

# THE UNIVERSITY OF TEXAS STEVE HICKS SCHOOL OF SOCIAL WORK

<b>Course Number:</b>	SW 310	<b>Instructor:</b>	Liana Petruzzi, LCSW
<b>Unique Number:</b>	60980	<b>Email:</b>	Liana.petruzzi@utexas.edu
<b>Semester:</b>	Spring 2021	<b>Office:</b>	Remote/Zoom
<b>Meeting Time/Place:</b>	Mondays	<b>Zoom Room:</b>	<a href="https://utexas.zoom.us/j/94176591695">https://utexas.zoom.us/j/94176591695</a>
	9:30am – 12:30pm	<b>Office Hours:</b>	Tuesdays, 11:00am – 12:00pm
	Remote/Zoom		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, its history and the social welfare policies that

undergird it, 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 wellbeing. The course will also offer knowledge and practice behavior skills 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. Experiential learning is emphasized in this course, including a 30 hour service learning requirement in which students learn about diverse populations in the Austin community and develop professionalism.

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 to identify potential ethical conflicts in working with clients. The course will offer the knowledge of principles and practice behaviors to guide professional ethical decision-making.

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.

## **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 well-being 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**

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.

Due to COVID-19, this class is 100% web-based and will use a form of blended learning where students learn some content asynchronously (lectures are watched independently, outside the virtual classroom) as well as synchronously (students meet online via zoom for live lectures and discussions). These methods intentionally draw on diverse pedagogical approaches to be inclusive of a variety of learning styles. Students will be expected to complete approximately half of the course content online and approximately half the course material in synchronous class. Students will need to have access to a computer with reliable internet connection to complete this course.

This course will highlight diverse perspectives of thought and encourages students to engage in new ways of thinking that may be represented by speakers, the professor, and classmates from diverse backgrounds.

Experiential learning will be the foundation of this class and students will be expected to critically process and reflect on what they are learning through readings, lectures, videos and service learning with the community. The goal is to support you in making your own decisions about how to proceed and then ask you to reflect on the trajectory of your experience. Did it go as you expected? What was unexpected? What did you learn? What did you learn doesn't work well? I will evaluate the *process* of your doing and learning, not just the *product*.

This course will use the following platforms for virtual learning:

- **Canvas:** A web-based course management system with password-protected access at <http://canvas.utexas.edu/>. It is the student's responsibility to ensure that their e-mail address is correct on this site so that class e-mails are received. To reach your class site on Canvas, please go to <http://courses.utexas.edu>. You will need a UT EID and password. The Help Desk, available through the UT home page ([www.utexas.edu/its/help/](http://www.utexas.edu/its/help/)), can assist you with your computer and blackboard questions. You can also call them at 475-9400. Additionally, the Learning Resource Center at the SSW has computers and computer assistance.
- **Zoom:** An online, video conferencing platform with password-protected access at <https://utexas.zoom.us/>. You will need a UT EID and password. It works best if you sign into your Uteexas Zoom account and then join the lecture, so you're registered as a UT student and not a guest. **This will be required to have full access to the platform (co-host capabilities, breakout rooms, etc.).**

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

##### **Required Course Materials:**

**Both textbooks are available for free via the UT library.** Additional materials and readings will be posted in Canvas.

[Sherr](#), M., & Jones, J. (2020). *Introduction to competence-based social work : the profession of caring, knowing, and serving* / Michael E. Sherr, Cedarville University, Johnny M. Jones, Southeastern University. (Second edition.). Oxford University Press.

[HOLOSKO](#), M. (2013). *SOCIAL WORK CASE MANAGEMENT: CASE STUDIES FROM THE FRONTLINE*. SAGE PUBLICATIONS.

## V. COURSE REQUIREMENTS

1. Online Discussion Boards	20 pts
2. Recorded Lecture Quizzes	10 pts
3. Reflection Paper (or Video)	15 pts
4. Group Presentations	20 pts
5. Research Paper	25 pts
6. Attendance and Class Participation	<u>10 pts</u>
	100pts

## ASSIGNMENTS

### **Online Discussion Learning: Due Weekly** **20 pts**

Students will be required to watch videos, complete readings and complete exercises related to the topics of the week. In order to integrate what is learned synchronously and asynchronously, students will be required to answer a discussion question on Canvas. The discussion question will be assigned in Canvas at least one week in advance. Student responses should be 150-250 words and should summarize observations, reflections, and any new directions or questions about the assigned materials. **Students should also provide at least one 100-150 words response to one of their peer's answer(s) on the Discussion Board.** Each Discussion Board Answer and Response will be worth 2 points for a total of 20 points. Each week will be graded as credit/no credit. No partial credit will be given. **Two passes will be allowed for weeks 2-13, or if you complete every discussion board you can earn up to 4 extra points.**

### **Recorded Lecture Quizzes: Due Weekly (Week 3-13)** **10 pts**

The first hour of each class period will be a recorded lecture via Canvas. Students will be asked questions throughout the lecture to ensure it is watched and understood. Each week will be graded as credit/no credit (1 point per week, 10 pts total). No partial credit will be given.

### **Reflection Paper (or Video) (Due March 22<sup>nd</sup>)** **15 pts**

This paper is a log of your experiences and reactions to our readings, exercises, videos, lectures, and other course activities. The instructor will send "guiding questions" out by 9am Tuesday morning before the paper is due. These questions should drive the reflection content. This is a way for your instructor to find out what you are learning from the readings and from class. The 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. This is an opportunity to share with your instructor your questions and ideas. The paper needs to be 4-5 pages in length using 12-point Times New Roman and submitted as a Word document. This reflection is worth 15 points.

### **Social Work in Austin Group Presentation (Due April 26<sup>th</sup>)** **20 pts**

Students will choose an area of social work practice that they are interested in and be matched with another group of students (approximately 5 students per group depending on the size of class). Students will identify a local organization that focuses on the area of practice that the group has chosen and create a presentation accordingly. Students will be required to coordinate

with the assigned group and record or present a presentation with that group at the end of the semester (**this will be decided as a class**). If presentations are recorded, they will be shared with other class members on a discussion board and students will be required to post a reflection and/or question. A separate assignment sheet will be provided.

**Research Paper (Draft Due April 5th; Final Due May 7th)**

**25 pts**

There will be an 8–10-page, double spaced final research paper on a chosen social issue in the United States. The research paper will explore the issue, and how it affects at least 3 marginalized populations differently. Students will be expected to explore how intersecting identities impact these problems as well as apply a theory (critical race theory or ecological systems theory) to analyze the problem. Please follow APA formatting including 12pt Times New Roman font and 1-inch margins. This paper will be worked on throughout the semester, including topic selection (Feb 15<sup>th</sup>), creating a paper outline (March 1<sup>st</sup>) and submitting a draft version (April 5<sup>th</sup>). Students should receive ample feedback prior to the final submission. A separate assignment sheet will be provided.

**Class Participation**

**10 pts**

This will be determined on attendance in synchronous class meeting times and the quality of participation in class discussion and small group exercises. Attending the entire class period is expected in order to receive credit for attending class that day. Your video does not need to be on during live lectures or guest lectures, however it is preferred that they are turned on during breakout groups and discussions.

Attendance will be taken using a class “exit survey” which you will complete for each in-person class session. You will complete exit surveys with your name and a very brief reflection and/or question regarding your learning for that class session. Instructions will be given each class session. Due to the format and content of this course, both attendance and contribution are important.

**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**

**Participation and Attendance:** Students are expected to attend class sessions regularly and to participate in an interactive framework between collegiate students and professor. Students are expected to complete the readings prior to class and should be well prepared to participate in discussions and experiential learning assignments.

Regular and punctual attendance to each in-person class is expected for this course. Student will lose one participation point for every missed class synchronous meeting beyond one missed class unless a student has accommodations approved in advance through University Services for Students with Disabilities. Students are expected to contact the professor by email or phone in a timely manner about absences and alert the professor about late arrivals or early departures. Any student missing more than three synchronous classes in total may be in jeopardy of not passing this course.

“Attendance” and participation for the asynchronous portion of this class will be evaluated based on the completion of online activities. Students will complete a discussion board question that relates back to the online activities. These discussion boards are worth 2 points each.

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

**Late Assignments:** It is expected that all assignments will be turned in on time. Assignments, including papers, are due on the date and time indicated in Canvas. Late assignments will be penalized 5% of the assignment point value for each day late unless previously discussed with instructor.

**Papers:** Students are expected to produce high quality written work in terms of appearance, style, and content. When using information from sources to complete a paper, references and the bibliography should conform to current APA style. The American Psychological Association (APA) – 7<sup>th</sup> edition format should be used. Written material should be carefully proofread and errors (punctuation, typographical, spelling, etc.) corrected prior to submission in order to avoid losing points in the assignment grade. Instances of plagiarism will be addressed according to University policy. Questions about grades should be raised with the instructor.

**Use of Cell Phones in the Virtual Classroom:** Cell phones should be turned off when class begins and remain off throughout the duration of synchronous class times unless the student has spoken with the instructor prior to class about an urgent need to have the phone available during class.

**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.

## **VIII. UNIVERSITY POLICIES**

**COVID-19 RELATED INFORMATION.** The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

**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.

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

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

**TITLE IX REPORTING.** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

**CAMPUS CARRY POLICY.** The University's policy on concealed firearms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

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

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

**EMERGENCY EVACUATION POLICY.** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

**COVID-19 RELATED INFORMATION.** The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

#### **GRADING SCALE**

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

## IX. Class Schedule

<b>Week of</b>	<b>Topic</b>	<b>Assignment(s) Due</b>	<b>Completed Before Class</b>
(1) 1/25	Introduction/ syllabus review  Intro to Social Work & Theories	<b>Discussion Board</b> Introduction Post	NASW Code of Ethics
(2) 2/1	Social Justice Frameworks  Ethics and Social Work	<b>Discussion Board</b> Intersectionality <a href="#">Ted Talk</a> OR Mattsson article	<b>Lecture:</b> <a href="#">Sherr</a> Chap 8 & 9  <b>Class Discussion:</b> Abrams article OR Kolivoski article
(3) 2/8	Primary Functions and Focus of Social Work  History of Social Work and Social Welfare	<b>Discussion Board</b>  <a href="#">Decolonize SW podcast</a>	<b>Lecture:</b> Cox Chap 2 & <a href="#">Sherr</a> Chap 3 (one case + pg 51-61)  <b>Sync Class Discussion:</b> Racial Justice <a href="#">Webinar</a> (choose one presentation)
(4) 2/15	Generalist Practice  Advocacy & Policy  <i><b>Guest Speaker: Alex Cogan</b></i>	<b>Discussion Board</b> Identify an advocacy org, check out their social media and reflect	<b>Lecture:</b> <a href="#">Sherr</a> Chap 13 & Cummins Chap 1  <b>Sync Class Discussion:</b> <a href="#">Social Work So White</a>
(5) 2/22	LGBTQ identities  APA writing and library resources  <i><b>Guest Speaker: Elle Covington</b></i>	<b>Discussion Board</b>  Alok on <a href="#">YouTube</a> and <a href="#">Instagram</a>	<b>Lecture:</b> Ryan, Chap 15  <a href="#">Purdue APA Writing Guide</a>  <b>Sync Class Discussion:</b> Walters article OR Seelman article
(6) 3/1	Poverty  Child Welfare  <i><b>Guest Speaker: Kristian Jones</b></i>	<b>Discussion Board</b>  Crofoot OR <a href="#">NPR Series</a>  <b>Paper Topic Due</b>	Cox Chap 5 & 6  <b>Sync Class Discussion:</b> Foster OR <a href="#">Kasperkevic</a>
(7) 3/8	Healthcare  Disability  <i><b>Guest Speaker: Lauren White</b></i>	<b>Discussion Board</b> <a href="#">Black History + Disability</a> : Vilissa Thompson OR Instagram reflection ( <a href="#">disabledphd</a> ,	<b>Lecture:</b> Gehlert Chap 2 & Chap 9  <b>Sync Class Discussion:</b> Smalley chapter AND Perry <a href="#">article</a>

		<a href="#">disabledculture</a> , <a href="#">theautisticlife</a> , <a href="#">hopingforhappy</a> )  <b>Paper Outline Due</b>	Holosko Case, Chap 6 (Guest Lecture)
(8) 3/15	<b>NO CLASS</b>  <b>SPRING BREAK</b>		<b>NO CLASS</b>  <b>SPRING BREAK</b>
(9) 3/22	Mental Health  Substance Use  <b>Guest Speaker: Abby Lubran</b>	<b>Reflection Paper</b>	<b>Lecture:</b> Cox, Chap 9 & 10  Mendenhall, A. and Fraenholtz, S., <i>Mental Health Literacy: Social Work's Role in Improving Public Mental Health</i>  <b>Sync Class Discussion:</b>  Holosko Chap 10 <b>OR</b> Blakey Case
(10) 3/29	Helping Older Adults  Criminal Justice  <b>Guest Speaker: Michael Applegarth</b>	<b>Discussion Board</b> Ted Talk: <a href="#">Let's end ageism</a>  <a href="#">Segment</a> from 13 <sup>th</sup> OR Momentum <a href="#">podcast</a> , episode 3	<b>Lecture:</b> Greene, <i>Social Work with Older Adults</i>  Wilson, <i>Criminal Justice Social Work in the United States</i>  <b>Sync Class Discussion:</b>  Grand Challenges for SW: Social Isolation
(11) 4/5	Neighborhoods, Housing and Homelessness  <b>Guest Speaker: TBD</b>	<b>Draft Research Paper Due</b>	<b>Lecture:</b> Rothstein, The Color of Law, <a href="#">Chap 3</a>  <b>Synchronous Discussion:</b> <a href="#">Eradicating Homelessness</a>  Aykanian, A. and Fogel, S, <i>The Criminalization of Homelessness</i>
(12) 4/12	Veterans/ Military Social Work  Environmentalism	<b>Discussion Board</b> Anderson NPR article OR <a href="#">NYT article</a>	<b>Lecture:</b> Cox Chap 15 & 16; Norton, <i>Social Work and the Environment</i>

	<b><i>Guest Lecture: Lataya Hawkins</i></b>		<b>Synchronous Discussion</b> Wooten article OR Turkchick article
(13) 4/19	International Social Work  Immigration, Refugee and Asylee Social Work  <b><i>Guest Lecture: Weiwen Zeng</i></b>	<b>Discussion Board</b> Instagram reflection ( <a href="#">No White Saviors</a> ) OR Schwab, <a href="#">Is Bill Gates Distorting Global Health Data</a>	<b>Lecture:</b> Half the Sky, <i>Chapter 13: Grassroots vs. Treetops</i>  Furman, <i>The Criminalization of Immigration</i>  <b>Synchronous Discussion</b> <a href="#">Decolonizing Global Health</a>
(14) 4/26	Group Presentations	<b>Discussion Board</b> Group Presentations	
(15) 5/3	Discuss Research Papers  Teacher Evals	<b>Discussion Board</b> Final Reflections  <b>Final Research Paper Due 5/7</b>	

## **X. BIBLIOGRAPHY**

Abrams, L. S., & Moio, J. A. (2009). Critical race theory and the cultural competence dilemma in social work education. *Journal of Social Work Education, 45*(2), 245-261.

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