

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

Course Number: SW360K/395K  
Instructor: Emmett L. Gill, Jr., PhD, MSW  
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Meeting Days: N/A  
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**INTRODUCTION TO SPORT SOCIAL WORK**

**I. Standardized Course Description**

Sport is one of the oldest social work interventions for vulnerable populations. Lawson skillfully highlighted the congruence between sport and social work when arguing that sport programs help to enhance human well-being, reduce the harms of poverty and contribute to human capital development. In a recent *NASW News* social work skills were declared to be a good fit for sports. Dean and Rowan affirmed that athletes, at all levels, are a population group with unique vulnerabilities whose social work-related needs are often not met. This course will provide a foundation for social workers interested in social work practice in sporting environments and begin to prepare social workers to assist athletes, at all levels that they encounter in various social work settings. This course will introduce students to the intersection between social work and mental health disorders in athletics, parenting and youth athletics, athletes in foster care and how social services use sports as a social work intervention.

**II. Standardized Course Objectives**

Upon completion of this course students will be able to:

1. Apply the multidimensional contextual perspective to examining athletes at various stages of the life cycle (C 2.1.3 PB 5; C2.1.10, PB 16, 18, 19, 21, 23, 24, 28)
2. Critically select, adapt, and evaluate theoretically supported practice strategies and principles in relation to: a) athletes functioning and problems, needs, and concerns of varying duration and onset, b) congruence with the athletes culture, diversity, and related experiences; c) fit with values and ethics of the profession in the context of athletic spaces; d) applicability to athletic teams, spaces, and systems; and e) emphasis upon social justice in sports systems at various levels (C 2.1.3 PB 5; C2.1.10, PB 16, 21, 23, 29)
3. Analyzing the influence of diversity and power differentials on athletes (athlete-coach process and athlete-system process and b) engaging in self-evaluation and self-correction of values and personal responses when thinking about and/or practicing with athletes. (CS 2.1.1 PB 2)
4. Apply ethical making decision strategies to complex ethical legal dilemmas encountered in practice with athletes in various settings and at various stages (C2.1.2, PB 3)

### **III. Teaching Methods**

This class uses an online format. This course is designed to provide you with a meaningful learning environment through use of multiple methods of instruction (e.g., readings, videos, podcasts, discussion boards and written exercises) will be emphasized. You are expected to complete assigned readings before the due dates. You are expected to participate in class via ongoing online discussions. Authentic and genuine participation are required and essential for successful completion of this course.

This course will use an electronic Canvas site. Canvas will be used for communication between students, the instructor, and the TA. Some materials, grades, and attendance will also be posted online.

To reach your class site on Canvas, please go to <http://courses.utexas.edu> or go to the Social Work web page and click on Canvas. To access the course website, you must have an Internet connection and computer access. 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 Canvas questions. You can also call them at 475-9400. Additionally, the Learning Resource Center at the SSW has computers and computer assistance.

### **IV. Required and recommended texts and materials**

All necessary materials are posted on Canvas.

### **V. Course Requirements - (All assignments should be submitted through Canvas)**

#### **Case Study (1 or 2) (Competency Assignment 2) 25%**

Students, in class, will address one case study from a social work perspective. Students will have three case studies to choose from. One of the primary grading mechanisms used to score papers will be the use of terms, from the readings used in the case study (not defined, but used in the narrative). A matrix will be distributed with the case study to underscore important points and provide a framework for responses.

The primary grading criteria for the case study is integration, via critical thinking, of social work concepts from course materials. Students are expected to put any concepts that they use from our readings in bold font. The concepts should not be defined but used in sentences with at least one example or application. This is most important and helps me evaluate whether you have read, understand and can apply the course materials.

**Due Date:** October 11<sup>th</sup> 2019

#### **Bi-Weekly Canvas Postings (Competency Assignment 1) 25%**

- Students will have bi-weekly Canvas posts.
- The instructor will provide the topics for four of the posts
- Students will have the opportunity to select their own topics for the other two.

- The instructor posts will include current events and readings and students post can include whatever sport issue they want to discuss as long as there is a reference source - video, new article, tweet, etc.
- The primary grading criteria for the Canvas posting will be the integration, via critical thinking, of social work concepts from course materials. Students are expected to put any concepts that they use from our readings in bold font. The concepts should not be defined but used in sentences with at least one example or application. This is most important and helps me evaluate whether you have read, understand and can apply the course materials.
- Additionally, students will be required to respond to at least one post by their classmates and any inquiries to their post from their classmates or the instructor.
- The word minimum word count for each blog post is 400 words.

**Due Dates:** September 2<sup>nd</sup>, September 16<sup>th</sup>, September 30<sup>th</sup>, October 14<sup>th</sup>, October 28<sup>th</sup>, and November 11<sup>th</sup> by 5 pm CST.

**Sports Field Trip Observations (Competency Assignment 3) 10%**

A youth, high school college or professional sporting event - students are encouraged to attend with at least one classmate (However, you do not have to attend with a classmate). This assignment is about everything but the game! The notes may reflect observations of the crowd or interactions between the athletes and the crowd. Observations are not limited to activities inside the venue. The field notes are due at the end of the trip, but must include some concepts related to community development and sports. Thus, students may want to bring notes from the previous classes on the trip. *The assignment requires critical thinking about the implications for the community, the immediate surrounding community or a subpopulation in the community - if the sporting event were not a part of the community.* Students will be required to take and submit five photographs during the trip. The field notes and pictures will be collected at a public event and will not be used to create or disseminate new knowledge.

Original, hand-written field notes must be submitted after, via PDF, 24 hours after the event. If you do not submit hand written notes with pictures you will receive a zero on the assignment - no exceptions.

**Due (Date) By:** November 14<sup>th</sup>

**Issue Brief (Competency Assignment 4) 30%**

*The onset of the brief includes students independently identifying a social work topic reflected in sports.* The issue brief will target a subpopulation of youth, secondary, college or professional sports and a social work issue. Students are expected to provide some background information (qualitative) on the social work issue and its relevance and impact on the subpopulation and relevant systems. Next, students should provide a brief (3 articles) literature review (quantitative or qualitative) on the issue and if possible on the issue in the context of sports/their subpopulation. Third, students are expected to discuss how intersecting social work in sports issues are addressed at any level (micro, macro, or meso), from a social work perspective. Lastly, students should discuss how

social work can assist in addressing the issue. Ten (10) percent of the grade on this assignment will be dedicated to the submission of a full draft. If the draft is not full then no credit is provided.

**Due Date:** December 9<sup>th</sup> - Full draft required on December 2<sup>nd</sup>

### **Instructor Video Conference**

**10%**

Students are required to initiate two video conferences during the semester with the instructor. The video conference will last no more than ten minutes and students can email the instructor to schedule. It is best to schedule the conference in time to discuss your case study and issue briefs before diving into deep into each. Please email the instructor to schedule a time.

**Due Dates:** Ongoing

### **Case Studies**

Students will complete case studies applying relevant materials covered up to this point in the class.

### **Canvas Discussion Board Postings**

Bi-weekly students are required to post an article that relates to a social work issue in the context of sports. Youth, secondary, collegiate and professional sports stories are acceptable. Articles, should be electronic, and can be news or commentary, but must be at least 400 words. In addition to providing the link students who post should discuss the social work issue in the article, discuss the culture of the sport involved, discuss how, if at all this issue is social constructed or addressed by society differently in sport when compared to other social spaces and the implications of this article for teaching social work students best practices with athletes. It is best to use each of the aforementioned themes (i.e., the issues, the specific sport culture, social construction, etc. as subject headings so that students and the instructor can clearly see your thoughts. In addition to individual posts each student is expected to respond to at least one of their colleagues' posts. Responses might include but are not limited to agreements, disagreements, agreeing to disagree and food for thought. All post should be respectful and failure to do so will result in a point deduction. These posts are not to be taken lightly. A rubric will be provided the first day of class.

### **Issue Brief**

The purpose of the brief is to identify a social work topic in sports and primary and secondary populations impacted by the issue. It is preferred that students focus on a traditional area of social work such as mental health, human behavior, community development/organizing, social justice, etc. In other words, an area where there is an abundance of literature. Nonetheless, it is likely, with the exception of mental health, that these themes have not been explored in the context of youth, secondary, collegiate or professional sports. After identifying the topic and primary/secondary population the paper should provide a brief literature review (three of four studies or conceptual pieces) that provide some background on the issue in terms of how its traditionally discussed. Next, and using media examples (BB post can be helpful if you define

your topic and population early) discuss, in as much depth and width as possible, how this issue is playing out within the population of interest (this should be your largest or second largest section and well cited). Next, the author should discuss how governing bodies or other responsible for these athletes have addressed or tried to address this social work issue in sports and whether their approach is consistent with traditional or evidenced based social work practices.

The portion of the paper is consistent with course objective number two in that students should focus on a theoretically supported practice strategy from the text of other sources including collegiate coaching associations, the National Association of Academic Advisors in Athletics and counseling organization who serve college students. Students should put forth the effort to identify strategies, practices and principle in Blackboard posts

Please be clear when writing this up and its best to use the language here so that it is clearly identifiable. Lastly, given what we know from a traditional standpoint, and the realities of the culture of the sport population and space, the author should devise three to five, well thought out distinct and detailed recommendations for research, policy and or practice (mixing and matching is fine).

## **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**

## **VIII. UNIVERSITY POLICIES**

- 1. 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.

2. **PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM.** The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.
3. **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/>.
4. **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.

5. **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://studentaffairs.utexas.edu/>.
6. **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.
7. **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/>.
8. **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.
9. **TITLE IX REPORTING. 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 based on gender. 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, interpersonal 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 and/or the Title IX Liaison for the SHSSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

- 10. CAMPUS CARRY POLICY.** The University's policy on concealed fire arms 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.
- 11. 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.
- 12. 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://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.
- 13. 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.
- 14. BEHAVIOR CONCERNS ADVICE LINE (BCAL).** If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. 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>.



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

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

## **IX. Course Schedule**

UNIT ONE - Overview of Social Work In Sports (3) - This unit will provide an overview of the intersection between sports in social work in youth, secondary, post-secondary, collegiate and professional sports. In particular, the unit will explore sport as a vehicle for empowering males and females via positive health outcomes, access o sports for females, community building, educational opportunities, and employment opportunities in sports. The unit will assist future social workers as they conduct individual or multidimensional assessments with clients and communities and encourage them to include athletics and sports. In addition, the unit will encourage, as a foundation for future units, students to assess the role of sports in the lives of clients and consumers from a diverse lens that considers ethnicity, color, race, social class, gender, age, gender expression, sexual orientation, immigration status, abilities, religion/spirituality, and national origin and all of its intersections including and excluding sports. A key is to view athletes as a vulnerable population.

- Introductory Discussion Board Due - Date

### **Week One – September 2, 2019 - The Interface between Sports and Social Work**

#### *Assignments*

- Discussion Board One Due – (2<sup>nd</sup>)

#### *Readings & Lecture*

Hartman, D. (2003). Theorizing sport as a social intervention: A view from the grassroots. *Quest*, 55, 118-140.

#### *Viewing & Conversations*

- Unnecessary Roughness – See File Labeled “Necessary Roughness”
- Social Workers & Super Heroes [https://www.youtube.com/watch?v=A27QjpQ\\_Ieo](https://www.youtube.com/watch?v=A27QjpQ_Ieo)

### **Week Two - September 9, 2019 - The Interface between Sports and Social Work – Part II**

#### *Assignments*

- None

### *Readings & Lecture*

Dean, C., & Rowan, D. (2014). The Social Worker's Role in Serving Vulnerable Athletes. *Journal of Social Work Practice*, 28(2), 219-227.

Alliance of Social Workers in Sports (2018, July). *Sport Social Work Fact Sheet*. San Antonio, TX

### *Viewings*

- Gill, E. (2017, September). Career Paths in Sport Social Work. Suzanne Peck-Dwork University of Southern California School of Social Work. Los Angeles, CA - <https://www.youtube.com/watch?v=qeNP713DJQ4&t=1622s>

## **Session Three – September 16, 2019 - Athletes as a vulnerable population**

### *Assignments*

- Discussion Board Two Due – (16<sup>th</sup>)

### *Readings & Lecture*

Gill, E. (2008). Social work in intercollegiate athletics: It's time for social workers to get in the game. *Social Work*, 53(1), 85-88.

Capranica, L., & Millard-Stafford, M. L. (2011). Youth sport specialization: how to manage competition and training? *International journal of sports physiology and performance*, 6(4), 572-579.

### *Viewing*

- Aron, C.M. (2015). Running on Empty by Cindy Miller Aaron. Alliance of Social Workers in Sports Inaugural Annual Conference. Denver, CO. [https://www.youtube.com/watch?v=\\_JvFMSupAAQ&t=17047s](https://www.youtube.com/watch?v=_JvFMSupAAQ&t=17047s) View - 4:30:54 to 4:43:36

## **Session Four – September 23, 2019 - Sports Philanthropy & Community Development**

### *Assignments*

- None

### *Readings & Lecture*

Babiak, K., Mills, B., Tainsky, S., & Juravich, M. (2012). An investigation into professional athlete philanthropy: Why charity is part of the game. *Journal of Sport Management*, 26(2), 159-176.

Lavigne, P. (2013). [Athlete charities often lack standards](http://www.espn.com/espn/otl/story/_/id/9109024/top-athletes-charities-often-measure-charity-experts-say-efficient-effective-use-money). Retrieved from [http://www.espn.com/espn/otl/story/\\_/id/9109024/top-athletes-charities-often-measure-charity-experts-say-efficient-effective-use-money](http://www.espn.com/espn/otl/story/_/id/9109024/top-athletes-charities-often-measure-charity-experts-say-efficient-effective-use-money)

Carnegie Medal of Philanthropy (2017, October 23). [Athletes Pursuing Philanthropy](https://www.medalofphilanthropy.org/athletes-pursuing-philanthropy/). Retrieved from <https://www.medalofphilanthropy.org/athletes-pursuing-philanthropy/>

- Note for the reading above please click on the links of the charities to learn more about how athletes efforts impact communities.

### *Viewing*

Lavigne, P. (2013). Athlete & their charities –

[https://www.espn.com/espn/otl/story/\\_/id/9109024/top-athletes-charities-often-measure-charity-experts-say-efficient-effective-use-money%20ESPN](https://www.espn.com/espn/otl/story/_/id/9109024/top-athletes-charities-often-measure-charity-experts-say-efficient-effective-use-money%20ESPN)

UNIT TWO - Vulnerabilities & Resiliencies: Youth & Secondary School Sports (3) - This unit will focus on some of the weaknesses and strengths of youth and secondary school sports including how youth sports contribute to community development, concussions in youth sports, and foster care and sports as a formal social work service intervention. In particular, the unit will focus on the myriad competencies and resiliencies that you gain via sports. When thinking about differential assessments (as process and product), theoretical case formulations, and focus of treatment examining the competencies and resiliencies that youth acquire via sports can be helpful to social workers working with vulnerable populations and in fact with some - it' s a major tool for the focus of treatment.

### **Session Five – September 30, 2019 - Youth development via sports**

#### *Assignments*

- Discussion Board Three Due (30<sup>th</sup>)

#### *Readings & Lecture*

Lawson, H.A. (2005). Empowering people, facilitating community development, and contributing to sustainable development: The Social work of sport, exercise, and physical education programs. *Sport, Education and Society*, 10(1), 135-160.

Klint, K. A., & Weiss, M. R. (1987). Perceived competence and motives for participating in youth sports: A test of Harter' s competence motivation theory. *Journal of sport Psychology*, 9(1), 55-65.

### **Session Six - October 7, 2019 - The vulnerabilities of youth sports**

#### *Assignments*

- Case Study Due – (11<sup>th</sup>)

#### *Readings & Lecture*

Gill, E. & Allen, T. (2013). The Penn State University child sexual abuse scandal: A social work perspective on implications for sport management. *The Journal of Issues in Intercollegiate Athletics*, 70-89.

Teasley, M. L., & Gill, E. (2014). School Sports, Sexual Abuse, and the Utility of School Social Workers. *Children & Schools*, cdu032.

### *Viewing*

Monedero, K.A. (2014). A Tale of Two Disciplines: Social work interventions in high school athletics. *ASWIS Inaugural Conference*. Denver, CO.

[https://www.youtube.com/watch?v=\\_JvFMSupAAQ&t=5321s](https://www.youtube.com/watch?v=_JvFMSupAAQ&t=5321s) – View - 1:54:22 to 2:15:21

### **Session Seven - October 14, 2019 - Mental health and interscholastic sports**

#### *Assignments*

- Discussion Board Four Due – (14<sup>th</sup>)

#### *Readings & Lecture*

Kreager, D. A. (2007). Unnecessary roughness? School sports, peer networks, and male adolescent violence. *American Sociological Review*, 72(5), 705-724.

Smith, R. E., & Smoll, F. L. (1991). Behavioral research and intervention in youth sports. *Behavior Therapy*, 22(3), 329-344.

Greist, J. H., Klein, M. H., Eischens, R. R., Faris, J., Gurman, A. S., & Morgan, W. P. (1979). Running as treatment for depression. *Comprehensive Psychiatry*, 20(1), 41-54.

UNIT THREE - Vulnerabilities and Resiliencies: College Athletes & Sports (5) - This unit will focus on social work issues with college athletes including prevalent mental health issues (i.e., disorders, role conflict, substance use, etc.) as well as intersections between these issues, race and gender. Moreover, the unit will also contextualize vulnerabilities and resiliencies from a systems perspective as there are existing social work systems for student-athletes on college campus. In particular, this unit will delve into how the system of college athletics oftentimes conflicts with existing social work/mental health systems.

### **Session Eight - October 21, 2019- Counseling, case managing & advocating for student-athletes**

#### *Assignments*

- None

#### *Readings & Lecture*

Nordeen, L. (2008). Issues unique to student-athletes. In Leslie-Toogood, A. and Gill, E. (Eds.) *Advising Student-Athletes: A Comprehensive Approach to Success*. Manhattan, KS: National Academic Advising Association. p. 95-102.

Fletcher, T.B., Benschoff, J.M. & Richburg, M.J. (2003). A Systems Approach to Understanding and Counseling College Student-Athletes. *Journal of College Counseling*, 6, 35- 45. PPT

Gill, E. (2017, October). *Student-Athlete Wellness and Development Programming: Existing Models, Key Processes and the Future of Student-Athlete Development*. National Alliance of Social Workers in Sports 3<sup>rd</sup> Annual Conference. Dallas, TX.

#### *Viewing*

- Athletes & Mental Health <https://www.youtube.com/watch?v=Sdk7pLpblls&t=4s>

### **Session Nine – October 28, 2019 - Mental health disorders in collegiate athletics**

#### *Assignments*

- Discussion Board Five Due – (28<sup>th</sup>)

#### *Readings & Lecture*

Flanagan, L. (2014, March 21). When College Athletes Face Depression. *The Atlantic*.

Smolak, L., Murnen, S.K., & Ruble, A.E. (2000). Female athletes and eating problems: A meta-analysis. *International Journal of Eating Disorders*, 27 (4), 371-380.

R. D. Williams Jr., M. A. Perko, S. L. Usdan, J. D. Leeper, D. Belcher, and D. D. Leaver-Dunn Williams, Jr., Ronald D., Perko, Michael A., Usdan, Stuart L., Leeper, James D., Belcher, Don (2008). Influences on Alcohol Use Among NCAA Athletes: Application of the Social Ecology Model. *American Journal of Health Studies*, Vol. 23, Issue 3

#### *Viewings*

Hainline, B. (2017). Working In An Interdisciplinary Model With Social Workers. Part I. *ASWIS 3<sup>rd</sup> Annual Conference*. Dallas, TX.

<https://www.youtube.com/watch?v=YWOGuCdGDLU&t=542ss>

### **Session Ten – November 4, 2019- Advocacy in Athletics**

#### *Assignments*

- SSW News Topics of the Week/Discussion Board

#### *Readings & Lecture*

Gill, E.L. (2016). “Hands up, don’ t shoot” or shut up and play ball? Fan-generated media views of the Ferguson Five. *Journal of Human Behavior in the Social Environment*, 26(3-4), 400-412.

National Basketball Association (2018). *A Mental Health and Wellness: Practices for NBA Teams*. New York, NY.

#### *Viewing*

- Steve Hicks School of Social Work (2017). NFL & Activism Panel. Austin, TX <https://www.facebook.com/TexasSteveHicks/videos/10155920048948442>

UNIT FOUR - Vulnerabilities and Resiliencies: Professional Athletes & Sports (3) - This unit will explore the prevalence of social work issues in professional sports including depictions of athletes, racism, domestic violence, child abuse and other topics. The thrust of the unit will focus on the need for social workers in professional sports (in particular mental health workers), but the perceptions about professional sports and those who compete that inhibit a social work systems perspective in professional sports. Students will view *Necessary Roughness* a sitcom about a mental health consultant who works for a professional sports team and the various mental health issues she encounters among professional athletes.

## **Session Eleven – November 11, 2019 - Professional Sports**

### *Assignments*

- Discussion Board Six (11<sup>th</sup>) and Sports Field Trip (14<sup>th</sup>)

### *Readings & Lecture*

Christensen, M. C., Gill, E., & Pérez, A. (2016). The Ray Rice domestic violence case: constructing black masculinity through newspaper reports. *Journal of Sport and Social Issues, 1*, 24.

Gill, E., Christensen, M.C., & Pérez, A. (2017). The Sale of the Atlanta Hawks: Is it Racism or White Ownership Playing the Race Card? *Sports Media Journal*.

### *Viewing*

- Hartman, J. and Stingily, B. (2017). What Happens off the field: A Silent Cry for Help and Social Work's Response. *ASWIS 3<sup>rd</sup> Annual Conference*. Dallas, TX.  
[https://www.youtube.com/watch?v=WHm6tJGe\\_fs](https://www.youtube.com/watch?v=WHm6tJGe_fs)

## **Session Twelve – November 18, 2019 - Violence in professional sports**

### *Assignments*

- None

### *Readings & Lecture*

Walton, T. (2001). The Sprewell/Carlesimo episode: unacceptable violence or unacceptable victim? *Sociology of Sport Journal, 18*(3), 345-357.

Pérez, A., Gill, E., & Christensen, C. (In progress). There is a thin line between discipline and child abuse: A case study of child abuse in the Adrian Peterson discourse

## **Thanksgiving Break**

## **Session Thirteen – December 2, 2019- Women, Title IX, and LBGT in Sports**

### *Assignments*

- Draft of Issue brief Due (2<sup>nd</sup>) and Final – (9<sup>th</sup>)

### *Readings & Lecture*

Gill, E. L. (2007). The prevalence of Black females in college sports: It's just an illusion. *Diverse Issues in Higher Education, 24*(8), 65.

Sartore-Baldwin, M. (2012). Lesbian, Gay, Bisexual, and Transgender Athletes in Sport. *Journal for the Study of Sports and Athletes in Education, 6*(1), 141-152.

GLSEN (2013). *The Experiences of LGBT Students in School Athletics (Research Brief)*. New York: GLSEN.

### *Viewing*

- Scheyett, A. (2014). Strength and Motivation: What College Athletes Bring to Social

Work. *ASWIS 2014 Inaugural Conference* –  
[https://www.youtube.com/watch?v=\\_JvFMSupAAQ&t=17047s](https://www.youtube.com/watch?v=_JvFMSupAAQ&t=17047s) View 4:43:56 to 4:57:29

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- Gill, E. (2008). Social work in intercollegiate athletics: It's time for social workers to get in the game. *Social Work*, 53(1), 85-88.
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- Gill, E. (2017, October). *Student-Athlete Wellness and Development Programming: Existing Models, Key Processes and the Future of Student-Athlete Development*. National Alliance of Social Workers in Sports 3<sup>rd</sup> Annual Conference. Dallas, TX.
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- Gill, E.L. (2016). “Hands up, don’ t shoot” or shut up and play ball? Fan-generated media views of the Ferguson Five. *Journal of Human Behavior in the Social Environment*, 26(3-4), 400-412.
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