

SOCIAL WORK 310--UNIQUE NUMBER 61045
INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE

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OFFICE HOURS: TBA
CLASS TIME/PLACE: Tuesday, Thursday 12:30 PM – 2:00 PM/SWB Rm. 2.116
TEACHING ASSISTANTS/GUEST LECTURERS: SW Doctoral Students Hyun-Sun Park and Jongserl Chun

*Each time a person stands up for an ideal,
or acts to improve the lot of others...
she/he sends forth a tiny ripple of hope,
and crossing each other from a million different centers of energy and daring,
those ripples build a current that can sweep down the mightiest walls of oppression and resistance.*
Robert F. Kennedy (1925 – 1968)

I. 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. Students learn about social work practice and methodology, various fields of social work practices, and client populations. This course uses a systems/ecological framework to present the social welfare system within a historical context and to address social welfare issues. Major social issues and problems are addressed relating to poverty, health, mental health and developmental disabilities, criminal justice, children and family issues, ageism, racism, sexism, and homophobia. Students have the option of completing 40 hours of volunteer experience in a social welfare agency or of conducting agency interviews and writing an integrative policy-focused paper about their experiences.

II. COURSE OBJECTIVES

By the end of the semester, students should be able to:

1. Understand the knowledge, values, and skills of the social work profession.
2. Understand the history of the social work profession and the American social welfare system.
3. Explain the 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. Know how diversity variables, such as race and ethnicity, gender, age, sexual orientation, affect the helping relationship.
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 abuse, 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

The primary teaching approach in this course will be collaborative learning. Collaborative learning requires student participation and cooperative efforts and interaction in class discussions, small group work and the course Blackboard website. There will be presentations by guest speakers and class members as well as the required service learning volunteer experience in a social welfare agency. The material for this course will be presented through assigned readings, lectures, videos, class and online discussion. Students will be responsible for assigned readings and course materials and respond on quizzes to those activities. Students will be expected to analyze and integrate readings in class. Videos and guest speakers are tools used to address key concepts in the course and information presented in these ways will be included in the quizzes. The videos are not available for individual student viewing. Class attendance and participation, therefore, is very important to the successful completion of this course.

IV. REQUIRED TEXT/READINGS

Morales, A. T., & Sheafor, B. W. (2002). *The many faces of social workers*. Boston, MA: Allyn & Bacon. ISBN 0205344348. HV91.M65 2002.

Kotlowitz, A. (1991). *There are no children here: The story of two boys growing up in the other America*. New York, NY: Anchor Books. ISBN 0-385-26556-5 (pbk). HQ792.U5K6831992.

Guide to Volunteering in A Social Service Agency. Blackboard document.

Supplemental Readings

Dubois, B. & Miley, K. (2001). Chapter 8 Empowerment and Change. In *Social work: An empowering profession* (pp. 207-234). Boston, MA: Allyn and Bacon.

Finn, J. & Jacobson, M. (2004). Chapter 1 Imagining social work and social justice. In *Just Practice: A social justice approach to social work*. (pp. 1-44). Peosta, Iowa: Eddie Bauer Publishing.

Fong, R. (2001). Chapter 1 Culturally competent social work practice: Past and present. In R. Fong and S. Furuto (Eds.). *Culturally competent practice: Skills, knowledge, and evaluation*. (pp. 1-9). Boston, MA: Allyn and Bacon.

Miley, K., O'Melia, M., & Dubois, B. (2001). Chapter 14 Expanding Opportunities. In *Generalist social work practice: An empowering approach*. Boston, MA: Allyn and Bacon.

Selected supplemental readings may be on Blackboard or on reserve in the School of Social Work's Learning Resource Center (LRC).

V. COURSE ACTIVITIES AND GRADING:

Student achievement in meeting course objectives will be evaluated on the following written, oral and experiential assignments as well as class participation.

Five Quizzes (25 points total)

The purpose of the quizzes is to assess knowledge of the course content. Quizzes will consist of multiple choice and short essay questions developed over at least two weeks of course readings, lecture, and guest speaker materials. Each quiz may contain a combination of short answer, multiple choice, matching, true-false and sentence completion.

Novel Assignment (20 points)

Using the assigned book as the basis or background, students are asked to develop a paper about one of the populations depicted and current social welfare policy and programs that serve/intervene with this population. For example, Lafayette and Pharoah belong to the population of poor children. Their mother belongs to the population of underemployed single mothers. School teachers depicted belong to the population of underpaid large inner-city school teachers. Be creative in your discussion of the social issues the population you chose faces. Your overall goal in this assignment is to let the instructor know that you understand the problems people with the problems depicted in your book face at the individual, family, community, and broader societal level. Your discussion should include stereotypes the broader society has about this group, this group's strategies for survival and how social institutions and the community respond. Remember, your instructor has read the book also. Do not spend a lot of time retelling the story. In the last section of your paper, develop a clear statement of recommendations to policy makers in the form of a letter to your local legislators on a specific issue derived from your assigned reading and the development of this paper. An more detailed outline for developing your paper will be provided as a separate handout.

Experiential Component (35 points)

One of the requirements of this course set by the School of Social Work is an experiential component of 40 volunteer hours, or 75 hours total if taken with SW 312 concurrently. 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. Each student is asked to select an agency and return the **Volunteer Placement Form** (back of syllabus) to the instructor by **Tuesday, February 17**.

Students can find volunteer placements by visiting the Austin Volunteer Network at www.utexas.edu/depts/sswork/cdar/avn.html.

If available, the Director of the Career Development Office with the School of Social Work will visit class to talk about this process with you. When available, agency representatives will present volunteer opportunities directly to the class. This assignment will be further explained in a separate handout. There are ***four required forms*** related to this assignment. ***Forms should be completed whether you do the volunteer experience or the agency interview option: Volunteer Agency Selection Form, Volunteer Agency Supervisor Evaluation Form, the Volunteer Time Log, and the Student Evaluation of Agency Form.*** If not available on Blackboard, hard copies of each form will be made available as in-class handouts.

10 Minute Volunteer Agency Presentation with Paper (15 points)

Students are asked to provide a brief description of their volunteer experience. If more than one student volunteer with the same agency, they may make a 10-minute small group presentation. Presentations should include the following on a **single to two page paper for the instructor** (which will not be returned): (1) a brief description of the agency and population served, including Texas and US demographics about this population, (2) one or two examples of client-volunteer and volunteer-agency worker interactions, (3) a candid discussion of any dilemmas, ethical or otherwise, encountered during your time in the agency/agencies, and (4) a discussion of social work/social welfare concepts, policy issues, etc. that you encountered in concrete form during your work in the agency.

For example, last spring semester, two students, having volunteered in an agency focused on providing services to children with disabilities, might report the following using power point before describing a few client-volunteer interactions:

We volunteered with the Open Door Preschool located at 1717 West 10th St. (512-477-9632). It is a preschool where children with severe to mild disabilities are integrated into every classroom. We both were fortunate to work with a little girl with cerebral palsy as she interacted with preschoolers without disabilities. Before we share a few examples of our interactions with her and the other children, we thought it would be important for you to know that. . . .

http://www.ericfacility.net/databases/ERIC_Digests/ed314915.html

Used in the special education context, physical disability or orthopedic impairment includes severe disabilities that adversely affect educational performance. There is a diverse range of disabilities in this category including such conditions as cerebral palsy, spina bifida, amputations or limb absences, and muscular dystrophy. According to Connor, Scandary, and Tulloch (1988), "[the] physiological and functional problems [of this population] are complex and diverse, and their handicaps may be temporary, intermittent, chronic, progressive, or terminal" (p. 7).

The term special health impairment refers to a variety of health problems that dictate the need for special medical or educational services. Health impairments include convulsive disorders, cystic fibrosis, heart disease, sickle cell disease, hemophilia, asthma, rheumatic fever, cancer, AIDS, or any other chronic or acute health problem that limits strength, vitality, or alertness and adversely affects the student's educational development.

Approximately 1.3% (58,328) of all students receiving special education services are orthopedically impaired, while 1.2% (52,658) are counted as other health impaired (Tenth Annual Report to Congress, 1988).

Some students have no restrictions on what they can do and learn, while others are extremely limited in their activities and require intensive medical and educational help. A physical problem can hamper a student's mobility, coordination, stamina, communication, or learning abilities to such an extent that educational objectives are difficult to accomplish and special education intervention is required.

For example, **children with cerebral palsy** typically have deficits in gross and fine motor development as well as speech and communication problems. Some children have extremely debilitating physical conditions that result in low intellectual functioning, serious limitations in activities, and multiple primary handicaps. Others function in the average or gifted range intellectually and participate full time in regular classes.

Attendance and Participation (5 points)

Attendance and an active presence in this class is critical to developing a meaningful dialogue and each participant's learning and growth experience. The instructor will give considerable weight to student attendance and participation. **Opportunities for in-class participation will be plentiful given instructor penchant for collecting current news articles and/or listening to NPR news reports that can be discussed in class and readily related to course content.**

Dialogue/Interaction Guidelines (excerpted from “The Way Home, Conversation Guide, The World Trust Organization)

Dialogue is a process that is different from discussion. Discussion usually consists of people talking “at” each other while defending or perpetuating their own ideas. Dialogue is concerned with creating meaning by listening to others and being willing to be influenced by their wisdom.

As this is an experiential/interaction based course, class participants are asked to read and agree to follow this list of guidelines. Your patience and willingness to understand differing points of view will be required. We must each work to create an environment that models openness and respect.

- What you share within the context of the conversation is confidential, honored and respected.
- Use “I” statements.
- Avoid critiquing the video or others’ experiences; focus on your own experiences and feelings.
- Be honest and willing to share.
- Listen with curiosity and the willingness to learn and change. Resist the desire to interrupt.
- Be brief. Do not monopolize the precious little time that we have together.
- When sharing in the larger group, build on others’ stories.
- Acknowledge when someone’s comments have “touched” you.
- Verbally ask for support for risking to speak out on a controversial, or any topic. Verbally provide support after someone’s taken a risk to share.
- Suspend judgment. Be open to the kernel of wisdom in each person’s story.

It is your instructor’s contention that people have the capacity for holding multiple perspectives, thoughts, and feelings. And while complex issues can often become over simplified or reduced to standard responses and reactions (i.e. things are either “right” or “wrong”, “good” or bad,” etc.) it is important to practice “sitting” with discomfort, especially if we are feeling hopeless about our seeming inability to affect the outer world/the enormity of an issue/problem. Learning to “sit” with discomfort is a critical skill for social workers/culturally proficient individuals and groups. Developing this skill can be the first step toward being able to effect change.

Final Grades

A total of 100% maybe earned for the above activities/performance. Grades will be assigned as follows:

90-100 A = Significantly exceeds assignment/performance expectations (evidence of critical thinking and analysis that resulted in work additional to that laid out in the assignment directions);

80-89 B = Assignment/overall performance in course meets all the requirements with evidence of critical thinking and analysis (i.e. coherence and integration of ideas);

70-79 C = Average. Assignment/performance meets all the requirements but lacks evidence of in depth thinking and analysis;

69- below No Pass = There are important gaps in the assignment both in terms of requirements and critical thinking and analysis.

VI. CLASS POLICIES

1. Social Work students adhere to the Student Standards for Professional Conduct of the School and the NASW Code of Ethics and assume responsibility for their conduct. Scholastic honesty and integrity are consistent social work values. All students are expected to adhere to the University's code of conduct (proposed and/or instituted).

2. Assignments or quizzes that 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. The instructor will comply with University guidelines regarding scholastic dishonesty, including plagiarism and cheating during examinations.

3. Social work practitioners respect others. Therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected.

4. Punctuality and timeliness are important for social work practitioners. Class attendance is expected. Attendance at less than 90 percent of the classes will result in loss of a letter grade and four unexcused absences will result in a failing grade for the course. The instructor should be notified in advance of any planned absence and as soon as possible in case of an unforeseen, serious emergency.

5. Students are expected to be active in the learning process, to do the assigned readings and participate in the class activities and discussions, including the class Blackboard and Learning Record. If you do not have a personal computer with Internet access, there are computers available for your use at the SW Learning Resource Center (LRC), the Flawn Academic Center, campus and public libraries. Computers with text readers are available.

6. Assignments are due on schedule, barring serious, unforeseen medical illness or family emergencies. There will be a three-point penalty for every day that an assignment is late. **Schedules and coverage of material may be changed at the discretion of the instructor based upon course progress; however no quiz/exam nor paper shall be moved to an earlier than scheduled date.**

7. The submission of all assignments does not constitute an **A** in itself. It means you have met the basic requirements of the course. Your class performance and the quality of your work will determine whether you earn an A or a B or a lower grade.

8. The Publication Manual of the American Psychological Association (APA) is the style manual to be used by all students. If you do not know how to reference, please check the Internet or APA manual before you submit your report. Citations are required for your paper. A handout on APA style is available at the SSW Student Services Office or the LRC. The Publication Manual is available at the library or for purchase at the Co-op.

9. Present yourself as a professional in the oral presentations and in the volunteer placement. Dress codes may vary in the specific agencies; however, you will be representing the School of Social Work and the University of Texas at Austin in your contact with these agencies. Ask about expectations. Show respect for the culture of the agency, its staff and its clients by your appearance.

This is an introductory course to the profession and offered within a professional school. When you are presenting to the class, dress for work and not in extremely casual attire. If your presentation involves a dramatic reenactment, please clarify this with the audience.

10. Social work practitioners are assertive and provide comments in their functioning as team members. Comments are welcome about the course and my instruction. The course will be viewed as a joint effort between students and the instructor.

11. A positive relationship between the student and the instructor is important. The instructor will be available to the students during regularly scheduled office hours and by appointment. Students may contact the instructor by telephone and by email. Confidentiality will be maintained unless the subject matter is required to be reviewed by the School of Social Work or is to be reported by law. Please refer to the Student Handbook of the School of Social Work.

12. Students are expected to use and ask for feedback. As the instructor, I will work with you throughout the semester and provide you with initial feedback and suggestions for revisions on assignments.

13. 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.

14. Students with Disabilities. The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. Any student with a documented disability should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY) as soon as possible to request an official letter outlining authorized accommodations.

15. At the end of the semester, you will have the opportunity to evaluate the instructor using the official Course Instructor Survey of the School of Social Work at the University of Texas at Austin.

VII. 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.

VIII. SERVICES FOR STUDENTS WITH DISABILITIES

Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

IX. COURSE SCHEDULE

Date	Description	Text / Readings
<p>1/20/04</p> <p>1/22/04</p>	<p>Introduction --- overview and philosophy of course; Syllabus review/discussion, focus on details re: Volunteer Experience</p> <p>Video: A Day's Work, A Day's Pay</p>	<p><i>Guide to Volunteering in A Social Service Agency</i></p>
<p>1/27/04</p> <p>1/29/04</p>	<p>Introduction to Social Work and Social Welfare: A Response to Human Need</p> <p>No Formal Class: Jan. 29, Educating for a Diverse America: Summit & Symposium Opportunity</p>	<p>Morales & Sheafor, Preface & Chapter 1 Identifying Human Needs</p> <p>Register for the summit from UT's main page news item describing the event: http://www.utexas.edu/opa/news/04newsreleases/nr_200401/nr_diversity040115.html. Panels and workshops convene in Thompson Conference Center from 1-2:30 p.m.</p>
<p>2/3/04</p> <p>2/5/04</p>	<p>Video: The Children are Watching</p> <p>Video Trailer: Troop 1500 Girl Scouts Beyond Bars</p> <p>Central Themes Underpinning Social Work and Social Welfare</p>	<p>Morales & Sheafor, Chapter 2 The Mission of the Profession</p>
<p>2/10/04</p> <p>2/12/04</p>	<p>Social Work: A Historical Perspective</p> <p>Generalist Social Work: Processes, functions and roles</p> <p>Video: What Do Social Workers Do?</p> <p>2/12 Quiz #1</p>	<p>Morales & Sheafor, Chapter 3 The nature of the Profession</p>
<p>2/17/04</p> <p>2/19/04</p>	<p>Volunteer Placement Form Due</p> <p>Social Work Career Options, Accreditation, Certification and Licensing</p> <p>No Formal Class— Texas School Social Work Conference: Volunteer Opportunity</p>	<p>Morales & Sheafor, Chapter 4-5 Entry into the Profession and Fields of Practice</p> <p>Conference Volunteer Contact information will be provided in class prior to event</p>

2/24/04	2/24 Voices Against Violence Survey	Morales & Sheafor, Chapter 6 Settings for Social Work Practice
2/26/04	2/24 Quiz #2 2/26 Voices Against Violence Focus Group	
3/2/04 3/4/04	3/2 Voices Against Violence Theater Presentation Ethics and Social Work Practice	Morales & Sheafor Chapter 7 Values and Ethics
3/9/04 3/11/04	Video: Frontline: The Lost Children of Rockdale County Competencies Required for Social Work Practice Today 3/11 Quiz #3	Morales & Sheafor, Chapter 8 Practice Competencies Fong, R. (2001). Chapter 1 Culturally competent social work practice: Past and present.
3/16/04 3/18/04	SPRING BREAK	
3/23/04 3/25/04	Empowerment and Change	Dubois, B. & Miley, K. (2001). Chapter 8 Empowerment and Change.
3/30/04 4/1/04	Video: Tulia Texas: Scenes from the Drug War Substance Abuse/Chemical Dependence and the Criminal Justice System 4/1 Quiz #4	Morales & Sheafor, Chapter 9 Intervention with at-risk populations
4/6/04 4/8/04	Social Work with At-Risk Youth Video: Why Can't We be a Family Again? 4/8 Quiz #5	Miley, K., O'Melia, M., & Dubois, B. (2001). Chapter 14 Expanding Opportunities. http://www.surgeongeneral.gov/library/youthviolence/sgsummary/summary.htm . Surgeon General Report on Youth Violence
4/13/04 4/15/04	Video: TBA 10-minute Volunteer Experience Presentations	Gibelman, M. (1995). The role of social workers in substance abuse services. Haynes, V. D. (1998). Program pays drug-addicted parents to be sterilized (handout).

4/20/04	Social Work in other countries	Morales & Sheafor, Chapter 10 The Global Demand for Social Work
4/22/04	10-minute Volunteer Experience Presentations	
4/21/04 4/29/04	10-minute Volunteer Experience Presentations	Presentations will be focus of Session
5/4/04 5/6/04	Course Summary and Evaluation	

X. Bibliography

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.

Hamner, D. M. (2002). *Building bridges*. Boston, MA: Allyn & Bacon.

Homan, M. (1994). *Promoting community change: Making it happen in the real world*. Pacific Grove, CA: Brooks/Cole.

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.

Popple, P. & Leighninger, L. (Eds.) (2002). *Social work, social welfare, and American society*. Boston, MA: Allyn & Bacon.

Weick, A. (2000). Hidden voices. *Social Work*, 45(5), 395-402.

Research Resources/Websites

Community Action Network, <http://caction.org>

National Association for Mental Illness, <http://www.nami.org>

Texas Commission on Drugs and Alcohol, <http://www.tcada.state.tx.us>

Center for Public Policy Priorities, <http://www.cppp.org>

National Institute for Mental Health, <http://www.nimh.nih.gov>

Social Work Action Network, <http://www.sc.edu/swan/>

Council on Social Work Education, <http://www.cswe.org/>

Clinical Social Work Federation, <http://www.cswf.org/>

How to Find Electronic Reserves

1. Go to <http://reserves.lib.utexas.edu/courseindex.asp>.
2. Find your course:
 - a. Browse by department or instructor, OR
 - b. Search by course, department, instructor, document title or document author.
3. Click on the course name.
4. A screen will appear with the course name at the top, a box for the course password and a copyright statement.
5. Type in the password
6. Read the copyright statement and click on “accept” or “decline.”
7. A screen will appear listing the electronic reserve items for your course. To access any item, click on it to launch in another window.
8. When you are through, be sure to close the browser or go to another web site to protect course materials.

XI. Volunteer and Experiential Assignment Requirements

1. Volunteer Hours

One of the requirements of this course set by the School of Social Work is an experiential component of 45 volunteer hours (40 for spring '04 due to typing error in syllabus at the beginning of the semester) or 75 hours if taken with SW312 concurrently. 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.

Each student will select an agency and return the Volunteer Placement Form to the instructor by Tues., **February 17, 2004**. Students can find volunteer placements by visiting the Austin Volunteer Network at www.utexas.edu/depts/sswork/cdar/avn.html. Some agencies may present volunteer opportunities directly to the class.

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 experiential learning needs.

You should begin your search for a volunteer placement as soon as possible as some agencies do background checks that may take some time to conduct. Please feel free to speak with your instructor if you have questions about this or run into any issues related to your placement that you would like to discuss both before you choose your placement and during your placement. Be sure that they have social workers working at the agency you choose, or that you interface with social workers who work with the population or social problem in some way.

There are three required forms: Volunteer Agency Selection, Volunteer Agency Supervisor Evaluation and the Volunteer Time Log. Copies of these forms will be made available throughout the semester.

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.

This assignment is 35% of the grade for this course. For social work majors the 45 hours (40 for spring '04) volunteer experience is required to be fully in order to pass the course and proceed on to the next required course.

Additional information about the volunteer experience:

- a. Students are asked to **submit a verified (i.e. include supervisor(s) signature(s), date, and contact information) time log and brief description of the experience to that point** in the semester by **Tues., March 30, 2004**. The purpose of this assignment is to ensure students are on task, getting a reasonable number of hours completed so as not to end up cramming hours end by the semesters end, and provides the instructor an opportunity to intervene with agencies where "gentle" intervention may make the experience a better one for both student and agency. This assignment may be turned in as a typed hardcopy, neatly hand written, or submitted via e-mail.

- b. Volunteer hours should be spaced throughout the semester rather than be done in one or two weeks, unless the student is taking advantage of the Alternative Spring Break or similar option.
- c. Students are expected to comply with agency volunteer requirements, including up to 10 hours of volunteer training that may be counted in the required hours.

2. Volunteer Agency Presentation

10 Minute Volunteer Agency Presentation with Paper (15 points)

Students are asked to provide a brief description of their volunteer experience. If more than one student volunteer with the same agency, they may make a 10-minute small group presentation. Presentations should include the following on a **single to two page paper for the instructor** (which will not be returned): (1) a brief description of the agency and population served, including Texas and US demographics about this population, (2) one or two examples of client-volunteer and volunteer-agency worker interactions, (3) a candid discussion of any dilemmas, ethical or otherwise, encountered during your time in the agency/agencies, and (4) a discussion of social work/social welfare concepts, policy issues, etc. that you encountered in concrete form during your work in the agency.

SW310 Introduction to Social Work and Social Welfare
VOLUNTEER PLACEMENT FORM

Please Print Legibly

Student Name: _____; Semester: Spring '04 Date: _____

Student's E-mail Address: _____

Student's Availability: Flexible, Weekdays, Weekends, Days, Evenings, Other

What specific times are you available: _____; Is transportation an issue Yes, No

Student's Skills & Interests: _____

Volunteer Placement(s): _____

Placement Address(s): _____

Placement/On-Site Supervisor(s): _____, _____

Agency A Supervisor Office Phone: _____, _____

Agency B Supervisor Office Phone: _____, _____

Agency A Supervisor's Fax: _____; Supervisor's E-Mail Address: _____

Agency B Supervisor's Fax: _____; Supervisor's E-Mail Address: _____

Will there be formal volunteer training? Yes, No, If yes, hour many hours required?

Client population student will be exposed to: _____

Problems commonly experienced by this client population: _____

Problems commonly experienced in presenting services to this client population: _____

Volunteer opportunities/duties: _____

Volunteer Learning Objectives: _____