

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

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**Course/Unique Number:** SW 310 / U# 60655

**Office Number:** SSW 3.130K

**Semester:** Spring 2016

**Office Phone:** 471-6266

**Meeting Time/Place:** M/W 11-12:30 / SSW 2.116

**Office Hours:** Fridays 1-3 pm & by appt.

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

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**INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE (BSW)**

*Cultural Diversity in the United States Flag  
Service Learning Course*

*This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.*

**I. Standardized Course Description**

This is an introductory social work course in which students will learn about the profession of social work: its fields of practice, values and ethics, its history and the social welfare policies that undergird it, its interactions with contexts which shape practice, and its promotion of social and economic justice to advance human rights, alleviate critical social problems, and promote well-being. The course will also offer knowledge and practice behavior skills in engaging diversity and differences in social work practice. As an introduction to the social work profession, the course will discuss being a professional social worker and how to conduct oneself accordingly. The course carries a Flag for *UT Cultural Diversity in the United States* and will cover underrepresented cultural groups (e.g., immigrants and refugees, women): their beliefs, perspectives, and histories. The diversity of UT students and the diverse variables of their potential social work clients – as manifested by ethnicity, age, gender, sexual orientation, social class, and religious beliefs – will be explored in the context of the social work helping relationship. Students will have the opportunity to assess their personal strengths and weaknesses and to identify potential ethical conflicts in working with clients. The course will offer the knowledge of principles and practice behaviors to guide professional ethical decision-making.

**II. Standardized Course Objectives**

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

1. Demonstrate and apply knowledge, values and skills of the social work profession.
2. Demonstrate and apply social work ethical principles to guide professional practice.
3. Demonstrate and apply knowledge about diversity and engage in diversity and differences in practice.
4. Explain the history of the social work profession and the American social welfare system.
5. Explain the various contexts and settings in which social workers practice, including the roles and functions that they perform, and respond to contexts that shape practice.

6. 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.
7. 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.
8. 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.
9. Describe and analyze major issues and trends in various areas of social work practice, such as child welfare, gerontology, substance dependence and domestic violence.
10. Critically analyze how social services enhance the individual and social well-being of people, promote social and economic justice, and advance human rights.
11. Develop an identification as a professional social worker and conduct oneself accordingly, assuming the student is interested in majoring in social work.
12. Assess one's strengths and weaknesses as a potential professional social worker.

### III. Required Readings (Other selected short pieces available on Canvas.)

*Social Work and Social Welfare: An Introduction* (8th Ed.) by Rosalie Ambrosino, Robert Ambrosino, Joseph Heffernan, & Guy Shuttlesworth (Boston, MA: Cengage Learning 2016).

*From Emotions to Advocacy: The Special Education Survival Guide* (2nd Ed.) by Pam Wright and Pete Wright (Hartford, VA: Harbor House Law Press, 2006). [Available at <http://www.wrightslaw.com/bks/stu.discount.htm> or other used/new book sales web sites)

### IV. Course Requirements

1. Three Exams (Exam 1 = 15%, Exam 2 = 20%, Exam 3 = 25%) .....	60%
2. Class Participation, Take-home Class Activity Worksheets, LBJ Museum Essay .....	10%
3. Service Learning: 45 hours, Forms, 2 logs, Group oral report .....	30%
<b>Must complete at least 30/45 hours for a passing grade in the course.</b>	<b>100%</b>

Class Participation, Take-home Class Activity Worksheets, LBJ Museum Essay. Attendance and participation in this class are strictly required. Students are required bring notes from the readings and complete take-home worksheets to prepare for class discussions and activities. Consistent failure to come prepared and *unexcused absences* (**documentation required**) will result in a significant grade penalty. The LBJ Museum Essay will be on your reflections on a visit to the LBJ Museum.

Service Learning. Service learning will be graded based on the hours completed (base grade=hours completed/45), subject to verification by instructor. To receive full credit for service learning, all parts of the assignment must be completed. Up to 25 points will be deducted from the service learning grade for incomplete forms or poor performance on the logs or the group oral report.

### Grading Criteria: Expectation of Excellence and other Information

I will evaluate your performance not only on the completion of all the required parts of an assignment but, more importantly, on the *quality* of your work. Does your work demonstrate excellence: do you go beyond meeting the basic requirements? Does your work reflect in-depth critical analysis and a coherent integration of ideas? Refer to the “Prompts for Critical Thinking” bookmark. Submit all assignments in hard copy. Course materials are posted on Canvas. Exams cover all teaching activities.

## V. Guidelines for Service Learning Assignment

### Learning about a Field of Social Work Through Work in the Community

*“Service-Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.” (Source: <http://www.servicelearning.org>)*

#### 1. Required Forms (Available on Canvas)

Agency Selection (Form I)	Agency Evaluation of Student (Form III)
Time Log (Form II)	Student Evaluation of Agency (Form IV)
Release and Indemnification Agreement	

#### 2. Required Readings (Available on Canvas)

- *Service Learning Requirement Overview*
- *Criteria for Selecting a Service Learning Agency*
- *Guide to Volunteering in a Social Service Agency*
- *The Professional Log: Techniques for Self-Directed Learning*

3. Required Service Learning Hours & Orientation: The School of Social Work requires 45 service learning hours in this class (a minimum of 30 hours are required to pass the course). This may include up to a **maximum of 10 hours of orientation**. In agencies that do not provide a formal orientation, you are required to schedule and conduct **1 to 2 orientation 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 orientation interview(s) may be counted toward the service learning hours.

#### 4. Service Learning Professional Logs (each 1 single-spaced page) (Available on Canvas)

Submit two logs reflecting on your service learning experience. Each should be based on a **separate technique** described in “**The Professional Log**” (e.g., altered point of view, unsent letter, imaginary dialogue, reading reflections, process recording, critical incident). Indicate the technique used in your paper and the name of your agency and a brief description of what you do there.

#### 5. Service Learning Group Oral 15-Minute Presentations.

Prepare an integrated group presentation (not one per individual). The purpose of this assignment is to give students an opportunity to share what they learned about a field of social work in their agencies vis-à-vis what they learned in the class. Include your reflections on how cultural beliefs and lived experiences impacted the community with whom you worked. Students will be assigned to groups according to the fields of practice of the social work services in their service learning placements:

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

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

**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.

## Preparing the Service Learning Group Presentation

Content: What you learned about social work and cultural diversity. For your Service Learning presentation, paint a portrait of your clients – their lives and challenges – and the interventions they receive at your agency and how they make a difference. Include a discussion of cultural diversity: what you learned about the lived experiences, beliefs, and practices of underrepresented cultural groups and the extent to which they may experience marginalization due to their identity.

Format: ONE integrated presentation, not individual presentations. Although all members of the group should contribute to the presentation, remember that this should be one integrated group presentation, not individual presentations by each member. **Talk to each other first and agree on key themes you saw running through all the service learning experiences,** key lessons learned, key ideas that made the experience meaningful. Present a coherent story of all the agencies, rather than simply disconnected descriptions of each agency. Give a few choice examples about the topics you cover. Overall make sure your presentation reflects critical thinking: draw your own interpretations, challenge your patterns of beliefs, uncover unstated assumptions, consider implications, raise vital questions, etc.

Use audio visual aids, such as PowerPoint or a **video clip (less than 60 seconds)**. Presentations, even short ones, should have a beginning, a middle, and an end:

### ***Part 1: Starting a presentation***

- Use an attention grabber to relax into your presentation
  - A touching story about one of your clients
  - A film clip, but if you use one, make sure that it is less than 60 seconds
  - A single slide depicting a photo representing the social problem or agency population
- Give 1 or 2 important statistics about your clients (e.g., the proportion of homeless in the US)
- Tell us your names and include a slide with the list of the agencies where each of you did your service learning. Provide a synopsis of the agencies (e.g., types of services provided, client populations) and the services that you provided. What themes tie the agencies together?

### ***Part 2: The middle of a presentation (the bulk of the presentation)***

The rule of three is based on the technique that people tend to remember three things. Ask yourself: if there are only three points that I would like to leave my audience with, what would they be? What are three major themes that stood out in your service learning? What needs did the clients have; how did the services help them; what role did their cultural identity play, etc.?

### ***Part 3: The end of the presentation***

People remember most the last thing that they are told. So the ending of the presentation is key. A couple of techniques:

- Show off what you've gained intellectually, spiritually, etc. from the experience.
- 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 in your service learning).
- Conclude with a couple of statements about what this service learning experience has meant to you: what you brought to the assignment, what surprised you about this population or social problem or agency, what you've learned about yourself and the population you served, how it enriched what you are learning about social work practice.

**VI. Course Schedule** (*Speakers and/or films may be added or changed.*)

Date	Class topic and assigned readings	Due today or activity for today
Jan 20	Overview of the course Description of Service Learning requirement (45-hour/semester)	

**PART I. Conceptualizing Problems Faced by Individuals and Families**

Jan 25/27	<i>A framework for understanding the problems of individuals and families</i> Ch. 10. The Needs of Children, Youth, and Families <u>Film</u> : <i>Troop 1500 (Program for families affected by incarceration)</i>	Jan 25: Service Learning Fair, 12:15 am -1:30 pm, SSW 1.212 & 1.214
Feb 1/3	<i>A framework for understanding the problems of individuals and families (part 2)</i> Ch. 3. The Ecological/Systems Perspective	
Feb 8/10	<i>The social welfare system in the United States</i> Ch. 2. Social Work and Other Helping Professions Ch. 1. Social Welfare, Past and Present	Feb 10: - Service Learning Form I, Agency Selection; - Indemnification Form (keep copies)
Feb 15/17	<u>Workshop</u> : <i>What can you do with a BSW?</i> Jennifer Luna-Iduñate, LMSW, Director, Career Services & Alumni Relations, School of Social Work	Feb 17: <b>EXAM 1</b> (Ch. 10, 3, 2, 1)

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

Feb 22/24	<i>Services to individuals, families, and groups</i> Ch. 11. Services to Children, Youth, and Families. <u>Film</u> : <i>Our Families, Our Future (Family support programs for families in crisis)</i>	
Feb 29 /Mar 2	<i>Generalist practice with individuals, families, and groups</i> Ch. 5. Social Work Practice with Individuals, Families, and Groups Ch. 9. Mental Health, Substance Use, and Disability, <b>only pp. 280-285</b>	Mar 2: Professional Log 1

Mar 7/9	<i>Mental health, substance use, and developmental disabilities – Empowering clients to advocate for themselves: The case of parents of students with disabilities</i>  Ch. 9. Mental Health, Substance Use, and Disability, <b>only pp. 236-261, 272-277</b> <i>From Emotions to Advocacy: The Special Education Survival Guide (selections)</i>	
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Mar 14/16      **SPRING BREAK**

Mar 21/23	LBJ Museum readings listed on Essay prompt (read before visiting the Museum)	Mar 23: <b>EXAM 2</b> (Ch. 11, 5, 8)
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Mar 22      **SOCIAL WORK ADVOCACY DAY at the Texas State Capitol (attendance required as your schedule permits)**

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

Mar 28/30	<i>Diversity and social disparities: Efforts to achieve social justice</i>  Ch. 4. Diversity and Social Justice, “Yes, we’re queer” (on Canvas) Peers for Pride: Exploring the lives of LGBT people (UT Gender and Sexuality Ctr.)	Service Learning student planning meetings for group presentations
Apr 4/6	<i>Policy and legislative strategies to combat poverty and economic inequality</i>  Ch. 7. Poverty, Income Assistance, and Homelessness	Apr 6: LBJ Museum Essay <i>(The visit is an out-of-class activity; schedule your visit at your convenience.)</i>

Apr 6, 9:00-11:30 am, Utopia Theatre, Otis Social Policy Lecture: “New Directions: Bringing Policy Change in the Post-Obama Era”

Apr 11/13	<i>Changing the society – when a case-by-case approach is not enough</i> <i>Administering social welfare services, community intervention, policy advocacy</i>  Ch. 6. Social Work Practice with Agencies and the Community “How to Successfully Approach an Essay Exam” (on Canvas)	Apr 13: Take Home Exam 3 handed out (Ch. 4, 7, 6 plus comprehensive semester content)
Apr 18/20	Service Learning	Service Learning presentations Apr 20: Professional Log 2

### **PART IV. Service Learning: What I Learned About Social Work**

Apr 25/27	Apr 25: Take Home Exam 3 working day (no class today)	Apr 27: Service Learning presentations
May 2/5	Service Learning Course wrap-up and evaluations	Service Learning presentations May 5: <b>Take-Home EXAM 3</b> Service Learning forms (keep copies)

## VII. Classroom and University Policies

### Classroom Policies

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**Use of Canvas in Class.** This course uses Canvas, a Web-based course management system with password-protected access at <http://canvas.utexas.edu/>. Canvas 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 Canvas course site regularly for class work and announcements. Students can find support in using Canvas at the ITS Help Desk by calling 475-9400. Please check the Canvas website for hours of operation.

**Classroom Etiquette on Electronic Gadgets.** Cell phones must be put away during class and computers turned off (except when used for approved class activities).

**Late Work.** All assignments submitted after the beginning of class are considered late. Student presentations can only be given on the allotted dates. Penalty for late assignments: 5 points per day. Late exams will be penalized at least 25 points (except in the case of pre-approved, documented emergencies). Films shown in class are not available for individual viewing (with the exception of limited films available at the SSW Learning Resource Center or the UT Libraries).

**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.

### School of Social Work Grading Policy

94.0 & Above	A	87.0 to 89.999	B+	77.0 to 79.999	C+	67.0 to 69.999	D+	Below 60.0	F
90.0 to 93.999	A-	84.0 to 86.999	B	74.0 to 76.999	C	64.0 to 66.999	D		
		80.0 to 83.999	B-	70.0 to 73.999	C*	60.0 to 63.999	D-		

\* Students who want to apply to the BSW major must earn a "C" or better in all their required courses. For our School grading scale, that is at minimum a 74.

### University Notices and Policies

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**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 and Civility in the Classroom.** The professor expects students to act as 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. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be

challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

**Unanticipated Distress.** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at [www.utexas.edu/student/cmhc/](http://www.utexas.edu/student/cmhc/).

**Policy on Social Media and Professional Communication.** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

**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://deanofstudents.utexas.edu/sjs/>).

**Use of Course Materials.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the

professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

**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). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://ddce.utexas.edu/disability/how-to-register-with-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, examination, work assignment, or 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.

**Title IX Reporting.** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Students who report incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct to faculty, instructors, and/or staff who supervise students, will be provided a list of University resources. If the incident is impacting the academic environment, a report will be provided to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

**Classroom Confidentiality.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

**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 for keeping the university informed about a change of 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 between 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 in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering 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 are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

*Career Exploration Series* (Social workers from the community talking 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/>

*The New Social Worker Online*, a free publication available at [www.socialworker.com](http://www.socialworker.com)