

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

<b>Course Number:</b>	SW 310	<b>Instructor's name:</b>	Yolanda C. Padilla, Ph.D., LMSW-AP Assistant Professor
<b>Unique Number:</b>	55540	<b>Office Number:</b>	SSW 3.130K
<b>Semester:</b>	Fall 1996	<b>Office Phone:</b>	471-6266 ypadilla@mail.utexas.edu
<b>Meeting Time/Place:</b>	Tues-Thurs. 9:30am-11:00pm SSW 2.132	<b>Office Hours:</b>	Tuesdays 4:00-5:00pm or by appointment

**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 learn about social work practice and methodology, different fields of practice, and client populations. This course also includes an agency-related experiential component.

**II. Course Objectives**

By the end of the course, the student will be able to:

1. Describe the social welfare system and the multiplicity of settings in which social workers practice and the diversity of roles and functions which they perform.
2. Explain 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;
3. Identify and analyze the important ideologies, beliefs, values, and ethics that have been expressed in social welfare and the social work profession with an emphasis on social and economic justice;
4. Explain the concepts of racism, sexism, homophobia, and ageism, and 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;
5. Describe the various theoretical approaches utilized in social work practice with individuals, families, groups, and communities;
6. 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.

This course uses a systems/ecological framework to present the social welfare system within a historical context and to address social welfare issues. Major social issues and problems are addressed relating to poverty, health, mental health and developmental disabilities, criminal justice, children and family issues, agism, racism, sexism, and homophobia. Although assignments vary somewhat by instructor, much of the focus of this class is experiential. In this class, students will be required to complete 40 hours of volunteer experience in a social welfare agency.

### **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 week 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. Course Readings**

#### **Text:**

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

#### **Selected Articles and Other Readings:**

##### ***Part I. Experiencing Social Work in the Community: Volunteer Service as a Learning Tool***

Standards of quality for school-based service-learning. (1993). *Equity & Excellence in Education*, 26 (2), 71-73.

Swenson, Carol R. (1988). The professional log: Techniques for self-directed learning. *Social Casework: The Journal of Contemporary Social Work*, 69, (5), 307-312.

Webb, Nancy Boyd. (1988). The role of the field instructor in the socialization of students. *Social Casework: The Journal of Contemporary Social Work*, 69 (1), 35-41.

Kurland, Roselle. (1992). When problems seem overwhelming: emphases in teaching, supervision and consultation. *Social Work*, 37 (3), 240-245.

***Part II. A Social Worker is Born:  
The Profession of Social Work***

- Walz, Thomas. (1991). The mission of social work revisited: An agenda for the 1990s. *Social Work*, 36 (6), 500-505.
- Turner, Francis J. (1992). Q & A: How are social work students today different from students 10 to 20 years ago? *Families in Society: The Journal of Contemporary Human Services*, 73 (3), 177-180.
- Brieland, Donald. (1990). The Hull-house tradition and the contemporary social worker: Was Jane Addams really a social worker? *Social Work*, 35 (2), 134-139.
- Carlton-LaNey, Iris. (1994). The career of Birdy Henrietta Haynes, a pioneer settlement house worker. *Social Services Review*, 68 (2), 254-274.
- Noble, Barbara Presley. (1995, Feb 26). How the 'compassion crowd' lives: Unpopular though it be politically, social work will be in demand for years. *New York Times*, v144, Sec. 3, pF35 (N), pF35(L), col 3.
- Priddy, Drew. (1990). A social worker's agony: Working with children affected by crack/cocaine. *Social Work*, 35 (3), 197-200.
- Hopps, June Gary. (1989). Services to and by real people. *Social Work*, 34, (3), 195-197.
- Siporin, Max. (1993). The social worker's style. *Clinical Social Work Journal*, 21 (3), 257-271.
- Bricker-Jenkins, Mary. (1990). Another approach to practice and training: Clients must be considered the primary experts. *Public Welfare*, 48 (2), 10-17.
- Freedberg, Sharon. (1989). Self-determination: Historical perspectives and effects on current practice. *Social Work*, 34 (1), 33-39.
- Weick, Ann. (1988). Knowing what's best: A new look at self-determination. *Social Casework: The Journal of Contemporary Social Work*, 69 (1), 10-17.\*
- Gutheil, Irene A. (1992). Considering the physical environment: An essential component of good practice. *Social Work*, 37 (5), 391-397.
- Dane, Barbara O. (1991). Resident guests: Social workers in host settings. *Social Work*, 36 (3), 208-214.
- Abramson, Julie. (1993). Orienting social work employees in interdisciplinary settings: shaping professional and organizational perspectives. *Social Work*, 38 (2), 152-158.
- Chira, Susan. (1991, May 15). Schools new role: Steering people to services. *New York Times*, v. 140, p A1 (N), pA1 (L), col 2.

**Part III. Social Work Practice Settings:  
Fields of Practice**

- Davis, Liane V. (1992). The problem of wife abuse: The interrelationship of social policy and social work practice. *Social Work*, 37 (1), 15-21.
- Miller, Janet L. (1988). Social services and social support: Blended programs for families at risk of child maltreatment. *Child Welfare*, 67 (2), 161-175.
- Libassi, Mary Frances. (1988). The chronically mentally ill: A practice approach. *Social Casework: The Journal of Contemporary Social Work*, 69 (2), 88-97.
- Golden, Gail Kadison. (1991). Volunteer counselors: An innovative, economic response to mental health service gaps. *Social Work*, 36 (3), 230-233.
- Raffoul, Paul R. (1989). Interdisciplinary treatment of drug misuse among older people of color: Ethnic considerations for social work practice. *Journal of Drug Issues*, 19 (2), 297-214.
- Chavkin, Nancy F. (1991). Community collaboration gives dropouts a choice. *Education Digest*, 56 (7), p. 17-20.
- Plotnick, Robert D. (1993). The effect of social policies on teenage pregnancy and childbearing. *Families in Society: The Journal of Contemporary Human Services*, 74 (6), 324-329.
- Smith, Linda Anderson. (1988). Black adolescent fathers: Issues for service provision. *Social Work*, 33 (3), 269-272.
- Greene, Michael B. (1993). Chronic exposure to violence and poverty: Interventions that work for youth. *Crime and Delinquency*, 39 (1), 106-124.
- Ewalt, Patricia L. (1994). Poverty matters. *Social Work*, 39 (2), 149-152.
- Day, Phyllis. (1989). The new poor in America: Isolationism in an international political economy. *Social Work*, 34 (3), 227-234.
- Phillips, Michael H. (1988). Homeless families: Services make a difference. *Social Casework: The Journal of Contemporary Social Work*, 69 (1), 48-54.
- Ivry, Joann. (1992). Teaching geriatric assessment: Issues and trends in geriatric education. *Journal of Gerontological Social Work*, 18 (3-4), 3-23.

**Part IV. Methods of Social Work Practice:  
Areas of Practice**

- Imre, Roberta Wells. (1991). What do we need to know for good practice? *Social Work*, 36 (3), 198-191.
- Marziali, Elsa. (1988). The first session: An interpersonal encounter. *Social Casework: The Journal of Contemporary Social Work*, 69 (1), 23-28.

- Goldstein, Howard. (1990). The knowledge base of social work practice: Theory, wisdom, analogue, or art? *Families in Society: The Journal of Contemporary Human Services*, 71 (1), 32-44.
- Schlosberg, Shirley B. (1988). Practice strategies for engaging chronic multi problem families. *Social Work*, 69 (1), 3-10.
- Ronnau, John. (1993). Identification and use of strengths: A family system approach. *Children Today*, 22 (2), 20-24.
- Weick, Ann. (1989). A strengths perspective for social work practice. *Social Work*, 34 (4), 350-355.\*
- Hagen, Jan L. (1992). Women, work, and welfare: Is there a role for social work? *Social Work*, 37 (1), 9-15.
- Zippay, Allison. (1995). The politics of empowerment: Empowerment of low-income populations as a component of social work and community development. *Social Work*, 40 (2), 263-268.
- O'Hare, Thomas M. (1991). Integrating research and practice: A framework for implementation. *Social Work*, 36 (3), 220-224.
- Haas, Bruce. (1990). How can agencies help practitioners link research with practice/ *Families in Society: The Journal of Contemporary Human Services*, 71 (8), 504-506.
- Gulati, Padi. (1990). The community-centered model: A garden-variety approach or a radical transformation of community practice? *Social Work*, 35 (1), 63-69.
- Kettner, Peter M. (1988). Designing effective programs. *Child Welfare*, 67 (2), 99-112.
- Dattalo, Patrick. (1992). The gentrification of public welfare. *Social Work*, 37 (5), 446-453.

## V. Course Requirements

### Class Assignments and Grading Policy

Exam 1	20%
Exam 2	20%
Collaborative Learning Worksheets/Exercises	25%
Experiential Component (Volunteering)	15%
Paper on Volunteer Experience (Integrating Readings) and Journal	<u>20%</u>
	<b>100%</b>

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, collaborative learning group assignments, and audiovisual materials.

## **Collaborative Learning Groups (CLG) Exercises/Worksheets**

Classroom tasks will include collaborative learning groups (CLGs), in which students will have the opportunity to analyze the readings in small groups. In preparation for this task, students will be asked to briefly summarize, and/or provide some reactions, to the readings for each week or to list the main points in the readings. The Take-home Worksheet will serve as an aid to conduct the group discussion. The worksheets should be one and one-half to two pages and do not need to be type-written, but must be legible. Each worksheet will be graded based on how well it reflects the reading of the assigned chapter(s).

The grade for Collaborative Learning Groups will be based on the average of all the semester's group exercises. Collaborative Learning Groups are based on preparing Take-home Worksheets and participation in group discussions (including preparing some reflections in class based on the topic of discussion, In-class Worksheets). All Worksheets will be picked up. The grade for each CLG is a package: Take-home Worksheet and In-class participation/Worksheet. You cannot get partial credit, and there are no make-ups for CLGs. Basically, participating in class discussion without bringing Take-home notes defeats the purpose of CLGS, as does turning in Take-home notes without coming to class. However, in order to have some leeway for emergency absences, you can miss up to three CLGs without penalty.

## **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

(Note: All readings labeled "Chapter" are from the Text.)

### Part 1: The Profession of Social work and the Development of Social Welfare

#### Week 1

Aug. 31

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Overview of the course

Meeting the volunteer requirement for the course: agency volunteer opportunities

#### Week 2

Sept. 5 - 7

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*Extending classroom learning to volunteering experience in a human service agency*

Standards of quality for school-based service-learning. (1993). *Equity & Excellence in Education*, 26 (2), 71-73. (SECTION I)

Swenson, Carol R. (1988). The professional log: Techniques for self-directed learning. *Social Casework: The Journal of Contemporary Social Work*, 69, (5), 307-312. (SECTION I)

Webb, Nancy Boyd. (1988). The role of the field instructor in the socialization of students. *Social Casework: The Journal of Contemporary Social Work*, 69 (1), 35-41. (SECTION I)

Kurland, Roselle. (1992). When problems seem overwhelming: emphases in teaching, supervision and consultation. *Social Work*, 37 (3), 240-245. (SECTION I)

#### Week 3

Sept. 12-14

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Sept 14          DUE: Volunteer Agency Placement Form

*The profession of social work: values, knowledge, and skills*

*The arena of social work: Human service organizations*

Chapter 1, "Social work: A Helping Profession"

Noble, Barbara Presley. (1995, Feb 26). How the 'compassion crowd' lives: Unpopular though it be politically, social work will be in demand for years. *New York Times*, v144, Sec. 3, pF35 (N), pF35(L), col 3. (SECTION I)

Priddy, Drew. (1990). A social worker's agony: Working with children affected by crack/cocaine. *Social Work*, 35 (3), 197-200. (SECTION I)

Hopps, June Gary. (1989). Services to and by real people. *Social Work*, 34, (3), 195-197. (SECTION I)

#### Week 4

Sept. 19-21

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*Overview of the history of social welfare in the United States*

Chapter 2, "Social Welfare: Past and Present"

- Brieland, Donald. (1990). The Hull-house tradition and the contemporary social worker: Was Jane Addams really a social worker? *Social Work*, 35 (2), 134-139. (SECTION II)
- Carlton-LaNey, Iris. (1994). The career of Birdy Henrietta Haynes, a pioneer settlement house worker. *Social Services Review*, 68 (2), 254-274. (SECTION II)

**Week 5**  
Sept. 26-28

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*The systems ecological framework and the strength perspective in social work*

Chapter 3, "A Systems/Ecological Perspective to Understanding Social Work and Social Welfare"

- Gutheil, Irene A. (1992). Considering the physical environment: An essential component of good practice. *Social Work*, 37 (5), 391-397. (SECTION II)
- Ivry, Joann. (1992). Teaching geriatric assessment: Issues and trends in geriatric education. *Journal of Gerontological Social Work*, 18 (3-4), 3-23. (SECTION III)
- Weick, Ann. (1989). A strengths perspective for social work practice. *Social Work*, 34 (4), 350-355. (SECTION IV\*)
- Ronnau, John. (1993). Identification and use of strengths: A family system approach. *Children Today*, 22 (2), 20-24. (SECTION IV)

**Part 2: Social welfare service provision:  
Fields of practice (populations served)**

**Week 6**  
Oct. 3-5

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*The needs of children and families*

Chapter 7, "The Needs of Children, Youth, and Families"

- Davis, Liane V. (1992). The problem of wife abuse: The interrelationship of social policy and social work practice. *Social Work*, 37 (1), 15-21. (SECTION III)
- Miller, Janet L. (1988). Social services and social support: Blended programs for families at risk of child maltreatment. *Child Welfare*, 67 (2), 161-175. (SECTION III)

**Week 7**  
Oct. 10-12

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*The needs of youth*

- Chavkin, Nancy F. (1991). Community collaboration gives dropouts a choice. *Education Digest*, 56 (7), p. 17-20. (SECTION III)
- Plotnick, Robert D. (1993). The effect of social policies on teenage pregnancy and childbearing. *Families in Society: The Journal of Contemporary Human Services*, 74 (6), 324-329.
- Smith, Linda Anderson. (1988). Black adolescent fathers: Issues for service provision. *Social Work*, 33 (3), 269-272. (SECTION III)

**Week 8**  
Oct. 17-19

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Oct. 17 EXAM 1

*The problems of mental illness and substance abuse*

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

Libassi, Mary Frances. (1988). The chronically mentally ill: A practice approach. *Social Casework: The Journal of Contemporary Social Work*, 69 (2), 88-97. (SECTION III)

Golden, Gail Kadison. (1991). Volunteer counselors: An innovative, economic response to mental health service gaps. *Social Work*, 36 (3), 230-233. (SECTION III)

Raffoul, Paul R. (1989). Interdisciplinary treatment of drug misuse among older people of color: Ethnic considerations for social work practice. *Journal of Drug Issues*, 19 (2), 297-314. (SECTION III)

**Week 9**  
Oct. 24-26

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*Ending discrimination and inequality in social welfare: Models for achieving social and economic justice*

Chapter 4, "Poverty and Income Security"

Greene, Michael B. (1993). Chronic exposure to violence and poverty: Interventions that work for youth. *Crime and Delinquency*, 39 (1), 106-124. (SECTION III)

Ewalt, Patricia L. (1994). Poverty matters. *Social Work*, 39 (2), 149-152. (SECTION III)

Day, Phyllis. (1989). The new poor in America: Isolationism in an international political economy. *Social Work*, 34 (3), 227-234. (SECTION III)

Phillips, Michael H. (1988). Homeless families: Services make a difference. *Social Casework: The Journal of Contemporary Social Work*, 69 (1), 48-54. (SECTION III)

**Part 3: The organization of social welfare service delivery and practice:  
Areas (methods) of practice in social work**

**Week 10**  
Oct. 31- Nov. 2

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*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*

Imre, Roberta Wells. (1991). What do we need to know for good practice? *Social Work*, 36 (3), 198-191. (SECTION IV)

Weick, Ann. (1988). Knowing what's best: A new look at self-determination. *Social Casework: The Journal of Contemporary Social Work*, 69 (1), 10-17. (SECTION II\*)

Hagen, Jan L. (1992). Women, work, and welfare: Is there a role for social work? *Social Work*, 37 (1), 9-15. (SECTION IV)

- Siporin, Max. (1993). The social worker's style. *Clinical Social Work Journal*, 21 (3), 257-271. (SECTION II)
- Goldstein, Howard. (1990). The knowledge base of social work practice: Theory, wisdom, analogue, or art? *Families in Society: The Journal of Contemporary Human Services*, 71 (1), 32-44. (SECTION IV)

### **Week 11**

Nov. 7-9

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#### *Social work methods with individuals and families*

##### Chapter 13, "Direct Practice: Social Work with Individuals and Families"

- Bricker-Jenkins, Mary. (1990). Another Approach to Practice and Training: Clients must be considered the primary experts. *Public Welfare*, 48 (2), 10-17. (SECTION II)
- Marziali, Elsa. (1988). The first session: An interpersonal encounter. *Social Casework: The Journal of Contemporary Social Work*, 69 (1), 23-28. (SECTION IV)
- Schlosberg, Shirley B. (1988). Practice strategies for engaging chronic multi problem families. *Social Work*, 69 (1), 3-10. (SECTION IV)

### **Week 12**

Nov. 14-16

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#### *Social work methods with communities*

##### Chapter 14, "Direct Practice: Social Work with Groups and the Community"

- Gulati, Padi. (1990). The community-centered model: A garden-variety approach or a radical transformation of community practice? *Social Work*, 35 (1), 63-69. (SECTION IV)
- Zippay, Allison. (1995). The politics of empowerment: Empowerment of low-income populations as a component of social work and community development. *Social Work*, 40 (2), 263-268. (SECTION IV)

### **Week 13**

Nov. 21-23

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Nov. 23 NO CLASS - Thanksgiving Holiday -

#### *Research and social work practice*

##### Chapter 16, "Research and Practice"

- O'Hare, Thomas M. (1991). Integrating research and practice: A framework for implementation. *Social Work*, 36 (3), 220-224. (SECTION IV)
- Haas, Bruce. (1990). How can agencies help practitioners link research with practice? *Families in Society: The Journal of Contemporary Human Services*, 71 (8), 504-506. (SECTION IV)
- Kettner, Peter M. (1988). Designing effective programs. *Child Welfare*, 67 (2), 99-112. (SECTION IV)

### **Week 14**

Nov. 28-30

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Nov. 30 EXAM 2

*Social work practice in collaboration with other helping professionals*

Chapter 18, "Social Work and the Other Helping Professions"

Dane, Barbara O. (1991). Resident guests: Social workers in host settings. *Social Work*, 36 (3), 208-214. (SECTION II)

Abramson, Julie. (1993). Orienting social work employees in interdisciplinary settings: shaping professional and organizational perspectives. *Social Work*, 38 (2), 152-158. (SECTION II)

Chira, Susan. (1991, May 15). Schools new role: Steering people to services. *New York Times*, v. 140, p A1 (N), pA1 (L), col 2. (SECTION II)

**Week 15**

Dec. 5-7

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Dec. 7 DUE: Paper on Volunteer Experience

DUE: Journal

DUE: Volunteer Log and Supervisor Verification forms

*Future challenges for the profession of social work*

Chapter 20, "The Future of Social Work and Social Welfare"

Walz, Thomas. (1991). The mission of social work revisited: An agenda for the 1990s. *Social Work*, 36 (6), 500-505. (SECTION II)

Turner, Francis J. (1992). Q & A: How are social work students today different from students 10 to 20 years ago? *Families in Society: The Journal of Contemporary Human Services*, 73 (3), 177-180. (SECTION II)

Freedberg, Sharon. (1989). Self-determination: Historical perspectives and effects on current practice. *Social Work*, 34 (1), 33-39. (SECTION II)

Dattalo, Patrick. (1992). The gentrification of public welfare. *Social Work*, 37 (5), 446-453. (SECTION IV)

**Bibliography**

**Required Readings**

See Section IV for a complete list.

**Supplemental Readings (Optional)**

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.

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 stoical 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 (e.g., 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 final 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;

### **Journal**

You must keep a journal of your experiences as a volunteer. The main objective in keeping a journal will be to integrate the readings and classroom work with your community service. Use your weekly notes on your readings to reflect what you are experiencing as a volunteer in the social work setting. Refer to specific readings in the journal.

The entries which you make throughout the semester will provide a source of information from which you can draw for your class discussions, the oral presentation, and the final 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.

## 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  
Assistant Professor  
University of Texas at Austin  
School of Social Work  
1925 San Jacinto  
Austin, Texas 78712  
  
(Telephone number: 471-6266)