

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

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**Course/Unique Number:** SW 310 / U# 64355

**Office Number:** SSW 3.130K

**Semester:** Fall 2005

**Office Phone:** 471-6266

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

**Office Hours:** Tues 11-12, 2:00-4:00

**Instructor:** Yolanda C. Padilla, PhD, MSSW, LMSW-AP, Professor, [ypadilla@mail.utexas.edu](mailto:ypadilla@mail.utexas.edu)

**Teaching Assistant:** Carol Ann Chavez, [carolchavez@mail.utexas.edu](mailto:carolchavez@mail.utexas.edu)

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**INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE**

**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.wadsworth.com/social\\_work\\_d/](http://www.wadsworth.com/social_work_d/). Click on “Select a Course,” “Introduction to Social Work/Welfare,” and under our text, “Student Book Companion Site.”

### IV. Required and Recommended Texts and Materials

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

#### Selected Readings

In order to supplement and apply the concepts in the text, short readings that provide case examples or more in-depth analyses of the text will be assigned throughout the semester.

#### Supplemental Optional Readings.

See Blackboard under “Course Documents” for supplemental optional readings for this course, provided by topic.

### V. Course Requirements

Detailed descriptions of the course assignment/requirements will be provided.

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| 1. Three Exams (Exams are not cumulative.)                   | 60% |
| 2. Class Participation/Attendance and 1-Page Response Papers | 20% |

#### **50 points: ~~Response Paper~~ Worksheets**

#### **50 points: Participation in Discussion (25 points each: Tues/Thurs)**

Response paper due for each day there are readings assigned and will often be done in combination with short in-class response papers.

#### *Grading criteria for Response Papers:*

#### **CHANGE TO GRADED FOR COMPLETION**

*50 points - in-depth critical analysis*

*that clearly reflects careful reading of the chapters; 35 - lacks*

*comprehensiveness; 25 - sketchy, superficial, or LATE. Students may drop*

*2 weekly grades in cases of emergency, not including special workshops/events.*

3. Volunteer Experience (45 hours) and Related Reports/Presentation 20%

Volunteer Placements Group Poster Presentations

The purpose of this assignment is to give students an opportunity to explore a field of social work in depth vis-à-vis what they learned in their volunteer experience and to share that information with each other. Students will be assigned to groups based on their volunteer placements reflecting various types of social work services.

Each group will be asked to put together a tri-fold poster presentation addressing the following. Each group will conduct a 10-15 minute oral presentation summarizing the information on the poster.

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

SCHEDULE

Nov 15 / Nov 22      In-class time will be devoted for group planning of volunteer presentations and instructor consultation.

Nov 29 / Dec 1      Class time will be devoted for group planning of volunteer presentations. Groups can choose the location of their meetings (subject to change).

Dec 6 / Dec 8      Group presentations.

GRADING CRITERIA

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

## Grading scale

Grading Scale	Quality of Work
100 - 90 = A 89 - 80 = B 79 - 70 = C 69 - 60 = D* 59 and below = F * Class failed/no credit if below 70	A = Assignments exceed expectations. B = Assignments meet expectations. C = Assignments meet basic expectations, but lack depth, critical analysis, organization. D/below = Assignments fail to meet requirements.

## VI. Class Policies

1. Attend class regularly. Turn assignments in on the due dates. All assignments submitted after the beginning of class are considered late. Student presentations can only be given on the allotted dates. Major assignments will be penalized 5 points for each calendar day late.
2. 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.
3. Request and use feedback and offer feedback. Participate in class discussions and other in-class activities. Differences in values, opinions, and ideas with other students (and guest speakers) will be respected.
4. Use APA Style for referencing. The *Publication Manual of the American Psychological Association* is the style manual used by the School of Social Work.
5. 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.
6. 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

- 1-page reaction paper per chapter due on day the chapter reading is due.
- In order to supplement and apply the concepts in the text, short weekly readings that provide case examples or additional more in-depth analyses will be assigned throughout the semester.
- Readings due on date listed.

[1] Sept 1	Overview of the course <b><i>What is social work (from your perspective)?</i></b>
[2] Sept 6 Sept 8	<i>The profession of social work: providing support in times of need</i> <b>Video: Troop 1500</b> Ch. 2. Social Work and the Other Helping Professions.
[3] Sept 13/ Sept 15	<i>The social welfare system in the United States</i> <b>Workshop: UT Volunteer &amp; Service Learning Center</b> Ch. 1. Social Welfare, Past and Present.
[4] Sept 20 Sept 22	<i>A framework to understand the problems of individuals and families</i> Ch. 10. The Needs of Children, Youth, and Families. Ch. 3. The Systems/Ecological Perspective: Understanding Social Work and Social Welfare
[5] Sept 27 Sept 29	<i>Providing social work services to individuals and families at the micro level</i> <b>EXAM 1 (Chapters 2, 1, 10, 3)</b> <b>Video: The Family Support Movement</b>
[6] Oct 4 Oct 6	<i>Social Work Practice with Individuals, Families, and Groups</i> <b>Workshop: What can you do with a BSW?</b> Jennifer Luna-Iduñate, LMSW, Director, Career Services & Alumni Relations, DiNitto Center for Career Services Ch. 11. Services to Children, Youth, and Families. Ch. 5. Generalist Practice: Social Work with Individuals, Families, and Groups.
[7] Oct 11 Oct 13	<i>Mental Health, Substance Abuse, and Developmental Disabilities</i> Ch. 8. Mental Health, Substance Abuse, and Developmental Disabilities. Re-screening: <b>Video: The Family Support Movement</b>
[8] Oct 18 Oct 20	<i>The social work response to problems at the social level</i> <b>EXAM 2 (Chapters 11, 5, 8)</b> <b>Video: Straight from the Heart</b>

[9] Oct 25 Oct 27	<i>Social inequality and social justice</i> Ch. 4. Diversity & Social Justice: Race, Ethnicity, Class, Gender, & Sexual Orientation. <b>Small Group Discussions: Reflections on Student Volunteer Experiences</b>
[10] Nov 1 Nov 3	<i>Poverty, a central underlying problem for social work clients</i> Ch. 7. Poverty, Income Assistance, and Homelessness. <b>Video: Ending Welfare as We Know It</b> Discussion continued.
[11] Nov 8 Nov 10	<i>Changing communities and society to solve social problems: when a case-by-case approach is not enough</i> Ch. 6. Generalist Practice: Social Work and Communities, Policy, Administration, and Research. <b>Video: The Democratic Promise, Saul Alinsky and His Legacy</b> Discussion continued.
[12] Nov 15 Nov 17	<i>More fields of social work practice</i> Ch. 9. Health Care. Ch. 12. Older Adults: Needs and Services. Ch. 13. Criminal Justice. <b>EXAM 3 (Chapters 4, 6, 7)</b>
[13] Nov 22 Nov 24	<b>Student Presentation Groups by Type of Volunteer Agency - Planning Day</b> NO CLASS Thanksgiving Holiday
[14] Nov 29 Dec 1	<b>Student Presentations</b>
[15] Dec 6 Dec 8	<b>Student Presentations and Wrap-up</b>

## VIII. Bibliography and Other Resources

### Recommended Readings

- Albert, V. (2000). Reducing welfare benefits: Consequences for adequacy of and eligibility for benefits. *Social Work*, 45(4), 300-311.
- Courtney, M. & Specht, H. (1994). *Unfaithful angels: How social work has abandoned its mission*. New York, NY: The Free Press.
- Donahue, A. B. (2000). Riding the mental health pendulum: Mixed messages in the era of neurobiology and self-help movements. *Social Work*, 45(5), 427-438.
- DuBois, B. & Miley, K.K (Eds.) (2002). *Social work: An empowering profession*. Boston, MA: Allyn & Bacon.
- Eamon, M. K. (2001). The effects of poverty on children's socio-emotional development: An ecological systems analysis. *Social Work*, 46(3), 256-266.
- Gitterman, A., & Shulman, L. (Eds.) (1994). *Mutual aid groups, vulnerable populations, and the life cycle*. New York, NY: Columbia University Press.
- Grobman, L. (Ed.) (1999). *Days in the lives of social workers*, 2<sup>nd</sup> Ed. Harrisburg, Pa: White Hat Communications.
- Hamner, D. M. (2002). *Building bridges*. Boston, MA: Allyn & Bacon.
- 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.