

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

<b>Course/Unique Number:</b> SW 310/U# 62315	<b>Office Number:</b> SSW 3.130D
<b>Semester:</b> Spring 2012	<b>Office Phone:</b> 512.471.0532
<b>Meeting Time/Place:</b> T/TH 12:30-2:00/SSW 2.116	<b>Office Hours:</b> Tues. 2:00-3:00 and by Appointment
<b>Teaching Assistant:</b> Kristy L. Gillispie, MSW, [kgillispie07@yahoo.com]	<b>Instructor:</b> Darlene Grant, PhD, LMSW-ACP, RPCV, [ <a href="mailto:d.grant@austin.utexas.edu">d.grant@austin.utexas.edu</a> ]

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

### **I. Standardized Course Description**

This is an introductory social work course in which students learn about the profession of social work and the populations and issues that concern social workers. You will be exposed to the values and ethics of social work as well as the policies and history of the social work profession. Students will examine how social services enhance the well being of people, promote social and economic justice, and alleviate critical social problems. The diversity of UT students and of their potential social work clients, as manifested by ethnicity, age, gender, sexual orientation, and religious beliefs, will be discussed in the context of the helping relationship. A 45-hour/semester volunteer component is required in this class.

This course is also a **UT Cultural Diversity in the United States Flag course** and will focus on underrepresented cultural groups including immigrants and refugees, women, the GLBTQ community, and the aged, covering the culture, perspectives and history and current day resilience within 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. This course will offer the knowledge of principles and practice behaviors to guide professional ethical decision-making.

### **II. Standardized Course Objectives**

By the end of this course, students should be able to:

1. Demonstrate an understanding of, and apply the knowledge, values and skills of the social work profession.
2. Demonstrate and apply social work ethical principles to guide professional (and volunteer) practice;
3. Demonstrate and apply knowledge of the history of the social work profession and the American social welfare system.
4. Explain the various contexts and settings in which social workers practice, including the roles and functions that they perform, and respond to the contexts that shape practice.

5. 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.
6. Analyze the important ideologies, values and ethical decision making process in the NASW Standards and Code of Ethics that have helped to shape social welfare and social work and that continue to guide the profession.
7. 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.
8. Identify career opportunities in the profession at the BSW and MSW levels.
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, promotes social and economic justice and alleviates critical social problems.

Edited 01/17/2012

### III. Teaching Methods

This class is conducted using a seminar format. The primary teaching approach in this seminar will be collaborative learning, a teaching/learning method that has been shown to be significantly more effective than lecture methods. Collaborative learning involves in-class exercises and small group discussions in which students have the opportunity to apply concepts to a variety of situations, a skill that will also be assessed in the course exams. Therefore, students should be prepared to discuss the films and readings in class. In general, classes will include a combination of case studies, films, speakers, and formal presentation of material. Exams will cover material presented in all these various forms. Class attendance and participation is required and essential for successful completion of this course.

This course will use an **electronic Blackboard site**—a Web-based course management system with password-protected access (using your EID) at <http://courses.utexas.edu>—to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online quizzes and surveys. It is the student's responsibility to ensure that her/his e-mail address is correct on this site so that class emails are received. The Help Desk, available through the UT home page ([www.utexas.edu/its/help/](http://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, printers, and staff to provide computer assistance.

### IV. Required Readings (Supplemental readings may be added.)

Ambrosino, R., Ambrosino, R., Heffernan, J., & Shuttlesworth, G. (2012). *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.

Fong, R. (2003). *Overview of Immigrant and Refugee Children and Families*. In Fong, ed., *Culturally Competent Practice with Immigrant and Refugee Children and Families*, pp. 1-18.

Van Den Bergh, N., & Crisp, C. (Spring/Summer 2004). Defining Culturally Competent Practice with Sexual Minorities: Implications for Social Work Education and Practice. *Journal of Social Work Education* Vol. 40, No. 2, pp. 221-238.

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

Supplemental course materials (worksheets, assignments, resources) will be posted on Blackboard.

## 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. Student participation is highly encouraged, and is both valuable to them and to their classmates.

1. Volunteer Hours* (Cultural Diversity Emphasis)	25
2. Five Volunteer Agency Forms (I, IIA &B, III, IV, V)	5
3. Volunteer Agency Presentation, (Cultural Diversity Emphasis)	15
4. Mid-Term and Final Exams	40
5. Social Work and Social Justice Issue Reflection Paper (Cultural Diversity Emphasis)	10
6. <u>Class Attendance/Participation</u>	<u>5</u>
TOTAL	100 %

*\* Volunteer component grade will be based on the hours completed, subject to verification by instructor. To receive full credit for volunteer hours, all parts of the assignment must be completed. Up to 20 points may be deducted from the volunteer component grade for incomplete or poor performance on the forms, the logs, the individual reflection paper or the group presentation. **If students do not complete at least 30 hours of the 45 hours volunteer hours, they may not pass the class.***

**NOTE:** Course materials are posted on Blackboard. Please submit all assignments in hard copy (unless electronic copies are requested)

### **Required Volunteer Hours and Orientation**

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

All Volunteer Placements should:

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

### **Volunteer Experience Documentation**

See Course Schedule for due dates. Forms will be provided to track your hours and to evaluate your performance. Forms and documentation that must be completed throughout the semester include:

Volunteer Agency Selection (Form I)

Volunteer Time Log(s) (Form II)\*

Agency Evaluation of Student (Form III)

Student Evaluation of Agency (Form IV)

Agency Orientation/Social Worker Interview Verification (Form V)

\*Form II submitted twice (once before Spring Break (II-A), and once after (II-B))

### **Fifteen-Minute Volunteer Agency Presentation**

Assigned to small groups based on population served and/or type of agency, students will make a 15-minute multi-media presentation that educates peers, educators, parents, and community members about the issue(s) their agency addressed (e.g. illiteracy, refugee services, homelessness, domestic violence, death and dying), cultural diversity, policy, and day-to-day service provision issues encountered. The purpose of this assignment is to give students an opportunity to explore the field of social work vis-à-vis what they learned in their volunteer experience and to share that information with each other. This assignment offers real-life perspectives on the Social Welfare system in the U.S., cultural diversity issues, and the challenges of aspiring to social and economic justice work.

### **Exams**

The purpose of the 2 exams is to ensure reading is not only completed, but also to help students maximize the benefits of integrating and applying what is learned with the hands-on volunteer experience. Exams will take place at the beginning of the class session indicated. Only in most extraordinary situations will a make-up Exam be given, provided the request is made prior to the Exam, and any documentation requested that substantiates the reasons for missing the Exam is provided.

### **Volunteer Experience Reflection Paper**

Write a 2 to 3 page paper reflecting on what you have felt, thought and learned during your volunteer experience, particularly related to social work's systems and strengths perspectives and the profession's role in ameliorating 'isms (racism, sexism, religion-ism, ageism, heterosexism, etc.) and fighting for social and economic justice. Include your strategies, given of your field of study, for capitalizing on your volunteer experiences, in order to become a more sophisticated consumer of, or helpful to consumers of social welfare/social work services.

## **VI. Grading Policy:**

### **Grading Criteria:**

EXCELLENT (A): Assignment significantly exceeds expectations (more than is required) & demonstrates in depth critical thinking/analysis (e.g., coherent integration of ideas).
GOOD (B): Assignment meets all the requirements & demonstrates in-depth critical thinking/analysis.
AVERAGE (C): Assignment meets the requirements or has minor gaps but fails to demonstrate in-depth critical thinking /analysis.
BELOW AVERAGE ( $\leq$ D): Assignment meets has important gaps: does not meet the requirements or fails to demonstrate in-depth critical thinking/analysis. (Class failed/no credit if below 70.)

School of Social Work Grading Policy

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

<b>DATE</b>	<b>CLASS SESSION</b>	<b><u>READINGS TO BE READ BEFORE CLASS MEETING</u></b>
Jan 17	Overview of Course/Review of Volunteer Assignment	
Jan 19	What is Social Welfare? npr report: Profile: A Day in the Life of a Social Worker	Ambrosino et al Ch. 1
Jan 24	Exploring Volunteer Opportunities Film: <i>Troop 1500 (Girl Scouts Beyond Bars Program for girls of incarcerated women)</i>	
Jan 26	What is Social Work Film: Moving Our World Forward: A Documentary about the Power of Social Work	Ambrosino et al Ch. 2
Jan 31	Systems Theory and Generalist Practice with Individuals, Families, and Groups npr report: Parents, Social Services Implicated in Child Neglect	Ambrosino et al Ch. 3
Feb 2	Non-Profit Organizations	Ferguson et al Ch 1 & 2
Feb 7	Cultural Diversity, Social and Economic Justice (Cultural Diversity Emphasis) npr reports: (1) A Brutal Chapter in North Carolina’s Eugenics Past; (2) Native Survivors	Ambrosino et al Ch. 4
Feb 9	Culturally Competent Practice: Immigrants and Refugees (Cultural Diversity Emphasis)	Fong Ch. 1
Feb 14	Culturally Competent Practice with Gay, Lesbian, Bisexual and Transgendered People (Cultural Diversity Emphasis) Due: Agency Selection Form I (Keep a copy for your records)	Van Den Bergh & Crisp article
Feb 16	Practice Methods with Individuals, Families, and Groups npr report: The Parenting Dilemmas of Transracial Adoption	Ambrosino et al Ch. 5
Feb 21	Panel Presentation and Conversation with Currently Practicing Social Workers	
Feb 23	Practice with Agencies and Communities	Ambrosino et al Ch. 6
Feb 28	Last date for Volunteer Form I Due: Form V	Ferguson et al Ch 3 & 4

Mar 1	Due: Volunteer Time Log (Form IIA) Midterm Exam Review	
Mar 6	MIDTERM EXAM	
Mar 8	VOLUNTEER AGENCY PRESENTATIONS	
Mar13/15	HAVE A SAFE Spring Break	
Mar 20	VOLUNTEER AGENCY PRESENTATIONS Poverty, Income Assistance, and Homelessness Film: Once Upon A Time... Welfare Made a Difference	Ambrosino et al Ch. 7
Mar 22	Social Work Practice: Mental Illness and Substance Abuse	Ambrosino et al Ch.8
Mar 27	Social Work Practice: Developmental Disabilities	
Mar 29	Due: Cultural Diversity and Social Justice Issue Reflection Paper Social Work Practice in Health Care	Ambrosino et al Ch. 9
Apr 3	VOLUNTEER AGENCY PRESENTATIONS	Ferguson et al Ch 5 & 6
Apr 5	Social Work with Children, Youth, and Families	Ambrosino et al Ch. 10 & 11
Apr 10	VOLUNTEER AGENCY PRESENTATIONS Film: Andrew Jenks: Room 335	
Apr 12	Social Work with Older Adults (Gerontological Work)	Ambrosino et al Ch. 12
Apr 17	VOLUNTEER AGENCY PRESENTATIONS	
Apr 19	Social Work Practice in the Criminal Justice System	Ambrosino et al Ch. 13
Apr 24	Social Work in International Settings	
Apr 26	Final Exam Review	
May 1	Wrap Up/Course Evaluation/Review Volunteer Agency Paperwork	
May 3	FINAL EXAM	

**VIII. Supplemental resources for those exploring social work as a career:**

1. Career Exploration Series (Social workers in the community talk about their work in various fields of practice.). UT School of Social Work DiNitto Center for Career Services. For a listing of workshops, see: <http://www.utexas.edu/ssw/dccs/>
2. *The New Social Worker Online*, a free publication available at <http://allgo.org/allgo/w.socialworker.com>
3. The NASW Standards for Cultural Competence in Social Work Practice  
<http://www.naswdc.org/practice/standards/NAswculturalstandards.pdf>

## **IX. Classroom and University Policies**

### Classroom Policies

#### **Classroom Etiquette**

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

#### **Electronic communication**

In this class, Blackboard (including email postings) will be used for course management. Blackboard is available at <http://courses.utexas.edu>. Support is provided by the ITS Help Desk at 475-9400 on week days. All students should become familiar with the University's official e-mail student notification policy (<http://www.utexas.edu/its/policies/emailnotify.html>). It is the student's responsibility to keep the University informed as to changes in his or her e-mail address.

#### **Class attendance**

Class attendance is required. All assignments submitted after the beginning of class are considered late. Student presentations can only be given on the allotted dates. Major written assignments will be penalized 5 points for each unexcused (prior to due date) calendar day late.

#### **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.

#### **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.

#### **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.

#### **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 also notify instructors regarding any safety concerns.

### **Request and use Feedback**

Your instructor and your TA will work with you throughout the semester and provide you with feedback and suggestions for revisions on assignments. Please utilize office hours as a time to provide as well as to receive feedback on your progress in the course and how the course is structured to meet your learning style and needs.

### University Notices and Policies

#### **The University of Texas Honor Code**

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

#### **Policy on Scholastic Dishonesty**

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

#### **Religious Holidays**

By University policy at <http://www.utexas.edu/cee/uex/resources/model.shtml>, "A student who is absent from a class or examination for the observance of a religious holy day may complete the work missed within a reasonable time after the absence, if proper notice has been given" (p.79). Notice must be given at least seven (7) days prior to the classes scheduled on dates the student will be absent. For religious holy days that fall within the first two weeks of the semester, notice should be given on the first day of the semester.

#### **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/>.

#### **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, keeping the university informed about changes to their e-mail address, and students should check their e-mail regularly to stay current with university-related communications. See UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

#### **Behavior Concerns Advice Line (BCAL)**

If students are worried about someone who is acting differently, they may use the Behavior Concerns



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

### **Emergency Evacuation Policy**

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

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