

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

Course Number:	SW195K	Faculty:	Cynthia Franklin
Unique Number:	61410	Office Number:	SSW 2.228
Semester:	Spring 2021	Office Phone:	512-413 1946
Time:	Wednesdays, 11:30 – 12:30	Email:	cfranklin@austin.utexas.edu
Place:	Online-Zoom	Office Hours:	By appointment

SW195K: COLLOQUIUM ON ISSUES IN SOCIAL WORK EDUCATION AND RESEARCH

I. STANDARDIZED COURSE DESCRIPTION

The purpose of this course is to introduce social work doctoral students to the diversity of topics and methods pursued by researchers and academicians in social work education and allied fields. Topics covered are broad and include information that facilitates the learning of research methods and the development of knowledge and skills needed to participate in the PhD program and within a community of scholars.

II. COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

1. Introduce knowledge and resources needed to make a successful transition to the rigors of being a doctoral student.
2. Increase knowledge of systematic methods for literature reviews including skills for library research, documentation, and academic writing.
3. Broaden understanding concerning the essential information needed to become a social work scholar and researcher.
4. Increase knowledge concerning the current trends and issues within social work, including past and present controversies and critiques.
5. Broaden exposure to a variety of scholars, research methods and fields of study.
6. Develop reflective practices to understand self as a scholar within the field of social work (past and current training, practice experience, approaches, and values) and to consider how one's personal identity and social position facilitate or limit access to privilege, shape life chances, and impact the ability to influence social change.

III. TEACHING METHODS

This is a doctoral seminar. Accordingly, students are expected to attend class on a regular basis and be prepared to engage in dialogue with the professor and student colleagues. Respect and professional behavior toward other students and the professor are expected.

The primary teaching methods used will be lectures and discussions. Guest lectures and audio-visual presentations will also be utilized.

IV. REQUIRED AND RECOMMENDED TEXTS

Gladden, J.L. (2018). *Social work leaders through history*. New York: Springer Publishing.

Additional Readings

Additional supplemental readings on Canvas

V. COURSE POLICIES

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. Failure to regularly attend the class and demonstrate through discussions that one has comprehended the readings will be considered in assigning the final grade. Students are to notify the professor if they are going to be absent. Students are also responsible for any material missed due to absences.

Student feedback is welcome. Students are also encouraged to provide feedback during office hours, by phone, by e-mail, and by appointment if they desire.

If students are concerned about their class performance, the professor is more than willing to work with students to help them improve their course grades prior to the end of the semester. Final grades assigned in the course are not negotiable.

Grading Policy

This course is offered on a **CR/NC basis only**. To receive credit for the course, **students must attend 8 of the 9 structured colloquia and meet on a regular basis with their assigned mentor throughout the semester**. Credit for attendance requires that students arrive on time and remain for the entire presentation. Completed readings and participation in the in the discussions on Canvas are also a part of the learning expectations. **Participations in the discussions on Canvas are required.**

If a student misses a colloquium, they are required to provide descriptive materials for a substitute colloquium to the doctoral associate dean for approval. To receive credit for the substitute, the student should send an email to Monica Urso, the Graduate Coordinator for the PhD program, monicau22@austin.utexas.edu, with the information listed below. A substitute may only be used in place of one colloquium, e.g. a three-hour seminar cannot be used to substitute for three one-hour colloquia. Presentations in organized classes or presentations attended for credit in another course cannot be used to substitute for a colloquium.

Students may receive credit for colloquia attendance at presentations such as: public presentation of final defense of dissertations, Utopia presentations, conference presentations (perhaps with a limit on the number counted from a single conference), presentations by invited speakers, e.g. Sutherland lecture, faculty candidate colloquiums, job talks by our graduating students, and presentations, colloquia, brown bag lunches, etc., across campus.

To receive credit for attending a presentation, students should email Monica Urso monicau22@austin.utexas.edu, who is tracking attendance this semester:

- Date, time, location, and sponsorship of the presentation
- Presenter's name and affiliation
- Title of presentation
- A brief paragraph summarizing key points
- A brief paragraph on the usefulness of the presentation for social work scholars

VI. Grading

GRADING SCALE

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

VII. COURSE TOPICS

Date and Readings	Topic	Presenter(s)
Wed., January 20	(SSWR virtual conference)	Please schedule time to meet with your mentor this week.
Wed., January 27	How to Write Conference Proposals for CSWE, SSWR and other Organizations Gladden Chapter 1- Complete Discussion on Canvas	Tatiana Londono, John Moore, and Zully Guerra – current 2 nd year PhD students

Wed., February 3	<p>On-line Readings</p> <p>History of Social work Organizations- Readings on Canvas</p> <p>Fill out Poll on Canvas: The alphabet Soup of Social Work Organizations</p> <p>Ask your Mentors what Social Work Organizations they have attended the conferences? What are they like?</p>	<p>Please schedule time to meet with your mentor this week.</p>
Wed., February 10	<p>Writing Partnerships</p> <p>Readings: Gladden Chapters 2 & 3- Participate in Discussion on Canvas</p>	<p>Dr. Catherine Cubbin, Professor; Dr. Monica Faulkner, Research Assoc. Professor; Erin Nolen and Xiao Ding – current 2nd year PhD students</p>
Wed., February 17	<p>Preparing Your CV</p> <p>Readings: Gladden, Chapter 4-Participate in Discussion on Canvas</p> <p>Ask Jennifer Luna to tell you what she knows about how Mary Richmond professionalized and branded the social work profession.</p>	<p>Jennifer Luna, Director, DiNitto Center for Career Development</p>

Wed. February 24	CHPR Conference Gladden Chapter 5 & 6- Participate in Discussion on Canvas	Please schedule time to meet with your mentor this week.
Wed., March 3	Cont. Fellowship: and other funding. Where to Look (UT, Social Work and Related Organizations)	Bethany Wood – current 3 rd year PhD student; Kristian Jones and Christian Vazquez – current 4 th year PhD students
Wed., March 10	Gladden Chapter 7 - Participate in Discussion on Canvas	Please schedule time to meet with your mentor this week.
Wed., March 17	Spring Break	No class
Wed., March 24	Work of the CSWE Diversity Center and the History of the Work of CSWE in Emphasizing Equity and Inclusion in the Curriculum	Dr. Yolanda Padilla, Professor, Steve Hicks School of Social Work and Director of the CSWE Center for Diversity and Social and Economic Justice
Wed., March 31	Choosing Electives and Stats and Other Portfolio Opportunities	Weiwen Zeng -- current 4 th year PhD student; Lainey Sevillano and Liana Petruzzi -- current 3 rd year PhD Students
Wed., April 7	Gladden Chapter 8 & 9- Participate in Discussion on Canvas	Please schedule time to meet with your mentor this week.
Wed., April 14	Planning for Next Semester/Class Previews of SEM, Grant Writing and Pedagogy	Dr. Kirk von Sternberg, Assoc. Prof.; Dr. Ruben Parra-Cardona, Assoc. Prof.; Dr. Diana DiNitto, Professor;

	(Registration begins April 19)	Steve Hicks School of Social Work
Wed., April 21	Looking Ahead: Finding Your Comprehensive exams Supervisors	Dr. Cal Streeter, Professor; Steve Hicks School of Social Work
Wed., April 28	Gladden Chapter 10— Participate in Discussion on Canvas	Please schedule time to meet with your mentor this week.
Wed., May 5	Town Hall Meeting	PhD Committee Members and PhD Students

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.