

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

| | | | |
|----------------------------|--------------------|----------------------|--------------------------------|
| Course Number: | SW 310 | Instructor: | C Penwell LCSW-S |
| Unique Number: | 61580 | Email: | csPenwell@utexas.edu |
| Semester: | Fall 2023 | Office: | 3.104 |
| Meeting Time/Place: | Mondays/Wednesdays | Office Phone: | 512-659-2086 |
| | 11:00am-12:30pm | Office Hours: | Wednesdays, 1:00pm – 2:30pm |
| | SSW 1.212 | | Other time by appointment |

Introduction to Social Work and Social Welfare
Cultural Diversity Flag Course

I. 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

This class involves a range of activities to foster a stimulating, creative, collaborative and interactive learning community. Teaching methods include experiential learning and exercises, pre-posted lectures, asynchronous online activities, class discussion, videos, guest speakers, and role plays. For a meaningful experience in this class, you are expected to actively participate, engage your critical thinking skills and attend class regularly.

IV. REQUIRED AND RECOMMENDED TEXTS AND COURSE MATERIALS

Required Text: Cox, L. E., Tice, C.J., & Long D. D. (2022). Introduction to social work: An advocacy-based profession (3rd ed.). Thousand Oaks, CA: Sage Publications.

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. Log on with your UT EID to access.

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

V. COURSE REQUIREMENTS

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

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

Learning Reflections 20 pts. The Learning Reflections provide a forum for you to reflect on your experiences, to deepen the learning that comes from course activities, and to wrestle with multiple thoughts and feelings that arise from the course content. They are an opportunity to share with your instructor your questions, frustrations, hopes, fears, satisfactions, and ideas. It is a way for your instructor to find out what you are learning from the readings, from your experience and discussions with peers, and from class. When you respond to something in the readings, please be specific. Learning Reflections need to be 1-2 pages in length using 12-point Times New Roman and into the canvas system on or before the due time/date. You are required to complete ten weekly Learning Reflections, each of these reflections are worth 2 pts in your over-all grade. You will receive one point for completing a learning reflection according to the parameters, and an additional point if your reflection integrates learning and demonstrates depth of insight and awareness. Due to the experiential nature of this learning, demonstrated completion of reading and integration of in-class experiences are also factored into the grade for this project.

Intersectional Identity and Impact Research Paper 20 pts There will be a cultural intersectional impact research paper on a population of interest to the student, integrating cultural diversity/intersectionality and the differential and/or unique impact of the selected group within the social justice issue. The course is a UT Cultural Diversity in the United States Flag course and will focus on the underrepresented cultural groups of ethnic minorities, immigrants and refugees and women. The format will be a 5-8 page, doubled-space 12pt Times New Roman font, 1-inch margin, American Psychological Association (APA) format, final research paper on a topic related to this intersectional group in the United States. Papers are to include a 4-6 relevant peer-reviewed references and a title page in addition to the body of the paper. Students will demonstrate an understanding of the complexity of the perspectives of this underrepresented cultural group in the United States. Students will develop a historical understanding of at least one underrepresented cultural group in the United States. Students will examine the forces that led to and maintain the underrepresented cultural group's experience of persistent marginalization, and will identify systemic barriers to equality and inclusiveness. Students will examine the impact of privilege and power differentials in the U.S. Students will apply diverse

cultural perspectives in evaluating complex problems, and make recommendations for how the social work profession can improve its mission with this population.

Final Thought Paper

5 pts

The Final Thought Paper is a final reflection of your experiences and reactions to our readings, exercises, films, interactions, and other course activities. The instructor will post the questions on Canvas at least two weeks before the paper is due. When you respond to something in the readings, please be specific. Thought Papers need to be 3-5 pages in length using 12-point Times New Roman, APA format including Title page and references.

Thought Papers are due 12/6

4. Discussion Board 5ps

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

Healthcare Video Discussion Board Due 10/23

5. Culture Chest 10 pts

Choose a small box for your "culture chest." Place inside 5 items that represent your social identities (e.g., race, ethnicity, gender, sexual orientation, ability, religion, social class, nationality, age, size, etc.) that have influenced your worldview or behavior. These items might include photographs, pieces of art, jewelry, piece of clothing, or anything you believe has significant influence on how you perceive and behave in the world. Decorate the outside of your box with 5 images (e.g., pictures, drawings, words or phrases) that describe how you think others view these social identities (e.g., race, ethnicity, gender, sexual orientation, ability, religion, social class, nationality, age, size, etc.) and/or have treated you based on these social identities. You will discuss the objects in and on your box with your group, a peer, and/or the class at large. Criteria for evaluation: • Thoughtful contents inside the culture chest (4pt) • Thoughtful decoration of the outside of the culture chest (2pt) • Sharing of the culture chest during class, including your description of how each item relates to a specific social group membership (4pt) Culture Chest Due 9/19 (* also brought to class on 9/21)

6. Self-Care 5pts

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

Self-Care presentation Due 12/4 by 11:59pm and during final class (but self care is an on-going process)

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

Students are to actively participate in a synchronous discussion with a peer group to explore ethics, social justice, and cultural diversity issues related to social work and lessons learned about culture and marginalization/oppression in their research and work on the cultural research paper. Due to the experiential nature of this learning, attendance and actively distributed participation is factored into the grade for this project.

Fishbowl Peer Group Due 11/30 during class

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

Students will be divided into small groups based on interest in a social welfare issue. Each group will prepare a 20-30 minute presentation on the issue and how it impacts and is impacted by the social work profession, focusing on both historical context but primarily on how the issue is being addressed today; why the issue is important and who is impacted and how; what is being done to address the issue and how effective those strategies are; the roles of the social work profession in addressing the issue; identification of at least one social work-related organization that is focusing on the issue and how; and what other recommendations the group has to address the issue. Cultural Diversity and social justice is to be emphasized. (of note: this issue links to your cultural research paper, as you are to notice an intersectional aspect of the mezzo/macro issue and research impact on that particular marginalized population within your larger social justice issue). Each group will be assigned a different due date, as indicated in canvas. Due to the experiential nature of this learning, attendance and actively distributed participation is factored into the grade for this project.

9. Class Participation 10pts

Attendance and active participation are critical to the teaching and learning in this class. *Your presence is necessary for everyone's success in this course. You are allowed to miss two class meetings. Any absence after the second 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, especially as it may impact experiential labs, please try to make alternative video/zoom arrangements with your peer/group when possible.*

VI.CLASSROOM POLICIES

1. Participation and Attendance

Attendance and active participation are critical to the teaching and learning in this class. *Your presence is necessary for everyone's success in this course. You are allowed to miss two class meetings. Any absence after the second 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, especially as it may impact experiential labs, please try to make alternative video/zoom arrangements with your peer/group when possible.*

2. Late Assignments

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

3. Student Achievement

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

4. Student Feedback

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

5. Assignment Changes

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

6. Cell phone and Laptop Use

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

Your grade for this course will be based on the following requirements (further guidance for class participation and all assignments is included in the syllabus appendix):

Student Attendance/Participation - Attendance and active participation are critical to the teaching and learning in this class. Your presence is necessary for everyone's success in this course. You are allowed to miss two class meetings. Any absence after the second 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, especially as it may impact experiential labs, please try to make alternative video/zoom arrangements with your peer/group when possible.

Service Learning Requirement - All students enrolled in SW 312 are required to complete 30 clock hours of service learning in a community agency or organization. Additional instructions, forms and due dates for this course requirement are available on Canvas.

Initial Service Learning Expectations

Provide a set of the forms to your supervisor at the beginning of the semester for their records. On the days that the forms are due, the forms need to be completely filled out and signed by the supervisor to receive full credit. Tracking service learning hours will occur on GivePulse as well, and you are expected to track hours timely for full credit. Late forms will not be accepted unless the instructor was notified 24 hours in advance.

Register on GivePulse

DUE 9/5/23

Service Learning Agency Selection

DUE 10/1/23

Service Learning Agency Presentation

Students will participate in a 15 to 20 minute fishbowl presentation or other preferred modality to engage and teach the class about their experience at their service learning agency. As a part of this evaluation of your experience, the group should address cultural diversity, systemic issues, ethics,

Self-Care Project and Moments of Excellence

Over the course of the semester, students are encouraged to come up with a regular practice that supports their own mental health and their ability to best care for their clients. The professor and students will notice the effectiveness of their self-care practices, and engage in a practice of accountability throughout the semester in order to parallel the learning experienced in this course. In addition, noticing strengths in others is an essential social work skill, and you are expected to notice your peers strengths and skills throughout the semester and take note as well. On the last day of class, students will have two minutes to share with the class about their self-care practice, and the person(s) they have selected for moments of excellence.

Learning Reflections – Students will submit weekly learning reflections that integrate content from readings, class sessions, and service learning experiences using prompts posted on Canvas. Reflections should be between one and two pages and are to be submitted on Canvas no later than 11:59 p.m. on Fridays (see class schedule section of the syllabus for due dates).

Case Example Project – All students will provide a dyad role play demonstrating basic social work skills, working with a partner either in the class, or may be done on a video. Students will be assigned a partner and case example at the beginning of the course, and the dyad will use this example in skills labs throughout the progression of the class. The dyad will present the case to the class and provide a sample stage of intervention, with rapport and assessment a clear focus, goals that are defined, the use of a therapeutic modality, and consideration of systemic, race, and other mezzo and macro variables as discussed throughout the class.

| Assignment | Points |
|---|--------|
| Class attendance/contribution | 10pts |
| Weekly Reflections | 20pts |
| Case Example Project | 25pts |
| Service Learning Expectations | 30pts |
| Service Learning Preparation | 2pts |
| Service Learning Presentations | 5pts |
| Self Care & Moments of Excellence Project | 8pts |

Total pts 100

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

Regular and punctual attendance to each in-person class is expected for this course. Student will lose two participation points for every missed class synchronous meeting beyond one missed class unless a student has accommodations approved in advance through University Services for Students with Disabilities. Students are expected to contact the professor by email or phone or text in a timely manner about absences, and alert the professor about late arrivals or early departures. Any student missing more than three synchronous classes in total maybe in jeopardy of not passing this course.

“Attendance” and participation for the asynchronous portion of this class will be evaluated based on the completion of journals and book quizzes.

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

Due Dates and Late Assignments: It is expected that assignments will be turned in on time. Assignments are generally due at 11:59pm on the due date. Exceptions to this time will be announced when necessary. Assignments, including papers, are due on the date and time indicated in Canvas. Late assignments will be penalized 5% of the assignment point value for each day late. After 7 calendar days, late assignments will not be accepted unless prior

arrangements have been made with the instructor. Frequent communication is key when needing to turn in a late assignment. Email and meetings with the instructor to plan for late assignments are expected if a student is encountering barriers to turning in an assignment.

Grades: Questions about grades should be raised with the instructor within one week of receipt of the grade.

Use of Cell Phones in the Classroom: Cell phones should be muted when class begins and remain off throughout the duration of synchronous class times unless the student has spoken with the instructor prior to class beginning about an urgent need to have the phone available during class.

VII. 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 |

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.

ACCESSIBLE/COMPLIANT STATEMENT: If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please touch base with your instructor to discuss your Accommodation Letter as early as possible in the semester so your approved accommodations can be implemented.

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 DISCLOSURE. Beginning January 1, 2020, Texas Education Code, Section 51.252 (formerly known as Senate Bill 212) requires all employees of Texas universities, including faculty, to report to the Title IX Office any information regarding incidents of sexual harassment, sexual assault, dating violence, or stalking that is disclosed to them. Texas law requires that all employees who witness or receive information about incidents of this type (including, but not limited to, written forms, applications, one-on-one conversations, class assignments, class discussions, or third-party reports) must report it to the Title IX Coordinator. Before talking with me, or with any faculty or staff member about a Title IX-related incident, please remember that I will be required to report this information.

Faculty, staff, graduate assistants, teaching assistants, and graduate research assistants are mandatory reporters under federal Title IX regulations and are required to report a wide

range of behaviors we refer to as sexual misconduct, including the types of misconduct covered under Texas Education Code, Section 51.252. Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex – including pregnancy and parental status – in educational programs and activities. The Title IX Office has developed supportive ways and compiled campus resources to support all impacted by a Title IX matter.

If you would like to speak with a case manager, who can provide support, resources, or academic accommodations, in the Title IX Office, please email: supportandresources@austin.utexas.edu. Case managers can also provide support, resources, and accommodations for pregnant, nursing, and parenting students.

For more information about reporting options and resources, please visit: <https://titleix.utexas.edu>, contact the Title IX Office via email at: titleix@austin.utexas.edu, or call 512-471-0419.

CAMPUS CARRY POLICY. The University’s policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS and COVID-19 ADVICE LINE (BCCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IX. COURSE SCHEDULE

| Date | Topic | Assignment Due | Reading |
|--------------|--|---|--|
| Wk 1 8/21 | Introduction/ syllabus review; Kolb's Learning Cycle | | Review syllabus <u>Textbook Readings</u> Cox, Tice & Long Chapter 1 |
| 8/23 | Social Work and Social Justice | Learning Reflection 1 Due 9/2 by 11:59pm | <u>Textbook Readings</u> Finn Chapter 1 NASW Code of Ethics (posted on canvas) |
| Wk 2 8/28 | The History of Social Work | | <u>Textbook Readings</u> Cox, Tice & Long Chapter 2 |
| 9/30 | Functions and Focus of Social Work | | <u>Textbook Readings</u> Finn Chapter 2 |
| Wk 3 9/4 | | HOLIDAY WEEKEND | |

| | | | |
|--------------|--|---|---|
| 9/6 | Ethics and Theory | In-class small group exercise Learning Reflection 2 Due 9/11 by 11:59pm | <u>Textbook Readings</u> Finn, Chapter 3 Cox, Tice & Long Chapter 3, pg 59-72 |
| Wk 4 9/11 | Why Theory is Important | | <u>Textbook Readings</u> Finn, Chapter 4 |
| 9/13 | Mezzo and Macro Practice: Communities & Advocacy | In-Class: Activity; find your group Learning Reflection 3 Due 9/15 by 11:59pm | <u>Textbook Readings</u> Cox, Tice & Long Chapter 4 |
| Wk 5 9/18 | Intersectionality | In-class exercise: Culture Chest Due 9/16 by 11:59pm | <u>Canvas Readings</u> <u>Critical Race Theory: Opportunities for A</u> |
| 9/20 | What is an Advocate? | Learning Reflection 4 Due 9/23 by 11:59pm | <u>Canvas Readings</u> Scourfield, <i>What is Advocacy?</i> |
| Wk 6 9/25 | Culturally Respectful Practice | Culture Chest .3 In class exercise; 1:2:4 (more) Micro group(s) | <u>Canvas Readings</u> McCoy, <i>Black Lives Matter and Yes, You</i> |

| | | | |
|---------------|---|--|---|
| 9/27 | Poverty and Inequality | Learning Reflection 5 Due 9/29 at 11:59pm | <u>Textbook Readings</u> Cox, Tice & Long, Chapter 5 |
| Wk 7 10/2 | Social Justice Group Perspectives | In class exercise – group work | <u>No readings</u> |
| 10/4 | Family and Child Welfare | Learning Reflection 6 Due 10/6 at 11:59pm | <u>Textbook Readings</u> Cox, Tice & Long, Chapter 6 |
| Wk 8 10/9 | Social Work in Schools | <u>Social Justice Group I</u> Children and Schools; due 10/8 at 11:59pm | <u>Canvas Posting</u> <u>The Relevance of Critical Race Theory: In</u> |
| 10/11 | Social Work and Public Health, our unique history | Discussion Board due 3/3 at 11:59pm | <u>Canvas video:</u> https://www.kanopy.com/en/utexas/video/ |
| Wk 9 10/16 | Social Work and Public Health | <u>Social Justice Group II</u> Public Health in 2020s due 10/16 at 11:59pm | <u>Canvas Readings</u> TBA |

10/18 *Academic research and getting to know the library*

Wk 10
10/23 *APA formatting*

Wk 11
10/25 Social Work and Physical, Cognitive, Developmental, and Neuro-Diverse Individuals In class exercise Textbook Readings
Cox, Tice & Long, Chapter 8& 9

10/30 Mental Health, Trauma, and Substance Use/Abuse Social Justice Group III
Mental Health in 2020s; due 3/21 at 11:59pm Textbook Readings:
Cox, Tice & Long Ch. 10
Learning Reflection 7
Due 3/24 at 11:59pm

Wk 12 11/1 Social Work and Older Adults LGBTQ+ perspectives and other intersectional thoughts Textbook Readings:
Cox, Tice & Long Ch. 11
Canvas Posting
Court rules that care facilities have a free s

| | | | |
|----------------|--|--|--|
| 11/6 | Social Work and Criminal Justice | Learning Reflection 8 Due 3/31 at 11:59pm | <u>Textbook Readings:</u> Cox, Tice & Long Ch. 12 <u>Posted on Canvas:</u> Forney, Restorative Justice: Finding a Bet |
| Wk 13 11/8 | Social Work and the Housing Crisis | <u>Social Justice Group IV</u> The Housing Crisis; due 11/6 at 11:59pm | <u>Textbook Readings:</u> Cox, Tice & Long Ch. 13 <u>Canvas Posting:</u> <i>Nothing about us without us: Seven principles of homelessness</i> |
| 11/13 | Fishbowl with Jessica Carter; Living and working with veterans | In class exercise Learning Reflection 9 Due 11/4 at 11:59pm | <u>Textbook Readings</u> Cox, Tice & Long Chap 15 |
| Wk 14 11/15 | Social Work and Environmentalism | <u>Social Justice Group V</u> Social Work Practice and our Environment; due 4/9 at 11:59pm | <u>Textbook Readings</u> Cox, Tice & Long Chap 16 <u>Canvas Posting</u> <u>A Brief History of Environmental Justice</u> |

| | | | |
|-------|--|--|---|
| 11/20 | Fishbowl with Michelle Duplantis-Baker, Six Nations Member | In class exercise Learning Reflection 10; due 4/14 at 11:59pm | <u>Posted on Canvas:</u> * video to be watched prior to class https://www.nfb.ca/film/rocks_at_whiskey |
|-------|--|--|---|

| | | | |
|----------------|--|-------------------------------|--|
| Wk 15 11/25 | International Social Work the Micro is Macro | Intersectional Paper Due 4/16 | <u>Textbook Readings</u> Cox, Tice & Long Ch. 17 <u>Posted on Canvas:</u> as posted in module |
|----------------|--|-------------------------------|--|

| | | |
|-------|---|--|
| 11/27 | Fishbowl: “What I learned about culture from my research paper” | Fishbowl due for all groups during class 11/30 |
|-------|---|--|

| | | |
|---------------|--|--|
| Wk 16 12/4 | Final Class – Wrap up and celebration | Self- Care Discussion/Presentation Due 12/4 by 11:59pm, and during class 12/4 Final Thought Paper due 12/8 by 11:59pm |
|---------------|--|--|

X. Bibliography

Abramovitz, M., Sherraden, M., Hill, K., Smith, T. R., Lewis, B., & Mizrahi, T. (2019). Voting is Social Work: Voices From the National Social Work Voter Mobilization Campaign. *Journal of Social Work Education*, 55(4), 626–644. <https://doi.org/10.1080/10437797.2019.1656690>

Ambrosino, R. (2016). *Social work and social welfare: an introduction*. Australia: Cengage Learning.

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

Criminal Justice Social Work in the United States. <https://www.socialworkers.org/LinkClick.aspx?fileticket=n8L3HaALWb8%3d&portalid=0>.

Crofoot, T. L., & Harris, M. S. (2012). An Indian Child Welfare perspective on disproportionality in child welfare. *Children and Youth Services Review*, 34(9), 1667–1674.

Decolonize Social Work. Decolonize Social Work Podcast. <http://decolonizesocialwork.org/>.

Delgado, R., & Stefancic, J. (2017). *Critical race theory: an introduction*. New York: New York University Press.

Finn, J. L. (2021). *Just practice: A social justice approach to social work*. Oxford University Press.

Foster, C. H. (2017). *Anchor Babies and Welfare Queens: An Essay on Political Rhetoric, Gendered Racism, and Marginalization*. *Women, Gender, and Families of Color*, 5(1), 50.

Franklin, E. (2009). The emerging needs of veterans: A call to action for the social work profession. *Health & Social Work*, 34(3), 163-167

Grobman, L. M. (2019). *Days in the lives of social workers: 62 professionals tell "real-life" stories from social work practice*. The New Social Worker Press.

Gill, R. (2014). Unspeakable inequalities: Post feminism, entrepreneurial subjectivity, and the repudiation of sexism among cultural workers. *Social Politics: International Studies in Gender, State & Society*, 21(4), 509-528

Hammond, R. A., & Axelrod, R. (2006). The evolution of ethnocentrism. *Journal of conflict resolution*, 50(6), 926-936.

Improving the Lives of the Elders. The Eden Alternative®. (2020, July 23). <https://www.edenalt.org/>.

Institutional Racism & the Social Work Profession. (2007). Retrieved from <https://www.scribd.com/document/344615801/Institutional-Racism-the-Social-Work-Profession>.

Kent, C. (2019, February 11). *Black History Now: Vilissa Thompson-Activist, Writer, Licensed Social Worker And Disability-Rights Advocate*. Essence. <https://www.essence.com/black-history-month-2019/black-history-now-vilissa-thompson/>.

Kirshenbaum, M. (2018, November 27). *Social Work and Environmental Justice: A Natural Partnership*. Interpretation. <https://www.coablog.org/home/social-work-and-environmental-justice-a-natural-partnership>.

- Kolivoski, K. M., Weaver, A., & Constance-Huggins, M. (2014). Critical Race Theory: Opportunities for Application in Social Work Practice and Policy. *Families in Society: The Journal of Contemporary Social Services*, 95(4), 269–276.
- Kolivoski, K. M. (2020, November 21). *Applying Critical Race Theory (CRT) and Intersectionality to Address the Needs of African American Crossover Girls*. *Child and Adolescent Social Work Journal*. <https://link.springer.com/article/10.1007/s10560-020-00726-9>.
- Larkin, H., Aykanian, A., & Streeter, C. L. (2019). *Homelessness prevention and intervention in social work: policies, programs, and practices*. Springer.
- Lamont, A. (n.d.). *Guide to Allyship*. The Guide to Allyship. <https://guidetoallyship.com/>.
- Leighninger, L. (2000). *Creating a new profession: the beginnings of social work education in the United States*. Alexandria, VA: Council on Social Work Education.
- Mackall, A. (2020, July 24). *Opinion: Social services are central to public safety*. *Social Care Stories*. <https://stories.auntbertha.com/2020/07/19/opinion-social-services-are-central-to-public-safety/>.
- Mattsson, T. (2013). Intersectionality as a Useful Tool. *Affilia*, 29(1), 8–17.
- Mendenhall, A. N., & Frauenholtz, S. (2013). Mental Health Literacy: Social Work's Role in Improving Public Mental Health. *Social Work*, 58(4), 365–368. <https://doi.org/10.1093/sw/swt038>Links to an external site.
- Mueller, A., James, W., Abrutyn, S., & Levin, M. (2015). Suicide ideation and bullying among US adolescents: Examining the intersections of sexual orientation, gender, and race/ethnicity. *American Journal of Public Health*, 105(5), 980-985.
- Maylea, C., Makregiorgos, H., Martin, J., Alvarez-Vasquez, S., Dale, M., Hill, N., Johnson, B., Thomas, S., & Weller, P. (2020). Independent Mental Health Advocacy: A Model of Social Work Advocacy? *Australian Social Work*, 73(3), 334–346. <https://doi.org/10.1080/0312407x.2020.1725076>
- McClain, A. (2020, June 12). *Social workers critical in fight against coronavirus*. *Boston Herald*. <https://www.bostonherald.com/2020/06/13/social-workers-critical-in-fight-against-coronavirus/>.
- Mendenhall, A. N., & Frauenholtz, S. (2013). Mental Health Literacy: Social Work's Role in Improving Public Mental Health. *Social Work*, 58(4), 365–368. <https://doi.org/10.1093/sw/swt038>
- NASW Code of Ethics (2017). Retrieved from <https://www.socialworkers.org/about/ethics/code-of-ethics>.
- Perry, A. M., Harshbarger, D., & Romer, C. (2020, June 17). *Mapping racial inequity amid COVID-19 underscores policy discriminations against Black Americans*.

Brookings. <https://www.brookings.edu/blog/the-avenue/2020/04/16/mapping-racial-inequity-amid-the-spread-of-covid-19/>.

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

Reisch, M. (2019). Lessons from Social Work's History for a Tumultuous Era. *Social Service Review*, 93(4), 581–607. <https://doi.org/10.1086/706741>

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

Social Work Speaks. Social Work Speaks: Contents. <http://www.naswpress.org/publications/practice/inside/speaks-toc.html>.

Universal basic income was a fringe idea. Then the COVID-19 pandemic happened. Marketplace. (2020, April 7). <https://www.marketplace.org/2020/04/06/universal-basic-income-was-a-fringe-idea-then-the-covid-19-pandemic-happened/>.

VHA Social Work. (2013, August 15). <https://www.socialwork.va.gov/>.

What is Eco Social Work? ecosocialwork. <https://ecosocialwork.wixsite.com/ecosocialwork/blank>.

What is Social Work? International Federation of Social Workers. (2012, February 23). <https://www.ifsw.org/poverty-eradication-and-the-role-for-social-workers/>.

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