

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

Course/Unique Number: SW 310 / U# 62805

Office Number: SSW 3.130L

Semester: Spring 2006

Office Phone: 471-0532

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

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

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Teaching Assistant: Gloria Robertson, grobertson@gmail.com

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 readings in class. In order to be prepared, students will be asked to complete short worksheets prior to class. The worksheets will also serve as study guides for the exams. (Late worksheets will be accepted but will receive only half credit.) Collaborative learning involves small group discussions in which students have the opportunity to apply concepts to a variety of situations, a skill that will be assessed in the course exams. In general, the classes will include a combination of case studies, videos, speakers, and formal presentation of material. Exams will cover material presented in all these various forms. Class attendance and participation is required and essential for successful completion of this course. Chapter outlines and other learning tools from the text are available on http://www.wadsworth.com/social_work_d/. Click on “Select a Course,” “Introduction to Social Work/Welfare,” and, under our text, “Student Book Companion Site.”

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

Ambrosino, Rosalie, Heffernan, Joseph, Shuttlesworth, Guy., & Ambrosino, Robert. (2005). Social work and social welfare: An introduction. Belmont, CA: Brooks/Cole.

Swenson, C. (1988) The professional log: techniques for self-directed learning, *Social Casework: The Journal of Contemporary Social Work*, 69(5), pp. 307-311.

Selected Readings from *Social Work Today*, a newsmagazine for social workers. Articles will be made available as handouts, in SSW’s Learning Resource Center, and/or on Black Board.

V. Course Requirements

1. Three Exams (not cumulative)	60%
2. Class Participation/Attendance	10%
<i>(2 days can be dropped in case of emergency.)</i>	
3. Worksheets for each chapter in Preparation for Discussion	10%
<i>(Graded for completion. 50% credit if you do not attend class when due. 1 can be dropped.)</i>	
4. Volunteer Component (45 hours) and Related Reports	20%
<i>(Volunteer component grade contingent on submission of all forms, hours completed and subject to verification by instructor.)</i>	

	100%

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

Grading Criteria	
100 – 90	EXCELLENT (A): 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).
89 – 80	GOOD (B): Assignment meets <u>all</u> the requirements and demonstrates evidence of in-depth critical thinking and analysis.
79 – 70	AVERAGE (C): Assignment meets the requirements or has <u>minor</u> gaps but lacks evidence of in-depth critical thinking and analysis.
< 69	BELOW AVERAGE (D/F): Assignment has important gaps: does not meet the requirements or lacks in-depth critical thinking and analysis. (Class failed/no credit if below 70.)

Volunteer Component

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*** (Form V) immediately upon deciding to pursue the assignment/prior to starting any volunteer hours, and (2) the ***Volunteer Agency Selection*** (Form I) to the instructor by **Thurs., Feb. 16** or the class session after establishing the contract with the chosen agency.

Required Forms (Blank forms posted on Blackboard)

** Provide a set of the forms to your volunteer supervisor at the beginning of the semester/volunteer involvement for her/his records. This enables the supervisor a greater understanding of your learning objectives.*

Volunteer Agency Selection (Form I)
Volunteer Time Log (Form II)

Agency Evaluation of Student (Form III)
Student Evaluation of Agency (Form IV)
Release & Indemnification Agreement (Form V)

****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.**

Volunteer Professional Logs

Four logs reflecting on your volunteer experience written at different points throughout the semester. Select 4 out of the following techniques described in Swenson (1988), “The Professional Log: Techniques for Self-Directed Learning.” Select from portraits, altered point of view, unsent letter, imaginary dialogue, reflections on reading, process recording, and critical incident/record of service. Each type-written log entry should be a maximum of 1 page.

Volunteer Placements Group Poster Presentations

The purpose of this assignment is to give students an opportunity to explore a field of social work in depth vis-à-vis what they learned in their volunteer experience and to share that information with each other. Students will be assigned to groups based on their volunteer placements reflecting various types of social work services. Each group will be asked to put together a tri-fold poster presentation addressing the following. Each group will conduct a 15 minute oral presentation summarizing the information on the poster.

- A. Social Work Fields of Practice: Population/Client Needs (3-4 single-spaced pages)
An overview of the issues facing the population served by the agencies in your group: what are the types of needs/potential needs faced by the clients who come to this type of agency?
- B. Social Work Areas of Practice: Types of Social Work Approaches (3-4 single-spaced pages)
A description of the types of social work services available to meet the client needs within this problem area: what types of social work services are available to meet client needs, even if the agency where you volunteered did not actually provide those services?
- C. Social Work Settings: Volunteer Agencies
List of agencies and summary: what types of services do these organizations provide, how do they or how may they be able to incorporate social work services? (Obtain this information from agency web sites, brochures, etc.)
- D. Experience in the Volunteer Placement: Select two logs to discuss and include on poster.
- E. Bibliography (using APA format). Sources:
 - a. At least 10-15 scholarly sources (journal articles, books, and relevant web sites)
 - b. Documents from the volunteer agencies represented in your group.

GRADING CRITERIA FOR GROUP ASSIGNMENT

A grade will be assigned to each group, and each member of the group will receive that grade if he/she contributed his/her fair share of the work. Each group should submit a sheet listing all the group members and the tasks that each member completed towards the group project. If there are problems with the performance of an individual in the group, let me know before the week of presentations, and we will meet to come up with a plan to correct the problem. Otherwise, I will assume that all group members contributed their fair share to the project.

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. 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.
- 3. 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.
- 4. 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.
- 5. 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.
- 6. 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.
- 7. 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.
- 8. 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.
- 9. 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.
- 10. 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: Syllabus is subject to change. 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).

*** Complete and submit a worksheet for each chapter. Worksheets can be found on Blackboard.**

[1] Jan 17 Jan 19	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 /SAMPLE VOLUNTEER PLACEMENT HANDOUTS
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PART I. Conceptualizing Problems Faced by Individuals and Families

[2] Jan 24 Jan 26	<i>The profession of social work: providing support in times of need</i> Ch. 2. Social Work and the Other Helping Professions <u>Video</u> : Troop 1500
[3] Jan 31/ Feb 2	<i>The social welfare system in the United States</i> <u>Workshop</u> : UT Volunteer & Service Learning Center Ch. 1. Social Welfare, Past and Present
[4] Feb 7 Feb 9 NO CLASS	<i>A framework to understand the problems of individuals and families</i> Ch. 10. The Needs of Children, Youth, and Families <u>Fieldwork</u> : Visits to prospective volunteer agencies (on your own)
[5] Feb 14 Feb 16 DUE 2/16	<i>A framework to understand the problems of individuals and families (part 2)</i> Ch. 3. The Systems/Ecological Perspective: Understanding Soc. Work and Social Welfare <u>Video</u> : The Children are Watching <u>Due</u> : Volunteer Form I and V (Keep a copy of both for your records.)
[6] Feb 21 Feb 23	<i>Providing social work services to individuals and families at the micro level</i> <u>EXAM 1</u> (Chapters 2, 1, 10, 3) <u>Workshop</u> : What can you do with a BSW? Jennifer Luna-Iduñate, LMSW, Director, Career Services & Alumni Relations, DiNitto Center for Career Services

PART II. Social Work Interventions with Individuals and Families

[7] Feb28 Mar 2	<p><i>Social work practice with individuals, families, and groups</i></p> <p>Ch. 11. Services to Children, Youth, and Families. Ch. 5. Generalist Practice: Social Work with Individuals, Families, and Groups</p> <p><u>Video</u>: Our Families, Our Future (The Family Support Movement)</p>
[8] Mar 7 Mar 9	<p><i>Mental health, substance abuse, and developmental disabilities</i></p> <p>Ch. 8. Mental Health, Substance Abuse, and Developmental Disabilities</p> <p><u>Video</u>: Are the Kids Alright <u>Guest Speaker</u>: TBA, or <u>Video</u>: Borderline</p>
[9] Mar 14 Mar 16	Spring Break
[10] Mar 21 Mar 23	<p><i>The social work response to problems at the societal level</i></p> <p><u>EXAM 2</u> (Chapters 11, 5, 8) <u>Video</u>: Straight from the Heart or Lost Children of Rockdale County</p>

PART III. Social Work Intervention at the Community and Societal Level

[11] Mar 28 Mar 30 DUE 3/30	<p><i>Social inequality and social justice</i></p> <p>Ch. 4. Diversity & Social Justice: Race, Ethnicity, Class, Gender, & Sexual Orientation</p> <p><u>Video</u>: Juvenile Justice <u>Video</u>: Fenceline</p> <p><u>Due</u>: Logs 1, 2</p>
[12] Apr 4 Apr 6	<p><i>Volunteer Component</i></p> <p><u>Video</u>: TBA</p> <p><u>Group Activity</u>: Student Group Planning Meetings for Volunteer Component Presentations</p>
[13] Apr 11 Apr 13	<p><i>Poverty, a central underlying problem for social work clients</i></p> <p>Ch. 7. Poverty, Income Assistance, and Homelessness</p> <p><u>Video</u>: Ending Welfare as We Know It or Wage Slaves: Not Getting by in America</p>
[14] Apr 18 Apr 20	<p><i>Changing communities and society to solve social problems: when a case-by-case approach is not enough</i></p> <p>Ch. 6. Generalist Practice: Soc Wk & Communities, Policy, Administration, and Research</p> <p><u>Video</u>: The Democratic Promise, Saul Alinski and His Legacy</p>
[15]	<i>Volunteer Component</i>

Apr 25 Apr 27	<p><u>EXAM 3</u> (Chapters 4,7,6) Student presentations on Volunteer Component</p> <p>Note: University of Texas at Austin, Heman Sweatt Symposium</p>
[16] May 2 May 4	<p><i>Volunteer Component</i></p> <p>Student presentations on Volunteer Component, and Wrap-up</p>
DUE 5/4	<p><u>Due</u>: Volunteer Forms II, III, IV (Keep copies.), Logs 3, 4</p>

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.

- 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.
- Swenson, C. (1988) The professional log: techniques for self-directed learning, *Social Casework: The Journal of Contemporary Social Work*, 69(5), pp. 307-311.
- 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.