

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

Course Number:	SW 310	Instructor:	J. Mendez, LCSW
Unique Number:	61245	Pronouns:	she/her/ella
Semester:	Fall 2022	Email:	joannamendez@utexas.edu
Meeting Times:	Mon & Wed	Office:	SSW 3.104A
	4-5:30 pm (see course schedule for synchronous and asynchronous dates)	Office Hours:	By appointment, online
Location:	SSW 2.118		

**INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE
Cultural Diversity Flag**

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 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/), can assist you with your computer and blackboard questions. You can also call them at 475-9400. Additionally, the Learning Resource Center at the SSW has computers and computer assistance.
- **OfCourse**
Students will access a variety of informational/instructional videos using the OfCourse, online platform.

IV. REQUIRED AND RECOMMENDED TEXTS AND COURSE MATERIALS

Required Course Materials:

- Finn, J. L. (2021). *Just practice: A social justice approach to social work*. Oxford University Press.
Electronic copy available in The University of Texas Library System.
- 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.
- Most of the readings will be provided by the Professor and posted to Canvas, or links will be provided for the students to access the material online.

Optional Course Materials:

The Steve Hicks School of Social Work, Office of the Associate Dean for Equity and Inclusion maintains a list of resources that may be helpful in completion of assignments for this class. To access the Equity and Inclusion Resource Library go to:

https://docs.google.com/document/d/15WyLzEpyu1w_1wBk9m5CsPjn3SaIHmTmYHM1iXnSER4/edit

V. COURSE REQUIREMENTS

Reading assignments or videos should be completed prior to class and will provide the basis for discussion. Students are encouraged to ask questions and make comments during lectures. Students’ questions and comments provide the instructor an important assessment tool for whether readings are being completed outside of class.

Each student will submit several assignments throughout the course of the semester. Details of the assignments will be given on a separate handout and posted on Canvas.

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

Participation and Attendance:

Synchronous, In Person Class time

There are 17 synchronous, in person meeting times for this course. 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. There will be the possibility of in-class activities throughout the semester that will gauge your preparedness for class. You're always welcome to offer thoughtful comments, feedback, and ask questions during class. You are a valuable part of your peers learning experience. Feel free to contact or schedule a time to meet with the Professor separately if you would like additional opportunities to discuss class material, process difficult conversations discussed in class, and/or brainstorm ideas for any of the planned assignments.

Your presence is necessary for everyone's success in this course. If a student cannot attend a class, they should notify the Professor ahead of time. You are allowed to miss three synchronous class meetings. Any synchronous meeting absence after the third may impact your engagement with content and ideas shared in class, so I encourage you to remember this. Please be proactive in situations where you will be absent, if you experience an emergency, or anticipate a prolonged absence for any reason. Additional considerations will be made for students with accommodations approved in advance through University Services for Students with Disabilities or a COVID-19 related absence has been approved by the instructor. Students are expected to contact the professor by email in a timely manner about absences, and alert the instructor about late arrivals or early departures. Any student missing more than five synchronous classes in total maybe in jeopardy of not passing this course.

Students are responsible for any material missed due to absences. Course material will be posted in Canvas. In the case of an absence due to a documented and unforeseen emergency, the Professor will assist the student in getting caught up with the missed class.

Asynchronous Course “Attendance”

“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. One discussion board may be missed without impacting the overall student grade in the class.

Assignments: Each student will submit several assignments throughout the course of the semester. Details of the assignments will be given on a separate handout and posted on Canvas.

Due Dates and Late Assignments: It is expected that all assignments will be turned in on time. Assignments are generally due at 11:59 pm 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. Please discuss with the Professor if any challenges arise which may interfere with that schedule. The instructor will accept assignments, including discussion posts, up to 24 hours past due dates when students are in need of additional time. No points will be deducted. Do your best to turn assignments in on time so grading is organized and timely.

If you need to turn in an assignment any later than 24 hours late, contact the Professor to coordinate the need for a late submission. Frequent communication is key when needing to turn in a late assignment. We’ll work with you, work with us!

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 the one formal, academic paper in this course. When using information from sources to complete that paper, references and the bibliography should conform to current APA style. The American Psychological Association (APA) – 7th edition format should be used. Written material should be carefully proofread and errors (punctuation, typographical, spelling, etc.) corrected prior to submission in order to avoid losing points in the assignment grade. 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 an informal style.

Electronic Devices in the Classroom: Electronic devices are welcome (encouraged) in class, to support learning. Please be mindful that they do not serve as a distraction to you or those around you.

Civil Learning Environment: We come together as a community of learners. We engage with each other kindly, through meaningful and constructive dialogue. We stay on task and avoid

behaviors that disrupt the learning environment. Do what you need to take care of yourself: if there is something serious going on in your life that requires you to check your phone, do so; if content we are covering is emotionally difficult for you personally, walk out for a few minutes; if there is a specific issue to you that you want to discuss, such as how I graded your assignment, speak with me individually outside of class.

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. CLASS SCHEDULE

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

Date & Meeting Type	Topic	Assignment(s) Due	Readings, Videos, & Multimedia
8/22 In Person	Introduction/ syllabus review Group Agreements	Exit Ticket	
8/24 In Person	Class Guidelines	Exit Ticket	Class Guidelines Information Arao & Clemens, <i>From Safe to Brave Spaces</i> [In Canvas, pp. 1-15] <u>Singleton & Hays, <i>Beginning Courageous Conversations about Race</i></u> [Online, pp. 1-6]

			Courageous Conversation about Race Protocol [Online, pp. 1-2]
8/29 In Person	Writing in Social Work Primary Functions and Focus of Social Work	Exit Ticket	Readings and videos from UT Library System [Online, linked below]: 1. Intro to Library 2. Searching for Sources 3. Evaluating Sources 4. APA Basics
8/31 In Person	Self-Care	Exit Ticket Self-Care Assessment & Maintenance Self-Care Plan Worksheet	Self-Care Assessment [Online, fillable version on Canvas] My Maintenance Self-Care Plan Worksheet [Online, fillable version on Canvas] University of Buffalo School of Social Work, Self-Care Assessments, Exercises and Activities [Online] InPsychful, Everyone Has Mental Health [Online]
9/5 Asynchronous (Work on your own time) Online	Social Work Defined	Discussion Board	Finn, Ch.1, <i>Imagining Social Work and Social Justice</i> [In Canvas, pp. 1-31]
9/7 In Person	Critical Reflection and Oppression Value Systems and the Philosophical Base of Social Work	Exit Ticket	Finn, Ch.2, <i>A Starting Place for Understanding Difference, Oppression and Privilege</i> [In Canvas, pp. 33-62]
9/12 Asynchronous (Work on your own time) Online	History of Social Work and Social Welfare	Discussion Board Introduction Video	Finn, Ch.3, <i>Looking Back</i> [In Canvas, pp. 63-103]

9/14 In Person	Values and Ethics History of Social Work and Social Welfare	Exit Ticket	Finn, Ch.4, <i>Values, Ethics and Visions</i> [In Canvas, pp. 105-143] NASW Code of Ethics [Online]
9/19 Asynchronous (Work on your own time) Online	History of Social Work and Social Welfare	Discussion Board	Continued from 9/8/22: Finn, Ch. 3, <i>Looking Back</i>
9/21 In Person	Values and Ethics	Exit Ticket	NASW, Code of Ethics, Historical Excerpts [Online]
9/26 Asynchronous (Work on your own time) Online	Generalist Practice and Theories Advocacy	Discussion Board	Scourfield, <i>What is Advocacy?</i> [In Canvas, pp. 1-7]
9/28 In Person	Anti-racism and Anti-oppressive Social Work	Exit Ticket	Introduction to CRT Video [Online, 29m31s] Kolivoski, Weaver, & Constance-Huggins, <i>Critical Race Theory: Opportunities for Application in Social Work Practice and Policy</i> [In Canvas, pp. 269-275]
10/3 Asynchronous (Work on your own time) Online	Anti-racism and Anti-oppressive Social Work	Discussion Board	McCoy, <i>Black Lives Matter and Yes, You are Racist...</i> [In Canvas, pp. 1-11]
10/5 In Person	Knowing Self in Social Work Art vs Science Lived Experience	Exit Ticket Critical Analysis Paper/History of NASW Code of Ethics Outline	Samson, <i>Practice Wisdom: The Art and Science of Social Work</i> [In Canvas, pp. 1-11] <i>Nothing about us without us: Seven principles for leadership & inclusion of people with lived experience of homelessness</i> [In Canvas, pp. 1-6]

<p>10/10 Asynchronous (Work on your own time) Online</p>	<p>Allyship/Co-conspiring</p>	<p>Discussion Board Group Meetings with Instructor</p>	<p>Guide to Allyship [Online] AAMC GWIMS Toolkit, A Guide to Allyship: A guide for individuals [Online, pp. 2-40] A Trip to the Grocery Story Video (3m56s)</p>
<p>10/12 In Person</p>	<p>Intersectionality</p>	<p>Exit Ticket Group Meetings with Instructor</p>	<p>Kolivoski, <i>Applying Critical Race Theory (CRT) and Intersectionality to Address the Needs of African American Crossover Girls</i> [In Canvas, pp. 1-10] Mattsson, <i>Intersectionality as a Useful Tool: Anti-Oppressive Social Work and Critical Reflection</i> [In Canvas, pp. 8-15]</p>
<p>10/17 Asynchronous (Work on your own time) Online</p>	<p>Poverty</p>	<p>Discussion Board Group Meetings with Instructor</p>	<p>International Federation of Social Work, Poverty Eradication and the Role for Social Workers [Online] OfCourse Module – Poverty: America’s Enduring Disgrace (sections below)</p> <ol style="list-style-type: none"> 1. Intro to Poverty video [OfCourse, 4m15s] 2. Poverty Measures & Basic Needs video [OfCourse, 10m35s] 3. Poverty Myths: Exposed video [OfCourse, 8m43s] 4. More Than a Statistic: The Pain of Poverty video [OfCourse, 4m45s] 5. Updated Budget Numbers [OfCourse, pp.1-13] 6. Face to Face: Interview with Anti-Poverty Expert Dr. Mark Rank [OfCourse, 18m36s]

10/19 In Person	Housing	Exit Ticket Group Meetings with Instructor	Aykanian, A. and Fogel, S., <i>The Criminalization of Homelessness</i> [In Canvas, pp. 185-202] Ward & Tillotson, <i>Sister Professions: Tips for Social Workers To Build a Thriving Partnership</i> [Online]
10/24 Asynchronous (Work on your own time) Online	Substance Misuse	Discussion Board	Gomez and Hildebrandt, <i>Addictions Advisor: How the Pandemic Is Affecting Those With Substance Use Disorders</i> [Online] Laxton & Martinson, <i>Addictions Advisor: Social Workers as Peer Support Specialists</i> [Online]
10/26 In Person	Mental Health	Exit Ticket Critical Analysis Paper/History of NASW Code of Ethics Due	Mendenhall, A. and Frauenholtz, S., <i>Mental Health Literacy: Social Work's Role in Improving Public Mental Health</i> [In Canvas, pp. 365-367]
10/31 Asynchronous (Work on your own time) Online	Healthcare Aging	Discussion Board	Eden Philosophy of Care [Online] De Saxe Zerden, L., Lombardi, B. and A. Jones, <i>Social workers in integrated health care: Improving care throughout the life course</i> [In Canvas, pp. 142-148]
11/2 In Person	Healthcare	Exit Ticket	Kia, MacKinnon & Legge, <i>In pursuit of Change: Conceptualizing the Social Work Response to LGBTQ Microaggressions in Health Settings</i> [In Canvas, pp. 806-823] Zip Code Matters Documentary (28m29s)
11/7 Asynchronous (Work on your own time) Online	Family and Children	Discussion Board	Reeves, <i>The Lived Experience of Adolescents in Homeless Families</i> [In Canvas, pp. 206-215]

11/9 In Person	Disability	Exit Ticket	Thompson, V., <i>To Be Disabled and a Social Worker: Belonging to Two Different Worlds</i> [Online] IFSW, <i>People with Disabilities</i> [Online] Wetmur, <i>How Social Workers Can Challenge Biases and Increase Awareness on Disability Independence Day</i> [Online]
11/14 Asynchronous (Work on your own time) Online	Veterans	Discussion Board	Matthieu, Taylor, Oliver & Garner, <i>Social Work in U.S. Department of Veterans Affairs: Embracing Change in Care Delivery for Veterans during the Pandemic</i> [In Canvas, pp. 91-93]
11/16 In Person	Criminal Justice and Public Safety	Exit Ticket	Forney, <i>Restorative Justice: Finding a Better Way</i> [Online]
11/21-11/23	No in class meeting this week	BREAK	BREAK
11/28 Asynchronous (Work on your own time) Online	International Social Work	Discussion Board Group Presentations Due	Androff & Mathis, <i>Human Rights-Based Social Work Practice with Immigrants and Asylum Seekers in a Legal Service Organization</i> [In Canvas, pp. 1-9]
11/30 In Person	Environmental Justice	Exit Ticket	Jackson, <i>Climate Change and Public Health: How Social Workers Can Advocate for Environmental Justice</i> [Online] Rocco, <i>Farm to Families: Empowering Nourishment in Urban Communities</i> [Online]
12/5 In Person	End of semester wrap up	View Group Presentations Online Group Presentation Feedback and Questions	

X. BIBLIOGRAPHY

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