

**University of Texas at Austin
School of Social Work**

SW 310 Introduction to Social Work and Social Welfare

Unique Number: 54985

Fall, 1993

Instructor: Yolanda C. Padilla, Ph.D., LMSW-AP
Assistant Professor

Class Time/Location: Tuesdays-Thursdays, 12:30 p.m-2:00/Social Work Bldg. 2.120F

Office: Social Work Building 3.104D

Telephone: Office: 471-6266 Home: 471-6266 (before 9:00 p.m.)

Office Hours: Monday, 9:00-12:00 and by appointment

OVERVIEW

This is the introductory social work course in which students learn about the profession of social work and the evolution of social welfare in the United States. Students will learn about social work practice and methodology and the different fields of practice and client populations. This course will also include a required agency-related experiential component.

Course Objectives

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

1. understand the nature of social welfare as a social institution and be able to identify the social, economic, and political forces that have shaped the evolution of social welfare policies and services in the United States;
2. identify and assess the important ideologies, beliefs, values, and ethics that have been expressed in social welfare and the social work profession with an emphasis on social justice;
3. demonstrate an understanding of the concepts of racism, sexism, and ageism, as well as be able to explore and analyze the importance of issues of human diversity concerning women, people of color, sexual orientations, persons with disabilities, and issues other special populations in the practice of social work;
4. describe the various theoretical approaches utilized in social work practice with individuals, families, groups, and communities;
5. describe and analyze the major issues and problems in various fields of social work practice, and be acquainted with career opportunities in the profession; as well as describe the multiplicity of settings in which social workers practice and the diversity of roles and functions which they perform.

Required Readings

Heffernan, J., Shuttlesworth, G., and Ambrosino, R. 1992. Social Work and Social Welfare: An Introduction, New York: West Publishing Co.

Stack, Carol B. 1974. All Our Kin: Strategies for Survival in a Black Community. New York: Harper Torchbooks.

Course Structure

Material in the course will be presented through lectures, discussions, videos, and small group work. In general, the first part of each meeting will be devoted to more formal presentation of material, followed by exercises, illustrative videos, and work in small groups. Students will be responsible for materials presented through all these activities. Assigned readings are for the day in which they are listed and students should have read the readings and be prepared to discuss them in class. Not all readings will be reviewed by the instructor in class.

Class Assignments and Grading Policy

Exam 1	15%	
Exam 2	15%	
Exam 3	15%	
Experiential Component (Volunteering)	15%	(2.5 pts./hour x 40 hrs=100 pts.)
Paper: <u>All Our Kin</u>	20%	
Integrative Paper and Oral Presentation on Volunteer Experience and Social Work Conceptual Frameworks	20%	
	<hr/>	
	100%	

Examinations will be a combination of objective, short answer, and essay questions. None of the exams are cumulative. Students are responsible for all the course content, including lectures, reading assignments, student presentations, and audiovisual materials.

Class Policies and Expectations

1. Students are expected to attend class regularly. Material covered on exams will be taken out of the textbook as well as out of lectures, films, guest speakers, etc. If you miss classes, your final grade may suffer because you have missed content offered during class sessions.
2. Students are expected to use and for feedback. I will work with you throughout the semester and provide you with initial feedback and suggestions for revisions on assignments. Please arrange to meet with me prior to the time the assignment is due.
3. Assignments or examinations 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 and cheating during examinations, constitutes scholastic dishonesty and will result in recommendation for dismissal from the University according to University guidelines.
4. Student feedback about the course is welcome and the course will be viewed as a joint effort between students and the instructor.
5. Class participation and discussion are expected and welcomed so that students can learn from each other. Differences in values, opinions, and ideas with other students and guest speakers will be respected.
6. Written and oral presentations will be expected to be professional and clearly stated. Grades will be lowered if assignments have not been proofread and contain numerous grammatical, spelling, or punctuation errors.
7. Assignments must be handed in on the due dates. Late assignments will be penalized.

CLASS SCHEDULE

I. Social Work Within the Societal Context

WEEK 1 Aug 26	Overview of the Class and Introduction
WEEK 2 Aug 31	Social Work as a Profession (Chapter 1) Historical Background of Social Welfare (Chapter 2)
Sept 2	Film: "A Concern for Community with Ernie Cortez"
WEEK 3 Sept 7, 9	Theoretical Perspectives for Viewing Social Problems: A Framework for Social Work Response (Chapter 3)
WEEK 4 Sept 14	The Needs of Children, Youth, and Families (Chapter 7)
Sept 16	DUE: Volunteer Agency Placement form
WEEK 5 Sept 21, 23	Poverty (Chapter 4) Film: "Poverty in America" (U.S. Joint Economic Committee Hearing)
WEEK 6 Sept 28	Discrimination and Inequality (Chapter 17) <i>Summation and Rehashing of Topics Covered in Part I of the Course</i>
Sept 30	EXAM 1

II. The Organization of Social Welfare Service Delivery and Practice: Areas (Methods) of Practice

WEEK 7 Oct 5, 7	Social Agency Administration (Chapters 15, 19)
WEEK 8 Oct 12 Oct 14	The Delivery System of Services to Children, and Families (Chapter 8) Film: "Caring for the Latino AIDS Patient: Lessons from a Case History"
WEEK 9 Oct 19	Film: "Social Work Practice: Problem Solving Process Model of Social Casework, A Case Illustration"
Oct 21	DUE: Paper "All Our Kin"
Oct 21	Direct Practice: Social Work with Individuals and Families (Chapter 13)
WEEK 10 Oct 26,	Research and Practice in Social Work (Chapter 13) <i>Summation and Rehashing of Topics Covered in Part II of the Course</i>
Oct 28	EXAM 2

III. Social Welfare Service Provision: Fields of Practice

WEEK 11 Nov 2	Mental Health, Substance Abuse, and Dev. Disabilities (Chapter 5)
Nov 4	Film: "Dolores" (The problems of domestic violence in the Latino community) Student Presentations on Experiential Component
WEEK 12 Nov 9	Health Care (Chapter 6)
Nov 11	Film: "The State of Hispanic Health" Student Presentations on Experiential Component
WEEK 13 Nov 16, 18	Aging (Chapter 12) Student presentations on Experiential Component
WEEK 14 Nov 23	Student presentations on Experiential Component
	DUE: Integrative Paper on The Role of the Social Work Profession in Addressing a A Specific Social Problem (for students giving oral presentations on Nov 23, Paper is due Nov 30)
Nov 25	Thanksgiving holiday-NO CLASS
WEEK 15 Nov 30	Criminal Justice (Chapter 9) <i>Summation and Rehashing of Topics Covered in Part III of the Course</i>
Dec 2	EXAM 3

VOLUNTEER COMPONENT

Part of the requirement in this course set by the School of Social Work is an experiential component. The main objective of this requirement is to integrate the concepts learned in class with experiences and observations in the field. Students are expected to volunteer at an approved human service agency. A list of agencies will be provided by the instructor. You must select an agency and return an information sheet to me no later than September 16.

Time Commitment

Students are expected to volunteer at least 40 hours of service during the semester. Students will be required to submit a letter from the agency verifying the total number of hours volunteered. Please keep a record of the dates and times you volunteer. Volunteer work is expected to be done throughout the semester time frame (rather than in an intensive weekend period). Students are expected to comply with, and fulfill, agency volunteer requirements (e.g., attend volunteer training).

Integration of Volunteer Component with Social Work and Social Welfare Concepts

The quality of the volunteer experience is integral to the course in that it will serve as the student basis for:

- a. class discussion of social work concepts presented in lectures, audiovisual presentations, and in the readings;
- b. the oral presentation, which should cover a description of the agency and of the organization of the agency's service delivery system, and an analysis of its client population;
- c. the integrative paper, which should integrate your experiences at the agency with the course learning objectives (refer back to p. 1 of this syllabus) by making references to class reading material, lectures, and audiovisual presentations.

Although a journal of your experiences does not have to be turned in and will not be graded, it is strongly recommended that you keep one. The reason is that the entries which you make throughout the semester can provide a source of information from which you can draw for your class discussions, the oral presentation, and the integrative paper.

Grading

Students will earn 2.5 points per hour volunteered for a total of 100 possible points. The volunteer hours constitute 15 percent of your overall course grade.

ANALYTICAL PAPER ON (due date: October 19, 1993)
ALL OUR KIN: STRATEGIES FOR SURVIVAL IN A BLACK COMMUNITY
by Carol B. Stack (1974)

The objective of this assignment is to stimulate your thinking concerning the implications for social welfare policy of the ways in which a particular client population experiences poverty and other social problems. The project involves an analysis of the book, All Our Kin by Carol B. Stack, an anthropological study which attempts to illustrate the strategies for survival of a particular population in poverty from *their* perspective.

The paper should be 5 pages, typed.

Structure of the Paper

The main question is:

Given what we have learned in All Our Kin about how the poor themselves experience poverty,

- (a) identify the kinds of issues that should be taken into consideration in shaping social welfare policy
- (b) how should we shape social welfare policy that is truly responsive to each of these needs of the poor?
- (c) pick one area or field of service (e.g., children's services, health, education) and recommend an integrated social welfare policy (a specific reform or new program) that would simultaneously take into account all the issues identified in (a) and (b) and discuss the value of this policy option.

Think primarily in terms of a societal or social change (public issues of social structure) approach as opposed to the individual case treatment (personal troubles) approach. However, try to take both into account. See below for a definition of public issues vs. private troubles. (Refer to pp. 8-9 in C. Wright Mills, The Sociological Imagination)

Use of Chapter 3 "A Systems/Ecological Perspective to Understanding Social Work and Social Welfare" in the course text and the class lecture on the systems/ecological approaches.

In addressing all three points listed above, approach your paper from a systems/ecological perspective. Draw a one page diagram of the systems framework and describe what is occurring within each component of the system:

- the individual
- situations within which the individual comes face to face (e.g., family school, etc.)
- settings in which the individual does not participate directly, but in which decisions are made that have a major impact on him
- cultural and societal attitudes and values

Refer to the chapter on the Systems/Ecological Perspective in the text assigned for this class and to the class lecture on the same topic in writing the paper. Alternatively, you may use a different book or article that explains the systems perspective. In any case, include your source(s) in the bibliography.

INTEGRATIVE PAPER AND ORAL PRESENTATION ON VOLUNTEER EXPERIENCE AND SOCIAL WORK CONCEPTUAL FRAMEWORKS

The purpose of this assignment is for you to integrate your experiences in your volunteer placement with the concepts and information learned in class. It should reflect your ability to apply the theoretical framework of social work to your introductory social work experience. This is a creative endeavor. Some examples of the conceptual frameworks which you may want to use are the following. Select only one.

- * the problem solving approach
- * social service agency administration
- * case histories
- * community organizing framework for policy making
- * the life model

Information About Your Program/Agency

Provide basic information about your program/agency in your introduction:

1. What is the agency's mission?
2. How does the program in which you volunteer fit into the agency's mission?
3. What is the program's service area?
4. Who works in this program? (Include information on gender and ethnic make up, types of professions, educational background of staff, required qualifications)
5. What does the administrative structure look like?
6. What types of services does the program provide?
7. What is the eligibility criteria for receiving services?
8. Where does the program get its funding?
9. What are some of the agency's program goals for future services?
10. What are some limitations of the agency's services? (staff size, funding, eligibility requirements, etc.).
11. How do the agency's policies and procedures affect delivery of services to (a) agency clients and (b) the community at large?