

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

Course Number: SW 310
Unique Number: 62980
Semester: Fall 2014
Meeting Time: Tues and Thurs
11:00 AM – 12:30 PM
Meeting Place: SSW 1.212

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Teaching Assistant: NA

**INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE
(Required Course – BSW Program)
(Cultural Diversity in the United States Flag)**

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.

(<http://www.utexas.edu/ugs/ccc/flags/cultural-diversity>)

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, policies and history of the social work profession. Students will also learn interactions within contexts which shape social work 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 behaviors 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.

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. 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 identify potential ethical conflicts 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 ones self 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. TEACHING METHODS

Although a variety of teaching methods will be employed (e.g., lecture, videos, guest speakers, discussion, and group exercises), experiential learning (e.g., group projects) will be emphasized. This course will use an electronic Blackboard site or Canvas—a Web-based course management system with password-protected access at <http://courses.utexas.edu>. It is the student's responsibility to ensure that his/her e-mail address is correct on this site so that class emails are received. To reach your class site on Blackboard or Canvas, please go to <http://courses.utexas.edu>. You will need a UT EID and password. The Help Desk, available through the UT home page (www.utexas.edu/its/help/), can assist you with your computer and blackboard questions. You can also call them at 475-9400. Additionally, the Learning Resource Center at the SSW has computers and computer assistance.

IV. REQUIRED AND RECOMMENDED TEXTS AND COURSE MATERIALS

Required Texts:

Shuttlesworth, G. and Ambrosino, R. (2011). Social work and social welfare: An introduction. Belmont, CA: Brooks/Cole

V. Course Requirements

Due to the format and content of this course, both attendance and contribution are imperative. The other students in your class are dependent upon you for a quality learning experience; if too many students are absent, the class suffers. Students' participation is highly encouraged, and is both valuable to the student (him/herself) and to their classmates.

Grading Scale

Midterm and Final exams	20%
Service Learning Component (40% of Total Grade)	
Service Learning Hours	20%
Service Learning Forms (I, II, III, IV, V)	10%
Service Learning Presentation and Outline	10%
Cultural Diversity Emphasis Presentation	10%
In class assignments and quizzes	20%
Attendance and Class Participation	10%

Total: 100%

*The service learning component grade will be based on the hours completed and will be subject to verification by instructor. To receive full credit for service learning hours, all 45 hours of the assignment must be completed. Up to 20 points may be deducted from the service learning component grade for incomplete or poor performance on the forms or presentation. **If students do not complete at least 35 hours of the 45 service learning hours, they may not pass the course. Points will be deducted for missing service learning time.***

Note: Please submit a hard copy of all assignments and also submit electronic copies.

1. Midterm and Final Exam 20 %

Two exams will be given during the semester covering material from class lectures and course readings from the textbook. The midterm exam will be given on **October 7** and the final exam will be on **Saturday, December 13, 9:00-12:00 noon**. To view final exam schedules and policies visit: <http://registrar.utexas.edu/schedules/149/finals>

2. Service Learning Component 40% of Total Grade

Service Learning Hours **20 %**

45 service learning hours must be completed by **December 2, 2014** (the second to last day of class), which can include up to a maximum of 10 hours of orientation. This is a

requirement for those who are planning to major in social work. If your service learning placement does not provide an orientation, you must conduct 2 interviews with a social worker or other professional at the organization to supplement your learning and obtain a deeper understanding of problems faced by clients. For example, if you mentor low-income families, in the interview find out more about problems faced by these families, in addition to goals of the organization in working with the families. Provide the interviews to your instructor for feedback, and discuss aspects of the interview in your agency presentation. With confirmation of the time spent, the interviews can be counted toward service learning hours. Interview questions and answers must be attached to the Verification Form.

All Service-Learning Placements:

- 1) must be approved by your instructor before proceeding with hours
- 2) must involve work done this semester only
- 3) will be contacted to confirm your placement

The Release and Indemnification Agreement must be signed before starting the 45 hours. Agency selection must be completed by **September 23, 2014**.

FIVE Required Service Learning Forms (I-V) 5 pts

10%

Provide a set of the forms to your supervisor at the beginning of the semester for their records. Be sure to get a signature from your supervisor BEFORE turning in the form.

Service Learning Agency Selection (Form I) **DUE 09/23/14**

Service Learning Log (Form II) **DUE 11/4/14**

Service Learning Log (Form III) **DUE 12/2/14**

Service Learning Agency Evaluation of Student (Form IV) **DUE 12/2/14**

Service Learning Student Evaluation of Agency (Form V) **DUE 12/2/14**

Service Learning Agency Presentation and Outline

10%

Students are asked to provide a brief description of their service learning experience. The outline and oral presentation will include (a) description of the service learning agency; (b) type of population served at the agency; (c) social work related activities assigned to you at the agency; and (d) lessons learned about Cultural Diversity in your

agency (e) lessons learned about social work. Each student is required to give the instructor an outline of his or her talk the previous week of the presentation date.

3. Cultural Diversity Emphasis Presentation 10%

The Cultural Diversity Emphasis Presentation will discuss social justice and/or an ethnic minority population of your choice (must be approved by professor). Cultural Diversity in the United States is to be emphasized. Throughout your presentation you should relate what you have learned surrounding social work's systems and strengths perspectives, the professions role in ameliorating 'isms (racism, sexism, ageism, heterosexism, etc.), and fighting for social and economic justice. Include your strategies for continuing to advocate for oppressed/vulnerable populations, and consumers or social welfare/social work services

5. In class assignments, Quizzes, Attendance, and Class Participation 20%

This will be determined on attendance and the quality of participation in class discussion, homework assignments, and small group exercises. Class readings and assignments will require *informed* classroom participation. This is worth 20% of the total grade.

GRADING POLICY/GRADING CRITERIA:

100-94.0 = A	93.999 - 90.0 = A-	89.999 - 87.0 = B+	86.999 - 84.0 = B	83.999 - 80.0 = B-	79.999- 77.0= C+
76.999- 74.0= C	73.999-70.0 = C-	69.999 -67.0= D+	66.000- 64.0= D	63.999- 60.0= D-	Below 60.0 = F

Each class requirement has been assigned a percentage. Half-points may be given in assignments (e.g., 9.5). **To receive an “A” in this course you must have excellent attendance, participation, and you must produce work that is of superior quality.** Grading of all written assignments will take into account the quality and content of the writing. The American Psychological Association (APA) – 6 edition format should be

used when writing assignments/papers. Written material should be carefully proofread and errors (punctuation, typographical, spelling, etc.) corrected prior to submission to avoid point deduction from grade.

VI. CLASS POLICIES

1. Participation and Attendance

Students are expected to attend class sessions regularly and to participate in an interactive framework between collegiate students and professor. Students are expected to **complete the readings PRIOR to class** and should be well prepared to participate in discussions and experiential learning assignments. Failure to regularly attend the class and demonstrate through discussions that one has comprehended the readings will be considered in assigning the final grade. Students will be allowed **two (2) unexcused absences**. These unexcused absences will include absences due to medical problems. Role will be taken each class period. In cases where a student misses more than the allotted two unexcused absences, the professor reserves the right to lower that student's final grade by one point for each class missed beyond the first unexcused absence. In extenuating circumstances of absence, students are to notify the professor.

Students are responsible for any material missed due to absences. Any student missing more than six classes (excused or unexcused) maybe in jeopardy of not passing this course. There may also be homework assignments based on discussion and films shown in the class. Instructors are responsible for implementing attendance policy and must notify students of any special attendance requirements. Special regulations of colleges and schools, required by the unique nature of their programs of study, may be enacted through the normal approval process. These special regulations may not conflict with University regulations on class attendance and absence.

2. 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.

3. Late Assignments

Except in the case of extreme emergencies, and then only with the permission of the professor, late assignments **WILL NOT** be accepted without penalty. Students are expected to turn in all required assignments **on the agreed upon due date at the beginning of class**. Assignments not turned in class on the day it is due will be considered late. **If accepted**, late assignments will be assessed point penalties at the rate of **ten (10) points** each day late. If the due date is a problem, then the student should see the professor and negotiate another due date **well in advance**. Make up quizzes will not be given unless an alternative arrangement was made with the professor prior to the day of the quiz.

4. Student Achievement

Student Achievement in meeting course objectives will be evaluated on the following written, oral, and in-class experiential assignments, regular and punctual class attendance, and informed class participation based upon class

5. Student Feedback

Student feedback is welcome either informally or formally about class room learning and content, the teacher's teaching strategies, peer relationships, scheduling, or other items. Students are also encouraged to provide feedback during office hours, by phone, by e-mail, and by appointment if they desire.

6. 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. **Laptop and cell phone use is not permitted in class unless instructor permission is given. Please make sure to place cell phones on vibrate or turn them off. Laptop use is only for homework or classroom instruction only. Students who use laptop of cell phones for other purposes aside from classroom instruction will be documented as absent.**

7. Assignment Changes

The instructor reserves the prerogative to change class assignments as needed to meet the course objectives. The changes will be discussed with the students in class or by email before implementation.

8. 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.

9. 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/>).

10. 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/>.

11. 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>.

12. 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.

13. 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>.

14. 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.

15. 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.

VII. Course Schedule-Please See Blackboard/Canvas

Important Dates

1. Service Learning Agency selection (Form I) form	September 23
2. Service Learning Log (Form II)	November 4
3. Midterm	October 7
4. Service Learning Agency Presentation	TBA
5. Cultural Diversity Emphasis Presentation	TBA
6. 45 hours of service learning	December 2
7. Service Learning Log (Form III)	December 2
8. Service Learning Agency Evaluation of Student (Form IV)	December 2
9. Service Learning Student Evaluation of Agency (Form V)	December 2
10. Final Exam	December 13 9:00am-12:00

Introduction to Social Work and Social Welfare-Fall 2014

Class Session	Topic	Readings Due:
August 28	Introduction, Syllabus Review, and Service Learning Requirement Film: Crash (2005)-Paul Higgins	Distribute Syllabus & Forms I, II, III, IV, and V
September 2	Continue Crash (2005) The “isms” of Social Work	Chapter 2: Social Work and Other Helping Professions Pg. 20-43
September 4	Class Lecture: What is Social Work	Chapter 1: Social Welfare, Past, and Present pg. 1-19
September 9	Class Lecture: How Social Work All Began: The History of Policy	Chapter 3: The Ecological/Systems Perspective
September 11	Class Lecture: Viewing Social Work in a Framework	Chapter 4: Diversity and Social Justice pg. 72-83
September 16	Class Lecture: Gender Equity, Sexism, and Reproductive Issues	Chapter 4: Diversity and Social Justice pg. 83-87
September 18	Class Lecture: LGBTQ Relationships A Girl Like Me: The Gwen Araujo Story (2006) Shelley Evans	Chapter 4: Diversity and Social Justice pg. 87-97
September 23	Class Lecture: Race and Ethnicity-Civil Rights Movement	Chapter 5: Social Work Practice with Individuals, Families, and Groups pg. 101-121
September 25	Class Lecture: Social Work Practice with Individuals, Families, and Groups Class Lecture: Social Work in Agencies and Community	Chapter 6: Social Work Practice with Agencies and the Community pg. 123-137

September 30	Class Lecture: Poverty and Homelessness	Chapter 7: Poverty, Income Assistance, and Homelessness pg142-169
October 2	Video-The Three Deadliest Words in the World: It's a Girl by Evan Grae Davis	Chapter 14: Social Work in Rural Settings pg. 387-403 Chapter 16: The Globalization of Social Work pg. 437-460
October 7	Midterm Exam	
October 9	Class Lecture: International Social Work	Chapter 11: Services to Children, Youth, and Families pg.300-338
October 14	Class Lecture: Services to Children, Youth and Families	Chapter 10: The Needs of Children, Youth, and Families pg. 268-299
October 16	Class Lecture: The Needs of Children, Youth, and Families	Chapter 9: Healthcare 225- 267
October 21	Class Lecture: Health and Social Work	Chapter 8: Mental Health pg.174-185
October 23	Class Lecture: Mental Health	Chapter 8: Mental Health pg.186-192
October 28	Class Lecture: Substance Abuse	Chapter 8: Mental Health pg.192-219
October 30	Class Lecture: Developmental Disabilities	Chapter 12: Older Adults: Needs and Services pg. 339-363
November 4	Class Lecture: Older Adults Needs and Services	Chapter 13: The Criminal Justice System pg. 364-370
November 6	Class Lecture: Knowing the Criminal Justice System Class Lecture: Juvenile Criminal Justice	Chapter 13: The Criminal Justice System: pg. 370-377

November 11	Class Lecture: Rehabilitation in Criminal Justice	Chapter 13: The Criminal Justice System: pg. 377-383
	Class Lecture: Viewing Social Work in the Workplace	Chapter 15: Social Work in the Workplace pg. 405-432
November 13	Presentations (5)	
November 18	Presentations (5)	
November 20	Presentations (5)	
November 25	Presentations (5)	
November 27	Thanksgiving! Have a wonderful Holiday!	
December 2	Presentations (5)	
December 4	Presentations (5)	
December 13 9:00am-12:00 noon	FINAL EXAM	