

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

<b>Course Number:</b>	SW 310	<b>Instructor:</b>	Cynthia Penwell, LCSW-S
<b>Unique Number:</b>	61335	<b>Email:</b>	csPenwell@utexas.edu
<b>Semester:</b>	Fall 2021	<b>Office:</b>	3.104
<b>Meeting Time:</b>	Tuesdays/Thursdays 11:00am – 12:30pm	<b>Office Phone:</b>	512-922-5865
<b>Meeting Place:</b>	SSW 1.214	<b>Office Hours:</b>	Tuesdays, 12:30pm 1:30pm Virtually – by appointment

**Introduction to Social Work and Social Welfare**

**I. STANDARDIZED COURSE DESCRIPTION**

This is an introductory social work course in which you will learn about the profession of social work and its history: its areas of practice, values, and ethics. The history of social welfare policies in the United States is explored, as the timeline of social welfare policy decisions that shape social work practice. You will learn about the human rights issues that impact and are impacted by social work. As an introduction to the social work profession, the course will critically discuss being a social worker and the current laws, policies and ethics documents that guide practice. You will also be introduced to generalist social work practice at micro, mezzo and macro levels.

Differences in and between communities –as categorized by racialization, ethnic origin, class, gender, gender identity and expression, culture, sexual orientation, religion, age, physical and mental abilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status –will be explored in the context of social work. You will have the opportunity to assess your identities, strengths, and challenges and identify potential ethical conflicts in working directly with people. The course will explore beginning skills in engaging diversity, differences and equity in social work practice.

This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

**II. STANDARDIZED COURSE OBJECTIVES**

By the end of the course, you will be able to:

1. Locate contexts and settings in which social workers practice, including the roles and functions that social workers perform.
2. Identify ways that an individual's assumptions, identities, values and beliefs impact social work practice.

3. Provide a basic outline of Ecological Systems Theory, Strengths-based Perspective, and Critical Race Theory in relationship to specific social problems.
4. Identify the social work ethics, laws and policies that guide practice, including the NASW Code of Ethics.
5. Explain the history of social work within the United States social service system including:
  - a. The relationship to racialization, ethnic origin, class, gender, gender identity and expression, culture, sexual orientation, religion, age, physical and mental abilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status.
  - b. The social, economic and political ideologies that have shaped the evolution of social welfare history, policies and services in the U.S
6. Explain beginning knowledge of issues and concerns in the social work profession around racialization, ethnic origin, class, gender, gender identity and expression, culture, sexual orientation, religion, age, physical and mental abilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status.
7. Give examples of social work leadership.
8. Illustrate the importance of the impact of individual stories to the growth of social work, especially stories from people in oppressed groups.
9. Describe possible career paths in social work.

### III. TEACHING METHODS

The class will be taught in a flexible manner with in-person, hybrid, and web-based and will be potentially taught using a flipped model of teaching or a form of blended learning where students learn content partially asynchronous through analyzing readings and articles, watching videos and completing exercises. Students will meet synchronously online for the other portion of the class. These methods intentionally draw on diverse pedagogical approaches to be inclusive of a variety of learning styles. Students will be expected to complete approximately half of the course content online and approximately half the course material in synchronous class. Students will need to have access to a computer with reliable internet connection to complete this course.

This course will highlight diverse perspectives of thought, and encourages students to engage in new ways of thinking that may be represented by speakers, the professor, and classmates from diverse backgrounds. Experiential learning will be the foundation of this class and students will be expected to critically process and reflect on what they are learning through readings, lectures, videos and service learning with the community. The goal is to support you in making your own decisions about how to proceed and then ask you to reflect on the trajectory of your experience. Did it go as you expected? What was unexpected? What did you learn? What did you learn doesn't work well? I will evaluate the *process* of your doing and learning, not just the *product*.

This course will use the following platforms for virtual learning:

- **Canvas** —a Web-based course management system with password-protected access at <http://canvas.utexas.edu/>. It is the student's responsibility to ensure that

their e-mail address is correct on this site so that class e-mails are received. To reach your class site on Canvas, please go to <http://courses.utexas.edu>. You will need a UT EID and password. The Help Desk, available through the UT home page ([www.utexas.edu/its/help/](http://www.utexas.edu/its/help/)), can assist you with your computer and blackboard questions. You can also call them at 475-9400. Additionally, the Learning Resource Center at the SSW has computers and computer assistance.

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

**Required Text:** Cox, L. E., Tice, C.J., & Long D. D. (2018). Introduction to social work: An advocacy-based profession (2nd ed.). Thousand Oaks, CA: Sage Publications.

Supplemental course materials (worksheets, assignments, resources, articles) will be posted on Canvas.

#### **V. COURSE REQUIREMENTS**

Due to the format and content of this course, both attendance and contribution are imperative. The other students in your class are dependent upon you for a quality learning experience; if too many students are absent, the class suffers. Students' participation is highly encouraged, and is both valuable to them and to their classmates.

1. Learning Reflections	20pts
2. Cultural Diversity Paper	20pts
3. Final Thought Paper	10pts
4. Discussion Board	5pts
5. Culture Chest	5pts
6. Self Care	5pts
7. Fishbowl: research paper & lessons learned about culture	5pts
8. Group presentations on social issue	20pts
9. Attendance and Class Participation	10pts

##### **1. Learning Reflections**

**20 pts.**

The Learning Reflections provide a forum for you to reflect on your experiences, to deepen the learning that comes from course activities, and to wrestle with multiple thoughts and feelings that arise from the course content. They are an opportunity to share with your instructor your questions, frustrations, hopes, fears, satisfactions, and ideas. It is a way for your instructor to find out what you are learning from the readings, from your service learning experience, and from class. When you respond to something in the readings, please be specific. Learning Reflections need to be 1-2 pages in length using 12-point Times New Roman and submitted as Word documents. Learning Reflections are due at the end of each week. Please make sure that your name, the date, and the Thought Paper number are on your paper, and page numbers. You are required to complete ten weekly Learning Reflections, each of these reflections are worth 2 pts in your over-all grade. You will receive one point for completing a learning reflection according to the parameters, and an additional point if your reflection integrates learning and demonstrates depth of insight and awareness.

##### **2. Cultural Diversity Research Paper**

**20 pts**

There will be a cultural diversity research paper on a topic of interest to the student but related to cultural diversity. The course is a UT Cultural Diversity in the United States Flag course and will focus on the underrepresented cultural groups of ethnic minorities, immigrants and refugees and women. The format will be an 8-10 page, doubled-space 12pt Times New Roman font, 1-inch margin, American Psychological Association (APA) format, final research paper on a topic related to a minority group in the United States. The research paper will address 3 problems and the solution for each of the 3 problems of one minority group that has experienced persistent marginalization. Cultural Diversity and social justice in the United States is to be emphasized. The paper will be about problems and solutions related to social and economic justice (or injustices) facing this oppressed population.

Cultural Diversity Research Paper Topic/Outline

Cultural Research Paper 11/18

### **3. Final Thought Paper**

**10 pts.**

The Final Thought Paper is a final reflection of your experiences and reactions to our readings, exercises, films, interactions, and other course activities. The instructor will post the questions on Canvas at least one week before the paper is due. When you respond to something in the readings, please be specific. Thought Papers need to be 5-7 pages in length using 12-point Times New Roman and submitted as Word documents.

Thought Papers are due 12/3

### **4. Discussion Board**

**5pts**

Students are to actively participate in the asynchronous video by responding to questions about content posed by the professor and to the learning and noticings of your classmates in exploring ethics, social justice, and cultural diversity issues related to social work.

Healthcare Video Discussion Board Due 10/23

### **5. Culture Chest**

**5 pts**

Choose a small box for your "culture chest." Place inside 5 items that represent your social identities (e.g., race, ethnicity, gender, sexual orientation, ability, religion, social class, nationality, age, size, etc.) that have influenced your worldview or behavior. These items might include photographs, pieces of art, jewelry, piece of clothing, or anything you believe has significant influence on how you perceive and behave in the world. Decorate the outside of your box with 5 images (e.g., pictures, drawings, words or phrases) that describe how you think others view these social identities (e.g., race, ethnicity, gender, sexual orientation, ability, religion, social class, nationality, age, size, etc.) and/or have treated you based on these social identities.

You will discuss the objects in and on your box with your group, a peer, and/or the class at large.

Criteria for evaluation: • Thoughtful contents inside the culture chest (2pt) • Thoughtful decoration of the outside of the culture chest (1pt) • Sharing of the culture chest during class, including your description of how each item relates to a specific social group membership (2pt)

Culture Chest Due 9/18 (\* also brought to class on 9/21)

### **6. Self Care**

**5pts**

Over the course of the semester, students will cultivate a self-care practice. They are encouraged to come up with a regular practice that supports their own mental health and therefore their ability to best engage in care for others. There will be sample ideas posted on canvas, and the professor may ask students to provide a paragraph describing their self-care practice and may touch-base throughout the semester to assess the effectiveness of students' self-care practices. On the last day of class, students will have 3-5 minutes to share with the class about their self-care

practice. You can use photos, slide show, YouTube, art work, music, poetry, or a creative use of expression suitable for classroom presentation.

Self Care presentation Due 12/3 during final class (but self care is an on-going process)

**7. Fishbowl: research paper & lessons learned about culture** **5pts**

Students are to actively participate in a synchronous discussion with a peer group to explore ethics, social justice, and cultural diversity issues related to social work and lessons learned about culture and marginalization/oppression in their research and work on the cultural research paper.

Fishbowl Peer Group Due 11/9 during class

**8. Group Presentation on Social Work Response to a Social Welfare Issue** **20pts**

Students will be divided into small groups based on interest in a social welfare issue. Each group will prepare a 20-30 minute presentation on the issue and how it impacts and is impacted by the social work profession, focusing on historical impact on how the issue is being addressed today; why the issue is important and who is impacted and how; what is being done to address the issue and how effective those strategies are; the roles of the social work profession in addressing the issue; identification of at least one social work-related organization that is focusing on the issue and how; and what other recommendations the group has to address the issue. Cultural Diversity and social justice is to be emphasized.

**9. Class Participation** **10pts**

This will be determined on attendance and the quality of participation in class discussion, homework assignments, and small group exercises. Class readings and assignments will require informed classroom participation. To receive full points, you may not miss more than one class(excused and/or unexcused). Attending the entire class period is expected in order to receive credit for attending class that day. If you miss more than one class, for each class after that I have the right to take 1.5 points off your participation grade. Any student missing more than three classes in total (excused or unexcused) maybe in jeopardy of not passing this course.

## **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. CLASSROOM POLICIES**

### **1. Participation and Attendance**

Attendance and active participation are critical to the teaching and learning in this class. Especially in a course where we examine social justice and social work it is essential to have all voices in the room. Students are expected to be in class when class is synchronous, actively engaged in discussions or assignments when the class is asynchronous, or, in extenuating circumstances, to notify the instructor if they cannot attend. This portion of the grade will be determined by attendance and quality of contribution as demonstrated by student preparation level and interactions/discussion with instructor and students. Preparation includes completing readings and assignments by due dates and coming to class prepared to discuss them, and “being present” and involved in experiential activities and discussions. Note that even if absences are excused, missing more than two classes of any nature will impact your participation grade (unless it is because of a religious holiday), and missing more than one synchronous/experiential class will impact your grade since you cannot participate if you are not present. Overall, missing more than three classes will result in a reduction in your final letter grade.

## **2. Late Assignments**

Except in the case of extreme emergencies, and then only with the permission of the professor, late assignments WILL NOT be accepted without penalty. Students are expected to turn in all required assignments on the agreed upon due date at the beginning of class. Assignments not turned in class on the day it is due will be considered late. If accepted, late assignments will be assessed point penalties at the rate of 10% each day late. If the due date is a problem, then the student should see the professor and negotiate another due date well in advance.

## **3. Student Achievement**

Student Achievement in meeting course objectives will be evaluated on the following written, oral, and in-class experiential assignments, regular and punctual class attendance, and informed class participation based upon class readings/assignments.

## **4. Student Feedback**

Student feedback is welcome either informally or formally about class room learning and content, the teacher’s teaching strategies, peer relationships, scheduling, or other items. Students are also encouraged to provide feedback during office hours, by phone, by e-mail, and by appointment if they desire.

## **5. Assignment Changes**

The instructor reserves the prerogative to change class assignments as needed to meet the course objectives. The changes will be discussed with the students in class or by email before implementation.

## **6. Cell phone and Laptop Use**

Cell phones and laptops are permitted in virtual learning class, however the student is expected to be utilizing those devices only for the purpose of accessing or enhancing the classroom learning environment. Failure to comply with this expectation may result in a grade reduction in class participation grade.

## **VIII. UNIVERSITY POLICIES**

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

**THE UNIVERSITY OF TEXAS HONOR CODE.** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility.

Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

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

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

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

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

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make

every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

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

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

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

**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 campus carry may be found here: <https://campuscarry.utexas.edu>.

**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 and COVID-19 ADVICE LINE (BCCAL).** 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 and COVID-19 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>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

**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

Date	Modality	Topic	Assignment Due	Reading
Wk 1 8/26		Introduction/ syllabus review;		Review syllabus <u>Textbook Readings</u> Cox, Tice & Long pg. 1-20
Wk 2 8/31		Ethics and Social Justice		<u>Textbook Readings</u> Cox, Tice & Long pg. 364-365
9/2		History Functions and Focus of Social Work	Learning Reflection 1 Due 9/3 by 11:59pm	<u>Textbook Readings</u> Cox, Tice & Long, Chapter 2 Cox, Tice & Long, pg. 284-287
Wk 3 9/7		Generalist Practice and Theory		<u>Textbook Readings</u> Cox, Tice & Long, Ch 3 Cox, Tice & Long, pg. 287-291
9/9		Elle Covington, MAMC, MSIS; Research Paper		<u>Posted on Canvas</u> APA and research information posted on canvas module
Wk 4 9/14		Mezzo and Macro Practice: Communities, Advocacy & How we Frame a Problem	In-class small group exercise	<u>Textbook Readings</u> Cox, Tice & Long, Ch 4 Cox, Tice & Long, pg 292-298
9/16		Environmentalism	Social Justice Group Environmentalism Due 9/16  Learning Reflection 2 Due 9/17 by 11:59pm	<u>Textbook Readings:</u> Cox, Tice & Long Ch. 16
Week 5 9/21		Poverty and Inequality	Culture Box Due 9/19 by 11:59PM In-Class: Exercise Bring culture box to class	<u>Textbook Readings</u> Cox, Tice & Long Ch. 5

9/23		Intersectionality	In-Class: Exercise Learning Reflection 3 Due 9/24 by 11:59pm	<u>Canvas Readings</u> as posted in module
Week 6 9/28		Vanessa Flores, LCSW-S Culturally Respectful Social Work Practice		<u>Canvas Readings</u> as posted in module
9/30		Gender and Social Work Practice	In-class exercise Social Justice Group Gender and Misogyny Due 9/30 Learning Reflection 4 Due 10/1 by 11:59pm	<u>Canvas Readings</u> as posted in module
Week 7 10/5		Racism and Critical Race Theory	Social Justice Group Systemic Racism Due 10/5	<u>Canvas Readings</u> as posted in module <a href="https://cbsaustin.com/news/local/critical-race-theory-bill-crosses-out-mlk-and-kkk-author-says-theyre-in-curriculum">https://cbsaustin.com/news/local/critical-race-theory-bill-crosses-out-mlk-and-kkk-author-says-theyre-in-curriculum</a>
10/7		Guest Lecture Paula Buhls, LCSW Social Work Practice and LGBTQ	Learning Reflection 5 Due 10/8 at 11:59pm	<u>Canvas Readings</u> as posted in module
Week 8 10/12		Family and Child Welfare	Social Justice Group Child Welfare Due 10/14	<u>Textbook Readings</u> Cox, Tice & Long, Chapter 6
10/14		Mental Illness and social work practice	Learning Reflection 6 Due 10/15 at 11:59pm	<u>Textbook Readings</u> Cox, Tice & Long, Chapter 9
Week 9 10/19		Addiction and social work practice		<u>Textbook Readings</u> Cox, Tice & Long, Chapter 10
10/22		Social Work and Public Health	<b>Asynchronous learning</b> Discussion Board due 10/23 at 11:59pm	<u>Canvas video:</u> <a href="https://utexas.kanopy.com/video/quiet-heroes">https://utexas.kanopy.com/video/quiet-heroes</a>

Week 10 10/26		Social Work and Physical, Cognitive, Developmental, and Neuro-Diverse Individuals	In class exercise	<u>Textbook Readings</u> Cox, Tice & Long, Chapter 8
10/28		Kamini Vera, LCSW, RPT-S Social Work with Children & families	Learning Reflection Due 7 10/29 at 11:59pm	<u>Canvas Readings</u> as posted in module
Week 11 11/2		Communities at Risk, Housing, and Rural Social Work		<u>Textbook Readings</u> Cox, Tice & Long, Chapter 13 <u>Posted on canvas:</u>
11/4		Fishbowl with Jessica Carter Working with veterans	Learning Reflection 8 Due 11/5 at 11:59pm	<u>Textbook Readings:</u> Cox, Tice & Long Ch. 15
Week 12 11/9		Social work and criminal justice		<u>Textbook Readings</u> Cox, Tice & Long Chap 12
11/11		Social Work Practice in Health-Care	Learning Reflection 9 due 11/12 at 11:59pm	<u>Textbook Readings</u> Cox, Tice & Long Chap 7
Week 13 11/16		Gerontological Social Work and Ageism		<u>Textbook Readings</u> Cox, Tice & Long Chap 11
11/18		Fishbowl: "What I learned about culture and social work from my research paper"	Fishbowl due for all groups during class 11/18 Cultural Resarch Paper Due 11/21 at 11:59pm	
Week 14 11/23	\	Fishbowl with Michelle Duplantis-Baker, Six Nations Member	Learning Reflection 10 Due 11/28 at 11:59pm	<u>Posted on Canvas:</u> * video to be watched prior to class <a href="https://www.nfb.ca/film/rocks_at_whiskey_trench/">https://www.nfb.ca/film/rocks_at_whiskey_trench/</a>
11/25	No classes due to cultural tradition			
Week 15		International Social Work and		<u>Textbook Readings</u> Cox, Tice & Long Ch. 17

11/30		other thoughts		Canvas Readings as posted in module
12/3		Final Class – Wrap up and celebration	Final Thought Paper due 12/4 by 11:59pm  Self Care Due during class 12/3	

## X. BIBLIOGRAPHY

- Abramovitz, M., Sherraden, M., Hill, K., Smith, T. R., Lewis, B., & Mizrahi, T. (2019). Voting is Social Work: Voices From the National Social Work Voter Mobilization Campaign. *Journal of Social Work Education*, 55(4), 626–644. <https://doi.org/10.1080/10437797.2019.1656690>
- Delgado, R., & Stefancic, J. (2017). *Critical race theory: an introduction*. New York: New York University Press.
- DiNitto, D. & McNeese, A. (2008). *Social work issues and opportunities in a challenging profession*. Chicago, IL: Lyceum Books
- Cox, L. E., Tice, C.J., & Long D. D. (2018). *Introduction to social work: An advocacy based profession* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Crofoot, T. L., & Harris, M. S. (2012). An Indian Child Welfare perspective on disproportionality in child welfare. *Children and Youth Services Review*, 34(9), 1667–1674.
- Franklin, E. (2009). The emerging needs of veterans: A call to action for the social work profession. *Health & Social Work*, 34(3), 163-167
- Gill, R. (2014). Unspeakable inequalities: Post feminism, entrepreneurial subjectivity, and the repudiation of sexism among cultural workers. *Social Politics: International Studies in Gender, State & Society*, 21(4), 509-528
- Hammond, R. A., & Axelrod, R. (2006). The evolution of ethnocentrism. *Journal of conflict resolution*, 50(6), 926-936.
- Kirshenbaum, M. (2018, November 27). Social Work and Environmental Justice: A Natural Partnership. Interpretation. <https://www.coablog.org/home/social-work-an-environmental-justice-a-natural-partnership>.
- Mackall, A. (2020, July 24). Opinion: Social services are central to public safety. Social Care Stories. <https://stories.auntbertha.com/2020/07/19/opinion-social-services-are-central-to-public-safety/>.

Mattsson, T (2014) *Affilia: Journal of Women and Social Work* 29(1) 8-17

Mendenhall, A. N., & Frauenholtz, S. (2013). Mental Health Literacy: Social Work's Role in Improving Public Mental Health. *Social Work*, 58(4), 365–368.  
<https://doi.org/10.1093/sw/swt038>

Mueller, A., James, W., Abrutyn, S., & Levin, M. (2015). Suicide ideation and bullying among US adolescents: Examining the intersections of sexual orientation, gender, and race/ethnicity. *American Journal of Public Health*, 105(5), 980-985.

Riggs, S. & Riggs, D. (2011). Risk and resilience in military families experiencing deployment: The role of the family attachment network. *Journal of Family Psychology*, 25(5), 675-687.

Robinson, D., Papaj, A., Blumer, M.C. (2011). The clinical deployment of therapeutic frameworks and genogram questions to serve the servicewomen. *Journal of Feminist Family Therapy*, 23, 263-284.

Rasmussen, B. M., & Marie Garran, A. (2016, January 30). In the Line of Duty: Racism in Health Care. OUP Academic. <https://academic.oup.com/sw/article-abstract/61/2/175/2468838/>.

Zerden, L. D. S., Lombardi, B. M., & Jones, A. (2018). Social workers in integrated health care: Improving care throughout the life course. *Social Work in Health Care*, 58(1), 142–149.  
<https://doi.org/10.1080/00981389.2019.1553934>