

THE UNIVERSITY OF TEXAS STEVE HICKS SCHOOL OF SOCIAL WORK

Course Number: SW 310

Unique Number: 60985

Semester: Spring 2021

Meeting Time: M W 11:00am-12:30 pm

Meeting Place: Online

Instructor: Bethany Wood, MSW, CSW

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Office Hours: T 1:00 -2:30 pm, [Zoom link](#)
(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 such as immigrants, 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

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 learning.

This class is web-based. There will be two methods of instruction: 1) asynchronous material (i.e., pre-recorded lectures, readings, discussion forums, etc) that are watched outside the virtual classroom and 2) interactive live sessions.

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. This class uses Canvas as the primary means of communicating with students. It is the student's responsibility to ensure that their e-mail address is correct on canvas so that class e-mails are received. The instructor will post all the course materials as well as announcements on-site. You will be responsible for checking the Canvas course site regularly for any resources and new announcements. Students can find support from the ITS Help Desk by calling 475-9400 between 8 AM and 6 PM on Monday through Friday or on www.utexas.edu/its/help

Zoom. Live class sessions will be held in Zoom. Please access Zoom through the Canvas "Zoom" page. It works best if you sign into your Uteas Zoom account and then join the lecture, so you're registered as a UT student and not a guest.

Panopto Video. Pre-recorded lectures will be available through Panopto Video. Quiz questions throughout will contribute to count towards the final grade.

Computer Requirements

During the semester, students will need a computer. If you do not have a laptop, you may borrow one from the School of Social Work's Learning Resource Center (LRC). Computers are available from the LRC desk on a "first come/ first served" basis, so plan ahead and make arrangements before class begins. Your UT EID and password are required in the process of checking out a laptop.

IV. REQUIRED AND RECOMMENDED TEXTS AND COURSE MATERIALS

Required Course Materials:

IMPORTANT!! These books are available online through the library to all students, meaning **you do NOT need to buy them.**

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.

Additional materials and readings will be posted in Canvas.

V. COURSE REQUIREMENTS

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| 1. Online Discussion Boards | 20 pts |
| 2. Recorded Lecture Quizzes | 10 pts |
| 3. Thought Papers or Creative Thought Piece | 15 pts |
| 4. Group Presentations | 20 pts |
| 5. Research Paper | 25 pts |
| 6. Attendance and Class Participation | <u>10 pts</u> |
| | 100pts |

REQUIREMENTS

Online Discussion Learning: Due Weekly **20% of grade**

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 150-200 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. Students are allowed to skip two discussion boards, or if every discussion board is completed the student can earn an extra 1% added to their final grade.

Pre-Recorded Lecture Quizzes: Due Weekly (Week 3-13) **10% of grade**

Starting on week 3 of the semester, the Wednesday lecture will only be 30 minutes on Zoom and the rest of the Wednesday lecture will be replaced by a pre-recorded lecture on Panopto. Students will answer quiz 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.

Thought Paper or Creative Thought Piece (Due Feb 22nd) **15% of grade**

Students have the option between these a thought paper or creative thought piece:

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| Option 1: Thought Paper | The thought Paper is a log of your reactions to class readings, exercises, videos, lectures, and other course activities. The instructor will provide prompts to guide the thought paper. These prompts should drive the Thought Paper content. This is a way for |
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| | <p>your instructor to find out what you are learning from the readings and from class. 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 and ideas. Thought Papers need to be 4-5 pages in length, double-spaced, using 12-point Times New Roman and submitted as Word documents. The thought paper is worth 15 points and is due before midnight at 11:59pm on canvas.</p> |
| <p>Option 2: Creative Thought Piece</p> | <p>Students will choose <i>one option</i> from the following mediums:</p> <ul style="list-style-type: none"> • 20-minute video recording • Prezi presentation • Infogram • Social Media post • Online petition with description <p>to design a creative through piece based on the student’s reaction to the material, lectures, and what has been covered so far in the class. The instructor will provide prompts to guide the creation of the creative thought piece. This is a way for your instructor to find out what you are learning from the readings and from class and to create a piece that you could potentially share with others. The creative thought piece should be both high quality and informative. Please include 1-2 written paragraphs explaining why you designed your creative thought piece the way that you did in your final submission. The creative thought piece is worth 15 points and is due before midnight at 11:59pm on canvas.</p> |

Social Work in Austin Group Presentation (Due April 26th)

20% of grade

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). 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. Further instruction will be made available on canvas.

Research Paper (Draft Due March 31st; Final Due May 7th)

25% of grade

The final 8-10 page research paper is on a chosen social issue. The paper will explore the issue, and how it affects 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, double spaced, and 1-inch margins. This paper will be worked on throughout the semester, including topic selection (Feb 14th), creating a paper outline (March 1st) and submitting a draft version (March 31st). Students will receive a tentative grade and feedback on their first draft. Students can then *choose* if they would like to revise the paper based on the comments and submit a final version (May 7th) for re-grading. Students must address all instructor comments in order for the paper to be re-graded. If students choose not to resubmit their revised research paper, the tentative grade for the first draft will be the final grade. A separate assignment sheet will be provided.

Class Participation

10% of grade

Based 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. Please turn on your video during breakout groups and discussions.

Part of attendance includes a class “exit survey” which you will complete for each in-person class session.

VI. GRADES

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|----------------|----|
| 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 |

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|----------------|----|
| 60.0 to 63.999 | D- |
| Below 60.0 | F |

VII. CLASSROOM POLICIES

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

Regular and punctual attendance to each in-person class is expected for this course. 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: 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) – 7th 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.

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: <https://deanofstudents.utexas.edu/conduct/academicintegrity.php>.

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 <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

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 <https://safety.utexas.edu/behavior-concerns-advice-line>.

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. Class Schedule

PLEASE NOTE: There will be two types of lectures this semester. Live lectures on Zoom, starting at 11am and pre-recorded lectures available through Canvas. Important notes:

- **When there is a Monday guest lecture on Zoom, class will start at 11:15am.**
- **Starting on February 3rd, most Wednesday Zoom meetings will only be 30 minutes long and the rest of the lecture will be pre-recorded lectures that you can watch anytime during the week.**

Blue shading = there will be a pre-recorded lecture, meaning that the Zoom portion of class is only 30 minutes long

| Date | Topic | Assignment(s) Due | Completed Before Class |
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| 1/20 | Introduction/ syllabus review | | NASW Code of Ethics |
| 1/25 | Class Activity | Discussion Board Introduction Post | |
| 1/27: | Intro to Social Work & Theories | | Abrams and Kolivoski |
| 2/1: | Social Justice Frameworks | Discussion Board Intersectionality <u>Ted Talk</u> OR Mattsson article | <u>Sherr</u> Chap 9 Class Discussion: Abrams article OR Kolivoski article |
| 2/3: Part of the lecture will be Pre-recorded | Social Justice Frameworks & Ethics in Social Work | | Sherr Chap 8 <u>Sherr</u> Chap 9 |
| 2/8: | Primary Functions of Social Work & Racial Justice | Discussion Board <u>Decolonize SW</u> podcast | Sync Class Discussion: Racial Justice <u>Webinar</u> (choose one presentation) |

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| 2/10: Part of the lecture will be Pre-recorded | History of Social Work and Social Welfare & Social Work Profession | | Cox Chap 3 Sherr Chap 6 |
| 2/15 | Advocacy & Policy <i>Guest Speaker: Alex Cogan</i> | Discussion Board Identify an advocacy org, check out their social media and reflect | Lecture: Sherr Chap 13 |
| 2/17: Part of the lecture will be Pre-recorded | Generalist Practice | | Sync Class Discussion: <u>Social Work So White</u> |
| 2/22: | APA writing and library resources <i>Guest Speaker: Elle Covington</i> | <u>Thought Paper or Creative Thought Piece Due</u> | <u>Purdue APA Writing Guide</u> |
| 2/24: Part of the lecture will be Pre-recorded | LGBTQ identities | Discussion Board Alok on <u>YouTube</u> and <u>Instagram</u> | Lecture: Ryan, Chap 15 Sync Class Discussion: Walters article OR Seelman article |
| 3/1 | Child Welfare <i>Guest Speaker: Kristian Jones</i> | <u>Paper Topic Due</u> Discussion Board Crofoot OR <u>NPR Series</u> | Cox Chap 6 |
| 3/3: Part of the lecture will be Pre-Recorded | Poverty | | Cox Chap 5 Sync Class Discussion: Foster OR <u>Kasperkevic</u> |
| 3/8 | Disability <i>Guest Speaker: Lauren White</i> | Discussion Board: <u>Black History + Disability:</u> Vilissa Thompson OR Instagram reflection (<u>disabledphd</u> , <u>disabledculture</u> , | Lecture: Gehlert Chap 9 Holosko Case, Chap 6 (Guest Lecture) |

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| | | theautisticlife, hopingforhappy) | |
| | | Paper Outline Due | |
| 3/10: Part of the lecture will be Pre-Recorded | Healthcare and Health Challenges | | Lecture: Gelhert Chap 2 Sync Class Discussion: Smalley chapter OR Perry article |
| 3/15 | <i>Spring Break</i> | | |
| 3/17 | | | |
| 3/22 | Mental Health Guest Speaker: Abby Lubran | | Cox, Chap 9 Mendenhall, A. and Fraunholtz, S., <i>Mental Health Literacy: Social Work's Role in Improving Public Mental Health</i> |
| 3/24: Part of the lecture will be Pre-recorded | Substance Use | | Cox, Chap 10 Sync Class Discussion: Holosko Chap 10 OR Blakey Case |
| 3/29 | Criminal Justice Guest Speaker: Michael Applegarth | | NASW, <i>Criminal Justice Social Work in the United States</i> Segment from 13 th OR Momentum podcast, episode 3 |
| 3/31: Part of the lecture will be Pre-recorded | Helping Older Adults | Discussion Board Ted Talk: Let's end ageism | Greene, <i>Social Work with Older Adults</i> Sync Class Discussion: Aging and Human Rights OR Grand Challenges of Social |

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| | | | Work: <u>Eradicating Social Isolation</u> |
| 4/5 | Neighborhoods Guest Speaker: TBA | Draft Research Paper Due | Rothstein, <i>The Color of Law</i> , <u>Chap 3</u> |
| 4/7: Part of the lecture will be Pre-recorded | Housing and Homelessness | | <u>Eradicating Homelessness</u> Aykanian, A. and Fogel, S, <i>The Criminalization of Homelessness</i> |
| 4/12 | Veterans/ Military Social Work Guest Speaker: Lataya Hawkins | Discussion Board Anderson <u>NPR article</u> OR <u>NYT article</u> | Lecture: Cox Chap 15 & 16; Norton, <i>Social Work and the Environment</i> |
| 4/14: Part of the lecture will be Pre-recorded | Environmentalism | | Cox Chapter 16 Synchronous Discussion Obias & Yoko-Young, Energy Democracy (pg 9-18 + one ex) |
| 4/19 | International Social Work Guest Speaker: Weiwen Zeng | Discussion Board Instagram reflection (<u>No White Saviors</u>) OR Schwab, <u>Is Bill Gates Distorting Global Health Data</u> | Lecture: Half the Sky, Chapter 13: Grassroots vs. Treetops Synchronous Discussion <u>Decolonizing Global Health</u> |
| 4/21: Part of the lecture will be Pre-recorded | Immigration, Refugee and Asylee Social Work | | Furman, <i>The Criminalization of Immigration</i> |
| 4/26 | Group Presentations | Discussion Board | |

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| | | Group Presentations | |
| 4/28 | Group Presentations | | |
| 5/3 | Discuss Research Papers Teacher Evaluation | Discussion Board Final Reflections Final Research Paper Due 5/7 | |

X. BIBLIOGRAPHY

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