

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

Course Number: SW 310
Unique Number: 63900
Semester: Spring 2014
Meeting Time: Tues and Thurs
11:00 AM – 12:30 PM
Meeting Place: SSW 2.130

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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, 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. 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 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 emails 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 Texts:

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

Ferguson, M., Neuroth-Gatlin H., Borasky, S. (2010). Caught in the storm: Navigating policy and practice in the welfare reform era. Chicago, IL: Lyceum Books

Supplemental articles and chapters from "Caught in the Storm" will be assigned as appropriate for class discussion.

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 exams (15 points each)	30pts
2. Service Learning Hours	25pts
3. Service Learning Forms (I, II, III, IV, V)	5pts
4. Service Learning Presentation and Outline (Cultural Diversity Emphasis)	15pts
5. Research Paper and Outline (Cultural Diversity Emphasis)	20pts
6. Attendance and Class Participation	<u>5pts</u>

Total: 100pts

*Service learning component grade will be based on the hours completed, 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 30 hours of the 45 hours service learning hours, they may not pass the course.***

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

REQUIREMENTS

1. Service Learning Hours 25 pts

45 service learning hours must be completed by **May 1, 2014** (the 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 **February 11, 2014**.

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

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 02/11/14**

Service Learning Log (Form II) **DUE 03/27/14**

Service Learning Log (Form III) **DUE 5/1/14**

Service Learning Agency Evaluation of Student (Form IV) **DUE 5/1/14**

Service Learning Student Evaluation of Agency (Form V) **DUE 5/1/14**

3. 10 Minute Service Learning Agency Presentation and Outline 15pts

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 10 minute talk the day of the presentation.

4. Research Paper and Outline 20pts

There will be an 8-10 page, doubled-space 12pt Times New Roman font, 1-inch margins , American Psychological Association (APA) format, final research paper. You may choose from one of the two topics below. The research paper outline is DUE **April 15, 2014**. The research paper is DUE **April 24, 2014 in class**.

Topics:

1. Discuss social justice and of ethnic minority population at your agency or of your choice (must be approved by professor). Cultural Diversity in the United States is to be emphasized. Describe 3 problem issues and what needs to be done about them.

2. Write a 2 to 3 page paper reflecting on what you have felt, thought, and learned during your service learning, particularly related to: 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. Midterm and Final Exam 30pts

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 **March 6, 2014** and the final exam will be on **Monday, May 12, 2:00-5:00 pm**. To view final exam schedules and policies visit: <http://registrar.utexas.edu/schedules/142/finals>

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. This is worth 5% 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 points. Half-points may be given (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 the research paper. 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 **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. 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.

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

Date	Class Session	Reading to Be Read
January 14	Introduction/Syllabus Review, Service Learning Requirement	Distribute Syllabus Forms I, IIA, IIB, III, IV
January 16	What is Social Work?	Chapter 1: Understanding Social Work and Social Welfare p. 1-19 Chapter 2: Social Work and Other Helping Professions p. 20-44
January 21	Service Learning Opportunities	Chapter 3: The Ecological/Systems Perspective p.45-71 Handouts
January 23	Theory and Practice of Social Work	Chapter 1: Understanding Social Work and Social Welfare p. 1-19

		Chapter 2: Social Work and Other Helping Professions p. 20-44
January 28	Practice with communities, organizations, and larger systems	Chapter 6: Social Work Practice with Agencies and the Community p.123-137
January 30	Culturally Competent Practice (Cultural Diversity Emphasis)	Chapter 4: Diversity and Social Justice p. 72-100
February 4	Gender and Social Work Practice	Chapter 4: Diversity and Social Justice p. 72-100
February 6	Social Work with Children and Families	Chapter 5: Social Work Practice with Individuals, and Groups Chapter 10: The Needs of Children, Youth, and Families Chapter 11: Services to Children, Youth and Families
February 11	Social Work Practice with Gay, Lesbian, Bisexual, and Transgendered People	Chapter 4: Diversity and Social Justice p. 72-100 Due: Service Learning Agency Selection Form (I) & Release Indemnification Agreement
February 13	Mental Illness and Social Work Practice	Chapter 8: Mental Health, Substance Abuse and Developmental Disabilities, p.174-223
February 18	Addictions and Social Work Practice	Chapter 8: Mental Health, Substance Abuse and Developmental Disabilities, p.174-223
February 20	Social Work Practice and Health Care	Chapter 9: Health Care p. 225-267
February 25	Disabilities	Chapter 8: Mental Health, Substance Abuse and Developmental Disabilities, p.174-223
February 27	Gerontological Social Work	Chapter 12: Older Adults: Needs and Services p. 339-363
March 4	Midterm Exam Review	Review all chapters
March 6	Midterm Exam	No Readings

March 10-14 Spring Break! Enjoy!		
March 18	Poverty in the United States	Chapter 7: Poverty, Income Assistance, and Homelessness p. 142-173
March 20	Social Work and the Justice System	Chapter 13: Criminal Justice p. 364-386
March 25	Rural Social Work Practice	Chapter 14: Social Work in Rural Settings p.387-404
March 27	International Social Work (Cultural Diversity Emphasis)	TBA Due: Service Learning Log (Form II)
April 1	Future of Social Work	Chapter 16: The Globalization of Social Work p. 437-464
April 3	Research Paper Review/Work Day(Cultural Diversity Emphasis)	TBA
April 8	Research Paper Outline Review	Review all Chapters
April 10	Social Work and Careers	Review all Chapters
April 15	Group Presentations Work Day	Review all Chapters Research Outline Due
April 17	Group Presentations	Review all Chapters
April 22	Group Presentations	Review all Chapters
April 24	Group Presentations & Research Paper Due	Review all Chapters
April 29	Group Presentations	Review all Chapters
May 1	Final Exam Review	No Readings Due: 45 Hours of Service Learning, Service Learning Log (III), Service Learning Agency Evaluation of Student (IV) and Service Learning Evaluation of Agency (V)
Final Exam: Monday, May 12, 2:00-5:00 pm		

Important Dates

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| 1. Service Learning Agency selection (Form I) form | February 11th |
| 2. Service Learning Log (Form II) | March 27th |
| 3. Midterm | March 6th |
| 4. Research Outline | April 15th |
| 5. Research Paper | April 24th |
| 6. 45 hours of service learning | May 1st |
| 7. Service Learning Log (Form III) | May 1st |
| 8. Service Learning Agency Evaluation of Student (Form IV) | May 1st |

9. Service Learning Student Evaluation of Agency (Form V)
10. Final Exam

May 1st
May 12th