

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

**SW 605: The Field of Social Work (Section 001)
Fall 2018**

Instructor: Joe Dooley, Ph.D., LCSW, Senior Lecturer

Class Day: Thursday

Class Time: 7:45 – 9:40

Class Location: Russel Laboratory Rm 184

Office hours: After Class or by appointment

Phone: 608-444-2233 available via phone or text

E-mail: dooley@wisc.edu

Credits: 2

Instructional Mode: Face-to-Face

Canvas Course URL: <https://canvas.wisc.edu/courses/117006>

I. CATALOGUE DESCRIPTION

Nature, purpose, function and organizational content of the profession. Historical development; a consideration of the development of the social welfare institutions, formation of social welfare policies and their impact on practice, and the role of the social work professional.

Attributes and Designations: This course counts toward the 50% graduate coursework requirement

Requisites: Grad st

How Credit Hour is Met: This class meets for two 60 minute class periods each week over the fall semester and carries the expectation that students will work on course learning activities (reading, writing, studying) for about 2 hours out of classroom for every class period. The syllabus includes additional information about meeting times and expectations for student work.

II. COURSE OVERVIEW

This course provides students with an introduction to the nature, purpose, function, and organizational content of the social work profession. We will trace the historical development of the profession in America's uniquely mixed economy of public and private welfare institutions. Special consideration is given to key philosophical debates and dilemmas that have recurred over the last century of social work history, and how these have shaped what it means to be a social work professional in the 21st century American social and political context. This required course is part of the Social Welfare Policies and Services sequence in the Generalist Practice curriculum for Masters of Social Work students and is open to graduate students in related fields.

III. COURSE COMPETENCY, DESCRIPTION AND DIMENSIONS CHART

Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measure through course activities, readings and assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The objective of this course is to help students to demonstrate understanding and mastery of the knowledge, values, skills and cognitive and affective processes relevant to the competencies described in Appendix A.

IV. COURSE CONTENT

Week/ Date	Topics	Readings	Assignment Due
1 9/6	Introduction <ul style="list-style-type: none"> ○ Introduction of instructor and students ○ Review of Syllabus, Assignments, and Exams ○ The Profession of Social Work ○ Social Work Roles 	Syllabus	
2 9/13	Philosophy of Social Work <ul style="list-style-type: none"> ○ Evolution of Social Work Ethics ○ Philosophical Underpinnings of Social Work ○ Core values of the social work profession 	<i>Text:</i> Day: Chapter 1 Reisch and Andrews: Chapter 1 <i>Canvas:</i> Force-Emery Mackie, P. (2007). Your philosophy of social work: Developing a personal and professional definition to guide thought and practice. <i>Journal of Social Work Values and Ethics</i> , 4(1), 1-11. Flexner: "Is Social Work a Profession?" <i>Internet:</i> NASW Code of Ethics (Choose Language)	

Week/ Date	Topics	Readings	Assignment Due
		https://www.socialworkers.org/ubs/code/default.asp (Preamble and Core Values; skim ethical principles)	
3 9/20	Institutions of Social Welfare <ul style="list-style-type: none"> ○ Residual and Institutional Welfare Approaches ○ Early History of Social Welfare ○ Feudalism ○ Protestant Reformation and the New Work Ethic ○ Elizabethan Poor Laws ○ Industrial Revolution 	<i>Text:</i> Day: Chapters 2 and 4 Recommended: Chapter 3	
4 9/27	Social Welfare in the Early Us to the Civil War <ul style="list-style-type: none"> ○ Slavery in the US ○ Civil War ○ Veteran’s pensions ○ Freedman’s Bureau ○ Women’s Movement ○ Child saving ○ Social Darwinism ○ Native Americans ○ Chinese in America 	<i>Text:</i> Day: Chapters 6 & 7 Recommended: Chapter 5	
5 10/4	The Progressive Era <ul style="list-style-type: none"> ○ Labor Movement ○ Settlement House Movement ○ Charity Organization Societies/scientific charity ○ Professionalization of Social Work 	<i>Text:</i> Ehrenreich: Chapters 1&2 Reisch and Andrews: Chapter 2 <i>Canvas:</i> Richmond: “Social Diagnosis”	

Week/ Date	Topics	Readings	Assignment Due
	<ul style="list-style-type: none"> ○ Values and ethics conflicts in the origin of the profession ○ Latino Immigration ○ Oppression of African Americans and Native Americans ○ Black Settlement Houses ○ Women and Reforms for Children ○ Medical and Psychiatric Social Work ○ Aid to People with Blindness ○ Old Age Assistance 	<p><i>Internet:</i></p> <p>Addams: “The Objective Value of a Social Settlement” https://www.swarthmore.edu/library/peace/DG001-025/DG001JAddams/objvalue.pdf</p> <p>Hounmenou: “Black Settlement Houses and Oppositional Consciousness” https://www.researchgate.net/profile/Charles_Hounmenou/publication/258144020_Black_Settlement_Houses_and_Oppositional_Consciousness/links/597b8f80458515687be9d1d3/Black-Settlement-Houses-and-Oppositional-Consciousness.pdf</p> <p><i>Video:</i> “Women of Hull House” Part 1: https://www.youtube.com/watch?v=8aFyTcXVAr8&t=42s</p> Part 2: https://www.youtube.com/watch?v=C_LSERC74Zo	
<p>6 10/11</p>	<p>Social Work in the 30s</p> <ul style="list-style-type: none"> ○ The Great Depression, the Construction of the Welfare State ○ Social Workers in the Roosevelt Administration ○ The Rank and File Movement 	<p><i>Texts:</i> Day: Chapter 9, pp. 281-292</p> <p>Ehrenreich: Chapter 3 & 4</p> <p>Reisch and Andrews: Chapter 3 & 4</p>	<p>Benefits Application Paper Due</p>

Week/ Date	Topics	Readings	Assignment Due
	<ul style="list-style-type: none"> ○ Women in the New Deal ○ Social Insurance and Other Public Assistance Programs ○ Internment of Japanese Americans ○ Women after the War ○ The Crisis in Social Work 		
<p style="text-align: center;">7 10/18</p>	<p>Speaker: Child Protection Services</p>		<p style="text-align: center;">Midterm exam</p>
<p style="text-align: center;">8 10/25</p>	<p>Social Welfare and Social Work in the 1950s and 1960s</p> <ul style="list-style-type: none"> ○ McCarthyism ○ Great Society Programs ○ Radical Social Work ○ Civil Rights: African-Americans, Native Americans, Latino Americans, Chinese Americans ○ Women’s Movement ○ Gay Liberation ○ The Second Crisis in Social Work 	<p><i>Texts:</i> Day: Chapter 10 pp. 325-327 Chapter 11 pp. 343-354</p> <p>Ehrenreich: Chapters 5-7</p> <p>Reisch and Andrews: Chapters 5,6,7</p>	
<p style="text-align: center;">9 11/1</p>	<p>Government retreat away from the poor</p> <ul style="list-style-type: none"> ○ Devolution ○ The war on welfare ○ The End of Welfare “As We Know It” ○ Corporate Welfare ○ TANF ○ Homelessness 	<p><i>Text:</i> Day: chapters 12 &13</p> <p>Ehrenreich: Chapter 8</p>	

Week/ Date	Topics	Readings	Assignment Due
	<ul style="list-style-type: none"> ○ Old Age and Disability Insurance ○ Americans with Disabilities Act 		
<p>10 11/8</p>	<p>Bush-Cheney and Obama Presidencies/ Future of Social Work</p> <ul style="list-style-type: none"> ○ Globalization ○ Healthcare under Bush-Cheney ○ Institutional Racism ○ LGBT Persons ○ Affordable Care Act ○ Where Are the Social Workers? 	<p><i>Texts:</i> Day: Chapters 14-16 Reisch and Andrews: Chapters 9-11</p> <p>Dewane: “Environmental Social Work” http://www.socialworktoday.com/archive/092011p20.shtml#.VpkgkLbuEKL.email</p>	
<p>11 11/15</p>	<p>Tribal Social Services: Guest Speaker</p>	<p>Gray and Hetherington: https://www.researchgate.net/publication/277867278_Hearing_Indigenous_and_local_voices_in_mainstream_social_work</p>	
<p>12 11/29</p>	<p>Flipped Class and Speaker</p> <p>Speaker: Mental Health</p>	<p><i>Canvas:</i> Force-Emery Mackie, P. (2007). Your philosophy of social work: Developing a personal and professional definition to guide thought and practice. <i>Journal of Social Work Values and Ethics</i>, 4(1), 1-11.</p>	
<p>13 12/6</p>	<p>Speakers: Health and Educational Settings</p>		
<p>14 12/13</p>	<p>Final Exam Wrap Up Course Evaluations</p>		

Week/ Date	Topics	Readings	Assignment Due
15 12/20			Beginning Philosophy of Professional Social Work Assignment Due

V. TEXT AND READING MATERIALS FOR THE COURSE

The required texts for this course are available in the University Bookstore and on reserve at the Social Work library.

- Day, P., & Schiele, J. (2013). *A new history of social welfare* (7th. Ed.). Boston: Pearson.
- Ehrenreich, J. (1985). *The altruistic imagination: A history of social work and social policy in the United States*. Ithaca, NY: Cornell University Press.
- Reisch, M., & Andrews, J. (2002). *The road not taken: A history of radical social work in the United States*. New York: Routledge.

Other readings will be available via Canvas and the internet. More readings and videos may be added throughout the semester

VI. EVALUATION: Assignments, Grading and Methods

A Word About Grades

My 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 me, and I will give your concerns fair and careful attention.

Grading Scale: Final grades will be assigned with the following grading scale:

A	94-100	Outstanding; surpasses expectations in all areas
AB	88-93	Surpasses expectations in many areas
B	82-87	Meets expectations in all areas
BC	76-81	Meets expectations in some areas; below in others

C	70-75	Below expectations in most areas, not acceptable graduate work
D	64-69	Below expectations in all areas
F	<64	Fails to meet minimal expectations in all areas, not acceptable work

Assignments Due Dates and Points:

Distribution of Points

Participation	10
Benefits Assignments	20
Personal Philosophy Assignment	20
Midterm	25
Final	25

100

Participation (10 points)

Students will be asked to evaluate themselves on the following guidelines at the end of the class. You should indicate what **category** (not point) is indicated by your participation. Please include a 3 paragraph maximum rationale for your self-assessment. A student's self-evaluation may not always be the same as the instructor's.

Guidelines for Evaluating Participation

Preparation: Effective preparation consists of having completed readings, media and other assignments **Substantive:** Substantive participation is the ability to integrate social work concepts with field and other experiences, AND the ability to fully engage in problem solving and other exercises (presenting social work issues or other perspectives for discussion as well as responding to other students who present issues). **Additionally:** Professional participation also includes arriving to class on time, consistent attendance, and **displaying name tent every class period.** You are required to be an alert, attentive and active participant in this class. This includes attentive non-verbal behavior and offering comments relevant to course readings and class discussions.

Rubric

Outstanding Contributor: Contributions in class reflect exceptional preparation. Ideas offered are always substantive, provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. The student responds to colleagues' ideas, and assists in further development and clarification of these ideas. If this person were not a member of the class, the quality of discussion would be diminished markedly. (8-10 points)

Good Contributor: Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. Responses to colleagues' ideas are often useful. If this person were not a member of the class, the quality of discussion would be diminished. (7-5 points)

Adequate Contributor: Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. Occasionally responds to colleagues' comments in ways that are useful. If this person were not a member of the class, the quality of discussion would be diminished somewhat. (4-2 points)

Non-Participant: This person says little or nothing in class, nor does s/he clearly encourage others through active listening. **Hence, there is not an adequate basis for evaluation.** If this person were not a member of the class, the quality of discussion would not be changed. (1-0 points)

Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. **Comments do not acknowledge colleagues' contributions, or worse, are disrespectful of them.** (0 points, student will be asked to meet with the instructor)

* *Note:* Prof. John Tyler of Brown University obtained these guidelines from Prof. Richard J. Murnane at the Harvard Graduate School of Education. Prof. Murnane, in turn, learned of them from someone else. Although the original attribution for the guidelines has been lost, they continue to be so useful to so many.

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 Canvas 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/>

§ 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 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.

Please see the Rubric for this assignment on page 19 of the syllabus and/or on the Assignments tab on Canvas.

Assignment Due Date:

Your completed paper, along with the two printouts from the application part of the assignment must be uploaded to the Canvas Dropbox by 11:59 on October 11th.

Beginning Philosophy of Professional Social Work Assignment (20 points)

The purpose of this assignment is to help the student formulate and articulate her/his beginning philosophical conceptualization of social work practice.

Consider Mackie's conceptualization of philosophy: "The study of the truths and principles of being, knowledge, or conduct" (Quartz Hill School of Theology, n.d.). The second defines the term as "a belief (or system of beliefs) accepted as authoritative by some group or school" Applying these definitions, it is clear that the concept of "philosophy" is grounded in the understanding that there are truths and principles of our existence and that these truths are accepted by us as well as others. Given this information, we can have a set of truths and principles that guide us in how we conduct ourselves and define what we expect from others."

Write a three page minimum, five page maximum paper with the following:

1. Write a **brief introduction** introducing the reader to what you are about to discuss. You might look at Mackie's article and view how he explains why he is writing his article.
2. Explain your **Philosophy** from your experiences in this first semester, and what truths and principles of social work that you think and feel are most prominent for you? How might these truths and principles guide how you conduct and what you expect from other professionals? This can go wider than the Mackie's essay and include what values, knowledge and skills are most salient for you. What historical aspects of social work and social welfare have helped you to develop these ideas? What lessons have you learned from history?
3. Conduct a **review of the literature** which supports your ideas. You can use course materials but should go beyond this and look at other social work literature which addresses the concepts that you are forwarding. *At least 6 professional* (texts, peer reviewed journals, monographs etc.) should be in the literature review.

4. Write a **brief conclusion** summarizing your ideas and discussing how your current professional philosophy can assist you as you go forward in your education and practice in social work.

Please consult the rubric on page 20 and/or on Canvas Assignment Tab

Due Date: The assignment is due on Dec 20th at 11:59 in the Dropbox in Canvas

Midterm and Final Exams (25 points each)

There will be a midterm and final examination. The exams will be multiple choice, matching, and true and false. Each exam will have 50 questions worth .5 points each. A study guide will be provided two weeks before each exam.

VII. Course Policies

Classroom Climate:

Classroom climate, or the way a classroom space feels to everyone in the room based on communication, norms, values and processes, impacts participation, motivation and learning. 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, diverse viewpoints shared, and in-class activities approached with maximum curiosity and enthusiasm. Diversity in beliefs, ideas and lived experiences are highly valued here. Each student has knowledge and experience that will enhance the learning of their colleagues and each voice is important. Please honor the uniqueness of your fellow classmates and appreciate the opportunity we have to learn from each other. Because the class will represent diverse individual beliefs, backgrounds, and experiences, every member of this class must show respect for every other member of this class.

I am firmly committed to diversity and equality in all areas of campus life and in building an inclusive classroom space where everyone feels safe and welcome. I recognize that we all have biases. Discrimination can be direct or indirect and take place at both institutional and personal levels. I believe that such discrimination is unacceptable and I am committed to providing equality of opportunity for all by eliminating any discrimination, harassment, bullying, or victimization. The success of this policy relies on the support and understanding of everyone in this class. We all have a responsibility not to be offensive to each other, or to participate in, or condone harassment or discrimination of any kind. We all have a responsibility to hold in our minds the disproportionate impact systems and “isms” have on marginalized people. I invite you to bring any concerns in this regard to my attention.

Brave, safe spaces do not happen on accident; we must work to create them. We will develop community and discussion guidelines in our first meeting and revisit them as needed throughout the course. We will share the challenges of upholding our community guidelines and responding to moments when we fail to abide by them. Students will be held accountable for what they are expressing verbally and nonverbally. Students are expected to keep confidential all issues of a personal or professional nature discussed in class.

Student Wellness

As a student, you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, racism, feeling down, and/or loss of motivation. **University Health Services (UHS)** can help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus by calling (608)265-5600 or visiting www.uhs.wisc.edu. Help is always available.

Other student support services and programs include:

- Multicultural Student Center <https://msc.wisc.edu/>
- LGBT Campus Center <https://lgbt.wisc.edu/>
- Dean of Students Office <https://www.students.wisc.edu/doso/>

Out-of-Class Contact with Instructor

I encourage students to meet with me outside of class to discuss concerns, answer questions and provide comments and feedback. I am usually available to meet briefly right before class, during break and right after class ends. Rather than holding office hours, I prefer to meet with students by appointment. Please email me with a request to arrange a time to meet. I am happy to meet students in the Social Work Library or the Wisconsin Institutes for Discovery coffee shop if this is a more comfortable and welcoming space for you. In addition, if my office door is open this means I am generally available to meet briefly and you are welcome to stop by.

Electronics:

To minimize disruptions to class process and encouraging learning, all devices must be turned off during the class period unless the instructor gives instructions to utilize electronic devices for a class activity. If you have an urgent reason for leaving your phone on, please inform the instructor. If there is a medical or other serious need for these devices, please speak to the instructor before class. Audio recording of classes will be allowed only after full disclosure to the class that an audio recorder is operating.

Several studies have noted that the use of computers to take notes lessens a student's ability to learn in the classroom: <https://journalistsresource.org/studies/society/education/longhand-versus-laptop-note-taking>

Americans with Disabilities Act:

Students requiring accommodations pursuant to the Americans with Disability Act should disclose their needs to their TA at the beginning of the course. Information regarding participation by students with disabilities, accommodations for religious observances, academic conduct, complaint procedure, grade appeals procedures, sexual harassment policy, safety policy and other standing policies/procedures is available in the student handbook.

The McBurney Center provides services and classroom accommodations to students with disabilities. These might include vision and hearing difficulties, learning difficulties and mental health disorders. McBurney is located at 701 W Johnson Street suite 2104. Call for an appointment at 608-263-2741. <http://mcburney.wisc.edu>

Attendance Policy:

Students are expected to attend all scheduled classes and to arrive on time.

- ***Promptness***

Prompt arrival to all classes is required. This means you are ready to begin class at 7:45 am. Repeated tardiness will impact your grade. I will consider a late arrival or early departure of more than 20 minutes an absence.

- ***Absence***

If you must miss class, you are required to inform me via email in advance. Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure. Students who must be absent due to inclement weather or other emergencies must contact me prior to the start of class. **If you do not contact me of your absence it will affect your grade in that 3 points will be deducted from your participation points.** Students who are absent for two classes will be asked to complete a make-up assignment. Students who are absent three or more times in the semester will be required to schedule a meeting with the instructor to discuss their performance and continuation in the course. Three or more absences may lead to a student receiving a failing grade.

It is recognized that, rarely, a student may need to attend an internship related meeting, a court appearance, for example. In those cases the student should request that her/his supervisor email the instructor to verify this circumstance.

Reading and Media Assignments: You are expected to have read, viewed and listened to 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, a

Canvas

All students are required to access *Canvas* for course content and assignments. If you have difficulty with *Canvas*, you should contact the DoIT helpdesk.

Late assignment policy

Assignments are due on the date specified by 11:59pm. If you are not able to be in class the day a written assignment is due, you are still responsible for turning in your assignment on the due date. If a student a) communicates with me at least 24 hours *prior* to the due date, b) provides a reasonable justification for an extension (such as family issues, illness, etc), and c) we come to an agreement about a revised deadline, the assignment handed in by the new date will be considered “on time.” Unapproved late assignments will be marked down 3 points *for each day the assignment is late*.

Written Assignment Policy:

1. All written assignments are to be completed in Microsoft Word, without exception. The instructor will not review assignments submitted in another format.
2. 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 put this information on the first page of your paper) unless indicated otherwise.
3. Students must format assignments using **one-inch margins, double-spacing**, and a **Times New Roman 12-point font**.
4. Headings should not be placed in the body of the paper unless indicated.
5. You must use correct APA format for citations. Consult the UW writing center’s guide for APA formatting (<http://writing.wisc.edu/Handbook/DocAPA.html>).
6. Reference pages must be on a separate sheet from the paper (not counted as one of the required pages).
7. Papers should be placed in the *Canvas* Dropbox by 11:59pm of the due date. You will receive a confirmation e-mail when your paper is successfully downloaded to the dropbox. It is your responsibility to be sure your paper has been downloaded properly. The instructor will adhere to the policy on late assignments if an assignment is not received in the dropbox by the time it is due.

Academic Writing Criteria

Specific attention should be given to paper organization, paragraph and sentence structure, clarity and correct citation using APA format. Before turning in any assignment, consider if the following criteria are met:

1. Each paper should 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.
2. Each paragraph should have a clear and concise topic sentence that reflects the content of the paragraph it introduces.

3. A consistent tense should be used within sentences and throughout the paper.
4. Triangulation: Incorporate lectures, discussion, relevant readings and experiences from practice into your formulation of ideas discussed in your paper.
5. Use critical thinking in your reflections. The comments “It was good” and “I liked it” are NOT examples of critical thinking.
6. Do NOT be repetitious in your writing. Your papers should be polished and carefully edited. Do NOT use run-on sentences.
7. When references are required, they must be from class readings or other peer-reviewed journal articles. You **may not** use information from a website unless you receive prior approval from the instructor.
8. References in the paper need to be woven into the discussion in a seamless manner. DO NOT insert a quote into the paper without skillful writing that incorporates the quote into the discussion.

Code of Ethics, Student Rights and Responsibilities & Plagiarism

BSW and incoming MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the Student Rights and Responsibilities. In doing so, they agreed that while in the BSW or MSW Program they would honor the NASW Code of Ethics and Student’s Rights and Responsibilities, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom, in the field and in the preparation of course assignments.

Plagiarism Policy:

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.

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>

Grade Appeals/Grievance Policy:

The process for appeal a final grade is set forth in the School of Social Work's Student Rights and Responsibilities Handbook.

<http://socwork.wisc.edu/files/StudentRightsResponsibilities.pdf>

SW605 Benefits Application Grade Sheet

Student's Name: _____

Critical evaluation of the material (4 points) _____

Depth of writing (4 points) _____

Succinctness of writing (2 points) _____

Use of correct grammar and spelling (3 points) _____

Introductory Paragraph (1 point) _____

Question 1 (1 point) _____

Question 2 (1 point) _____

Question 3 (1 point) _____

Question 4 (1 point) _____

Concluding Paragraph (1 point) _____

Application Completion & Printouts (1 point) _____

If applicable, minus 1 point for failing to adhere to formatting instructions _____

Total Points Possible 20.00

Total Points Awarded _____

Beginning Philosophy Assignment Grade Sheet

Introduction is succinct and clearly introduces the reader to the subject of the assignment	0-3 point	_____
Philosophy is thorough and clearly addresses truths and principles, values, knowledge and skills are most salient for you and historical aspects have helped you to develop these ideas	0-4 points	_____
Review of the literature clearly relates to and supports your philosophy	0-4points	_____
Conclusion clearly and concisely summarizes philosophy and how it will guide your practice in the future	0-3 points	_____
Writing is clear. Grammar and spelling are correct. Headings are used.	0-3 points	_____
APA style is correct	0-3 points	_____
	Total (out of 20)	_____

Appendix A

TABLE 1. Social Work Competencies, Dimensions, and Behaviors

Competency and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>2.1.1 Demonstrate ethical and professional behavior</p> <p>Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice</p>	<p>Overview of the professional including roles, responsibilities—Lecture, Discussion (K, V)</p>	<p>Week 1</p>
	<p>Philosophy of social work, professional values vs. personal values (K, V)</p>	<p>Week 2</p>
	<p>Flexner article discussion- Is Social Work a Profession? . (K, V)</p>	<p>Week 2</p>
	<p>The Progressive Era—History of Social Work—Readings, Lecture, Discussion (K)</p>	<p>Week 5</p>
	<p>Social Work in the 30s--History of Social Work—Readings, Lecture, Discussion (K)</p>	<p>Week 6</p>
	<p>Social Welfare and Social Work in the 1950s and 1960s—History of Social Work—Readings, Lecture, Discussion (K)</p>	<p>Week 8</p>
	<p>Government retreat away from the poor—History of Social Work—Readings, Lecture, Discussion (K)</p>	<p>Week 9</p>
	<p>Bush-Cheney and Obama Presidencies-History of Social Work—Readings, Lecture, Discussion; Future of Social Work—History of Social Work (K)</p>	<p>Week 10</p>
	<p>Flipped Class—Discussion in Groups of Personal Philosophy, Definition of Social Work, Prominent Concepts, Personal vs Professional Values (K)</p>	<p>Week 12</p>
	<p>Assignment: Beginning Philosophy of Social Work Practice (V)</p>	<p>Page 11</p>

<p>2.1.2 Engage Diversity and Difference in Practice</p> <p>Social Workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability, and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race religion/spirituality, sex, sexual orientation, and tribal sovereign status.</p>	<p>Discussion of Core Values (V, K, C & AP)</p> <p>Slavery, Native Americans, Chinese Americans-- Readings, Lecture, Discussion (K, C & AP)</p> <p>Latino Immigration Oppression of African Americans and Native Americans, Women, People with Blindness, Older Persons—Readings (K)</p> <p>Women, Japanese Americans—Readings (K)</p> <p>Civil Rights: African-Americans, Native Americans, Latino Americans, Chinese Americans, Women’s Movement, Gay Liberation—Readings, Lecture, Discussion (K, V, C & AP)</p> <p>Readings, Discussion—Older Persons, Persons with Disabilities (K)</p> <p>LGBT Persons, Racism—Readings, Discussion (K, C & AP)</p> <p>Tribal Services—Readings, Discussion (K)</p>	<p>Week 2</p> <p>Week 4</p> <p>Week 5</p> <p>Week 6</p> <p>Week 8</p> <p>Week 9</p> <p>Week 10</p> <p>Week 11</p>
<p>2.1.3 Advance Human Rights and Social, Economic, and Environmental Justice</p> <p>Social Workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social Workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.</p>	<p>Discussion of the Purposes and Roles of Social Work (K, V, C & AP)</p> <p>Philosophical Underpinnings and Core Values— Readings, Lecture, Discussion (K, V, C & AP)</p> <p>Residual, Institutional, and Developmental Welfare approaches—Readings, Lecture, Discussion (K)</p> <p>Social Darwinism, Freedman’s Bureau—Readings, Lecture, Discussion (K, V, C & AP)</p> <p>Reforms brought about by early social workers both through settlement houses and casework efforts— Readings, Video, Lecture, Discussion (K, V)</p> <p>Social Work Contributions to New Deal Responses to the Great Depression—Readings, Lecture, Discussion (K)</p> <p>Civil Rights Movements and Critique of the Social Work Profession—Readings, Lecture, Discussion (K,V,C&AP)</p>	<p>Week 1</p> <p>Week 2</p> <p>Week 3</p> <p>Week 4</p> <p>Week 5</p> <p>Week 6</p> <p>Week 8</p>

	<p>Organization and Delivery of Social Services: County and Tribal Services (K)</p> <p>Benefits Application Assignment</p>	<p>Week 11</p> <p>Page 10</p>
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*K=Knowledge; V=Values; S=Skills; C & AP=Cognitive and Affective Processes