

**SOCIAL WORK/SOCIOLOGY 261—INTRODUCTION TO
SOCIAL WORK AND THE SOCIAL SERVICES FIELD**

Fall 2021

Mondays and Wednesdays 9:30-10:45 AM

SCI B328

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ZOOM OFFICE HOURS: Mondays and Wednesdays 11:00 a.m.-1:00 p.m. and by appointment.

REQUIRED TEXTS: Suppes, M.A. & Wells, C.C. (2018). *The Social Work Experience: A Case-Based Introduction to Social Work and Social Welfare, 7th Edition*. New York: Pearson.

COURSE DESCRIPTION

This class is designed to help students learn about social work and social welfare and explore career options in social work. The history of social work is explored and used to place current issues such as poverty, racism, and sexism in the context of the society within 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, alcohol and drug abuse, 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.

COURSE OBJECTIVES

At the completion of the course, the student should:

1. Demonstrate an understanding of social work as a profession within the context of the broader social welfare system.
2. Demonstrate familiarity with the history, mission, theory base, values, and ethics of the social work profession.
3. Demonstrate familiarity with social welfare concepts frequently used in the discussion of social welfare institutions.
4. Demonstrate beginning understanding of concepts related to generalist social work practice by examining the function of social workers as generalist practitioners in terms of knowledge base, roles, practice skills, and research-informed practice.
5. Demonstrate familiarity with the social work intervention process/planned change process.
6. Demonstrate knowledge of different fields of practice and variety of settings within the social work profession.
7. Identify personal values and examine them in relation to societal and professional values.
8. Explain the commitment of social work to human diversity, social justice, and populations-at-risk.
9. Demonstrate skill in use of the library indexes and databases and internet to locate peer-reviewed articles pertaining to social work practice.
10. Demonstrate skill in the use of APA format.

COUNCIL ON SOCIAL WORK EDUCATION CORE COMPETENCIES

The Council on Social Work Education (CSWE) identifies core competencies that students must demonstrate and apply throughout their education and that social work programs must infuse into their curricula. This course is 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 program.

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice.
3. Advance Human Rights and Social, Economic, and Environmental Justice.
4. Engage in Practice-Informed Research and Research-Informed Practice.

5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

CLASS FORMAT

Classes include lecture, discussion, videos, individual and group exercises, and guest speakers.

COURSE REQUIREMENTS

1. Guest Speaker Attendance and Reactions	30 points (6 guest speakers at 5 points each)
2. Regular Class Participation and Attendance	56 points (28 class periods at 2 points each)
3. Professional Development Assignments	80 points (8 assignments at 10 points each)
4. Research-Informed Practice Assignments	50 points (5 assignments at 10 points each)
5. Quizzes	100 points (4 quizzes at 25 points each)

- ◆ Expectations for guest speaker reactions, professional development assignments, and research-informed practice assignments can be found in Canvas.
- ◆ Quizzes will include multiple choice, true- false, and short answer questions. Students will take quizzes independently (not during the class session) on Canvas. Quizzes will be open book and open notebook, and students will be given 45 minutes to complete each quiz (unless they have an accommodation for additional time through DATC). Quizzes will only reflect material from class sessions, guest speakers, readings, and handouts. *Information from Professional Development Assignments are not included.*

GROUND RULES FOR CLASS PARTICIPATION

- ◆ Students are expected to attend all class sessions. Students should not schedule employment or other activities/responsibilities during class time. If a student is unable to attend class at the scheduled time for health/medical or other appropriate reasons, they should inform the instructor so a plan can be developed that allows for success in the class.
- ◆ Students are expected to actively participate during the class sessions by raising questions, responding to discussion prompts, and by maintaining attentiveness.
- ◆ Students should read all assigned readings before attending the class for which they are assigned.
- ◆ Some class sessions may take place via Zoom. This will be announced in class, via email, and on Canvas prior to the class session during which Zoom will be used. Students are expected to behave professionally during live Zoom class sessions. This means muting and unmuting when appropriate, raising questions and responding to questions verbally and in chat, dressing appropriately, and being attentive (no sleeping, cell phone use, or engaging in other activities). Basically, students should behave as they would in a face-to-face class.
- ◆ We are working to develop knowledge, skills, and values that are consistent with social work. Sexism, racism, classism, ableism, and heterosexism exist. We all have misinformation, and sometimes prejudices, about groups of people. A goal of this class is to learn accurate information that will help us change prejudice and discrimination--our own and that of others. To do this, we need to practice changing what we say after we have learned that we have misinformation. We need to practice not blaming people for their positions in life. We need to look for accurate information about all people and actively work against spreading myths and stereotypes that exist about people. We need to share information about ourselves. Sometimes we need to take risks such as asking for information and expressing opinions. No one is expected to be perfect in this effort. Everyone is expected to try. My goal is to make this classroom a safe place to practice gathering and using new information. I hope that students will help achieve this goal.

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.
- ◆ Standard English and non-sexist language should be used. Complete sentences and appropriate paragraphs should be used.
- ◆ Spelling and grammar should be checked; do not rely on spell and grammar check as your only editorial tools.
- ◆ When references are used, ALL references must appear in a reference list at the end of the paper.
- ◆ Assignments may be turned in before the due date if desired.
- ◆ Assignments may be submitted late, though points will be deducted for each day of lateness.

ASSISTANCE WITH ASSIGNMENTS

I am happy to meet with students to discuss assignments. We can do this in person, via Zoom, by phone, or by e-mail. Please contact me via email to schedule a time to meet.

LATE PAPERS/MISSED EXAMS/INCOMPLETES

Students are expected to complete course work by the date that it is due. You are responsible to contact me to negotiate for any alternate dates. You must do this **BEFORE THE DUE DATE**. The same process is necessary to request an incomplete. Requesting an extension does not automatically mean that you will receive one.

CONFIDENTIALITY

We will be discussing case examples about real people. It is important that class members respect the confidentiality of the people who are discussed. Members of the class may wish to make comments that they do not want repeated outside of the classroom. If a student requests confidentiality prior to her/his remarks, the class is expected to respect this confidentiality as well.

UNIVERSITY POLICIES AND PROCEDURES**First Nation Land Acknowledgement**

We would like to recognize that the University of Wisconsin-Stevens Point occupies the lands of the Ho Chunk and Menomonee people. Please take a moment to acknowledge and honor this ancestral Ho Chunk and Menomonee land, and the sacred lands of all indigenous peoples.

Rights and Responsibilities

For information on policies and resources associated with being a student at UWSP, please see the Student Handbook at: <https://www.uwsp.edu/dos/Pages/handbook.aspx>

Emergency Procedures

See UW-Stevens Point Emergency Management Plan at <https://www.uwsp.edu/emergency/Pages/emergency-procedures.aspx> for details.

Severe Weather

In the case of inclement weather, please check your email to determine if class will be held in-person or virtually. If the class is cancelled, you may receive instructions to complete a short alternate assignment to earn attendance points. Please view UWSP's information about severe weather here:

<https://www.uwsp.edu/emergency/Pages/severe-weather.aspx>

Policy Related to Sexual Violence on Campus

UWSP is committed to fostering a safe, productive learning environment. Title IX and school policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. 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. <https://www.uwsp.edu/DOS/sexualassault/Pages/default.aspx>

Special Needs

Students who have special needs that affect their participation in the course may notify the instructor if they wish to have special accommodations considered in either instruction or examination. Students are encouraged to contact the instructor as early in the semester as possible to discuss special needs. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center as soon as possible. DATC contact information: 715-346-3365 or DATC@uwsp.edu. More information about disability services is available at this website:

<http://www.uwsp.edu/disability/Pages/students/studentInformation.aspx>

Face Coverings

At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the Disability and Assistive Technology Center to discuss accommodations in classes.

Academic Integrity

Academic Integrity is an expectation of each UW-Stevens Point student; work integrity is also an expectation within the social work practice community. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a UW-Stevens Point student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. Please see this document for guidance: <https://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf>

University Supports

The Dean of Students Office provides resources and referrals for students experiencing any personal issues or challenges: <https://www.uwsp.edu/dos/Pages/stu-personal.aspx>. Home page for Dean of Students <https://www.uwsp.edu/dos/Pages/default.aspx>

Intellectual Property Policy

Lecture materials and recordings for UWSP classes are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university

to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

CLASS TOPICS AND ASSIGNMENTS

Specific due dates for assignments and assignment details are posted in Canvas.

Week 1 (9/8)

- Topic: Introductions, Course Expectations, and Syllabus

Week 2 (9/13 and 9/15) Content Focus: CSWE Competency 1

- Topic: The Social Work Profession
- Weekly Readings: Chapter 1 and the NASW Code of Ethics (<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>)
- **DUE: Professional Development Assignment 1—NASW Overview**

Week 3 (9/20 and 9/22) Content Focus: CSWE Competency 1

- Topic: Theoretical Perspectives for Social Workers
- Weekly Reading: Chapter 2

Week 4 (9/27 and 9/29) Content Focus: CSWE Competencies 2 and 3

- Topic: Social Justice, Poverty, and Diversity
- Weekly Reading: Chapter 3
- **DUE: Professional Development Assignment 2—PFLAG and NASW Racial Equity**

Week 5 (10/4 and 10/6) Content Focus: CSWE Competencies 1 and 5

- Topic: Social Welfare Policy: Historical Perspectives
- Weekly Reading: Chapter 4

Week 6 (10/11 and 10/13) Content Focus: CSWE Competencies 1 and 4

- Topic: Writing in the Field of Social Work; Research-Informed Practice/Practice-Informed Research
- **DUE: Quiz 1 (covers chapters 1-4)**

Week 7 (10/18 and 10/20) Content Focus: CSWE Competencies 1, 4, 5, 6, 7, and 8

- Topic: Family and Children's Services
- Weekly Reading: Chapter 5
- **DUE: Guest Speaker Reaction—Child Protective Services**
- **DUE: Professional Development Assignment 3—WI Department of Children and Families**
- **DUE: Research-Informed Practice Assignment 1—Family and Children's Services**

Week 8 (10/25 and 10/27) Content Focus: CSWE Competencies 1, 4, 5, 6, 7, and 8

- Topic: Social Work in Mental Health
- Weekly Reading: Chapter 6
- **DUE: Guest Speaker Reaction—Mental Health**
- **DUE: Professional Development Assignment 4—NAMI**
- **DUE: Research-Informed Practice Assignment 2—Social Work in Mental Health**

Week 9 (11/1 and 11/3) *Content Focus: CSWE Competencies 1, 4, 5, 6, 7, and 8*

- Topic: Social Work in Health Care
- Weekly Reading: Chapter 7
- **DUE: Research-Informed Practice Assignment 3—Social Work in Health Care**
- **DUE: Quiz 2 (covers chapters 5-7)**

Week 10 (11/8 and 11/10) *Content Focus: CSWE Competencies 1, 4, 5, 6, 7, and 8*

- Topic: Social Work in the Schools
- Weekly Reading: Chapter 8
- **DUE: Guest Speaker Reaction—School Social Work**
- **DUE: Research-Informed Practice Assignment 4—School Social Work**

Week 11 (11/15 and 11/17) *Content Focus: CSWE Competencies 1, 4, 5, 6, 7, and 8*

- Topic: Social Work with Alcohol and Substance Use Disorders
- Weekly Reading: Chapter 9
- **DUE: Guest Speaker Reaction—Substance Abuse Counseling**
- **DUE: Professional Development Assignment 5—SAMHSA**
- **DUE: Research-Informed Practice Assignment 5—Social Work with Alcohol and Substance Use Disorders**

Week 12 (11/22 and 11/24) *Content Focus: CSWE Competencies 1, 4, 5, 6, 7, and 8*

- Topic: Social Work with Older Adults
- Weekly Reading: Chapter 10
- **DUE: Professional Development Assignment 6—Alzheimer’s Association**
- **DUE: Quiz 3 (covers chapters 8-10)**

Week 13 (11/29 and 12/1) *Content Focus: CSWE Competencies 1, 4, 5, 6, 7, and 8*

- Topic: Social Work in the Criminal Justice System
- Weekly Reading: Chapter 11
- **DUE: Guest Speaker Reaction—Social Work in the Jails**
- **DUE: Professional Development Assignment 7—Mental Health and Policing Podcast**

Week 14 (12/6 and 12/8) *Content Focus: CSWE Competencies: 1, 4, 5, 6, 7, and 8*

- Topic: Developmental Disabilities and Social Work
- Weekly Reading: Chapter 12
- **DUE: Guest Speaker Reaction—Serving People with Disabilities**
- **DUE: Professional Development Assignment 8—ADA Podcast**

Week 15 (Finals Week—Tuesday 12/14 2:45-4:45) *Content Focus: CSWE Competency 1*

- Topic: The Future of the Social Work Profession; Personal Values/Attitudes and Practice
- Weekly Reading: Chapter 13
- **DUE: Quiz 4 (covers chapters 11-13)**