

THE UNIVERSITY OF TEXAS STEVE HICKS SCHOOL OF SOCIAL WORK

Course Number: SW 310

Unique Number: 60855

Semester: Spring 2025

Instructor's Name: Anna Hardy Finger, LCSW-S (she/her)

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Office Location: Walter Webb Hall, 4th Floor, Ofc 4.207

Class Meeting Time: Mon/Wed 11:00 AM -12:30 PM

Class Meeting Location: UTC 4.110

Office Hours:

- Wednesdays **in person**, 1:30pm – 3:00pm (walk-in)
- Monday – Friday **virtually** by appointment (email instructor to schedule)

INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE Cultural Diversity Flag

Welcome Message from Instructor

Welcome to SW310 "Introduction to Social Work and Social Welfare"! I'm looking forward to guiding the class through a semester of learning about the profession and practice of Social Work. I have been a social worker since 2009, when I earned my Master of Science in Social Work from UT. My career has given me opportunities to work with individuals, families, communities and organizations. I have provided social services such as case management and behavioral health counseling to populations in a variety of settings including health care, schools, small local nonprofits, and large national agencies. I love the work I have done in this profession, and hope to inspire my students to pursue careers that lead them to realizing their full potential as humans to create positive change in their communities and the world. We will explore Social Work values, theories, perspectives, and current research so that you will have a solid foundation for your educational journey, whether that's into this exciting and important profession of Social Work or wherever your path leads.

I. COURSE DESCRIPTION

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

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

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

Flag Courses

This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses focus on the cultural experiences, perspectives, and/or practices of marginalized groups in the United States, as well as how culture works within a social and political context. You will think critically about at least three of the following: gender identity/expression, race, ethnicity, indigeneity, disability, sexuality, religion, nationality, language, and/or class. You should therefore expect a substantial portion of your grade to come from the study of and reflection on these contextualized cultural experiences.

II. LEARNING OUTCOMES

By the end of the semester, student 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 and communicating. Perspectives in social work will be represented by the professor, expert guest speakers, and classmates from various backgrounds. Students will be expected to think and communicate critically about what they are learning through the completion of readings, lectures, videos, and class discussions.

This class involves a range of activities to foster a stimulating, creative, collaborative and interactive learning community. Teaching methods include experiential learning and exercises, lectures, asynchronous online activities, class discussion, videos, guest speakers, role plays, individual papers, and group projects. For a meaningful experience in this class, you are expected to actively participate, engage your critical thinking skills and attend class regularly.

Canvas

This course will use the Canvas web-based learning management system for students and the instructor to access and manage online course learning materials and communicate about skill development and learning achievement. 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.

Access the web-based Canvas module at <http://canvas.utexas.edu/>. You will need your UT EID and password.

If you have trouble logging in, contact the UT Service Desk through the [IT@UT](#) student home page. Contact the UT IT Service Desk by phone at 512-475-9400 or by email at help@utexas.edu.

Any user can access Canvas on a mobile device from the Canvas Teacher, Canvas Student, and Canvas Parent apps. Learn more about the [Canvas mobile apps](#).

IV. TEXTBOOKS AND MATERIALS

Required Texts

Introduction to Social Work

Subtitle: An Advocacy-Based Profession

Authors: Cox, L. E., Tice, C.J., & Long D. D.

Publisher: Sage Publications, Inc.

Publication Date: July 2021

Edition: Third Edition

This required text is available in paperback and also through the Longhorn Textbook Access (LTA) program. You can access your required materials through the “My Textbooks” tab in Canvas. More information about the LTA program is available at Longhorn Textbook Access website.

Just Practice

Subtitle: A Social Justice Approach to Social Work

Authors: Finn, J.

Publisher: Oxford University Press

Publication Date: December 2020

Edition: Fourth Edition

This required text is only available through the Longhorn Textbook Access (LTA) program. You can access your required materials through the “My Textbooks” tab in Canvas. More information about the LTA program is available at Longhorn Textbook Access website.

Supplemental & Optional Course Materials

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

Longhorn Textbook Access (LTA)

The required materials for this class are available through the Longhorn Textbook Access (LTA) program, a collaboration between UT Austin, The University Co-op and textbook publishers to significantly reduce the cost of digital course materials for students. You can access your required materials through the “My Textbooks” tab in Canvas. You are automatically opted into the program but can easily opt-out (and back in) via Canvas through the 12th class day. If you remain opted-in at the end of the add/drop period (12th class day fall/spring, 4th class day summer sessions), you will receive a bill through your “What I Owe” page. If you do not pay your bill by the specified deadline, you will lose access to the course materials and your charge will be removed. More information about the LTA program is available at [Longhorn Textbook Access](#) website.

V. COURSE REQUIREMENTS

Due to the format and content of this course, both attendance and contribution are imperative. The learning we do together will be active and engaging, and it takes ALL of us to make it work. This is YOUR college learning experience! Students’ participation is highly encouraged and is valuable to you and to your classmates.

Here is how we will synthesize our learning through assigned projects this semester:

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|--|--------|
| 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.) - anything you would like to share with the instructor and the other class members). You are encouraged to be creative and include photos/music/words/images. Presentations will be used to get to know each other in this class.

Introductory Video/Power Point due January 22

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 double-spaced in length and submitted on Canvas. You are encouraged to use your authentic voice when writing these papers.

Thought Paper #1 due February 12

Thought Paper #2 due March 12

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 at least 4 relevant peer-reviewed references and a title page in addition to the body of the paper. The title page and reference page DO NOT COUNT toward the 5-8 page requirement. 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 respect to the complexities of your individual schedules and responsibilities, you may choose the deadline for your research paper. Additionally, you are allowed a one-day extension to your chosen due date without discussion or request.

**Please email Professor Finger directly with the due date of your choice by March 12.
Final paper must be turned in between March 24 - April 4.**

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 3-4 pages double-spaced in length. Students are encouraged to use their authentic voice for this paper.

Final Thought Papers are due April 21

5. Culture Chest

10 pts

Choose a small box for your “culture chest.” Place inside 5 items that represent your personal culture or social identities that have influenced your worldview or behavior (e.g., race, ethnicity, gender, sexual orientation, ability, religion, social class, nationality, age, size, etc.). These items might include photographs, pieces of art, jewelry, 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 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 February 3

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, other technology, art work, music, poetry, or a creative use of expression suitable for classroom presentation.

**Self -Care Presentation due IN CLASS on April 28
(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, class attendance and active participation in group work is factored into the grade for this project.

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

Group 1 Presentation – April 7

Group 2 Presentation – April 9

Group 3 Presentation – April 14

Group 4 Presentation – April 16

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. It is reasonable if you need to miss two class meetings this semester – life happens! I ask that you please notify me by email in advance if you will be missing a class. Any absence after the second may impact your learning due to missed engagement with content and ideas shared in class. 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 learning and group work.

VI. GRADING POLICY

The goal of the student's learning is to increase knowledge and understanding about the practice of social work, the history of social work and social welfare, the role of social justice to advance human rights and support human well-being, AND to encourage personal reflection on what you are discovering about your own perspectives, experiences, beliefs and values. Evaluation of student learning will focus on the *process* of learning through participation, not just the *product* of completing assignments. Questions about grades should be raised with the instructor within one week of receipt of the grade.

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, except when otherwise noted by instructor. 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, please contact the instructor and negotiate another due date well in advance.

GRADING SCALE:

[No A+] 94.0 and Above 90.0 to 93.999	A A-	87.0 to 89.999 84.0 to 86.999 80.0 to 83.999	B+ B B-	77.0 to 79.999 74.0 to 76.999 70.0 to 73.999 <i>*minimum to pass course</i>	C+ C* C-	67.0 to 69.999 64.0 to 66.999 60.0 to 63.999 Below 60.0	D+ D D- F
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VII. CLASS POLICIES

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 and encouraged, either informally or formally, about classroom 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. The instructor appreciates your feedback and hopes all students will complete the end-of-year semester evaluations with honest feedback to help improve the course in the future.

Disability Accommodation Statement. The university is committed to creating an accessible learning environment consistent with university policy and federal and state law. Please let your instructors know if you experience any barriers to learning so they can work with you to ensure you have equal opportunity to participate fully in your courses.

If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability & Access (D&A).

Please refer to the [D&A website](#) for more information. If you are already registered with D&A, please deliver your accommodation letter to the instructor as early as possible in the semester so we can discuss together your approved accommodations and needs in this course.

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.

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.

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.

Generative Artificial Intelligence: The use of generative artificial intelligence tools (such as CoPilot or ChatGPT) in this class shall be *permitted on a limited basis*. You will be informed as to the assignments for which AI may be utilized and how it may be utilized. You are also welcome to seek my prior-approval to use generative AI on any assignment. In either instance, generative AI should be used with caution and proper citation, as the use of generative AI must be properly attributed. Using generative AI tools without authorization or failing to cite generative AI use according to the citation policy in this course, even where permitted, may constitute a violation of UT Austin’s Institutional Rules on academic integrity and may be referred to student conduct for resolution. **Instances of plagiarism will be addressed according to [University Policy](#).**

Use of Technology in the Classroom:

Cell Phones - The instructor asks that cell phones be turned off or silenced when class begins and remain off/silent throughout the duration of the class. Please speak to the instructor before class begins 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 and Tablets – These devices are acceptable for use during class time for educational purposes. Please do not engage in personal business (ie – responding to emails, checking social media, online shopping, etc.) during class time.

Headphones and AirPods – The instructor asks that you remove these devices during class time unless they are specifically in use for academic accommodations or otherwise approved by the instructor.

VII. UNIVERSITY POLICIES and RESOURCES FOR STUDENTS

This [Canvas page](#) is a supplement to all UT syllabi and contains University policies and resources that you can refer to as you engage with and navigate your courses and the university.

The University of Texas Honor Code. The University of Texas at Austin strives to create a dynamic and engaging community of teaching and learning where students feel intellectually challenged; build knowledge and skills; and develop critical thinking, creativity, and intellectual curiosity. As a part of this community, it is important to engage in assignments, exams, and other work for your classes with openness, integrity, and a willingness to make mistakes and learn from them.

The UT Austin honor code champions these principles:

I pledge, as a member of the University of Texas community, to do my work honestly, respectfully, and through the intentional pursuit of learning and scholarship.

The honor code affirmation includes three additional principles that elaborate on the core theme:

- I pledge to be honest about what I create and to acknowledge what I use that belongs to others.
- I pledge to value the process of learning in addition to the outcome, while celebrating and learning from mistakes.
- This code encompasses all of the academic and scholarly endeavors of the university

community.

The honor code is more than a set of rules, it reflects the values that are foundational to your academic community. By affirming and embracing the honor code, you are both upholding the integrity of your work and contributing to a campus culture of trust and respect. For more information, visit the [Honor Code website](#).

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>.

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.

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/>.

SHSSW 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.

Safety Resources / Prevention of Discrimination

Campus Safety. The following items are recommendations regarding emergency evacuation from the [Office of Emergency Management](#), 512-232-2114:

- Students faculty, and staff are opted-in to receive Longhorn Alerts via text message and email at the beginning of each academic year from the Office of Emergency Management.
- Occupants of buildings on The University of Texas at Austin campus must evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- For more information, please visit the [Office of Emergency Management](#).

Behavior Concerns and Advice Line (BCAL). If you have concerns about the safety or behavior of fellow students, TAs, professors, or anyone at UT Austin, [BCAL \(the Behavior Concerns Advice Line\)](#) can help. You can reach BCAL by phone at 512-232-5050, where trained staff are available 24 hours a day to help callers explore available options and strategies. All callers can remain anonymous. You can also share your concerns online.

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.

Texas Education Code, Section 51.252 requires all employees of Texas universities, including faculty, to report to the [Title IX Office](#) any information regarding incidents of sexual harassment, sexual assault, dating violence, or stalking that is disclosed to them. Texas law requires that all employees who witness or receive information about incidents of this nature (including, but not limited to, written forms, applications, one-on-one conversations, class assignments, class

discussions, or third-party reports) must report it to the Title IX Coordinator. Before talking with me, or with any faculty or staff member about an incident of this nature, please be aware that I will be required to report this information.

The Title IX Office uses information provided in reports to reach out to individuals in need, provide them with support and resources, and discuss options available to them related to a formal grievance process. For students, examples of support include academic accommodations, safety support, and connection with other campus and community resources.

Pregnant and parenting students, faculty and staff are also eligible to receive support and resources from the [Title IX Office](#). Support and resources may include supportive measures, medically necessary periods of leave, and leaves of absence. Case managers from the Title IX Office connect with students, faculty, and staff to provide one-on-one, individualized support. If you would like to speak with a case manager for support, please email: supportandresources@austin.utexas.edu.

For more information about reporting options and resources, please visit the [Title IX](#) website, contact the Title IX Office via email at: titleix@austin.utexas.edu, or call 512-471-0419.

Names and Pronouns. Class rosters are provided to the instructor with the student's legal name, unless they have added a chosen name with the registrar's office.

- If you would like to update your name pronunciation and preferences in Canvas, you can access [NameCoach](#) from your account on the Dashboard or the course navigation in any Canvas course.
- For instructions on how to add your pronouns to Canvas, visit [this site](#).
- If you would like to update your chosen name with the registrar's office, reference [this guide](#).
- For additional guidelines on changing your name on various campus systems, see the Resources page under UT Resources [here](#).

UT Outpost. Any student with food insecurity who believes it may affect their performance in courses is urged to visit UT Outpost for support. The free on-campus food pantry and career closet for all currently enrolled UT students is located at 2609 University Avenue (UA9, Suite 3.108). You can find free groceries, personal care items, and gently used professional clothing for interviews, internships, or other needs. To learn more, visit the [UT Outpost website](#).

Carrying of Handguns on Campus. Texas' Open Carry law expressly allows a licensed person to carry a concealed handgun on the campus of an institution of higher education such as UT Austin, but it does not allow handguns to be openly carried on campus. Information about Campus Carry can be found at this [link](#). Students should be aware of the following university policies:

Carrying of Handguns in my Personal Office. Per my right, **I prohibit carrying handguns in my personal office.** Note that this information will also be conveyed to all students verbally during the first week of class. This written notice is intended to reinforce the verbal notification and is not a "legally effective" means of notification.

IX. COURSE SCHEDULE

Methods of teaching, such as assigned readings 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. Please see the course Canvas site for detailed modules for each week. Any changes to the course schedule will be noted on Canvas.

Date	Class Topic	Readings / Out of Class Activities	Assignments Due
Jan 13	New Beginnings Syllabus Review	Read Syllabus before Class (posted on Canvas)	
Jan 15	The Social Work Profession Introduction to Self-Care Learning How to Learn	CTL Chapter 1 Finn Chapter 1	
Jan 20	Martin Luther King, Jr. Day -- NO CLASS --		
Jan 22	The Social Work Profession (continued) History of Social Work	CTL Chapter 1 (continued) CTL Chapter 2 Finn Chapter 3	DUE: Introductory Video / Power Point
Jan 27	Generalist Social Work and its Theoretical Foundations	CTL Chapter 3 Finn Chapter 5	
Jan 29	Values, Ethics, and Visions of Social Work Practice	Finn Chapter 4 Read the NASW Code of Ethics	
Feb 3	Values, Ethics, and Visions of Social Work (continued)	CTL Chapter 4 Finn Chapter 2 (pp. 33-40 only)	DUE: Culture Chest

Date	Class Topic	Readings / Out of Class Activities	Assignments Due
	Professional Skill: Critical Reflection		
Feb 5	Advocacy in Social Work Anti-Racist & Anti-Oppressive Practice in Social Work	CTL Chapter 4 (continued) McCoy Article: "Black Lives Matter, and Yes, You Are a Racist"	
Feb 10	Intersectionality Discuss Intersectional Identity and Impact Research Paper	Finn Chapter 2 (pp. 41-62)	<i>* Intersectional Identity and Impact Research Papers will be due on a date of your choice between March 24 - April 4, 2025. Notify Prof. Finger of your chosen due date by March 12!</i>
Feb 12	How is this going so far? ...		DUE: Thought Paper #1
Feb 17	Responding to Need: POVERTY and INEQUALITY Social Justice Group Projects	CTL Chapter 5	
Feb 19	Responding to Need: FAMILY and CHILD WELFARE Career Pathways: Social Work in Schools	CTL Chapter 6	
Feb 24	Social Work's Role in Health Care Responding to Need: PHYSICAL, COGNITIVE, and	CTL Chapters 7 & 8	

Date	Class Topic	Readings / Out of Class Activities	Assignments Due
	DEVELOPMENTAL DIFFERENCES		
Feb 26	Social Work's Role in Health Care (continued) Responding to Need: PHYSICAL, COGNITIVE, and DEVELOPMENTAL DIFFERENCES (continued)	CTL Chapters 7 & 8	
Mar 3	Responding to Need: MENTAL and BEHAVIORAL HEALTH Professional Skill: Trauma-Informed Care	CTL Chapters 9 & 10	
Mar 5	Responding to Need: MENTAL and BEHAVIORAL HEALTH Professional Skill: Trauma-Informed Care	CTL Chapters 9 & 10	
Mar 10	Review for Research Paper and Group Projects		
Mar 12	Responding to Need: OLDER ADULTS and FAMILY CAREGIVERS Career Pathways: Social Work in Dementia Care ... and a *shameless* plug for the GRACE Program at UT Steve Hicks School of Social Work	CTL Chapter 11	DUE: Thought Paper #2 *Final Day to Notify Prof. Finger of Chosen Due Date for Research Paper

Date	Class Topic	Readings / Out of Class Activities	Assignments Due
March 17/19	SPRING BREAK - NO CLASS		
Mar 24	Responding to Need: MILITARY SOCIAL WORK, HOMELESSNESS, and RESTORATIVE / CRIMINAL JUSTICE Self-Care Check	CTL Chapters 12, 13 & 15	
Mar 26	Responding to Need: HOMELESSNESS (continued) and ENVIRONMENTAL JUSTICE	CTL Chapter 16	
Mar 31	The Social Safety Net and Future of Social Welfare	CTL Chapter 14	
Apr 2	Social Engagement: Just Get Started!	Finn Chapter 6	
Apr 7	Social Justice Group Presentation: Children and Schools Self-Assessment in Social Work Practice (Are you burned out?)	NASW Podcast: Self-Care and Avoiding Burnout	
Apr 9	Social Justice Group Presentation: Public Health in a Pandemic Macro Matters! International Social Work	CTL Chapter 17	
Apr 14	Social Justice Group Presentation: Mental Health Crisis Clinical Social Work: Assessment,	Finn Chapter 7	

Date	Class Topic	Readings / Out of Class Activities	Assignments Due
	Diagnosis, and Intervention through a Social Justice Lens		
Apr 16	Social Justice Group Presentation: The Housing Crisis The Beginning of the End: Termination of Services in Social Work Practice	Article (in Canvas)	
Apr 21	Macro Matters! Social Work Leadership & Administration in Non-profits, Community Organizations, and Public Policy (GUEST LECTURER)		DUE: Thought Paper #3
Apr 23	Self-Care Day NO CLASS MEETING	Chose a Self-Care video, article, or podcast (from Canvas) to complete on your own time today. Attend to your biopsychosocial needs as we enter the end of the semester and academic year. Good work, y'all!	
Apr 28	LAST DAY OF CLASS! Endings and Goodbyes and Celebrations! (Pot-luck?)		DUE: Self-Care Presentation

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