



Course title:	The Evolution of Social Change and Sports	
Course #/term:	SW503, Section 001, Winter 2020	
Time and place:	Mondays; 5:00-7:00pm – Room 3629	
Credit hours:	1	
Prerequisites:	None	
Instructor:	Abigail Eiler, LMSW, MSW, Clinical Assistant Professor Jeff Porter, PhD, Guest Lecturer	
Pronouns:	Eiler (she/her/hers), Porter (he/him/his)	
Contact info:	Email: rowea@umich.edu	Phone: 734-615-2903
	You may expect a response within 48-72 hours; Please put the course title in the subject line.	
Office:	Room 3728	
Office hours:	Fridays; 1:00-2:00pm, and by appointment	

1. Course Statement

a. Course description

This course explores the relationship between sports and social change. In particular, it focuses on the evolution of sports and athletics as a context of practice, and the role of social change within contemporary sports and athletic endeavors. Sports have played an avid role in the development of community and identity from the establishment of settlement houses through the advancement of social media platforms. This course will examine a range of topics aimed at helping students understand the history, issues, and roles of sports and athletic departments in social change work. Topics covered in this course will include examining the history of sports, social change and social work; reviewing the landscape of national governing bodies and regulations in youth, collegiate and professional sports; identifying the roles of change agents within athletic and sport contexts, including fundraising, administration, leadership and development; and discussing critical issues in social change and sports such as mental health, social media, and activism. This course will draw on case studies and guest speakers (from collegiate and youth sport programs) throughout the course. Students engaged in the course will also be expected to observe and shadow various staff positions within athletic departments. Throughout this course, students examine social work values and ethics as well as issues of race, ethnicity, gender, sexual orientation, socio-economic status, age, religion, and ability as these relate to macro, mezzo and micro levels of practice.

b. Course content

This mini-course will present significant events, policies and practices that have contributed to the evolution of social change within the context of sports. This course aims to cover a variety of topics through lectures, discussions, and a hands-on shadow experience.

c. Course objectives and competencies

Students who complete this mini-course will be able to:

- Demonstrate social work ethics and values in their social change efforts involving sports and social media platforms.
- Understand how coaching on a wave and sports involvement can help establish healthy outcomes for athletes.
- Explore Title IX and its governance has changed opportunities for sports participation across the country.
- Apply micro and macro social work theories to address contemporary issues in social change efforts involving sports.

d. Course design

This course will employ a number of pedagogical strategies to promote knowledge and skill development, such as reading assignments, viewing video clips, didactic presentations of theory and practice, as well as a brief 60 - 90 minute job shadow with a change agent within an Athletic Department.

Curricular themes

Multiculturalism and Diversity will be closely examined through discussions surrounding social change efforts in the United States, as well as globally. Students will learn how social change efforts (eg. LGBT+ issues and the Women's World Cup, Police Brutality and Kaepernick's impact as an NFL quarterback and beyond, etc.) utilized the platform established through involvement in sports to convey pivotal turning points in our current culture.

Social Justice and Social Change will be addressed by discussing how making sports available to all people regardless of age, ability, gender, sexual identity, socioeconomic class or ethnic background has played a critical role in the development of micro, meso, and macro system change.

Social Science and Behavioral will be addressed through careful selection of theory and practice models for which there is empirical evidence on efficacy. Students will learn different theories and practice models to promote social change through sports.

Promotion/Prevention/Treatment & Rehabilitation will be addressed through a focus on intervention models utilized in social work and sport programs that aim to prevent and treat psychosocial problems of athletes.

e. Relationship to social work ethics and values

This course will examine social work ethics and values through the exploration of key issues and events across the globe. This course will understand how social work engaged in ethical practice respond to the needs of those engaged in sport, while navigating multidisciplinary settings which conflict with our social work framework.

f. Intensive focus on PODS

The course explores how sports has been utilized to promote social change through a wide variety of perspectives. By examining policies, media, scholarly research and personal experiences, we aim to ignite new conversations and deepen existing commitments to addressing and responding to privilege, oppression, diversity and social justice issues in our communities.

2. Class Requirements

a. Text and class materials

All readings and multimedia clips will be accessible via CANVAS. There is no required book for this course. It is the expectation of the Instructor that all pre-class material is covered prior to the start of class on the day in which it is assigned.

b. Class schedule

Date/Time	Agenda	Required Readings & Assignments
Week 1	Lesson 1: Course Overview &	Required Readings:

1/13/2020	<p>Review of Syllabus</p> <p>Understanding the Structure and System of Sports</p>	<p>SW305 Syllabus (in-class review)</p> <p>Newman, T. J., Okamoto, K., Kimiecik, C., Sohns, E., Burns, M., & Magier, E. (2019). The role of social workers in sport: shared values, interprofessional collaborations, and unique contributions. <i>Journal of Sport Psychology in Action</i>, 10(3), 160-173.</p> <p>Porter, J. (2019). An examination of the experiences of Black Football Athletes. <i>Journal of Intercollegiate Sport</i> 12(1), 79-102.</p>
<p>Week 2</p> <p>1/20/2020</p>	<p>Lesson 2: The (Mis)education of US</p> <p>**Students are required to attend the Michigan Athletics co-sponsored event in-person or via Streaming. Information can be found on CANVAS.</p>	<p>Kalman-Lamb, N., & Abdel-Shehid, G. (2017). Complicating gender, sport, and social inclusion: The case for intersectionality. <i>Social Inclusion</i>, 5(2), 159-162.</p>
<p>Week 3</p> <p>1/27/2020</p>	<p>Lesson 3: History of Activism and Contemporary Issues</p>	<p>https://theundefeated.com/features/athletes-and-activism-the-long-defiant-history-of-sports-protests/</p>
<p>Week 4</p> <p>2/3/2020</p>	<p>Lesson 4: Issues and Activism with Sport</p> <p>Activism Media Sharing Presentation (in-class)</p>	<p>Kaufman, P. (2008). Boos, Bans, and other Backlash: The consequences of being an activist athlete. <i>Humanity & Society</i>, 32, 215-237.</p> <p>https://www.youtube.com/watch?v=DjTUQ-eL3FA&t=7s</p>
<p>Week 5</p> <p>2/10/2020</p>	<p>Lesson 5: Access, Equity, and Issues in Everyday (Sports)</p>	<p>Bell, R. C. (2007). A history of women in sport prior to Title IX. <i>The Sport Journal</i>, 10(2).</p> <p>https://www.youtube.com/watch?v=MPS2YoXWMSs</p>
<p>Week 6</p> <p>2/17/2020</p>	<p>Lesson 6: The Role of Change Agents in Sports:</p>	<p>Newman, T. J., & Alvarez, M. A. G. (2015). Coaching on the wave: An</p>

	-Coaching -Mental Health -Community Engagement	integrative approach to facilitating youth development. <i>Journal of Sport Psychology in Action</i> , 6(3), 127-140.
Week 7 2/24/2020	Lesson 7: Future of Social Work and Sports	Emmett L. Gill Jr. (2014) Integrating Collegiate Sports Into Social Work Education, <i>Journal of Social Work Education</i> , 50:2, 305-321, DOI: 10.1080/10437797.2014.856245

c. Assignments

Descriptions for each assignment can be located on CANVAS.

Assignment	Due date	Percent of overall grade
Intention Paper #1	Due: 1/17/2020; 11:59pm Submit via CANVAS (See Quiz section)	10%
Article Discussion Board Posts	Due prior to 2/24/2020; each student must complete <u>two brief discussion posts</u> over the length of the course.	20%
Reflection Paper #1	Due: 1/27/2020; 5:00pm Submit via CANVAS	10%
Reflection Paper #2	Due: 2/17/2020	15%
Activism Media Sharing	Due 2/3/2020; 12:00pm Submit via CANVAS In-class presentation will occur on 2/3/2020.	20%
Social Change and Sport Letter	Due: 2/25/2020; 11:59pm Submit via CANVAS	10%
Attendance & Participation	Ongoing	15%

d. Attendance and class participation

It is important that you attend each class session. The class sessions involve skill development experiences that go beyond course readings/learning tasks. Missing class sessions will lower your grade since your participation as a co-learner is essential to meet the learning goals for this requirement. If you are not able to attend a particular class session, please notify the instructor prior to the class session so that arrangements can be made for you to address the material that you missed. Policy on Class Attendance found in the MSW Student Guide.

Your attendance and participation also reflects the basic elements of any social work relationship – you show up and remain present. If, for any reason, I have concerns about your participation or attendance, I will discuss my concerns with you in a timely fashion. Your grade will be negatively impacted if more than one class is missed as an unexcused absence. Please communicate any classes that you may miss to this Instructor via email (rowea@umich.edu) or phone/text (734-845-1442). Any failure to communicate an absence to this Instructor will result in a two-point deduction for that day.

Each class encourages dialogue regarding the readings, lectures, and in-class skills demonstrations. Participation in this course will occur in small and large group discussions. It is essential to abide by the NASW Code of Ethics and maintain the highest level of respect for another as colleagues/peers, as well as for the clients/communities that we will be discussing in class. Please avoid the use of electronics during the course. If you need to take a phone call or respond to a text message or email, then please step out of the class and return when you are done. It is expected that your computer only be used to take notes during lectures.

Levels of participation may vary based on comfort and interest in topics discussed. I will do my best to honor each student's participation level in the course. Please communicate any difficulty that you are experiencing related to course materials and discussions and I will do my best to help resolve the matter or identify appropriate support services if requested.

A Note on the Learning Environment:

The class is designed as a co-learning environment and one where class members are encouraged to try new skills and take risks. Your contribution as a “teacher and a learner” in the class will enhance the learning for all class members.

Quality change agents must be self-aware, self-reflective, and open to exploring our own histories and issues regarding any given concern or population. Be prepared to reflect on and explore your own family history, social systems, experiences, identity, cultural background and assumptions regarding all forms of diversity. There will be a variety of ways that students can do this through critical thinking, assignments and active participation in class discussions and activities.

Being honest, sensitive, and respectful to each other in preparation for quality community action and social action practice is one of the learning environment goals. Please share opinions and feedback with others in discussions and exercises, and when you do so, please try to state them in a respectful and constructive manner.

Also, prepare yourself to hear varying opinions and feedback non-defensively, and to use those data or challenge them constructively. Please practice tolerance, not expecting yourself or your classmates to be polished in discussions about issues that can be challenging and confusing. We can expect to blunder and make mistakes in the classroom so that we are better prepared when we are in the field; please honor this process.

A student is expected to be on time, prepared with questions from readings, DVDs and assignments, respectful of diverse perspectives, open to learning and to complete assignments on time.

All assignments are expected to be handed in on their due date and prior to the time specified in the syllabus.

Late assignments will be marked down 1 point for every day late.

Religious/Spiritual Observances

Students will be excused from class for religious/spiritual observances. Please let the instructor know ahead of time about any conflicts between class sessions, assignments, and religious observances. Every reasonable effort will be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities.

Incompletes

Incompletes are given only when it can be demonstrated that it would be unfair to hold the student the stated time limits of the course. The Student Guide, Vol. 1, Sec. 8.01 states that an I grade is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of course work approved by the instructor. The student must formally request an incomplete from the instructor prior to the final week of classes.

e. Grading

A+ = 100%	B+= 89 – 91%	C+= 78 – 80%
A = 96 – 99%	B = 85 – 88%	C = 74 – 77%
A- = 92 – 95%	B- = 81 – 84%	C- = 70 – 73%

Please note: A grade in the A range is based on demonstration of skills beyond expected competency and at an exemplary, outstanding, or excellent degree. A grade of B indicates mastery of the subject content at a level of expected competency for graduate study. A B grade indicates the work has met the expectations of an assignment for graduate student performance. A ‘C’ grade range indicates minimal understanding of subject content and significant areas need improvement.

For all assignments, you will be graded on:

- Meeting assignment parameters (we will review parameters for each assignment ahead of time);
- Quality of writing skills: clarity of thought, organization, and flow (also see below);
- Effort/ability to self-reflect and think critically;
- Demonstration of social work values (PODS, empathy, strengths-based thinking, etc);
- Insightfulness and clinical acuity;
- Integration of reading materials, as requested; and
- Ability to discern which aspects of use of self would be important in assessment or intervention

Please review the following content in the MSW Student Guide for additional information on Grades in Academic Courses and in Field Instruction, as well as Student Grievance procedures and the policy for grading in special circumstances.

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*

3. ADDITIONAL COURSE INFORMATION AND RESOURCES

Proper use of names and pronouns:

All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform the Professor before the second class period so that I use your correct name and pronouns. Students can designate their personal pronouns on the class roster via Wolverine Access: Student Business > Campus Personal Information > Gender Identity.

There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar's Office) and B833T (Lower Level). Click here for the Spectrum Center's map of gender inclusive restrooms on campus.

Accommodations for Students with Disabilities:

If you are in need of an accommodation for a disability, please let me know at your earliest convenience. Any information you provide is private and confidential and will be treated as such. Additional information about accommodations for students with disabilities, as well as a list of appropriate accommodation forms, is available here. Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

For more information, contact:
Services for Students with Disabilities
G-664 Haven Hall | 505 South State St.
(734) 763-3000 | ssdoffice@umich.edu

Religious/Spiritual Observances:

An overview of the process for students who have conflicts with religious observances:

- Students are responsible for work acquired during their absence
- Students will have a reasonable alternative opportunity to complete any academic work
- Reasonable notice must be given to faculty before drop/add deadline of term
- Any concerns or conflicts should be brought to the Dean or Ombudsperson

[Please click here to find more information about the University's policy concerning religious holidays as well as a non-exhaustive list of religious holidays.](#)

Military Deployment:

[Please click here for more information and resources for students called to Active Duty status while enrolled at the University of Michigan.](#)

Student Mental Health and Wellbeing:

The University of Michigan is committed to advancing the mental health and well being of all students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact:

- [Counseling and Psychological Services](#) (CAPS) at (734) 764-8312
 - The SSW embedded CAPS Counselor is Meghan Shaughnessy-Mogill, LLMSW. She is dedicated to supporting the wellbeing of social work students and the SSW community and offers short-term, solution-focused individual therapy. All services are free and confidential. Contact her at (734) 763-7894 or via email at mshaughm@umich.edu.
- [University Health Service](#) (UHS) at (734) 764-8320
- [Additional campus health and wellness resources](#)

The Office of Student Services' Health and Wellness Program provides supportive services to MSW students which promote wellness, self care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.

- [SSW Health and Wellness Guide](#)
- Contact the Health and Wellness Program at ssw.wellness@umich.edu

Teaching Evaluations:

Students are strongly encouraged to complete teaching evaluations at the end of each term. Teaching evaluations are administered via Canvas and will be emailed to students during the last week of classes. Student identity is completely anonymous, and Professors cannot view evaluation reports until after grades are submitted.

Writing Skills and Expectations

Strong writing and communication skills are essential to students' academic success and professional career. The Writing Coordinator for the School of Social Work is open to meeting with students during any phase of the writing process. The Writing Coordinator's office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.

For more information or to schedule an appointment, contact:

[SSW Writing Assistance Career Services](#) (Room 1696; (734) 763-6259; ssw-cso@umich.edu)

APA Formatting

Any social work assignments presented as professional papers or presentations should utilize APA formatting. Review the [MLibrary APA Citation Guide](#) as needed. [The Purdue Owl website is another helpful resource for assistance with APA formatting.](#)

Academic Integrity and Plagiarism

Plagiarism is prohibited in any academic writing at the University of Michigan. [More information on academic integrity policies can be found in the MSW Student Guide.](#)

Safety & Emergency Preparedness

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone. In the event of a non-life threatening emergency, or for general assistance, call 647-0007 or 7-0007 from any campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734) 764-SSWB (7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the [emergency card posted](#) next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

For more information visit the [U-M Division of Public Safety and Security website](#).

[Active Attacker Response and Prevention Video](#)

[Register for U-M Emergency Alerts](#)

[Report a hate crime or bias-related incident](#)

[U-M Annual Emergency Guidelines](#)

Weather Emergency

In the event of a weather emergency during building hours, Students should find shelter in the nearest restroom, windowless offices, or proceed to the Curtis Center (room B660) in the lower level. Building Occupants should avoid using the elevator even if it is in service as a power failure may occur in transit. Maps to the nearest weather emergency shelters are indicated on the emergency maps located at each stairwell, entrance, and classroom. At the beginning of each semester Professors will review the emergency plan for each classroom where classes are held.

Building Evacuation

In the case of fire or building mechanical failure the occupants may be asked to evacuate the building and proceed to a designated staging area. Staff member wearing orange emergency vests will be on hand to assist with a orderly evacuation. Maps to the nearest emergency exit are indicated on the emergency maps located at each stairwell, entrance, and classroom. At the beginning of each semester Professors will review the emergency plan for each classroom where classes are held. [View the SSW Building Egress Map.](#)

School Closures

From time to time the University of Michigan may be forced to close for any number of reasons. The most commons instances are do to inclimate weather, health epidemic, or building mechanical failure. Updates can also be found on the following radio stations:

WUOM 91.7 FM

WWJ 950 AM

WJR 760 AM

In the event that the building is closed (loss of power for example) students can call the Building Emergency Update line (734) 764-SSWB (7792) for updates or [check the SSW school website.](#)

ADA Evacuation

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADA compliance@umich.edu.

Office of Student Services

School of Social Work

Room 1748

(734) 936-0961