

## **SOCIAL WORK 261—INTRODUCTION TO SOCIAL WORK AND THE SOCIAL SERVICES FIELD**

Fall 2023, SW 261 (Section 2), Online

**INSTRUCTOR:** Amy Zlimen Ticho, MSSW, APSW, Ph.D.

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**REQUIRED TEXT:** Ritter, J. (2023). *Introduction to Social Work: Social Workers Effecting Change in Our World*. San Diego: Cognella.

### **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 anti-racism, diversity, equity and inclusion (ADEI) in practice.
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 beginning 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. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
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/GENERAL EXPECTATIONS**

- Each Sunday evening, a new Canvas module will be opened, to be completed by students in the upcoming week. Weekly student tasks will include textbook readings, website reviews, discussion posts, assignments (as described below and on Canvas) and the viewing of posted lectures, videos, and guest interviews.
- A brief check-in discussion post will be due each Wednesday by midnight, and all remaining assignments for the week will be due by Sunday at midnight, with the idea that students complete all their work for one week before moving on to the next. *Please DO NOT wait until the last minute to complete the weekly tasks and assignments. You will manage the class more effectively and with less stress if you disperse tasks and assignments throughout the week.*
- Students should plan to spend approximately 9 hours of time on this class each week, which is consistent with general guidelines for a 3-credit class. *Students are responsible for managing their own schedules for the week, setting aside an appropriate amount of time to complete each task.*
- Students are expected to contact the instructor if they are experiencing any difficulties with this class. I am happy to discuss concerns through Canvas, via email, via a Zoom meeting, or in person. *If concerns arise, it is better to reach out sooner rather than later, as the instructor will be more able to provide guidance and/or accommodate any needs if you are being proactive and responsible.*

### **GRADED COURSE REQUIREMENT**

1. Integrative Summaries	96 points (6 assignments at 16 points each)
2. Research-Informed Practice Assignments	48 points (4 assignments at 12 points each)
3. Thematic Discussion Posts	40 points (4 assignments at 10 points each)
4. Wednesday Check-In Posts	60 points (15 assignments at 4 points each)
5. Quizzes	90 points (3 quizzes at 30 points each)

- Expectations for integrative summaries, research-informed practice assignments, and discussion posts can be found in Canvas. All assignments and discussion posts should be respectfully and professionally written. Students should express themselves in complete sentences and appropriate paragraphs, using proper grammar and spelling.
- Assignments may be submitted before the due date.
- Assignments may be submitted after the due date, though points will be deducted for each day of lateness.
- Quizzes will include multiple choice, true- false, and short answer questions. Students will take quizzes independently on Canvas. Quizzes will be open book and open notebook, and students will be given 60 minutes to complete each quiz (unless they have accommodation for additional time through DRC). Quizzes will only reflect material from posted lectures, videos, and guest interviews. *Information from assigned websites and discussion posts will not be included.*

### **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

**LATE PAPERS/MISSED EXAMS/INCOMPLETES**

Students are expected to complete course work by the date that it is due. You are responsible for contacting the instructor 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.

**SOCIAL WORK PROGRAM ACADEMIC AND PROFESSIONAL EXPECTATIONS**

The UWSP Social Work Program takes seriously its responsibility to prepare and graduate generalist social work practitioners who demonstrate a strong commitment to the six core values of the social work profession. SW 261 is the first course students take if they are considering or planning to major in social work. Such students should take to heart the need to embrace and demonstrate the six core values of the profession to be successful in this academic program and career path. Students will be held accountable to demonstrate positive academic and professional behaviors in all aspects of our program. Failure to meet expectations may result in being denied acceptance into the UWSP Social Work Program or if inappropriate behavior occurs after acceptance, developing a plan for improvement or delaying participation in the social work internship.

SOCIAL WORK CORE VALUE	Students Demonstrate Values when they:
DIGNITY AND WORTH OF THE PERSON	<ul style="list-style-type: none"> <li>• Use basic courtesy in interactions with others</li> <li>• Refrain from behaviors that interfere with the learning process</li> <li>• Speak and behave in ways that show respect for persons with individual differences or members of diverse communities</li> </ul>
IMPORTANCE OF HUMAN RELATIONSHIPS	<ul style="list-style-type: none"> <li>• Develop and maintain positive working relationships with others</li> <li>• Demonstrate respect for others</li> <li>• Engage in effective communication</li> <li>• Accept responsibility for own behavior</li> <li>• Use appropriate problem-solving and conflict resolution skills</li> </ul>
INTEGRITY	<ul style="list-style-type: none"> <li>• Complete their own work</li> <li>• Maintain academic and professional honesty in all interactions</li> </ul>
COMPETENCE	<ul style="list-style-type: none"> <li>• Attend classes and meetings on time</li> <li>• Remain attentive in class and meetings</li> <li>• Participate in academic and professional learning activities</li> <li>• Read all assigned materials</li> <li>• Produce quality work</li> <li>• Submit work on time</li> <li>• Prepare for meetings, presentations, and exams</li> <li>• Respectfully give and receive feedback</li> </ul>
SERVICE	<ul style="list-style-type: none"> <li>• Engage in learning opportunities to strengthen professional development</li> <li>• Actively participate in service opportunities on campus and in the community</li> </ul>
SOCIAL JUSTICE	<ul style="list-style-type: none"> <li>• Recognize that discrimination and oppression exist</li> <li>• Acknowledge their own bias and privilege</li> <li>• Advocate for social, economic, and environmental change</li> <li>• Listen to and honor the voices of others</li> </ul>

## **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: [UWSP Student Handbook - Dean of Students | UWSP](#)

### **Emergency Procedures**

See UW-Stevens Point Emergency Management Plan at [Emergency Procedures - Emergency Management | UWSP](#) for details.

### **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. [Home - Dean of Students | UWSP](#)

### **Special Needs**

Students who have needs that affect their participation in the course may notify the instructor if they wish to have an accommodation 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 Resource Center as soon as possible. [Disability Resource Center \(DRC\) - University of Wisconsin-Stevens Point \(uwsp.edu\)](#).

### **Academic Integrity**

Academic Integrity is an expectation of each UWSP student. 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 UWSP 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 authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, use of ChatGPT, 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.

### **University Supports**

The Dean of Students Office provides resources and referrals for students experiencing any personal issues or challenges: [stu-personal - Dean of Students | UWSP](#)

### **Intellectual Property Policy**

Lecture materials and recordings for UWSP classes are protected intellectual property at UWSP. 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. Students may not copy or share course 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 misconduct.

**CLASS TOPICS AND ASSIGNMENTS**

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

**Week 1 (9/5-9/10) Introduction to the SW Profession**

- WATCH—Lecture
- READ—Chapter 1
- REVIEW—NASW Website (general)
- **COMPLETE—Wednesday Check-In Post (*Introduction to Yourself*)**

**Week 2 (9/11-9/17) History of Social Work in the U.S.**

- WATCH—1) Legacies of Social Change Video and 2) Lecture
- READ—Chapter 2
- **COMPLETE—Wednesday Check-In Post and Integrative Summary 1**

**Week 3 (9/18-9/24) Introduction to Generalist SW Practice; Research in SW**

- WATCH 1) Lecture and 2) Library Orientation by Troy Espe, UWSP Librarian
- READ—Chapter 3
- **COMPLETE—Wednesday Check-In Post and Research Informed Practice 1**

**Week 4 (9/25-10/1) Social Justice, Equity, Diversity, and Inclusivity; Macro Social Work**

- WATCH—1) Lecture, 2) Guest Interview: Trevor Copeland, Poor People's Campaign, 3) brief videos on anti-racism and systemic racism
- READ—1) Chapter 4 and 2) Chapter 5
- REVIEW—NASW Website (Racial Equity and LGBTQIA2S+)
- **COMPLETE—Wednesday Check-In Post and Integrative Summary 2**

**Week 5 (10/2-10/8) Poverty and Housing Insecurity**

- WATCH—1) Lecture and 2) Guest Interview: Emily Kenney, WI Housing First Coalition
- READ—Chapter 6
- REVIEW—National Alliance to End Homelessness Website
- **COMPLETE—Wednesday Check-In Post; Thematic Discussion Post 1 (*Poverty and Housing Insecurity Resource Share*); and QUIZ 1**

**Week 6 (10/9-10/15) Social Work Practice in Mental Health Settings**

- WATCH—1) Lecture and 2) Guest Interview: Jacqueline Ingrouille, Northwoods Children's Services
- READ—Chapter 7
- REVIEW—1) NIMH Website and 2) NAMI Website
- **COMPLETE—Wednesday Check-In Post; Integrative Summary 3; and Research Informed Practice 2**

**Week 7 (10/16-10/22) Social Work in Health Care Settings**

- WATCH—1) Lecture and 2) Guest Interview: Jenny Schroder, UW Health
- READ—Chapter 8
- REVIEW—Hospice Foundation of America Website
- **COMPLETE—Wednesday Check-In Post and Thematic Discussion Post 2 (*Experiences with Death and Dying*)**

**Week 8 (10/23-10/29) Social Work with Children and Families**

- WATCH—1) Lecture, 2) Video—the Job, 3) Guest Interview: Teresa Kovach, Child Protective Services Supervisor, Portage County, and 4) Guest Interview: Dawn Lonsdorf, Lutheran Social Services
- READ—Chapter 9
- REVIEW—WI Department of Children and Families website

- **SUBMIT—Wednesday Check-In Post and Integrative Summary 4**

**Week 9 (10/30-11/5) School Social Work**

- WATCH—1) Lecture and 2) Guest Interview: See ViXai Thao, School Social Worker
- REVIEW—School Social Work Association of America website
- **SUBMIT—Wednesday Check-In Post and Research Informed Practice 3**

**Week 10 (11/6-11/12) Social Work with Older Adults**

- WATCH—1) Lecture and 2) Guest Interview with Maureen Miller, Aging and Disability Resource Center of Portage County
- READ—Chapter 10
- REVIEW—Alzheimer’s Association of America website
- **SUBMIT—Wednesday Check-In Post; Integrative Summary 5; and Quiz 2**

**Week 11 (11/13-11/19) Social Work in the Criminal Justice System**

- WATCH—1) Lecture and 2) Guest Interview: Andrea Starr, Portage County Justice Programs
- READ—Chapter 11
- Review—the Sentencing Project website
- **SUBMIT—Wednesday Check-In Post and Thematic Discussion Post 3 (*Thoughts on Criminal Justice Reform*)**

**Week 12 (11/20-11/22—short week due to Thanksgiving) International Social Work and Human Rights**

- READ—Chapter 12
- **SUBMIT—Wednesday Check-In Post**

**Week 13 (11/27-12/3) Social Work and Substance Use Disorders**

- WATCH—1) Lecture and 2) Guest Interview: Amber Sherman
- READ—Chapter 13
- REVIEW—SAMSHA website
- **SUBMIT—Wednesday Check-In Post and Research Informed Practice 4**

**Week 14 (12/4-12/10) Social Work with People who have Disabilities**

- WATCH—1) Lecture and 2) Willowbrook, Crip Camp, and Inclusa Videos
- REVIEW—CDC website
- **SUBMIT—Wednesday Check-In Post and Integrative Summary 6**

**Week 15 (12/11-12/17) The Future of Social Work; Self-Awareness and Self-Care**

- WATCH—Lecture
- READ—Chapter 14
- **SUBMIT—Wednesday Check-In Post and Discussion Post 4 (*Importance of Self-Care*)**

**Finals Week**

- **SUBMIT—QUIZ 3**