

**Committee on Land Acknowledgment  
Program in Native American and Indigenous Studies (NAIS)  
The University of Texas at Austin**

**LAND ACKNOWLEDGMENT**

*As the flagship institution in our state university system, it is important that The University of Texas at Austin demonstrate respect for the historic and contemporary presence of Indigenous Peoples in Texas and, particularly, in the greater Austin area. To that end, it is incumbent upon The University of Texas at Austin to recognize that our campus resides on what were historically the traditional territories of Indigenous Peoples who were dispossessed of their homelands. Land Acknowledgements are an expression of gratitude and appreciation to the Indigenous Peoples, the traditional caretakers of the land, for the use of their lands on which we work, study, and learn. In this spirit, we encourage all the faculty, staff, students, and guests of The University of Texas at Austin to open public events and gatherings with the following Land Acknowledgement, and/or to include this statement in printed materials associated with your events:*

**Land Acknowledgment**

(I) We would like to acknowledge that we are meeting on Indigenous land. Moreover, (I) We would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.

**Land Engagements and/or Commitments**

*In recognition of the ongoing and cumulative challenges faced by Indigenous Peoples in Central Texas and globally, we call upon The University of Texas at Austin:*

- To repatriate the ancestral remains held by the Texas Archeological Research Laboratory to their Indigenous descendant communities and Native lands.
- To commit to the active recruitment and material support of Native American and Indigenous students, who currently comprise fewer than 0.2% of UT Austin's student body.
- To support the transition of the Program in Native American and Indigenous Studies into a Center.
- To establish a protocol of research and study on Tribal or Native lands, and to foster an ethics and practice of engaged scholarship, with and for Indigenous peoples and communities, locally and internationally.
- Additional resources on land acknowledgements found [here](#).

**S W 310: INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE**  
(Cultural Diversity in the United States Flag)

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

**Instructor's Name:** Jinane Sounny-Slitine, PhD, LMSW

**Name Pronunciation:** "Ji-Nan Sue-Knee Slee-Teen"

**Goes By:** Dr. Sounny-Slitine or Dr. Slitine

**Pronouns:** [she/her/hers](#)

**E-Mail:** [jinane@austin.utexas.edu](mailto:jinane@austin.utexas.edu)

**Office Hours:** Available for virtual appointments please request via email

**Course Number:** S W 310

**Semester:** Fall 2023

**Unique Number:** [61590](#)

**Class Location:** SSW 2.106

**Class Meeting Time:** 11:00am-12:30pm Tuesdays & Thursdays

- *The class schedule below shows when we meet synchronously (in person) and asynchronously (on your own time).*
- Asynchronous activities (on your own time): 75 minutes per week (*equivalent to one class session*) of self-paced course content online
- Synchronous activities (during Thursdays' in person classes): 75 Minutes per week (*equivalent to one class session*)

\* This syllabus is a working document and is current as of **August 21, 2023**. I reserve the right to change this syllabus at any time. Please ensure that you have the most recent version from Canvas.

## **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. COURSE OBJECTIVES**

By the end of the course, 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, watching videos, and completing exercises. Students will meet synchronously in person for the other

portions 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/](http://www.utexas.edu/its/help/)), can assist you with your computer and blackboard questions. You can also call them at 512-475-9400. 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, an online platform. OfCourse can be accessed [here](#).

#### **IV. REQUIRED AND RECOMMENDED TEXTS AND COURSE MATERIALS**

##### **REQUIRED COURSE MATERIALS**

- Finn, J. L. (2021). *Just practice: A social justice approach to social work*. (Fourth edition). Oxford University Press.  
[Electronic copy available](#) in The University of Texas Library System.
- A subscription [OfCourse!](#), Topics in Social Justice & Social Welfare Policy will be required for this course. Each week's materials and readings will be assigned or shared with students in modules in Canvas.

##### **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 [here](#).

#### **V. COURSE REQUIREMENTS**

1. Online Discussion Questions

30 pts

- |  |        |
|--|--------|
| 2. Introduction Video  | 5 pts  |
| 3. Critical Analysis Paper Draft Outline   | 5 pts  |
| 4. Critical Analysis Paper/NASW Code   | 20 pts |
| 5. Social Work Practice Area Group Presentations   | 30 pts |
| • Social Work Practice Area Group Presentations (24/30 pts)                                  |        |
| • Social Work Practice Area Group Self Reflection (2/30 pts)                                 |        |
| • Social Work Practice Area Group Feedback Discussion Board (4/30 pts)                       |        |
| • <i>All portions of this assignment must be completed to earn final grade in the course</i> |        |
| 6. Attendance and Class Participation (and Exit Ticket Completion)                           | 10 pts |

### **INTRODUCTION VIDEO - 5 pts**

Students will be expected to record a video introduction using animoto/Zoom and upload to Canvas. This video should include basic introductory information about the student (name, pronouns, hometown, major, hobbies/pets/fun fact, area of interest in social work, etc...) as well as some photos. Videos will be used to get to know each other in this class and assign groups for the group project. **Introduction videos are due on 8/27/23.**

### **ONLINE DISCUSSION LEARNING - 30 pts**

Students will be required to watch videos, complete readings and complete exercises related to the topics of that week as asynchronous activities for the Thursday in person class meeting time. To integrate what is learned for that week, students will be required to complete a discussion question in Canvas. The discussion question will be assigned in Canvas at least one week in advance. Students should use critical thinking skills in answering the question. Students should also provide a response to, at minimum, one of their peer's answer(s) in the Discussion Board. Each Discussion Board Answer and Response will be worth a maximum of 2.5 points. **All Discussion board posts are due, at the latest, at 11:59pm on Tuesdays weekly.**

### **CRITICAL ANALYSIS PAPER/HISTORY OF NASW CODE OF ETHICS - 25 pts**

Students will complete papers discussing their observations of the changes in the NASW Code of Ethics over time. An outline of the key points in the paper will be due on 9/14/23 and will be worth 5 points. Students will receive feedback on their outlines to aid in the completion of the final paper due on 10/10/23. A separate assignment sheet will be provided. Papers are 6–8 pages excluded reference page. Papers should be double-spaced, use 12 pt font of one of the following: Times New Roman, Arial, or Calibri. **Paper outlines are due on 9/14/23 & Final papers are due on 10/26/23.**

### **SOCIAL WORK PRACTICE AREA GROUP PRESENTATIONS - 30 pts**

Students will be required to coordinate with an assigned group and record a presentation with that group at the end of the semester. Recorded presentations will be shared with other class members for feedback and discussion. Assigned student groups will be used for other purposes in synchronous and asynchronous work during the semester, supplying students with opportunities for coordination and reflection with a small student group. 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 area as well as at least one interview with a social

worker who is practicing/has practiced in this area. Some of the total points for this assignment will come from viewing and providing feedback on other group's presentations. A separate assignment sheet will be provided. *All portions of this assignment must be completed to earn final grade in the course.* **Groups presentations are due on 11/14/23, self-reflection papers are due 11/14/23, and Group presentation feedback discussions are 11/28/23.**

### **CLASS PARTICIPATION - 10 pts**

This will be determined by attendance in synchronous class meeting times and the quality of participation in class discussion and small group exercises. Attending the entire class period is expected to receive credit for attending class that day.

Attendance will be taken using a class meeting "exit ticket" which you will complete for each synchronous class session. You will complete exit tickets with your name and a very brief reflection and/or question regarding your learning for that class session. Instructions will be given each class session.

Due to the format and content of this course, both attendance and contribution are imperative.

### **EXTRA CREDIT - 2 pts**

Students who make and complete an appointment with a University Writing Center consultant to review their Critical Analysis paper will receive 2 extra points on their final grade. Students may schedule appointments [here](#). 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.

Additional opportunities to earn extra credit points will be given throughout the semester for various social justice events, workshops, conferences, and lecture series students attend and submit short reflection on. Have an event in mind? Let me know about it and see if it can count!

## **VI. GRADES**

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

## **VII. CLASSROOM POLICIES**

### **COMPASSIONATE COMMUNITY RULES** *adopted from Dr. Beth Bukosi's syllabus*

The learning process can be scary and anxiety provoking especially when discussing emotionally charged topics. Everyone is encouraged to share their perspectives in our learning space. Please be mindful that not everyone will agree on every topic and there may be disagreements shared. I ask that you treat each other with respect and compassion. Please come to class understanding that folks are allowing themselves to be vulnerable in the learning process and we should show kindness towards one another.

### **TECHNOLOGY**

You can use technological devices in this course for notetaking and/or supplemental purposes. However, deduction of class participation points may be applied if you are misusing technology (e-mail, social media, etc.) during class. If you have an emergency feel free to step away as needed. When you are next able to communicate about what happened, please let me know if you need anything. *Please silence phones before the start of class.*

### **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 one participation point 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 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 may be 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 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.

Students are responsible for any material missed due to absences. Course material will be 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 11:59pm on the due date. Exceptions to this time will be announced when applicable. Assignments, including papers, are due on the date and time indicated on 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 the key to success if a student is encountering barriers to turning in an assignment.

## **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 for the one formal, academic paper in this course. When using information from sources to complete that paper, references and the bibliography should be included. It is recommended to use American Psychological Association (APA) – 7th edition format but it is up to the individual student. Written material should be carefully proofread and errors (punctuation, typographical, spelling, etc.) corrected prior to submission. I recommend you have at least two different people proofread your papers before formally submitting. 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 a more informal style.

## **SELF-ADVOCACY**

I am here to help you! Please do not struggle in silence. Visit me during office hours, send an email, or schedule an appointment. We can brainstorm solutions to issues you may be experiencing and find resources/ways to set you up for success.

## **PARENTS/GUARDIANS & CHILDREN**

Babies and children of all ages are welcome to join us for class if there is an emergency issue with childcare that arises. If you need to bring your child to class, please step out/mute yourself/turn off your video as needed. Please keep in mind some of the topics discussed in class may be sensitive subjects.

I ask students in the class to be understanding and to create a supportive environment for parents/guardians and to welcome babies and children aka young learners should they need to join us.

## **COURSE FEEDBACK & EVALUATIONS**

Throughout the semester, you are encouraged to provide informal feedback about your class experience and coursework. This feedback will be used to adjust the class as needed and applied for future class offerings where relevant. I encourage you to share your feedback regarding how I can improve our shared learning space through exit tickets, in office hours, or



via email throughout the semester.

At the end of the semester, course and instructor evaluations will also be available for students to leave feedback. Please keep in mind that these evaluations are particularly important for instructors' professional careers and serve as materials used for the promotion process. Research shows instructors of color and those identifying as women are rated more severely than their counterparts ([Chavez & Mitchell, 2019](#)).

## **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 and Mental Health 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>Meeting Location</b>	<b>Topic</b>	<b>Assignment(s) Due</b>	<b>Readings Due Before Class</b>
8/22	In Person	Introduction & Syllabus Review  Academic Writing & Citations Using APA  Writing in Social Work	Exit Ticket (8/22)	Readings and videos from UT Library System and
8/24	In Person	Class Guidelines	Introduction Video (8/27)	Arao & Clemens, From Safe to Brave Spaces
8/29	Asynchronous (Work on your own time) Online	NASW Code of Ethics  Primary Functions & Focus of Social Work  History of Social Work & Social Welfare	Discussion Board (8/29)	Stuart, Social Work Profession: History  Reisch, Lessons from Social Work's History for a Tumultuous Era  NASW Code of Ethics
8/31	In Person	NASW Code of Ethics  Primary Functions and Focus of Social Work  History of Social Work & Social Welfare	Exit Ticket (8/31)	Finn, Chapter One, Imagining Social Work and Social Justice  Finn, Chapter Two, A Starting Place for Understanding Difference, Oppression and Privilege
9/5	Asynchronous (Work on your own time) Online	History of Social Work and Social Welfare	Discussion Board (9/5)	Crofoot and Harris, Indian Child Welfare Perspective...  NASW, Institutional Racism and the Social Work Profession...(through page 16)
9/7	In Person	History of Social Work & Social Welfare	Exit Ticket (9/7)	Finn, Chapter Three, Looking Back
9/12	Asynchronous (Work on your own time) Online	Generalist Practice & Theories  Advocacy	Discussion Board (9/12)	Scourfield, What is Advocacy?  Maylea, etc...Independent Mental Health Advocacy: A Model of Social Work Advocacy?

9/14	In Person	Generalist Practice & Theories  Advocacy	Exit Ticket (9/14)  Critical Analysis Paper/History of NASW Code of Ethics Outline (9/14)	Generalist Theory One Page Document – Ecosystems and Social Work Education  Generalist Theory One Page Document – Strengths Perspective
9/19	Asynchronous (Work on your own time) Online	Anti-racism & Anti-oppressive Social Work	Discussion Board (9/19)	McCoy, Black Lives Matter and Yes, You are Racist...
9/21	In Person	Anti-racism & Anti-oppressive Social Work	Exit Ticket (9/21)	Kolivoski, K. M., Weaver, A., & Constance-Huggins, M., Critical Race Theory: Opportunities for Application in Social Work Practice and Policy.  Generalist Theory One Page Document – CRT
9/26	Asynchronous (Work on your own time) Online	Knowing Self in Social Work  Allyship/Co-conspiring  Lived Experience	Discussion Board (9/26)  Group Meetings with Instructor	Guide to Allyship
9/28	In Person	Knowing Self in Social Work  Allyship/Co-conspiring  Lived Experience	Exit Ticket (9/28)  Group Meetings with Instructor	Lived Experience Advisory Council, Nothing about us without us: Seven principles for leadership & inclusion of people with lived experience of homelessness
10/3	Asynchronous (Work on your own time) Online	Intersectionality	Discussion Board (10/3)  Group Meetings with Instructor	Mattsson, T. (2013). Intersectionality as a Useful tool
10/5	In person	Intersectionality	Exit Ticket (10/5)  Group Meetings with Instructor	Kolivoski, Applying Critical Race Theory (CRT) and Intersectionality...

10/10	Asynchronous (Work on your own time) Online	Poverty Housing	Discussion Board (10/10)  Group Meetings with Instructor	Phillips, 2021. Opinion: White Privilege in Austin's Unhoused Community  Avkanian, A. and Fogel, S, The Criminalization of Homelessness
10/12	In Person	Poverty Housing	Exit Ticket (10/12)  Group Meetings with Instructor  Critical Analysis Paper/History of NASW Code of Ethics (10/24)	Ward & Tillotson, Sister Professions: Tips for Social Workers To Build a Thriving Partnership  Reeves, The Lived Experience of Adolescents in Homeless Families
10/17	Asynchronous (Work on your own time) Online	Mental Health Substance Misuse	Discussion Board (10/17)	Naser (2021). Addressing the invisibility of Arab American issues in Higher Education.  Mendenhall, A. and Frauenholtz, S., Mental Health Literacy: Social Work's Role in Improving Public Mental Health
10/19	In Person	Mental Health Substance Misuse	Exit Ticket (10/19)	
10/24	Asynchronous (Work on your own time) Online	Healthcare Aging	Discussion Board (10/24)	De Saxe Zerden, L., Lombardi, B. and A. Jones, Social workers in integrated health care: Improving care throughout the life course  Rasmussen, B and Garran, A, In the Line of Duty: Racism in Health Care
10/26	In Person	Healthcare Aging	Exit Ticket (10/26)  Critical Analysis Paper/History of NASW Code of Ethics (10/26)	Kia, MacKinnon & Legge, In pursuit of Change: Conceptualizing the Social Work Response to LGBTQ Microaggressions in Health Settings



10/31	Asynchronous (Work on your own time) Online	Disability Family & Children	Discussion Board (10/31)	NASW, Social Work Speaks, People with Disabilities
11/2	In Person	Disability Family & Children	Exit Ticket (11/2)	Thompson, V., To Be Disabled and a Social Worker: Belonging to Two Different Worlds
11/7	Asynchronous (Work on your own time) Online	Criminal Justice & Public Safety  Veterans	Discussion Board (11/7)	Forney, Restorative Justice: Finding a Better Way  Matthieu, Taylor, Oliver & Garner, Social Work in U.S. Department of Veterans Affairs: Embracing Change in Care Delivery for Veterans during the Pandemic
11/9	In Person	Criminal Justice & Public Safety  Veterans	Exit Ticket (11/9)	
11/14	Asynchronous (Work on your own time) Online	Environmental Justice  International Social Work	Discussion Board (11/14)  Group Presentations (11/14)	Androff & Mathis, Human Rights–Based Social Work Practice with Immigrants and Asylum Seekers in a Legal Service Organization  Jackson, Climate Change and Public Health: How Social Workers Can Advocate for Environmental Justice  Rocco, Farm to Families: Empowering Nourishment in Urban Communities
11/16	In Person	Environmental Justice  International Social Work	Exit Ticket (11/16)	
11/21	Fall Break	None	None	Optional content about Indigenous Peoples & Culture
11/23	Fall Break	None	None	Optional content about Indigenous Peoples & Culture

11/28	In Person	End of semester wrap up	Exit Ticket View Group Presentations (11/28)  Group Presentation Feedback and Questions (11/28)	Please take time to complete your Course Evaluation and Course Instructor Surveys.  *These evaluations are particularly important for instructors' professional careers and serve as materials used for the promotion process. Research shows instructors of color and those identifying as women are rated more severely than their counterparts ( <a href="#">Chavez &amp; Mitchell, 2019</a> ).
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#### **Videos:**

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How Racial Bias Works And How To Disrupt It With Jennifer L. Eberhardt  
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