

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

Course Number: SW 310

Unique Number: 63895

Semester: Fall 2014

Meeting Time: Mon and Wed
11:00 AM-12:30 PM

Meeting Place: SSW 2.122

Instructor's Name: Rowena Fong, Ed. D.

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Office Hours: Mon and Wed 10am-11
or by appointment

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.

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, its interactions with contexts which shape practice, and its promotion of social and economic justice to advance human rights, alleviating critical social problems, and promoting 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.

The course is also a UT Cultural Diversity in the United States Flag course and will focus on the underrepresented cultural groups of immigrants and refugees and women, covering the culture, perspectives and history of these groups.

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 identifying 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 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. 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—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 e-mails are received. To reach your class site on Blackboard, 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 Text:

DiNitto, D. & McNeese, A. (2008). *Social work issues and opportunities in a challenging profession*. Chicago,IL: Lyceum Books

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 them and to their classmates.

1. Midterm and Final exam (15 points each)	30pts
2. Service Learning volunteer hours*	25pts
3. Five Service Learning Forms (I, II, III, IV, V)	10pts
4. Service Learning Presentations and Outline (Cultural Diversity Emphasis)	10pts
5. Research Paper (Cultural Diversity Emphasis)	20pts
6. Attendance and Class Participation	5pts
	100pts

** Service learning 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 may be deducted from the service learning volunteer component grade for incomplete or poor performance on the forms and the service learning presentation. **If students do not complete at least 30 hours of the 45 hours service learning hours, they may not pass the class.***

REQUIREMENTS

1. Service Learning Volunteer hours 25pts

45 hours must be completed by the last day of class. This is a requirement for those who are planning to major in social work. The Release and Indemnification Agreement Form must be signed in before service learning volunteer hours can start. The signed form is due Sept. 3, 2014. This Service Learning requirement is to explore ethics, social justice, and cultural diversity issues related to social work.

2. FIVE Required Forms 10pts

Provide a set of the forms to your supervisor at the beginning of the semester for their records. On the days that the forms are due, the forms need to be completely filled out and signed by the supervisor to receive full credit. Late forms will not be accepted unless the instructor was notified 24 hours in advance.

Release and Indemnification Agreement Form	DUE 9/3/14
Service Learning Agency Selection (Form I)	DUE 9/29/14
Service Learning Log (Form II)	DUE 10/15/14
Service Learning Log (Form III)	DUE 12/3/14
Service Learning Agency Evaluation of Student (Form IV)	DUE 12/3/14
Service Learning Student Evaluation of Agency (Form V)	DUE 12/3/14

3. 10 Minute Service Learning Agency Presentation and Outline 10pts

Students are asked to provide a brief written description of their service learning experience on the day of presentation. The oral presentation will include (a) description of the volunteering agency; (b) type of population served at the agency; (c) social work related activities assigned to you at the agency; (d) lessons learned about cultural diversity in your agency and (e) lessons learned about ethics and social justice issues related social work. Each student is required to give the instructor a typed 1 page outline of his or her talk (including a-e) on the day of the presentation.

4. Research Paper on Cultural Diversity

20pts

There will be an 8-10 page, doubled-space 12pt Times New Roman font, 1-inch margin, American Psychological Association (APA) format, final research paper on a topic related to an ethnic minority group in the United States. The research paper will address 3 problems and the solution for each of the 3 problems of one ethnic minority group that has experienced persistent marginalization. Cultural Diversity in the United States is to be emphasized. The paper will be about problems and solutions related to social and economic justice (or injustices) facing this ethnic minority group. Hardcopy of research paper is DUE in class on Nov 12, 2014

5. Midterm and Final Exams

30pts

Two exams, each worth 15 points, will be given during the semester covering material from class lectures, videos, and course readings from the textbook. The midterm exam will be given on Oct 22, 2014 and the final exam will be on Dec 3, 2014

6. Class Participation

5pts

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. Attending the entire class period is expected in order to receive credit for attending class that day.

GRADING POLICY/GRADING CRITERIA:

Beginning Fall 2009 UT is adopting a +/- grading scale for undergraduate courses.

The UNDERGRADUATE GRADING SCALE is

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

All students must achieve an overall course grade of C or better to avoid repeating the course.

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) – 6th edition format should be used when relevant. Written material should be carefully proofread and errors (punctuation, typographical, spelling, etc.) corrected prior to submission in order to avoid losing points in the assignment grade, particularly the research paper.

VI. CLASSROOM 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 or other emergencies. Attendance 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 in total (excused or unexcused) maybe in jeopardy of not passing this course. There may be homework assignments based on discussion and films shown in the class are due on the assignments dates and will be counted towards participation grades.

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. 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 **three (3) 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.

3. 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 readings/assignments.

4. 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.

5. 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.

- 6. Cell phone and Laptop use are not permitted in class unless instructor permission is given. Failure to comply with this expectation may result in a grade reduction in class participation grade.**

VII. UNIVERSITY 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 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. 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.

CLASSROOM CIVILITY. 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 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.

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 instructor. The instructor 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 can contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at 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 CLASS MATERIALS. The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific,

express approval of the instructor 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 includes, among other things, uploading class materials to websites for the purpose of sharing those materials with 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). 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,

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 are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

VIII. COURSE SCHEDULE

Date	Class Session	Readings To Be Read BEFORE Class meeting
Aug 27	Introduction/Syllabus Review Service Learning Requirement Speaker: Christine Johnson, TitleIVE	Distribute Syllabus Forms I, II, III, IV, V
Sept 1	Labor Day Holiday	
Sept 3	Volunteer Opportunities Ethics and Social Justice	Guide to Volunteering Handout NASW Code of Ethics RELEASE AND INDEMNIFICATION FORM DUE
Sept 8	What is Social Work?	DiNitto & McNeese Ch. 1
Sept 10	Theory and Practice with Individuals, Families, and Groups Video: Postville USA	DiNitto & McNeese Ch 2
Sept 15	Practice with Organizations and Communities Video: Once Upon a Time Welfare Made a Difference	DiNitto & McNeese Ch 3
Sept 17	Research Paper/Cultural Diversity	APA Format Writing
Sept 22	Culturally Competent Practice: Immigrants and Refugees (Cultural Diversity Emphasis) Video: Rain in a Dry Land	DiNitto & McNeese Ch 4
Sept 24	Gender and Social Work Practice (Cultural Diversity Emphasis) Video: To Stay or Not to Stay	DiNitto & McNeese Ch. 5 RESEARCH PAPER OUTLINE DUE
Sept 29	Social Work Practice with Gay, Lesbian, Bisexual and Transgendered People (Cultural Diversity Emphasis) Video: Assault on Gay America	DiNitto & McNeese Ch. 6 SERVICE LEARNING FORM I DUE

Oct 1	Mental Illness and Social Work Practice	DiNitto & McNeese Ch. 7
Oct 6	Addictions and Social Work Practice	DiNitto & McNeese Ch 8
Oct 8	Social Work Practice in Health-Care	DiNitto & McNeese Ch. 9
Oct 13	SERVICE LEARNING PRESENTATIONS: ETHICS	
Oct 15	SERVICE LEARNING PRESENTATIONS : ETHICS	SERVICE LEARNING FORM II DUE
Oct 20	SERVICE LEARNING PRESENTATIONS: ETHICS MIDTERM EXAM REVIEW	
Oct 22	MIDTERM EXAM	
Oct 27	Disabilities: The Fight for Inclusion Continues	DiNitto & McNeese Ch. 10
Oct 29	SERVICE LEARNING PRESENTATIONS: SOCIAL JUSTICE	
Nov 3	Social Work with Children and Families Video: Transracial Adoptions	DiNitto & McNeese Ch. 11
Nov 5	SERVICE LEARNING PRESENTATIONS: SOCIAL JUSTICE	
Nov 10	Gerontological Work	DiNitto & McNeese Ch. 12
Nov 12	Poverty in the United States	DiNitto & McNeese Ch. 13 RESEARCH PAPER DUE
Nov 17	SERVICE LEARNING PRESENTATIONS: SOCIAL JUSTICE	
Nov 19	Social Work Practice in the Justice System	DiNitto & McNeese Ch. 14
Nov 24	Rural Social Work Practice	DiNitto & McNeese Ch. 15
Nov 26	International Social Work Video: Lost Boys of Sudan	DiNitto & McNeese Ch. 16
Dec 1	Social Work Professional Education FINAL EXAM REVIEW	DiNitto & McNeese Ch. 17
Dec 3	FINAL EXAM	SERVICE LEARNING FORMS III, IV, V DUE