

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

Course Number:	SW 310	Instructor:	Rosalie Ambrosino, PhD <i>She/her</i>
Unique Number:	59635	Email:	rambrosino@utexas.edu
Semester:	Spring 2022	Office:	Virtual
Meeting Time/Place:	Mon. & Wed.	Office Phone:	210-241-0391
	11 a.m.-12:30 p.m. online <i>(Mondays asynchronous Wednesdays via zoom)</i>	Office Hours:	Wednesdays 8:30-9:15 a.m. and 12:30-2 p.m.; other times by appointment

Introduction to Social Work and Social Welfare

Cultural Diversity in the United States Flag

I. 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 is the timeline of social welfare policy decisions that have shaped 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. 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 understanding of ecological systems theory, the strengths-based

- perspective, and critical race theory in relation 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. Articulate a 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 on the growth of social work, especially stories from people in oppressed groups.
 9. Describe possible career paths in social work.

III. CLASS FORMAT AND TEACHING METHODS

This course is designed to provide the student with a meaningful learning environment that will incorporate diverse perspectives of thought about social welfare and the role of social workers in addressing social welfare needs. The course will be taught online using both asynchronous (independent learning) and synchronous (group learning) sessions:

- No later than Friday of the prior week, a module will be posted on Canvas that will include an overview of the coming week's content and assignments, several narrated slide presentations with embedded video clips, links to all required readings for the week other than the text, and the links to any assignments due that week.
- On Mondays, students will focus on asynchronous content (the narrated slide presentations with embedded video clips and readings for the week). Typically, students will use the Monday 11 a.m. to 12:15 p.m. protected time to complete the asynchronous module content.
- Required zoom class sessions will be held on Wednesdays from 11 a.m.-12:15 p.m. Zoom sessions will focus on application of course content with limited lecture and viewing of media. Students will be expected to complete all readings and content in the module required for zoom class sessions and come to class prepared to apply course material through large and small group discussions, case studies, group presentations, role plays, and other experiential exercises.
- Students will also post a learning reflection on Canvas no later than Thursday at 11:59 p.m. Students will be expected to respond to at least two peers' reflections no later than Saturday at 11:59 p.m.

The class will be conducted using active learning approaches that will emphasize inclusion and different learning styles. Students are expected to be open to learning and actively engaged in class and on-line discussions and activities, to take appropriate personal risks, and

to demonstrate both critical thinking and self-reflection throughout the course. Both synchronous and asynchronous formats are designed to encourage student participation, input, and discussion.

Students will need to have access to a computer with reliable internet connection to complete this course. This course will use an electronic Canvas site—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, 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/), can assist you with your computer, Canvas, and zoom questions. You can also call them at 512-475-9400.

IV. REQUIRED TEXTS AND COURSE MATERIALS

Required Texts:

Cox, L., Tice, C., & Long, D. (2021). *Introduction to social work: An advocacy-based profession* (3rd ed.) Sage.

Villavicencio Cornejo, K. (2020). *The undocumented Americans*. One World.

Other supplemental course materials (assignments, resources, articles) will be posted on Canvas.

V. COURSE REQUIREMENTS

- Participation in weekly online discussions and assignments 40%
- Participation in zoom class sessions 10%
- Group presentation on social work response to a social welfare issue 15%
- Cultural diversity paper 15%
- Take-home exams (based on film and *The Undocumented Americans*) 20%

SUMMARY OF COURSE REQUIREMENTS (Additional details are in the syllabus appendix)

1. Class Participation 10%

Students will be expected to participate actively in Zoom class sessions. This means having your camera on except in extenuating circumstances, not using your phone for texting or talking, and being engaged in small and large group discussions and activities. Students may miss two class sessions without penalty. Two points will be deducted from your final grade for each additional class session missed. Missing class will also impact your participation grade, as you cannot participate if you are not in class.

2. Online Learning Reflections (See course schedule for due dates) 40%

Each week, students will be required to watch videos and complete readings and exercises related to the topics of that week. To integrate what is learned that week, students will be required to complete weekly learning reflections in a discussion forum on Canvas. PowerPoint presentations with links to readings and media resources will be posted the Friday before the week begins (you can view materials during protected class time on Mondays), and you will have until Thursday evening at 11:59 p.m. to complete and post

the required learning reflection for the week. You will then need to respond to at least two colleagues in the course no later than Saturday evening at 11:59 p.m. Students should use critical thinking skills and integrate readings and asynchronous materials in completing assignments and responding to the reflection prompt. Although twelve reflections will be posted during the semester, only your top eight grades will be used to complete your grade for this portion of the course. Thus, you only need to respond to eight unless you want to complete additional reflections to replace grades earned in previous submissions. Each week's learning reflection and peer responses will count 5 points toward the final course grade.

3. **Group Presentation on Social Work Response to a Social Welfare Issue 15%**
Students will be divided into small groups based on interest in a social welfare issue. Each group will prepare a 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.
4. **Cultural Diversity Paper 15%**
Students will complete a 6-8 page, doubled-spaced paper addressing the intersectional nature of cultural diversity in the United States by examining race or ethnic origin and at least one other intersectional identity (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) and how individuals and groups with these combined identities are impacted by one or more social welfare issues covered in the course.
5. **Take Home Exams 20%**
Students will be required to complete two take-home exams that gives students an opportunity to apply course content to a film at midsemester and *The Undocumented Americans* (Cornejo Villavicencio, 2020) at the end of the semester.

Summary of Semester Assignments and Grade Breakdown

Assignment	Date Due	% of Grade
Participation in zoom class sessions Wednesdays	<ul style="list-style-type: none"> • 5/4 (No submission required; attendance will be taken each week) 	10%
Learning reflections and peer responses (8 reflections required)	<ul style="list-style-type: none"> • Thursdays 1/27, 2/3, 2/10, 2/17, 2/24, 3/3, 3/24, 4/7, 4/14, 4/21, 4/28, and 5/5 • Responses to peers Saturdays 1/29, 2/5, 2/12, 2/19, 2/26, 3/5, 3/26, 4/9, 4/16, 4/23, 4/30, and 5/6. 	40%

Group presentation on social work response to a social welfare issue	• Depends on issue chosen by group	15%
Cultural diversity paper	• Friday 4/1	15%
Film and book application/take home exams	• Friday, 3/11 and Friday, 5/6	20%
Total points		100%

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	F

VII. CLASS POLICIES

1. **Instructor Contact:** If you wish to make an appointment to see me or have a question about the course, please send an email to me at rambrosino@utexas.edu. You can also call or text me at 210-241-0391 (cell) or we can set up a conference via zoom. I check my e-mail and phone messages regularly and will respond as quickly as possible.
2. **Attendance:** This course is online and interactive, with students learning from each other through virtual discussions as well weekly zoom class sessions. Social workers are professional in attending required meetings and out of professional courtesy, communicate when they cannot be present. You can miss two classes without penalty and still receive the full ten participation points. Two points will be deducted from your final grade for each additional class missed, and you may also lose participation points since you cannot participate if you aren't in class.
3. **Zoom participation:** Students are expected to be actively engaged during zoom class sessions. This means having your camera on (you will not be counted present if it is not on unless you have special permission), not texting or using other electronic devices unless they are needed to complete in-class assignments, participating in breakout sessions and large class discussions, and, unless given permission by the instructor, serving as a group "reporter" at least once during the semester.
4. **Submission of Papers and Late Assignments:** Social workers are expected to be punctual in meeting deadlines. Assignments other than learning reflections and responses to peers must be submitted on Canvas in a word document (no PDF files) by 11:59 p.m. the day that the assignment is due. (Learning reflection posts should be submitted directly to the discussion board rather than in a word or PDF document so your peers can read them

easily.) Changes in work schedules, personal celebrations, transportation problems, computer/ printing problems, etc. are not considered legitimate reasons for missing an assignment deadline. After one day of grace, late assignments will result in a deduction of 5% for each day they are late. Any legitimate adjustments in due dates must be discussed with the instructor at least 24 hours PRIOR to the regularly scheduled due date unless there is a valid documented reason for not being able to meet this requirement. Because the final grade shown on Canvas at any given point only reflects those assignments that have been completed and graded, unless students have been given an extended deadline, I will assign a grade of 0 ten days after the due date if the assignment has not been submitted to give students a more realistic idea of their grade in the course.

5. **Grading Breakdown:** All assignments will be graded using rubrics, which are included in the appendix of this syllabus. Rubrics will be posted at the time your assignment grade is posted and will include a breakdown of your grade with additional feedback. Students are welcome to discuss their grades and feedback received at any point in the semester. Grades are based on the UT grading system.
6. **APA & References:** The School of Social Work uniformly requires APA editorial style as the standard format for all written assignments. Details of APA style are included in the Publication Manual of the American Psychological Association. Information on APA style and format can be on the UT library website. Another excellent source is Purdue University's Online Writing Lab (OWL). Appropriate referencing is required. Failure to use quotation marks for direct quotes or citations for indirect quotations and/or others' ideas constitutes plagiarism and may result in receiving no credit for the assignment. All assignments in this course may be processed by TurnItIn, a tool that compares submitted material to an archived database of published work to check for potential plagiarism. Other methods may also be used to determine if a paper is the student's original work. Regardless of the results of any TurnItIn submission, the faculty member will make the final determination as to whether a paper has been plagiarized. Note that although APA is an important tool that is expected to be used appropriately and your work is expected to be relatively free of mechanical errors, the major focus of this class will be on written work that is effective in getting your important points across rather than whether your work follows APA guidelines perfectly or your paper is written with no grammatical/mechanical errors.
7. **Course Feedback:** Students will have two formal opportunities to evaluate the quality of the course and instruction. About midway into the course students will be asked to provide an anonymous evaluation about the course and any suggestions for improving content, delivery, and discussion. The second evaluation will occur at the end of the course, using the format provided by the University. At any time during the course, students should feel free to comment on the quality of the course and instruction and suggest changes that will increase their learning. These comments can be made by making an appointment to meet with the instructor, email or phone, or any other means selected by the student.
8. **Course Modifications:** Any modifications, amendments, or changes to the syllabus and or assignments are at the discretion of the instructor. Changes will be announced in a zoom session and posted on Canvas. It is the responsibility of students to inquire about any changes that might have been made in their absence.

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 Academic Integrity: Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

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.

University Electronic Mail Student Notification: Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. 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 Holy Days: A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#). The University does not maintain a list of religious holy days.

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 (full citations for readings can be found in bibliography section)

Date	Topics	Assignments Due	Readings
Wednesday, January 19 Zoom session	<ul style="list-style-type: none"> • Introductions • Creating a community of learners • Establishment of guidelines for class discussion • Review syllabus and course requirements 	COMPLETE: Welcome Module (on Canvas) SUBMIT: Discussion post: Intro to peers by 1/24	<ul style="list-style-type: none"> • Canvas: Syllabus
Monday, January 24 Module 1 Asynchronous content	<ul style="list-style-type: none"> • The profession of social work • The relationships between social work and social welfare • Generalist social work practice • Ethics in social work • The importance of social and economic justice in social work 	COMPLETE: Module 1 narrated slides (on Canvas) SUBMIT: Social welfare topic preferences by 1/24 at 11:59 p.m.	<ul style="list-style-type: none"> • Text, chapter 1, The social work profession • Canvas: NASW Code of Ethics
Wednesday, January 26 Zoom session	<ul style="list-style-type: none"> • Finalization of social welfare presentation groups • Application: The social work profession and its roles in social welfare 	SUBMIT: Module 1 Learning reflection by 1/27; responses to peers by 1/29	

Monday, January 31 Module 2 Asynchronous content	<ul style="list-style-type: none"> • History of social welfare in the United States • Historical influences that shape social work and social welfare today 	COMPLETE: Module 2 narrated slides	<ul style="list-style-type: none"> • Text, Chapter 2, The history of social work
Wednesday, February 2 Zoom session	<ul style="list-style-type: none"> • Application: Historical perspectives; tracing historical impact to present day social work and social welfare 	SUBMIT: Module 2 learning reflection by 2/3; responses to peers by 2/5	
Monday, February 7 Module 3 Asynchronous content	<ul style="list-style-type: none"> • Generalist social work practice and its connection to social welfare issues • The ecological/systems and strengths perspectives 	COMPLETE: Module 3 narrated slides	<ul style="list-style-type: none"> • Text, Chapter 3, Generalist social work practice Canvas: Ambrosino, et al., The ecological/systems perspective
Date	Topics	Assignments Due	Readings
Wednesday, February 9 Zoom session	<ul style="list-style-type: none"> • Application: Integrating the ecological/systems and strengths perspectives with generalist social work practice 	SUBMIT: Module 3 learning reflection by 2/10; responses to peers by 2/12	
Monday, February 14 Module 4 Asynchronous session	<ul style="list-style-type: none"> • Advocacy in social work • Roles of social work in advocating from case to cause • Critical race theory: A lens for viewing social welfare issues 	COMPLETE: Module 4 narrated slides (includes Ted Talk on social work advocacy)	<ul style="list-style-type: none"> • Text, Chapter 4, Advocacy in social work • Canvas: Kolivoski et al., Critical race theory...
Wednesday, February 16 Zoom session	<ul style="list-style-type: none"> • Application: Advocating for social change from a social work perspective drawing on critical race theory 	SUBMIT: Module 4 learning reflection by 2/17; responses to peers by 2/19	
Monday, February 21 Module 5 Asynchronous content	<ul style="list-style-type: none"> • Poverty and inequality • Who's poor and why • Structural inequity • Limitations in home ownership • Homelessness 	COMPLETE: Module 5 narrated slides (includes interview with Matthew	<ul style="list-style-type: none"> • Text, Chapter 5, Poverty and inequality and Chapter 13, Communities at risk and housing

	<ul style="list-style-type: none"> Challenges of affordable housing, evictions, gentrification, other housing policies and practices 	Desmond, author of <i>Evicted</i>)	<ul style="list-style-type: none"> Canvas: Foster, anchor babies, and welfare queens...
Wednesday, February 23 Zoom session	<ul style="list-style-type: none"> Application: The web of inequity in perpetuating poverty and the impact of race, class and gender 	SUBMIT: Module 5 learning reflection by 2/24; responses to peers by 2/26	
Monday, February 28 Module 6 Asynchronous session	<ul style="list-style-type: none"> Family and child welfare Child maltreatment, adoption and foster care Disparities in the child welfare system Military families School social work 	COMPLETE: Module 6 narrated slides	<ul style="list-style-type: none"> Text, chapter 6, Family and child welfare and chapter 15, Veterans, service members, their families, and military social work Canvas: Mattson, Intersectionality as a useful tool
Date	Topics	Assignments	Readings
Wednesday, March 2 Zoom session	<ul style="list-style-type: none"> Application: Disparities in the child welfare system 	SUBMIT: Module 6 learning reflection by 3/3; responses to peers by 3/5	
Monday, March 7 Module 7 Asynchronous content	<ul style="list-style-type: none"> Health and health care How the US compares Disparities in health and the health care system 	COMPLETE: Module 7 narrated slides	<ul style="list-style-type: none"> Text, chapter 7, Health care and health challenges Canvas: Drucker & Benjamin, How structural inequalities in New York's health care system exacerbate health...
Wednesday, March 9 Zoom session	<ul style="list-style-type: none"> Application: Racial bias in health care; why cost of health care is increasing 	SUBMIT: Take-home exam by Friday, 3/11	
Monday-Wednesday March 14-16	<ul style="list-style-type: none"> Spring break 		
Monday, March 21	<ul style="list-style-type: none"> Physical, cognitive and developmental challenges 	COMPLETE:	<ul style="list-style-type: none"> Text, chapter 8, Physical, cognitive,

Module 8 Asynchronous content	<ul style="list-style-type: none"> Disparities in policies and services Perspectives on immigrants and immigration 	Module 8 narrated slides	<p>and developmental challenges</p> <ul style="list-style-type: none"> Cornejo Villavicencio, Introduction, chapter 1
Wednesday, March 23 Zoom session	Applications: Perspectives on the challenges of disability and immigration	SUBMIT: Module 8 learning reflection by 3/24; responses to peers by 3/26	
Monday, March 28 Module 9 Asynchronous content	<ul style="list-style-type: none"> Mental health Cultural factors impacting how mental health is viewed Mental health disparities 	COMPLETE: Asynchronous Module 9	<ul style="list-style-type: none"> Text, chapter 9, Mental health Cornejo Villavicencio, Chapter 2 Canvas: Mendenhall & Frauenholtz, Mental health literacy...
Wednesday, March 30 Zoom session	<ul style="list-style-type: none"> Application: Stigma and other barriers in accessing mental health services 	Cultural diversity paper by Friday, 4/1	
Date	Topics	Assignments	Readings
Monday, April 4 Module 10 Asynchronous content	<ul style="list-style-type: none"> Substance use and other mental health challenges Impact of addiction Impact of being undocumented 	COMPLETE: Module 10 narrated slides	<ul style="list-style-type: none"> Text, chapter 10, Substance use and addiction Cornejo Villavicencio, Chapter 3
Wednesday, April 6 Zoom session	<ul style="list-style-type: none"> Application: Strategies to address challenges of addiction 	SUBMIT: Module 10 learning reflection by 4/7; responses to peers by 4/9	<ul style="list-style-type: none">
Monday, April 11 Module 11 Asynchronous content	<ul style="list-style-type: none"> Social welfare policies and practices that impact older adults Challenges of addressing addiction in an immigrant population 	COMPLETE: Module 11 narrated slides (includes Ted Talk: Let's end ageism)	<ul style="list-style-type: none"> Text, chapter 11, Helping older adults, Cornejo Villavicencio, Chapter 4
Wednesday, April 13 Zoom session	<ul style="list-style-type: none"> Application: Impact of federal and state policies on older adults 	SUBMIT: Module 11 learning reflection by 4/14; responses to peers by 4/16	

Monday, April 18 Module 12 Asynchronous content	<ul style="list-style-type: none"> • Overview of the criminal justice system • Disparities in race, ethnicity, class and gender 	COMPLETE: Module 12 narrated slides (includes Ted Talk by Michelle Alexander, author <i>The New Jim Crow</i>	<ul style="list-style-type: none"> • Text, Chapter 12, Criminal justice • Cornejo Villavicencio, Chapter 5
Wednesday, April 20 Zoom session	<ul style="list-style-type: none"> • Application – Racial disparities in the criminal justice system 	SUBMIT: Module 12 learning reflection by 4/21; responses to peers by 4/23	
Monday, April 25 Module 13 Asynchronous content	<ul style="list-style-type: none"> • Environmentalism • Environmental issues • Environmental racism 	COMPLETE: Module 13 narrated slides	<ul style="list-style-type: none"> • Text, Chapter 16, Environmentalism • Cornejo Villavicencio, Chapter 6
Date	Topics	Assignments	Readings
Wednesday, April 27	<ul style="list-style-type: none"> • Application: Environmental racism 	SUBMIT: Module 13 learning reflection by 4/28; responses to peers by 4/30	
Monday, May 2 Module 14 Asynchronous content	<ul style="list-style-type: none"> • Changes in the workforce and workplace conditions • Disparities in employment • The social work workforce • Career options in international social work • Work with immigrants and refugees 	COMPLETE: Module 14 narrated slides	<ul style="list-style-type: none"> • Text, Chapter 14, The changing workplace and Chapter 17, International social work
Wednesday, May 4 Zoom session	<ul style="list-style-type: none"> • Application: Environmental racism • Impact of global challenges • Work with immigrants/refugees <p>Closure/Social justice and social welfare</p>	SUBMIT: Module 14 learning reflection by 5/5; responses to peers by 5/6 Take-home exam 2 by Friday 5/6	

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APPENDIX
ASSIGNMENT GUIDELINES

I. LEARNING REFLECTIONS INTEGRATING WEEKLY CONTENT AND ASSIGNMENTS (counts 40% toward your final grade)

- Students are required to complete eight weekly learning reflections that integrate readings, content covered in asynchronous materials (PowerPoint slides, videos), and class discussions. Prompts for each week’s reflection will be posted on Canvas. Note that your learning reflection should not be a regurgitation of readings or class content, but your reflections about what you read, what was discussed in videos, the PowerPoint slides, and other materials you reviewed. Make connections between these components of the course or connect content to personal or other “real world experiences” (e.g., previous and current life experiences, the Texas legislature, national and global policies and issues). You can also raise questions about materials that were unclear or that you would like to learn more about/discuss in class sessions.
- No sources other than the week’s materials are needed unless the prompt specifically calls for them. There is no set expectation about what should be discussed in your reflection other than it must incorporate the information called for in the prompt and incorporate the week’s readings and other materials, as students will have different interests and perspectives about what is important to them and their learning.
- Reflections should generally be about one page single spaced, though there will be no penalty if you include additional pages. Post your reflection directly in the discussion space on Canvas rather than including it as a word or PDF document so your colleagues can access it easily. Citations should be included as appropriate following APA format with a reference list at the end of your reflection. **Initial postings will be due on Thursday evenings at 11:59 p.m.**
- **Then no later than Saturday evenings at 11:59 p.m. read and respond to at least two peers’ postings.** Responses to peers should be between 1/3 to 1/2 page in length, though after you have responded to two peers you can continue the conversation with shorter comments. Note that postings can be either a response to a student’s initial posting or a response made to another student’s initial posting. The idea is to deepen the conversation by asking additional questions, integrating content from course materials or other sources, and offering other ways of looking at the perspectives shared in the discussion. Since this course focuses on cultural diversity, it is suggested that you use the discussion forum to learn from those who have had different experiences and have different ways of thinking than you might have. Thus, it is suggested that you vary responses to different peers each week, rather than engaging in a dialogue with two individuals the entire semester who have similar life experiences and share your perspectives. Students are expected to be respectful as they dialogue with each other and to keep content shared confidential (see course and university policies.)

- Students will receive up to 5 points each week for their posts. Points will be determined by thoughtful responses to prompts that demonstrate critical thinking as well as integration of readings and asynchronous course materials.
- **Initial reflections are due at 11:59 p.m. on the following dates: January 27; February 3, 10, 17, and 24; March 3 and 24; April 7, 14, 21, and 28; and May 5. Peer responses are due at 11:59 p.m. on January 29; February 5, 12, 19, and 26; March 5 and 26; April 9, 16, 23, and 30; and May 6.**

II. GROUP PRESENTATION ON SOCIAL WORK RESPONSE TO A SOCIAL WELFARE ISSUE (Counts 15% toward your final grade)

- Students will be divided into small groups based on interest in a social welfare issue. Each group will prepare a presentation on the issue, 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; how the issue and the way it is being addressed fits with social justice and social work; 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.
- **The due date for this assignment depends on your topic (see syllabus).** Your group can either present your case “in person” on zoom or pre-record your presentation and then respond to questions/ facilitate a discussion of your topic “in person” on zoom after showing your pre-recorded presentation. A goal of your presentation will be to have the class participate and discuss multiple perspectives on a social welfare topic and the roles of social workers in addressing that topic. A relevant portion of the assigned readings for the same week of class that the group’s presentation takes place should be incorporated into your presentation. Groups should indicate how the readings informed their analysis of their topic. The readings may also be incorporated in the interactive discussion of the case with the class. Groups should use at least five additional sources in their presentation (i.e., Census Bureau data, advocacy groups, social work agencies, journal articles, legislative/policy documents, media pieces). A list of sources should be included in your presentation or submitted to the instructor afterwards if no slides are used in the presentation.
- Presentations, including discussion, will last approximately 30 minutes. Presenters will lead the discussion and class members will actively ask questions and provide feedback to the group presenting the case. Creativity is strongly encouraged, so make your presentation interesting and interactive. You may use slides to ensure that your material is organized and to help guide discussion, mirror a legislative hearing, staffing that many social workers engage in in their practice settings, use other forms of role plays, incorporate art and/or music, or whatever other approaches the group thinks fit best with the topic being presented. Each student must orally present a part of the group presentation to receive a grade.

- After the presentation, students will complete group participation evaluation forms (available on Canvas) for each member, including themselves. Typically, all members receive the same grade. However, if group members indicate that participation in planning and presenting the case analysis is uneven, up to 50% of the grade for this assignment will be adjusted accordingly, and some members may receive higher or lower grades than the assigned group grade. Students who participate minimally or do not participate at all in their group will receive a grade of 0 for this assignment. Critique and honest feedback are important parts of group process, so be sure that you are communicating with each other prior to your presentation to avoid grade discrepancies.

III. CULTURAL DIVERSITY PAPER (counts 15% toward your final grade)

This course focuses on cultural diversity in the United States, and topics on various social welfare issues incorporate content on strengths and challenges experienced by various cultural groups. The course also incorporates content on the intersectionality of cultural identities: i.e., race, ethnicity, class, sex, gender and gender identity, sexual orientation, religion, ability/ disability, immigration status, refugee status, and the impact of the intersectionality (i.e. being female, lesbian and Latinx) on an individual’s positionality within society (access to resources and power, experiences with oppression or privilege, and how that affects individual, family, and community outcomes. Intersectionality is one of the tenets of critical race theory, with race being at the center of other identities, but the realization that other identities also intersect with race and result in different outcomes as a result. “In social work, intersectionality has been used as an analytical approach during recent years and it has been a way to understand both complex identities and how social structures affect people’s living conditions” (Mattson, 2013, p. 10).

You are asked to complete a 6-8 page double-spaced paper addressing the intersectional nature of cultural diversity in the United States by examining two or more intersectional identities: **an identity relating to race or ethnicity and at least one additional identity**. You should start by identifying two or more intersecting identities involving race or ethnicity and class, gender, sexual orientation, age, nationality, religion, and /or disability, then critically analyze the strengths and the inequities encountered by members of this group with these intersectional identities. You can discuss how these identities impact group members focusing on one social welfare topic (i.e., disproportionality in homelessness, health and health care, foster care) or address more than one topic relevant to your population. Note that this paper should not be about what those who are members of one identity experience and then about what those who are members of the second identity experience, but a critical analysis of what those who are members of **both** (or more if you are incorporating more than two identities) experience – for example, you might choose to focus on African American men in the criminal justice system, Native Americans who are nonbinary, or Afghanistan female refugees who have been relocated to the United States. This paper can be written in first person (I) since you are expected to incorporate personal reflections.

Your paper should use the following outline. Include bolded headings except for your introduction (APA guidelines do not call for a heading titled ‘introduction’):

- Introduction (no heading)
 - Identify the identities you are writing about and why you are interested in exploring them; be sure readers understand how you are framing each identity.
 - Provide demographic information – how many individuals have each separate identity; how many have the dual or multiple identity; what information can you provide about the group with the identities that intersect?
- **Social Structures and Inequities**
 - Identify some of the social structures that surround group members with these identities
 - What inequities are present? How do they impact group members with these identities?
- **Oppression**
 - What types of oppression exist for a person/group with these identities if they result in marginalization by those in power?
 - How do social structures contribute?
 - What concepts of power surround these identities?
- **Strengths and Resilience**
 - What strengths and resilience might a person/group members with these intersecting identities demonstrate and why?
- **Race and Intersectional Viewpoint**
 - How can critical race theory be used to understand your topic/impact of the identities you have chosen to discuss? Draw on at least one of the tenets of critical race theory in your discussion.
 - How can intersectionality theory be used? (You can cite Mattson here.)
 - What would have been lost in other sections of the paper by examining each identity separately without focusing on intersectionality?
- **Unconscious Assumptions and Reflections**
 - Think back to when you started writing this paper. What assumptions did you have about these identities or what you might find?
 - What remained invisible to you at the start?
 - How have your assumptions changed?
- **Conclusion**
 - Include a short conclusion summarizing your discussion.

This is a formal paper but may be written in first person due to the reflective nature of the assignment. APA format should be used in formatting and for citations. A minimum of five citations must be used for this paper with one of them the required use of the Mattson article (a required reading for this course) and at least one reference to critical race theory.

Papers should be submitted in a word document (not a PDF file) on Canvas by 11:59 p.m. on Friday, April 1.

IV. TAKE-HOME EXAMS (count 20% toward your final grade)

A film to be determined later in the semester and the required book by Karla Cornejo Villavicencio, *The Undocumented Americans*, will be used as case studies for two take-

home exams, applying content covered in the course to the film and the book. The exams will be short-answer essay and will be posted on Canvas at least one week before they are due. Students can draw on the text and other course materials as they complete their exams; however, they are expected to complete exams independently and will verify upon submission of each exam that all completed work is their own. **The first exam, using a film as a case study, will be due on Friday, March 11, at 11:59 p.m. The second exam, using Cornejo Villavicencio's book as a case study, will be due on Friday, May 6, the last day of class, at 11:59 p.m. Each exam will count 10% toward your final grade.**