

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course/Unique Number: SW 310 / U# 64595

Semester: Spring 2008

Meeting Time/Place: T/TH 12:30-2:00 / SSW 2.116

Instructor: Darlene Grant, PhD, LCSW, Assoc. Professor, d.grant@austin.utexas.edu

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Office Hours: Tues. 2:30-4:00 & primarily by appointment

INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE (BSW)

I. Standardized Course Description

This is an introductory social work course in which students learn about the profession of social work and the populations and issues that concern social workers. You will be exposed to the values and ethics of social work as well as the policies and history of the social work profession. Students will examine how social services enhance the well being of people, promote social and economic justice, and alleviate critical social problems. The diversity of UT students and of their potential social work clients, as manifested by ethnicity, age, gender, sexual orientation, and religious beliefs, will be discussed in the context of the helping relationship. A 45-hour/semester volunteer component is required in this class.

II. Standardized Course Objectives

By the end of this course, students should be able to:

1. Demonstrate an understanding of the knowledge, values and skills of the social work profession.
2. Demonstrate knowledge of the history of the social work profession and the American social welfare system.
3. Explain the various settings in which social workers practice, including the roles and functions that they perform, such as advocacy.
4. Identify some of the social, economic and political forces that have shaped the evolution of social welfare history, policies and services in the U.S.
5. Analyze the important ideologies, values and ethical decision making process in the NASW Code of Ethics that have helped to shape social welfare and social work and that continue to guide the profession.
6. Demonstrate knowledge of how diversity variables, such as race and ethnicity, gender, age and sexual orientation affect the helping relationship, especially with populations at risk.
7. Identify career opportunities in the profession at the BSW and MSW levels.
8. Describe and analyze major issues and trends in various areas of social work practice, such as child welfare, gerontology, substance dependence and domestic violence.
9. Critically analyze how social services enhance the individual and social well being of people, promote social and economic justice and alleviate critical social problems.

III. Teaching Methods

This class is conducted using a seminar format. The primary teaching approach in this seminar will be collaborative learning, a teaching/learning method that has been shown to be significantly more effective than lecture methods. Therefore, students should be prepared to discuss the films and readings in class. Collaborative learning involves in-class exercises and small group discussions in which students have the opportunity to apply concepts to a variety of situations, a skill that will also be assessed in the course exams. In general, the classes will include a combination of case studies, videos, speakers, and formal presentation of material. Quizzes will cover material presented in all these various forms. Class attendance and participation is required and essential for successful completion of this course. Instructor agenda notes will be made available to students and should be used, in part, to inform preparation for quizzes and class sessions.

IV. Required Readings (Supplemental readings may be added.)

Van Wormer, Katherine (2006). Introduction to Social Welfare and Social Work: The U.S. in Global Perspective. Belmont, CA: Wadsworth/Thompson Brooks/Cole. ISBN-10: 0534642829 | ISBN-13: 9780534642822. This text comes with an interactive student support site <http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&flag=student&product_isbn_issn=9780534642822&discipline_number=4>.

Grobman, Linda May (2005). Days in the lives of social workers: 54 professionals tell “real life” stories from social work practice, 3rd Ed. Harrisburg, PA: White Hat Communications.

Selected Readings from *Social Work Today*, a newsmagazine for social workers. Articles will be made available as handouts, as .pdf files on Black Board.

V. Course Requirements

1. Volunteer/Experiential component. The course requires a minimum of **45 hours of volunteer experience** (or 75 hours if taken concurrently with SW 312)**. The main objective of this requirement is to integrate concepts learned in class with experiences and observations in the field. Students are expected to locate and arrange to complete the volunteer hours during the semester at an approved human service agency. The Course Instructor’s approval of each agency selection is required. Each student must select an agency and return the Volunteer Placement Form to the Course Instructor by **Tuesday, February 11, 2008. Satisfactory completion of volunteer hours is worth 25% of the total course grade.**

Some agencies may present volunteer opportunities directly to the class or provide flyers and other information for distribution by the Course Instructor. Check for weekly updates on our class Blackboard Announcements section.

When choosing your volunteer placement, consider what populations or interests you have, what hours you are available, when the agency’s training occurs, and how well these items match the

needs of the agency. Please be very clear with the agency that you are doing this for a class assignment and that you are only making a commitment for the semester. Some agencies have extensive training and do not want to accept a student for a brief time. Other agencies, however, are more flexible and can work with you to meet your needs. Students are expected to **comply with the agency's volunteer requirements**, including up to 10 hours of volunteer training that may be counted in the required hours.

Students may also obtain additional volunteer hours by their participation as **volunteer staff for social work conferences**. The SSW home page calendar lists some of these conferences, as does the NASW Texas web site. This is a good opportunity to meet social workers and learn about issues within the profession.

Volunteer **hours should ideally be spaced throughout the** semester rather than be done in one or two weeks.

It is often the case that one agency cannot offer enough hours to fulfill the class requirement, or a student's schedule does not match the agency volunteer hours available, so students will often volunteer with two agencies. The agency you serve the most hours and in which you have the most client contact should be your **primary agency**. When turning in forms, indicate "primary," and "**secondary**" agency, etc.

Additional information will be provided separately about the volunteer experience throughout the semester.

****All placements must**

- (1) be approved by your instructor before proceeding with hours,
- (2) involve work done this semester only,
- (3) may be contacted to confirm your involvement and continued appropriateness of setting for future students in this course.

******If a student does not complete at least 30 hours of the 45 hours volunteer hours, she/he may not pass the class.***

2. Volunteer Experience Documentation. See Course Schedule for due dates. Forms will be provided to track your hours and to evaluate your performance. The volunteer agency supervisor's evaluation of your work and certification of the hours is required. **The supervisor evaluation will be useful to you should you ever consider applying to the BSW Major/Program**. Various forms of documentation must be completed throughout the semester*:

- Volunteer Agency Selection/Approval (Form 1) – worth 2 points
- Release & Indemnification Agreement (Form V) – worth 2 points
- Volunteer Time Logs (Form II) (submitted 4 times) - worth 2 points
- Agency Evaluation of Student (Form III) – worth 2 points
- Student Evaluation of Agency (Form IV) – worth 2 points

Required Forms (Blank forms posted on Blackboard)

** Provide a copy of the syllabus and a set of the forms to your volunteer supervisor at the beginning of the semester/volunteer involvement for her/his records. It would be useful to highlight the section related to the volunteer experiential component for your volunteer supervisor. This enables the supervisor a greater understanding of your learning objectives.*

3. Class attendance. Attendance is expected and is vital to successful completion of this course. **Attendance at less than 80 percent of the classes may result in loss of a letter grade and four unexcused absences may result in a lowered grade for the course.**

Our class **TA** and your instructor should be notified in advance of any planned absence and as soon as possible in case of an unforeseen, serious emergency. **Attendance is worth 5% of the total course grade.**

4. Ten-minute individual presentation. The purpose of the assignment is to familiarize students with a variety of services available to social work and social welfare clients, as well as the myriad of obstacles that might make it difficult for clients to access and utilize such services. **The presentation is worth 15 percent of the total course grade.** Additional information will be provided separately for this assignment.

5. Quizzes. The purpose of the quizzes is to ensure reading is done, to help students learn the material, and to maximize the benefits of integrating what is learned with the experiential volunteer experience. Quizzes will take place at the beginning of the class session indicated. Only in most extraordinary situations will a make-up quiz be given, provided the request is made prior to the quiz, and any documentation requested that substantiates the reasons for missing the quiz is provided.

Quiz #1, Thurs., Feb. 7
Quiz #2, Thurs., Feb. 21

Quiz #3, Thurs., Mar 6
Quiz #4, Thurs., Apr 3

6. Volunteer Experience Log (2 Reflection Papers). Two different reflection papers focused on your volunteer experience written at different points throughout the semester. Review the descriptions for (1) the unsent letter, and the (2) imaginary dialogue, and the (3) critical incident record techniques described in Swenson (1988), “The Professional Log: Techniques for Self-Directed Learning.” Each type-written log entry should be a minimum/maximum of two single-spaced page(s) (12-point font). So that everyone is clear regarding instructor expectations regarding “depth of analysis,” required for high grades on this assignment, sample logs from previous semesters will be read to the class.

Vol. Log #1, Thurs., Mar 27

Vol. Log #2, Thurs., Apr 24

NOTE: Submit all assignments in hard copy. Do not submit electronically.

VI. Grading Policy:

1. 45-Hours Volunteering	25
2. Volunteer Experience Documentation	10
3. Class Attendance/Participation	5
4. Individual Ten-Minute Presentation	15
5. Four Closed Book Quizzes	40
6. (2) Volunteer Logs (reflection papers)	5
TOTAL	100.0%

Grades will be assigned as follows:

90-100	A	Represents outstanding participation in all course activities, all assigned work completed, with very high quality in all work produced for the course. There is evidence of significant development across the five dimensions of learning. Assignment significantly exceeds expectations (excels). Student does more than is required and demonstrates a high level of in-depth critical thinking and analysis (e.g., coherence and integration of ideas).
80-89	B	Represents excellent participation in all course activities, all assigned work completed, with consistently high quality in course work. Evidence of some development across the five dimensions of learning. Evidence of in-depth critical thinking and analysis.
70-69	C	Represents good participation in all course activities; some gaps in assigned work completed with inconsistent quality in course work. Evidence of development across the five dimensions of learning. Lacks evidence of in-depth critical thinking and analysis.
60-69	D	Represents uneven participations in course activities; some gaps in assigned work completed, with inconsistent quality in course work. Evidence of development across the dimensions of learning is partial or unclear.
59 & below	F	Represents minimal participation in course activities; serious gaps in assigned work completed, or very low quality in course work. Evidence of development is not available.

Students who cannot, for any reason, complete the course are advised to complete the withdrawal process in order to avoid an F. The instructor will not withdraw students unless specifically requested to do so by the University.

VI. Class Policies

1. **Attend class regularly and turn in assignments on the due dates.** Class attendance is required. All assignments submitted after the beginning of class are considered late. Student presentations can only be given on the allotted dates. Major written assignments will be penalized 5 points for each calendar day late.
2. **Policy on Absence for Religious Holidays:** located online at

<http://www.utexas.edu/cee/uex/resources/model.shtml> in the UT General Information catalog, states that "A student who is absent from a class or examination for the observance of a religious holy day may complete the work missed within a reasonable time after the absence, if proper notice has been given" (p.79). Notice must be given at least seven (7) days prior to the classes scheduled on dates the student will be absent. For religious holy days that fall within the first two weeks of the semester, notice should be given on the first day of the semester. From the General Information Catalogue 2004-2005.

3. **Electronic communication.** In this class, Blackboard (including email postings) will be used for course management. Blackboard is available at <http://courses.utexas.edu>. Support is provided by the ITS Help Desk at 475-9400 on week days. All students should become familiar with the University's official e-mail student notification policy (<http://www.utexas.edu/its/policies/emailnotify.html>). It is the student's responsibility to keep the University informed as to changes in his or her e-mail address.
4. **Follow the rules of scholastic honesty.** Assignments which show evidence that they have not been completed directly by the student will not be accepted and may result in automatic failure for the course. Scholastic dishonesty, including plagiarism, will result in recommendation for dismissal from the University according to University guidelines.
5. **Request and use feedback.** I will work with you throughout the semester and provide you with feedback and suggestions for revisions on assignments. Please arrange to meet with me prior to the time the particular assignments are due.
6. **Offer feedback.** Student feedback about the course is welcome, as the course will be viewed as a joint effort between students and the instructor. If you have difficulties with, or if you are unclear about my expectations of you or your expectations of the course, talk to me as soon as possible during the semester.
7. **Participate in class discussions and other in-class activities.** This is one way that students can learn from each other. Share differences in perspectives (understanding, ideas, values, and opinions). Based on the social work value of self-determination, we will ultimately strive to learn about and respect the perspectives of populations directly affected by issues at question as *they* experience them and define them.
8. **Present written and oral presentations professionally.** Grades will be lowered if assignments are not clearly presented. Written assignments should be proofread to avoid grammatical, spelling, or punctuation errors. Paginate all your papers.
9. **Use APA Style for referencing.** The *Publication Manual of the American Psychological Association* is the style manual to be used by the School of Social Work.
10. **Agency and community 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 also notify instructors regarding any safety concerns.

11. **Services for students with disabilities.** The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. for more information, contact the Office of the Dean of Students at 471-6259 or 471-4641 TTY.

VII. Course Schedule

NOTE: The course syllabus is subject to minor changes. Additional readings may be assigned as needed, videos may change, and guest speakers may be added or deleted. Any changes made to the syllabus will be announced in class, via Blackboard, or via email. Submit all assignment to me in hard copy (do not submit assignments electronically).

WELCOME TO THE COURSE!

<p>[1] Jan 15 Jan 17</p>	<p>Introduction to School of Social Work/Overview of the course/Review of Syllabus <u>Exercise:</u> What is social work (from your perspective)? <u>Exercise:</u> Dear Abby</p> <p>Jan. 17 No formal class session. Begin Volunteer Agency Search -- Volunteer and Service Learning Center http://www.utexas.edu/diversity/ddce/vslc/. Student Services Building 4.400, 100 West Dean Keeton Street, 471-6161. Be prepared to report findings in next class session. KUT's Get Involved segment at http://kut.org/texas/get_involved, includes list of 31 organizations that are seeking volunteers.</p>
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PART I. SOCIAL WELFARE: STRUCTURE AND FUNCTIONS

<p>[2] Jan 22 Jan 24</p>	<p>Van Wormer Ch. 1. SOCIAL WORK AND SOCIAL WELFARE Van Wormer Ch. 2. AMERICAN SOCIAL VALUES IN INTERNATIONAL CONTEXT Grobman Ch. 50 Working with Raskal Gangs in the Highlands of Papua New Guinea Grobman Ch. 51 Working with Russian Immigrants</p> <p>Volunteer Agency Forms Due in 3 Weeks</p>
<p>[3] Jan 29 Jan 31</p>	<p>Van Wormer Ch. 3. EMERGENCE OF SOCIAL WORK Grobman Ch. 3 Remembering Why I Became a Social Worker</p> <p><u>Video:</u> Charles Kurault: What do Social Workers Do?</p>
<p>[4] Feb 5 Feb 7</p>	<p>Van Wormer Ch. 4. ECONOMIC OPPRESSION Grobman Ch. 54 Working with Migrant Farm Families</p> <p><u>Video:</u> Ending Welfare as We Know It or Wage Slaves: Not Getting by in America</p> <p>Quiz #1 (Feb 7)</p>
<p>[5] Feb 12 Feb 14</p>	<p>Van Wormer Ch. 5. SOCIAL OPPRESSION Grobman Ch. 21 "Us" Becoming "Them"</p> <p><u>Video or Guest Speaker:</u> TBA</p> <p>Due: Volunteer Agency Forms I and V (Keep a copy of both for your records.)</p>

<p>[6] Feb 19 Feb 21</p>	<p>Van Wormer Ch. 6. HUMAN RIGHTS AND RESTORATIVE JUSTICE Grobman Ch. 34 Residential Treatment for Adolescent Sexual Offenders Grobman Ch. 35 Forensic Social Work: Mitigating Death Penalty Cases in a Capital Defense Unit Grobman Ch. 36 Victim Services</p> <p>School Social Work Conference, Feb 22-23, volunteers needed 471-2886, ssw-profdev@utlists.utexas.edu</p> <p>Hispanic Mother-Daughter Program Spring Conference for High School Students, volunteers contact Sonia Briseno Castellanos 475-7537 spbriseno@mail.utexas.edu</p> <p><u>Video</u>: Troop 1500</p> <p>Quiz #2 (Feb 21)</p>
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Class Date TBA -- Workshop: What you can do with a BSW? Jennifer Luna-Iduñate, LMSW, Director, Career Services & Alumni Relations, DiNitto Center for Career Services

PART II. SOCIAL WORK ACROSS THE LIFE CYCLE

<p>[7] Feb 26 Feb 28</p>	<p>Van Wormer Ch. 7. HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT In-class HBSE related Case Study Readings -- TBA <u>Video</u>: The Children are Watching</p>
<p>[8] Mar 4 Mar 6</p>	<p>Van Wormer Ch. 8. CHILD WELFARE Grobman Ch. 14 Urban Child Protective Services Grobman Ch. 16 Working with Gay and Lesbian Youth Grobman Ch. 19 Social Work Goes to Summer Camp</p> <p><u>Guest Speaker</u>: TBA, <u>Video</u>: Our Families, Our Future (The Family Support Movement)</p> <p>Quiz #3 (Mar 6)</p>
<p>Mar 11 Mar 13</p>	<p style="text-align: center;">SPRING BREAK</p>
<p>[9] Mar 18 Mar 20</p>	<p>Van Wormer Ch. 9. HEALTH AND MENTAL HEALTH Grobman Ch. 22 Involuntary Admission Grobman Ch. 25 Life as a Group Home Manager Grobman Ch. 26 Disaster Mental Health Services</p> <p><u>Video</u>: Are the Kids Alright</p>
<p>[10] Mar 25 Mar 27</p>	<p>Van Wormer Ch. 10. CARE AT THE END OF THE LIFE CYCLE Grobman Ch. 37 Social Work with Survivors of the Holocaust Grobman Ch. 38 Nursing Home Social Work Grobman Ch. 40 Hospice Social Work</p> <p><u>Video</u>: Andrew Jenks: Room 335</p> <p>Due: Volunteer Log #1 (Mar 27)</p>

[11] Apr 1 Apr 3	Topic: Macro Level Social Work: Working in Communities Grobman Ch. 52 Community Organizing for Social Change Grobman Ch 53 A Day in the Life of a Policy Practitioner <u>Video</u> : The Fence Line Quiz #4 (Apr 3)
[12] Apr 8 Apr 10	Van Wormer Epilogue E: Putting it Together Ten minute Student presentations on Volunteer Component begin
[13] Apr 15 Apr 17	[Tax Day] <i>Van Wormer Appendix A: United Nations Universal Declaration of Human Rights</i> <i>Volunteer Component Focus of Remainder of the Semester</i> Ten minute Student presentations on Volunteer Component
[14] Apr 22 Apr 24	Van Wormer Appendix B: NASW Code of Ethics (review of highlights) Ten minute Student presentations on Volunteer Component Due: Volunteer Log #2 (Apr 24) Note: University of Texas at Austin, Heman Sweatt Symposium on Civil Rights. Jackie Joyner-Kersey, keynote speaker, Apr 27, 7 pm, Alumni Ctr. www.utexas.edu/events/hemansweatt
[15] Apr 29 May 1	Due: All remaining Volunteer Experience Documentation (Forms II, III, IV) (Apr 29) Ten minute Student presentations on Volunteer Component, and Wrap-up

VIII. Bibliography and Other Resources (Supplemental Optional Readings)

In addition to the readings listed below, see Blackboard under “Course Documents” for supplemental optional readings for this course, provided by topic.

Recommended Readings

Albert, V. (2000). Reducing welfare benefits: Consequences for adequacy of and eligibility for benefits. *Social Work*, 45(4), 300-311.

Courtney, M. & Specht, H. (1994). *Unfaithful angels: How social work has abandoned its mission*. New York, NY: The Free Press.

Donahue, A. B. (2000). Riding the mental health pendulum: Mixed messages in the era of neurobiology and self-help movements. *Social Work*, 45(5), 427-438.

DuBois, B. & Miley, K.K (Eds.) (2002). *Social work: An empowering profession*. Boston, MA: Allyn & Bacon.

Eamon, M. K. (2001). The effects of poverty on children’s socio-emotional development: An ecological systems analysis. *Social Work*, 46(3), 256-266.

- Gitterman, A., & Shulman, L. (Eds.) (1994). *Mutual aid groups, vulnerable populations, and the life cycle*. New York, NY: Columbia University Press.
- Grobman, L. (Ed.) (1999). *Days in the lives of social workers*, 2nd Ed. Harrisburg, Pa: White Hat Communications.
- Homan, M. (1994). *Promoting community change: Making it happen in the real world*. Pacific Grove, CA: Brooks/Cole.
- Jackson, K. (2004). In the shadow of suicide: Surviving stigma and shame. *Social Work Today*, 4(4), 36-40.
- Mattison, M. (2000). Ethical decision making: The person in the process. *Social Work*, 45(3), 193-288.
- Morales, A. T., & Sheafor, B. W. (2002). *The many faces of social work clients*. Boston, MA: Allyn & Bacon.
- Newfield, N. A., (2004). Putting faces on the facts: Profiles of domestic violence. *Social Work Today*, 4(6), 8-9.
- Newfield, N. A., Lohmann, R., & Ford, D. (2005). Northern Ireland: The troubles, reconciliation, and social work. *Social Work Today*, 5(1), 38-39.
- Poppo, P. & Leighninger, L. (Eds.) (2002). *Social work, social welfare, and American society*. Boston, MA: Allyn & Bacon.
- Ray, S. (2004). Social work in pediatric hospice. *Social Work Today*, 4(7), 10-12.
- Reamer, F. G. (2005). The challenge of paternalism in social work. *Social Work Today*, 5(1), 9-10.
- Surface, D. (2004). The almighty Latin King & Queen Nation: Metamorphosis of a street gang. *Social Work Today*, 4(6), 12-15.
- Weick, A. (2000). Hidden voices. *Social Work*, 45(5), 395-402.
- Witten, T. M., (2004). Aging and gender diversity. *Social Work Today*, 4(4), 28-31.