

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

<b>Course Number:</b>	SW F310	<b>Instructor:</b>	Adam McCormick
<b>Unique Number:</b>	89215	<b>Email:</b>	Adam.mccommick@austin.utexas.edu
<b>Semester:</b>	Summer 2022	<b>Office:</b>	NA
<b>Meeting Time/Place:</b>	Mon, Tues, Wed, Thurs June 2 <sup>nd</sup> -July 7th	<b>Office Phone:</b>	915-630-3326
	8:30am – 10:30am	<b>Office Hours:</b>	M-Thur 10:30am-11:30am
	SSW 1.212		Other time 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, its history, and the roles the profession plays in addressing social welfare responses to human needs in the United States. Using a social justice lens, the course will explore being a social worker and the ways that laws, policies, and ethics guide social work practice and impact the clients and communities that social workers serve. You will learn about and apply frameworks used by social workers that emphasize diversity and equity in social work practice to address social welfare issues. You also will be introduced to generalist social work practice with individuals, families, groups, organizations, and communities.

Identities and statuses that make individuals and communities targets of oppression will be studied within 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.

This course carries the flag for Cultural Diversity in the United States. The purpose of the Cultural Diversity in the United States Flag is for students to explore in depth the shared practices and beliefs of one or more underrepresented cultural groups subject to persistent marginalization. In addition to learning about these diverse groups in relation to their specific contexts, students should engage in an active process of critical reflection. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one underrepresented cultural group in the U.S.

**II. STANDARDIZED COURSE OBJECTIVES**

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

1. Delineate contexts and settings of generalist social worker practice, including fields and areas of practice and leadership, as well as roles and functions that social workers perform.

2. Explain the importance of understanding the lived experiences of clients and communities, including the impact of racialization, ethnic origin, class, gender, gender identity and expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status, in order to provide responsive social work services.
3. Interpret the philosophical base of social work in relation to political and moral philosophy, ethics, logic, empirical knowledge, art, and theory.
4. Apply the major principles of the NASW Code of Ethics to practice and develop an awareness of how your assumptions, identities, values, and beliefs affect your work with clients.
5. Center the perspectives of Black, Indigenous, and other scholars of color, understand how theories that inform anti-racism and anti-oppression, such as critical race theory, can be applied to social problems and can help identify and address policies, behaviors, and beliefs that perpetuate racist ideas and actions.
6. Understand the influence of the environment on individuals by applying principles of ecological systems theory and integrate a strengths-based perspective that puts the strengths and resources of people, communities, and their environments, rather than their problems, at the center.
7. Understand the historical social, economic, and political contexts and ideologies that have influenced the development of social work and social service systems.
8. Trace the historical trajectory of U.S. social welfare policies and services that guide contemporary social work practice and social welfare systems.

### **III. TEACHING METHODS**

The Professor is committed to helping students prepare for social work field education. A variety of teaching methods including interactive lectures, experiential group activities, reading assignments, case studies, and audiovisual materials will be used to help students understand social work practice with individuals and families. Students are expected to be the chairs of their own education, meaning they will contribute to their own learning through asking questions, sharing experiences, and actively participating in class discussion. If students do not believe they are getting what they desire to learn in class, the Professor strongly suggests that the student meet with the Professor early on in the semester. The Professor welcomes these conversations and cannot know if a student is struggling unless he/she/hir informs him.

Use of Canvas in Class & Email. In this class the Professor uses Canvas—a Web-based course management system with password-protected access at <http://canvas.utexas.edu>—to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online quizzes and surveys. Students can find support in using Canvas at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

It is required that students check their email daily and respond within 24 hours when warranted. This is not only preparing you for ethical and professional social work practice, but also affords effective communication between you and the Professor.

#### IV. REQUIRED TEXT AND MATERIALS

Readings assigned by the instructor

#### V. COURSE REQUIREMENTS

##### 1. Community Event Paper (Due 6/27)

25%

Attend any community meeting which is open to the public (i.e., community planning board meeting, city council meeting, PTA meeting, tenant association meeting, etc.) concerned with a neighborhood or issue; preferably a community meeting which aims at working to improve conditions, policies or services in the community. Describe the meeting in detail and then analyze it according to the Written Guidelines below. *Your meeting needs to be approved by the professor. Please send me information about the meeting at least 3-days before it occurs so I can review and approve.*

1. Type of meeting? Location of meeting? How often do these meetings take place?
2. What kind of meeting is it (how large is the group, who is running the meeting—a group or an individual, are the meetings open to the public)?
3. Is there a specific group who is running the meeting? Is it part of an organization, state agency, non-profit agency, public forum, etc.?
4. What was the meeting about? What got accomplished? Was the meeting productive?
5. **In 100 words or more,** provide your overall observations and analysis of this meeting.
6. Anything else you would like to discuss about the meeting you attended?

##### 2. Interview a Social Worker Paper (Due 7/11)

25%

Each student will conduct an interview with a current or former social worker. You should select someone from your interest area in social work practice. Students are responsible for identifying someone in an area of interest. Use google. You can interview on the phone, in person or zoom. You will need to get answers to the following questions through a conversational interview. Avoid reading the exact question if possible.

1. The social worker's experience in that area and discussion of what the agency does
2. Specific training, including social work education, critical to working in this area

3. Types of issues they face in their practice, both with clients and with the “system”
4. Federal, state, and other funding that the agency has for its operations
5. Three or more issues the social worker sees as important to the future of practice in this particular area and potential solutions or approaches to dealing with these critical issues (e.g. does the lack of health insurance hurt clients’ ability to get care, and if so, what does the social worker suggest as a solution)
6. Any other information the student thinks is relevant from the interview
7. The student’s overall impression of social work practice in the selected area

Papers should be typed, APA format, double-spaced. Late papers are not encouraged. 5 points will be deducted for each day late. If you are late more than a week, I will not accept your paper. If you are having problems scheduling an interview, I need to know 2 weeks before the paper is due during finals week.

### **3. Examining Intersections Paper (Due 7/5)**

25%

Students will complete a 5-7 page, doubled-spaced paper addressing the intersectional nature of cultural diversity in the United States by examining two or more intersectional identities (race, 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) and how individuals with those identities are impacted by one or more social welfare issues covered in the course.

### **4. Podcast/Video Reflection Papers**

25% (4 total/)

Student will write a short 2- page reflection paper on the assigned podcast or video for the week. Reflection papers should provide a short synthesis of the podcast or video and a brief analysis and/or critique.

## **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-

## VII. CLASS POLICIES

### Attendance

You are expected to attend class regularly and participate in an interactive framework between students and professor. Failure to attend class regularly and demonstrate comprehension of the readings through class discussion or online will have an impact on the final grade. An attendance sheet will be passed out and collected immediately at the start of class. Students are allowed 2 unexcused absences.

### Office Hours

I strongly encourage students to schedule times to talk throughout the semester to foster dialogue regarding the mastery of the class material, processing difficult conversations that occurred in class, and brainstorming ideas for papers/projects. Students should come prepared with what they would like to talk about to make best use of our time together. Office hours will be held on Tuesdays and Thursdays for one hour immediately following our class session time.

### Participation

Students are expected to be prepared to participate meaningfully in class discussion, skills-building exercises, small group activities, and assignments when lecture begins. Students are expected to call upon relevant experiences and course readings for contributions. As you arrive before each class, students will sign an attendance sheet. If you miss class, it is recommended that you contact a fellow classmate to get that information. If information is not clear, please schedule a time to meet with the Professor during office hours. The Professor will also evaluate students' participation in various in-class activities (e.g., large and small group discussions, role-plays, etc.). Remember that participation is not so much about quantity as it is quality. You are a major contributing factor to the learning environment of your fellow classmates.

## 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.

**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

## IX. COURSE SCHEDULE

Date	Topic	Assignment Due	Readings	Listen or Watch
6/2	<b>Course Introduction</b>		<b>None</b>	
6/6	<b>Empowerment Theory</b>		The Boy who was Raised as a Dog Chapter 1: Provided by Instructor	
6/7	<b>Trauma Informed Social Work</b>		Miller, K. K., Brown, C. R., Shramko, M., & Svetaz, M. V. (2019). Applying Trauma-Informed practices to the care of refugee and immigrant youth: 10 Clinical pearls. <i>Children (Basel, Switzerland)</i> , 6(8), 94. <a href="https://doi.org/10.3390/children6080094">https://doi.org/10.3390/children6080094</a>	
6/8	<b>Trauma Informed Social Work</b>		Center for Substance Abuse Treatment (US). (2014). Trauma-Informed care in behavioral health services. Substance Abuse and Mental Health Services Administration (US). Treatment Improvement Protocol (TIP) Series, No. 57. Chapter 1, <i>Trauma-Informed Care: A Sociocultural Perspective</i> <a href="https://www.ncbi.nlm.nih.gov/books/NBK207195/">https://www.ncbi.nlm.nih.gov/books/NBK207195/</a>	

6/9	<b>Trauma Informed Social Work</b>			<a href="https://www.youtube.com/watch?v=95ovIJ3dsNk">https://www.youtube.com/watch?v=95ovIJ3dsNk</a>
6/13	<b>The Strengths Perspective</b>		<a href="https://www.theguardian.com/inequality/2017/jul/13/neuroscience-inequality-does-poverty-show-up-in-childrens-brains">https://www.theguardian.com/inequality/2017/jul/13/neuroscience-inequality-does-poverty-show-up-in-childrens-brains</a> (Links to an external site.)  <a href="https://www.npr.org/2018/05/31/615578001/report-rural-poverty-in-america-is-an-emergency">https://www.npr.org/2018/05/31/615578001/report-rural-poverty-in-america-is-an-emergency</a> (Links to an external site.)	
6/14	<b>Ecological Systems Theory and Social Work</b>		<a href="https://www.npr.org/sections/health-shots/2015/07/23/424990474/why-disability-and-poverty-still-go-hand-in-hand-25-years-after-landmark-law">https://www.npr.org/sections/health-shots/2015/07/23/424990474/why-disability-and-poverty-still-go-hand-in-hand-25-years-after-landmark-law</a> (Links to an external site.)	
6/15	<b>Social Work and Poverty</b>		<a href="https://www.adoptioninstitute.org/news/the-fight-for-racial-equity-in-child-welfare-continues/">https://www.adoptioninstitute.org/news/the-fight-for-racial-equity-in-child-welfare-continues/</a> (Links to an external site.)  <a href="https://theconversation.com/the-hidden-harms-of-the-us-foster-care-system-49700">https://theconversation.com/the-hidden-harms-of-the-us-foster-care-system-49700</a> (Links to an external site.)	
6/16	<b>Social Work and Poverty</b>			<b>Busted</b> Podcast Episodes 1-5
6/20	<b>Social Work with Families</b>	<i><u>Busted Podcast Review Papers Due</u></i>		

6/21	<b>Social Work and Child Welfare</b>		<p><a href="https://www.texastribune.org/2017/05/18/Texas-House-passes-child-welfare-reforms/">https://www.texastribune.org/2017/05/18/Texas-House-passes-child-welfare-reforms/</a> (Links to an external site.)</p> <p><a href="https://www.texasobserver.org/recipe-discrimination-legal-battle-brews-new-religious-refusal-child-welfare-law/">https://www.texasobserver.org/recipe-discrimination-legal-battle-brews-new-religious-refusal-child-welfare-law/</a> (Links to an external site.)</p> <p><a href="https://www.reuters.com/article/us-usa-trafficking-fostercare/without-family-us-children-in-foster-care-easy-prey-for-human-traffickers-idUSKBN1I40OM">https://www.reuters.com/article/us-usa-trafficking-fostercare/without-family-us-children-in-foster-care-easy-prey-for-human-traffickers-idUSKBN1I40OM</a> (Links to an external site.)</p>	
6/22	<b>Social Work and Child Welfare</b>		<p><a href="https://www.centerforstarterservices.org/sites/www.centerforstarterservices.org/files/Articles/frontline_initiative_trauma-infomed_care_vol_13.pdf">https://www.centerforstarterservices.org/sites/www.centerforstarterservices.org/files/Articles/frontline_initiative_trauma-infomed_care_vol_13.pdf</a> (Links to an external site.)</p>	
6/23	<b>Intersectionality and Social Work</b>		<p>Mattsson, Tina. "Intersectionality as a Useful Tool: Anti-Oppressive Social Work and Critical Reflection." <i>Affilia</i> 29.1 (2014): 8-17. Web.</p> <p><a href="https://search.lib.utexas.edu/discovery/fulldisplay?docid=cdi_proquest_miscellaneous_1512212843&amp;context=PC&amp;vid=01UTAU_INST:SEARCH&amp;lang=en&amp;search_scope=MyInst_and_CI&amp;adaptor=Primo%20Central&amp;tab=Everything&amp;query=any,contains,anti%20oppressive%20soci">https://search.lib.utexas.edu/discovery/fulldisplay?docid=cdi_proquest_miscellaneous_1512212843&amp;context=PC&amp;vid=01UTAU_INST:SEARCH&amp;lang=en&amp;search_scope=MyInst_and_CI&amp;adaptor=Primo%20Central&amp;tab=Everything&amp;query=any,contains,anti%20oppressive%20soci</a></p>	<p><i>Broken Harts Podcast</i>  <a href="https://podcasts.apple.com/us/podcast/broken-harts/id1434603257">https://podcasts.apple.com/us/podcast/broken-harts/id1434603257</a></p>

			<a href="#">al%20work%20and%20inter section&amp;offset=0</a>	
6/27	<b>Affirming and Accepting Social Work Practice</b>	<b>Broken Harts <i>Podcast Review Due</i></b>  <b><i>Community Event Paper Due</i></b>	<a href="https://williamsinstitute.law.ucla.edu/wp-content/uploads/Transgender-Military-Service-May-2014.pdf">https://williamsinstitute.law.ucla.edu/wp-content/uploads/Transgender-Military-Service-May-2014.pdf</a> (Links to an external site.)  <a href="https://www.glsen.org/article/2017-national-school-climate-survey-1">https://www.glsen.org/article/2017-national-school-climate-survey-1</a> (Links to an external site.)	
6/28	<b>Affirming and Accepting Social Work Practice</b>		<a href="https://www.theatlantic.com/magazine/archive/2018/07/w-hen-a-child-says-shes-trans/561749/">https://www.theatlantic.com/magazine/archive/2018/07/w-hen-a-child-says-shes-trans/561749/</a> (Links to an external site.)	
6/29	<b>Social Work and Domestic Violence</b>		<a href="https://www.huffingtonpost.com/2014/09/12/why-didnt-you-just-leave_n_5805134.html">https://www.huffingtonpost.com/2014/09/12/why-didnt-you-just-leave_n_5805134.html</a> (Links to an external site.)  <a href="https://www.urban.org/urban-wire/what-could-happen-if-violence-against-women-act-defunded">https://www.urban.org/urban-wire/what-could-happen-if-violence-against-women-act-defunded</a> (Links to an external site.)	
6/30	<b>Feminist Social Work</b>			The Mask You Live In Film  <a href="https://stream.lib.utexas.edu/auth/streaming/licensed/stream.php?stream=video/txu-oclc-994360023-src001.mp4&amp;pid=utexas:2100&amp;width=720&amp;height=540&amp;42">https://stream.lib.utexas.edu/auth/streaming/licensed/stream.php?stream=video/txu-oclc-994360023-src001.mp4&amp;pid=utexas:2100&amp;width=720&amp;height=540&amp;42</a>

7/5	<b>Social Work and the Criminal Justice System</b>	<b>The Mask You Live In</b> <i>Podcast Review Due</i>  <b><u>Examining Intersections</u></b> <b><u>Paper Due</u></b>	<a href="https://www.houstonchronicle.com/opinion/outlook/article/Opinion-Should-social-workers-work-with-police-15432714.php?fbclid=IwAR14NJ2U6XR6OzKK1ZPc3ojAAgW3BCdxF5MQtL8bNmzIRtsvall3ddeAFDA">https://www.houstonchronicle.com/opinion/outlook/article/Opinion-Should-social-workers-work-with-police-15432714.php?fbclid=IwAR14NJ2U6XR6OzKK1ZPc3ojAAgW3BCdxF5MQtL8bNmzIRtsvall3ddeAFDA</a> (Links to an external site.)	
7/6	<b>Social Work and Healthcare</b>		Reading Provided by Instructor	
7/7	<b>Social Work Ethics</b>		<a href="https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English">https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English</a>	The 13 <sup>th</sup> Documentary
7/11	<b>No Classes</b>	<b>The 13<sup>th</sup> Documentary</b> <i>Review Due</i>  <b><u>Interview a Social Worker</u></b> <b><u>Paper Due</u></b>		

## X. BIBLIOGRAPHY

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