

THE UNIVERSITY OF TEXAS AT AUSTIN

STEVE HICKS SCHOOL OF SOCIAL WORK

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| Course Number: | SW 310 | Instructor: | Dr. Yolanda Padilla, LMSW-AP ypadilla@utexas.edu |
| Unique Number: | 61105 | Office: | 3.130K |
| Semester: | Spring 2018 | Office Phone: | 512-471-6266 |
| Meeting Time/Place: | Tuesday/Thursday 11:00am-12:30pm Room 2.130 | Office Hours: | Thursdays 2:30pm-4:00pm Other times by appointment |
| Teaching Assistant: | Yong Ju Cho, yongcho@utexas.edu , Tues 2:30-4:00 pm, SSW 3.112 | | |

Introduction to Social Work and Social Welfare (BSW)

Cultural Diversity in the United States Flag
Service Learning Course

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, its history and the social welfare policies that undergird it, its interactions with contexts which shape practice, and its promotion of social and economic justice to advance human rights, alleviate critical social problems, and promote well-being. The course will also offer knowledge and practice behavior skills 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 carries a Flag for UT Cultural Diversity in the United States and will cover under-represented cultural groups (e.g., immigrants and refugees, women): their beliefs, perspectives, and histories. 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 to identify potential ethical conflicts in working 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

This class is conducted using a seminar format. The primary teaching approach in this seminar will be collaborative learning. Collaborative learning involves small group discussions in which students have the opportunity to apply concepts to a variety of situations. Students should be prepared to discuss the readings in class. In addition, the course includes a 45-hour service learning component. In general, the 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.

Service learning will be a core part of this course. You will engage in community service in an agency of your choice to get a beginning experiential basis for your study of social work. Service learning will provide you with the opportunity to apply the concepts we are learning about in class to the real world. The service learning assignment is designed to increase students' understanding of the profession of social work and the need for services to address important social issues in our community. It also provides students with an opportunity to reflect on their goodness of fit for the social work profession as well as possible areas of professional interest for further exploration.

IV. REQUIRED TEXTS AND MATERIALS

NOTE: All readings except the books (the first two on the list) will be posted on Canvas.

Social Work and Social Welfare: An Introduction (8th Ed.) by Rosalie Ambrosino, Robert Ambrosino, Joseph Heffernan, & Guy Shuttlesworth (Boston, MA: Cengage Learning 2016).

From Emotions to Advocacy: The Special Education Survival Guide (2nd Ed.) by Pam Wright and Pete Wright (Hartford, VA: Harbor House Law Press, 2006). To purchase, go to used/new book sales web sites or to <http://www.wrightslaw.com/bks/stu.discount.htm>.

“The Professional Log: Techniques for Self-Directed Learning” by Carol Swenson in *Social Casework* (69:5, 1988).

“President Johnson’s 1965 Voting Rights Speech Before Congress,” President Johnson's Special Message to the Congress: The American Promise. (video and transcript).

“Seeing Is Believing - The Enduring Legacy of Lyndon Johnson,” keynote address by Joseph A. Califano, Jr. at the Centennial Celebration for President Lyndon Baines Johnson (Washington, DC: Kaiser Family Foundation, 2008).

Recommended

Career Exploration Lecture Series (Social workers talk about their work in various fields of practice.) DiNitto Center for Career Services. For a listing of lectures, click on “View All Events” under “Upcoming Events” at: <http://www.utexas.edu/ssw/dccs/>

The New Social Worker: The New Social Work Careers Magazine, a free online publication. Subscribe at www.socialworker.com

V. COURSE REQUIREMENTS

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| 1. Three Exams (Exam 1 = 15%, Exam 2 = 20%, Exam 3 = 25%) | 60% |
| 2. Class Participation/Attendance, Worksheets, LBJ Museum Essay | 10% |
| 3. Service Learning: 45-hours, Forms, 2 logs, Group oral report | <u>30%</u> |
| <i>(Students taking SW 310 and SW 312 concurrently complete additional hours)</i> | |
| | 100% |

Class Participation, Worksheets, LBJ Museum Essay. Attendance and participation in this class are strictly required. Students are required bring notes from the readings to prepare for class discussions and activities. Consistent failure to come prepared and unexcused absences (documentation required) will result in a significant grade penalty. The LBJ Museum Essay will be on your reflections on a visit to the LBJ Museum. See essay assignment provided separately.

Service Learning. Based on the School’s policy, students must complete 45 hours of service learning, subject to verification by the instructor, to satisfy the requirements of this course. To receive full credit, students must satisfactorily complete all components. Points will be deducted for incomplete forms or poor performance on the logs or the group oral report. Detailed guidelines for this assignment are provided separately.

Grading Criteria and Expectations

I will evaluate your performance not only on the completion of all the required parts of an assignment but, more importantly, on the quality of your work.: Does your work reflect in-depth critical thinking and a coherent integration of ideas? Refer to the “Prompts for Critical Thinking” bookmark. Submit all assignments in hard copy. Course materials are posted on Canvas. Exams cover all class materials, not only what we review in class.

VI. GRADES

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

* Students who apply to the BSW major must earn a “C” or better in all their required courses (a minimum of 74 according to our School’s grading scale).

VII. CLASS POLICIES

Use of Canvas in Class. This course uses Canvas (<http://canvas.utexas.edu/>), which will be used to provide the course schedule, distribute course materials, post grades, make announcements, and other course-related work. You will be responsible for checking the Canvas course site regularly for class work and announcements. Students can find support for using Canvas at the ITS Help Desk by calling 475-9400. Please check the Canvas website for hours of operation.

Classroom Etiquette on Electronic Gadgets. Cell phones must be put away during class and computers turned off (except when used for approved class activities).

Late Work. All assignments submitted after the beginning of class are considered late. Student presentations can only be given on the allotted dates. Penalty for late assignments: 5 points per day. The take-home exam will be penalized at least 25 points (except in the case of pre-approved, documented emergencies). Films shown in class are not available for individual viewing, with some exceptions for films available at the School or the UT Libraries.

Style Manual and Proper Credit. The *Publication Manual of the American Psychological Association* is the style manual used by the our School. 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, even if you reword the idea. When you use exact quotes, use quotation marks and cite the source.

UTBox. UTBox (<https://utbox.utexas.edu/>) is a cloud storage solution offered at no additional cost to students at the University of Texas at Austin.

VIII. UNIVERSITY POLICIES

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

PROFESSIONAL CONDUCT 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 <https://cmhc.utexas.edu/>.

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://diversity.utexas.edu/disability/>.

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. Faculty, instructors, agency-based field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

CAMPUS CARRY POLICY. The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

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 first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IX. COURSE SCHEDULE

| Date T/Th | Topic | Assignment Due | Readings <i>Always due on Tuesday</i> |
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| Jan 16/18 | <i>Overview of the course and setting up the service learning assignment</i> | | |

PART I. Conceptualizing Problems Faced by Individuals and Families

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| Jan 23/25 | <i>A framework for understanding the problems of individuals and families</i> | In class assignment from <u>Film</u> : <i>Troop 1500</i> | Ch. 10. The Needs of Children, Youth, and Families |
| Jan 30/ Feb 1 | <i>A framework for understanding the problems of individuals and families (part 2)</i> | | Ch. 3. The Ecological/Systems Perspective |
| Feb 6/8 | <i>The social welfare system in the United States</i> | Feb 8: - Service Learning Form I, Agency Selection - Liability Release | Ch. 2. Social Work and Other Helping Professions Ch. 1. Social Welfare |
| Feb 13/15 | <i>What can you do with a BSW?</i> Guest speaker: J. Luna-Jackson, LMSW, Director, Social Work Career Services | Feb 13 in class: Career workshop Feb 15: EXAM 1 (Ch. 10, 3, 2, 1) | |

PART II. Social Work Interventions with Individuals and Families

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| Feb 20/22 | <i>Services to individuals, families, and groups</i> | In class assignment from <u>Film</u> : <i>Our Families, Our Future</i> | Ch. 11. Services to Children, Youth, and Families |
| Feb 27/ Mar 1 | <i>Generalist practice with individuals, families, and groups</i> | Mar 1: Professional Log 1 (select a strategy from "The Professional Log") | Ch. 5. SW Practice w/ Indiv, Families, & Groups Ch. 9. Mental Health: read pp. 280-285 |
| Mar 6/8 | <i>Mental health – Helping clients to advocate for themselves: The case of parents of students with disabilities</i> | | Ch. 9. Mental Health, read pp. 236-261, 272-277 <i>From Emotions to Advocacy: (pages assigned by group)</i> |
| March 13/15 | Spring Break | | |

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| Mar 20/22 | <i>Social welfare history: a case study of the Great Society and the War on Poverty</i> | <p>Mar 20: LBJ Museum tour (see essay instructions)</p> <p>Mar 22: EXAM 2 (Ch. 11, 5, 8)</p> | <p>"President Johnson's 1965 Voting Rights Speech"</p> <p>"Seeing is Believing"</p> |
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→ March 21, @ 9:00 -11:30 am, Utopia Theater: Social Policy Lecture, "[Environmental Justice, Racism, and Health Disparities](#)" by Dr. Sacoby Wilson, Maryland Institute for Applied Environmental Health

PART III. Social Work Interventions at the Community and Societal Level

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| Mar 27/29 | <i>Diversity and social disparities: Efforts to achieve social justice</i> | In class: Service Learning student planning meetings for group presentations | Ch. 4. Diversity and Social Justice |
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→ March 26: 2018 @ 9:00am - 5:00 pm, [Social Work Student Day at the Legislature](#)

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| Apr 3/5 | <i>Policy and legislative strategies to combat poverty and economic inequality</i> | Apr 5: LBJ Museum Essay | Ch. 7. Poverty, Income Assistance, and Homelessness |
| Apr 10/12 | <i>When a case-by-case approach is not enough: community intervention, policy advocacy</i> | Apr 12: In class - Take Home Exam 3 handed out (Comprehensive exam, including Ch. 4, 7, 6) - How to take an essay exam | Ch. 6. Social Work Practice with Agencies and the Community |

PART IV. Service Learning: What I Learned About Social Work

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| Apr 17/19 | <i>Integration of service learning</i> | Service Learning presentations Apr 19: Professional Log 2 (refer to "The Professional Log") | |
| Apr 24/26 | <i>Integration of service learning</i> | Apr 24: Take-home Exam 3 work day (no class today) Apr 26: Service Learning presentations | |
| May 1/3 | <i>Integration of service learning</i> | Service Learning presentations Course wrap-up & evaluations May 3: Service Learning Forms 2, 3, 4 | |

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| May 9 12:00 noon | <p>DUE: Take-Home EXAM 3</p> <p>Bring a hard copy to my office</p> | | |
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