfare system. Guest speakers will emphasize the social justice challenges of people who experience discrimination and oppression because of ethnicity, gender, social class, age, ability, and sexual orientation.

IV. REQUIRED TEXT AND MATERIALS

Required Text:

Ambrosino, R. [Rosalie], Ambrosino, R. [Robert], Heffernan, J., & Shuttlesworth, G. (2012). *Social work and social welfare: An introduction* (8th ed.). Boston, MA: Cengage Learning.

V. COURSE REQUIREMENTS

Due to the format and content of this course, both attendance and contribution are imperative. Students' participation and regular attendance are expected..

1. Service Learning volunteer hours*	15 pts
2. Liability Release, Agency Selection, Student Evaluation, Hours, Final Evaluation forms	5 pts
3. Service Learning Presentation and Outline	15 pts
4. Chapter Topic Discussion and Outline	15 pts
5. Cultural Diversity Research Paper	15 pts
6. Midterm Exam	15 pts
7. Final Exam	15 pts
8. Attendance and Class Participation	5 pts
TOTAL	100 pts

*The Service Learning volunteer component is a requirement and the grade will be based on the hours completed, subject to verification by instructor. To receive full credit for volunteer hours, all parts of the assignment must be completed. *If students do not complete at least 21 hours of the 30 hours service learning hours, they may not pass the class. 30 hours must be completed by the last day of class.*

For full information about service learning, see the Steve Hicks School of Social Work Guide to Service Learning. The SL website: <https://socialwork.utexas.edu/bsw/service-learning/>. The TA for specifically service learning is Haelim Jeong and her email address is sswservicelearning@austin.utexas.edu.

1. Service Learning volunteer hours **15 pts**

This Service Learning requirement is to explore cultural diversity, professionalism, and social justice issues related to social work. The Liability Release form must be signed by you and turned in before the service learning volunteer hours can start. A late grade, docking a point a day, will be issued if this form (and all the other required forms) are not turned in on time with the required signatures.

Liability Release Form	Feb 17, 2020
------------------------	--------------

2. Service Learning required forms **5 pts**

There are 5 Service learning required forms (Liability Release, Agency Selection, Hours, Student Evaluation, and Final Evaluation) will be on posted Give Pulse. On page 10 and 11 in the Steve Hicks School of Social Work Guide to Service Learning it describes the forms, when they need to be filled out and signed by your service learning supervisor, and when they need to be turned into the SW 310 course instructor.

The Hours and Final Evaluation form are for you to do ONLINE on GIVEPULSE. For more information, see Steve Hicks School of Social Work Service Learning Guide (SHSSW SLG)

On the days that the forms are due on GIVE PULSE, the forms need to be completely filled out and signed by the supervisor, if required, to receive full credit. Late forms will not be accepted unless the course instructor was notified 24 hours in advance. A late grade, docking a point a day, will be issued if the form is not turned in on time and it is not signed. Form II will be submitted on two different times. The final time on the last day of class should list all the cumulative hours done for the semester totaling 30 hours.

Liability Release Form (SHSSW SLG, p.25)	Feb 17, 2020
Agency Selection Form (SHSSW SLG, p. 21)	Feb 24, 2020
Hours Form (Give Pulse Online)	May 4, 2020
Student Evaluation Form (SHSSW SLG, p. 23)	May 4, 2020
Final Evaluation Form (Give Pulse Online)	May 4, 2020

3. Service Learning presentation and outline 15 pts

Each student will do either an individual or a group oral presentation about his or her Service Learning experience. An agency group presentation will be done if there are more than 4 students volunteering at the same agency. **Be mindful of the 20 minute time limitation** for the total presentation whether there is one individual or 4 individuals, which is max number of people in an agency group presentation.

On the day of the presentation students are asked to do an oral presentation and hand in to the instructor a brief 1-2 page short outline, covering the 5 areas of (a)-(e): (a) description of the volunteering agency; (b) type of population served at the agency; (c) professional activities assigned to you at the agency; (d) lessons learned about cultural diversity of your clients and/or agency and (e) lessons learned about social justice related social work. **EACH STUDENT HAS TO PASS IN AN INDIVIDUAL OUTLINE** on the day of the presentation.

Students will be assigned to one of the group presentation days, based on agency selection and population served:

Service Learning Presentations Group 1	Mar 30, 2020
Service Learning Presentations Group 2	Apr 6, 2020
Service Learning Presentations Group 3	Apr 13, 2020
Service Learning Presentations Group 4	Apr 20, 2020

4. Chapter Topic Discussions (Group A-G) 15 pts

The chapter topic discussion is 1) to reflect what you learned in reading the chapter (5min) and 2) to present on the Chapter topic (10min) 3) to discuss relevance to cultural diversity (5 min) and 4) to engage the class as a group (10min). **TIME LIMIT: 30 minutes** for entire presentation. Students will receive a list of topic choices selected for each chapter. On the first day of class each student will pick his or her top 3 choices from the list below but will be assigned to one chapter topic discussion. The student will then be placed into a small group of either Group A,B, C, D, E, F or G. The small group of students will plan and lead the chapter topic discussion on the class date assigned. The discussion activities can vary but they need to engage the class and

foster active participation.

Your group will work together to prepare and lead the discussion, and engage the class to participate. On the day of your group's discussion, each individual student must turn in an outline (1-2 pages) that shows the entire content of the discussion and the individual student's role/participation in the group discussion. In other words, everyone in a group can turn in the same group outline, but each individual's content must be CLEARLY IDENTIFIED. Feel free to use a visual aid (like a PowerPoint or Prezi) or handout. Be sure you keep the discussion time to 30 minutes in total as a group and make sure there is an opportunity for the class to participate in an activity that will foster class discussion.

List of Chapter Topic Discussion Options:

A1 CHAPTER 1 GROUP A Feb 10, 2020
What is social security? Why is it important? Is it only relevant to the elderly?
What effect did the passage of the Social Security Act have on the federal government's role in health and welfare? Give some examples with culturally diverse populations.

A2 CHAPTER 2 GROUP A Feb 10, 2020
Everyone wants to help people. But how does social work differ from other professions? Give some examples.

A3 CHAPTER 3 GROUP A Feb 10, 2020
Helping people is important but sometimes the problem is not just about the individual. In chapter 3 there's a story about a twelve year old Mexican American client Juan, who has multiple problems. What are the problems and explain them by using a Levels of Ecological System perspective (see Figure 3.2).

A4 CHAPTER 4 GROUP A Feb 10, 2020
Discrimination and oppression are social justice concerns. Discuss early efforts to eradicate discriminatory practices against women, people of color, and persons who are lesbian, gay, bisexual, transgender, or questioning.

B5 CHAPTER 5 GROUP B Feb 17, 2020
Group work is important and it requires practice skills. What are some primary considerations that a social worker must consider in forming groups? Highlight some of the challenges to non-Spanish speaking group leaders or members if the groups were Spanish-speaking.

B6 CHAPTER 6 GROUP B Feb 17, 2020
People live in communities and sometimes require help in solving problems. Review the definition of community and discuss the characteristics important for community social work practice.

B7 CHAPTER 7 GROUP B Feb 24, 2020

Homelessness is a growing problem in the United States. Identify at least 5 factors associated with homelessness. What might be some solutions to address this pervasive problem?

C8 CHAPTER 8 GROUP C Mar 23, 2020
The opioid crisis is in the news a lot; states are legalizing marijuana. Identify at least 3 different ways that substance use may cause or foster problems.

C9 CHAPTER 9 GROUP C Mar 23, 2020
People have all kinds of health problems. Which ethnic minority groups of persons in the United States are most at risk to experience problems with their health? Why?

D10 CHAPTER 10 GROUP D Mar 30, 2020
Domestic violence is a problem affecting children and families. Describe the dynamics of a violent spousal relationship. What kinds of social work interventions address domestic violence issues?

D11 CHAPTER 11 GROUP D Mar 30, 2020
What is meant by special needs adoption? What kinds of challenges are there for families with a special needs child?

E12 CHAPTER 12 GROUP E Apr 6, 2020
Everyone is going to get old. So what are some of the major challenges with which adults must cope as they grow older especially ethnic minority clients?

E13 CHAPTER 13 GROUP E Apr 6, 2020
Do we have more crime today as social problems grow? Discuss the relationships between crime and other social problems.

F14 CHAPTER 14 GROUP F Apr 13, 2020
Every family has traditions as do most communities. But traditions are usually based on cultural values. Why is it important to understand the culture, traditions, and values of communities?

F15 CHAPTER 15 GROUP F Apr 13, 2020
Everyone wants a place to work that is enjoyable and productive. But sometimes there are problems with the family affecting work performance. Name 3 types of employee- and family-related problems, and describe how these problems affect the workplace.

G16 CHAPTER 16 GROUP G Apr 20, 2020
You are a social worker working with immigrant and refugee clients whose international country operates under a values base different from your own. What conflicts might come up and how would you address them?

5. Cultural Diversity Research Paper

15 pts

There will be a cultural diversity research paper on a topic of interest to the student but related to cultural diversity. The course is a UT Cultural Diversity in the United States Flag course and will focus on the underrepresented cultural groups of ethnic minorities, immigrants and refugees and women.

The outline of the paper is below, covering all required areas of the paper:

Title Page – student name and title included. Do not include an abstract.

A. Introduction to the overall issue/problem area (3 points – about 1 page)

1. Problem and Population: a) What is the cultural diversity social or clinical problem you are addressing? b) What culturally diverse group or population does the paper focus on? (1 point)

2) Magnitude: How big is the problem? You must include demographic and statistical information describing the magnitude of the problem (1 point)

3) Rationale: a) Why this is an important problem to study? b) What is its significance to social work? (1 point)

B. Review of the research (6 points – about 6-7 pages)

a) This research paper is a literature review including both a summary and a critique of the 8 evidence-based, research studies found in refereed, peer-reviewed journals. Newspaper clippings, magazine articles, agency reports are not acceptable evidence-based, peer-reviewed, journal article but can be included as references beyond the required 8 journal references.

b) Be sure your research review addresses the cultural diversity problem and the population selected.

c) The literature review summarizes each individual article and has to include the description of the sample population, the research method of the study, and the findings of the study.

d) A critique of each of the 8 journal articles also needed to be included in the literature review.

e) The literature review presents the authors' ideas about the research so the research paper is written in third-person. Do not use first person "I" in any part of the literature review write-up.

f) Make sure topic flows logically and moves from one point to another with appropriate transitions between paragraphs.

Conclusions (3 points- 2 pages)

Sum up the research literature by answering:

- 1) What does this cultural diversity research review mean for the field of social work? (1 point)
- 2) What are possible implications for research, policy, and practice that you recommend for future directions (2 points). Make sure implications covers all 3 areas of research, policy, and practice.

Writing Style and References (3 points)

- a) Style formatting of citations throughout the paper and reference list must follow *Publication Manual of the American Psychological Association* -- APA citations must be used appropriately and often.
- b) Remember, if you are quoting material exactly, you must put content inside quotations and add page numbers of where that quote can be found.
- c) Grammar, spelling errors, incoherence in writing, or using the first person instead of the third person voice will be graded.
- d) Use current literature and select journal articles published after the year of 2000.
- e) Typed, 12 point Times New Roman font, 9-10 full pages, double-spaced.
- f) Make sure you include all citations of the 8 journal articles in the text of the research paper and in the reference list at the end of the paper with the authors' names in alphabetical order, following the American Psychological Association (APA) format.

Cultural Diversity Research Paper Topic/Outline	Feb 10, 2020
Cultural Diversity Research Paper	Mar 23, 2020

7. Midterm and Final exams

15 pts each

There will be a midterm exam and final exam covering the readings and class lectures. If videos and guest lecturers are part of the class, then these will also be covered on exams. Exams are not cumulative. If you are unable to take an exam on the assigned date for any reason other than an emergency, **you must notify the instructor at least one week in advance of the test date**. If you do not, then it may result in not taking the exam. On exam days, arrive in class on time. If you arrive late, extra time will not be given for the exam. If you arrive more than 15 minutes late without notifying the instructor, you may not be allowed to take the exam. If you do not take the exams, you may be in jeopardy of not passing the course.

Midterm Exam (Ch. 1-7)	Mar 9, 2020
Final Exam (Ch. 8-16)	May 4, 2020

8. Class Participation

5 pts

This will be determined on attendance and the quality of participation in class discussion, homework assignments, and small group exercises. You must be present for the entire class time

to receive credit for the class. Coming late or leaving early without permission will affect the attendance grade. Attending the entire class period, not a partial amount, is expected in order to receive any credit for attending class that day. Signing in on the attendance sheet is required to receive attendance credit. Class readings and assignments will require informed classroom participation. Non-participation in class discussions can result in a lowered grade.

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

All students must achieve an overall course grade of C or better to avoid repeating the course. **To receive an “A” in this course you must have excellent attendance, participation, and you must produce work that is of superior quality.**

Grading of all written assignments will take into account the quality and content of the writing. The American Psychological Association (APA) – 6th edition format should be used when relevant. Written material should be carefully proofread and errors (punctuation, typographical, spelling, etc.) corrected prior to submission in order to avoid losing points in the assignment grade, particularly the research paper.

VII. CLASS POLICIES

1. Participation and Attendance

Students are expected to attend class sessions regularly and to participate in an interactive framework between collegiate students and professor. Students are expected **to complete the readings PRIOR to class** and should be well prepared to participate in discussions and experiential learning assignments. Failure to regularly attend the class and demonstrate through discussions that one has comprehended the readings will be considered in assigning the final grade.

Students will be allowed **two (2) absences**. These absences will include absences due to medical problems or other emergencies. Because attendance will be taken each class period, students have to sign the attendance sheets at the beginning of class. Students need to be in

full attendance of the class. Coming late or leaving early will affect getting full or any credit for that class session because of time missed.

In cases where a student misses more than the allotted two absences, the professor reserves the right to lower that student's final grade by one point for each class missed beyond the first unexcused absence. In extenuating circumstances of absence, students are to notify the professor. Students are responsible for any material missed due to absences. Any student missing more than six classes in total may be in jeopardy of not passing this course. There may be homework assignments based on discussion and films shown in class are due on the assignments dates and will be counted towards participation grades.

Instructors are responsible for implementing attendance policy and must notify students of any special attendance requirements. Special regulations of colleges and schools, required by the unique nature of their programs of study, may be enacted through the normal approval process. These special regulations may not conflict with University regulations on class attendance and absence.

2. Late Assignments

Except in the case of extreme emergencies, and then only with the permission of the professor, late assignments WILL NOT be accepted without penalty. Students are expected to turn in all required assignments on the agreed upon due date at the beginning of class. Assignments not turned in class on the day it is due will be considered late. If accepted, late assignments will be assessed point penalties at the rate of **three (3) points** each day late. If the due date is a problem, then the student should see the professor and negotiate another due date well in advance.

3. Student Achievement

Student Achievement in meeting course objectives will be evaluated on the following written, oral, and in-class experiential assignments, regular and punctual class attendance, and informed class participation based upon class readings/assignments.

4. Student Feedback

Student feedback is welcome either informally or formally about classroom learning and content, the teacher's teaching strategies, peer relationships, scheduling, or other items. Students are also encouraged to provide feedback during office hours, by phone, by e-mail, and by appointment if they desire.

5. Assignment Changes

The instructor reserves the prerogative to change class assignments as needed to meet the course objectives. The changes will be discussed with the students in class or by email before implementation.

6. Cell phone and laptop use are not permitted in class unless instructor permission is given. Failure to comply with this expectation may result in a grade reduction in class participation grade.

VIII. UNIVERSITY POLICIES

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

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

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

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

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client

material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the Steve Hicks 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 Steve Hicks School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <http://deanofstudents.utexas.edu/sjs/>.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

CAMPUS CARRY. Information on The University's policy on concealed firearms (Campus Carry) may be found here: <https://campuscarry.utexas.edu/>

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/>.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://cis.utexas.edu/policies/university-electronic-mail-the-student-notification-policy>

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.

IX. COURSE SCHEDULE

Date	Topic/Readings for class day	Homework Due in Class	Readings to be read for next class session
Week 1 Jan 27	Welcome/Introduction Social Work & Professionalism Cultural Diversity & Social Justice Service Learning Chapter Topic Discussions- Groups Assigned	Chapter Topic Discussion Choices	Chapters 1-2
Week 2 Feb 3	Social Welfare: Past and Present (Ch 1) Social Work and Other Helping Professions (Ch 2)		Chapter 3-4
Week 3 Feb 10	The Systems/Ecological Perspective (Ch 3) Cultural Diversity and Social Justice (Ch 4) Speaker: Elle Covington (UT PCL)	Chapter Topic Discussions Group A (Ch 1-4) CULTURAL DIVERSITY RESEARCH PAPER OUTLINE DRAFT	Chapter 5-6

Date	Topic/Readings for class day	Homework Due in Class	Readings to be read for next class session
Week 4 Feb 17	Social Work with Individuals, Families, and Groups (Ch 5) Social Work with Agencies and Groups (Ch 6)	Chapter Topic Discussions Group B (Ch 5-6) LIABILITY RELEASE FORM DUE	Chapter 7
Week 5 Feb 24	Poverty, Income Assistance, and Homelessness (Ch 7)	Chapter Topic Discussion Group B (Ch 7) AGENCY SELECTION FORM DUE	
Week 6 Mar 2	Working with Child Protective Services and Title IV E Guest Speaker: Chris Johnson Midterm Exam Review (Ch1-7) Service Learning Presentation assignments		
Week 7 Mar 9	MIDTERM (Ch 1-7)		Chapter 8-9
Mar 16	SPRING	BREAK	
Week 8 Mar 23	Health Care (Ch 8) Mental Health, Substance Use, and Disability (Ch 9) Speaker: Eden Stone (UT SSD)	Chapter Topic Discussions Group C (Ch 8-9) CULTURAL DIVERSITY RESEARCH PAPER DUE	Chapter 10 Chapter 11
Week 9 Mar 30	The Needs of Children, Youth, and Families (Ch 10) Services to Children, Youth, and Families (Ch 11)	Chapter Topic Discussions Group D (Ch 10-11) Service Learning Presentations Group 1	Chapter 12 Chapter 13
Week 10	Older Adults: Needs and	Chapter Topic	Chapter 14

Date	Topic/Readings for class day	Homework Due in Class	Readings to be read for next class session
Apr 6	Services (Ch 12) Criminal Justice (Ch 13)	Discussions Group E (Ch 12-13) Service Learning Presentations Group 2	Chapter 15
Week 11 Apr 13	Social Work Contexts: Rural and Urban Settings and Environmentalism (Ch 14) Social Work in the Workplace (Ch 15)	Chapter Topic Discussions Group F (Ch 14-15) Service Learning Presentations Group 3	
Week 12 Apr 20	The Globalization of Social Work (Ch 16)	Chapter Topic Discussion Group G (Ch 16) Service Learning Presentation Group 4	
Week 13 Apr 27	CULMINATION/ INTEGRATION CLASS	CULMINATION/ INTEGRATION CLASS	
Week 14 May 4	FINAL EXAM Review (Ch 8-16)	Hours Form Due in class Student Evaluation Form Due in class Final Evaluation Form Due online	

X. BIBLIOGRAPHY

- Arber, S. (2003) Gender, marital status and ageing: Linking material, health and social resources. *Journal of Aging Studies*, 18(1), 91-108.
- Atwood, N. C. (2001). Gender bias in families and its clinical implications for women. *Social Work*, 46(1), 23-38.
- Bui, H. N. (2003). Help-seeking behavior among abused immigrant women: A case of Vietnamese American women. *Violence Against Women*, 9(2), 207-237.
- Burt, J.A., & Mutchler, J. E. (2003). English language skills, ethnic concentration, and household composition: Older Mexican immigrants. *The Journals of Gerontology*

Series B, 58, S83-S92.

- Conyers, J. (2007). The 2005 reauthorization of the violence against women act: Why congress acted to expand protections to immigrant victims. *Violence Against Women, 13*(5), 457-468.
- Erich, S., Leung, P., Kindle, P., & Carter, S. (2005). Gay and lesbian adoptive families: An exploratory study of family functioning, adoptive child's behavior, and familial support networks. *Journal of Family Social Work, 9*, 17-32.
- Green, R. J. (2000). Lesbians, gay men, and their parents: A critique of Lasala and the prevailing clinical wisdom. *Family Process, 39*(2), 257-267.
- Kulis, S., Marsiglia, F. F., & Hurdle, D. (2003). Gender identity, ethnicity, acculturation and drug use: Exploring differences among adolescents in the Southwest. *Journal of Community Psychology, 13*(2), 167-188.
- Raj, A., & Silverman, J. (2002). Violence against immigrant women: The roles of culture, context, and legal immigrant status on intimate partner violence. *Violence Against Women, 8*(3), 367-398.
- Richardson, J., Anderson, T., Flaherty, J., & Bell, C. (2003). The quality of mental health for African Americans. *Culture, Medicine, & Psychiatry, 27*, 487-498.
- Scharlach, A., Damron-Rodriguez, J., Robinson, B., & Feldman, R. (2000). Educating Social Workers for an Aging Society: A Vision for the 21st Century. *Journal of Social Work Education, 36*(3), 521-538.
- Sinclair, W., & Presinger, R. W., (2001). Environmental causes of infertility. *Infertility and Miscarriage Research Summaries*. On line: <http://chem-tox.com/infertility/>
- Sternbach, Jack. (2000). Lessons learned about working with men: A prison memoir. *Social Work, 45*(5), 413-426.
- Tanner, E. M., & Finn-Stevenson, M. (2002). Nutrition and brain development: Social policy implications. *American Journal of Orthopsychiatry, 72*, 182-193.
- Tickamyer, A. R., Henderson, D. A., White, J. A., & Tadlock, B. L. (2000). Voices of welfare reform: Bureaucratic rationality versus the perceptions of welfare participants. *Affilia: Journal of Women and Social Work, 15*(2), 173-192.
- Worthington, R. L., Savoy, H. B., Dillon, F. R., & Vernaglia, E. R. (2002). Heterosexual identity development: A multidimensional model of individual and social identity. *The Counseling Psychologist, 30*, 496-531.