SOC 261: Introduction to Social Work & the Social Services Field
3 credits
Fall 2021
Hybrid Course at UWSP-Wausau & UWSP-Marshfield
Wausau, North Hall 218
Marshfield, 468

Instructor: Kate Kipp, MSSW, APSW

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

Office Hours: Mondays & Wednesdays: 10 AM to 3 PM*
                Evenings & Fridays by appointment*
                        *Office hours can be in-person or virtual (Teams)

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, Sixth 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 (CWSE). 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	• 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	• 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	• 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	• 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	• 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 • apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	Weeks 2, 3, 4 Poverty & WI Project

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	• 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	• 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	• 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.	• 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
Source: Council on Social Work Education https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx		

III. Course Format and Expectations

COURSE REQUIREMENTS
1. Annotated Bibliography Topic post   10 points
2. Reflection Papers (2 @ 10 pts/each)   20 points

3. 1st exam: 100 points
4. 2nd exam   100 points
5. 3rd exam   100 points
6. Annotated Bibliography project   100 points
7. Poverty & Access in Wisconsin Group Project   100 points
7. Participation   145 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 <u>date and time</u> that it is due. The instructor will check the Dropbox to determine that if work was submitted the required due date/time. <u>The instructor will NOT grade late work that is submitted to Canvas unless an alternate due date has been negotiated.</u> Students are responsible to contact the instructor to <u>negotiate</u> 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

Week 3 09/13/2021	**We will explore:** Introductions and syllabus The Social Work Profession, Values activity **Readings:** Chapter 1 in the textbook **Assignment:** Discussion post: Annotated Bibliography topic due 09/23/2021 at 11:59 PM.

Week 4 09/20/2021	**We will explore:** Theoretical Perspectives for Social Workers **Readings:** Chapter 2 in the textbook **Assignment:** NASW Reflection paper is due on <u>09/30/2021 at 11:59 PM.</u>
Week 5 09/27/2021	**We will explore:** Social Justice quilt – in class activity Social Justice, Poverty, and Populations at Risk In Class Annotated Bibliography workshop **Readings:** Chapter 3 in the textbook
Week 6 10/04/2021	**We will explore:** Historical Perspectives in Social Welfare **Readings:** Chapter 4 in the textbook **Assignment:** ==**EXAM 1 on 10/04/2021 in Canvas!!**==
Week 7 10/11/2021	**We will explore:** Family and Children Services **Read:** Chapter 5 in textbook **Assignment:** Social Justice in America reflection paper due <u>October 15, 2021 at 11:59 PM.</u>
Week 8 10/18/2021	**We will explore:** Social Work in Mental Health Care **Readings:** Chapter 6 in the textbook
Week 9 10/25/2021	**We will explore:** Social Work in Health Care Groups for final project will be created, rubric distributed **Readings:** Chapter 7 in textbook

Week 10 11/01/2021	**We will explore:** Social Work and Schools/Education **Readings:** Chapter 8 in textbook
Week 11 11/08/2021	**We will explore:** In class Poverty in Wisconsin Project workshop (1 hr) Social Work and Substance Use **Readings:** Chapter 9 in textbook
Week 12 11/15/2021	**We will explore:** Finish Social Work and Substance Use **Readings:** Chapter 10 in the textbook **Assignment:** <mark>Annotated Bibliography is due 11/18/2021 at 11:59 PM.</mark> **<mark>EXAM 2 on 11/15/2021 in Canvas!!</mark>**
Week 13 11/22/2021	**We will explore:** Social Work with Older Adults Poverty in Wisconsin Project **Readings:** Chapter 10 in the textbook
Week 14 11/29/2021	**We will explore:** Social Work and Criminal Justice **Readings:** Chapter 11 in the textbook
Week 15 12/06/2021	**We will explore:** Social Work and Development Disabilities **OR** Wrap up if we are behind 😊 Group Presentations **Readings:** Chapter 12 in the textbook
Final Exam	<mark>Exam III</mark> <mark>12/16/2021</mark>

VII. ASSIGNMENT DETAIL

Explore the NASW Reflection Paper

The reflection paper should be written in APA format and submitted in Canvas. There is a **<u>one full page</u>** 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.

<u>Questions to consider while writing your reflection paper:</u>

- 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. **<u>DO NOT simply summarize the content found on the website.</u>** A reflection paper should display understanding of the material covered but should focus on your personal reaction.

<u>Grading Scheme</u>

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 **<u>one full page minimum</u>** to the assignment.

Chapter three in our text book 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. <u>and</u> 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. LGBTQUIA 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.

Identify a specific client population that you would like to know more about. Submit your topic idea to the Discussion Board of Canvas by the date indicated in your syllabus. Review your professor's feedback once it is posted (10 points).

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 (90 points):
- Title (client population)

- Five (5) current articles from academic/professional/peer reviewed journals on social work practice

- Two (2) 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

10 points   Overall organization of annotated bibliography adheres to APA style.

75 points   Citation for journal is correct and annotation is well written (5 journals x 15 pts/journal = 75 pts)

10 points   Citation for organizational website is correct and well written (2 websites x 5 pts/site = 10 pts)

5 points   Citation for a community organization is correct and well written (1 organization x 5 pts = 5 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 assigned a county in Wisconsin to research. The purpose of this project is to understand poverty, 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 (November 23, 2021).

Presentations will review:

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

Administrative Barriers to Aid

In addition to Badgercare, identify one additional form of assistance to apply for:

https://www.dhs.wisconsin.gov/library/F-10182.htm

Think about what is required to complete an application, and potential waitlist. 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? Spend time thinking about ways people may have difficulties accessing the services.

Focus Area

From the LIST* below, select ONE topic to explore in greater detail in your assigned county (or community within the county):

Education

Childcare

Transportation

Affordable Housing

*If your group wants to discover a different focus area (such as health care), please discuss with me.

As a group, spend time digging into your focus area. Use the internet and make some phone calls to really understand what the availability and quality of your topic is in the area as well as access, availability concerns. Make connections between the availability, access, quality of your topic with the identified barriers to aid.

On the final week of class, groups will present their project. At a minimum, each group should prepare a visual and oral presentation.

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.

The grading rubric will be disseminated in October when groups are created.

This symbol denotes an in-person week