

# THE UNIVERSITY OF TEXAS AT AUSTIN

## STEVE HICKS SCHOOL OF SOCIAL WORK

**Course Number:** SW 310  
**Unique Number:** 58840  
**Semester:** Spring 2020  
**Meeting Time:** Mon and Wed  
11 AM-12:30 PM  
**Meeting Place:** SSW 2.116

**Instructor's Name:** Shane Whalley, LMSW  
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Wed 1:30-2:30pm  
or by appointment

### 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**

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.

This course will use an electronic Canvas site—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.

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

#### **Required Text:**

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

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

## V. COURSE REQUIREMENTS

Due to the format and content of this course, both attendance and contribution are imperative. The other students in your class are dependent upon you for a quality learning experience; if too many students are absent, the class suffers. Students' participation is highly encouraged, and is both valuable to them and to their classmates.

1. Three Thought Papers (5 points each)	15pts
2. Final Thought Paper	15pts
3. Service Learning volunteer hours*	25pts
4. Service Learning Forms	10pts
5. Service Learning Presentations and Outline (Cultural Diversity Emphasis)	5pts
6. Research Paper (Cultural Diversity Emphasis)	20pts
7. Attendance and Class Participation	<u>10pts</u>
	100pts

\* You must complete 30 hours of volunteer work in a local social service agency. [NOTE: Only 5 hours of training can be used toward the 30-hour requirement.]

## REQUIREMENTS

### **1. Three Thought Papers (5 pts each)**

**15 pts.**

The Thought Paper is a log of your experiences and reactions to our readings, exercises, films, interactions, and other course activities. The instructor will send "guiding questions" out by 9am Saturday morning before the paper is due. These questions should drive the Thought Paper content. The Thought Paper also provides a forum for you to reflect on your experiences, to deepen the learning that comes from course activities, and to wrestle with multiple thoughts and feelings that arise from the course content. They are an opportunity to share with your instructor your questions, frustrations, hopes, fears, satisfactions, and ideas. It is a way for your instructor to find out what you are learning from the readings and from class. When you respond to something in the readings, please be specific. Thought Papers need to be 4-5 pages in length using 12-point Times New Roman and submitted as Word documents. Thought Papers are due at the beginning of class. Please make sure that your name, the date, and the Thought Paper number are on your paper, and page numbers. You are required to complete 3 Thought Papers.

### **2. Final Thought Paper**

**15 pts.**

The Final Thought Paper is a final reflection of your experiences and reactions to our readings, exercises, films, interactions, service learning and other course activities. The instructor will post the questions on Canvas at least one week before the paper is due. When you respond to something in the readings, please be specific. Thought Papers need to be 8 to 10 pages in length using 12-point Times New Roman and submitted as Word documents on Canvas.

### **3. Service Learning Volunteer hours**

**25 pts.**

30 hours must be completed by the last day of class. The Liability Release must be agreed to on Canvas before service learning volunteer hours can start. This Service Learning requirement is

to explore professionalism, self-awareness, ethics, and cultural diversity issues related to social work.

#### **4. FIVE Required Forms**

**10 pts.**

Provide a set of the forms to your supervisor at the beginning of the semester for their records. On the days that the forms are due, the forms need to be completely filled out and signed by you and your supervisor to receive full credit. Late forms will not be accepted unless the instructor was notified 24 hours in advance.

- **Liability release** – This form will be included in the student’s registration for an agency on GivePulse and does not need to be turned in as a hard copy. **Due 2/12**
- **Agency Selection** – This form must be turned in to the instructor after the placement is confirmed by the agency. It must be signed by someone at the agency and the student. **Due 2/12**
- **Student Evaluation** – At the end of the semester, students must have their agency contact person or supervisor fill out this form and sign it. The student will also sign it and turn it into the instructor. **Due 5/6**
- **Hours** – At the end of the semester, students will print their hours from GivePulse and have their agency contact person or supervisor sign the hard copy. The student also needs to sign the log. **Due 5/6**
- **Final evaluation** – 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 agencies and the service learning process in general. Instructors will receive a list of students that have completed the survey to provide credit. **Due 5/6**

#### **5. Service Learning Agency Fishbowl Presentation**

**5pts**

Students will participate in a 15 to 20 minute fishbowl presentation about their experience at their service learning agency. Details to be given out in class.

#### **6. Research Paper on Cultural Diversity and Social Justice**

**20pts**

There will be an 8-10 page, doubled-space 12pt Times New Roman font, 1-inch margin, American Psychological Association (APA) format, final research paper on a topic related to a minority group in the United States. The research paper will address 3 problems and the solution for each of the 3 problems of one minority group that has experienced persistent marginalization. Cultural Diversity and social justice in the United States is to be emphasized. The paper will be about problems and solutions related to social and economic justice (or injustices) facing this minority group.

#### **7. Class Participation**

**10pts**

This will be determined on attendance and the quality of participation in class discussion, homework assignments, and small group exercises. Class readings and assignments will require

informed classroom participation. To receive full points, you may not miss more than two classes (excused and/or unexcused). Attending the entire class period is expected in order to receive credit for attending class that day. If you miss more than two classes, for each class after that I have the right to take 1.5 points off your participation grade. **Any student missing more than SIX classes in total (excused or unexcused) maybe in jeopardy of not passing this course.**

## **VI. GRADING POLICY/GRADING CRITERIA:**

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

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

Grading of all written assignments will take into account the quality and content of the writing. The American Psychological Association (APA) – 6<sup>th</sup> edition format should be used when relevant. Written material should be carefully proofread and errors (punctuation, typographical, spelling, etc.) corrected prior to submission in order to avoid losing points in the assignment grade, particularly the research paper. This may be a useful link:  
[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html).

## **VII. CLASSROOM POLICIES**

### **1. Participation and Attendance**

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

Students will be allowed two (2) absences. These absences will include absences due to medical problems or other emergencies. Attendance will be taken each class period. In cases where a student misses more than the allotted two absences, the professor reserves the right to lower that student's final grade by 1.5 points for each class missed the two absences. In extenuating circumstances of absence, students are to notify the professor. Students are responsible for any material missed due to absences. Any student missing more than **six** classes in total (excused or unexcused) maybe in jeopardy of not passing this course. There may be homework assignments based on discussion and films shown in the class are due on the assignments dates and will be counted towards participation grades.

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

## **2. Late Assignments**

Except in the case of extreme emergencies, and then only with the permission of the professor, late assignments WILL NOT be accepted without penalty. Students are expected to turn in all required assignments on the agreed upon due date at the beginning of class. Assignments not turned in class on the day it is due will be considered late. If accepted, late assignments will be assessed point penalties at the rate of 10% each day late. If the due date is a problem, then the student should see the professor and negotiate another due date well in advance.

## **3. Student Achievement**

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

## **4. Student Feedback**

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

## **5. Assignment Changes**

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

## **6. Cell phone and Laptop Use**

Cell phones and laptops are **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 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/>.

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

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

**RELIGIOUS HOLIDAYS.** By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

**TITLE IX REPORTING.** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct 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.

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

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

**SAFETY.** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

**BEHAVIOR CONCERNS ADVICE LINE (BCAL).** If students 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**

<b>Date</b>	<b>Topic/Items Due</b>	<b>Readings/Items Due</b>
Jan. 22 Week 1	Introduction/Syllabus Review	
Jan. 27 Week 2	<ul style="list-style-type: none"> <li>• Service Learning Overview</li> <li>• Social Justice Frameworks</li> </ul>	Service Learning website (on Canvas)
Jan. 29	Ethics and Social Justice	NASW Ethics (Canvas)  Cox, Tice & Long pgs. 364, 365
Feb. 3 Week 3	Social Work Profession	Cox, Tice & Long Preface, Forward and Ch. 1
Feb. 5	History of Social Work	Cox, Tice & Long Ch. 2
Feb. 10 Week 4	Generalist Practice	Cox, Tice & Long Ch. 3
Feb. 12	Advocacy  Research Paper/Cultural Diversity	Cox, Tice & Long Ch. 4 APA Style website  <b>Service Learning Agency Selection (Form I) Due</b>
Feb. 17	Poverty and Inequality	Cox, Tice & Long Ch. 5

Week 5		<b>Thought paper #1 due</b>
Feb. 19	Family and Child Welfare	Cox, Tice & Long Ch. 6
Feb. 24	Health Care and Health Challenges	Cox, Tice & Long Ch. 7
Week 6		
Feb. 26	Physical, Cognitive, and Developmental Challenges	Cox, Tice & Long Ch. 8
March 2	Mental Health	Cox, Tice & Long Ch. 9
Week 7		<b>Research Paper Outline Due</b>
March 4	Substance Use and Addiction	Cox, Tice & Long Ch. 10
March 9	Helping Older Adults	Cox, Tice & Long Ch. 11
Week 8		<b>Thought Paper #2 due</b>
March 11	Criminal Justice	Cox, Tice & Long Ch. 12
March 16	<b>Spring Break</b>	
Week 9		
March 18	<b>Spring Break</b>	
March 23	LGBTQIA	TBA
Week 10		
March 25	LGBTQIA	TBA
March 30	Immigration	TBA
Week 11		
April 1	Communities at Risk and Housing	Cox, Tice & Long Ch. 13
April 6	Changing Workplace	Cox, Tice & Long Ch. 14
Week 12		

April 8	Veterans, Their Families, and Military Social Work	Cox, Tice & Long Ch. 15
April 13	Research Paper discussion	<b>Research Paper Due</b>
Week 13		
April 15	Research Paper discussion	
April 20	Environmentalism	Cox, Tice & Long Ch. 16
Week 14		
April 22	International Social Work	Cox, Tice & Long Ch. 17
		<b>Thought Paper #3 Due</b>
April 27	Service Learning Presentations	
Week 15		
April 29	Service Learning Presentations	
May 4	Service Learning Presentations	
May 6	Final Class – Wrap up and celebration	<b>Final Thought Paper due</b> <b>Signed Time Log and Student and Agency Evals Due</b>

## **X. BIBLIOGRAPHY**

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