

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

Course Number:	SW360K/387R34	Instructor:	Octavious D, Bishop PhD
Unique Number:	60905/61060	Email:	octavious.bishop@austin.utexas.edu
Semester:	Fall 2024	Office:	WWH Ste. 2.200
Meeting Time/Place:	Wednesday	Office Phone:	Email is best option to reach me due to changing COVID protocol
	5:30pm – 8:30pm	Office Hours:	Wednesday, 4:15pm – 5:15pm
	PAR 308		Other times by appointment

Introduction to Sports Social Work

I. STANDARDIZED COURSE DESCRIPTION

Sport is one of the oldest social work interventions for vulnerable populations. Sport programs help to enhance human well-being, reduce the harm of poverty, and contribute to human capital development. This course provides a foundation for social workers interested in social work practice in sporting environments and prepares social workers to assist athletes at all levels of sports. The course also includes a focus on physical and mental health, parenting, youth, foster care, bereavement, and social services.

II. STANDARDIZED COURSE OBJECTIVES

Upon completion of this course students will be able to:

1. Apply the multidimensional perspective to understanding athletes and their experiences at various stages of the life cycle
2. Critically select, adapt, and evaluate theoretically supported practice strategies and principles in relation to: athletes' functioning, strengths, and challenges; congruence of culture, diversity, and related experiences; fit with values and ethics of the profession; applicability to athletic teams, contexts, and systems; and emphasis on social justice
3. Analyze the influence of diversity and power on athletes
4. Critically examine the relationship between personal and professional values within the context of social work in sports
5. Apply ethical making decision strategies to complex dilemmas encountered in social work practice with athletes

III. TEACHING METHODS

This course is designed to provide a blended learning experience, using both asynchronous and synchronous approaches. Asynchronous work is a blend of direct instruction and self-paced individual tasks using online platforms, web resources, and occasionally requiring an activity. Synchronous sessions consist of collective classroom time held on Wednesdays 5:30pm – 8:30pm. As we all know COVID protocol is ever changing. I will be flexible for you and I will need you to do the same for me as your professor. You will participate in various methods of instruction (e.g. discussion, lecture, and group exercises); experiential learning (e.g. role playing,

active learning, out of class activities) will be emphasized. You are expected to complete assigned readings, watch documentaries, and complete all assignments on time.

You are expected to participate in class. Class attendance is required and essential for successful completion of this course. Coming to class and participating will be in your favor. The easiest way to do less than you expect in this class is to miss class. This course will use an electronic Canvas site. Canvas will be used for turning in assignments, grading, and communication between students, the professor, and the TA if the professor has one for this class.

To reach your class site on Canvas, please go to <http://courses.utexas.edu> or go to the Social Work web page and click on Canvas. To access the course website, you must have an Internet connection and computer access. 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 Canvas questions. You can also call them at 475-9400. Additionally, the Learning Resource Center at the SSW has computers and computer assistance.

IV. REQUIRED TEXT AND MATERIALS

Hurd, M. (2019). *Thursday night lights: The story of black high school football in Texas*. University of Texas Press.

V. COURSE REQUIREMENTS (Read the “Announcements” everyday)

Hot Topic Groups (20) “Being Present” Class Participation and Attendance. Students are expected to voluntarily participate in class discussion and assist in discussing how the lesson of the week is relevant to current events in sports and social work for the past/current week. The topics will be displayed in the Announcements TAB on Canvas before each class. Your attendance is so important for this course as we only meet once a week. ***Missing class is not an option.*** If you are going to miss, please check in with Dr. Bishop. Stay engaged with your classmates and groups to understand any changes that may need to be made. It is your responsibility to communicate with Dr. Bishop and engage your classmates.

Perspective papers (20) There will be four perspective papers written about “**Thursday Nights**” throughout the semester. Written instructions will be provided for each of the perspectives paper by Octavious.

Sports Field Trip Observations (20) A youth, high school college or professional sporting event – students are encouraged to attend with at least one classmate (However, you do not have to attend with a classmate). This assignment is about everything but the game! The notes may reflect observations of the crowd or interactions between the athletes, coaches, trainers, advertisement, band, national anthem, moments of silence, school songs and the crowd. Observations are not limited to activities inside the venue. The assignment requires critical thinking about the implications for the community, the immediate surrounding community or a subpopulation in the community. Students will be required to take and submit 3-5 photographs during the trip. Each student will create a power point presentation using the photos, observations, and interactions. Submit in Canvas on by the due date.

Sports Social Work Case Analysis Final Assignment (40)

Students will choose one of the characters from the documentaries listed below:

Robo QB

Trophy Kids

Ben Wilson Story

Marian Jones

Rick Williams

- **Relevant Background Information:**
 - Briefly summarize the case, giving identifying information about the targeted client/client system, which can be an individual, family, group, organization, or community and why you chose that system as the client (use third person; cite text).
 - Include information about the client/client system (for example, if an individual, age, race/ethnicity, gender, sexual orientation/gender identity, religion if relevant, current living situation, presenting problem.)
 - Include detailed, relevant facts related only to the targeted client system you chose. This information should be grounded in the available case information and not based on unwritten assumptions, stereotypes, or biased opinions. The information should help explain the behavior of the client system in its total environment.
 - Suggested length ½-1 page
- **Problem Statement:**
 - Give a specific and concisely written formulation of the problem to guide your analysis and problem-solving.
 - Suggested length: One short paragraph
- **Engagement of the Client in the Case:**
 - Briefly describe how the client (or client system) is being engaged or not being engaged in addressing the problem the client (or client system) is facing. It is important to engage the client and develop a relationship so the client will be willing to seek and receive help.
 - Be sure to describe the engagement strategies such as empathy, reflection, and interpersonal skills a social worker could use with the targeted client system in the case. Remember that the targeted system can be an individual, family, group, organization, or community.
 - Use third person throughout your paper. Here, for example, you could say “The social worker could engage the client by....”, not “I will.....”.
 - (Suggested length ½ page)
- **Assessment of the Case:**
 - After reviewing the background information, determine the major factors that are significant (for example, type of problem identified, age, race/ethnicity, gender identity, sexual orientation, ability/disability, citizenship status, access to economic and other resources)
 - Organize the information data from the case study and describe a single problem that the targeted client system is facing in the case. (1 short paragraph).
 - Identify and discuss the biopsychosocial and cultural factors that contributed to this problem. Summarize the various environmental contextual factors that relate to the case (e.g., individual, family, peers, school/employment, neighborhood, community; biological, cultural, economic, political/legal, ethical). Do not reiterate the facts of

- the case but describe the contextual issues surrounding the case objectively. (You can incorporate information from your literature review/journal articles here.)
- Choose one theoretical framework covered in this course that guided your assessment of the problem of the targeted client system. Explain the theory/framework(s) and then show how it is relevant to the problems and core issues of this case. Be sure you include a source; you can incorporate information from your literature review/journal articles here as well.
 - Suggested length 3 ½ pages; assessment and contextual discussion should be about 2-2 1/2 pages; theory discussion should be about 1 page.
- **Intervention Strategies:**
 - Based on your assessment of the case, develop intervention goals and select appropriate intervention strategies that you and the client/client system would collaborate on to address the problem(s)/achieve the goals you have identified.
 - Describe how the intervention strategies will be implemented. Be sure the strategies relate to the identified problem and are consistent with your assessment of the case. Strategies should be distinct and feasible/realistic. Note briefly the advantages/disadvantages of each strategy selected.
 - Be sure to use a theoretical framework to guide the intervention selection and implementation. One theoretical framework can be used for all intervention strategies. (It can be either the same framework used in your assessment section or a different framework.)
 - Incorporate at least 3 different references from refereed journal articles supporting the intervention(s) chosen to address the problem(s).
 - Suggested length 2-3 pages
 - **Evaluation of Practice:**
 - Select and describe an appropriate method to evaluate the interventions selected. In other words, explain how you would know if the intervention(s) you chose was/were effective in addressing the problem.
 - Be sure to use your selected theoretical framework to guide the evaluation of the intervention selected and implemented.
 - Suggested length ½ page
 - **Reference Page**
 - Cite all sources used in this installment following APA format.
 - **Grading of the case analysis will be based on the following:**
 - Introduction (5points)
 - Engagement of the client 10 points)
 - Assessment of the case (10points)
 - Described single problem targeted client system is facing in the case (1 paragraph) (5 points)
 - Identified and discussed biopsychosocial and cultural factors that have contributed to the problem; used at least 3 appropriate peer reviewed journal articles published no earlier than 2000 to provide supportive documentation of assessment of the problem described and associated factors that have contributed to the problem (5 points)
 - Discussed one appropriate theoretical framework that guided assessment of targeted client system with appropriate citation (5 points)

- Writing quality and style, including appropriate use of references (5 points)

VI. COURSE POLICIES

1. Conduct and Civility: Social work students adhere to the Student Standards for Professional Conduct of the NASW Code of Ethics and assume responsibility for their conduct. Scholastic honesty and integrity are to be consistent social work values. The instructor will comply with University guidelines regarding scholastic dishonesty, including plagiarism. Social work practitioners respect others; therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected. Students will help create and support a learning environment that does not interfere with the learning of fellow students. When students voice an opinion with which you do not agree, feel free to voice opinions in a civil manner that can enhance the flow of ideas and dialog.

2. Readings and Preparatory Assignments: Students are expected to be active and participate in the learning process, and in an interactive framework between collegiate students and professor. Students are also expected to complete readings and preparatory assignments prior to class. Failure to demonstrate through discussions in class, online, and through assignments that one has comprehended the readings will be considered when assigning the final grade. Students are responsible for the material in the assigned readings whether or not the material is covered in class. Professor reserves the right to conduct quizzes should there be a pattern of students not demonstrating that they have completed the readings and are not prepared to engage in thoughtful discussion.

3. Professional Communication and Interactions: Refrain from private conversations during class or other disruptive behavior. Disrespect toward the professor, students, or others is unacceptable and will be handled directly and in the context it occurs. Disrespectful behavior includes overt acts, such as talking over others or making derogatory remarks based on another person's age, race, class, gender, sexual orientation, religious preference, and ability. Moreover, covert acts of disrespect such as sneers, and other facial expressions, excluding class members from classroom tasks, etc. are also unacceptable. **Electronic Devices:** All communication devices should be turned off or placed on silent mode and put away during class. Unless laptops are required for specific class sessions, students may not use laptops during class without prior permission from the professor. Grade is negatively impacted by student's failure to comply with this policy.

4. Class Attendance Policy: Punctuality and timeliness are important for social work practitioners. Class attendance is expected. Attendance is defined as students' attentive physical presence in class for the entire class. Establishing a pattern of late arrivals and early departures will negatively affect your grade. It is your responsibility to sign the class attendance sheet. The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen, serious emergency.

5. Assignments and Grades: Assignments should be turned in online on the date they are due, barring serious, unforeseen medical illness or family emergencies. Late assignments will be considered when assigning the final grade.

6. Writing Style: The Publication Manual of the American Psychological Association Sixth Edition (APA) is the style manual to be used by all students. The manual is available at the library or for purchase at the UT Co-op.

7. Use of Canvas: The professor uses Canvas Web-based course management/collective workspace. An orientation will be given the first day of class. If you do not have a personal computer with personal Internet access, there are computers available for your use at the SW Learning Resource Center (LRC), the Flawn Academic Center, campus and public libraries.

8. Course Modification: To ensure achievement for course objectives, the professor reserves the right to make modifications to any part of this syllabus related to schedule and assignment due dates. Should any modifications be made, students will be notified in class and modifications will be posted to Canvas. Students should check their email frequently. Note that some of the links to documents and videos on the Internet may change. Documents, new links or alternate options will be provided.

9. Classroom Courtesy: As a courtesy to the class that meets after your class, please dispose of trash and to return the chairs and desks to rows or some sort of organized arrangement.

VII. UNIVERSITY POLICIES

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	84.0 to 86.999	B	74.0 to 76.999	C*	64.0 to 66.999	D
90.0 to 93.999	80.0 to 83.999	B-	70.0 to 73.999	C-	60.0 to 63.999	D-
			<i>*Minimum to pass course</i>		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 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.

VIII. COURSE SCHEDULE

Date	Topic	Assignment Due	
8/25	<i>Introduction to Sports Social Work Syllabus Class Themes Hot Topic</i>	<i>What is Sports SW? How are athletes a vulnerable population?</i>	
9/1	<i>Hot Topic Announcements Canvas</i>	<i>Perspective Paper #1 Due by next Tuesday 5pm Addiction in sports</i>	<i>Thursday Night Lights Chapter1 -2 (5) “Robo QB” 30 for 30</i>
9/8	<i>Hot Topic Announcements Canvas</i>	<i>Perspective Paper #2 Due by next Tuesday 5pm</i>	
9/15	<i>Hot Topic Announcements</i>	<i>Violence in Sports</i>	Ben Wilson Story
9/20	<i>Hot Topic Announcements Canvas</i>		<i>“Marion Jones” 30 for 30</i>
9/22	<i>Hot Topic Announcements Canvas</i>	<i>Perspective Paper #3 Due by next Tuesday 5pm</i>	<i>Thursday Night Lights Chapter 3 (5)</i>

9/29	<i>Hot Topic Announcements Canvas</i>		Article Discussion
10/11	<i>Hot Topic Announcements Canvas</i>		
10/6	<i>Hot Topic Announcements Canvas</i>		<i>Ricky Williams 30 for 30</i>
10/13	<i>Hot Topic Announcements Canvas</i>	<i>Perspective Paper #4 Due by next Tuesday 5pm</i>	<i>Thursday Night Lights Chapter 4 (5)</i>
10/20	<i>Hot Topic Announcements Canvas</i>		Article Discussion
11/8	<i>Hot Topic Announcements Canvas</i>		<i>Thursday Night Lights Chapter 5/6 (5)</i>
10/27	<i>Hot Topic Announcements Canvas</i>		
11/3	<i>Hot Topic Announcements Canvas</i>	Sports Field Trip Observations (20) <i>Due by the</i>	

11/10	<i>Hot Topic Announcements Canvas</i>	<i>Sports and Parenting</i>	Trophy Kids
11/17	<i>Hot Topic Announcements Canvas</i>	Thanksgiving	
11/24	<i>Hot Topic Announcements Canvas</i>		
12/1	<i>Hot Topic Announcements Canvas</i>		
12/8	<i>Hot Topic Announcements Canvas</i>		

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