

THE UNIVERSITY OF TEXAS STEVE HICKS SCHOOL OF SOCIAL WORK

Course Number: SW 310
Unique Number: 60015
Semester: Spring 2024
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Class Meeting Time: Mondays 9:30-12:30
Location: SHSSW 2.132

INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE Cultural Diversity Flag

I. STANDARDIZED COURSE DESCRIPTION

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

Identities and statuses that make individuals and communities targets of oppression will be studied within the context of social work. You will have the opportunity to assess your identities, strengths, and challenges and identify potential ethical conflicts in working directly with people.

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

II. STANDARDIZED COURSE OBJECTIVES

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

1. Delineate contexts and settings of generalist social worker practice, including fields and areas of practice and leadership, as well as roles and functions that social workers perform.
2. Explain the importance of understanding the lived experiences of clients and communities, including the impact of racialization, ethnic origin, class, gender, gender identity and expression, culture, sexual orientation, religion, age, physical

and mental disabilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status, in order to provide responsive social work services.

3. Interpret the philosophical base of social work in relation to political and moral philosophy, ethics, logic, empirical knowledge, art, and theory.
4. Apply the major principles of the NASW Code of Ethics to practice and develop an awareness of how your assumptions, identities, values, and beliefs affect your work with clients.
5. Center the perspectives of Black, Indigenous, and other scholars of color, understand how theories that inform anti-racism and anti-oppression, such as critical race theory, can be applied to social problems and can help identify and address policies, behaviors, and beliefs that perpetuate racist ideas and actions.
6. Understand the influence of the environment on individuals by applying principles of ecological systems theory and integrate a strengths-based perspective that puts the strengths and resources of people, communities, and their environments, rather than their problems, at the center.
7. Understand the historical social, economic, and political contexts and ideologies that have influenced the development of social work and social service systems.
8. Trace the historical trajectory of U.S. social welfare policies and services that guide contemporary social work practice and social welfare systems.

III. TEACHING METHODS

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. Students will be expected to critically process and reflect on what they are learning through readings, lectures, videos and discussions about social work practice in the community. The goal is to both increase your knowledge and understanding about the practice of social work, the history of social work and social welfare, social and economic justice that advances human rights and supports well-being, diversity and inclusion, AND to support you in learning to reflect on what you are discovering, to process your own emotions, beliefs and values. **I will evaluate the *process* of your doing and learning, not just the *product*.**

This course will use the following platforms for 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.

IV. REQUIRED AND RECOMMENDED TEXTS AND COURSE MATERIALS

Required Text:

Cox, L. E., Tice, C.J., & Long D. D. (2022). *Introduction to social work: An advocacy-based profession (3rd ed.)*. Thousand Oaks, CA: Sage Publications. Finn, J. L. (2021).

Just practice: A social justice approach to social work. Oxford University Press. Electronic copy available in The University of Texas Library System. Log on with your UT EID to access.

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

Optional Course Materials:

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

https://docs.google.com/document/d/15WyLzEpyu1w_lwBk9m5CsPjn3SaIHmTmYHM1iXnSER4/edit

V. COURSE REQUIREMENTS

Due to the format and content of this course, both attendance and contribution are imperative. The other students in this 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 you and to your classmates.

1. Introductory Video/Power Point	5 pts
2. Thought Papers (2 worth 5 pts each)	10 pts
3. Intersectional Identity and Impact Research Paper	25 pts
4. Final Thought Paper	15 pts
5. Culture Chest	10 pts
6. Self-Care	5 pts
7. Group presentations on Social Work Response to a Social Welfare Issue	20 pts
8. Attendance and Class Participation	10 pts

1. Introductory Video/Power Point 5 pts

Students will be expected to create a short video or power point presentation and upload to Canvas and to a Google Folder. This presentation should include basic introductory information about the student (name, pronouns, hometown, family of origin/family of choice, pets, major, area of interest in social work, hobbies, special interests/passions, etc.) as well as photos. Presentations will be used to get to know each other in this class.

Introductory Video/Power Point due January 29th.

2. Thought Papers (5 pts each) 10 pts

The Thought Paper reflects your reactions and responses to our readings, exercises, films, interactions, and other course activities. The Thought Paper provides a forum for you to reflect on your experiences, to deepen the learning that comes from course activities, and to explore 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. When you respond to something in the readings, please be specific. Thought Papers need to be 2-3 pages in length and submitted on Canvas. You are encouraged to use your authentic voice when writing these papers.

Thought Paper #1 due February 19th.

Thought Paper #2 due April 1st.

3. Intersectional Identity and Impact Research Paper 25 pts

There will be a cultural intersectional impact research paper on a population of interest to the student, integrating cultural diversity/intersectionality and the differential and/or unique impact of the selected group within the social justice issue. The course is a UT Cultural Diversity in the United States Flag course and will focus on underrepresented cultural groups. The format will be a 5-8 page, doubled-space 12pt Times New Roman font, 1-inch margin, final research paper on a topic related to the intersectionality of the group in the United States that you have chosen. Papers are to include 4-6 relevant peer-reviewed references and a title page in addition to the body of the paper. Students are encouraged to write in their authentic voice; however, the reference page must be written according to APA guidelines. Students will develop a historical understanding of at least one underrepresented cultural group in the United States. Students will demonstrate an understanding of the complexity of the perspectives of their chosen marginalized or minoritized cultural group in the United States. Students will examine the forces that led to and that maintain the underrepresented cultural group's experience of persistent marginalization and will identify systemic barriers to equality and inclusiveness. Students will examine the impact of privilege and power differentials in the U.S. Students will apply diverse cultural perspectives in evaluating complex problems, and make recommendations for how the social work profession can improve its mission with this population.

In order for me to be respectful of your individual schedules and responsibilities, you may choose the deadline for your research paper. It should be turned in between March 1st and March 24th, 2024. Please email Professor Sparks directly with the deadline of your choice by February 26, 2024. You are allowed a one-day extension to your chosen due date without discussion or request.

4. Final Thought Paper 15 pts

The Final Thought Paper is a final reflection of your experiences, responses and reactions to our readings, exercises, films, interactions, and other course activities. The instructor will post the questions on Canvas at least two weeks before the paper is due. When you respond to something in the readings, please be specific. The final thought Paper needs to be 4-6 pages in length. Students are encouraged to use their authentic voice for this paper.

Thought Papers are due by 11:59 pm on 4/29.

5. Culture Chest 10 pts

Choose a small box for your "culture chest." Place inside 5 items that represent your social identities (e.g., race, ethnicity, gender, sexual orientation, ability, religion, social class, nationality, age, size, etc.) that have influenced your worldview or behavior. These items might include photographs, pieces of art, jewelry, piece of clothing, or anything you believe has significant influence on how you perceive and behave in the world. Decorate the outside of your box with 5 images (e.g., pictures, drawings, words or phrases) that describe how you think others view these

social identities (e.g., race, ethnicity, gender, sexual orientation, ability, religion, social class, nationality, age, size, etc.) and/or have treated you based on these social identities. You will discuss the objects in and on your box with your group, a peer, and/or the class at large. Criteria for evaluation:

- Thoughtful contents inside the culture chest (3 pts)
- Thoughtful decoration of the outside of the culture chest (3 pts)
- Sharing of the culture chest during class, including your description of how each item relates to a specific social group membership (4 pts)

Culture Chest Due in Class on Feb. 26th

6. Self-Care

5pts

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

**Self-Care presentation due April 29th
(although self-care is an on-going process)**

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

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

Each group will be assigned a different due date, as indicated in canvas.

8. Attendance and Class Participation

10pts

Attendance and active participation are critical to the teaching and learning in this class. Your presence is necessary for everyone's success in this course. You are allowed to miss two class meetings. Any absence after the second may impact your engagement with content and ideas shared in class, so I encourage you to remember this. Absences outside of the two allowed are subject to the loss of 1.5 class participation points per absence. Please be proactive in situations where you will be absent, especially as it may impact experiential labs. Please try to make alternative video/zoom arrangements with your peer/group when possible.

VI. 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. Regular and punctual attendance to each in-person class is expected for this course. Students will lose 1.5 participation points for every missed class beyond two missed classes 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 five classes in total may be in jeopardy of not passing this course. Students are responsible for any material missing 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. Except in the case of extreme emergencies, and then only with the permission of the professor, late assignments WILL NOT be accepted without penalty. Late assignments will be penalized 5% of the assignment point value for each day late, unless otherwise stated in Canvas. 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. 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.

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.

Use of Cell Phones and Laptops in the Classroom: Cell phones should be turned off when class begins and remain off throughout the duration of the class unless the student has spoken with the instructor prior to class beginning about an urgent need to have the phone available during class. Failure to comply with this expectation may result in a grade reduction in class participation grade. **Laptops are to remain off during class time** unless otherwise approved by the instructor as the majority of learning during class will be experiential in nature.

VIII. UNIVERSITY POLICIES

Grading Scale

[No A+]		87.0 to 89.999	B+	77.0 to 79.999	C+	67.0 to 69.999	D+
94.0 and Above	A	84.0 to 86.999	B	74.0 to 76.999	C*	64.0 to 66.999	D
90.0 to 93.999	A-	80.0 to 83.999	B-	70.0 to 73.999	C-	60.0 to 63.999	D-
						Below 60.0	F

Attendance and Academic Behavior. At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at <https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>. Furthermore, students are expected to abide by the Standards for Social Work Education (available at <https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/>). The student shows potential for responsible and accountable behavior by being punctual and

dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

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 Center for Access and Restorative Engagement at <https://community.utexas.edu/care/>. The University does not maintain a list of religious holy days.

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.

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.

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>.

Steve Hicks School of Social Work Policies

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.

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.

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.

Resources, Prevention of Discrimination, and Safety

Disability Accommodation 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: <https://community.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

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.

Covid-19 Related Information. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

Title IX Reporting. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

Title IX Accommodations for Those Pregnant, Nursing and Parenting. Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the [Title IX pregnancy](#)

and parenting resource page for more information or contact the Title IX Support and Resources team connect with a Case Manager.

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.

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

Methods of teaching, such as assigned readings, TED talks and videos will be posted on Canvas and may be updated throughout the semester. Students are expected to check the Canvas modules on a regular basis for additionally assigned material. Please note that all assignments will be posted on Canvas with requirements and instructions. Below are topics assigned to each class period. Please see the course CANVAS site for detailed modules for each week. Any changes to the course schedule will be noted on Canvas. Additional readings will be assigned in CANVAS.

Date	Topic	Assignment Due	Readings
1-22	New Beginnings Syllabus Review Establish Class Norms Introduction to Self-Care Kolb’s Learning Cycle		Cox, Tice & Long (CTL) Chapter 1 Syllabus (posted on Canvas)
1-29	History of Social Work Social Work & Social Justice Functions & Focus of Social Work	<i>Introductory Video/Power Point due</i>	CTL Chapter 2 Finn Chapters 1 & 3

	Generalist Social Work Practice/Micro, Mezzo & Macros		
2-5	Ethics & Theory Why Theory Matters in Social Work Practice Critical Reflection		CTL Chapter 3 Finn Chapter 4 NASW Code of Ethics (posted on Canvas)
2-12	Communities & Advocacy LGBTQA+ and Allyship What is advocacy?		CTL Chapter 4 Finn Chapter 6 C. Scourfield, "What is advocacy?"
2-19	Intersectionality The Impact of Intersectionality on Social Work Policy & Practice	<i>Thought Paper #1 due</i>	
2-26	Oppression & Inequality Critical Race Theory Strengths Perspective Ecological Systems Theory Anti-racism and Anti-oppressive Practice in Social Work	<i>Culture Chest due in class (group activity) Chosen due dates for Research Paper due</i>	Canvas: "Critical Race Theory: Opportunities for Application in Social Work Practice and Policy" McCoy: "Black Lives Matter and Yes, You are Racist" CTL Chapter 5
3-4	Social Justice Group Perspectives Poverty & Inequality Family & Child Welfare		Group Assignments & Group Work CTL Chapter 5
3-11	NO CLASS – SPRING BREAK		
3-18	Social Work in Schools Family & Child Welfare		CTL Chapter 6 Canvas: "The Relevance of Critical Race Theory: Impact on Students of Color"
3-25	Social Work & Public Health Social Work & Physical, Cognitive and	<i>Social Justice Group 1 Presentation: Children & Schools</i>	CTL Chapters 7 & 8

	Developmental Neuro-diverse Individuals		
4-1	Social Work & Mental Health Substance Misuse Addictions Trauma	<i>Social Justice Group 2 presentation: Public Health in a Pandemic Thought Paper #2 due</i>	CTL Chapters 9 & 10
4-8	Social Work with Older Adults, Veterans, and those involved in the Criminal Justice System Impact of Intersectionality on these Populations Restorative Justice		CTL Chapters 11, 12 & 15
4-15	Social Work and the Housing Crisis Impact of Intersectionality on Poverty Social Work and Environmentalism	<i>Social Justice Group 3 presentation: Mental Health in the Here and Now</i>	CTL Chapters 13 and 16
4-22	International/Global Social Work Assessment, Intervention & Evaluation Through a Social Justice Lens	<i>Social Justice Group 4 presentation: The Housing Crisis</i>	Finn Chapters 7 (8 & 9 are optional readings) CTL Chapter 17 Canvas: https://www.socialworktoday.com/archive/072417p14.shtml (<i>International Experiences Promote Social Justice and Benefit Your Practice</i>)
4-29	Last Day of Class Practitioner Resilience Wrap Up & Celebration Last Day of Class	<i>Self-Care Presentations due in class Final Thought Paper due</i>	

X. BIBLIOGRAPHY

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