

SOCIAL WORK 261: Introduction to Social Work & the Social Services Field

3 credits

Fall 2022

Hybrid Course at UWSP-Wausau & UWSP-Marshfield

Monday, Wednesday 8 AM to 8:50 AM face-to-face

50 minutes of asynchronous content

Instructor: Kate Kipp, MSSW, APSW

Office: Main campus: Science Building, B343
Wausau campus: South Hall, 85C

Office Hours: Mondays on Wausau campus 10 AM to 2 PM*
Tuesdays on main campus 11 AM to 2 PM
Evenings & Fridays by appointment*
*Office hours can be in-person or virtual (Zoom)

Email: kkipp@uwsp.edu

Course Pre-Requisites: Sociology 101

Required Text:

Suppes, M.A. & Wells, C.C. (2013). *The Social Work Experience: An Introduction to social work and social welfare, 7th Edition.* Boston: Allyn & Bacon.

Web Site: NASW Code of Ethics

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Community (including Student) Rights & Responsibilities Website:

https://www.uwsp.edu/dos/Documents/2015_Aug_Community%20Rights%20and%20Responsibilities%20Web.pdf

I. Course Description

This class is designed to help students learn about social work and social welfare and explore career choices in the social work field. The history of social work is discussed and used to place current issues such as poverty, racism, ageism, and sexism in the context of the society which they exist. Social work programs and approaches that address these and other client issues are highlighted, as is the importance of research-informed practice. Areas of social work practice such as child welfare, schools, criminal justice, health, mental health, substance use disorders, aging, and developmental disabilities are examined. Social work theories, knowledge, skills, values, and approaches are investigated in a general sense and as applied to various areas of social work practice. Students are asked to evaluate their own and society's values in the areas studied.

II. CSWE Core Competencies & Practice Behaviors Taught in this Course

The following table contains the competencies and practice behaviors developed by the Council of Social Work Education (CSWE). When we intentionally teach and employ the competencies and behaviors through lecture, discussion, independent and group projects, research, and practice; we are becoming ethical, skilled, and empowering social workers. The competencies and behaviors we will address as a class are in the table below. This course was designed to provide exposure to these competencies and serve as a foundation for the further

development that will take place should a student be admitted into the social work major. Students pursuing further education in social work should familiarize themselves with these competencies.

The table below does NOT contain all CWSE practice behaviors, only those applicable to our coursework.

Competencies Addressed	Practice Behaviors Addressed	Content Area(s)
Competency 1: Demonstrate Ethical and Professional Behavior	<ul style="list-style-type: none"> • Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; • use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; • demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; and • use technology ethically and appropriately to facilitate practice outcomes. 	Weeks: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 NASW Reflection Paper
Competency 2: Engage Diversity and Difference in Practice	<ul style="list-style-type: none"> • Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; • present themselves as learners and engage clients and constituencies as experts of their own experiences; and • apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. 	Weeks: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	<ul style="list-style-type: none"> • Apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and • engage in practices that advance social, economic, and environmental justice. 	Weeks: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 Social Justice Reflection Paper Poverty & WI Project
Competency 4: Engage in Practice-informed Research and Research-informed Practice	<ul style="list-style-type: none"> • Use practice experience and theory to inform scientific inquiry and research; • apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and • use and translate research evidence to inform and improve practice, policy, and service delivery. 	Week 5 Annotated Bibliography
Competency 5: Engage in Policy Practice	<ul style="list-style-type: none"> • Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; • assess how social welfare and economic policies impact the delivery of and access to social services; and 	Weeks 2, 3, 4 Poverty & WI Project

	<ul style="list-style-type: none"> • apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. 	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and • use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. 	Weeks 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • Collect and organize data, and apply critical thinking to interpret information from clients and constituencies; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; and • select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. 	Weeks 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 Annotated Bibliography Research Project Poverty & WI Project
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; • use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; and • negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; 	Weeks 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 Annotated Bibliography Research Project
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.	<ul style="list-style-type: none"> • Select and use appropriate methods for evaluation of outcomes; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; • critically analyze, monitor, and evaluate intervention and program processes and outcomes; and • apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels 	Weeks 2, 3, 4 Annotated Bibliography Research Project Poverty & WI Project
<p>Source: Council on Social Work Education https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx</p>		

III. Course Format and Expectations

COURSE REQUIREMENTS

1. Reflection Papers (2 @ 10 pts/each)	20 points
2. 1 st exam:	100 points
3. 2 nd exam	100 points
4. 3 rd exam	100 points
5. Annotated Bibliography project	100 points
6. Poverty & Access in Wisconsin Group Project	100 points
7. Attendance	150 points

- **Students are required to attend class and read all assignments before attending the class** for which they are assigned. Students should be prepared to take part in discussion, experiential, and written assignments in class.
- All assignments are posted in the content area in Canvas.
- If extensions are needed on assignments, it is your responsibility to **discuss this with me prior to the due date. If assignments are turned in late (and accepted by the instructor), partial credit will be given.**

EXAMS

There are three exams in the course of the semester. Exams will include short answer, and essay questions. Each exam is worth 100 pts. If possible, exam reviews will take place the class period prior to each scheduled exam.

GRADING SCALE

A	=	94-100
A-	=	91-93
B+	=	88-90
B	=	84-87
B-	=	81-83
C+	=	78-80
C	=	74-77
C-	=	71-73
D+	=	68-70
D	=	60-67
F	=	59 and below

WRITING ASSIGNMENTS

- Papers will be graded on accuracy, breadth of content, consideration of social work principles, development of ideas, spelling, and grammar.
- Spelling and grammar should be checked prior to submitting assignments and discussion posts. Please do not rely on spell and grammar check as your only editorial tools.
- When outside sources are used, ALL references must appear in a reference list at the end of the paper in APA formatting.

Support for Students Requiring ADA Accommodations

UWSP and this instructor support a student's need to request academic accommodations due to disabilities. Please inform me during the first week of semester of any special accommodations a student believes will be needed for meeting class expectations. A copy of the Accommodation Request Form from the Disability and Assistive Technology Center must be given to the instructor within the first two week of the semester so that any needed accommodations can be made. Accommodations will not be made without a completed Accommodation Request Form. Additional information can be gathered from the Center:

<https://www.uwsp.edu/disability/Pages/faculty/accomodations.aspx>

Attendance

Students are expected to attend all days the class is scheduled to meet. The instructor will also take attendance at the beginning of each class.

Excused absences are limited to documentable illnesses, personal or family emergency, or religious observation during class hours.

For any unexcused absence, a student will not receive attendance points (20 points) for the missed class. Students who arrive to class late will receive partial attendance points.

Assignment Policy for Late Papers and Incompletes:

Students are expected to complete course work by the date and time that it is due. The instructor will check the Dropbox to determine that if work was submitted the required due date/time. The instructor will NOT grade late work that is submitted to Canvas unless an alternate due date has been negotiated. Students are responsible to contact the instructor to negotiate an alternate date. The instructor will determine if an alternate due date is appropriate. **Students who send an email seeking an extension for an assignment due the same day are unlikely to receive an extension.**

An incomplete may be given only when the student has been in full attendance, has demonstrated satisfactory work (C level work or better), and can furnish evidence to the instructor the work cannot be completed due to illness or other reasonable circumstances beyond the student's control.

Professional Communication

Students will utilize professional writing skills when communicating with the instructor by email. Professional communication via email includes: an email with a greeting and closing, spell check, and grammar review.

Students who send emails that are received between 8 AM and 4:30 PM, Monday through Friday, can expect a response by the close of the following business day. The instructor will not check emails after 4:30 PM on weekdays or during the weekend.

Plagiarism:

It is a requirement that all work *not* original will be properly referenced. Students MUST CITE ANY AND ALL work which is not of a student's creation. Plagiarism will result in disciplinary action and will not be tolerated. Academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Confidentiality:

We will respect the stories, concerns, comments and questions shared in the learning space by not taking them out of the space. We will maintain a professional standard of confidentiality in our learning space. Our online learning space is a safe place for learning, inquiring, and expression.

RIGHTS AND RESPONSIBILITIES

For more information on rights and responsibilities associated with being a student at UWSP, please see the UWSP Community Bill of Rights and Responsibilities at:

<http://www.uwsp.edu/admin/stuaffairs/rights/rightsCommBillRights.pdf>

POLICY RELATED TO SEXUAL VIOLENCE ON THE UWSP CAMPUS:

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that a student decides to disclose surviving sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that instructors notify UWSP Dean of Students Troy Seppelt.

The Dean of Students or designee will contact a student to let you know about accommodations and remedies available at UWSP and in our community. Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. <http://www.uwsp.edu/dos/Pages/default.aspx>

*If it is determined that an alleged perpetrator poses an imminent threat to the broader campus community or if person(s) under 18 years of age are involved, UWSP employees are required to notify the Title IX Coordinator, Pam Dollard, and/or law enforcement.

EMERGENCY PROCEDURES

In the event of a medical emergency call 911. Offer assistance if trained and willing to do so. Guide emergency responders to a victim.

In the event of a tornado warning, proceed to the lowest level interior room without window exposure. See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans for floor plans showing severe weather shelters on campus. Avoid wide-span rooms and buildings.

In the event of a fire alarm, evacuate the building in a calm manner. Meet at the Sun Dial. Notify instructor or emergency command personnel of any missing individuals.

In the event of an active shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders. See UW-Stevens Point Emergency Management Plan at www.uwsp.edu/rmgt for details on all emergency response at UW-Stevens Point.

V. Course Outline

<p>Week 1 09/06/2022</p>	<p>We will explore: Introductions and syllabus</p> <p>The Social Work Profession, Values activity</p>
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	<p>Readings: Chapter 1 in the textbook</p>
<p>Week 2 09/12/2022</p>	<p>We will explore: Theoretical Perspectives for Social Workers Response/Reflection Paper Writing Workshop (Wed)</p> <p>Readings: Chapter 2 in the textbook</p>
<p>Week 3 09/19/2022</p>	<p>We will explore: Social Justice quilt – in class activity Social Justice, Poverty, and Intersectionality</p> <p>Readings: Chapter 3 in the textbook</p>
<p>Week 4 09/26/2022</p>	<p>We will explore: Historical Perspectives in Social Welfare In Class Annotated Bibliography workshop (Wed.) Exam review</p> <p>Readings: Chapter 4 in the textbook</p> <p>Assignment: NASW Reflection paper is due on <u>09/30/2021 at 11:59 PM.</u></p>
<p>Week 5 10/03/2022</p>	<p>We will explore: <u>Exam I in Canvas: Opens on Monday, 10/03 and closes on TUESDAY, 10/04/2022 at 11:59 PM</u> Family and Children Services</p> <p>Read: Chapter 5 in textbook</p>
<p>Week 6 10/10/2022</p>	<p>We will explore: Social Work in Mental Health Care</p> <p>Readings: Chapter 6 in the textbook</p> <p>Assignment: <u>Social Justice in America reflection paper due 10/20/2022 at 11:59 PM.</u></p>
<p>Week 7 10/17/2022</p>	<p>We will explore: Social Work in Health Care</p> <p>Readings: Chapter 7 in textbook</p>

<p>Week 8 10/24/2022</p>	<p>We will explore: Social Work and Schools/Education</p> <p>Readings: Chapter 8 in textbook</p>
<p>Week 9 10/31/2022</p>	<p>We will explore: In class Poverty in Wisconsin Project workshop (Mon.) *Groups assigned for project Social Work and Schools/Education</p> <p>Readings: Chapter 8 in textbook</p> <p>Assignment: Annotated Bibliography is due 11/10/2021 at 11:59 PM.</p>
<p>Week 10 11/07/2022</p>	<p>We will explore: Social Work and SUDS Group work time on Wed.: Poverty in Wisconsin Project</p> <p>Readings: Chapter 8 in the textbook</p> <p>Assignment:</p>
<p>Week 11 11/14/2022</p>	<p>We will explore: Exam II in Canvas: Opens on Monday, 11/14 and closes on TUESDAY, 11/15/2022 at 11:59 PM</p> <p>Social Work and Substance Use Group work time on Wed.: Poverty in Wisconsin Project</p> <p>Readings: Chapter 9 in the textbook</p>
<p>Week 12 11/21/2022</p>	<p>Social Work with Older Adults Group work time on Wed.: Poverty in Wisconsin Project</p> <p>Readings: Chapter 10 in the textbook</p>
<p>Week 13 11/28/2022</p>	<p>We will explore: Social Work and Criminal Justice Group work time on Wed.: Poverty in Wisconsin Project</p>

	Readings: Chapter 11 in the textbook
Week 14 12/05/2022	Social Work and Developmental Disabilities Exam III review Readings: Chapter 12 in the textbook
Week 15 12/12/2022	Group Presentations (Monday & Wednesday) Wrap up (Friday recorded content)
Exam III	Exam III in Canvas: Opens on Monday, 12/19 and closes on TUESDAY, 12/20/2022 at 11:59 PM

VII. ASSIGNMENT DETAIL

Explore the NASW Reflection Paper

The reflection paper should be written in APA format and submitted in Canvas. There is a **one full page** minimum to this assignment.

Write a one-to-two-page reflection paper on the National Association of Social Workers (NASW) Code of Ethics. The link is in the Canvas assignment module.

Questions to consider while writing your reflection paper:

- What is your reaction to the Code of Ethics?
- How do these values align with your personal values? (Think about the values assignment we did in class.)
- What other resources did you find interesting or helpful on this website?

Reflection papers must include your **personal feelings/ thoughts/ comments** in reaction to the material and **any questions** that you would like the instructor to address regarding the material. **DO NOT simply summarize the content found on the website.** A reflection paper should display understanding of the material covered but should focus on your personal reaction.

Grading Scheme

2 points – Paper is on time and at least ONE FULL page

2 points- Paper is organized and well written

6 points – Paper includes thoughts, feelings, comments regarding the material read on the website

Social Justice in America Reflection Paper

The reflection paper should be written in APA format and submitted in Canvas. There is a **one full page minimum** to the assignment.

Chapter three in our textbook discusses poverty and populations at risk. Please explore the Southern Poverty Law Center online (link is in the Canvas assignment module) and review the initiatives and issues addressed by this organization. Choose a population the organization seeks justice for such as children, immigrants, the LGBTQ+ community, etc. and read information provided on the website about the group you have chosen.

Questions to consider:

What is your response to information shared about the social justice needs, successes of the population you selected?

Do you have knowledge of how this population's experiences align with the information learned from the SPLC?

If you attended class and participated in the social justice quilt reflect on your contribution to the quilt. Reflect on your colleagues' contributions.

Reflection papers must include your **personal feelings/ thoughts/ comments** in reaction to the material and **any questions** that you would like the instructor to address regarding the material. **DO NOT simply summarize the content found on the website.** A reflection paper should display understanding of the material covered but should focus on your personal reaction.

Grading Scheme

2 points – Paper is on time and at least ONE FULL page

2 points- Paper is organized and well written

6 points – Paper includes thoughts, feelings, comments regarding the material read on the website

Annotated Bibliography Research Project

This purpose of this assignment is to help students more deeply examine a specific client population of interest to them, to develop skill in using the library and internet to locate relevant information and resources, and to illustrate the importance of skill in accessing resources and in research-informed practice.

Each student will identify a **specific client population** that he or she would like to learn more about (e.g. LGBTQIA youth, children with autism, men who have experienced domestic violence, adults with schizophrenia, people experiencing cocaine addiction, children who have been sexually abused, etc.).

Each student will identify information and resources relevant to the particular population **as it relates to social work practice and create an annotated bibliography in APA format.** An annotated bibliography is a list of citations to books, articles, and other documents and brief description that summarizes the identified resource.

We will complete an in-class workshop to prepare for this project. The in-class workshop will review how to use the online library resources as well as how to write an annotation.

Submit your Annotated Bibliography in Canvas in APA format that includes the following:

- Title (client population)
- Three (3) current articles from academic/professional/peer reviewed journals on social work practice
- One (1) reputable, information websites from respectable sources that could be used by a social worker
- One (1) local community program/organization that might be useful to your client population (for citing purposes, use their website or a brochure)
- All sources *must be published within the last five years.*

Annotated Bibliography Grading Scheme

25 points Citations are correct and adhere to APA (5 citations x 5 pts/each = 25 pts)

75 points Annotation has a summary (5 points) and makes relevant connection to social work practice with the population of choice (10 points) = 15 points each annotation (5 annotations x 15 pts/each = 75 pts)

Poverty in Wisconsin Group Project

This is a group project that requires a group presentation. Other than the slides for your presentation, there is NOTHING additional to turn into Canvas.

You will be placed in a work group and be assigned a county in Wisconsin to research. The purpose of this project is to understand poverty, potential challenges with access to resources, and understand differences/similarities in counties throughout our great State.

There WILL be in-class time for your group to work.

Presentations will contain three content areas:

Part I: County Demographics

Please answer the following questions:

- a) Population of county
- b) Population of county seat
- c) Is the county rural, urban, suburban
- d) 2020 census data on specific subgroups in the county (your group can determine what to present—**hint**, **hint**, it may also be important to connect your subgroup with resources in administrative barrier to aid.)

Part II: ALICE Report

Review the ALICE report data for your group's assigned county. How does your assigned county differ from the state? Be able to discuss the current costs in the county as well as comparing it to the state as a whole.

<https://www.unitedwaywi.org/page/ALICE#InteractiveDashboard>

Part III: Resources

Through internet research, identify and locate two forms of assistance to apply available to people in poverty. Ideas of assistance include resources for:

Education

Childcare

Transportation

Affordable Housing

*This is not an inclusive list, just a list to get you thinking about potential resources.

Part IV: Administrative Barriers to Aid

After your group selects two resources, spend time brain storming what may required to complete an application or access the resource. Make a list of what might be difficult (barriers) to completing an application. For example, does the application require a social security card? If so, how would that impact a person who is experiencing homelessness and has lost their card? For example, does the agency only offer appointments between 8 AM and 4 PM? Is the agency on a bus line? Is there a waitlist? Is the application process online? Is broadband available? Are there rural libraries?

Try to have a list of at least three potential barriers (for each resource) people seeking resources in your assigned county may encounter. The better you research the county, the better and more specific your list will be.

On the final week of class, groups will present their project. The group presentation should be approximately five minutes in length. Please use PowePoint or Google slides to assist with the oral presentation of data, information. Please upload slides once your presentation is complete.

Class time will be given to students to work together, however students should devise a method of communication and collaboration to work outside of class.