I. CATALOGUE DESCRIPTION

Introduction to the complex issues surrounding homelessness in America including epidemiology, demography, history and public beliefs and attitudes. It explores structural conditions and personal attributes posited as causes of contemporary homelessness. Varying social policies and service needs of homeless persons are discussed.

II. COURSE DESCRIPTION

This course introduces students to the complex issues surrounding homelessness and through service-learning provides an opportunity for students to volunteer with agencies that work directly with or on behalf of persons and families who are homeless or at risk for homelessness. It examines the definitions, demographics, and history of homelessness as well as personal and public attitudes toward people who are homeless. The course explores personal vulnerabilities and societal conditions and risk factors that are associated with contemporary homelessness. It focuses on poverty, economic injustice, the demise of affordable housing, issues related to mental illness and alcohol and other drug abuse (AODA), and the growing number of homeless families. It reviews the economic, political, and social contexts of homelessness and considers the heterogeneity of homeless subgroups and their varying service needs. The course surveys programs and policies responding to and aiming to prevent homelessness at the local, state, and federal levels.

This is a 4 credit course for social welfare majors at the junior/senior level. Others may be admitted with instructor permission. Students will attend a two hour academic class and complete approximately 40 hours of service learning.

III. COURSE COMPETENCIES AND PRACTICE BEHAVIORS

Successful completion of this course implies that students will have progressed towards achieving some of the core social work competencies by demonstrating the following practice behaviors:

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>Practice Behavior</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>2.1.1 Identify as a professional</td>
<td>• Attend to professional roles and responsibilities</td>
<td>Service-learning</td>
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<tr>
<td>Competency</td>
<td>Description</td>
<td>Assignments</td>
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| 2.1.1 Identify as a professional social worker and conduct oneself accordingly | • Attending to professional roles boundaries.  
• Advocating for client access to the services of social work.  
• Practicing personal reflection and self-correction to assure continual professional development.  
• Demonstrating professional demeanor in behavior, appearance, and communication.  
• Using supervision and consultation. | Assignments 1 & 2 |
| 2.1.3 Apply critical thinking to inform and communicate professional judgment | • Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom. | Assignments 1 & 2 |
| 2.1.4 Engage diversity and difference in practice.                          | • Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.  
• Recognize and communicate an understanding of the importance of difference in shaping life experiences. | Assignments 1 & 2 |
| 2.1.5 Advance human rights and social and economic justice                 | • Understand the mechanisms of oppression and discrimination. | Assignments 1 & 2 |
| 2.1.6 Apply knowledge of human behavior and the social environment         | • Critique and apply knowledge to understand person and environment. | Assignments 1 & 2 |
| 2.1.10 Engage with individuals, families, groups, organizations, and communities | • Substantively and affectively prepare for action with individuals, families, groups, organizations and communities.  
• Use empathy and other interpersonal skills | Service-learning |
Advance human rights and social and economic justice (Competency 2.1.5), by:
- Understanding the mechanisms of oppression and discrimination.
- Engaging in practices that advance social and economic justice.

Engage in research-informed practice and practice-informed research (Competency 2.1.6), by:
- Use research evidence to inform practice.

Engage with individuals, families, groups, organizations, and communities (Competence 2.1.10), by:
- Substantively and affectively prepare for action with individuals, families, groups, organizations and communities.
- Use empathy and other interpersonal skills

EVALUATION AND STUDENT OUTCOMES: METHODS AND GRADING

METHODS

Course Expectations

Students are expected to:
- Attend class weekly and read required materials prior to class
- Attend and actively participate in discussion
- Turn off all cell phones and beepers during the class unless needed for employment purposes
- Use laptop computers for note taking only
- Complete all assignments required for the lecture and discussion
- Complete all assignments

The instructor is expected to:
- Be available to students to answer questions and to hear concerns
- Begin and end classes on time
- Create a comfortable and open atmosphere conducive to learning
- Assure that course objectives are being met
- Assure that the class is accessible to all students

Assignments
The course assignments include, volunteering at a community agency, service-learning reflection journal, and two writing assignments.

Volunteering
This course will require you to choose a community-based organization where you will volunteer for at least 40 hours during the semester. You will sign an agreement that will represent your commitment to work with the organization throughout the course. Your volunteer experience will be an integral part of this course. We will use it to form the basis of your journal writing, class discussions and writing assignments.

Service-Learning Reflection Journal
You will complete and turn-in at least 5 service-learning journal entries. Service-learning journals will reflect on readings, lectures, discussions and service. Each entry should contain 3 parts: a description of service-learning activities, and analysis of the service-learning experience (connecting the experience to course content, readings, lectures, films, etc.); and application and synthesis, (connecting the experience to your values and attitudes or what you think can be done). It is important to put specific activities and
events into a broader context. You can turn in any of the 5 individual entries at any point in the semester, but all 5 must be handed in by 11-17. Potential questions to guide your reflections.

- What do you see? What’s particularly interesting or notable about the population, program, how things work?
- What are you feeling and why?
- Has what you’ve “seen” at your site supported or contradicted what you’ve learned in class?
- How did you handle a tough situation and why? What, if anything, would you do differently next time?
- How are you growing as a person from your experience?
- Are you learning any skills?
- How is/are the people you work with changing over the course of the semester?
- How do decisions get made at your site formally and informally?
- What could be improved programmatically and administratively about how the organization works? Why haven’t these improvements been made?
- How does funding affect what happens at your site? How would your site do things differently if unlimited funding were available? What limits funding?

**First Paper Assignment**

The paper should be a minimum of 7 and a maximum of 9 pages in length. Please format this assignment using one-inch margins, double-spacing, and Times New Roman 12-inch font. Pages should be numbered and stapled together. All assignments should be checked thoroughly for correct spelling and grammar. Use APA style with in-text parenthetical references as well as a reference list. For a useful guide on APA documentation see the UW Writing Center web page (http://writing.wisc.edu/Handbook/DocAPA.html). **Material that is not correctly cited is considered plagiarized and provides grounds for academic discipline.** (see UW-Madison School of Social Work’s Policy on Plagiarism below). A detailed explanation of the assignment will be handed out in class.

**Second Paper Assignment**

Students will have the choice to pick between two paper options. For Option 1, the paper should be a minimum of 9 and a maximum of 11 pages in length. For Option 2, students will choose three images that represent homelessness and highlight something they have learned in the course. For each image, the student will write a 3-4 page literature review on the concept the image represents.

For each option, please format the assignment using one-inch margins, double-spacing, and Times New Roman 12-inch font. Pages should be numbered and stapled together. All assignments should be checked thoroughly for correct spelling and grammar. Use APA style with in-text parenthetical references as well as a reference list. For a useful guide on APA documentation see the UW Writing Center web page (http://writing.wisc.edu/Handbook/DocAPA.html). **Material that is not correctly cited is considered plagiarized and provides grounds for academic discipline.** (See UW-Madison School of Social Work’s Policy on Plagiarism below). A detailed explanation of the assignment will be handed out in class.

**GRADING**

Grades will be earned on the following grade point system--a total of 100 points

- A 94-100 outstanding; surpasses expectations in all areas
- AB 88-93 surpasses expectations in most areas
- B 82-87 surpasses expectations in some areas
- BC 76-81 meets expectations in most areas; above in others
C    70-75  meets expectations in most areas  
D    64-69  below expectations in all areas  
F    <64   fails to meet minimal expectations in all areas, not acceptable work  

The grades will be earned based on the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Volunteer Experience</td>
<td>15</td>
</tr>
<tr>
<td>Service-learning reflection journal entries (at least 5)</td>
<td>20</td>
</tr>
<tr>
<td>First paper preliminary abstract</td>
<td>5</td>
</tr>
<tr>
<td>First paper</td>
<td>20</td>
</tr>
<tr>
<td>Second paper preliminary abstract</td>
<td>5</td>
</tr>
<tr>
<td>Second Paper</td>
<td>30</td>
</tr>
<tr>
<td>Participation and attendance</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
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*There will be no mid-term or final for this course.*

Participation is measured by the student’s
  o  Attendance  
  o  Demonstrated respect for classmates and the classroom environment  
  o  Demonstrated knowledge and understanding of the assigned readings and lecture material  
  o  Participation in the discussion and other activities as assigned  

**University of Wisconsin-Madison School of Social Work’s Policy on Plagiarism**

Academic Misconduct is commonly thought of as “cheating” in the pursuit of one’s academic endeavors. Academic misconduct rules are found in UWS 14. Information on academic misconduct rules and procedures can be found at the following website: http://students.wisc.edu/doso/docs/UWS14.pdf

“UWS 14.03 defines academic misconduct as follows: Academic misconduct is an act in which a student:
  (a) Seeks to claim credit for the work or efforts of another without authorization or citation; (b) Uses unauthorized materials or fabricated data in any academic exercise; (c) Forges or falsifies academic documents or records; (d) Intentionally impedes or damages the academic work of others; (e) Engages in conduct aimed at making false representation of a student’s academic performance; or (f) Assists other students in any of these acts.”

**Plagiarism in Assignments**

This document describes the School of Social Work’s operational definition of plagiarism, probably the most common form of academic misconduct.

**Plagiarism Defined**

Plagiarism is defined as:

1. The appropriation of passages or complete works of another person and submitting them as one’s own work – in either written materials or speeches.

2. The presentation of the ideas of others as one’s own ideas without giving credit.
Forms of Plagiarism

There are two major forms which plagiarism takes:

1. The use of direct quotes from others’ written or spoken work and presenting them as one’s own words without using proper quotation marks or offsetting.

   **Direct Quote:** to repeat verbatim or to copy verbatim the words of another. “Words” means passages, sentences, or paragraphs. A “passage” here is defined as six or more words.

   If, in a paper, you use a direct quote from a book, article, interview, or presentation, and the quote is more than six words cited verbatim, you must put quotation marks around the quote and give credit to its author and source. For example: An author states, “The laymen’s concepts about the world of experiences may be conveniently classified into those that fulfill the function of identification and those that fulfill the function of interrelation” (Krugliani, Hamel, Maides, and Schwartz, p. 302).

   (1) You may use your own words in part of your sentence and the authors’ words in the remainder of the sentence. When you use six or more of the authors’ words verbatim, you must use quotation marks: e.g., Ordinary people usually classify experiences into those “that fulfill the function of identification and those that fulfill the function of interrelation” (Krugliani, Hamel, Maides, and Schwartz, p. 302).

   Reason for quotation marks: Six or more of the authors’ words were used verbatim.

   (2) You may directly quote six words, interrupt the sentence with your own words, and then complete the sentence with the words of the authors. If any six words are used verbatim, you must use quotation marks: e.g., “The layman’s concepts about the world of experiences,” some researchers have asserted, might be classified into ones that “fulfill the function of identification and those that fulfill the function of interrelation” (Krugliani, Hamel, Maides, and Schwartz, p. 302).

2. The other major form of plagiarism where a student (or someone else) paraphrases the ideas or research findings of another person(s), but fails to identify the sources of the ideas.

   A paraphrase is a restatement of a text or passage in another form or other words. (i.e., putting into your own words the ideas of another person). Using the exemplar original statement, the following is a paraphrase:

   Ordinary people usually classify their experiences into convenient categories: Those that fulfill the identification function and those that fulfill the interrelation function. (Krugliani, Hamel, Maides, and Schwartz).

   Note: There is no need for quotation marks because no six words are those of the authors. However, the idea is still that of Krugliani et al., so they must be given the credit.

Other Forms of Academic Misconduct

The other forms of academic misconduct, cited in the *Academic Misconduct Rules and Procedures* referred to above, also apply to all social work students’ written work.
Penalties  
Penalties for academic misconduct range from an oral reprimand to suspension or expulsion from the university. You will find more information at this website: http://students.wisc.edu/doso/docs/UWS14.pdf

Special Needs:  
Your success in this class is important to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we may work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course. The McBurney Disability Resource Center (263-2741) provides resources for students with disabilities. You will need to provide documentation of disability to them in order to receive official university services and accommodations.

Please don’t hesitate to let me know if you require assistance or accommodations for any reason. I look forward to working with you to meet your learning goals.

TEXT AND READING MATERIALS  

Required Book:  


Additional articles are on Learn @ UW, E-Reserve and various handouts will be distributed in class.

VI. SEMESTER CALENDAR  
Items in italics indicate a due date or an action that you should take outside of the days that the class meets.

September  
8 Week 1: Introduction to the Course
15 Week 2: Definitions and History of Homelessness  
  Students begin to contact and meet with agencies
22 Week 3: Causes of Homelessness
29 Week 4: Working with Homeless Population

October  
  6 Week 5: Homelessness in America: A snapshot  
  Preliminary abstract for writing assignment one due
13 Week 6: Different Homeless Populations: Men, Women, Families  
  Service-learning contract due.
20 Week 7: Different Homeless Subgroups: Mentally Ill, Substance Users, Veterans
27 Week 8: Research and Homeless Populations  
  First writing assignment due

November  
  3 Week 9: Homelessness and Healthcare
10 Week 10: The Experience of Homelessness
### VII. COURSE CONTENT

<table>
<thead>
<tr>
<th>Estimated Timeline</th>
<th>Topics and Assignments</th>
</tr>
</thead>
</table>
| **Week 1** 9-8     | **Introduction to the course**  
|                   | - Introductions, overview of course, assignments and service – learning |
| **Week 2 9-15**    | **Definitions and History of Homelessness** |
| **Week 3 9-22**    | **Causes of Homelessness** |
| **Week 4 9-29**    | **Working with Homeless Populations** |
| **Week 5 10-6**    | **Homelessness in America: A snapshot**  
|                   | ***Preliminary abstract for writing assignment one due***  
<table>
<thead>
<tr>
<th>Estimated Timeline</th>
<th>Topics and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Recommended Reading:</strong>&lt;br&gt;Packard, J. (2008). ‘I’m gonna show you what it’s really like out here’: The power and limitation of...</td>
</tr>
<tr>
<td>Estimated Timeline</td>
<td>Topics and Assignments</td>
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<tr>
<td><strong>Week 14</strong>&lt;br&gt;12-8</td>
<td><strong>Preventing Homelessness and Solutions</strong>&lt;br&gt;<strong>Required readings:</strong></td>
</tr>
<tr>
<td>Estimated Timeline</td>
<td>Topics and Assignments</td>
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</tbody>
</table>
| Week 15 12-15 | Last Day of Class-Summary  
Service-Learning time sheet is due  
****Writing assignment two due in dropbox on Learn@UW by noon on December 18th |