

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

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**Course/Unique Number:** SW 310 / U# 65660

**Office Number:** SSW 3.130K

**Semester:** Fall 2006

**Office Phone:** 471-6266

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

**Office Hours:** Thurs 11:00-12:30 &  
appt.

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

**Teaching Assistant:** Tammy Peacock, [tpeacock@mail.utexas.edu](mailto:tpeacock@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 method shown to be significantly more effective than lecture methods. Collaborative learning involves small group discussions in which students have the opportunity to apply concepts to a variety of situations. Students should be prepared to discuss the readings in class. In order to be prepared, students will be asked to complete short worksheets prior to class. The worksheets will also serve as study guides for the 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.

### 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.

Link to chapter outlines and other learning tools from the text available on the “Student Book Companion Site” on Blackboard.

### V. Course Requirements

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|---|------------|
| 1. Three Exams (not cumulative) .....                                     | 60%        |
| 2. Chapter Pop Quizzes .....  | 15%        |
| <i>I can be dropped at the student’s discretion. No make-up quizzes.</i>  |            |
| 3. Volunteer Component: 45 hours, Forms, 2 logs, Group oral report* ..... | <u>25%</u> |
|   | 100%       |

*\* Volunteer component grade will be based on the hours completed, subject to verification by instructor. To receive full credit for volunteer hours, all parts of the assignment must be completed. Up to 20 points will be deducted from the volunteer component grade for incomplete or poor performance on the forms, the logs, or the group oral report.*

**Students must complete at least 30/45 volunteer hours in order to pass the class.**

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

## Volunteer Component

Assigned group: \_\_\_\_\_ Presentation date: \_\_\_\_\_

Group members: \_\_\_\_\_

### Required Forms (Blank forms posted on Blackboard)

*\* Provide a set of the forms to your supervisor at the beginning of the semester for their records.*

Volunteer Agency Selection (Form I)

Agency Evaluation of Student (Form III)

Volunteer Time Log (Form II)

Student Evaluation of Agency (Form IV)

### Volunteer Professional Logs

Submit 2 logs (each 1 single-spaced typed page) reflecting on your volunteer experience. Select 2 techniques described in Swenson (1988), "The Professional Log." Select from portraits, altered point of view, unsent letter, imaginary dialogue, reflections on reading, process recording, and critical incident/record of service. Label the technique used in your paper.

### Volunteer Placements Group Poster / Oral Presentations

The purpose of this assignment is to give students an opportunity to explore the field of social work 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 prepare a tri-fold poster and conduct a 15 minute oral presentation summarizing the following information:

Components of the Group Presentation and Tri-Fold Poster:

- A. Social Work Settings: Overall Description of the Volunteer Organizations in Your Group
  1. Description of organizations: names, mission, etc.
  2. Client population and problem areas with which you worked
  3. Types of social work services provided or how social work services could be incorporated if not already part of the services provided
- B. Application of Concepts Learned in Class to the Group Volunteer Experiences

Discuss 2 or 3 examples of how material learned in class was exemplified in your volunteer placement. Describe, for example, theoretical frameworks that can be used to understand the problems of individuals and families, types of social work practice approaches used with individuals and families, methods used to address community or social problems.
- C. Personal Experiences in the Volunteer Placement: What You Learned About Social Work

Describe your personal experiences and activities in your volunteer placement, using, for example, a typical day, a favorite case or story, things you learned about social work and about yourself, etc.

### 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. 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.

## VI. Class Policies

- 1. 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. Assignments will be penalized 10 points for each calendar day late. Videos shown in class are not available for individual viewing (with the exception of limited videos available at the SSW LRC). Late exams will be penalized at least 10 points (except in the case of pre-approved, documented emergencies).
- 2. 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. Always feel free to consult with me.
- 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 the populations directly affected by issues at question as they themselves experience 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 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: Syllabus is subject to change. Additional readings may be assigned as needed. Any changes made to the syllabus will be announced in class, via Blackboard, or via email. Submit all assignment to me in hard copy (do not submit assignments electronically).*

**Complete assigned worksheet for each chapter. Worksheets can be found on Blackboard.**

[1] Aug 31	Overview of the course <u>Exercise</u> : What is social work from your perspective? ( <i>Bring next week.</i> )
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### **PART I. Conceptualizing Problems Faced by Individuals and Families**

[2] Sept 5/7	<i>The profession of social work and the social welfare system in the United States</i> Ch. 2. Social Work and the Other Helping Professions ( <i>Worksheet discussion &amp; Intros</i> ) Ch. 1. Social Welfare, Past and Present <u>Information</u> : UT Volunteer & Service Learning Center
[3] Sept 12/14	<i>A framework to understand the problems of individuals and families</i> Ch. 10. The Needs of Children, Youth, and Families <u>Video</u> : Troop 1500
[4] Sept 19/21	<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  <u>Due</u> : Volunteer Form I (Keep a copy for your records.)
[5] Sept 26/28	<u>Workshop</u> : What can you do with a BSW? Jennifer Luna-Iduñate, LMSW, Director, Career Services & Alumni Relations, DiNitto Center for Career Services
<b>Sept 28</b>	<u>EXAM 1</u> (Chapters 2, 1, 10, 3)

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

[6] Oct 3/5	<i>Services to individuals, families, and groups</i> Ch. 11. Services to Children, Youth, and Families.  <u>Video</u> : Our Families, Our Future: <u>Cases 1-3</u>
[7] Oct 10/12	<i>Social work practice with individuals, families, and groups</i> Ch. 5. Generalist Practice: Social Work with Individuals, Families, and Groups  <u>Video</u> : Our Families, Our Future: <u>Cases 4-6</u>
[8] Oct 17/19	<i>Mental health, substance abuse, and developmental disabilities</i> Ch. 8. Mental Health, Substance Abuse, and Developmental Disabilities  <u>Guest Speaker</u> : Amy Mizcles, LMSW and James Meadours, ARC of Texas.
<b>Oct 19</b>	

[9] Oct 24/26 Oct 24	<i>The social work response to problems at the societal level</i>  (Student Group Planning Meetings for Volunteer Component Presentations)
<b>Oct 26</b>	<u>EXAM 2</u> (Chapters 11, 5, 8)

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

[10] Oct 31/ Nov 2	<i>Social inequality and social justice</i>  Ch. 4. Diversity & Social Justice: Race, Ethnicity, Class, Gender, & Sexual Orientation <u>Video</u> : Straight from the Heart  (Student Group Planning Meetings for Volunteer Component Presentations)
<b>Nov 2</b>	<u>Due</u> : Log 1
[11] Nov 7/9	<i>Poverty, a central underlying problem for social work clients</i>  Ch. 7. Poverty, Income Assistance, and Homelessness  <u>Video</u> : Ending Welfare as We Know It
[12] Nov 14/16	<i>Changing communities and society to solve social problems: when a case-by-case approach is not enough</i>  Ch. 6. Generalist Practice: Soc Wk & Communities, Policy, Administration, and Research  <u>Video</u> : The Democratic Promise, Saul Alinsky and His Legacy
[13] Nov 21/23 <b>Nov 21</b> <b>Nov 23</b>	EXAM 3 (Chapters 4,7,6) NO CLASS – Thanksgiving Holiday

**PART IV. Volunteer Component: What I Learned About Social Work**

[14] Nov 28/30	<i>Volunteer Component</i>  Student presentations
[15] Dec 5/7	<i>Volunteer Component</i>  Student presentations and Course Wrap-up and Evaluations
<b>Dec 7</b>	<u>Due</u> : Volunteer Forms II, III, IV ( <i>Keep copies</i> ), Log 2

## VIII. Bibliography and Other Resources (Supplemental Optional Readings)

### 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.
- 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.
- Poppo, 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.