

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

INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE

Cultural Diversity in the United States Flag

Course Number:	SW 310	Instructor:	Anthony O. Nuñez, MSSW
Unique Number:	61595	Email:	Nunezanthony16@utexas.edu
Semester:	Fall 2023	Office:	3.104a
Meeting days/Time:	Monday, Wednesday 4 pm – 5:30 pm (see course schedule for synchronous and asynchronous dates	Office Hours:	Wednesdays, 5:30 pm–6:30 pm, or by appointment
Meeting Location	SSW 2.118	Pronouns:	He/him/his

I. STANDARDIZED COURSE DESCRIPTION

This is an introductory social work course in which you will learn about the profession of social work, its history, and the roles the profession plays in addressing social welfare responses to human needs in the United States. Using a social justice lens, the course will explore being a social worker and the ways that laws, policies, and ethics guide social work practice and impact the clients and communities that social workers serve. You will learn about and apply frameworks used by social workers that emphasize diversity and equity in social work practice to address social welfare issues. You also will be introduced to generalist social work practice with individuals, families, groups, organizations, and communities.

Identities and statuses that make individuals and communities targets of oppression will be studied within the context of social work. You will have the opportunity to assess your identities, strengths,

and challenges and identify potential ethical conflicts in working directly with people.

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

II. STANDARDIZED COURSE OBJECTIVES

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

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

III. TEACHING METHODS

The class is taught using a flipped model of teaching or a form of blended learning where students learn content partially asynchronous through analyzing readings, 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/), can assist you with your computer and blackboard questions. You can also call them at 475-9400. Additionally, the Learning Resource Center at the SSW has computers and computer assistance.
- **OfCourse**
Students will access a variety of informational/instructional videos using the OfCourse, online platform.

IV. REQUIRED TEXT AND MATERIALS

Finn, J. L. (2021). *Just practice: A social justice approach to social work*. Oxford University Press. Electronic copy available in The University of Texas Library System.

A subscription OfCourse!, Topics in Social Justice & Social Welfare Policy (<https://www.ofcourseworks.com>) will be required for this course. Each week's materials and readings will be assigned or shared with students in modules in Canvas.

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

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|--------------------------------------------------------------------|--------|
| 1. Introduction Video | 5 pts |
| 2. Online Discussion | 30 pts |
| 3. Critical Analysis Paper/History of NASW Code of Ethics | 25 pts |
| 4. Social Work Practice Area Group Presentations | 30 pts |
| 5. Attendance and Class Participation (and Exit Ticket Completion) | 10 pts |

REQUIREMENTS

Introduction Video

5pts.

Students will be expected to record a video introduction using animoto/YouTube and upload to Canvas. This video 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. Videos will be used to get to know each other in this class and assign groups for the group project. Detailed information will be provided in Canvas.

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 Wednesday class meeting time. In order 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. There are 12 weekly Discussion Boards in total. Students may skip one discussion board and still receive credit. All Discussion Board posts will be due, at the latest, at 11:59pm on Sundays weekly.

Critical Analysis Paper/History of NASW Code of Ethics

25 pts.

Students will complete a 6-8 page, double-spaced paper discussing their critical 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 10/4/23 and will be worth 5 points. Students will receive feedback on their outlines to aid in the completion of the final paper due on 10/25/23. Detailed information will be provided in Canvas.

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. Detailed information will be provided in Canvas.

Class Participation

10 pts

Points will be determined on attendance in synchronous (in person) class meeting times and the quality of participation in class discussion and small group exercises.

Attendance will be taken using a class meeting "exit ticket" which you will complete for each in-person 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 Research Paper on Cultural Diversity and Social Justice 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. If you have an event in mind please email me and/or present your idea after class to see if it will 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-
Below 60.0	F

VII. CLASS 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 folx 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. Students will lose one participation point for every missed class synchronous meeting beyond two 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 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 online activities and discussion boards. Students will complete a discussion board question (or questions) that relates back to the online activities. These discussion boards are worth 2.5 points each. **Please know that your participation in class depends on your completion of the asynchronous material.**

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 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 in Canvas or agreed upon with the professor. 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 encouraged and allowed to use their authentic voice in completing written assignments.** When using information from sources to complete the research paper and presentation, references and the bibliography should conform to current APA style. The American Psychological Association (APA) – 7th edition format should be used. Written material should be carefully proofread and errors (punctuation, typographical, spelling, etc.) corrected prior to submission in order to avoid losing points in the assignment grade. Instances of plagiarism will be addressed according to University policy. Questions about grades should be raised with the instructor within one week of receipt of the grade. Students are encouraged to use the Writing Center’s services at The University of Texas. Information on available services can be found at <https://uwc.utexas.edu/>. The Writing Center is prepared to assist you in using your authentic voice effectively in your writing.

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 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 and 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 Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON ACADEMIC INTEGRITY. Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course

and / or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

RELIGIOUS HOLY DAYS. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#). The University does not maintain a list of religious holy days.

TITLE IX REPORTING. Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. Mandatory reporters include faculty, field instructors, staff, and/or teaching and research assistants in their supervisory roles. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.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	Readings
8/21/23	Introductions/Syllabus Review (in person)	Exit Ticket	
8/23/23	Class guidelines (in person)	Exit Ticket	Class Guidelines Information <i>Arao & Clemens, From Safe to Brave Spaces</i>

8/28/23	<p>Writing in Social Work</p> <p>Primary Functions and Focus of Social Work (in person)</p>	Exit Ticket	Readings and videos from UT Library System
8/30/23	<p>Social Work Defined</p> <p>(Asynchronous, work on your own time)</p>	Discussion Board	Finn, Chapter One, <i>Imagining Social Work and Social Justice</i>
9/4/23	NO CLASS		
9/6/23	<p>Critical Reflection and Oppression</p> <p>Value Systems and the Philosophical Base of Social Work (in person)</p>	Exit Ticket	Finn, Chapter Two, <i>A Starting Place for Understanding Difference, Oppression and Privilege</i>
9/11/23	<p>History of Social Work and Social Welfare</p> <p>(Asynchronous, work on your own time)</p>	<p>Discussion Board</p> <p>Introduction video due</p>	Finn, Chapter Three, <i>Looking Back</i>
9/13/23	<p>Values and Ethics</p> <p>History of Social Work and Social Welfare (in person)</p>	Exit Ticket	<p>Finn, Chapter Four, <i>Values, Ethics and Visions</i></p> <p><i>NASW Code of Ethics</i></p>
9/18/23	<p>History of Social Work and Social Welfare</p> <p>(asynchronous, work on your own time)</p>	Discussion Board	Continued from 9/11/23: Finn, Chapter Three, <i>Looking Back</i>

9/20/23	Values and Ethics (in person)	Exit Ticket	NASW, <i>Code of Ethics, Historical Excerpts</i>
9/25/23	Generalist Practice and Theories Advocacy (asynchronous, work on your own time)	Discussion Board	Scourfield, <i>What is Advocacy?</i>
9/27/23	Anti-racism and Anti-oppressive Social Work (in person)	Exit Ticket	<i>Introduction to CRT Video</i>
10/2/23	Anti-racism and Anti-oppressive Social Work (asynchronous, work on your own time)	Discussion Board	McCoy, <i>Black Lives Matter and Yes, You are Racist...</i>
10/4/23	Knowing Self in Social Work Art vs Science Lived Experience (in person)	Exit Ticket Critical Analysis Paper/History of NASW Code of Ethics Outline	Samson, <i>Practice Wisdom: The Art and Science of Social Work</i> <i>Nothing about us without us: Seven principles for leadership & inclusion of people with lived experience of homelessness</i>
10/9/23	Allyship/Co-conspiring (asynchronous, work on your own time)	Discussion Board Group Meetings with Instructor	<i>Guide to Allyship</i>
10/11/23	Intersectionality (in person)	Exit Ticket Group Meetings with Instructor	Kolivoski, <i>Applying Critical Race Theory (CRT) and Intersectionality...</i>

10/16/23	Poverty (asynchronous, work on your own time)	Discussion Board Group Meetings with Instructor	International Federation of Social work, <i>Poverty Eradication and the Role for Social Workers</i>
10/18/23	Housing (in person)	Exit Ticket Group Meetings with Instructor	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>
10/23/23	Substance Misuse (asynchronous, work on your own time)	Discussion Board	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>
10/25/23	Mental Health (in person)	Exit Ticket Critical Analysis Paper/History of NASW Code of Ethics Due	Mendenhall, A. and Frauenholtz, S., <i>Mental Health Literacy: Social Work's Role in Improving Public Mental Health</i>
10/30/23	Healthcare Aging (asynchronous, work on your own time)	Discussion Board	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> Kia, MacKinnon & Legge, <i>In pursuit of Change: Conceptualizing the Social Work Response to LGBTQ Microaggressions in Health Settings</i>

11/1/23	Family and Children (asynchronous, work on your own time)	Discussion Board	Reeves, <i>The Lived Experience of Adolescents in Homeless Families</i>
11/6/23	Disability (in person)	Exit Ticket	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 Change Biases and Increase Awareness on Disability Independence Day</i>
11/8/23	Veterans (asynchronous, work on your own time)	Discussion Board	Matthieu, Taylor, Oliver & Garner, <i>Social Work in U.S. Department of Veterans Affairs: Embracing Change in Care Delivery for Veterans during the Pandemic</i>
11/13/23	Criminal Justice and Public Safety (in person)	Exit Ticket	Forney, <i>Restorative Justice: Finding a Better Way</i>
11/15/23	International Social Work (asynchronous, work on your own time)	Discussion Board Group Presentations Due	Androff & Mathis, <i>Human Rights–Based Social Work Practice with Immigrants and Asylum Seekers in a Legal Service Organization</i>
11/20-11/25 Break		<i>No class meeting</i>	
11/27/23	Environmental Justice (in person)	Exit Ticket	Androff & Mathis, <i>Human Rights–Based Social Work Practice with Immigrants and Asylum Seekers in a Legal Service Organization</i>
11/29/23	End of semester wrap up (in person)	View Group Presentations Online (12/4) Group Presentation	

		Feedback and Questions (12/4)	
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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>
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