The discussion sections will provide you with the opportunity to more fully explore and talk about topics and issues raised in the weekly lecture. Material covered in discussion sections will also be included in exams. Discussion sections will begin Week 2 for Section 304 and Week 3 for Sections 301, 302 & 303.

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>
</tr>
</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  
▪ Social Justice Issue 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  
▪ Social Justice Issue 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  
▪ Social Justice Issue 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  
▪ Social Justice Issue 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. | ▪ Social Justice Issue Paper |

IV. Course Content

**WEEK 1: Introducing Social Work & Social Welfare**

*Week 1a: Tuesday, January 17*
*Topics: Introduction & Course Overview*

**Required Readings:**
- No readings required for today

*Week 1b: Thursday, January 19*
*Topics: Social Work as a Profession*

**Required Readings:**
WEEK 2: Diversity, Difference & Oppression

Week 2a: Tuesday, January 24
Topics: Diversity, Difference & Oppression – Part 1

Required Readings:

Week 2b: Thursday, January 26
Topics: Diversity, Difference & Oppression – Part 2

Required Readings:

WEEK 3: Historical Roots of Social Work & Social Welfare

Week 3a: Tuesday, January 31
Topics: Historical Roots

Required Readings:

Week 3b: Thursday, February 2
Topics: Historical Roots – Industrialization & Progressive Era

Required Readings:
WEEK 4 Historical Roots of Social Work & Social Welfare

Week 4a: Tuesday, February 7
Topics: Historical Roots – Great Depression & New Deal
Required Readings:

Week 4b: Thursday, February 9
Topics: Historical Roots – War on Poverty
Required Readings:


Benefits Application Paper Due in Dropbox Prior to Start of Class on February 14

Week 5a: Tuesday, February 14
Topics: Social Justice Today
Required Readings:

Week 5b: Thursday, February 16
Topics: Poverty
Required Readings:
WEEK 6: Social Work Today: Theory & Generalist Practice

Week 6a: Tuesday, February 21
Topics: Theoretical & Conceptual Models of Social Work

Required Readings:

Week 6b: Thursday, February 23
Topics: Generalist Practice

Required Readings:

WEEK 7: Ethics & Midterm Examination

Week 7a: Tuesday, February 28
Topics: Ethics

Required Readings:

Week 7b: Thursday, March 2
Midterm Examination

WEEK 8: Physical & Developmental Disabilities

Week 8a: Tuesday, March 7
Topics: Disabilities & Services

Guest Speakers: TBD

Required Readings:

Week 8b: Thursday, March 9
Topics: Focus on Physical & Developmental Issue

Guest Speakers: Josh Lapin & Michael

Required Readings:
**WEEK 9: Substance Abuse, Crime & Social Work Intervention**

**Week 9a: Tuesday, March 14**
Topics: Criminal Justice

Guest Speaker: Ernie Marshall

Required Readings:

**Week 9b: Thursday, March 16**
Topics: Crime & Social Work Intervention

Required Readings:

**WEEK 10: Spring Break**

NO CLASSES!

**WEEK 11: Child Welfare**

**Week 11a: Tuesday, March 28**
Topics: Focus on Child Welfare Issue

Guest Speaker: Ellen Smith

Required Readings:

**Week 11b: Thursday, March 30**
Topics: Children, Youth, Family & Services

Guest Panelists: TBD

Required Readings:
WEEK 12: Mental Health & Social Work

Week 12a: Tuesday, April 4
Topics: Mental Health

Guest Speaker: Tally Moses

Required Readings:

Week 12b: Thursday, April 6
Topics: Mental Health & Stigma

Required Readings:

WEEK 13: Substance Abuse & School Social Work

Social Justice Issue Paper Due in Dropbox Prior to Start of Class on April 11

Week 13a: Tuesday, April 11
Topics: Criminal Justice & Substance Abuse

Guest Speaker: Nick Yackovich

Required Readings: TBD

Week 13b: Thursday, April 13
Topics: Substance Abuse

Guest Speaker: Alan Irgang

Required Readings:

WEEK 14: Health

Week 14a: Tuesday, April 18
Topics: Healthcare Disparities

Required Readings:

**Week 14b: Thursday, April 20**  
Topics: School Social Work  
Guest Speaker: Jenny Braunginn  
Required Readings:  

**WEEK 15: Aging & End of Life**  
**Week 15a: Tuesday, April 25**  
Topic: Social Issues in Aging  
Required Readings:  

**Week 15b: Thursday, April 27**  
Topic: Focus on Palliative Care at End of Life  
Required Readings:  

**WEEK 16: International Social Work, Wrap-Up & Review**  
**Week 16a: Tuesday, May 2**  
Topics: International Social Work  
Guest Speaker: Laura Klunder  
Required Readings:  

**Week 16b: Thursday, May 4**  
Topics: Wrap-Up & Final Exam Review
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, polls and reviews. You
will receive an email invitation with instructions on how to set the application 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

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>
</thead>
<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>
</table>

Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points/Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefits Application Paper</td>
<td>20</td>
</tr>
<tr>
<td>Social Justice Issue/Event Paper</td>
<td>20</td>
</tr>
<tr>
<td>Mid-Term Examination</td>
<td>30</td>
</tr>
<tr>
<td>Final Examination</td>
<td>30</td>
</tr>
<tr>
<td>Total Points</td>
<td>100</td>
</tr>
</tbody>
</table>

1. Attendance Policy
In order for you and your fellow classmates to benefit from this course, attendance is
required unless excused by myself or your TA. Attendance will be taken at each lecture and
discussion section. If you are unable to attend the lecture, please email me prior to class
to request an excused absence. You may receive no more than two excused absences in
regard to the lectures. If you are unable to attend your discussion section, please email
your TA prior to class to request an excused absence. You may receive no more than
one excused absence for discussion sections. For each unexcused absence either for the
lectures or discussion sections, two points will be deducted from your grade. Please note
that you must attend at least 25 out of 30 lectures and 10 out of 12 discussion sections in
order to pass the course.
2. Benefits Application Paper (20 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 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 applying for benefits and writing a paper about the experience. Although you will complete a benefits application, you will not submit your completed application on the Access website.

**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://sys.access.wisconsin.gov/](https://sys.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 BadgerCare Plus. 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 4-page minimum to 5-page maximum paper (cover sheet is not included in this count).
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. 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 February 14. Go to the Assignment folder on Learn@UW for examples of the two printouts (Am I Eligible Printout and Apply for Benefits Printout) that must be uploaded along with your paper.

3. Social Justice Issue Paper (20 points)

Purpose of Assignment
Another goal of this course is to insure you connect course content with current social justice issues or events (e.g., protest about the issue) taking place outside the classroom. It is important that you develop and/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 paper will assist you in practicing these skills by having you explore and choose a current social justice issue/event discussed in a newspaper article, and then writing a paper that connects classroom and discussion section knowledge with the issue. 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 newspaper article written on a social justice issue or event (e.g., protest about issue) and writing a paper addressing the questions below. I encourage you to choose an issue that resonates with you and challenges your critical thinking skills. Also, the issue can be one that is occurring at the city, county, state or national level.
Part 1: Find Social Justice Issue Article
- Find a newspaper article written in the past six months about a current social justice issue or event. Most major newspapers in the country can be accessed online.
- Note: The source must be an actual newspaper and not a news source 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 4-page minimum to 5-page maximum paper (cover sheet is not included in this count). 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 and in the Learn@UW Assignment folder. If you chose an online article, please cite it at the end of your paper on a reference page. Please cite using the APA style. If you cut an article out of a newspaper, then please scan and upload it with your paper.

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 justice issue this article discusses?
2. What is the relevance of this article to course lectures, guest speakers, required readings and/or discussion sections?
3. What are specific 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 if appropriate scanned copy of newspaper article) must be uploaded to the Learn@UW dropbox prior to the beginning of class on April 11.

4. Examinations (60 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 and the final examination will each be 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, March 2 and cover the material from Weeks 1b-7a.
- The final examination, which is not comprehensive, will cover material from Weeks 8a-16a, and be held on the scheduled final examination date Thursday, May 11th, 12:25pm-2:25pm.

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 are assignment instructions that are
unclear to you, please note that it is your responsibility to bring this to my attention and do so in a timely manner. If you have an issue with a grade on an assignment, please document your reasons in writing with specific attention to the three points above. Next, email the document to your TA, who will give your concerns fair and careful attention.

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
- Use APA style when citing and referencing
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 related experience outside of the classroom

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: http://www.students.wisc.edu/doso/docs/UWS14.pdf

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