

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

**Course No.:** SW 310

**Unique No.:** 60305

**Class Time:** Tue/Thurs 11-1230

**Email/Tel:** [tesh.miki@gmail.com](mailto:tesh.miki@gmail.com)  
512-539-9701

**Instructor:** Miki Tesh, Ph.D., LCSW

**Semester:** Fall 2015

**Location:** SSW 1.214

**Office Hrs:** 1230-130 Thurs, and/or by appt.

**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 wellbeing 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, group exercises, presentations, field trips, etc.), experiential learning (e.g., group projects, inclass learning, class participation, online participation) will be emphasized. This course will use an electronic Canvas 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 their e-mail address is correct on this site so that class e-mails are received. To reach your class site on 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/](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 and computer assistance.

### IV. REQUIRED AND RECOMMENDED TEXTS AND COURSE MATERIALS

#### Required Text:

Ambrosino, R., Heffernan, J, Shuttlesworth, G, & Ambrosino R. (2012). *Empowerment Series: Social Work and Social Welfare: An Introduction* (7th Ed.). Brooks/Cole.

Supplemental course materials (worksheets, assignments, resources, articles) will be posted on Canvas or given out.

### 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.

1. Journal Service Learning Experience	20%
2. Blog About Book Readings	20%
3. Leadership and Engagement	20%
4. Diversity Paper	20%
5. Service Learning 45 Hours & All Forms	*Needed to pass Course
6. <u>Class Attendance &amp; Participation</u>	<u>20%</u>
	100%

\* *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 parts of the assignment must be completed. **Must complete 45 hours service learning hours to pass the class.***

### UNDERGRADUATE GRADING SCALE

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

### REQUIREMENTS

#### 1. Journal about Service Learning Experience (Diversity Issues and Experiences)

Three journal entries will be required reflecting your experiences in the Service Learning agency. Also bring in diversity topics as they are discussed in the course. You can discuss:

- Observations
- Your reaction to certain observations (e.g., emotional reactions; challenges to values and ethics; policy, practice, and implications; new information about a population; etc.)
- Include any information from outside resources or the text with your blogs

You will also be required to comment on another student's blogs in order to share the experiences as a classroom community.

*Note:* The purpose of this service learning experience is to gain either direct-client contact or direct-macro experience (e.g., community and organizations). The majority of your activities should be interacting with the community and individuals in order to gain valuable learning experiences for your college course experiences.

#### 2. Blog About Book Readings

Five journals will be due. You will be asked to write about something compelling about the book chapters, whether it is about an issue that is perplexing, interesting, or how you are connecting information to other information you are learning outside of class. Consider how you might be adding prior knowledge (your own personal experiences, or information you have learned in another course) or new knowledge (what you are learning in the book). Feel free to pose questions to ideas you are not sure about (what are more questions you have? What seems unclear or unjust?). During various weeks, try to make your writing and observations more complex and compelling in order to improve your critical thinking. As with all blogs, you will be required to comment on other student's writings. Spread out your comments among different students' writing. Include quotes from the text, specific information, refer to other works of writing, and try to use good critical thinking in all of your writing. Also, consider social justice issues, including multiple diverse populations as will be discussed in all classes. *Blogs are due by 8pm the night before due date. All students must comment on another blog.*

#### 3. Leadership and Engagement

You will be assigned to a partner to develop a presentation. Using the book chapters as a resource, students will pick topics. Reflect on the current state of social work policy and practice, consider how you will want to engage the class as a whole community. Students will also use other current and interesting resources to broaden their knowledge and to engage students. Consider activities to bring out critical thinking, and feel free to be creative as well as intellectual. This is an activity to involve the class and enhances your communication and leadership skills. It is also going to enhance your critical thinking skills, therefore you will be required to turn in an outline of your presentation 1-2 weeks in advance, at minimum. You will

also be expected to give students a short, but high quality reading, which students will be expected to blog about the night before your presentation on Canvas. All blogs from other students are due before 8pm, and resources from the presenters are due 48 hours in advance. These student blogs will assist you for better preparation the next day. Run readings and resources by the professor in advance, and I can assist in this process by providing resources and ideas. I will help with ideas and approaches, however students often have their own good ideas for resources and community building. You will be asked to research your topic well, and bring in your service learning experience when applicable. Also, because this is a diversity flag course, bring in cultural diversity issues. Most importantly during this part of the course, it will be critical that you collaborate with me, the professor, for this assignment so that you are the most prepared. I will assist in enhancing critical thinking, engage all parties, and I will attempt to create a more enjoyable and challenging learning experience so that you will benefit the most from your learning experience. *Blogs are due by 8pm the night before due date. All students must comment on another blog.*

#### **4. Diversity Paper**

Your diversity paper should be connected with your Leadership and Engagment Activity. This four to five page paper should be doubled-space 12pt Times New Roman font, 1-inch margins, American Psychological Association (APA) format, on a topic of an ethnic minority group in the United States. The research paper will address practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization. Cultural Diversity in the United States is to be emphasized. The paper will be about an issue problem related to advancing human rights and social and economic justice for this ethnic minority group. The problem will be discussed as well as what needs to be done about it. Include at least five high quality peer-reviewed references.

#### **5. Service Learning**

Students must complete 45 hours throughout the semester and 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 before service learning hours can start. This Service Learning requirement is designed to support students as they explore ethics, social justice, cultural diversity, policy, practice, and community issues related to social work.

Five forms: 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.

Release and Indemnification Agreement Form

Service Learning Agency Selection (Form I)

Service Learning Log (Form II )

Service Learning Agency Evaluation of Student (Form III)

Service Learning Student Evaluation of Agency (Form IV)

#### **6. Class Participation, Attendance, and Tardiness**

Participation includes attendance, arrival on time, adherence to all activities in class and outside of class (on Canvas), preparation before class, and responding to emails to other students and to the professor in a timely fashion. All participation must be courteous and timely. Participation, attendance and tardiness are graded. All are worth a considerable amount of the grade for this course. Professionalism and maturity are an important feature of the social work profession, therefore students will be assessed on these qualities. Also graded are curtesy towards each other in the classroom, towards the professor, and preparation before all classes. It is the student's

responsibility to be on time and sign the attendance sheet at the beginning of each class. Missing more than three classes without a valid excuse or medical documentation will receive a letter grade lower than their final grade. More than five absences will result in an increased grade reduction as determined by the instructor. It is the student's responsibility for ensuring that she or he has signed the daily attendance sheet for the class. There is a limit of four days of medically documented excused absences; beyond the four medically excused absences, the student must make special arrangements with the instructor to complete the course. Similarly, the instructor reserves the right to raise a student's grade at the end of the semester based on class participation. Students who arrive to class more than 15 minutes late or leave class more than 15 minutes early will receive  $\frac{1}{2}$  attendance credit for that class. Also, using electronics in class is viewed as being absent. *Special Note:* Please do not sign your friends name on daily attendance sheets when they are not present. This is viewed as cheating, and could have serious ramifications. *Grades:* 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. This may be a useful link: <https://owl.english.purdue.edu/owl/resource/560/01/>.

## VI. CLASSROOM POLICIES

**1. Participation, Attendance, and Tardiness:** Participation includes attendance, arrival on time, adherence to all activities in class and outside of class (on Canvas), preparation before class, and responding to emails to other students and to the professor in a timely fashion. All participation must be courteous and timely. Participation, attendance and tardiness are graded. All are worth a considerable amount of the grade for this course. Professionalism and maturity are an important feature of the social work profession, therefore students will be assessed on these qualities. Also graded are courtesy towards each other in the classroom, towards the professor, and preparation before all classes. It is the student's responsibility to be on time and sign the attendance sheet at the beginning of each class. Missing more than three classes without a valid excuse or medical documentation will receive a letter grade lower than their final grade. More than five absences will result in an increased grade reduction as determined by the instructor. It is the student's responsibility for ensuring that she or he has signed the daily attendance sheet for the class. There is a limit of four days of medically documented excused absences; beyond the four medically excused absences, the student must make special arrangements with the instructor to complete the course. Similarly, the instructor reserves the right to raise a student's grade at the end of the semester based on class participation. Students who arrive to class more than 15 minutes late or leave class more than 15 minutes early will receive  $\frac{1}{2}$  attendance credit for that class. Also, using electronics in class is viewed as being absent. *Special Note:* Please do not sign your friends name on daily attendance sheets when they are not present. This is viewed as cheating, and could have serious ramifications.

**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. 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 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 Questions and Feedback:** Student feedback is welcome either informally or formally about class room learning and content, the teaching strategies, peer relationships, scheduling, or other items. Students are encouraged to provide feedback during office hours, by phone, e-mail, text, and/or during office hours.

**5. Assignment Changes:** The instructor reserves the prerogative to change class assignments as needed to meet the course objectives and needs of the class. The changes will be discussed with the students in class or by email before implementation.

**6. Cell phone and Laptop Use:** Cell phones and laptops 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.

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

**PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM.** The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

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

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

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics. Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

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

**USE OF COURSE MATERIALS.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

**DOCUMENTED DISABILITY STATEMENT.** Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://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, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

**TITLE IX REPORTING.** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free



from discriminatory conduct based on gender. Students who report incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct to faculty, instructors, and/or staff who supervise students, will be provided a list of University resources. If the incident is impacting the academic environment, a report will be provided to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may be found at <https://www.utexas.edu/student-affairs/policies/title-ix>.

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

**USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS.** Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

**SAFETY.** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

**BEHAVIOR CONCERNS ADVICE LINE (BCAL).** If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

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

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the 1st 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.



## SYLLABUS

Day	Date	Topic	Due
Thur	8/27	Intro to Course	
Tue	9/1	Understanding Social Work & Social Welfare	Blog on Ch. 1. Social Welfare Past & Present <b>Release &amp; Indemnification Agreement Form</b>
Thur	9/3		Blog on Ch. 2. Social Work & the Other Helping Professions
Tue	9/8	<i>Happy Labor Day Holiday</i>	<i>Happy Labor Day Holiday</i>
Thur	9/10		Blog on Ch. 3. Systems/Ecological Perspective
Fri	9/11	<i>1st annual Service Learning Fair, 11-2 p.m. 2.212 &amp; 2.214</i>	<i>Learn about different service learning opportunities</i>
Tue	9/15		Blog on Ch. 4. Diversity & Social Justice
Wed	9/16	The Lasting Impact of LBJ's Legacy on Social Issues. @ Utopia, 930-1045	Extra Credit Blog on LBJ Legacy @ Utopia extra point (replace other book chapter blog)
Thur	9/17		Blog Ch. 5 & Ch. 6 Social Work Practice
Tue	9/22	Preparation for leadership and engagement presentations	<b>Service Learning Agency Selection Form I</b>
Thur	9/24		
Tue	9/29	Ch. 7. Poverty	<i>Leadership and Engagement Presentations and Blogging Begins</i>
Thur	10/1	Income Assistance	
Tue	10/6	Homelessness	
Thur	10/8		
Tue	10/13	Ch. 9 Health Care	<i>Journal Service Learning I</i>
Thur	10/15	Ch. 10. The Needs of Children	
Tue	10/20	Youth, Families	
Thur	10/22	Ch. 11. Services to Children	DIVERSITY PAPER DUE
Tue	10/27	Youth, Families	
Thur	10/29		<i>Journal Service Learning II</i>
Tue	11/3	Ch. 12 Older Adults: Needs & Services	
Thur	11/5		
Tue	11/10	Ch. 13 Criminal Justice	
Thur	11/12		
Tue	11/17	Ch. 14 Social Work in Rural	

		Settings	
Thur	11/19		<i>Journal Service Learning III</i>
Tue	11/24		
Thur	11/26	<i>Happy Thanksgiving Holiday!</i>	<i>Happy Thanksgiving Holiday!</i>
Tue	12/1		
Thur	12/3	Conclusion	<b>Service Learning Forms II, III, IV: Log, Agency Evaluation, &amp; Student Evaluation</b>