

**THE UNIVERSITY OF TEXAS AT AUSTIN  
STEVE HICKS SCHOOL OF SOCIAL WORK  
INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE  
Cultural Diversity Flag**

**Course Number:** SW 310

**Unique Number:** 61585

**Semester:** Fall 2023

**E-Mail:** shane.whalley@austin.utexas.edu

**Instructor's Name:** Shane Whalley, MSSW

**Pronouns:** ze/hir/hirs

**Office Number:** SSW 3.104A

**Office Hours:** Thurs, 12:30 to 1:30pm and by  
appt

**Meeting Times:** 11am to 12:30 pm Tuesdays and Thursdays

**Location:** SSW 1.214

### **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 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 platform for virtual learning:

- **Canvas** —a Web-based course management system with password-protected access at <http://canvas.utexas.edu/>. It is the student's responsibility to ensure that their e-mail address is correct on this site so that class e-mails are received. To reach your class site on Canvas, please go to <http://courses.utexas.edu>. You will need a UT EID and password. The Help Desk, available through the UT home page ([www.utexas.edu/its/help/](http://www.utexas.edu/its/help/)), can assist you with your computer and blackboard questions. You can also call them at 475-9400. Additionally, the Learning Resource Center at the SSW has computers and computer assistance.

## **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. Log on with your UT EID to access.

### **Optional Course Materials:**

- Cox, L. E., Tice, C.J., & Long D. D. (2022). *Introduction to social work: An advocacy-based profession* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage Publications.
- 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\\_lwBk9m5CsPjn3SaIHmTmYHM1iXnSER4/edit](https://docs.google.com/document/d/15WyLzEpyu1w_lwBk9m5CsPjn3SaIHmTmYHM1iXnSER4/edit)

## **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. Introduction PowerPoint	5 pts
2. Two Thought Papers (5 points each)	10 pts
3. Research Paper (Cultural Diversity Emphasis)	20 pts
4. Social Work Practice Area Group Presentations	35 pts
5. Final Thought Paper	15 pts
6. Attendance and Class Participation	<u>15 pts</u>
	100 pts

## **REQUIREMENTS**

### **Introduction PowerPoint**

**5pts.**

Students will be expected to make a PowerPoint presentation and upload to Canvas and a Google Folder. This presentation should include basic introductory information about the student (name, pronouns, hometown, family, pets, major, area of interest in social work, etc...) as well as some photos. More details will be on Canvas. Presentations will be used to get to know each other in this class.

**Two Thought Papers (5 pts each)****10 pts.**

The Thought Paper is a log of your experiences and reactions to our readings, exercises, films, interactions, and other course activities. The instructor will send “guiding questions” out by 9am Saturday morning before the paper is due. These questions should drive the Thought Paper content. The Thought Paper also provides 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 and from class. When you respond to something in the readings, please be specific. Thought Papers need to be 4-5 pages in length using 12-point Times New Roman and submitted on Canvas.

**Research Paper on Cultural Diversity and Social Justice****20 pts**

There will be an 6-8 page, doubled-space 12pt Times New Roman font, 1-inch margin, American Psychological Association (APA) format, final research paper on a topic related to a minority group in the United States. The research paper will address 3 problems and the solution for each of the 3 problems of one minority group that has experienced persistent marginalization. Cultural Diversity and social justice in the United States is to be emphasized. The paper will be about problems and solutions related to social and economic justice (or injustices) facing this minority group.

**Social Work Practice Area Group Presentations****35pts**

Students will be required to coordinate with an assigned group and give a presentation with that group at the end of the semester. This assignment will require students to explore a type of social work practice in depth and include research about client experiences and outcomes in this topic. Some of the total points for this assignment will come from viewing and providing feedback on other group’s presentations. Detailed information will be provided in Canvas.

**Final Thought Paper****15 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 one week before the paper is due. When you respond to something in the readings, please be specific. Thought Papers need to be 5-7 pages in length using 12-point Times New Roman and submitted as Word documents. Thought Papers are due at the beginning of class. Please make sure that your name and the date are on your Thought Paper.

**Class Participation****15 pts**

This will be determined on attendance and the quality of participation in class discussion,

homework assignments, and small group exercises. Class readings and assignments will require informed classroom participation. To receive full points, you may not miss more than two classes (excused and/or unexcused). Attending the entire class period is expected in order to receive credit for attending class that day. If you miss more than two classes, for each class after that I have the right to take 1.5 points off your participation grade. **Any student missing more than six classes in total (excused or unexcused) maybe in jeopardy of not passing this course.**

### **Extra Credit**

**2 pts**

Students who make and complete an appointment with a UT writing center consultant to review their Critical Reflection paper will receive 2 extra points on their final grade. Students may schedule appointments here: <https://uwc.utexas.edu/services/writing-appointments/> It usually takes 1-2 weeks to get an appointment scheduled with the writing center so plan ahead. Verification of completion of a writing appointment must be sent to the class instructor to receive credit.

### **VI. GRADES**

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

### **VII. CLASSROOM POLICIES**

#### **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. Failure to regularly attend the class and demonstrate through discussions that one has comprehended the readings will be considered in assigning the final grade.

Students are allowed two (2) absences. These absences will include absences due to medical problems or other emergencies. Attendance will be taken each class period. In cases where a student misses more than the allotted two absences, the professor reserves the right to lower that student's final grade by 1.5 points for each class missed the two absences. In extenuating circumstances of absence, students are to notify the professor. Students are responsible for any material missed due to absences. **Any student missing more than six classes in total (excused or unexcused) maybe in jeopardy of not passing this course.** There may be homework assignments based on discussion and films shown in the class are due on the assignments dates and will be counted towards participation grades.

Instructors are responsible for implementing attendance policy and must notify students of any special attendance requirements. Special regulations of colleges and schools, required by the unique nature of their programs of study, may be enacted through the normal approval process. These special regulations may not conflict with University regulations on class attendance and absence.

### **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.

### **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.

### **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.

### **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.

## **Cell phone and Laptop Use**

Cell phones and laptops are not permitted in class unless instructor permission is given. Failure to comply with this expectation may result in a grade reduction in class participation grade.

## **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](mailto: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](mailto: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.

## 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. Class Schedule

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

<b>Date</b>	<b>Topic</b>	<b>Assignment(s) Due</b>	<b>Readings</b>
Tues 8/22 Week 1	Introduction/ syllabus review		
Thurs 8/24	Class Guidelines		Class Guidelines Information  <i>Arao &amp; Clemens, From Safe to Brave Spaces</i>
Tues 8/29 Week 2	Social Work Defined		Finn, Chapter One, <i>Imagining Social Work and Social Justice</i>
Thurs 8/31	Ethics and The Profession		NASW Ethics (Canvas)  Cox, Tice & Long pgs. 543-546  Chapter One, <i>The Social Work Profession</i>

Tues 9/5 Week 3	Critical Reflection and Oppression  Value Systems and the Philosophical Base of Social Work	<b>Introduction PowerPoint Due</b>	Finn, Chapter Two, <i>A Starting Place for Understanding Difference, Oppression and Privilege</i>
Thurs 9/7	History of Social Work and Social Welfare		Finn, Chapter Three, <i>Looking Back</i>
Tues 9/12 Week 4	History of Social Work and Social Welfare		Cox, Tice & Long Chapter 2, <i>The History of Social Work</i>
Thurs 9/14	History of Social Work and Social Welfare		Finn, Chapter Four, <i>Values, Ethics and Visions</i>
Tues 9/19 Week 5	Values and Ethics		NASW, <i>Code of Ethics, Historical Excerpts</i>
Thurs 9/21	Generalist Practice and Theories	<b>Thought Paper #1 due</b>	Cox, Tice and Long Chapter 3, <i>Generalist Social Work Practice</i>
Tues 9/26 Week 6	Anti-racism and Anti-oppressive Social Work		<i>Introduction to CRT Video</i>  McCoy, <i>Black Lives Matter and Yes, You are Racist...</i>
Thurs 9/28	Advocacy		Cox, Tice, and Long Chapter 4, <i>Advocacy in Social Work</i>  Scourfield, <i>What is Advocacy?</i>

Tues 10/3  Week 7	Knowing Self in Social Work  Art vs Science  Lived Experience	<b>Research Paper Outline Due</b>	Samson, <i>Practice Wisdom: The Art and Science of Social Work</i>  <i>Nothing about us without us: Seven principles for leadership &amp; inclusion of people with lived experience of homelessness</i>
Thurs 10/5	Group Projects		
Tues 10/10  Week 8	LGBTQIA+		TBD
Thurs 10/12	Groups meet to work on projects.		
Tues 10/17  Week 9	Intersectionality  Allyship/Co-conspiring		Kolivoski, <i>Applying Critical Race Theory (CRT) and Intersectionality...</i>  Guide to Allyship
Thurs 10/19	Immigration	<b>Thought Paper #2 Due</b>	TBD
Tues 10/24 Week 10	Poverty		Cox, Tice and Long Chapter 5, <i>Poverty and Inequality</i>  International Federation of Social Work, <i>Poverty Eradication and the Role for Social Workers</i>

Thurs 10/26	Housing		Avkanian, A. and Fogel, S, <i>The Criminalization of Homelessness</i>  Ward & Tillotson, <i>Sister Professions: Tips for Social Workers To Build a Thriving Partnership</i>
Tues 10/31 Week 11	Substance Misuse	<b>Research Paper Due</b>	Gomez and Hildebrandt, <i>Addictions Advisor: How the Pandemic Is Affecting Those With Substance Use Disorders</i>  Laxton & Martinson, <i>Addictions Advisor: Social Workers as Peer Support Specialists</i>
Thurs 11/2	Mental Health		Cox, Tice and Long Chapter 9, <i>Mental Health</i>  Mendenhall, A. and Frauenholtz, S., <i>Mental Health Literacy: Social Work's Role in Improving Public Mental Health</i>
Tues 11/7 Week 12	Healthcare  Aging		Cox, Tice and Long Chapter 11, <i>Helping Older Adults</i>  Eden Philosophy of Care De Saxe Zerden, L., Lombardi, B. and A. Jones, <i>Social workers in integrated health care: Improving care throughout the life course</i>
Thurs 11/9	Healthcare	<b>Group Presentation Videos Due</b>	Cox, Tice and Long Chapter 7, <i>Health Care and Health Challenges</i>

			Kia, MacKinnon & Legge, <i>In pursuit of Change: Conceptualizing the Social Work Response to LGBTQ Microaggressions in Health Settings</i>
Tues 11/14 Week 13	Family and Children		Tice, Cox and Long Chapter 6, <i>Family and Child Welfare</i>  Reeves, <i>The Lived Experience of Adolescents in Homeless Families</i>
Thurs 11/16	Disability		Tice, Cox and Long Chapter 8, <i>Physical, Cognitive and Developmental Challenges</i>  Thompson, V. , <i>To Be Disabled and a Social Worker: Belonging to Two Different Worlds</i>  IFSW, <i>People with Disabilities</i> Wetmur, <i>How Social Workers Can Challenge Biases and Increase Awareness on Disability Independence Day</i>
Tues 11/21 Week 14	Thanksgiving Break Enjoy!		
Thurs 11/23	Thanksgiving Break Enjoy!		
Tues 11/28 Week 15	Veterans		Cox, Tice and Long

			Chapter 15, <i>Veterans, Service Members, Their Families, and Military Social Work</i>  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>
Thurs 11/30	End of semester wrap up	<b>Final paper due</b>	

## 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. (2022). *Introduction to social work: An advocacy-based profession* (3<sup>rd</sup> 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.

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.

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.



- 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.
- 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., & Fraunholtz, 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>
- 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>