

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

Spring 2018 SECTION 1: Mondays and Wednesdays 9:30 AM – 10:45 AM, CCC 321

**INSTRUCTOR:** Michelle Fournier, MSW, CISW

OFFICE: CCC 456 OFFICE HOURS: Mondays and Wednesdays 11:00 AM-12:00 PM or by appointment.

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**COURSE WEBSITE:** <https://uwsp.courses.wisconsin.edu/> (Desire2Learn)

**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.** Boston: Allyn & Bacon.

**COURSE DESCRIPTION**

This class is designed to help students learn about social work, social welfare and explore career choices in the social work field. The history of social work is discussed and used to place issues such as poverty, racism, ageism, ableism, sexism and other forms of oppression into societal context. Social work programs and approaches that address these 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 applied to various areas of social work practice. Students are asked to critically analyze their own and society's values in the areas studied.

**COUNCIL ON SOCIAL WORK EDUCATION CORE COMPETENCIES**

The Council on Social Work Education (CSWE) identifies core competencies (measurable practice behaviors comprised of knowledge, values, and skills) that students must demonstrate and apply throughout their education and that social work programs must infuse into their curricula. 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.

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.

**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. (CSWE competency 1)
2. Demonstrate familiarity with the history, mission, theory base, values, and ethics of the social work profession. (CSWE competency 1)
3. Demonstrate familiarity with social welfare concepts frequently used in the discussion of social welfare institutions. (CSWE competency 3 and 5)

4. Demonstrate 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. (CSWE competencies 1, 4, & 5)
5. Demonstrate familiarity with the social work intervention process/planned change process. (CSWE competencies 6, 7, and 8)
6. Demonstrate knowledge of different fields of practice and variety of settings within the social work profession. (CSWE 1 and 2)
7. Identify personal values and examine them in relation to societal and professional values. (CSWE Competency 2)
8. Explain the commitment of social work to human diversity, social justice, and populations-at-risk. (CSWE competency 3)
9. Demonstrate skill in use of the library indexes and databases and internet to locate peer-reviewed articles and books regarding social work practice and APA format. (CSWE competency 4)

### CLASS FORMAT

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

### COURSE REQUIREMENTS

1. Discussion Board	30 points
2. Internet Assignments	90 points
3. 1 <sup>st</sup> exam:	100 points
4. 2 <sup>nd</sup> exam	100 points
5. 3 <sup>rd</sup> exam	100 points
6. Annotated Bibliography Research Project	50 points
7. Participation	30 points

- ◆ Students are expected to attend class regularly 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.
- ◆ Students are asked to post a reaction to each guest speaker in the Discussion area of Desire2Learn (D2L). This will be reflected in the “Discussion Board” aspect of grading. Each reaction is worth **5 points (6 speakers worth a total of 30 points)** and is due within two weeks of each speaker’s visit to class. **If you do not attend class when a guest speaker is scheduled, you may not earn the points for this discussion post.**
- ◆ All assignments are posted in the content area in D2L
- ◆ If extensions are needed on assignments, it is your responsibility to discuss this with me prior to the date it is due. If assignments are turned in late, only partial credit will be given. No late assignments will be accepted two weeks past their due date without prior approval by me.

### EXAMS

There will be three exams in the course of the semester. These are scheduled for **2/21/2018, 4/9/2018, 5/17/2018**. Exams will include multiple choice, true/false, short answer, matching and fill in the blank 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	B-	=	81-83	D+	=	68-70
A-	=	91-93	C+	=	78-80	D	=	60-67
B+	=	88-90	C	=	74-77	F	=	59 and below
B	=	84-87	C-	=	71-73			

## **WRITING ASSIGNMENTS**

- ◆ Papers will be graded on accuracy, breadth of content, consideration of social work principles, and 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.
- ◆ Students will lose points for assignments that are turned in late. No assignments will be accepted if they are turned in more than two weeks past their due date. If extensions are needed on assignments, this must be discussed with me prior to the due date.

## **ASSISTANCE WITH ASSIGNMENTS**

I am happy to meet with you to discuss assignments. We can do this in person, by phone, or by e-mail. If you want to meet in person, you may stop in during office hours or we can schedule another time that works for both of us.

## **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 DAY IT IS DUE**. The same process is necessary to request an incomplete. Requesting an extension does not automatically mean that you will receive one.

## **EXTRA CREDIT**

Students interested in completing extra credit are able to **earn up to 30 points** by attending relevant multicultural events or presentations on campus or in the community. Such opportunities will be discussed in class; however, if the student is aware of an upcoming event and would like to attend for extra credit, please talk to me for approval. Following an approved event, students need to write a 1-2 page reaction about what they learned. Students also have the opportunity to engage in a relevant volunteer activity and then write a reaction about the experience. This volunteer activity must be discussed with me ahead of time to count as extra credit. Lastly, if you are reading a book or watching a documentary for pleasure (or a documentary, book or journal article for another class) that is relevant to what you are learning in this class, or if you have previously read a book or watched a documentary that is relevant, you can write a 1-2 page reaction paper, sharing with me how you are integrating your learning from the book/article. This opportunity must also be pre-approved. All 3 extra credit papers must be submitted via the D2L Dropbox.

## **PLAGIARISM**

Plagiarism—using words or ideas of another person without citation—will result in a failing grade for the course and may lead to other disciplinary action. Any quotation, specific fact, or major idea taken from a book, article, or other source, must be cited in APA formatting with its page number within your paper, as well as being included in your reference list at the end of the paper. If you do not do this, it is plagiarism.

## **ACCOMMODATIONS**

Students who have special accommodation needs that impact their participation in the course may notify the instructor if they wish to have individualized accommodations considered in either instruction or examinations. Students are encouraged to contact the instructor as early in the semester as possible to discuss unique learning needs. Students may also seek assistance at the Disability Services office, which is located in room 609 of the Albertson Hall (University Library). More information about disability services is available at their website: <http://www.uwsp.edu/disability/Pages/students/studentInformation.aspx>

## **CONFIDENTIALITY**

In this course, 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. The class is expected to respect the confidentiality of their fellow students in order to allow for open and honest communication and sharing.

## **EXPECTATIONS FOR CLASS PARTICIPATION**

We are working to develop knowledge, skills, and values that are consistent with the social work profession. Sexism, racism, classism, ableism, and heterosexism exist. We all have misinformation, and sometimes prejudices, about groups of people. One of the goals of this class is to learn accurate information that will help us dismantle prejudice, discrimination and other forms of oppression--our own and that of others. In order to do this, we need to practice changing what we say after we have learned that we have misinformation and potential implicit bias. We will intentionally practice not blaming people for their circumstances in life. We will look for accurate information about individuals and groups and actively work against spreading myths and stereotypes that exist about people. You will be encouraged to take risks, such as asking for further information and expressing opinions. No one is expected to be perfect in this effort and everyone is expected to try as learners coming from a place of personal and professional growth and respect. My goal is to make this classroom a safe and brave place to practice gathering and using new information. I expect that you will honor and respect your own learning and that of your peers.

Students are expected to attend class regularly 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. **Laptop use and cell phone use, including texting, is forbidden during class. One participation point will be awarded per class in the course of the semester based on attendance and participation. You will only receive the point if you are actively participating (up to 30 points possible).** If there is a specific reason why you need a laptop or phone during a particular class please see me to discuss this.

One of the goals of this class is to challenge misinformation and recognize our own and society's biases and assumptions in order to better understand the effects of prejudice and discrimination. There is an expectation that students will do their best to use inclusive and non-oppressive language during class discussions and in written work. Some useful guidelines for accomplishing this include:

- When referring to cultural, ethnic and racial groups of people, use the language that is currently acceptable to the group you are referencing.
- When referring to people who have intellectual, cognitive, emotional or situational challenges, present this in a way that does not stigmatize them. Avoid using terms like "the mentally ill", "the disabled", "illegal aliens" or "the homeless". Instead use person-centered language, such as "individuals experiencing mental illness", "people with disabilities", "undocumented immigrant" or "person experiencing homelessness", etc.

## **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 and/or gender, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose about having survived 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 I, as your instructor, notify the Dean of Students, Troy Seppelt.

The Dean of Students or designee will contact you 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](http://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](http://www.uwsp.edu/rmgt) for details on all emergency response at UWSP.

### **CLASS TOPICS AND ASSIGNMENTS**

**Any changes to the syllabus will be announced as far ahead of time as possible**

#### **Week 1 (1/22/17 & 1/24/17)**

- **Topics:** Introductions, Course Expectations, Syllabus and the Social Work Profession
- **Read:** Chapter 1
- **Assignment:** Post an intro about yourself in the Discussion area of D2L by 5 PM Sun. 1/28/18
- **Content Focus:** Social Work Competencies 1 and 2

#### **Week 2 (1/29/18 & 1/31/18)**

- **Topic:** Theoretical Perspectives for Social Workers
- **Read:** Chapter 2
- **Assignment:** Internet Assignment 1 (NASW Code of Ethics and website) due by 5 PM on Sun. 2/4/18
- **Content Focus:** Social Work Competency 1

#### **Week 3 (2/5/18 & 2/7/18)**

- **Topic:** Social Justice, Poverty, and Populations at Risk
- **Read:** Chapter 3
- **Assignment:** Submit topic idea for Annotated Bibliography Research Project assignment to discussion area of D2L by 5 pm on Wednesday, 2/7/2018
- **Assignment:** Internet Assignment 2 (Southern Poverty Law Center/Populations at Risk) due at 5 PM on Sunday 2/11/2018
- **Content Focus:** Social Work Competencies 2, 3, and 4

#### **Week 4 (2/12/18 & 2/14/18)**

- **Topic:** Historical Perspectives in Social Welfare
- **Read:** Chapter 4
- **Library Session:** 2/14 meet in ALB 316 with Troy Espe (bring laptop if you have one)
- **Assignment:** Internet Assignment 3 (Pew Research Center/ Diversity and Social Trends) by 5 PM on Sun. 2/18/2018
- **Content Focus:** Social Work Competencies 2, 4, and 5

**Week 5 (2/19/18 & 2/21/18)**

- **Topic:** Research Informed Practice/Practice Informed Research and Writing in Social Work
- **Exam 1 Review on 2/19/18**
- **EXAM 1 on 2/21/18**
- **No Internet Assignment**
- Content Focus: Social Work Competency 4 and 5

**Week 6 (2/26/18 & 2/28/18)**

- **Topic:** Family and Children's Services
- **Read:** Chapter 5
- **Assignment:** Internet Assignment 4 (Casey Family Programs/Child Welfare) due at 5 PM on Sunday, 3/4/2018
- Content Focus: Social Work Competencies 5, 6, 7, 8, and 9

**Week 7 (3/5/18 & 3/7/18)**

- **Topic:** Social Work in Mental Health
- **Read:** Chapter 6
- **Guest Speaker on 3/5/18:** Sara Crotteau, MSW, LGSW ICWA Child Protection Social Worker with Hennepin County, MN
- **Assignment:** Internet Assignment 5 (National Alliance on Mental Illness) due at 5 PM on Sunday, 3/11/2018
- Content Focus: Social Work Competencies 1, 4, 5, 6, 7, and 8

**Week 8 (3/12/18 & 3/14/18)**

- **Topic:** Social Work in Health Care and Medical Social Work
- **Read:** Chapter 7
- **Guest Speaker on 3/14/18:** Michelle Nelson, LCSW, Mental Health Unit, St. Michael's Hospital
- **Assignment:** Internet Assignment 6 (CDC Adolescent and School Health) due by 5 PM on Sun. 3/18/2018
- Content Focus: Social Work Competencies 2, 3, and 4

**Week 9 (3/19/18 & 3/21/18)**

- **Topic:** Social Work in the Schools
- **Read:** Chapter 8
- **Guest Speaker on 3/21/18** Sara Grant, Stevens Point Area School District School Social Worker
- **No Internet Assignment**
- Content Focus: Social Work Competencies 1, 3, 5, 6, 7, 8 and 9

**No class on 3/26 or 3/28—Enjoy your SPRING BREAK!!!**

**Week 10 (4/2/18 & 4/4/18)**

- **Topic:** Health and Wellbeing in Social Work
- **Exam Review on 4/4/2018**
- **No Internet Assignment**
- Content Focus: Social Work Competencies 4, 6, 7, and 8

**Week 11 (4/9/18 & 4/11/18)**

- **EXAM 2 on 4/9/2018**
- **Topic:** Substance Abuse Services
- **Read:** Chapter 9
- **Guest Speaker on 4/11/2018: Stacey Duellman- Program Director, Center for Prevention Office of the Dean of Students, University of Wisconsin-Stevens Point**
- **Assignment:** Internet Assignment 7 (SAMHSA/ Substance and Abuse and Mental Health Administration) due at 5 PM on Sunday, 4/15/2018
- Content Focus: Social Work Competencies 1, 6, 7, 8, and 9

**Week 12 (4/16/18 & 4/18/18)**

- **Topic:** Social Work with Older Adults
- **Read:** Chapter 10
- **Guest Speaker on 4/18/2018: Rhonda Britz, Aspirus Comfort Care and Hospice**
- **Assignment:** Internet Assignment 8 (National Institute on Aging) due at 5 PM on Sunday, 4/22/18
- Content Focus: Social Work Competencies 1, 2, 6, 7, 8, and 9

**Week 13 (4/23/18 & 4/25/18)**

- **Topic:** Criminal Justice and Juvenile Justice
- **Read:** Chapter 11
- **Assignment:** Internet Assignment 9 (Urban Institute/ environmental and social justice) due at 5 PM on Sunday, 4/29/2018
- Content Focus: Social Work Competencies 1, 4, 6, 7, 8, and 9

**Week 14 (4/30/18 & 5/2/18)**

- **Topic:** Developmental Disabilities and Social Work
- **Read:** Chapter 12
- **Guest Speaker on 5/2/18 – Laura Goetz, CSW**
- **Assignment: Annotated Bibliography Research Project Assignment due by 5 pm Wed. 5/2/18**
- Content Focus: Social Work Competencies: 1, 2, 3, and 5

**Week 15 (5/5/18 & 5/9/18)**

- **Topic:** Future Trends/Personal Values/Attitudes and Social Work Practice
- **Read:** Chapter 13
- **Exam III review- 5/9/2018**
- Content Focus: Social Work Competencies 2, 3, 4, and 5

**Final Exam: Thursday, 5/17/2018 10:15 am-12:15 pm CCC 321**

## ASSIGNMENTS DETAILS

### Internet Assignments

For several of the topics related to the text, students will be provided with an accompanying guided internet assignment. These assignments can be found in the “content” area of Desire2Learn (D2L). The purpose of these assignments are to help students further explore the issues being addressed in class, to gain confidence in locating social work resources and information on the internet, to develop reflective writing skills, and to allow opportunities for relating personal values and experiences to social work issues.

- Follow the instructions for each particular assignment, reviewing at least the information identified in the assignment and exploring further if you wish.
- Students are required to turn in a 1-2 page (double spaced) response to the 8 assignments provided (10 points each).
- Responses must include your **personal feelings, thoughts and comments** in reaction to the internet 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. Your response paper should display understanding of the material covered, but should mainly focus on your personal reaction.
- **It should be clear in your paper that you visited all assigned websites.**
- Each assignment is **due by Sunday at 5 p.m. during the week it is assigned.** Assignments may be submitted late for reduced credit within two weeks that they are due.

Internet Assignment Content Focus: Social Work Competencies 1, 2, 3, 4, 5, 6, 7, 8, and 9

### Annotated Bibliography Research Project – Due 5/2/2018

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.

Students will identify a **specific client population** that they would like to learn more about (e.g. gay/lesbian youth, children with autism, men who have experienced domestic violence, adults with schizophrenia, people experiencing cocaine addiction, children who have been sexually abused, etc.).

Students will then identify information and resources relevant to that 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. Each citation is then followed by a 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 D2L by 2/7/2018 indicated in your syllabus. Review your professor’s feedback once it is posted (5 points).
- ✓ Attend the Library Session to learn more about how to utilize the library to access relevant, peer reviewed resources on 2/14/2018 in the computer lab ALB 316 with Troy Espe, social sciences library liaison (5 points).
- ✓ Submit your Annotated Bibliography to the Dropbox of D2L on 5/2/2018 in APA format that includes the following (40 points):
  - Title (client population)
  - At least five current articles from academic/professional/peer reviewed journals on social work practice with your chosen client population. **The articles must be published within the last five years.**
  - At least one current book relevant to your chosen client population
  - At least two organizational websites from respectable sources that could be used by a social worker serving your chosen population
  - At least one 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 Content Focus: Social Work Competencies 2, 3, 4, 5, and 9