

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

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**Course/Unique Number:** SW 310 / U# 63795

**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:** TA office hours TBA,  
Instructor office hours TBA and by  
appt.

**Instructor:** Darlene Grant, PhD, LCSW, Assoc. Professor, [d.grant@mail.utexas.edu](mailto:d.grant@mail.utexas.edu)

**Teaching Assistant:** Carrie Elliott, [cdelliott9@mail.utexas.edu](mailto:cdelliott9@mail.utexas.edu)

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**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. 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.thomsonedu.com>. To get to chapter summaries, find Humanities and Social Sciences button on this intro page, click on then go to “Social Work.” Find the Ambrosino text, “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.

All other course materials (worksheets, assignments, resources), are posted on Blackboard.

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

Link to Chapter Outlines and other learning tools from the required text, available on the “Student Book Companion Site” [www.thomsonedu.com](http://www.thomsonedu.com).

## V. Course Requirements

1. Three Exams (not cumulative) .....	60%
2. Class Participation/Attendance .....	05%
<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.)</i>	
4. Volunteer Component (45 hours) and Related Reports* .....	25%
<i>(Volunteer component grade contingent on hours completed and subject to verification by instructor.)</i>	
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	100%

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

\*Volunteer component grade will be based on the hours completed, subject to verification by instructor/TA. To receive full credit for volunteer hours, all parts of the assignment must be completed. Students must complete at least 30/45 volunteer hours in order to pass the class.

Grading Criteria	
100 – 90	<u>EXCELLENT (A):</u> Assignment <u>significantly exceeds expectations</u> (excels). <u>Student does more than is required</u> and demonstrates a high level of in-depth critical thinking and analysis (e.g., coherence and integration of ideas).
89 – 80	<u>GOOD (B):</u> Assignment meets <u>all</u> the requirements and demonstrates evidence of in-depth critical thinking and analysis.
79 – 70	<u>AVERAGE (C):</u> Assignment meets the requirements or has <u>minor</u> gaps but lacks evidence of in-depth critical thinking and analysis.
< 69	<u>BELOW AVERAGE (D/F):</u> Assignment has important gaps: does not meet the requirements or lacks in-depth critical thinking and analysis. (Class failed/no credit if below 70.)

### Worksheets

In order to be prepared for in-class lectures, exercises, and discussions, students will be asked to complete and turn in 10 short **worksheets**. The worksheets will also serve as study guides for the exams, so always maintain a personal copy for exam preparation. Late worksheets will receive ½ points and will be accepted up to the related exam day, no later. Handwritten, neat/legible worksheets acceptable.

### 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 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. **It is important to have instructor/TA approval of your**

**placement before starting.** 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 volunteer hours, (2) the Volunteer Agency Selection Form (Form I) to the instructor by March 1<sup>st</sup> or the class session after establishing the contract with the chosen agency, (3) Evaluation and have your volunteer supervisor/coordinator evaluate you, and (4) track the time you spend in your volunteer role, including required agency training.

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.

Required Forms (Blank forms posted on Blackboard)

*\* Provide a copy of the course syllabus and 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)	Agency Evaluation of Student (Form III)
Volunteer Time Log (Form II) (all agencies)	Student Evaluation of Agency (Form IV)
	Release & Indemnification Agreement (Form V) (all agencies)

**\*\*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 SW310.

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 2 pages each.

Volunteer Placements Experience Summary Paper

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. You are asked to reflect on various aspects of your volunteer experience in relation to what you have learned about social work services throughout the semester. You are asked to put together a maximum 5-page paper addressing the five topics presented below. Your grade for this assignment will be based on organization according to the topics, depth of consideration given to the social problem and client population served, depth of thought and self reflection, as well as the quality of writing.

- A. Name, Location, Volunteer Supervisor/Coordinator, Contact Information
- B. Social Work Field of Practice: Population/Clients Served/Needs  
Provide an overview of the population served (age, race, gender, SES, etc.), the issues facing the population served by the primary agency in which you volunteer: the types of needs/potential needs faced by the clients who come to this type of agency? Provide one or two de-identified client scenarios/stories.
- C. Social Work Areas of Practice: Types of Social Work Approaches  
A description of the types of services available/provided to meet the client needs within this problem area: related the types of services listed to the types of social work/social welfare services discussed in our main text. Review agency web sites, brochures, etc. for specifics. Please note that your instructor and TA will also be reviewing these resources. Please do not present agency material as your own work. There are numerous on-line resources that focus on helping students avoid plagiarism < <http://www.utexas.edu/lbj/students/writing/plagiarism.pdf>>.
- D. Experience in the Volunteer Placement: Describe your volunteer role. What did you do? How much and what kind of client contact did you have? What type of interaction did you have with agency staff and what, if anything, did you learn from staff? Select one client and one staff scenario that were not discussed in your logs to discuss and include in this paper to illustrate the quality of your experience. What did you learn about this social problem and/or client population and agency that you did not know before you had this volunteer experience? What was most frustrating about this experience? Most enlightening? What more do you think our society and the social work profession should do, if anything, to assist people facing the problems of this client population?
- E. Bibliography (using APA format). Sources:
- At least 10 scholarly sources (journal articles, books, and relevant web sites)
  - Attach documents from the volunteer agencies represented in your paper.

## VI. Class Policies

- 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.
- 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: This 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 as indicated either to your class TA or Instructor in hard copy (do not submit assignments electronically).*

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

<p>[1] Jan 16 Jan 18</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>
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### **PART I. Conceptualizing Problems Faced by Individuals and Families**

<p>[2]  Jan 23 Jan 25</p>	<p><i>The profession of social work: providing support in times of need</i>  Ch. 1. Social Welfare, Past and Present (<b>Worksheet Chp. 1 due Thurs.</b>)  <u>Video:</u> Charles Kurault: What do Social Workers Do? (Thurs.)</p>
<p>[3] Jan 30 Feb 1</p>	<p><i>The social welfare system in the United States</i>  Ch. 2. Social Work and the Other Helping Professions  <b>Jan. 31:</b> UT Volunteer &amp; Service Learning Center's Volunteer Fair  <u>Video:</u> Troop 1500 (Tues.)</p>
<p>[4] Feb 6 Feb 8</p>	<p><i>A framework to understand the problems of individuals and families</i>  <b>(Worksheet Chp. 2 due Tues.)</b>  Ch. 10. The Needs of Children, Youth, and Families (<b>Worksheet Chp. 10 due Thurs</b>)</p>
<p>[5] Feb 13 Feb 15</p>	<p><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 (<b>Worksheet Chp. 3 due Thurs.</b>)  <u>Video:</u> The Children are Watching</p>
<p>[6] Feb 20 Feb 22</p>	<p><i>Providing social work services to individuals and families at the micro level</i>  <b>EXAM 1</b> (Chapters 1, 2, 3, 10) (Tues.)  <u>Workshop:</u> What can you do with a BSW? Jennifer Luna-Iduñate, LMSW, Director, Career Services &amp; Alumni Relations, DiNitto Center for Career Services</p>

## PART II. Social Work Interventions with Individuals and Families

<p>[7] Feb27 Mar 1</p>	<p><i>Social work practice with individuals, families, and groups</i></p> <p>Ch. 11. Services to Children, Youth, and Families. (work on during film and later, <b>Worksheet Chp. 11 due next Tues.</b>)</p> <p>Ch. 5. Generalist Practice: Social Work with Individuals, Families, and Groups (<b>Worksheet Chp. 5 due Thurs.</b>)</p> <p><u>Video</u>: Our Families, Our Future (The Family Support Movement)</p> <p><b>Due Thurs.:</b> Volunteer Form I and V (Keep a copy of both for your records.)</p>
<p>[8] Mar 6 Mar 8</p>	<p><i>Mental health, substance abuse, and developmental disabilities</i></p> <p>Ch. 8. Mental Health, Substance Abuse, and Developmental Disabilities (<b>Worksheet Chp. 8 due Thurs.</b>)</p> <p><u>Video</u>: Are the Kids Alright <u>Guest Speaker or Disability Video</u>: TBA</p>
<p>Mar 13 Mar 15</p>	<p>Spring Break</p>
<p>[9] Mar 20 Mar 22</p>	<p><i>The social work response to problems at the societal level</i></p> <p><b>EXAM 2</b> (Chapters 11, 5, 8) (Thurs.)</p> <p><u>Video</u>: Straight from the Heart or Lost Children of Rockdale County (Tues.)</p>

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

<p>[10] Mar 27 Mar 29</p>	<p><i>Social inequality and social justice</i></p> <p>Ch. 4. Diversity &amp; Social Justice: Race, Ethnicity, Class, Gender, &amp; Sexual Orientation (<b>Worksheet Chp. 4 due Tues.</b>)</p> <p><u>Video</u>: Fenceline (environmental racism)</p> <p><b>Due: Log 1 (Thurs.)</b></p>
<p>[11] Apr 3 Apr 5</p>	<p><i>Juvenile Justice</i></p> <p><u>Video</u>: Juvenile Justice or Gangsta Girls or TBA</p>
<p>[12] Apr 10 Apr 12</p>	<p><i>Poverty, a central underlying problem for social work clients</i></p> <p>Ch. 7. Poverty, Income Assistance, and Homelessness (<b>Worksheet Chp. 7 due Tues.</b>)</p> <p><u>Video</u>: Ending Welfare as We Know It or Wage Slaves: Not Getting by in America</p> <p><b>Due: Log 2 (Thurs.)</b></p>

<p>[13] Apr 17 Apr 19</p>	<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 &amp; Communities, Policy, Administration, and Research <b>(Worksheet Chp. 6 due Thurs.)</b></p> <p><u>Video</u>: The Democratic Promise, Saul Alinski and His Legacy</p>
<p>[14] Apr 24 Apr 26</p>	<p><i>Volunteer Component</i></p> <p><b>EXAM 3</b> (Chapters 4,7,6) (Tues.)</p> <p><b>No Formal Class Session Thurs. (opportunity to accrue volunteer hours)</b></p> <p>Note: Consider attending University of Texas at Austin, Heman Sweatt Symposium</p>
<p>[15] May 1 May 3</p>	<p><i>Components of Termination Process with Clients</i></p> <p>Wrap-up</p> <p><b>Due: Volunteer Forms II, III, IV</b> (Keep copies.)</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.
- Eghigian, M., & Kirby, K. (2006). Girls in gangs: On the rise in America. *Corrections Today*, 68(2), 48-53.
- Gitterman, A., & Shulman, L. (Eds.) (1994). *Mutual aid groups, vulnerable populations, and the life cycle*. New York, NY: Columbia University Press.
- Grant, D. (2006). Resilience of girls with incarcerated mothers: The impact of Girl Scouts. *The Prevention Researcher*, 13(2), 11-14.
- Grobman, L. (Ed.) (1999). *Days in the lives of social workers*, 2<sup>nd</sup> 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.
- 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.