

**School of Social Work  
University of Wisconsin-Madison  
1350 University Avenue  
Madison, WI 53706  
Social Work 605: The Field of Social Work  
Fall 2018**

**Instructor:** Julia Messenger, MSW, LICSW-Associate Lecturer

**Class Time:** Saturdays: 9:00 am-1:00 pm from September 8-October 20

**Instructional Mode:** Face to Face

**Location:** HSS158

**Office Hours:** By Appointment

**Phone:** (651)269-7310 (cell)

**Email address:** [wippler@wisc.edu](mailto:wippler@wisc.edu)

**Credits:** 2

**Canvas Course URL:** <https://canvas.wisc.edu/courses/117>

### **I. Course 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:** Graduate or professional standing

**How credit hour is met:** This class meets for one 4-hour class period each week over the 7 week session and carries the expectation that students will work on course learning activities (reading, writing, studying, etc.) for about 8 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 required course is part of the Social Welfare Policies and Services sequence in the generalist practice curriculum. Social Work 605 provides a basic introduction to the history, evolution, and current status of the profession of social work and social welfare institutions. It covers historical and political developments that this required course is part of the Social Welfare Policies and Services sequence in the Generalist Practice curriculum.

### **III. Learning Outcomes: Competencies, Descriptions and Dimensions**

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 measured 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 competencies addressed in this course can be found in Appendix A.

#### IV. Course Content

Date	Topics and Assignments
<p><b>Week 1 – September 8</b></p>	<p><b>Introduction to the course</b></p> <ul style="list-style-type: none"> <li>● Introduction of instructor and students</li> <li>● Review of syllabus, writing assignments, and exam</li> <li>● Class expectation and classroom ground rules</li> </ul> <p><b>Overview of Social Welfare, Social Work, Values and Human Rights</b></p> <ul style="list-style-type: none"> <li>● The makeup of social welfare</li> <li>● The scope of social welfare</li> <li>● Social Work definitions</li> <li>● Residual and institutional perspectives of social welfare</li> <li>● Introduction to poverty</li> <li>● Social Work Profession</li> <li>● Social Work Roles, Ethics &amp; Boundaries</li> <li>● Flexner article distributed in class- Is Social Work a Profession?</li> </ul> <p><b>Discussion of Research Paper</b></p> <ul style="list-style-type: none"> <li>● Evidence based writing</li> <li>● Cover examples of referencing research</li> <li>● Citing sources in research paper</li> <li>● Review rubric for paper</li> </ul> <p><b>Guest Speaker- Jeanne Nutter--Choosing Your MSW</b></p> <p><b>Required Readings:</b>  Axinn, June and Stern, Mark J. (2012). <i>Social welfare: A history of the American response to need (Eighth Edition)</i>. Boston: Allyn and Bacon.  Chapters 1 and 2</p> <p>Fischer, G. M. (1997). The development and measure of U.S. Poverty Thresholds—A brief review.</p> <p>Reichert, Elizabeth (2001). Placing human rights at the center of the social work</p>

	<p>profession. <i>The Journal of Intergroup Relations</i>, Vol. XXVIII, No. 1, Spring 2001, pp. 43-50.</p> <p>United Nations, Declaration of Human Rights (1948). Retrieved from <a href="http://www.un.org/en/documents/udhr/">http://www.un.org/en/documents/udhr/</a> on August 10, 2009.</p>
<p><b>Week 2- September 15</b></p>	<p><b>Reaction Paper to NASW Code of Ethics due by 9 AM!</b></p> <p>Class will take a short field trip to UW-Eau Claire McIntyre Library.</p> <p><b>Beginnings of Social Welfare</b></p> <ul style="list-style-type: none"> <li>● Indoor and outdoor relief</li> <li>● Worthy and Unworthy Poor</li> <li>● English Poor Laws</li> <li>● Social welfare in the colonies</li> <li>● Protestant work ethic</li> <li>● Veterans benefits in the new America</li> </ul> <p><b>America through the Civil War</b></p> <ul style="list-style-type: none"> <li>● Civil War</li> <li>● Veteran's pensions</li> <li>● Freedman's Bureau</li> <li>● 13th, 14th, 15th Constitutional Amendments</li> <li>● Fight for Women's Suffrage</li> </ul> <p><b>Required Readings:</b>  Axinn, J., &amp; Stern, Mark J. (2012). <i>Social welfare: A history of the American response to need (Eighth ed.)</i>. Chapters 3 and 4</p> <p>National Association of Social Workers. (1996). <i>Code of ethics of the National Association of Social Workers</i>. Retrieved from: <a href="https://www.socialworkers.org/pubs/code/code.asp">https://www.socialworkers.org/pubs/code/code.asp</a></p>
<p><b>Week 3- September 22</b></p>	<p><b>Research Proposal due at the beginning of class.</b></p> <p><b>The Progressive Era</b></p> <ul style="list-style-type: none"> <li>● Labor Movement</li> <li>● Settlement House Movement</li> <li>● Charity Organization Societies/scientific charity</li> </ul>

	<ul style="list-style-type: none"> <li>● Child saving</li> <li>● Eugenics movement</li> <li>● Professionalization of social work</li> <li>● Values and ethics conflicts in the origin of the profession</li> <li>● Mother's Aid</li> </ul> <p><b>Required Readings:</b>  Addams, Jane. (1910). <i>Twenty years at hull house</i>.  <a href="http://digital.library.upenn.edu/women/addams/hullhouse/hullhouse.html#113">http://digital.library.upenn.edu/women/addams/hullhouse/hullhouse.html#113</a>  retrieved June 30, 2009. Read Chapter VIII Problems of Poverty.</p> <p>Axinn, June and Stern, Mark J. (2012). <i>Social welfare: A history of the American response to need (Eighth Edition)</i>. Boston: Allyn and Bacon. Chapter 5</p> <p>Ingelhart, Alfreda P. and Becerra, Rosina M. (1995). <i>Social services and the ethnic community</i>. Chapter 5: Ethnicity, Race, Reform, and the Evolution of Social Work, pages 107-148. Prospect Heights, IL: Waveland Press, Inc.</p> <p>Richmond, Mary Ellen, 1861-1928. (1917). <i>Social diagnosis</i>. New York: Russell Sage Foundation.</p>
<p><b>Week 4- September 29</b></p>	<p><b>Letter to Elected Official Due</b></p> <p><b>Midterm exam distributed at end of class.</b></p> <p><b>The Great Depression and the Construction of the Welfare State</b></p> <ul style="list-style-type: none"> <li>● Social Workers in the Roosevelt Administration</li> <li>● The Rank and File Movement</li> <li>● Civil and Welfare Rights in the New Reform Era</li> <li>● Great Society Programs</li> <li>● Movements for civil rights, social justice, and peace</li> <li>● Radical Social Work</li> </ul> <p>Axinn, June and Stern. Mark J. (2012). <i>Social welfare: A history of the American</i></p>

	<p><i>response to need (Eighth Edition)</i>. Boston: Allyn and Bacon. Chapters 6 &amp; 7.</p> <p>King, Martin Luther, Jr. (1963). I Have a Dream.</p> <p><a href="http://www.americanhretoric.com/speeches/mlkihaveadream.htm">http://www.americanhretoric.com/speeches/mlkihaveadream.htm</a>. Retrieved on August 8, 2004.</p> <p>Richmond, Mary Ellen, 1861-1928. (1917). <i>Social diagnosis</i>. New York: Russell Sage Foundation.</p> <p>Kennedy, Angie C. (2008). Eugenics, “degenerate girls”, and social workers during the progressive era. <i>Affila: Journal of Women and Social Work, vol 23, no 1</i>. February 2008.</p>
<p><b>Week 5- October 6</b></p>	<p><b>Reaction Paper: Government Benefits due at the beginning of class.</b></p> <p><b>Midterm exam due at the beginning of class.</b></p> <p><b>Government retreat away from the poor</b></p> <ul style="list-style-type: none"> <li>● Social programs in the 70s</li> <li>● Ending welfare as we know it</li> </ul> <p><b>Conservatism and the welfare state Under Reagan, Clinton, Bush, and Obama</b></p> <ul style="list-style-type: none"> <li>● The New Federalism</li> <li>● Safety net</li> <li>● Ending welfare as we know it</li> <li>● Universal healthcare</li> </ul> <p><b>Family and Children’s Services (Possible Guest Lecturer)</b></p> <p><b>Case Study in class</b></p> <p><b>Preview Video Before Class (From McIntyre Library)</b>  <i>Waging a living</i> [videorecording] / a production of Public Policy Productions in association with Thirteen/WNET New York; produced and directed by Roger</p>

	<p>Weisberg. Access online through McIntyre Library and view before class.</p> <p>Axinn, June and Stern. Mark J. (2012). <i>Social welfare: A history of the American response to need (Eighth Edition)</i>. Boston: Allyn and Bacon. Chapter 8.</p> <p>Ehrenreich, Barbara. (2009, June 13). <i>The New York Times</i>. Too poor to make the news.  <a href="http://www.nytimes.com/2009/06/14/opinion/14ehrenreich.html">http://www.nytimes.com/2009/06/14/opinion/14ehrenreich.html</a>. Retrieved August 14, 2017.</p> <p>Frank, R.G. &amp; Glied, S.A. (2006). <i>Better but not well: Mental health policy in the United States since 1950</i>. JHU Press.</p> <p>Tan Chen, V. &amp; Newman K.S. (2007). The missing class: The near poor. Nov/Dec 2007. Pages 3-8.</p> <p>Tan Chen, V. &amp; Newman K.S. (2007). In poverty and race: A newsletter of the poverty and race action council. Nov/Dec 2007. Pages 3-8.</p> <p><a href="#">Full Article-The Missing Class</a>  <a href="#">Full Article-Race Poverty and Incarceration</a></p>
<p><b>Week 6- October 13</b></p>	<p><b>Contemporary Issues</b></p> <ul style="list-style-type: none"> <li>● LGBT rights</li> <li>● Minimum wage</li> <li>● Immigration</li> <li>● Health care</li> <li>● Adult and criminal justice</li> <li>● Aging and End of Life Care</li> <li>● International social work</li> <li>● Environmental justice for the poor</li> <li>● Nutrition and the poor</li> </ul> <p>In Class Video:  Unnatural causes: Is inequality making us sick? Place matters. California Newsreel, 2008. Originally produced for PBS. Available by segments on YouTube:</p>

	<p><a href="https://www.youtube.com/watch?v=uE7v5cHIHDQ&amp;list=PLEF0280B25D0841C4">https://www.youtube.com/watch?v=uE7v5cHIHDQ&amp;list=PLEF0280B25D0841C4</a></p> <p>Axinn, June and Stern, Mark J. (2012). <i>Social welfare: A history of the American response to need (Eighth Edition)</i>. Boston: Allyn and Bacon. Chapter 9.</p> <p>Crary, D. &amp; Swanson, E. (2015). Americans are still divided over gay marriage after supreme court decision. <a href="https://www.usnews.com/news/politics/articles/2015/07/20/ap-poll-americans-divided-after-court-backs-gay-marriage">https://www.usnews.com/news/politics/articles/2015/07/20/ap-poll-americans-divided-after-court-backs-gay-marriage</a>. Retrieved August 16, 2014.</p> <p>Signorile, Michelangelo. (2017). The plot to make same sex marriage into second class marriage. <a href="http://www.huffingtonpost.com/entry/the-plot-to-make-same-sex-marriage-into-second-class-marriage_us_58a51d6be4b07602ad519abb">http://www.huffingtonpost.com/entry/the-plot-to-make-same-sex-marriage-into-second-class-marriage_us_58a51d6be4b07602ad519abb</a>. Retrieved August 14, 2017.</p>
<p><b>Week 7- October 20</b></p>	<p><b>Final paper due.</b></p> <p><b>Where is social work going as a profession?</b></p> <p><b>Organization, Funding, and Delivery of Social Services</b></p> <ul style="list-style-type: none"> <li>● The Wisconsin Budget Process</li> <li>● Citizen input into the budget process</li> <li>● Public and private service delivery systems</li> <li>● Tribal service delivery systems</li> <li>● How values play a role in the budget process and organizational structure</li> </ul> <p><b>Required Readings:</b> Reisch, Michael and Andrews, Janice (2001). <i>The road not taken: A history of radical social work in the United States</i>. Chapter 10, “Social Work Radicalism at the End of the Twentieth Century,” New York: Brunner-Routledge, 209-226.</p>

**V. Texts and Reading Materials for the Course**

**Required Textbook:**

Axinn, June and Stern, Mark J. (2012). Social welfare: A history of the American response to need (Eighth Edition). Boston: Allyn and Bacon.

Required readings and additional resources will be available online using Canvas. The instructor may assign additional reading materials.

**Additional UW-Madison library/research resources for Eau Claire site students:**

Social Work Library: <http://socialwork.library.wisc.edu/>

Campus Library User Education tutorial: <http://clue.library.wisc.edu/>

Research Tips: <http://www.library.wisc.edu/research-tips/#getting-started>

For remote access to our resources, Eau Claire site students will have to log on to their NetID. Please read info below. [Access issues to NetId can be resolved by the Library Technology Group, or by Do-It.]<http://www.library.wisc.edu/off-campus/#what-is-it>

**Writing Resources:**

The Writing Center at UW-Madison, 6171 Helen C. White Hall, 600 N. Park St., (608) 263-1992, has a wealth of resources for students. The website address is:

[www.writing.wisc.edu](http://www.writing.wisc.edu). Students can expect a response on their paper within 48 hours. (Times may vary depending on the Center's work load/time of the semester.)

**Individual Help with Writing**

<http://writing.wisc.edu/Individual/index.html>

Free workshops for UW-Madison students and faculty

**The Writer's Handbook**

<http://writing.wisc.edu/Handbook/index.html>

Handouts, APA style, and more

**Podcasts**

<http://writing.wisc.edu/podcasts/index.html>

Interviews with writing professionals and more

**VI. Evaluation: Assignments, Grading and Methods**

**Grading Scale:** Final grades will be assigned with the following grading scale for graduate courses:

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

**Points may be earned in the following ways (total of 100 points)**

Each assignment will have detailed instructions and grading rubric available for review on Canvas.

**1. Reaction Paper to NASW Code of Ethics (10 Points):**

The first response paper is due by 9AM on September 15<sup>th</sup>..

Rubric will be discussed in the first class meeting.

<b>Elements</b>	<b>Points (10)</b>
Assignment completed and turned in on due date.	/0
The degree to which the writer includes a brief analysis of the mission and purpose of the Code.	/2
The degree to which the writer's responses articulates analysis and thought about the content, as explored in the questions from the assignment directions.	/4
Implications for social work policy or practice and/or how article applies to the social work profession.	/2
Adherence to guidelines including free of significant grammar and spelling distractions	/2
Additional comments	/10

**2. Letter to an Elected Official (10 Points):**

Students will write a letter to an elected official on a social work/social welfare issue that is currently being discussed at the local, state or national level. Prior to writing the letter, students will complete a worksheet that will help them in organizing their thoughts before writing the letter. The letter and worksheet are due on the fourth week of class, September 29th.

<b>Elements</b>	<b>Points (10)</b>
Assignment completed and turned in on time	/0
Worksheet completed and turned in on time. Worksheet should display students' thought process and serve as a guide for the letter.	/2
Writer should identify a bill and write to the proper elected official. Cite the bill, policy, or budget item by name. State the number of the bill if possible. State if you are arguing for or against the bill	/2
The writer identifies their stance on the issue and explains WHY. The writer should use data to support their argument.	/2

The writer should address a counterargument and explain why this argument exists. Data and other factual information should be used to support their stance.	/2
Adherence to guidelines including free of significant grammar and spelling distractions. Writer should adhere to length requirements and other requirement outlined in directions	/2
Additional Comments	/10

### 3. Midterm exam (20 Points):

The exam will be in the form of a take home exam. You will be required to choose 3 questions from a list of 10. Your responses will be 1-2 pages in length. Instructions will be distributed at the end of class on the fourth week, September 30th and due at the beginning of class on October 6th.

### 4. Reaction Paper Benefits (20 Points):

The second response paper is due on October 6th. Students will receive specific guidelines and rubric for writing this paper.

Elements	Points (20)
Assignment completed and turned in on time	/0
The writer discussed what it was like to complete the public assistance application process with some depth and in a comprehensive manner	/4
The writer discussed both thoughts and feelings in their response to the assignment. Clearly delineated his/her intellectual <u>and</u> emotional reactions including critical reflection on the activity	/4
The writer was able to be empathetic and put himself/herself in the shoes of the client. The writer identified issues of access and ease that may impact the application process and provide original examples.	/4
The writer identified anything new learned regarding public assistance and significant personal reflection about the process	/2
The writer thoughtfully applied this exercise to social work practice and provided one example of how to make improvements on an individual level, and one issue of change on a macro level.	/3
Adherence to guidelines including free of significant grammar and spelling distractions. Consider also the “style” and flow of the writing	/3

### 5. Research Paper (30 Points):

#### Research Paper Proposal:

A one page maximum proposal for this assignment is due the third week, September 22nd. The proposal should include: a description of the research topic (what population and problem) and a rationale for the research (why this a problem). \*Proposal will not be graded, however, students will lose a participation point if the draft is late.

A research paper discussing the historical, political, and social changes over time that shape contemporary social work practice with specific populations. We will spend time in class reviewing the rubric and discussing structural elements of an evidence based paper. Paper will be between 7-10 pages. Your final paper is due on the last day of class, October 20<sup>th</sup> at 9 AM.

Evaluation Criteria	Number of points/comments
To what degree does the <b>Introduction</b> describe the particular target group focused on and explain why this group should be an important focus of social work services? Does it give sufficient background information necessary to understand the research? (0-8points)	
To what degree is the <b>Results</b> section (data), described in a narrative and/or presented in figures or tables, related to (a) history of social welfare services for this population; (b) changing conceptions of the needs of the population over time; and (c) examples of exemplary programs designed to meet the needs of this population? (0-8 points)	
To what degree does the reader understand the <b>Conclusions</b> ? Does the writer support his/her conclusions with evidence? Are the writer's arguments easy to follow? Is there evidence of critical thinking? Is the reader convinced that the conclusion is correct? (0-8 points)	
Citations follow APA guidelines. (0-4)	
The paper is free of significant grammar and spelling distractions. (0-2 point)	

Evaluation Criteria	Number of points/comments
Other comments	

Total Points: \_\_\_\_\_/30

**6. Class Exercises (5 points):**

Weekly in-class activities based upon required readings and video for the class.

**7. Participation (5 points):**

A participation grade will be earned by:

- Attendance.
- Level of participation in in-class small group work.
- Degree of preparedness in class discussions.
- Critically reading required assignments before class.
- Timeliness of assignments and response to any email correspondence
- Demonstrated respect and civility for other students and the instructor-professional behavior.

**VII. Course Policies**

**Attendance**

Class attendance is required of all students. Attendance is defined as arriving on time, staying through the entire class and leaving only for scheduled breaks.

Due to the accelerated nature of courses in the University of Wisconsin-Madison Part-Time MSW Program, students are expected to attend all scheduled classes and to arrive on time.

***Promptness***

Prompt arrival to all courses is required.

- Instructors may take actions they deem appropriate if a student is consistently tardy
- Instructors may also consider a significantly late arrival or early departure as an absence

***Absence***

To ensure a quality educational experience, students must attend and participate in classes.

- Attendance will be taken at each class

- Absences:

- ~The first absence will result in a student's grade being dropped one full grade.

- ~The second absence will place the student at risk for failing the course.

- Additional graded make-up work appropriate for the content missed will be assigned for absences.

- 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. Exercises in class cannot be made up.

- Students who must be absent due to inclement weather or other emergencies should contact the instructor **prior to the start of class**.

- *Inclement Weather Policy*

- ~If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.

- If they are cancelled, students are expected to check email to determine how to engage in the course material for that day in lieu of class.

- ~If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. This absence will be considered excused and makeup work may be assigned.

### *Breaks*

Class will discuss how breaks will be handled on the first day of class. Should the class collectively agree that the agreed upon break structure is not working, the break schedule can be re-evaluated. Students and instructor are expected to return from breaks on time and be prepared to resume class.

### **Late Assignments**

One point will be subtracted from the student's grade for each day an assignment is late.

### **Students with Disabilities**

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that student with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is shared faculty and student responsibility. Students requiring accommodation, as approved by McBurney Center, are expected to generate a Faculty Notification Letter, utilizing McBurney Connect as soon as possible after a disability has been incurred or recognized. For more information, please contact McBurney Center at [mcburney@studentlife.wisc.edu](mailto:mcburney@studentlife.wisc.edu); Phone at 608-263-2741; text messaging at 608-225-7956; or fax at 608-265-2998,711 (Via relay); address is 702 W Johnson St. #2104, Madison, WI.

My goal is to facilitate an excellent learning experience for all students in this course. If you require accommodations to obtain equal access to this course, please contact me as soon as possible by phone or email (see top of syllabus). I will work in coordination with

you and McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a students' educational record, is confidential and protected by FERPA.

### **Course Expectations**

*Students* are expected to:

- Attend class regularly and actively participate in discussions, classroom activities, and other classroom assignments;
- Come to class prepared for lectures and discussions, having read the assigned readings and thought critically about them,
- Turn off all cell phones and beepers during the class unless needed for employment purposes, and if needed place on vibrate and notify the instructor of the need prior to class start.
- Refrain from using your phone or computer for work unrelated to course material.
- Complete all assignments by due dates.
- Inform the instructor of an impending absence from class.

The *instructor* is expected to:

- Be available to students to answer questions and to hear concerns,
- Begin and end classes on time,
- Create an open and comfortable environment conducive to learning,
- Assure that course competencies are being met,
- Assure that the class is accessible to all students,
- Utilize a combination of lecture, full class and small group discussions, videos, newspaper articles, and other sources as well as scholarly articles and textbooks.

### **Student Behavior Policy**

In order to learn, we must be open to the views of people different than ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time, we share together over the semester, please honor the uniqueness of your fellow 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.

### **Written Assignments**

Written assignments are expected to be handed in on the date due at the beginning of class.

No late assignments will be accepted without penalty points.

### **Grade Feedback**

For students who would like to review their graded assignments with the instructor, it is requested that students submit any concerns in writing outside of class time or during office hours. This written statement should include details on how the student feels they addressed the requirement in which points were deducted.

### **Standards of Conduct**

Professional responsibility, ethical behavior, and integrity are central principles of the social work profession. Therefore, students are expected to conduct themselves in accordance with the standards of the School, the University, and the National Association of Social Workers (NASW).

The Academic Honor Code is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the University community, and (3) to foster a high sense of integrity and social responsibility on the part of the University community. Plagiarism and other forms of cheating will be disciplined according to University procedures.

### **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.

**Appendix A**

**TABLE 1. Social Work Competencies, Dimensions, and Behaviors**

<b>Competency and Description</b>	<b>Course Content relevant to Dimensions that Comprise the Competency*</b>	<b>Location in syllabus</b>
<p><b>2.1.1 Demonstrate ethical and professional behavior</b>            Social Workers understand the profession's history it's mission, and the roles and responsibilities of the profession.</p>	<p>Social work definition-compare and contrast personal definition with Reichert reading, NASW Code of Ethics.            . (K, V, C &amp; AP)</p> <p>Discussion and activity of social welfare overlap between social work and other disciplines. Navigation of professional behaviors and ethics in coordination of services. (K, V)</p> <p>Flexner article discussion- Is Social Work a Profession? . (K, V, C &amp; AP)</p> <p>Compare and contrast student learning styles (auditory, kinesthetic, visual. How does this impact our work now and in the profession working with others? (K, V, S, C &amp; AP)</p> <p>Clinton administration and end of social welfare as we know it. Obama administration and health care. Changes in Trump administration. Roles of Congress and voter's rights. (K, V, C &amp; AP)</p> <p>Ida Cannon-Mother of medical social work. Society's need for social workers in medical field. Changes in policy and practice. Guest Speaker from medical social work field. (K, V, S, C &amp; AP)</p> <p>Self care article and discussion</p>	<p>Week 1</p> <p>Week 1</p> <p>Week 1</p> <p>Week 4</p> <p>Week 6</p> <p>Week 7</p> <p>Week 7</p>
<p><b>2.1.2 Engage Diversity and Difference in Practice</b></p>	<p>Systemic Oppression discussion (equality and equity).(K, V, C &amp; A)</p>	<p>Week 1</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>Reading and small group activities exploring structural and cultural barriers to County, State and Federal programs. Discussion surrounding ability and strength to overcome barriers. (K, S, C &amp; A)</p>	<p>Week 1</p>
	<p>Frederick Douglas-Modern Day Slavery Activity. (K, V, S, C &amp; AP)</p>	<p>Week 2</p>
	<p>Cultural Discussion Follow up from week 3:Who is a cultural competence role model for you? (someone who knows how to be inclusive and respectful with people from a broad range of different cultures and backgrounds).</p>	<p>Week 4</p>
	<p>What personal qualities and behaviors are demonstrated by your role model? (K, V, C &amp; AP)</p>	<p>Week 5</p>
	<p>Culture Toss Activity (K, V, C &amp; AP)</p>	<p>Week 6</p>
	<p>Jopper Case Study (child abuse, poverty level, mental health, family history, human development) (K, V, S, C &amp; AP)</p>	<p>Week 6</p>
	<p>Waging a Living Video and Activity What systems are impacting these families? (K, V, S, C &amp; AP)</p>	<p>Week 6</p>
	<p>Mental Health and Trauma. Adverse Childhood Experiences and impact on physical and mental health. ACEs Study review (K, V, S, C &amp; AP)</p>	<p>Week 6</p>
	<p>Differences between individual choices and systemic or institutional policies. Discuss possible solutions to implement. (K, S,V, C &amp; AP)</p>	<p>Week 6</p>

	<p>Zen and the Art of Dying Well Article Discussion (K, V, S, C &amp; AP)</p> <p>Discussion of Huffington Post Articles-implications for changes in gay marriage laws. (K, V, S, C &amp; AP)</p> <p>Benefits Paper (K, V, S, C &amp; AP) Research Paper (K, V, S, C &amp; AP)</p>	<p>Page 7 Page 8</p>
<p><b>2.1.3 Advance Human Rights and Social, Economic, and Environmental Justice</b></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>The political functions of social welfare- “Social welfare functions to both heighten and mute demands for social change”. (K, V, S, C &amp;AP)</p> <p>Does the United States decide who is “worthy” and “unworthy” of aid today? (K, V, C &amp;AP)</p> <p>Social Work and minorities-Jim Crow Laws, Segregation, Rise of KKK, African American History, Black Lives Matter (K, V, C &amp; AP)</p> <p>Partner Up and read Kennedy Article, Eugenics, “degenerate girls”, and social workers during the progressive era. What is eugenics? What effect did the eugenics movement have on treatment of those with developmental disabilities? Explain the tie between social Darwinists and members of the eugenics movement. Do you think that elements of the eugenics movement still exist today? Why or why not? (K, V, S, C &amp; AP)</p>	<p>Week 2</p> <p>Week 2</p> <p>Week 3</p> <p>Week 4</p> <p>Week 4</p> <p>Week 5</p>

	<p>New Deal Programs and SSA-implementation and changes, discussion through lens of government, individual, families. (K, V, C &amp; AP)</p> <p>Data Dig and discussion: Old News or Current Issue? (Equal Pay)      -January 29, 2009-President Obama signs the Lilly Ledbetter Fair Pay Act, making it easier for women to challenge unequal pay.      -March 23, 2010-President Obama signs the Affordable Care Act which for the first time in history bans insurance companies from charging women more than men for the same coverage. Taken from:<a href="https://www.whitehouse.gov/equal-pay/myth#top">https://www.whitehouse.gov/equal-pay/myth#top</a> (K, V, S, C &amp; AP)</p> <p>Welfare and the War on Poverty-Administrative changes over decades, political implications on resources. (K, V, S, C &amp; AP)</p> <p>Biological, environmental, cultural factors contributing to mental health diagnoses. (K, C &amp; AP)</p> <p>LGBTQQ Population-Data dig and discussion on suicide statistics, changes in policy nationally, gender identity. (K, S,V, C &amp; AP)</p> <p>Understanding the link between poverty and child maltreatment. Past and current policies and local changes. UW-Berger Study (K, V, S, C &amp; AP)</p> <p>Benefits Paper (K, S,V, C &amp; AP)      Elected Official Letter (K, S,V, C &amp; AP)      Research Paper (K, S, V, C &amp; AP)</p>	<p>Week 5</p> <p>Week 6</p> <p>Week 6</p> <p>Week 7</p> <p>Week 5 Week 4 Week 7</p>
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\*K=Knowledge; V=Values; S=Skills; C & AP=Cognitive and Affective Processes