

THE UNIVERSITY OF TEXAS AT AUSTIN

STEVE HICKS SCHOOL OF SOCIAL WORK

Course Number: SW F325

Unique ID: 87540

Semester: Summer 2020

Meeting times: Mon – Thurs, 10:30a – 12:30p

Meeting Room: Zoom- synchronous classes

Tues/Thurs with the exception of Week 4

(see schedule)

Instructor's Name: Rachel Union, LCSW

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Office hours: virtual; by appointment

Foundations of Social Justice: Values, Diversity, Power & Oppression

I. STANDARDIZED COURSE DESCRIPTION

This course is based the following assumptions: 1.) membership in a population-at-risk group (e.g., people of color, women, gay and lesbian persons) significantly influences an individual's life experiences, world view, and increases risk factors for exposure to discrimination, economic deprivation, and oppression; 2.) professional social work ethics and values demand culturally competent practices; 3.) it is necessary for students to learn to apply social justice approaches to influence assessment, planning, access to resources, intervention, and research; and 4.) professionals and programs have strategies to critically analyze distributive justice, human and civil rights, and global interconnections of oppression. There is an emphasis in this course on the impact of discrimination and oppression by individuals and society on people of culturally diverse backgrounds and orientations. 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. COURSE OBJECTIVES

Upon completion of this course students will be able to:

- 1.) Critique and apply culturally competent and social justice approaches to influence assessment, planning, access to resources, intervention, and research;
- 2.) Demonstrate familiarity with the history and heritage of population-at-risk groups, including women and culturally diverse populations globally, as well as those prevalent in the southwestern region of the United States;
- 3.) Understand the social construction of race and ethnicity, gender, and sexual orientation;
- 4.) Examine the personal and professional use of self in ethical, culturally competent, and socially just social work practices and,
- 5.) Assess the impact of discrimination (e.g. racism, sexism, homophobia) and oppression on public policy, institutional structure, service delivery, and one's own role in promoting social and economic justice.

EPAS Competencies

The Steve Hicks School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS).

Using a common evaluation instrument, this course measures the implementation of knowledge, skills, values, and/or cognitive and affective processes to assess the following competencies:

Competency 2: Engage Diversity and Difference in Practice

Outcome 2.1: Responses demonstrate an ability to apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
Outcome 2.2: Responses demonstrate an ability to present themselves as learners and engage clients and constituencies as experts of their own experiences

Outcome 2.3: Responses demonstrate an ability to apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Outcome 3.1: Responses demonstrate an ability to apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

Outcome 3.2: Responses demonstrate an ability to engage in practices that advance social, economic, and environmental justice

III. TEACHING METHODS

Teaching involves a partnership between the instructor and the student in a collaborative and passionate commitment to the mutual learning process. My philosophy of teaching is to provide students with relevant content in the form of presentation, text, and instructional activities that assist students in the integration of the material. Within the field of social work, content delivered without its applicability to micro and macro level practice is irrelevant to the student that gravitates to the profession to be an agent of social change. Essentially, as an instructor I see my role as 1.) creating a safe learning environment that 2.) allows for the sharing of ideas, in-depth critical analysis and integration of the material.

IV. REQUIRED TEXTS AND MATERIALS

Required Text: This course has one text and many readings that can all be downloaded from the UT Libraries or from URLs provided in the modules in Canvas. The text is

Kimmel, M., & Ferber, A. (2018). *Privilege : a reader* (Fourth edition.). New York ;: Routledge, Taylor & Francis Group. Retrieved from:

https://search.lib.utexas.edu/discovery/fulldisplay?docid=alma991057971705906011&context=L&vid=01UTAU_INST:SEARCH&lang=en&search_scope=MyInst_and_CI&adaptor=Local%20Search%20Engine&tab=Everything&query=any.contains.privilege%20a%20reader&offset=0

There are assigned readings that are available on-line via the UT Austin Libraries and electronic content including websites, podcasts, and videos. See Canvas modules for specific material assignments. The

instructor reserves the right to provide and/or assign additional reading to supplement the material assigned in this syllabus.

V. COURSE REQUIREMENTS

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.

Personal Reflection Paper (see below for 2 different due dates; 15 points total)

This paper will be confidential and only the instructor will read it. This paper will be completed in two parts. Papers should be completed using 12pt Arial font, 1" margins all around, no extra spacing, and bold only section headers (if you have section headers). Page numbers should be placed in the bottom right of the footer.

Part I: Due: Sunday, June 7, 2020 by 11:59pm via Canvas (5 points)

For Part I, students should submit a two-page paper that discusses their thoughts about their identity. This paper requires critical thinking. Consider the following: to what community, if any, do you belong? Is this by choice or one you were born into? How did you get to college? What level of social mobility do you have? What adversity, if any, have you encountered and if you have not encountered any, why not? This is a paper where you write what you consider your identity to be based on what you know today.

No citations are required for this Part I.

Part II: Due, Friday, July 3, 2020 by 11:59pm via Canvas. (10 points)

For part II, students should integrate what they have learned over the course of the class to rethink and refine Part I. This paper should be between 8-10 pages and have a separate page for references. Papers should be completed using the same formatting outline in part I.

For this part, students should discuss if, after this course, they have grown to understand more about their personal identity and whether their thoughts have changed since writing Part I. (It is fine if your thoughts have not changed but you should discuss why they have not changed.) Students should interview someone older in their family, if possible, to discuss how that family member views their identity and that of their family including all the parts of identity listed in Part I with discussion about their family's history, ability to negotiate identity within multiple cultures, interactions with other cultural groups, implicit and explicit biases. Students should discuss implicit biases, if any, they've held over time and discovered during this class as well as ways in which they have contributed to perpetuating racism and historical violence. Finally, students should address how they plan to incorporate class lessons, professionally and personally, to disrupt social injustice.

If no family member is available, please briefly discuss why this is the case, what you know about your family of origin, adoption, or of choice and how structural and/or systemic racism may have played a part in your separation from your family of origin and your subsequent identity formation.

Part II should include a minimum of three citations from references used in class using the APA 6th edition formatting. References from outside class materials, beyond the initial three, are highly encouraged. Each page must be fully covered. In order to protect confidentiality, you may use codenames for yourself and your family members. The paper structure is outlined below. Use this outline in your paper:

A. Introduction

- i) A brief discussion of Part I and how the information discussed during this course may have, or have not, changed how you view your identity. When you first discussed your identity, did you include multiple aspects of identity such as race, ethnicity, age, ability, body size, religion, gender and sexuality, and class? Why or why not? Which aspects did you not include at first that you are including now and why?
- ii) Briefly describe what you know about your family's background with special emphasis on what you learned during your interview or otherwise discussed above if unable to complete an interview. Compare experiences between different family generations, how your views differ or concur with your family members, and how behavior norms are taught from one generation to the next (this should be 2 to 3 pages).

B. Your Family on the Continuum of Privilege and Oppression

This section should be the bulk of the paper. Here you will reflect upon your family history and identify where you are located on a continuum between privilege and oppression. In what circumstances has your family, including you, experienced privilege? What did that feel like? In what circumstances have you and your family experienced oppression (being oppressed and oppressing others)? What did that feel like? When thinking about privilege and oppression, consider your purchasing power, how you use the world's resources, how you generate and dispose of garbage, how you participate in your community, whether or not you exercise any privileges (covertly or overtly), and how you may perpetuate cultural appropriation. (This should be 2 to 3 pages)

C. Conclusion

This section will be a brief summary of the main things you learned about yourself and your family. What implicit and explicit biases have been a part of your family and your life; which cultural groups you do not know much about, and what types of clients you might feel comfortable and uncomfortable serving or working/living alongside. (This should be 2 to 3 pages)

Global Social Justice Presentations: (15 Points) Due: July 8, 10am (presentations via Zoom on this date)

Although this course focuses primarily on social justice issues within the United States, it is imperative that social workers cultivate awareness regarding international social justice issues.

- The class will be divided into groups of 3. Each group will cover one topic from the list below.
- Group presentations should be 15 minutes with an additional 5 minutes of class discussion.
- **PowerPoints for all presentations will be due on July 8 prior to the start of class.**
- Presentations will take place via Zoom on July 8.

Topics:

- Geopolitics and the refugee crisis
- Effects of free trade policies
- Exploitation of sweatshop workers
- Erosion of indigenous cultures
- Environmental justice & eco-imperialism

Groups are expected to find at least three scholarly sources that address the topic. They should provide a summary of the readings related to the topic and are encouraged to use short video clips in their presentations. The groups will present the main points of the articles in a 5 to 10 slide PowerPoint presentation. The last slide should list your references.

Discussion Posts (5pts each = total of 50 points) Due: various due dates throughout the semester; see schedule below.

Students will provide answers to ten discussion questions (200-300 words per post to Canvas). The questions will cover multiple themes discussed during the course (including but not limited to implicit bias, cultural relativism, ethnocentrism, culturally competent organizations, and privilege). Each week, students are expected to answer the two discussion posts listed in the modules. These posts should be well thought out, demonstrate critical thinking, and include at least one citation from the materials provided in the modules.

Op Ed – What it Means to be an Ally (10pts) Due Friday, June 26 by 11:59pm

This assignment is geared towards helping you become familiar with writing an opinion based on facts. Writing (and publishing) Op-Ed pieces is also a way to advocate for ideas you care about, participate in our democracy, and demonstrate how to be an ally.

Cite all sources used and include a reference list following APA format (see Publication Manual of the American Psychological Association, 6th Edition) and include a reference page of all cited literature. We will use NY Times word limit guidelines for op-ed submissions, recommended 750 words.

This writing exercise is a way to present an effective and concise argument about important issues that impact the lives of your clients and the communities they live in. An Op-Ed is intended to be published in a newspaper (or online) and is written in a way that is respectful, thoughtful and worthy of public consumption. Op-Eds are polite (for the most part).

There are several Op Ed pieces assigned as reading materials. Every student must post their Op Ed topics to the relevant Canvas Discussion board by June 12, 2020 11:59pm. Students must have a topic different from their cohort and of a group with which they do not identify. No two students may write on the same topic.

Participation: (10 Points)

The richness of the learning process is enhanced by the participation of all members of the class both in the classroom (physically or virtually) and on-line via Canvas Discussion posts. Participation will be assessed by attendance, oral comments and questions during class, and by the quality of your discussion

posts in response to your classmates. While responses to your classmates' discussion posts will not be graded per se, it is expected that you will engage with your classmates using all tools available including Canvas and Zoom.

Each class absence will result in a reduction of one point for the participation grade. Three late arrivals or early departures equal one absence. Three or more absences will result in a one letter grade reduction in your final grade. It is your responsibility to sign the weekly attendance sheet.

Extra Credit (3 points)

I offer a one-time opportunity for extra-credit if you attend a social justice related webinar during our course dates. You must take notes, post the notes in a Discussion post, and send me proof that you attended (a screen shot of you in the webinar, a completion certificate, or similar) that demonstrates that it was truly you in attendance. Your discussion post should provide information about the webinar (such as what it was about, to which social justice issue it pertained, who was the intended audience), whether you found the experience useful (why or why not), how you will use this information in your pursuit of social justice, and a link either to the recording or where further information can be found.

Extra credit will not be used to supplant any discussion post or other graded material not submitted. Failure to submit required assignments will reflect in points being deducted for the assignment and for participation.

Here is an example to get you started: <https://www.theopedproject.org/seminars>. The OpED Project will be offering Write to Change the World seminars. They also have weekly chats with journalists and free resources. I've been told that students can apply for scholarships to attend the webinars and there is also a 'pay what you can' option which also includes free. You can find more information here: <https://www.theopedproject.org/scholarships>.

VI. GRADES

Grades will be assigned according to the cumulative number of points the student has earned on the required assignments:

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

VII. CLASS POLICIES

1. Social work students adhere to the Student Standards for Professional Conduct of the NASW Code of Ethics and assume responsibility for their conduct. Scholastic honesty and integrity are to be consistent social work values.
2. The instructor will comply with University guidelines regarding scholastic dishonesty, including plagiarism.
3. Social work practitioners respect others. Therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected.
4. Punctuality and timeliness are important for social work practitioners. Class attendance is expected. Each absence will result in a reduction of one point for the participation grade. Three late arrivals or early departure equal one absence. Three or more absences will result in a one letter grade reduction in your final grade. It is your responsibility to sign the weekly attendance sheet.
5. The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen, serious emergency.
6. Students are expected to be active in the learning process, to do the assigned readings and participate in the class activities and discussions. If you do not have a personal computer with Internet access, there are computers available for your use at the SW Learning Resource Center (LRC), the Flawn Academic Center, campus, and public libraries. (Please see syllabus addendum for more information related to classes being held during the COVID19 pandemic).
7. Barring serious, unforeseen medical illness or family emergencies, assignments should be turned in by the due date/time listed in the syllabus and on-line in each Canvas module for this class. Late assignments will receive a penalty of 5 points deducted for each day they are late unless approved by the instructor at least 24 hours prior to the due date.
8. The Publication Manual of the American Psychological Association Sixth Edition (APA) is the style manual to be used by all students. The manual is available at the library or for purchase at the Co-op.

VIII. UNIVERSITY POLICIES

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

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

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be

impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

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

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

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

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

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

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.

Electronics in Class

See syllabus addendum.

IX. COURSE SCHEDULE

Complete reading assignment for each date before coming to class.

DATE	TOPIC	ASSIGNMENT DUE	REQUIRED MATERIALS DUE
<p>Week 1 June 4</p>	<p>Introduction Implicit Bias</p>	<p>Self-Reflection Paper Part I Due: Sunday, June 7, 11:59pm</p>	<p>Syllabus Review and complete Canvas Module 1</p>
<p>Week 2 June 8 June 9 June 10 June 11</p>	<p>Privilege & Oppression Structural and Systemic Racism</p>	<p>Discussion Post #1: Tuesday, June 9, 11:59pm Discussion Post #2: Thursday, June 11, 11:59pm Op Ed Topic posted to Canvas: Sunday, June 14, 11:59pm</p>	<p>Review and complete: Canvas Modules: 2 and 3 Speaker: Neel Lane, J.D. (Monday, 6/11/20 10:30am)</p>

Week 3	Intersectionality	Discussion Post #3: Tuesday, June 16, 11:59pm	Review and complete: Canvas Modules: 4 and 5
June 15	Cultural Relativism		
June 16	Ethnocentrism	Discussion Post #4: Thursday, June 18, 11:59pm	
June 17	Immigration		
June 18	Religion	Topic Due via Canvas Discussion for Global Justice Presentations, Sunday, June 21 11:59pm	
Week 4	Ableism	Discussion Post #5: Tuesday, June 23, 11:59pm	Review and Complete: Canvas Modules: 6 and 7 Speaker: Nick Wings-Yanez, PhD, (Wed., 6.24.20, 10:30am)
June 22	Ageism		
June 23	Gender Identity	Discussion Post #6: Thursday, June 25, 11:59pm	
June 24	Sexuality		
June 25	Weightism/Body size/type	OP-ED PAPER: HOW TO BE AN ALLY Due: Friday, June 26 11:59pm	

Week 5		Discussion Post #8: Thursday, June 30, 11:59pm	Review and Complete: Canvas Modules: 8 and 9
June 29	Global Social Justice	Discussion Post #9: Thursday, July 1, 11:59pm	
June 30	Historical Violence/ Colonialism		
July 1		SELF-REFLECTION PAPER Part II Due: Friday, July 3 by 11:59pm	
July 2			
Week 6	Culturally Competent	Discussion Post #10: Tuesday, July 7, 11:59pm	Review and Complete: Canvas modules: 10 and 11

July 6	Human Service Organizations Social Justice on micro, mezzo, and macro levels	GROUP PRESENTATION POWERPOINTS, Due: Thursday July 9, 10:00am.	
July 7			
July 8			
July 9			

X. Bibliography

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Course Syllabus Addendum Online Guidelines and Policies

Course Technology Requirements. Students will need to have access to the following to participate in this online course:

- Computer with dependable access to reliable, high speed internet connection and webcam
- Headphones and a well-lit private room for participation in the synchronous portion of the class each week
- Access to the Internet, MS Word or Pages, PowerPoint and Excel
- Accounts in Canvas

Virtual Classroom Expectations.

Out of Class Time Assignments (Asynchronous). It is required that students complete the asynchronous portion of each class module on the due date indicated in the course schedule and in Canvas. The specific requirements for the Asynchronous portion of each class will be posted in Canvas at least one week prior to the due date.

Required class readings are included in the expectations of class preparation and that time is not considered part of asynchronous class activities.

Students should take notes of any questions, comments, thoughts and feelings while engaging in the asynchronous units/modules/activities and be prepared to share during the synchronous class meeting times.

Synchronous Class Meeting Times (The Virtual Classroom). Although class participants are not in a physical classroom, the virtual environment needs to be treated with respect as a learning environment. External distractions should be kept to a minimum. Students should do their best to find a quiet, well-lit space prior to logging into the synchronous class session.

Classroom Decorum and Establishing an Environment for Safe Communication:

- Classroom attire-students should wear something they would wear to an in-person class.
- Children-should not be on the student's lap or in the vicinity of the camera's view in respect to other students.
- Pets-appearances should be kept to a minimum.
- Safety-students should not access the virtual classroom when driving.
- Distractions-both television and music should not be on during class time. Students should not be in a public space such a coffee shop during class time. Students and their computers should be in a place where students can hear and be heard without distractions. Cell phones should be off or in silent mode and not used during class time unless there is an urgent issue that you have informed the instructor about before class.
- Set up for class-Students' computer cameras should give a full view of the student's face in order to engage with others in the virtual classroom.
- Class participation- Students should monitor contributions to class as they would in a physical classroom. Students should be aware of when they can contribute more and when they need to pull back with the level of contribution to give others space.
- Language-Students should use academic discourse through speech, chat room or email.
 - When posting written communication, avoid typing in all caps or bold as this can be viewed as yelling in some online communities.
 - Use emoticons and other symbols to indicate tone when appropriate. This helps to decipher tone and intent.
 - Students should take time to critically think about messages posted and how to formulate responses. Thoughts don't need to be perfectly formulated but should be respectful.
 - Chat room entries should be relevant to the topic being discussed in the synchronous portion of class.