

**University of Texas at Austin
School of Social Work**

SW 310 Introduction to Social Work and Social Welfare

Unique Number: 54615

Spring, 1994

Instructor:	Yolanda C. Padilla, Ph.D., LMSW-AP Assistant Professor
Class Time/Location:	Tuesdays-Thursdays, 12:30-2:00 p.m. /Social Work Building. 2.120A
Office:	Social Work Building 3.104D
Telephone:	Office: 471-6266 Home: 459-9145 (before 9:00 p.m.)
Office Hours:	Thursdays, 2:00-3:30 p.m. and by appointment

OVERVIEW

This is the introductory social work course in which students learn about the profession of social work and the evolution of social welfare in the United States. Students will learn about social work practice and methodology and the different fields of practice and client populations. This course will also include a required agency-related experiential component.

Course Objectives

By the end of the semester, students should be able to:

1. understand the nature of social welfare as a social institution and be able to identify the social, economic, and political forces that have shaped the evolution of social welfare policies and services in the United States;
2. identify and assess the important ideologies, beliefs, values, and ethics that have been expressed in social welfare and the social work profession with an emphasis on social justice;
3. demonstrate an understanding of the concepts of racism, sexism, and ageism, as well as be able to explore and analyze the importance of issues of human diversity concerning women, people of color, sexual orientations, persons with disabilities, and issues other special populations in the practice of social work;
4. describe the various theoretical approaches utilized in social work practice with individuals, families, groups, and communities;
5. describe and analyze the major issues and problems in various fields of social work practice, and be acquainted with career opportunities in the profession; as well as describe the multiplicity of settings in which social workers practice and the diversity of roles and functions which they perform.

Required Readings

Heffernan, J., Shuttlesworth, G., and Ambrosino, R. 1992. Social Work and Social Welfare: An Introduction, New York: West Publishing Co.

Stack, Carol B. 1974. All Our Kin: Strategies for Survival in a Black Community. New York: Harper Torchbooks.

Course Structure

Material in the course will be presented through lectures, discussions, videos, and small group work. In general, the first part of each meeting will be devoted to more formal presentation of material, followed by exercises, illustrative videos, and work in small groups. Students will be responsible for materials presented through all these activities. Assigned readings are for the day in which they are listed and students should have read the readings and be prepared to discuss them in class. Not all readings will be reviewed by the instructor in class. Videos will be used as tools for addressing key concepts in the course, and information in the videos will be included in the exam. Most of the videos are not available for individual student viewing, and thus can only be viewed when presented in class.

Class Assignments and Grading Policy

Exam 1	15%
Exam 2	15%
Exam 3	15%
Experiential Component (Volunteering)	15%
Paper: <u>All Our Kin</u>	20%
Integrative Paper and Oral Presentation on Volunteer Experience and Social Work Conceptual Frameworks	20%
	<hr/> 100%

Examinations will be a combination of short answer and essay questions. None of the exams are cumulative. Students are responsible for all the course content, including lectures, reading assignments, student presentations, and audiovisual materials.

Class Policies and Expectations

1. Students are expected to attend class regularly. Material covered on exams will be taken out of the textbook as well as out of lectures, films, guest speakers, etc. If you miss classes, your final grade may suffer because you have missed content offered during class sessions.
2. Students are expected to use and offer feedback. I will work with you throughout the semester and provide you with initial feedback and suggestions for revisions on assignments. Please arrange to meet with me prior to the time the assignment is due.
3. Assignments or examinations which show evidence that they have not been completed directly by the student will not be accepted and may result in automatic failure for the course. Scholastic dishonesty, including plagiarism and cheating during examinations, constitutes scholastic dishonesty and will result in recommendation for dismissal from the University according to University guidelines.

4. Student feedback about the course is welcome and the course will be viewed as a joint effort between students and the instructor.
5. Class participation and discussion are expected and welcomed so that students can learn from each other. Differences in values, opinions, and ideas with other students and guest speakers will be respected.
6. Written and oral presentations will be expected to be professional and clearly stated. Grades will be lowered if assignments have not been proofread and contain numerous grammatical, spelling, or punctuation errors.
7. Assignments must be handed in on the due dates. Late assignments will be penalized.

CLASS SCHEDULE

I. Social Work Within the Societal Context

WEEK 1	
Jan 18	Overview of the Class and Introduction
Jan 20	Social Work as a Profession (Chapter 1)
WEEK 2	
Jan 25	Historical Background of Social Welfare (Chapter 2)
Jan 27	FILM: "POVERTY IN AMERICA" (U.S. JOINT ECONOMIC COMMITTEE HEARING)
WEEK 3	
Feb 1	Theoretical Perspectives for Viewing Social Problems: A Framework for Social Work Response (Chapter 3)
Feb 3	DUE: Volunteer Agency Placement Form
WEEK 4	
Feb 8, 10	The Needs of Children, Youth, and Families (Chapter 7)
WEEK 5	
Feb 15	FILM: "A CONCERN FOR COMMUNITY WITH ERNIE CORTEZ"
Feb 17	Poverty (Chapter 4) Discrimination and Inequality (Chapter 17)
WEEK 6	
Feb 22	<i>Summation and Rehashing of Topics Covered in Part I of the Course</i>
Feb 24	EXAM 1

II. The Organization of Social Welfare Service Delivery and Practice: Areas (Methods) of Practice

WEEK 7	
Mar 1	The Delivery System of Services to Children, and Families (Chapter 8)
Mar 3	FILM: "CARING FOR THE LATINO AIDS PATIENT: LESSONS FROM A CASE HISTORY"
WEEK 8	
Mar 8, 10	Social Agency Administration (Chapters 15, 19) Research and Practice in Social Work (Chapter 13)
WEEK 9	
Mar 15, 17	Spring Break - NO CLASSES

WEEK 10
Mar 22

FILM: "SOCIAL WORK PRACTICE: PROBLEM SOLVING PROCESS MODEL OF SOCIAL CASEWORK, A CASE ILLUSTRATION"

DUE: Paper on All Our Kin

Mar 24

Direct Practice: Social Work with Individuals and Families (Chapter 13)

WEEK 11
Mar 29

Summation and Rehashing of Topics Covered in Part II of the Course

Mar 31

EXAM 2

III. Social Welfare Service Provision: Fields of Practice

WEEK 12
Apr 5

FILM: "THE STATE OF HISPANIC HEALTH"

Apr 7

Health Care (Chapter 6)

WEEK 13
Apr 12

FILM: "OUR FAMILIES, OUR FUTURE: THE FAMILY SUPPORT MOVEMENT"

Apr 14

Discussion on film of April 12

WEEK 14
Apr 19

Student presentations on Experiential Component
Aging (Chapter 12)

Apr 21

Student presentations on Experiential Component
Criminal Justice (Chapter 9)

WEEK 15
Apr 26

Student presentations on Experiential Component
Mental Health, Substance Abuse, and Dev. Disabilities (Chapter 5)

Apr 28

Student presentations on Experiential Component

DUE: Integrative Paper on the Volunteer Experience and the Application of a Social Work conceptual Framework
(for students giving oral presentations on April 28, Paper can be turned in May 3)

WEEK 16
May 3

Summation and Rehashing of Topics Covered in Part III of the Course

May 5

EXAM 3

DUE: Volunteer Log and Supervisor Verification forms

VOLUNTEER COMPONENT

Part of the requirement in this course set by the School of Social Work is an experiential component. The main objective of this requirement is to integrate the concepts learned in class with experiences and observations in the field. Students are expected to volunteer at an approved human service agency. A list of agencies will be provided by the instructor. You must select an agency and return an information sheet to me no later than Thursday, February 3.

Time Commitment

Students are expected to volunteer at least 40 hours of service during the semester. Please keep a record of the dates and times you volunteer. Students will be required to complete and submit a time log provided by the instructor listing the dates and hours worked and the activities performed. In addition, the form (or a letter submitted by the agency) verifying the total number of hours volunteered must be signed by the student supervisor. Volunteer work is expected to be done throughout the semester time frame (rather than in an intensive weekend period). Students are expected to comply with, and fulfill, agency volunteer requirements (e.g., attend volunteer training). Up to 10 hours of volunteer training can be counted toward the required 40 hours.

Integration of Volunteer Component with Social Work and Social Welfare Concepts

The quality of the volunteer experience is integral to the course in that it will serve as the student basis for:

- a. class discussion of social work concepts presented in lectures, audiovisual presentations, and in the readings;
- b. the integrative paper, which should integrate your experiences at the agency with the course learning objectives (refer back to p. 1 of this syllabus) by making references to class reading material, lectures, and audiovisual presentations (detailed instructions for this assignment will be provided by the instructor);
- c. the oral presentation, short 10-12 minute individual or group presentations covering the material to be used in the integrative paper.

Although a journal of your experiences does not have to be turned in and will not be graded, it is strongly recommended that you keep one. The reason is that the entries which you make throughout the semester can provide a source of information from which you can draw for your class discussions, the oral presentation, and the integrative paper.

Grading

Students will earn 2.5 points per hour volunteered (a maximum of 40 hours) for a total of 100 possible points. The volunteer hours constitute 15 percent of your overall course grade.

**ANALYTICAL PAPER ON
 ALL OUR KIN: STRATEGIES FOR SURVIVAL IN A BLACK COMMUNITY
 by Carol B. Stack (1974)**

The objective of this assignment is to stimulate your thinking concerning the implications for social welfare policy of the ways in which a particular client population experiences poverty and other social problems. The project involves an analysis of the book, *All Our Kin* by Carol B. Stack, an anthropological study which attempts to illustrate the strategies for survival of a particular population in poverty from *their* perspective.

The paper should be 6 typewritten pages, including the diagram of the systems model (the diagram can be hand-drawn).

Structure of the Paper

Style of the paper:

Write the paper in three sections using the outline below. Clearly identify each section by using subheadings. Support every point you make by explicitly making reference to quotes and passages in the book. All the points that you make must be based directly on information you obtain from the book.

The main question is:

Given what we have learned in *All Our Kin* about how the poor themselves experience poverty,

- Part 1 identify the kinds of issues that should be taken into consideration in shaping social welfare policy
 (e.g., *what kinds of child care arrangements do these families have? what are the employment patterns of these families? etc.*)
- Part 2 how should we shape social welfare policy that is truly responsive to each of these needs of the poor? how would you state the problems these families are facing?
 (e.g., *a responsive policy would address the underlying conditions that are causing the low employment patterns of these families--why are so many of the adults in these families unemployed?*)
- Part 3 pick one area or field of service (e.g., children's services, health, education) and recommend an integrated social welfare policy (a specific reform or new program) that would simultaneously take into account all the issues identified in Part 1 and Part 2 and discuss the value of this policy option.
 (e.g., *if you propose a jobs training program, what other types of services would you include to meet the multi-faceted needs of the clients described in Part 1?*)

Place your paper within the Systems Ecological Perspective:

In addressing all three points listed above, approach your paper from a systems/ecological perspective. That is, when you think about a particular problem, think about how it manifests

itself at the different levels of the system--how does it affect the individual? what role does the the community play? what role do societal attitudes and values play? etc.

Use Chapter 3, "A Systems/Ecological Perspective to Understanding Social Work and Social Welfare," in the course text and the class lecture on the systems/ecological approaches. Draw a one page diagram of the systems framework and describe what is occurring within each component of the system:

- the individual
- situations within which the individual comes face to face (e.g., family school, etc.) (community setting)
- settings in which the individual does not participate directly, but in which decisions are made that have a major impact on him
- cultural and societal attitudes and values (societal setting)

Do not simply copy the diagram from the notes/book. But apply it to the the situations described in All Our Kin. For example, you may choose a character in the book as the center of the diagram (the individual), and then label the specific types of situations, settings, and societal values and attitudes that affect that individual. Alternatively, the center of the diagram can be a general population group, such as teenage moms, welfare mothers, or others in the community describes in All Our Kin.

Approach to the paper:

Think primarily in terms of a societal or social change (public issues of social structure) approach as opposed to the individual case treatment (personal troubles of milieu) approach. However, try to take both into account. See below for a definition of public issues vs. private troubles as defined by C. Wright Mills, The Sociological Imagination, pp. 8-9).

Troubles occur within the character of the individual and within the range of his immediate relations with others; they have to do with his self and with those limited areas of social life of which he is directly and personally aware. Accordingly, the statement and the resolution of troubles properly lie within the individual as a biographical entity and within the scope of his immediate milieu--the social setting that is directly open to his personal experience and to some extent his willful activity. A trouble is a private matter: values cherished by an individual are felt by him to be threatened.

Issues have to do with matters that transcend these local environments of the individual and the range of his inner life. They have to do with the organization of many such milieus into the institutions of an historical society as a whole, with the ways in which various milieus overlap and interpenetrate to form the larger structure of social and historical life. An issue is a public matter: some value cherished by publics is felt to be threatened....An issue often involves a crisis in institutional arrangements....

In these terms, consider unemployment. When, in a city of 100,000, only one man is unemployed, that is his personal trouble, and for its relief we properly look to the character of the man, his skills, and his immediate opportunities. But when in a nation of 50 million employees, 15 million men are unemployed, that is an issue, and we may not hope to find its solution within the range of opportunities open to any one individual. The very structure of opportunities has collapsed. Both the correct statement of the problem and the range of possible solutions require us to consider the economic and political institutions of the society, and not merely the personal situation and character of a scatter of individuals.

INTEGRATIVE PAPER AND ORAL PRESENTATION ON VOLUNTEER EXPERIENCE AND SOCIAL WORK CONCEPTUAL FRAMEWORKS

The purpose of this assignment is for you to integrate your experiences in your volunteer placement with the concepts and information learned in class. Putting experiences within a theoretical framework or approach allows one to systematically organize knowledge about social problems--the problems of the clients served by the agency, in this case: it helps analyze and explain what is going on. The assignment should reflect your ability to apply the social work theoretical frameworks and approaches to your introductory social work experience. This is a creative endeavor.

Selection of Approach

Select one of the following conceptual frameworks or approaches. Your selection should be based on the appropriateness of the approach to the field and area of practice in your volunteer agency.

- * the problem solving approach
- * case histories
- * community organizing framework for policy making
- * the life model
- * the agency administrative strategy process
- * the systems/ecological framework

Application of Approach

Some guidelines to applying the social work approach:

1. In applying the approach, be sure to use the correct level of analysis. For example, if you choose the "agency administrative strategy process," the correct level of analysis is the **agency**. The agency and the different components of the agency--not the current director--are the actors. Do not focus on the actions of the current director, but on the responsibilities of the director role. On the other hand, individual clients would be the appropriate level of analysis when applying the life model.
2. Select an approach that is appropriate for the agency population. If the agency clients are infants, you would not apply the "problem-solving approach" because infants cannot fully participate in identifying the problems they want to work on or their goals, etc.

Structure of the Paper

Length: 6 pages, including diagram

Parts of the paper:

- Introduction* - short one-paragraph description of agency, including name, goals, population served, types of services provided, etc.; your volunteer role
- social work model/approach selected and why

Body (by subheadings)

- this part should explain each component of the model in detail and then provide detailed examples from your volunteer experience (e.g., "The first component of the life model is transitions. According to this model, transitions involve.... Clients (or Client X) in this agency experienced the following types of transitions....")

Conclusion What kinds of issues did applying the model/approach clarify for you? what kinds of questions did it raise? etc.

Diagram: Include a diagram or model of the approach you select. Label each component and provide indicate how each applies to your agency. For example, if you choose the "life model," in the part of the diagram on "transitions" list some transitions that your clients (or one of your clients) typically experience.

Source(s) of Information (Volunteering and Interviews)

Most of the information you will use to apply the social work approach to your agency will come from your observations and participation in the agency as a volunteer. However, it will also require one or more interviews with agency staff (in order to fill in some gaps: to help you clarify how some processes operate in the agency). For example, if you apply the "agency administration strategy process," you will need to get information concerning how the agency identifies problems and how they design appropriate objectives.

VOLUNTEER AGENCY SELECTION

Student's Name _____

Name of Agency _____

Agency Mailing Address _____

Full Name/Title of Supervisor _____

Agency Phone _____

What are your expectations of what you will learn in this volunteer experience?

What training, duties, and responsibilities will you be assigned?

What is your tentative schedule (e.g., days and hours of the week in which you plan to volunteer, including your training schedule)?

VOLUNTEER TIME LOG

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Student's Name _____

Name of Agency _____

Agency Address/Phone_____

Date	Volunteer Activity	Time IN-OUT	# of Hours
Total # of Hours For the Semester: _____			

Volunteer Agency Supervisor Verification

I verify that _____ volunteered at
_____. He/she completed
_____ hours of service as documented in the Volunteer Time Log.

Signature of Supervisor

Print Name of Supervisor

Phone Number Where Supervisor Can Be Reached

(Supervisor is welcome to attach a letter for the student's record concerning his/her performance, but this is not required.)

Please submit to: Professor Yolanda C. Padilla, Ph.D.
University of Texas at Austin
School of Social Work
2609 University Avenue
Austin, Texas 78757

(Telephone number: 471-6266)