

SOCIAL WORK 310--UNIQUE NUMBER 63025
INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE

INSTRUCTOR: Darlene Grant, Ph.D., LMSW-ACP
OFFICE: SSW3.130L
TELEPHONE: 232-3636 or 471-0532
E-MAIL: d.grant@mail.utexas.edu
FAX NUMBER: (512) 471-9600
OFFICE HOURS: Mon. 2:00-3:30 p.m. and by appointment
CLASS TIME/PLACE: Monday/Wednesday 12:30 PM – 2:00 PM/SWB Rm. 2.116
TEACHING ASSISTANT: TBA

*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. 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.

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 use of 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 to respond on quizzes focused on learning from 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.

The course instructor will also utilize **Blackboard** to communicate with students. Please be sure to frequently access this University resource.

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.

LeBlanc, N. (2003). *Random family: Love, drugs, trouble, and coming of age in the Bronx*. New York, NY: Scribner. ISBN 0684863871 (pbk).

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

Supplemental Readings

Additional readings may be assigned throughout the semester. Students will be advised well in advance whether material from additional readings will be included on quizzes.

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 familiarity with and 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. **(Scheduled for Wednesdays, 2/9, 2/23, 3/9, 3/30, and 4/6)**

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, in the book *There are no children here*, by A. Kotlowitz (1991), Lafayette and Pharaoh belong to the population of poor children. Their mother belongs to the population of undereducated and underemployed African American 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 choose 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 to members of this group. 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 the development of your paper. A more detailed outline for developing your paper will be provided as a separate handout. **(Due on April 13)**

Volunteer Experience Component (40 points)

One of the requirements of this course set by the School of Social Work is an experiential component of 45 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 (1) the ***Release & indemnification Agreement*** immediately upon deciding to pursue the assignment/prior to starting any volunteer hours, and (2) the ***Service Learning Contract*** (handout) to the instructor by **Wednesday, March 9th** or the class session after establishing the contract with the chosen agency.

All placements must (1) be approved by your instructor before proceeding with hours, (2) involve work done this semester only, (3) will be contacted to confirm your involvement.

Students can find volunteer placements using a variety of resources:

- by attending UT's Volunteer and Service Learning Center Volunteer Fair on Speedway Mall (held at the beginning of each semester), on **Wednesday, January 26th from 10:00-3:00 pm.**
- By visiting UT's Volunteer and Service Learning Center online database which is maintained in partnership with United Way. It lists volunteer opportunities at over 300 Austin-area non-profit organizations/agencies. Students can link to it off of VSLC's webpage

<http://www.utvolunteer.org/> and then click "find volunteer opportunities" on the left. VSLC also has links to a couple of other volunteer search engines there as well.

- by visiting the Austin Volunteer Network at www.utexas.edu/depts/sswork/cdar/avn.html,
- by contacting a guest speaker who presents on their agency volunteer opportunities,
- by using the listing of agencies at the back of the syllabus, the yellow pages or other community resource to cold call social workers/volunteer directors in agencies serving a population(s) of interest to you,
- attending the **March 25th Non Profit Career Fair in the Texas Union Ballroom, held 10 to 3 p.m.**
For more information contact the DiNitto Career Services Center in the School of Social Work.

Volunteer Documentation (5 points)

Numerous agency representatives will make presentations regarding specific volunteer opportunities directly to the class. This assignment and documentation will be further explained in a separate handout. There are **five required forms** related to this assignment.

- a. ***Release and Indemnification Agreement—Adult Students***, (second copy for students to keep for their files)
- b. ***Service Learning Contract***, (student should make a copy for own records before turning in to instructor)
- c. ***Volunteer Agency Supervisor Evaluation of Student Performance Form***,
- d. the ***Volunteer Time Log***, (multiple due dates) and
- e. 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 (5 points)

Students are asked to provide a ten minute in-class presentation describing their volunteer experience. If more than one student volunteer worked together in the same agency, they may make a 10-minute small group presentation. Presentations should include the following in a **two page paper for the instructor** (which will not be returned): (1) name, address, and phone, and a brief description of the agency and the population(s) served, including Texas and US demographics about this population, (2) one or two detailed examples/stories 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, reported 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. As an expected and vital component for successful completion of the course, attendance at less than 80% of the classes may result in loss of a letter grade and four unexcused absences may result in a lowered grade for the course. Your instructor and TA should both be notified in advance of any planned absence and as soon as possible in case of an unforeseen, serious emergency. Students should be sure the instructor and TA have current contact information (e-mail and phone number).

A few words about participation: Hate boring classes? Who doesn't? The answer? Collaborative learning. Collaborative learning involves student/student and student/instructor dialogue and interaction during class time. To facilitate this style of learning, students will have ample small group work opportunities. Since a significant aspect of social work involves working with people in groups, this is a great way to participate in and observe individual and group dynamics. To fully participate in class and avoid alienating your group members, however, **YOUR ARE STRONGLY ENCOURAGED TO READ THE ASSIGNMENTS BEFORE CALSS.** Your instructor is not above putting people on the spot with questions about the readings.

That said, the classroom is not a place for public humiliation or hostility and every effort will be made by the instructor to keep class discussions fair, balanced, respectful and professional. The School of Social Work is a training ground for professionals. Your instructor asks that you make the same effort by keeping an open mind, reserving judgment, resisting the urge to dominate a discussion and asking thoughtful questions.

Policy on Absence for Religious Holidays:

<http://www.utexas.edu/cee/uex/resources/model.shtml>

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 fourteen 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.

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 or 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 professionally and respectfully 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. 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.

14. 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 (a) encounter in-class topics and discussion that touch upon very sensitive and personal issues, and (b) have assignments that involve working in agency settings and/or the community. As such, these in-class topics and discussions and assignments may present some risks. The signed ***Release and Indemnification Agreement—Adult Students*** is required and presented to remind us all of our responsibilities in this regard. 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. For example, in-class disclosure of personal life

experience related to a particular in-class topic is not required, particularly if it causes significant discomfort. Students are, however, encouraged to talk with the course instructor and/or TA outside of class to avoid letting topics ruin ability to enjoy and learn from this course. Students should also notify instructors regarding any safety concerns that may arise in the volunteer assignment or classroom setting throughout the course of the semester.

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
1/19/05	Introduction to Course/Course Strands/School of Social Work Mission Statement and Core Values	<i>Guide to Volunteering in A Social Service Agency</i>
1/24/05 1/26/05	Guest Speaker(s) both sessions: TBA In-Class Discussion: Paternalism in Social Work (Reamer, 2005) Video: Wage slaves: not getting by in America Wed., 1/26 Volunteer Service learning Center Volunteer Fair on Speedway Mall 10:00 – 3:00	Morales & Sheafor, Preface & Chapter 1, Identifying Human Needs
1/31/05 2/2/05	Guest Speaker(s) both sessions: TBA In-Class Discussion: Social work in pediatric hospice (Ray, 2004)	Morales & Sheafor, Chapters 2-3, The History and Mission of the Profession, Defining Social Work
2/7/05 2/9/05	Guest Speaker (s): TBA In-Class Discussion: Domestic violence (Newfield, 2004) Video: The children are watching 2/9 Quiz #1	Morales & Sheafor, Chapter 4-5, Entry into the Profession and Fields of Practice

2/14/05	Video: Troop 1500	Morales & Sheafor, Chapter 6, Settings for Social Work Practice School Social Work Conference Volunteer Contact information: office of Professional Development, 471-2886
2/16/05	Video: Women in Prison <i>Texas School Social Work Conference</i> (with Volunteer Opportunity/Inform Instructor)	
2/21/05 2/23/05	2/21 No Formal Class (Students encouraged to use time to fill volunteer hours or to interview with an agency) 2/23 Quiz #2 In-Class Discussion: Aging and gender diversity (Witten, 2004)	Morales & Sheafor, Chapter 7, Values and Ethics
2/28/05 3/2/05	Video: The lost children of Rockdale County Review directions for the Novel Assignment	Morales & Sheafor Chapter 8, Competencies Required for Social Work Practice
3/7/05 3/9/05	In-Class Discussion: Street Gangs (Surface, 2004) Video: Gangsta Girls 3/9 Quiz #3/ return the <i>Service Learning Contract</i> to the instructor	Morales & Sheafor, Chapter 9, Intervention with at-risk populations
3/14/05 3/16/05	SPRING BREAK	
3/21/05 3/23/05	In-Class Discussion: Northern Ireland: The troubles, reconciliation, and social work (Newfield et al, 2005) Fri., 3/25 Non-profit Career Fair, TX Union Ballroom, 10 – 3 p.m.	Morales & Sheafor, Chapter 10, Social Work Internationally/Global Perspective

3/28/05 3/30/05	<p>In-Class Discussion: Addressing maternal drug addiction (Haynes, 1998)</p> <p>3/30 Quiz #4/ Submit <i>Volunteer Time Log</i> and brief description of the experience to this point</p> <p>Video: Tulia Texas: Scenes from the Drug War</p>	<p>Gibelman, M. (1995). The role of social workers in substance abuse services (article downstairs in Learning Resource Center).</p> <p>Revisiting Morales & Sheafor, Chapter 7, Values and Ethics</p>
4/4/05 4/6/05	<p>10-minute Volunteer Experience Presentations (5) each class session</p> <p>In-Class Discussion: Helping clients with grieving and loss</p> <p>4/6 Quiz #5</p>	<p>Jackson (2004) In the shadow of suicide: Surviving stigma and shame.</p>
4/11/05 4/13/05	<p>10-minute Volunteer Experience Presentations (5) each class session</p> <p>4/13 Novel Assignment Due</p>	<p>Reading from Social Work Today journal TBA</p>
4/18/05 4/20/05	<p>Guest Speakers TBA both sessions</p>	<p>No Assigned Reading(s)</p>
4/25/05 4/27/05	<p>10-minute Volunteer Experience Presentations (5) each class session</p>	<p>Reading from Social Work Today journal TBA</p>
5/2/05 5/4/05	<p>Course Summary and Evaluation</p> <p>10-minute Volunteer Experience Presentations (5) each class sessions</p> <p>5/2 and 5/4 Submit (a) Final Volunteer Time Log, (b) Volunteer Agency Supervisor Evaluation of Student Performance form, (c) Student Evaluation of Agency</p>	<p>Reading from Social Work Today journal TBA</p>

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.
- 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.
- Popple, 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.

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, and 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.

Volunteer and Experiential Assignment Requirements

A lot of people think they have to be big dogs to make a difference. That's not true. You just need to be a flea for justice bent on building a more decent home life, neighborhood, work place, and America. Enough committed fleas biting strategically can make even the biggest dog uncomfortable and transform even the biggest nation, as we will and must transform America....

From *The Measure of Our Success* by Marian Wright Edelman

1. 45 Volunteer Hours (40% of course grade)

One of the requirements of this course set by the School of Social Work is an experiential component of 45 volunteer hours or a combined total of 75 hours across the courses if SW310 is 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 *Service Learning Contract* to the instructor by **Wed., March 9, 2005**.

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 four required forms: Volunteer Agency Selection, Volunteer Agency Supervisor Evaluation, the Volunteer Time Log, and the Student Evaluation of the Volunteer Placement. Copies of these forms will be made available on Blackboard and in handouts throughout the semester (maintaining the color coding of the forms will assist your instructor and TA in accurately tracking receipt of your forms during 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 40% of the grade for this course. For social work majors the 45 hours 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) **Volunteer Time Log and brief description of the experience to that point** in the semester by **Wed., March 30, 2005**. 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 or agency workshops in the volunteer setting that may be counted towards the required hours.
- d. On **Wed., May 4, 2005**, students are asked to submit (a) **Final Volunteer Time Log**, (b) **Volunteer Agency Supervisor Evaluation of Student Performance** form, (c) **Student Evaluation of Agency**, and (d) the **Novel Assignment**. If you complete your volunteer hours and the related forms sooner, you may turn the in when completed instead of waiting.

2. Volunteer Agency Presentation

10 Minute Volunteer Agency Presentation with Paper (5 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.