

THE UNIVERSITY OF TEXAS AT AUSTIN SCHOOL OF SOCIAL WORK

INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE

(Required Course – BSW Program)

(Cultural Diversity in the United States Flag)

Course Number: SW310	Instructor: Diane McDaniel Rhodes, Assistant Instructor
Unique Number: 62610	Email: diane.rhodes@utexas.edu
Semester: Fall 2012	Office Hours: Tues. 2:00-3:00 and by Appointment
Meeting Time/Place: T/TH 12:30-2:00	Office Location (Doctoral Office) 3.112
Meeting Place: SSW 2.112	Doctoral Office Phone: 512-475-8676

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. You 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.

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. 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, exercises, and small group discussions. 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 wiki site**—a Web-based course management system to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online quizzes and surveys. 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.

Jensen, R. (2005). *The heart of whiteness : confronting race, racism, and white privilege*. San Francisco, CA: City Lights.

Supplemental course materials (worksheets, assignments, resources, articles) will be posted on the class wiki.

V. Course Requirements

Due to the format and content of this course, both attendance and contribution are imperative. Student participation in class is required.

1. Agency participation assignment:
 - a. 45 volunteer Hours* (Cultural Diversity Emphasis)
 - b. 5 Volunteer Agency Forms (I, II & III)
 - c. Volunteer Agency Presentation (Cultural Diversity Emphasis)
2. Social Work and Social Justice Issue Reflection Paper (Cultural Diversity Emphasis)
3. Class Attendance/Participation
4. Journal Entries

** 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 the wiki site. Please submit all assignments directly to your folder on the wiki site.

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 your 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

Forms will be provided to track your hours and to evaluate your performance. Forms and documentation that must be completed:

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)

Volunteer Agency Presentation

Students will make a 2 page flyer that educates peers, educators, 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. A 5 - 10 minute presentation to the class will accompany the sharing of the flyers. 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.

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.)

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

VII. Course Schedule

READINGS TO BE READ BEFORE CLASS MEETING

Date	Due	Topic
8.30		Introductions
9.4	Ambrosino - Chapter 1	What is social welfare?
9.6	Ambrosino - Chapter 2 Journal Entry Due	Volunteer assignments
9.11		What are social problems?

9.13		What is social work?
9.18	Ambrosino - Chapter 3 Journal Entry Due	Ecological Perspective & Systems Theory
9.20	Agency Selection Form Due	Non-profit organizations
9.25	Johnson - Chpts 5 - 8 (pdf in reading folder) Journal Entry Due	Privilege, cultural difference and social justice
9.27	Ambrosino - Chapter 4	Culturally Competent Practice: Immigration, refugees & documentation (Cultural Diversity Emphasis)
10.2	Jensen, <i>The Heart of Whiteness</i> Journal Entry Due	Culturally Competent Practice: African diaspora & Native American peoples (Cultural Diversity Emphasis)
10.4	Blumenfield - How Homophobia Hurts Everyone (pdf in reading folder)	Culturally Competent Practice: GLBT peoples (Cultural Diversity Emphasis)
10.9	Ambrosino - Chapter 5 Journal Entry Due	Practice Methods: Individuals, Families and Groups
10.11	Ambrosino - Chapter 6 Issues Paper Due	Practice with agencies and communities
10.16	Ambrosino - Chapter 7 Journal Entry Due	Social Work Practice: Poverty and homelessness
10.18	Ambrosino - Chapter 8	Social work practice: Mental illness
10.23	Journal Entry Due	Social work practice: substance abuse
10.25		Social work practice: disability
10.30	Ambrosino, Chapter 9 Journal Entry Due	Social work practice: healthcare
11.1	Ambrosino, Chapters 10 & 11	Social work practice: children, youth and families
11.6	Ambrosino, Chapter 12 Journal Entry Due	Social work practice: older adults
11.8	Ambrosino, Chapter 13	Social work practice: criminal justice/ crime victims
11.13	Agency Presentation Handout Due / Journal Entry Due	no class (CSWE conference)
11.15		Economic justice / Agency Presentations In class
11.20	Journal Entry Due	Community Engagement: The Mart Community Project / Agency Presentations In class
11.22	Ambrosino, Chapter 16	Social work in international settings/Agency Presentations In class
11.27	Journal Entry Due	Agency Presentations In class
11.29		No class - Thanksgiving
12.4	Final Journal Entry Due	Wrap up/ course evaluation

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

1. Punctuality and class participation are expected. Come to class rested, fed and prepared.
2. Attentiveness while others are speaking is expected.
3. During class exercises, participation is expected. If you need to step out of an exercise for any reason, you must step out of the room – standing aside and watching others during class exercises is not permitted.

Electronic communication

In this class, a wiki site will be used for course management. You will be invited to join the wiki, and all class communication will happen there.

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. Student presentations can only be given on the allotted dates. 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 prior 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 by the beginning of class. Assignments not turned in 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 6th edition* 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 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.