SW 205 Fall 2016

School of Social Work
University of Wisconsin-Madison
1350 University Avenue
Madison, WI 53706

SW205 Introduction to the Field of Social Work
Fall 2016

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Class Day: Tuesday & Thursday  Time: 4:00-5:15  Location: Social Science 5206

The discussion sections will provide you with the opportunity to more fully explore and discuss topics and issues raised in the weekly lecture. Discussion sections will begin Week 3.

<table>
<thead>
<tr>
<th>Section Number</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>301</td>
<td>Wednesday</td>
<td>12:05pm - 12:55pm</td>
<td>Social Work 114</td>
</tr>
<tr>
<td>302</td>
<td>Wednesday</td>
<td>3:30pm - 4:20pm</td>
<td>Social Work 114</td>
</tr>
<tr>
<td>303</td>
<td>Friday</td>
<td>9:55am - 10:45am</td>
<td>Social Work 106</td>
</tr>
<tr>
<td>304</td>
<td>Friday</td>
<td>11:00am - 11:50am</td>
<td>Social Work 106</td>
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I. Catalogue Description
Introduction to the Field of Social Work is a basic survey course. It includes historical development, formation of social welfare policies, and the role of the social work professional.

II. Course Overview
Social Work 205 is intended to introduce the evolution and present status of social welfare institutions and the profession of social work. The course focuses on the development and status of the social welfare institution; the history of social work and social welfare; the purposes, values and skill base of the profession; the organization and functions of public and private social agencies; and the social service delivery system. This course will also address the impact of social problems on individuals, families, and/or communities. This is a professional foundation course required for undergraduate social work and social welfare majors. The course is also open to other undergraduate students of any disciplinary background who are interested in learning more about social welfare and the social work profession.
III. Course Objectives

<table>
<thead>
<tr>
<th>Competencies addressed in course</th>
<th>Practice behaviors addressed in course</th>
<th>Assignment(s) measuring behavior</th>
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</thead>
</table>
| 2.1.1: Identify as a professional social worker and conduct oneself accordingly. | - Advocate for client access to the services of social work  
- Practice personal reflection and self-correction to assure continual professional development | - Benefits Paper  
- Current Event Paper |
| 2.1.3 Apply critical thinking to inform and communicate professional judgments | - Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom. | - Benefits Paper  
- Current Event Paper  
- Social Justice Paper  
- Exams |
| 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 | - Benefits Paper  
- Current Event Paper  
- Social Justice Paper  
- Exams |
| 2.1.5: Advance human rights and social and economic justice | - Understand the mechanisms of oppression and discrimination  
- Engaging in practices that advance social and economic justice | - Benefits Paper  
- Current Event Paper  
- Social Justice Paper  
- Exams |
| 2.1.7 Respond to contexts that shape practice | - Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. | - Current Event Paper  
- Social Justice Paper |

IV. Course Content

WEEK 1: Introducing Social Work & Social Welfare

Week 1a: Tuesday, September 6  
Topics: Introduction & Course Overview

Week 1b: Thursday, September 8  
Topics: Social Work as a Profession

Required Readings:  
WEEK 2: Social Work & Social Justice

Week 2a: Tuesday, September 13
Topics: Diversity, Difference & Oppression

Required Readings:

Week 2b: Thursday, September 15
Topics: Social Justice

Required Readings:

WEEK 3: Historical Roots of Social Work & Social Welfare

Week 3a: Tuesday, September 20
Topics: Social Welfare

Required Readings:

Week 3b: Thursday, September 22
Topics: Historical Roots – Part 1

Required Readings:

WEEK 4 Historical Roots of Social Work & Social Welfare

Week 4a: Tuesday, September 27
Topics: Historical Roots – Part 2

Required Readings:

**Week 4b: Thursday, September 29**

Topics: Social Welfare & Social Work Today

**Required Readings:**

**WEEK 5: Social Work Theory & Practice**

**Week 5a: Tuesday, October 4**

Topics: Theoretical & Conceptual Models of Social Work

**Required Readings:**

**Week 5b: Thursday, October 6**

*Benefits Application Paper Due in Dropbox Prior to Start of Class*

Topics: Generalist Practice

**Required Readings:**

**WEEK 6: Ethics & Advocacy**

**Week 6a: Tuesday, October 11**

Topics: Ethics

**Required Readings:**

**Week 6b: Thursday, October 13**
**Topics:** Advocacy

**Required Readings:**

**WEEK 7: Poverty & Midterm Examination**

**Week 7a: Tuesday, October 18**
**Topics:** Poverty

**Required Readings:**

**Week 7b: Thursday, October 20**
**Midterm Examination**

**WEEK 8: Child Welfare**

**Week 8a: Tuesday, October 25**
**Topics:** Children, Youth, Family & Services

**Required Readings:**

**Week 8b: Thursday, October 27**
**Topics:** Focus on Child Welfare Issue

**Guest Speaker:** To be determined
Required Readings:
To be determined by guest speaker

WEEK 9: Physical & Developmental Disabilities

Week 9a: Tuesday, November 1
Topics: Disabilities & Services

Required Readings:

Week 9b: Thursday, November 3
Topics: Focus on Physical & Developmental Issue

Guest Speaker: Josh Lapin

Required Readings:
To be determined by guest speaker

WEEK 10: Health

Week 10a: Tuesday, November 8
Topics: Healthcare Disparities

Required Readings:

Week 10b: Thursday, November 10
Topics: Focus on Healthcare Disparities

Required Readings:

WEEK 11: Mental Health & Social Work

Week 11a: Tuesday, November 15

Current Event Paper Due in Dropbox Prior to Start of Class
Topics: Mental Health

Required Readings:

Week 11b: Thursday, November 17
Topics: Focus on Stigma in Mental Health

Guest Speaker: Angela Willits

Required Readings:
To be determined by guest speaker

WEEK 12: Substance Abuse & Social Work

Week 12a: Tuesday, November 22

Topics: Substance Abuse

Guest Speaker: Alan Irgang

Required Readings:

Week 12b: Thursday, November 24
No Class - Happy Thanksgiving!

WEEK 13: Substance Abuse, Crime & Social Work Intervention

Week 13a: Tuesday, November 29
Topics: Focus on Substance Abuse & Crime

Guest Speaker: Nick Yackovich

Required Readings:

Week 13b: Thursday, December 1
Topics: Crime & Social Work Intervention

Required Readings:

**WEEK 14: Aging**

**Week 14a: Tuesday, December 6**

Social Justice Reflection Paper Due in Dropbox Prior to Start of Class

**Topic:** Social Issues in Aging

**Required Readings:**

**Week 14b: Thursday, December 8**

**Topic:** Focus on Palliative Care at End of Life

**Required Readings:**

**WEEK 15: Globalization & International Social Work**

**Week 15a: Tuesday, December 13**

**Topics:** International Social Work

**Required Readings:**

**Week 15b: Thursday, December 15**

**Topics:**

**Guest Speaker:** To be determined

**Required Readings:**
To be determined by guest speaker
V. Texts and Reading Material for the course:
The following required textbook is available online, in the University Bookstore or on reserve in the Social Work Library:

Additional required readings will be available through Learn@MyUW.

Top Hat, a software system that promotes student engagement in the classroom, will be used in this course for attendance and the administration of in-class questions and polls. You will receive an email invitation with instructions on how to set it up on your smart phone. To view additional instructions or obtain support, go to this link: [http://learnuw.wisc.edu/toolbox/Top%20Hat%20QRG%20for%20students.pdf](http://learnuw.wisc.edu/toolbox/Top%20Hat%20QRG%20for%20students.pdf)

VI. Evaluation of Competencies and Practice Behaviors: Assignments, Grading and Methods

Grading Scale & Standards:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>What the point totals &amp; subsequent grade generally indicate</th>
</tr>
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<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>Outstanding, surpasses expectations in all areas</td>
</tr>
<tr>
<td>88-93</td>
<td>AB</td>
<td>Surpasses expectations in many areas</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
<td>Meets expectations in all areas</td>
</tr>
<tr>
<td>76-81</td>
<td>BC</td>
<td>Meets expectations in some areas; below in others</td>
</tr>
<tr>
<td>70-75</td>
<td>C</td>
<td>Below expectations in most areas</td>
</tr>
<tr>
<td>64-69</td>
<td>D</td>
<td>Below expectations in all areas</td>
</tr>
<tr>
<td>&lt;64</td>
<td>F</td>
<td>Fails to meet minimal expectations in all areas, not acceptable</td>
</tr>
</tbody>
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Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points/Percentages</th>
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<tbody>
<tr>
<td>Benefits Application Paper</td>
<td>15</td>
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<tr>
<td>Current Event Paper</td>
<td>15</td>
</tr>
<tr>
<td>Mid-Term Examination</td>
<td>25</td>
</tr>
<tr>
<td>Social Justice Reflection Paper</td>
<td>15</td>
</tr>
<tr>
<td>Final Examination</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

1. Attendance Policy
   In order for you and your fellow classmates to benefit from this course, attendance is expected. Attendance will be taken at each class. If you are unable to attend class, please email me prior to class so that you can receive an excused absence. You may receive no more than two excused absences per semester. Two points will be deducted from your grade for each unexcused absence incurred. Please note that you must attend at least 11 classes in order to pass the course.
2. **Benefits Application Paper (15 points)**

*Purpose of Assignment*
A goal of this course is to provide you with a deeper awareness and understanding of the impact that social problems such as poverty have on people, and the challenges they face in working with different systems. This assignment affords you the opportunity to gain experience with the Wisconsin benefits system. You will go through the process of applying for BadgerCare Plus and the FoodShare program. Descriptions of the two programs can be found in the assignment folder on Learn@UW. Completing your application will not only assist you in becoming more familiar with public benefit programs but also in gaining a self-awareness of your values and your ability to empathize with others in need. Finally, this assignment will help develop further your critical thinking and writing skills.

*Assignment Instructions*
This two-part assignment involves your applying for benefits and writing a paper about the experience. Although you will complete a benefits application, you will **not** submit it.

**Part 1: Complete Your Application** (Allow 30 minutes to complete Part 1)

- Read the materials posted on Learn@UW about the two benefit programs BadgerCare Plus and FoodShare. If you would like additional information, please refer to the program websites.
- Go to the testing and training website where people can apply for benefits: [https://trn.access.wisconsin.gov/](https://trn.access.wisconsin.gov/)
- Click on “Am I Eligible?” and then click on Next at the bottom of the page. For the purposes of this exercise, you are going to imagine that you are part of a family that has one adult, two minor children, no health insurance for anyone in the family, and a job income of 40 hours a week at $10 an hour. You can enter your personal information or make up information to answer the other questions.
- When you reach the “Your Results” page of your application, review the programs for which you may and may not be eligible. After looking over the page, click on Next and then Next again. You will be on a page that has a “Print My Information” button. Click on the button, and then download and save the page. You will upload this page with the paper you write.
- After saving your paper, click on Exit.
- You will now be back to the homepage. Click on “Apply for Benefits!” and complete the section. You need only apply for FoodShare and BadgerCarePlus. For the purposes of this exercise, you and your family are currently **not** receiving any benefits. Use the same information for this section, as you used for the “Am I Eligible” section. Do not submit your application. Print the page with your tracking number, as you will upload this page with the paper you write. After printing, click on “Save this Application” and then close your browser window. You have completed Part 1 of the assignment.

**Part 2: Write Your Paper**
You are required to write a 3-page minimum to 4-page maximum paper. Please remember that this is an academic paper so be certain to adhere to the Written Assignment Guidelines Policy located in the Course Policy section of this syllabus.
Critically and deeply answer the following questions.

1. What was it like to complete the application?
2. Discuss your thoughts and feelings about applying for benefits. To what extent were you able to allow yourself to envision that you might need to do this? What was it like to imagine you were a single parent with two minor children to raise on a job income of 40 hours a week at $10 an hour? What did you learn about yourself from completing this assignment? Discuss your intellectual as well as your emotional reaction.
3. What challenges do you think some people may face in completing the application process? Be specific and provide examples.
4. What new information did you learn about public assistance programs while you were completing the application? How might your familiarity with this process help you to be a more effective social worker? What might a social worker consider doing to make application processes better for individuals and families? Be specific and provide examples.

Assignment Due Date
Your completed paper, along with the two printouts from the application part of the assignment must be uploaded to the Learn@UW dropbox prior to the beginning of class on October 6.

3. Current Event Paper (15 points)

Purpose of Assignment
Another goal of this course is to insure that you connect course content with current events and social problems taking place outside the classroom. It is important that you develop or further your skills of integrating multiple sources of knowledge, understand mechanisms of oppression and discrimination, and continuously appraise and attend to local, community and societal developments. This current event paper will assist you in practicing these skills by having you explore and choose a current event, and then writing a paper that connects classroom and discussion section knowledge with the event. Finally, this assignment will not only help develop further your critical thinking and writing skills but also the succinctness of your writing.

Assignment Instructions
This two-part assignment involves your choosing a current event newspaper article and writing a paper about the experience. I encourage you to choose an event that resonates with you and challenges your critical thinking skills.

Part 1: Find Current Event
- Find a newspaper article written in the past two years about a current event, social problem, or social work/social welfare program. Most major newspapers in the country can be accessed online.
- Note: The source must be an actual newspaper and not a news sources that only has an online presence; this type of source is not acceptable for this assignment.
- The article must be a news article, not an op-ed piece or an editorial.
Part 2: Write Your Paper
You are required to write a 3-page minimum to 4-page maximum paper. Please remember that this is an academic paper so be certain to adhere to the Written Assignment Guidelines Policy located in the Course Policy section of this syllabus.

Succinctly, critically and deeply answer the following questions:
1. Describe the main points of the article. Who wrote it and from what perspective? What is the social problem, policy or program that this article describes?
2. What is the relevance of this article to course lectures, guest speakers, required readings and/or discussion sections?
3. What are some implications for social work practice, policy or social programs?
4. Discuss your thoughts, feelings, and personal reactions to the article. What did you learn? Be specific and provide examples, if necessary.

Assignment Due Date
Your completed paper and chosen newspaper article must be uploaded to the Learn@UW dropbox prior to the beginning of class on November 15.

4. Social Justice Reflection Paper (15 points)

Purpose of Assignment
A goal of this class is to develop a greater awareness concerning the mechanisms of oppression, marginalization, alienation, and privilege and power, which all lay at the heart of social justice issues. Dependent on societal values and beliefs, difference can play either or both a positive and negative role in shaping life experiences. In this class, I am requiring that you read a number of articles from the book Readings for Diversity and Social Justice, all of which are related to course topics and with which you may have experience. This assignment will help you develop further your personal reflection skills by providing you with the opportunity to write succinctly, critically and deeply about the article’s content and your reactions to it.

Assignment Instructions
Choosing one of the assigned readings from Readings for Diversity and Social Justice, reflect on the theme(s) of the reading and address the following four questions:
1. What is the social justice issue(s) identified in your selected reading and how does it relate to themes explored in the course?
2. Are there ways in which you feel you may have contributed to and/or experienced the injustice at any level?
3. Discuss your thoughts, feelings, and personal reactions. Discuss any insights that you have through this reflection.
4. What kind of intervention(s) at the micro, mezzo and macro level would you propose to address this injustice?

Assignment Due Date
Your completed paper must be uploaded to the Learn@UW dropbox prior to the beginning of class on December 6.
5. **Examinations (55 points)**
Two examinations will be given covering material from the readings, lectures, videos, guest speakers, class discussions and discussion sections. These exams will consist of multiple choice and true-false questions. The midterm examination will be worth 25 points and the final examination worth 30 points. Please arrive promptly at the appointed exam time. If you arrive late to either exam and at least one student has already completed the exam and left the classroom, you may not take your exam and will receive a failing grade.

- The mid-term examination will be held on **Thursday, October 20** and cover the material from Weeks 2a-7a.
- The final examination, which is **not comprehensive**, will cover material from Weeks 8a-15b, and be held on the scheduled final examination date **Wednesday, December 21, 7:45am-9:45am**.

**Grading Questions**
Your goal for this and other courses should be to make the most of your learning experience, and not to simply earn an ‘A’. Your expectations about the grades you receive on assignments should be wholly based on (1) the extent to which you respond to assignment objectives, (2) the quality of your writing (to include grammar and spelling, organization, and clarity), and (3) your ability to demonstrate critical thinking and write with depth. If there is something about an assignment that is unclear to you, please note that it is your responsibility to bring this to my attention and do so in a timely manner.

**VII. Course Policies:**

**Student Behavior Policy & Classroom Climate**
In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs that will serve to enhance the learning of their colleagues. In this time we share together over the semester, please honor the uniqueness of your classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

Meeting course objectives requires that the instructor and students actively work to create a learning environment that is respectful and safe so that ideas can be examined honestly and diverse viewpoints shared. On the first day of class, we will discuss creating a brave space in the classroom, the art of dialoguing, and the establishment of community guidelines. I want to insure that our classroom is an inclusive space free from discrimination, harassment, bullying and victimization.

The success of this Student Behavior Policy & Classroom Climate relies on all of us accepting the responsibility not to be offensive to each other nor participate in or condone harassment or discrimination of any kind. Should you experience or witness such behavior, please schedule an appointment with me so that together we can discuss and address the issue.
Reading Assignments
You are expected to have read all assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that you can learn, actively participate in class discussions, and successfully complete written assignments.

Written Assignment Guidelines Policy
All written assignments are to be completed in Microsoft Word; no pdf documents will be accepted. Please follow the guidelines below:

Papers Must:
- Use one-inch margins
- Use Times New Roman 12-point font
- Be double-spaced and each new paragraph indented ½ inch
- Use page numbers for all assignments
- Be spell and grammar checked
- Include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date turned into the instructor, course number, and course title: do not place this information on the first page of your paper

Paper Organization:
- Each paper must include an introduction and conclusion
- Each paper must have a logical flow from the introduction, to a coherent and in-depth discussion of the questions in the body of your paper, to the conclusion
- Each paragraph must have a clear and concise topic sentence that reflects the content of the paragraph it introduces
- Paragraphs must have smooth transitions from one to the next
- A consistent tense must be used throughout the paper

Do Not:
- Use contractions (for example: don’t, can’t)
- Use quotes from articles read, unless it is a 2-3 word phrase not easily put into other words
- Be repetitious in your writing
- Use run-on sentences
- Use too many prepositional phrases
- End sentences in prepositions (for example: with, of, at)

Do:
- Think critically when writing
- Write with depth – avoid superficial statements
- Be reflective
- Be succinct
- Connect your assignment to class discussions, course readings and your internship/experience

Suggestion:
Set your word processing application’s Spelling & Grammar Checker to a more stringent level. Below is an example of how to do so in Microsoft Word 2013
1. Open a new or recently saved document in Word
2. Click on File on the menu bar
3. Click on Options (selection at the bottom of list)
4. Click on Proofing (third selection down), which is located on the vertical menu bar on the left-hand side of the page
5. In the new dialogue box that opens, look under the section entitled When Correcting Spelling and Grammar in Word and you will see Writing Style. Using the down-arrow, change the Writing Style from Grammar to Grammar & Style
6. To the right of the Grammar & Style Choice box is a button marked Settings – click on it
7. In the new dialogue box under the Grammar Section, make sure all the boxes are checked
8. Under the Style Section, make sure that all boxes are checked except for Passive Sentences and Use of First Person
9. Click on OK until you are back to your Word document
10. Your spelling and grammar checked are now set!

Late Assignment Policy
The assignments listed above are due at the beginning of the class period on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor prior to the due date. Unapproved late assignments will be marked down three points for each day they are late.

Students with Disabilities
Students requiring accommodations pursuant to the Americans with Disability Act should disclose their needs to the instructor as soon as possible. The McBurney Center provides services and classroom accommodations to students with disabilities. These disabilities might include vision and hearing difficulties, learning difficulties and mental health disorders. The Center is located at 701 West Johnson Street. For more information, call 608-263-2741 or go to the website at http://mcburney.wisc.edu

Use of Electronic Devices in the Classroom
Research (University of Michigan Center for Research on Learning and Teaching, 2010; Wood, et al., 2012; Mueller & Oppenheimer, 2014) has found that use of electronic devices in the classroom leads to poorer recall and performance on assignments and exams; therefore, the use of such devices (e.g, laptops, smartphones, ipads, etc.) is prohibited. These devices must be turned off and stored before the beginning of class.

The only exception to the use of an electronic device is when the instructor requests that you use it for Top Hat. During class, the instructor will request that you get your phone out and complete a Top Hat task. Once that task is completed, the instructor will bid you to put away your phone. Students using electronic devices (including responding to texts) for purposes other than Top Hat will be respectfully asked to leave the classroom and be required to meet with the instructor in order to return to class the following week.

If you have a passport from the McBurney Disability Resource Center noting your need to use a laptop for notetaking, this accommodation will be approved by the course instructor.
Plagiarism
Plagiarism is a form of academic misconduct, which is not tolerated by the University or the School of Social Work. Plagiarism seeks to claim credit for the work or effort of another without citation or authorization.

The School of Social Work defines plagiarism 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 ideas of others as one’s own without giving credit.

There are two major forms of plagiarism:
1. Using direct quotes from others’ written or spoken work and presenting them as one’s own words without using proper quotation marks or offsetting and/or with failure to identify the source of the ideas.
2. Paraphrasing the ideas or research findings of another person(s), with failure to identify the source of the ideas.

Note that slight changes to the author’s original text, even with a citation, is plagiarism. Please see http://writing.wisc.edu/Handbook/QPA_paraphrase.html

Process:
- If an instructor suspects a student has plagiarized, the instructor will contact the student to discuss their concern.
- If the instructor determines that the student has plagiarized, the instructor will decide on a sanction in accordance with the misconduct rules in UWS 14.

Sanction:
- Based on the seriousness of the sanction, the instructor may inform the Dean of Student’s Office. The only sanctions that can be imposed without notifying the Dean of Students Office are: 1) oral reprimand; 2) written reprimand presented only to the student; and 3) an assignment to repeat the work on its merits.
- More serious sanctions may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The School of Social Work will inform the Dean of Student’s Office when imposing any of these sanctions. This action is taken so the Dean of Student’s Office can decide whether to seek additional sanctions.
- Repeated acts of academic misconduct may result in more serious actions such as removal from the course in progress, disciplinary probation or suspension, or expulsion (http://www.students.wisc.edu/doso/acadintegrity.html).
- Note: Students can appeal any sanctions.

For more information:
Academic misconduct rules procedures can be found in UWS 14:

For guidelines on quoting and paraphrasing:
UW-Madison Writing Center http://writing.wisc.edu/Handbook/QuotingSources.html