

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

<b>Course Number:</b> SW 310	<b>Instructor's Name:</b> Jinane Sounny-Slitine, LMSW "Sue-Knee Slee-Teen"
<b>Unique Number:</b> 61340	<b>Pronouns:</b> she/her/hers
<b>Semester:</b> Fall 2021	<b>E-Mail:</b> jinane@austin.utexas.edu
<b>Meeting Time:</b> Mondays 11:30am-1:00pm <b>Asynchronous Activities:</b> 75 Minutes Per Week	<b>Office Number:</b> SSW 2.240
<b>Meeting Place:</b> SSW 2.116 or other location as needed	<b>Office Hours:</b> Mondays 1:00-2:00pm or by appt

\* This syllabus a working document and is current as of **August 12, 2021**. I reserve the right to change this syllabus at any time. Please ensure that you have the most recent version from Canvas.

**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 is 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 in person 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 in person 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 learning about social work practice in 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?

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 512-475-9400. Additionally, the Learning Resource Center at the SSW has computers and computer assistance.
- **OfCourse** — Students will access a variety of informational/instructional videos using the OfCourse, an online platform. OfCourse can be accessed at <https://www.ofcourseworks.com>.

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

A subscription OfCourse!, Topics in Social Justice & Social Welfare Policy (<https://www.ofcourseworks.com>) will be required for this course. Each week's materials and readings will be assigned or shared with students in modules in Canvas

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

- |  |        |
|--|--------|
| 1. Online Discussion Questions                                     | 30 pts |
| 2. Introduction Video  | 5 pts  |
| 3. Critical Analysis Paper/NASW Code                               | 25 pts |
| 4. Social Work Practice Area Group Presentations                   | 30 pts |
| 5. Attendance and Class Participation (and Exit Ticket Completion) | 10 pts |

#### **REQUIREMENTS**

##### **INTRODUCTION VIDEO - 5 pts**

Students will be expected to record a video introduction using animoto and upload to Canvas. This video should include basic introductory information about the student (name, pronouns, hometown, family, pets, major, area of interest in social work, etc...) as well as some photos. Videos will be used to get to know each other in this class and assign groups for the group project. **Due 9/5/2**

##### **ONLINE DISCUSSION LEARNING – 30-32.5 pts**

Students will be required to watch videos, complete readings and complete exercises related to the topics of that week as asynchronous activities for the Monday class meeting time. To integrate what is learned for that week, students will be required to complete a discussion question in Canvas. The discussion question will be assigned in Canvas at least one week in advance. Students should use critical thinking skills in answering the question. Students should also provide a response to, at minimum, one

of their peer's answer(s) in the Discussion Board. Each Discussion Board Answer and Response will be worth a maximum of 2.5 points. There are 13 weekly Discussion Boards in all. Students may complete 12 Discussion Boards for full credit or 13 Discussion Boards for another 2.5 Extra Credit. **All Discussion Board posts will be due, at the latest, at 11:59pm on Sundays weekly.**

### **CRITICAL ANALYSIS PAPER/HISTORY OF NASW CODE OF ETHICS - 25 pts**

Students will complete paper discussing their observations of the changes in the NASW Code of Ethics over time. An outline of the key points in the paper will be due on 10/3/21 and will be worth 5 points. Students will receive feedback on their outlines to aid in the completion of the final paper due on 10/24/21. A separate assignment sheet will be provided. Papers are 6–8 pages excluded reference page. Papers should be double-spaced, use 12 pt font of one of the following: Times New Roman, Arial, or Calibri. **Paper Outline due - 10/3/21 & Final Paper Due - 10/24/21**

### **SOCIAL WORK PRACTICE AREA GROUP PRESENTATIONS - 30 pts**

Students will be required to coordinate with an assigned group and record a presentation with that group at the end of the semester. Recorded presentations will be shared with other class members for feedback and discussion. Assigned student groups will be used for other purposes in synchronous and asynchronous work during the semester, supplying students with opportunities for coordination and reflection with a small student group. This assignment will require students to explore a type of social work practice in depth and include research about client experiences and outcomes in this topic area as well as at least one interview with a social worker who is practicing/has practiced in this area. Some of the total points for this assignment will come from viewing and providing feedback on other group's presentations. A separate assignment sheet will be provided. **Due - 11/21/21**

### **CLASS PARTICIPATION - 10 pts**

This will be determined on attendance in synchronous class meeting times and the quality of participation in class discussion and small group exercises. Attending the entire class period is expected in order to receive credit for attending class that day.

Attendance will be taken using a class meeting "exit ticket" which you will complete for each synchronous class session. You will complete exit tickets with your name and a very brief reflection and/or question regarding your learning for that class session. Instructions will be given each class session.

Due to the format and content of this course, both attendance and contribution are imperative.

### **EXTRA CREDIT - 2 pts**

Students who make and complete an appointment with a University Writing Center consultant to review their Critical Analysis paper will receive 2 extra points on their final grade. Students may schedule appointments here: <https://uwc.utexas.edu/services/writing-appointments/> It usually takes 1-2 weeks

to get an appointment scheduled with the writing center so plan ahead. Verification of completion of a writing appointment must be sent to the class instructor to receive credit.

## **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. CLASSROOM POLICIES**

### **COMPASSIONATE COMMUNITY RULES** *adopted from Dr. Beth Bukosi's syllabus*

The learning process can be scary and anxiety provoking especially when discussing emotionally charged topics. Everyone is encouraged to share their perspectives in our learning space. Please be mindful that not everyone will agree on every topic and there may be disagreements shared. I ask that you treat each other with respect and compassion. Please come to class understanding that folks are allowing themselves to be vulnerable in the learning process and we should show kindness towards one another.

### **TECHNOLOGY**

You can use technological devices in this course for notetaking and/or supplemental purposes. However, deduction of class participation points may be applied if you are misusing technology (e-mail, social media, etc.) during class. If you have an emergency feel free to step away as needed. When you are next able to communicate about what happened, please let me know if you need anything. *Please silence phones before the start of class.*

### **PARTICIPATION AND ATTENDANCE**

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

Regular and punctual attendance to each in-person class is expected for this course. Student will lose one participation point for every missed class synchronous meeting beyond one missed class unless a student has accommodations approved in advance

through University Services for Students with Disabilities. Students are expected to contact the professor by email or phone in a timely manner about absences and alert the professor about late arrivals or early departures. Any student missing more than three synchronous classes in total maybe in jeopardy of not passing this course.

“Attendance” and participation for the asynchronous portion of this class will be evaluated based on the completion of online activities and discussion boards. Students will complete a discussion board question that relates back to the online activities. These discussion boards are worth 2.5 points each.

Students are responsible for any material missed due to absences. Course material will be posted in Canvas.

### **DUE DATES AND LATE ASSIGNMENTS**

It is expected that all assignments will be turned in on time. Assignments are generally due at 11:59pm on the due date. Exceptions to this time will be announced when applicable. Assignments, including papers, are due on the date and time indicated in Canvas. Late assignments will be penalized 5% of the assignment point value for each day late. After 7 calendar days, late assignments will not be accepted unless prior arrangements have been made with the instructor. Frequent communication is key when needing to turn in a late assignment. Email and meetings with the instructor to plan for late assignments are the key to success if a student is encountering barriers to turning in an assignment.

### **PAPERS**

The instructor of this class recognizes there are many styles of writing that serve varying audiences. Students are expected to produce effective, clear written work in terms of for the one formal, academic paper in this course. When using information from sources to complete that paper, references and the bibliography should be included. It is recommended to use American Psychological Association (APA) – 7th edition format but it is up to the individual student. Written material should be carefully proofread and errors (punctuation, typographical, spelling, etc.) corrected prior to submission. I recommend you have at least two different people proofread your papers before formally submitting. Instances of plagiarism will be addressed according to University policy. Questions about grades should be raised with the instructor within one week of receipt of the grade.

Discussion Board posts and other forms of writing in this class may be written in a more informal style.

### **SELF-ADVOCACY**

I’m here to help you! Please do not struggle in silence. Visit me during office hours, send an email, or schedule an appointment. We can brainstorm solutions to issue you may be experiencing and find resources/ways to set you up for success.

### **PARENTS/GUARDIANS AND CHILDREN**

Babies and children of all ages are welcome to join us for class if there is an emergency issue with childcare that arises. If you need to bring your child to class, please step out/mute yourself/turn off your video as needed. Please keep in mind some of the topics discussed in class may be of sensitive subjects.

I ask students in the class to be understanding and to create a supportive environment for parents/guardians and to welcome babies and children aka young learners should they need to join us.

## **COURSE FEEDBACK & EVALUATIONS**

Throughout the semester, you are encouraged to provide informal feedback about your class experience and coursework. This feedback will be used to adjust the class as needed and applied for future class offerings where relevant. I encourage you to share your feedback regarding how I can improve our shared learning space through exit tickets, in office hours, or via email throughout the semester.

At the end of the semester, course and instructor evaluations will also be available for students to leave feedback. Please keep in mind that these evaluations are particularly important for instructors' professional careers and serve as materials used for the promotion process. Research shows instructors of color and those identifying as women are rated more severely than their counterparts ([Chavez & Mitchell, 2019](#)).

## **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 (512-471- 6259 voice or 512-471-4641 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 COMPASSION 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 and gender expression, 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 asks 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. Twitter, Instagram, TicTok, Facebook, etc.) 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 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. CLASS SCHEDULE**

In addition to weekly modules, Canvas will also include some optional modules on additional subjects.

<b>Week of</b>	<b>Topic</b>	<b>Assignment(s) Due</b>	<b>Readings Due Before Class</b>
8/23	No Class Meeting in Person this week	None	You're encouraged to read ahead! We'll have A LOT to cover in class on 8/29.
8/29	Class Meeting In person 8/30/21  Introduction/ syllabus review  Academic Writing and Citations Using APA  Writing in Social Work  <i>Class Guidelines</i>	Exit Ticket (8/30)  Introduction Video (9/5)  Discussion Board (9/5)	Readings and videos from UT Library System and  Class Guidelines Information
9/5	No Class Meeting in Person on 9/6/21		
9/12	Class Meeting In Person 9/13/21  <i>NASW Code of Ethics</i>	Exit Ticket (9/13)  Discussion Board (9/12)	<i>Social Work Profession: History</i>

	<p>Primary Functions and Focus of Social Work</p> <p>History of Social Work and Social Welfare</p>		<p>Reisch, <i>Lessons from Social Work's History for a Tumultuous Era</i></p> <p>NASW Code of Ethics</p> <p><i>Anti-colonialism in SW</i> podcast, <i>Decolonize Social Work</i></p>
9/19	<p>Class Meeting In Person 9/20/21</p> <p>History of Social Work and Social Welfare</p>	<p>Exit Ticket (9/20)</p> <p>Discussion Board (9/19)</p>	<p>Crofoot and Harris, <i>Indian Child Welfare Perspective...</i></p> <p>NASW, <i>Institutional Racism and the Social Work Profession...</i>(through page 16)</p> <p>NASW, <i>Code of Ethics Historical Excerpts</i></p>
9/26	<p>Class Meeting In Person 9/27/21</p> <p>Generalist Practice and Theories</p> <p>Advocacy</p>	<p>Exit Ticket (9/27)</p> <p>Discussion Board (9/26)</p>	<p>Generalist Theory One Page Documents</p> <p>Maylea, etc...<i>Independent Mental Health Advocacy: A Model of Social Work Advocacy?</i></p>
10/3	<p>Class Meeting In Person 10/4/21</p> <p>Critical Race Theory</p> <p>Anti-racism</p>	<p>Exit Ticket (10/4)</p> <p>Discussion Board (10/3)</p> <p>Critical Analysis Paper/History of NASW Code of Ethics Outline Due (10/3)</p>	<p>Kolivoski, K. M., Weaver, A., &amp; Constance-Huggins, M., <i>Critical Race Theory: Opportunities for Application in Social Work Practice and Policy.</i></p> <p>CRT One Page Document</p>

10/10	Class Meeting In Person 10/11/21  Knowing Self in Social Work  Allyship/Co-conspiring	Exit Ticket (10/11)  Discussion Board (10/10)  Group Meetings with Instructor	<i>Guide to Allyship</i>
10/17	Class Meeting In Person 10/18/21  Intersectionality	Exit Ticket (10/18)  Discussion Board (10/17)  Group Meetings with Instructor	Kolivoski, <i>Applying Critical Race Theory (CRT) and Intersectionality...</i>
10/24	Class Meeting In Person 10/25/21  Poverty  Housing	Exit Ticket (10/25)  Discussion Board (10/24)  Group Meetings with Instructor  Critical Analysis Paper/History of NASW Code of Ethics Due 10/24	International Federation of Social Work, <i>Poverty Eradication and the Role for Social Workers</i>  Avkanian, A. and Fogel, S., <i>The Criminalization of Homelessness</i>  <i>Day in the Life of a Social Worker</i>
10/31	Class Meeting In Person 11/1/21  Mental Health  Substance Misuse	Exit Ticket (11/1)  Discussion Board (10/31)	Mendenhall, A. and Frauenholtz, S., <i>Mental Health Literacy: Social Work's Role in Improving Public Mental Health</i>  <i>Day in the Life of a Social Worker</i>
11/7	Class Meeting In Person 11/8/21  Healthcare  Aging	Exit Ticket (11/8)  Discussion Board (11/7)	Eden Philosophy of Care  De Saxe Zerden, L., Lombardi, B. and A. Jones, <i>Social workers in integrated</i>

			<p><i>health care: Improving care throughout the life course</i></p> <p>Rasmussen, B and Garran, A, <i>In the Line of Duty: Racism in Health Care</i></p>
11/14	<p>Class Meeting In Person 11/15/21</p> <p>Disability</p> <p>Family and Children</p>	<p>Exit Ticket (11/15)</p> <p>Discussion Board (11/14)</p>	<p>Thompson, V., <i>Black History Now: Vilissa Thompson</i></p> <p>NASW, <i>Social Work Speaks, People with Disabilities</i></p> <p><i>Day in the Life of a Social Worker</i></p>
11/21	<p>No in class meeting this week</p> <p>International Social Work</p>	<p>Discussion Board (11/21)</p> <p>Group Presentations Due (11/21)</p>	<p><i>Day in the Life of a Social Worker</i></p>
11/28	<p>Class Meeting In Person 11/28/21</p> <p>Criminal Justice and Public Safety</p> <p>Veterans</p>	<p>Exit Ticket (11/29)</p> <p>Discussion Board (11/28)</p>	<p><i>VHA Social Work</i></p> <p>NASW, <i>Criminal Justice Social Work in the United States</i></p> <p>Mackall, A., <i>Social services are central to public safety.</i></p> <p><i>Day in the Life of a Social Worker</i></p>
12/5	<p>Class Meeting In Person 12/6/21</p> <p>Environmental Justice</p> <p>End of semester wrap up</p>	<p>Exit Ticket (12/6)</p> <p>View Group Presentations (12/5)</p> <p>Group Presentation</p>	<p><i>Social Work and Environmental Justice: A Natural Partnership</i></p>

		Feedback and Questions (12/5)	
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## **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.  
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**Committee on Land Acknowledgment  
Program in Native American and Indigenous Studies (NAIS)  
The University of Texas at Austin**

**LAND ACKNOWLEDGMENT**

*As the flagship institution in our state university system, it is important that The University of Texas at Austin demonstrate respect for the historic and contemporary presence of Indigenous Peoples in Texas and, particularly, in the greater Austin area. To that end, it is incumbent upon The University of Texas at Austin to recognize that our campus resides on what were historically the traditional territories of Indigenous Peoples who were dispossessed of their homelands. Land Acknowledgements are an expression of gratitude and appreciation to the Indigenous Peoples, the traditional caretakers of the land, for the use of their lands on which we work, study, and learn. In this spirit, we encourage all the faculty, staff, students, and guests of The University of Texas at Austin to open public events and gatherings with the following Land Acknowledgement, and/or to include this statement in printed materials associated with your events:*

**Land Acknowledgment**

(I) We would like to acknowledge that we are meeting on Indigenous land. Moreover, (I) We would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.

**Land Engagements and/or Commitments**

***In recognition of the ongoing and cumulative challenges faced by Indigenous Peoples in Central Texas and globally, we call upon The University of Texas at Austin:***

- To repatriate the ancestral remains held by the Texas Archeological Research Laboratory to their Indigenous descendant communities and Native lands.
- To commit to the active recruitment and material support of Native American and Indigenous students, who currently comprise fewer than 0.2% of UT Austin's student body.
- To support the transition of the Program in Native American and Indigenous Studies into a Center.
- To establish a protocol of research and study on Tribal or Native lands, and to foster an ethics and practice of engaged scholarship, with and for Indigenous peoples and communities, locally and internationally.
- Additional resources on land acknowledgements found [here](#).