

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

Course Number:	SW 310	Instructor's name:	Yolanda C. Padilla, Ph.D., LMSW-AP Assistant Professor
Unique Number:	55500	Office Number:	SWB 3.130K
Semester:	Fall 1994	Office Phone:	471-6266 ypadilla@mail.utexas.edu
Meeting Time/Place:	T-Th 12:30-2 SWB 2.118	Office Hours:	Thursdays 1:45-4:45 & by appt.

**INTRODUCTION TO SOCIAL WORK AND SOCIAL
WELFARE**

I. Course Description

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, different fields of practice, and client populations. This course will also include an agency-related experiential component.

II. Course Objectives

By the end of the course, the student will 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 exploring and analyzing the importance of issues of human diversity concerning women, people of color, sexual orientations, persons with disabilities, and 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 the various fields of social work practice and be acquainted with career opportunities in the profession;
6. Describe the multiplicity of settings in which social workers practice and the diversity of roles and functions which they perform.

III. Teaching Methods

The primary teaching approach in this course will be collaborative learning. Material in the course will be presented through discussions, videos, and small group work, and lectures. In general, each meeting will include a combination of formal presentation of material, 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. Videos will be used as tools for addressing key concepts in the course, and information in the videos will be included in the exam. **The videos are not available for individual student viewing, and thus can only be viewed when presented in class.**

IV. Required Texts

Heffernan, J., Shuttlesworth, G., & Ambrosino, R. (1992). Social work and social welfare: An introduction. New York: West Publishing Co.

Stack, C. B. (1974). All our kin: Strategies for survival in a Black community. New York: Harper Torchbooks.

Selected Readings: Excerpts on Reserve at the Learning Resource Center (SWB 1.214A)

Kirst-Ashman, K.K. & Grafton, Jr., H.H. (1993). Understanding generalist practice. Chicago: Nelson-Hall.

Schorr, L.S. & Schorr, D. (1989). Within our reach: Breaking the cycle of disadvantage. New York: Anchor Books.

V. Course Requirements

Class Assignments and Grading Policy

Exam 1	15%
Exam 2	15%
Exam 3	15%
Experiential Component (Volunteering)	15%
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 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. Answers to test questions will require specific and detailed information from readings, videos, and other in-class exercises: general statements or responses will not be sufficient.

A detailed description of each assignment is attached.

VI. Class Expectations

- 1. Attend class regularly.**
Material covered on exams will be taken out of the textbook as well as out of in-class materials, such as lectures, videos, guest speakers, etc.
- 2. Turn assignments in on the due dates.**
Late assignments will have three points per calendar day deducted from the final grade unless prior approval has been obtained from the instructor and/or a catastrophic event has occurred.
- 3. Be present for the examinations.**
Exceptions are made only if special circumstances make this impossible and prior arrangements have been made with me.
- 4. Follow the rules of scholastic honesty.**
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.
- 5. Request and use 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 particular assignments are due.
- 6. Offer feedback.**
Student feedback about the course is welcome and the course will be viewed as a joint effort between students and the instructor. If you have difficulties with the course content, assignments, my expectations of you, or your expectations of the course, talk to me as soon as possible during the semester.
- 7. Participate in class discussions and other in-class activities.**
This is one way that students can learn from each other. Differences in values, opinions, and ideas with other students and guest speakers will be respected.
- 8. Present written and oral presentations professionally.**
Grades will be lowered if assignments are not clearly stated and have not been proofread and contain numerous grammatical, spelling, or punctuation errors.
- 9. Maintain professional standards at your volunteer placement.**
Treat clients with dignity and respect and abide by confidentiality rules and the code of ethics of the National Association of Social Workers.
- 10. Use APA Style for referencing.**
The *Publication Manual of the American Psychological Association* is the style manual to be used by all students. A handout on APA style will be distributed in class (and is available at the SWB Student Services Office). Appropriate referencing is required on all written assignments. Use quotation marks for short, direct quotes or indentations for longer, direct quotes with page numbers and appropriate citations to the author's work.

VII. Course Schedule

(Unless otherwise indicated, all the readings refer to the main text, *Heffernan, Shuttlesworth, & Ambrosino, 1992*).

<u>Date</u>	<u>Description</u>	<u>Text / Readings</u>
PART 1: SOCIAL WORK AND SOCIAL WELFARE WITHIN THE SOCIETAL CONTEXT		
WEEK 1		
Sept. 1	Overview of the course and introductions Guests Meeting the volunteer requirement for the course: agency volunteer opportunities	
WEEK 2		
Sept. 6	Perspectives on social welfare Group exercise	<u>Chapter 2</u> , "Social Welfare: Past and Present"
Sept. 8	Overview of the history of social welfare in the United States	
WEEK 3		
Sept. 13	Social welfare policy as a reflection of the definition of social problems: The case of poverty <u>Video</u> : "Poverty in America" (U.S. Joint Economic Committee Hearing) Group exercise	<u>Chapter 4</u> , "Poverty and Income Security"
Sept. 15	Social welfare policy implementation <i>The arena of social work: Human service organizations</i>	<u>Chapter 1</u> , "Social work: A Helping Profession"
DUE: Volunteer Agency Placement Form		
WEEK 4		
Sept. 20	Theoretical perspectives for viewing social problems: A framework for social work response	<u>Chapter 3</u> , "A Systems/Ecological Perspective to Understanding Social Work and Social Welfare"
Sept. 22	Poverty: a central concern of social work The consequences of poverty for the well being of children, youth, and families	<u>Chapter 7</u> , "The Needs of Children, Youth, and Families"

WEEK 5

- Sept. 27 Ending discrimination and inequality in social welfare: One model for achieving social and economic justice
Video: "A Concern for Community with Ernie Cortez"
Chapter 17, "Sexism, Racism, and Homophobia: Issues and Problems in Achieving Social Equality"
- Sept. 29 Continuation of Sept. 27 topic

WEEK 6

- Oct. 4 *Summation and Rehashing of Topics Covered in Part I of the Course*
- Oct. 6 **EXAM 1**

PART 2: THE ORGANIZATION OF SOCIAL WELFARE SERVICE DELIVERY AND PRACTICE: AREAS (METHODS) PRACTICE IN SOCIAL WORK

WEEK 7

- Oct. 11 Assessing the impact of multiple stresses on families: Case illustration using the life model
Chapter 8, "Services to Children, Youth, and Families"
- Oct. 13 Service delivery issues for populations at risk: a framework for a responsive social work practice
Implications for women, people of color, and gays and lesbians
Video: "Caring for the Latino AIDS Patient: Lessons from a Case History"
Understanding Generalist Practice, Chapter 1, "Understanding Generalist Practice: The Generalist Intervention Model," p. 25-37,
Chapter 5, "Assessment in Generalist Practice," p. 180-187
(On reserve at the LRC)

WEEK 8

- Oct. 18 Application of the social work assessment model in a social work setting using the student volunteer placements
Group exercise
(Same as Week 7)
- Oct. 20 Factors impacting social service agency administration
Chapter 15, "Social Agency Administration"

DUE: Paper on All Our Kin

WEEK 9

- Oct. 25 The problem solving process model of social work practice: P Chapter 13, "Direct Practice: Social Work with Individuals and Families"
Video: "Social Work Practice: Problem Solving Process Model of Social Casework, A Case Illustration"
- Oct. 27 Social work methods in action: Illustrations from student volunteer placements
Group exercise

WEEK 10

- Nov. 1 *Summation and Rehashing of Topics Covered in Part II of the Course*
- Nov. 3 **EXAM 2**

PART 3: SOCIAL WELFARE SERVICE PROVISION: FIELDS OF PRACTICE (POPULATIONS SERVED)

WEEK 11

- Nov. 8 Issues in Health Care: A focus on Hispanics Chapter 6, "Health Care"
Video: "The State of Hispanic Health"
- Nov. 10 Continuation of Nov. 8 topic

WEEK 12

- Nov. 15 A comprehensive approach to work with children, mothers, and families: a reflection of social work values and ethics Within Our Reach, Introduction
Video: "Our Families, Our Future: The Family Support Movement" Chapter 2, "The Risk Factors," p. 29-32
Chapter 10, "The Lessons of Successful Programs," p. 266-275
(On reserve at the LRC)

- Nov. 17 Issues in services to children and families
Student presentations on Experiential Component

WEEK 13

- Nov. 22 Issues in services to the elderly Chapter 12, "Old Age: Issues, Problems, and Services"
Student presentations on Experiential Component
- Nov. 24 *NO CLASS - Thanksgiving Holiday-*

WEEK 14

Nov. 29 Issues in services to the disabled
Student presentations on Experiential Component

Chapter 5, "Mental Health, Substance Abuse, and Developmental Disabilities"

Dec. 1 Issues in services to special populations (TBA)
Student presentations on Experiential Component

DUE: Integrative Paper on the Volunteer Experience and the Application of a Social Work conceptual Framework

WEEK 15

Dec. 6 *Summation and Rehashing of Topics Covered in Part III of the Course*

Dec. 8 **EXAM 3**

DUE: Volunteer Log and Supervisor Verification forms

Bibliography

Required Readings

Heffernan, J., Shuttlesworth, G., & Ambrosino, R. (1992). Social work and social welfare: An introduction. New York: West Publishing Co.

Stack, C. B. (1974). All our kin: Strategies for survival in a Black community. New York: Harper Torchbooks.

Selected Readings

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Schorr, L.S. & Schorr, D. (1989). Within our reach: Breaking the cycle of disadvantage. New York: Anchor Books.

Supplemental Readings

Day, P. J. (1989). A new history of social welfare. Englewood, NJ: Prentice Hall.

Compton, B. R. & Galaway, B. (1994). Social work processes. Pacific Groves, CA: Brooks/Cole.

Devore, W. & Schlesinger, E.G. (2nd ed.). (1987). Ethnic-sensitive social work practice. Columbus, OH: Merrill Publishing.

DiNitto, D.M. & McNeece, C.A. (1990). Social work: Issues and opportunities in a challenging profession. Englewood, NJ: Prentice Hall.

German, C. B. & Gitterman, A. (1980). The life model of social work practice. New York: Columbia University Press.

Hasenfeld, Y. & English, R.A. (Eds.). (1978). Human service organizations. Ann Arbor, MI: The University of Michigan University Press.

Morales, A. & Bradford, W. S. (1986). Social work: A profession of many faces. Boston: Allyn and Bacon.

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 at the beginning of the semester on the date indicated on the syllabus.

Time Commitment

Students are expected to volunteer at least 40 hours of service during the semester. Please keep a record of the dates and times you volunteer. Students will be required to complete and submit a time log provided by the instructor listing the dates and hours worked and the activities performed. In addition, the form (or a letter submitted by the agency) verifying the total number of hours volunteered must be signed by the student supervisor. 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). Up to 10 hours of volunteer training can be counted toward the required 40 hours.

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 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 (detailed instructions for this assignment will be provided by the instructor);
- c. the oral presentation, short 10 minute individual or group presentations covering the material to be used in the integrative paper (format to be announced).

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 (a maximum of 40 hours) for a total of 100 possible points. The volunteer hours constitute 15 percent of your overall course grade.

**ANALYTICAL PAPER ON
ALL OUR KIN: STRATEGIES FOR SURVIVAL IN A BLACK COMMUNITY
by Carol B. Stack (1974)**

Social welfare is an organized system of laws, programs, and services that ensure a basic standard of quality of life in terms of social and economic wellbeing and contribute to the solution of social problems (Day, 1989). Social welfare policy constitutes the debate about what that system should include, if anything. The form of the welfare system is influenced by many factors, including history, politics, planning, budgetary constraints, professional expertise, and client needs, among others.

The objective of this assignment is to explore the implications for social welfare policy of how clients themselves view the social problems they face. Thus, the focus is on the point of view of the client community.

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.

Structure of the Paper

Style of the paper:

Write the paper in two sections using the outline below. Clearly identify each section by using subheadings. Support every point you make by explicitly making reference to quotes and passages in the book. All the points that you make must be based directly on information you obtain from the book. The paper should be 5 typewritten pages.

The main issues are:

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

Part 1 how would you define the problem(s):
identify the kinds of issues that should be taken into consideration in shaping social welfare policy, ie., the kinds of problems faced by the families/the community
(*e.g., what kinds of child care needs/arrangements do these families have? what are the employment patterns of these families? etc.*)

how would you state the problems these families are facing?
(*e.g., what are the underlying conditions that are causing the low employment patterns of these families--why are so many of the adults in these families unemployed?*)

Part 2 what kind of social welfare solution would you propose:
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 Part 1 and discuss the value of this policy option.
(*e.g., if you propose a jobs training program, what other types of services would you include to meet the multi-faceted needs of the clients described in Part 1?*)

Place your paper within the Systems Ecological Perspective:

In addressing both questions listed above, approach your paper from a systems/ecological perspective. Choose a particular population such as teenage moms, welfare mothers, or others in the community described in All Our Kin, and discuss the specific types of situations, settings, and societal values and attitudes that affect it. That is, when you think about a particular problem, think about how it manifests itself at the different levels of the system--how does it affect the individual? what role does the the community play? what role do societal attitudes and values play? etc. 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.) (community setting)
- settings in which the individual does not participate directly, but in which decisions are made that have a major impact on him (e.g., federal government)
- cultural and societal attitudes and values (societal context)

Use 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.

Theoretical approach to the paper

Think primarily in terms of a societal or social change (public issues) 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 as defined by C. Wright Mills, The Sociological Imagination, pp. 8-9).

Troubles occur within the character of the individual and within the range of his immediate relations with others; they have to do with his self and with those limited areas of social life of which he is directly and personally aware. Accordingly, the statement and the resolution of troubles properly lie within the individual as a biographical entity and within the scope of his immediate milieu--the social setting that is directly open to his personal experience and to some extent his willful activity. A trouble is a private matter: values cherished by an individual are felt by him to be threatened.

Issues have to do with matters that transcend these local environments of the individual and the range of his inner life. They have to do with the organization of many such milieux into the institutions of an historical society as a whole, with the ways in which various milieux overlap and interpenetrate to form the larger structure of social and historical life. An issue is a public matter: some value cherished by publics is felt to be threatened....An issue often involves a crisis in institutional arrangements....

In these terms, consider unemployment. When, in a city of 100,000, only one man is unemployed, that is his personal trouble, and for its relief we properly look to the character of the man, his skills, and his immediate opportunities. But when in a nation of 50 million employees, 15 million men are unemployed, that is an issue, and we may not hope to find its solution within the range of opportunities open to any one individual. The very structure of opportunities has collapsed. Both the correct statement of the problem and the range of possible solutions require us to consider the economic and political institutions of the society, and not merely the personal situation and character of a scatter of individuals.

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. Putting information within a theoretical framework or approach allows one to systematically organize knowledge about social problems.

The assignment should reflect your ability to apply the social work theoretical frameworks and approaches to your introductory social work experience. It will allow you to use a social work model as a tool to critically analyze and evaluate your agency. This assignment calls for you to go beyond a description of the program and the client problems, to a critical analysis that explains what is going on and makes connections between a variety of factors that come into play.

Selection of Approach

Select one of the following conceptual frameworks or approaches. Your selection should be based on the appropriateness of the approach to the field and area of practice in your volunteer agency. A reference to the main readings, etc., are provided in parenthesis. Make sure you draw from the complete model, rather than leaving out components.

- the problem solving approach (text, p. 72-73, 3.52, video)
- Pincus and Minahan's model of planned change (text, p. 73)
- the life model /"problems in living" approach (text, p. 64-65, class lecture)
- the agency administrative strategy process (text, Chapter 15)
- the systems/ecological assessment framework (Kirst-Ashman, et.al)

Application of Approach

Some guidelines to applying the social work approach:

1. In applying the approach, be sure to use the correct level of analysis. For example, if you choose the "agency administrative strategy process," the correct level of analysis is the **agency and its policies**. The agency and the different components of the agency--not the person who happens to be the current director or social worker--are the actors. Do not focus on the actions of the current director, but on the responsibilities of the director role. On the other hand, individual clients would be the appropriate level of analysis when applying the life model.
2. Select an approach that is appropriate for the agency population. If the agency clients are infants, you would not apply the "problem-solving approach" because infants cannot fully participate in identifying the problems they want to work on or their goals, etc.

Structure of the Paper

Length: 5 pages, 1 page for the diagram

Parts of the paper:

Introduction - short one-paragraph description of agency, including name, goals, population served, types of services provided, etc.; your volunteer role
- social work model/approach selected and why

Body (by subheadings for each component of the model)
- this part should explain each component of the model in detail and then provide detailed examples from your volunteer experience (e.g., "The first component of the life model is transitions. According to this model, transitions involve.... Clients (or Client X) in this agency experienced the following types of transitions....")

Discussion (at least 1-2 pages/ important section)
- what kinds of issues did applying the model/approach clarify for you?
- what kinds of questions did it raise? etc.
- what problems did it help you see with the agency, and in which part of the model would you locate them?
- what are the causes of the problems the clients are facing?
- what changes could be made in the agency, the client, the community, the society?

Diagram: Include a diagram of the approach you select. Label each component and indicate how each applies to your agency. For example, if you choose the "life model," in the part of the diagram on "transitions" list some transitions that your clients (or one of your clients) typically experience(s).

Style: In writing your paper pay attention to the use of proper grammar and sentence and paragraph structure. You must use subheadings for each part of the paper. Please number your pages and give your paper a title. These things will allow you to communicate more clearly by providing a roadmap for the reader. Also check your spelling.

Source(s) of Information (Volunteering and Interviews)

Most of the information you will use to apply the social work approach to your agency will come from your observations and participation in the agency as a volunteer. However, it will also require one or more interviews with agency staff (in order to fill in some gaps: to help you clarify how some processes operate in the agency). For example, if you apply the "agency administration strategy process," you will need to get information concerning how the agency identifies problems and how they design appropriate objectives. Or if you apply the "life model" you may need to obtain some client history from the social worker or other professional working with the client. Other things you can do to obtain information is visit the community, attend meetings, read client records, interview experts, etc.

Grading Criteria

Appropriateness of the model (including the unit of analysis used)
Explanation of why the model was selected
Application of all the components of the model to the volunteer agency/client population
Level of critical analysis

Length and level of detail, including examples
Use of subheadings/organization of the paper

VOLUNTEER AGENCY SELECTION

Student's Name _____

Name of Agency _____

Agency Mailing Address _____

Full Name/Title of Supervisor _____

Agency Phone _____

What are your expectations of what you will learn in this volunteer experience?

What training, duties, and responsibilities will you be assigned?

What is your tentative schedule (e.g., days and hours of the week in which you plan to volunteer, including your training schedule)?

Volunteer Agency Supervisor Verification

I verify that _____ volunteered at
_____. He/she completed
_____ hours of service as documented in the Volunteer Time Log.

Signature of Supervisor

Print Name of Supervisor

Phone Number Where Supervisor Can Be Reached

(Supervisor is welcome to attach a letter for the student's personal record concerning his/her performance, but this is not required.)

Please submit to: Yolanda C. Padilla, Ph.D., LMSW-AP
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