

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

Course/Unique Number: SW 310 / U# 63415

Office Number: SSW 3.130K

Semester: Fall 2009

Office Phone: 471-6266

Meeting Time/Place: T/Th 12:30-2:00 / SSW 2.112

Office Hours: Thurs 2:00-3:30 & appt
TA: Tues 2:00-3:30

Instructor: Yolanda C. Padilla, PhD, LMSW-AP, Professor, ypadilla@mail.utexas.edu

Teaching Assistant: Jodi Berger Cardoso, MSSW, LCSW, jberger@mail.utexas.edu

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. SW310 is designated as a *UT Service Learning* course.

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, films, 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 (2008). *Social work and social welfare: An introduction* (6th ed). 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

1. Three Exams (not cumulative) 60%
2. Chapter Quizzes/Worksheet and Class Participation 15%
Maximum points if absent from class or if submitted late: 50.
3. Volunteer Component: 45 hours, Forms, 2 logs, Group oral report* 25%
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 forms or poor performance on the logs or the group oral report.*

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

Grading Policy

School of Social Work grading policy is as follows:

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|--------------|--------------|--------------|--------------|------------------|
| 100 - 94 = A | 89 - 87 = B+ | 79 - 77 = C+ | 69 - 67 = D+ | 59 and below = F |
| 93 - 90 = A- | 86 - 84 = B | 76 - 74 = C | 66 - 64 = D | |
| | 83 - 80 = B- | 73 - 70 = C- | 63 - 60 = D- | |

In order to earn a symbol of “CR”, an undergraduate must earn a grade of D- (*D minus*) or better, which is considered the lowest passing grade.

Volunteer Component [See Volunteer Folder on Blackboard]

Required Forms

Volunteer Agency Selection (Form I)
Volunteer Time Log (Form II)

Agency Evaluation of Student (Form III)
Student Evaluation of Agency (Form IV)

Required Readings

Criteria for Selecting a Volunteer Agency; Guide to Volunteering in a Social Service Agency
(Available on Blackboard)

Required Volunteer Hours and Orientation: The School of Social Work requires 45 volunteer hours in this class, which can include up to a maximum of 10 hours of orientation. If the agency in which you volunteer provides only a minimal orientation, you must conduct 1 to 2 interviews with a social worker or other professional at the organization to obtain a deeper understanding of the problems faced by the clients vis-à-vis what you are learning in class. For example, if you mentor low-income children, in the interview find out more about the problems facing the children and their families and the goals of the organization in working with them. Include the information in the logs and group presentation. The interview(s) can be counted toward the volunteer hours.

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 Placement Group Oral 15-Minute 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:

Assigned group: _____ Presentation date: _____

Group members: _____

Format of the Group Presentation. See Appendix: SW310 on instructions for “15-Minute Volunteer Experience Presentation”

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. Course Schedule

NOTE: Syllabus is subject to change to meet learning needs. Submit all assignment in hard copy.

Complete assigned worksheet for each chapter before class (available on Blackboard).

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| Aug 27 | <p>Overview of the course <u>Exercise</u>: What is social work from your perspective? <u>Information Session</u>: UT Volunteer & Service Learning Center</p> <p>Refer to: Criteria for Selecting a Volunteer Agency for SW 310 (on Bb)</p> |
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PART I. Conceptualizing Problems Faced by Individuals and Families

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| Sept 1,3 | <p><i>A framework for understanding the problems of individuals and families</i></p> <p>Ch. 10. The Needs of Children, Youth, and Families <u>Film</u>: Troop 1500</p> |
| Sept 8,10 | <p><i>A framework for understanding the problems of individuals and families (part 2)</i></p> <p>Ch. 3. The Systems/Ecological Perspective: Understanding Soc. Work and Social Welfare</p> |
| Sept 15,17 | <p><i>The social welfare system in the United States</i></p> <p>Ch. 2. Social Work and the Other Helping Professions Ch. 1. Social Welfare, Past and Present</p> |
| (Sept 17) | <u>Due</u>: Volunteer Form I (Keep a copy for your records.) |
| Sept 22 | <u>Workshop</u> : What can you do with a BSW? Jennifer Luna-Iduñate, LMSW, Director, Career Services & Alumni Relations, School of Social Work |
| Sept 24 | <u>EXAM 1</u> (Chapters 10, 3, 2, 1) |

PART II. Social Work Interventions with Individuals and Families

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| Sept 29, Oct 1 | <p><i>Services to individuals, families, and groups</i></p> <p>Ch. 11. Services to Children, Youth, and Families.</p> <p><u>Film</u>: Our Families, Our Future: <u>Cases 1-3</u></p> |
| Oct 6, 8 | <p><i>Social work practice with individuals, families, and groups</i></p> <p>Ch. 5. Social Work Practice with Individuals, Families, and Groups (Generalist Practice)</p> <p><u>Film</u>: Our Families, Our Future: <u>Cases 4-6</u></p> |
| Oct 13,15 | <p><i>Mental health, substance abuse, and developmental disabilities</i></p> <p>Ch. 8. Mental Health, Substance Abuse, and Developmental Disabilities</p> |
| (Oct 15) | <u>Guest Speaker</u> : Dawn Choate, MSW and Tanya Winters, ARC of Texas (tentative) |

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| Oct 20 | <i>Empowering our clients to advocate for themselves within the social service delivery system: Helping parents of children with disability work with the schools</i> |
| Oct 22 | Reading: WrightsLaw.com (Advocacy web site on students with disabilities) See Course Assignments for list. <u>Due: Professional Log 1</u> <u>EXAM 2 (Chapters 11, 5, 8)</u> |

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

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|---------------------------|---|
| Oct 27 | <i>Social exclusion and social justice</i> Ch. 4. Diversity & Social Justice <u>Guest Speaker</u> : Shane Whalley (tentative) "Diversity and Social Justice: The Case of Gay, Lesbian, Bisexual, & Transgender People" |
| Oct 29 | <u>Presentation</u> : International Social Welfare: The Work of the Peace Corp Student Group Planning Meetings for Volunteer Component Presentations |
| Nov 3,5 | <i>Poverty, a central underlying problem for social work clients</i> Ch. 7. Poverty, Income Assistance, and Homelessness <u>Film</u> : Ending Welfare as We Know It |
| Nov 10/12 (Nov 12) | <i>Changing communities and society to solve social problems: when a case-by-case approach is not enough</i> Ch. 6. Soc Work Practice with Agencies and the Community <u>Film</u> : The Democratic Promise, Saul Alinsky and His Legacy Hand out Take Home Exam 3 |
| Nov 17 | <i>Volunteer Component</i> Student Group Planning Meetings for Volunteer Component Presentations <u>EXAM 3 (Chapters 4, 7, 6) / Take-Home Exam Due</u> |
| Nov 19 | Student presentations |

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

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| Nov 24 | <i>Volunteer Component</i> Student presentations |
| Nov 27 | NO CLASS - THANKSGIVING HOLIDAY |
| Dec 1 | <i>Volunteer Component</i> Student presentations |
| Dec 3 | Course wrap-up and evaluations <u>Due: Volunteer Forms II, III, IV (Keep copies), Professional Log 2</u> |

VII. Bibliography

Two resources for those exploring social work as a career:

1. Career Exploration Series (Social workers in the community talk about their work in various fields of practice.). UT School of Social Work DiNitto Center for Career Services. For a listing of workshops, see: <http://www.utexas.edu/ssw/dccs/workshops.html>
2. *The New Social Worker*, a free publication available at www.socialworker.com

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.

Eamon, M. K. (2001). The effects of poverty on children's socio-emotional development: An ecological systems analysis. *Social Work*, 46(3), 256-266.

Grobman, L. (Ed.) (1999). *Days in the lives of social workers*, 2nd 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.

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.

VIII. Classroom and University Policies

Classroom Policies

Use of Blackboard in Class

This course uses Blackboard, a Web-based course management system with password-protected access at <http://courses.utexas.edu>. Blackboard can be used to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and other course-related work. You will be responsible for checking the Blackboard course site regularly for class work and announcements. Students can find support in using Blackboard at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

Classroom Etiquette

Punctuality and attentiveness while others are speaking are expected. Cell phones must be put away during class and computers turned off (except when used for classroom purpose with professor authorization). Students who use gizmos for non-class related activities will be marked absent and asked to leave for the remainder of that class.

Late Work

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. Films shown in class are not available for individual viewing (with the exception of limited films available at the SSW LRC). Late exams will be penalized at least 10 points (except in the case of pre-approved, documented emergencies).

Style Manual and Proper Credit

The *Publication Manual of the American Psychological Association* is the style manual used by the School of Social Work. It provides guidelines for formatting papers and referencing sources. To avoid plagiarism, you must correctly cite your sources when using words or ideas that are not your own. When you use exact quotes, use quotation marks and cite the source. Give credit as well when using someone else's ideas, even if you reword the idea.

University Notices and Policies

The University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Professional Conduct in Class

The professor expects students to act like professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

Policy on Scholastic Dishonesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs/>).

Documented Disability Statement

Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

Religious Holidays

By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

Use of E-Mail for Official Correspondence to Students

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

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 notify the professor regarding any safety concerns.

Behavior Concerns Advice Line (BCAL)

If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
 - If you require assistance to evacuate, inform the professor in writing during the first week of class.
 - In the event of an evacuation, follow the professor's instructions.
 - Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.
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Appendix: SW310 15-Minute Volunteer Experience Presentation

Numerous experts suggest that you keep in mind that every effective presentation, even short ones, have a beginning a middle and an end.

Part I: Starting a presentation

This is the most important part of the presentation and serves two main purposes

- Tell us your name, major, why you chose this course, why you chose to volunteer at this agency or organization.
- To act as an attention grabber for the class. Think about your audience. What grabs their attention. To relax into your presentation
 - A funny story (if humor is your thing, but avoid religious, sexual, sexist or racist jokes)
 - A film clip, but if you use one, make sure that it is less than 60 seconds
 - A single paragraph over head depicting a photo of the social problem or population served by the agency
- Present the basic important and even “unusual” statistics about your industry or about your audience (e.g., the proportion of all children in the U.S. who are homeless)
- After setting up your audience to who your client population is, briefly describe the agency (types of services provided, client population) and services provided by volunteers

Part II: The middle of a presentation

A good presentation technique is the rule of three.

- The rule of three is based on the technique that people tend to remember three things. In oratory it comes up all the time. Here are some examples:
 - “Friends, Romans, countrymen,” “I came, I saw, I conquered,”
 - “The good, the bad and the ugly,” “Stop, drop, and roll,”
 - “Blood, sweat and tears,” “See no evil, Hear no evil, Speak no evil,” etc.
- **Here's what to ask yourself** - if there are only three points that I would like to leave my audience with, what would they be? There you have the middle of the presentation.

Think of ways of illustrating these points, which is the bulk of the structure of the presentation.

Part III: The end of the presentation

The end is as or even more important than the beginning. There is a psychological factor called “recency”. This is where people remember most the last thing that they are told. This particularly applies to lists. So the ending of the presentation is key. There are a number of techniques that can work well, the following are just a few:

Your closing points should include:

- A touching, funny, heartwarming, or brutally honest story that illustrates the degree of challenge society faces related to the social problem being addressed (one that encapsulates at least one of the main themes of your presentation, and the work that you did during your volunteer experience,
- A statement about what this volunteer experience means to you/has meant to you (what you brought to the assignment, what surprised you about this population or social problem or agency, and what you’ve learned about yourself and the population being served)

One Sw3310 student, several semesters ago, shared the following in her closing: *I chose this particular agency because it was close to where I live, I could walk, and I took Dr. Grant up on her message to challenge myself by working with a population that made me uncomfortable-to push the envelope, because that’s what I’m learning that college is all about....I went into this volunteer experience with significant stereotypes about old people. All I thought about was not wanting to deal with the smell of one of those homes. I don’t like to be around sick people. I didn’t know if they would even be able to remember me from one visit to the next. I still have some stereotypes, but I think they’re not as bad as when I started this Intro to Social Work class. I ended up hanging out with this really cool older woman who grew up in Hawaii where I spent time growing up too. She was really surprised that we had that in common, and we could talk about stuff that we can’t talk about with people who’ve never been there. She talked to me about living through WWII and that was really cool. She remembered me every visit. We took long walks around the neighborhood. I believe she looked forward to my visits. I did too .It really surprised me when I realized that this assignment resulted in me making a connection with an elder that became important to me. I don’t know what I’m going to do with this. Maybe I’ll become a better advocate for the elderly. I don’t know how yet. But when I try I will think about my long walks and talks with her.*

Avoid using the third part of your presentation to simply recap on the three main concepts. Use the opportunity to show off what you’ve gained intellectually, spiritually, etc. from the experience.

Source: Grant, Darlene. 2008. “How to Prepare Effective Oral Presentations”

References:

How to Structure a Presentation. http://www.presentationhelper.co.uk/presentation_structure.htm

Hill, Mark D (1992). *Oral Presentation Advice.* <http://pages.cs.wisc.edu/~markhill/conference-talk.html>