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

SW605 Introduction to the Field of Social Work, Section 010
Fall 2018

Instructor: Amy Schmitz, MSW, CAPSW
Class Time: Saturdays: 9:00 am to 1:00 pm from September 8 through October 20
Location: MSC 5235
Office Hours: By Appointment
Phone: 608-225-4480
Email: schmitz1@wisc.edu
Credits: 2
Instructional Mode: All Face to Face
Canvas Course URL: https://canvas.wisc.edu/courses/117007

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 50% graduate course work requirement.
Requisites: Grad Student

How Credit Hours are 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. SW 605 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.

III. Learning Outcomes: Competency 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, 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

Timeline	Topics and Assignments

Week 1
 	
Sept. 8
	Introduction to the course
	• Introduction of instructor and students
	• Review of syllabus, writing assignment, and exams
	• Class expectations
	The Social Work Profession
	• Define Social Work
	• Define Social Welfare
	• Define NASW Code of Ethics and Ethical Principles
	    o Activity-Personal Value System Discovery
	Theoretical Perspectives for Social Workers
	• Historical values of Social Welfare
	• Professionalization of Social Work-formation of professional associations
	• Emergence of the Social Work Profession
	    o COS, Child-Saving, and Settlement Houses
	    o Development of Council on Social Work Education
	    o Flexner vs Greenwoods perspective on Social Work
	
	Required Readings:
	• Suppes: Chapters 1 & 2
	• Flexner, A. (1915). Is social work a profession? *Research on Social Work Practice, 11*(2), March 2001, 152-165.
	• NASW Code of Ethics: Read Preamble and Ethical Principles
	• Brown: Intro and Chapter 1
	• Brown, Brene. The Power of Vulnerability https://www.youtube.com/watch?v=iCvmsMzlF7

Week 2 Sept. 15	**Finish up week 1 material** **Human Rights and Social Justice** • Define Human Rights, Civil Rights, and Citizen Rights

	- Define poverty and historical perspectives - Almhouses vs. Workhouses - Historical trends of indoor vs outdoor relief - Historical perspectives on worthy vs unworthy poor - Social Justice Theories - History of "isms" in the United States - Investigate the history of social injustices in history to present day - Historical role of Social Work in relation to injustices - Gay Liberation-Stonewall Riots <u>Required Readings:</u> - Dubois and Miley: Chapter 6 - United Nations, Declaration of Human Rights (1948). Retrieved from http://www.un.org/en/documents/udhr/ on August 10, 2009. - Reichert, E. (2001). Placing human rights at the center of the social work profession. *The Journal of Intergroup Relations, Vol. XXVIII, No. 1, Spring 2001*, pp. 43-50.NASW Code of Ethics - Brown, Chapter 2 **Response paper due at the beginning of class**
Week 3 Sept. 22	**Social Welfare Policy: Historical Perspectives** - Residual vs Institutional Perspective - Activity: Comparing and contrasting the perspectives historically and today - Dark and Middle Ages - Feudal Society, Scientific Revolution, involvement of Church, and Private Welfare 1200-1500: Labor movement, Witchcraze - Statute of Laborers - Protestant Reformation - Work ethic - Patriarchy and treatment of women - Tudor Period - Elizabethan Poor Law of 1601 - Invasion of North America - Practice of Indenture - Role of Women and children - Early American Poor Laws - Slavery - Golden Triangle - Video: Unchained Memories - Freedman's Bureau - Black Suffrage - Treatment of Women - Treatment of Native Americans

	o Indian Schools o NPR Clip "Reclaiming our Children, 2007" <u>Required Readings:</u> • Suppes: Chapter 4 • Richmond, M.E. (1907) "Social Diagnosis" • Addams, Jane (1910). "The Objective Value of a Social Settlement". http://www.swarthmore.edu/library/peace/DG001-025/DG001JAddams/objvalue.pdf • DuBois, W.E.B. (1901). The freedmen's bureau. *Atlantic Monthly.* Retrieved from http://www.theatlantic.com/issues/01mar/dubois.htm • Brown: Chapter 3
Week 4 Sept. 29	**Historical Treatment of Older Adults/Healthcare** • Role of Lady Almoners • Ida Cannon • Historical perspectives of caring for Older Adults • Role of government in healthcare, healthcare as a human right • Contemporary issues with Older Adults • Poverty and Older Adults • Old Age and Disability Insurance • The Affordable Care Act Guest Lecturer: Dr. Tracy Schroepfer **Historical Treatment of Families and Children** • Great Depression and changing view on poverty • Hooverville • New Deal's impact on explanation for poverty • Changing face of the American Family • History of Child Welfare • Orphan Trains • First Juvenile Court • Children Bureau • War on Poverty **Guest Lecturer**: Ellen Smith, MSSW <u>Required Readings:</u> • Suppes, Chapters 5 • Abramovitz, M. & Piven, F.F. (1993). Scapegoating women on welfare. In G. Mink & R. Solinger (Eds.), *Welfare: A documentary history of U.S. policy and politics*, pp. 563-564. New York: New York University Press

	• Brown: Chapter 7 • Frank, R. G., & Glied, S. A. (2006). *Better but not well: Mental health policy in the United States since 1950*. JHU Press. O'Connor, C. (2010). Child abuse and neglect prevention: What is it and how do we know when it works? What it will take: Investing in Wisconsin's future by keeping kids safe today. Madison, WI: Wisconsin Children's Trust Fund and Wisconsin Council on Children and Families Required Readings: • Suppes, Chapters 7 and 10 • Brown: Chapter 5 and 6 • Gonzalez, D. (2008). The lost supermarket: A breed in need of replenishment. *The New York Times, May*, *5*, B1.
Week 5 Oct. 6	**MIDTERM** **Historical Treatment of Children/Families/Older Adults/Healthcare Cont.**
Week 6 Oct. 13	**Historical Treatment of People with Developmental Disabilities** • Define Disability vs Developmental Disability • Protective Asylums • Eugenics • Deinstitutionalization • Normalization • Developmental Disabilities Act of 1969 • Person First Language • Americans with Disabilities Act of 1990 • Civil Rights Act of 1991 **Guest Speaker: Tracie Tooley** • Tracie will share her experience of raising a son with Autism Required Readings: • Suppes Chapter 12 • Kennedy, A.C. (2008). Eugenics, "degenerate girls," and social workers during the Progressive Era. *Affilia: Journal of Women and Social Work, 23*(1). • Brown: Chapter 4 • Robbins, L. (2015). For Special-Care Residents, New York State Policy Means Leaving Home. *New York Times, Jan 29.* **Benefits paper due at the beginning of class**

Week 7	**Historical Treatment of persons with Mental Illness**
Oct. 20	• Gradual Enlightenment • Dorothea Dix • Mary Richmond: Casework, an early model • Historical and contemporary role of prison on the mental health and substance abuse community • Deinstitutionalization Guest Lecturers: TBA Required Readings: Suppes, Chapters 5, 6, and 11 • Friedman, R. (2015).Psychiatry's' Identity Crisis. *The New York Times, July 17.* • Dao, J. (2009). Vets' Mental Health Diagnoses' Rising. *The New York Times, July 16* **Final Exam: take home**

V. Texts and Reading Material

The following required textbook is available online, in the University Bookstore or on reserve in the Social Work Library:

1) Suppes & Wells (2013). *The Social Work Experience,* 6th ed. (Pearson Education).
2) Brown, Brene (2012). *Daring Greatly* (Gotham Books)[AW1]

Both text can be ordered online through most mainstream sellers

Additional required readings will be available through the SW605 Canvas/Learn @UW Course site.

VI. Evaluation: Assignments, Grading and Methods

Grading Scale & Standards:

Points	Grade	What the point totals & subsequent grade generally indicate
94-100	A	Outstanding, surpasses expectations in all areas
88-93	AB	Surpasses expectations in many areas
82-87	B	Meets expectations in all areas
76-81	BC	Meets expectations in some areas; below in others
70-75	C	Below expectations in most areas, not acceptable graduate work
64-69	D	Below expectations in all areas

<64	F	Fails to meet minimal expectations in all areas, not acceptable

Assignments/Points:

Assignment	Points/Percentages
Participation	5 points
Response Paper	15 points
Midterm Exam	30 points
Benefits Paper	20 points
Final Exam	30 points
Total Points	100 points

Assignment Instructions & Grading Rubrics:

1. Reaction Paper

The Reaction Paper is due **September 15<u>th</u> and will be uploaded to Learn @ UW**

Writing Assignment-Reaction to a Reading
Social Work 605: Part Time Program
Fall 2018

Any reading can be chosen for this reaction paper. I would recommend that students not use text readings.

The writing task:
This reaction paper will include your reactions to the chosen reading, beginning with a brief summary of the main points of the article in the first paragraph. The main content of this paper is to be an analysis of your thoughts and ideas about the reading, above and beyond a summary of what the author(s) have written.

Objectives:
Social workers are expected to clearly articulate thoughts, feelings, and ideas in response to professional issues. In writing this paper, students will:
- Practice their ability to summarize content
- Practice their ability to formulate thoughts, reactions, and responses through their own analysis and perspective
- Convey these thoughts and reactions in both a written manner
- Engage colleagues in meaningful and interesting discourse about social work issues
- Develop writing skills, including attention to grammar, clarity and spelling
- Connect the reading to social work practice implications

Please include the following:
- Brief summary of main points or ideas conveyed in the reading.
- What did you consider the most important aspect of this reading, and why?
- Do you agree with the author's perspective? Why or why not?

- What are the implications, based upon what this reading is attempting to convey for social work practice as a field as well as your professional practice?
- What other course content ties into this article and your response?

Paper length and formatting:
Papers are expected to be no less than two pages and no greater than five, double spaced, 12 point font, Times New Roman, with 1" margins. It is expected that the paper will be well organized and that all points are well supported.

Social Work 605: Introduction to Social Work
Assignment: Reaction to Reading

	Points Awarded
Assignment completed and turned in on time – 0 points	
The degree to which the writer includes a brief summary of main points in the reading– 3 points	
The student should be able to explain and support their view point and how it agrees or disagrees with the content in the reading- 3 points	
Implications for social work policy or practice and/or how article applies to other readings or course materials generalist practice is included and well developed- 3 points	
Adherence to guidelines including free of significant grammar and spelling distractions. Consider also the "style" and flow of the writing – 3 points	
Additional Comments:	**/15**

2. Completing a Benefits Application Response Paper (20 points)
The Benefits Application Response paper is due on **October 13<u>th</u> and will be uploaded to Learn @UW.**

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Writing Assignment- Benefits Application Response Paper
Social Work 605: Part time Program
Fall 2018

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Background:
- **FoodShare** is the name of Wisconsin's SNAP Program (Supplemental Nutrition Assistance Program, formerly Food Stamps) which helps people with limited income buy food. For more information, see the material posted on Learn @UW or the website: http://www.dhs.wisconsin.gov/foodshare/
- **BadgerCare Plus** is the name of Wisconsin's Medicaid program that offers health insurance coverage for children, parents, and other caretaker adults. For more information, see the material posted on Learn@UW or the website: http://www.dhs.wisconsin.gov/badgercareplus/
- **Wisconsin Works (W-2)** is the name of Wisconsin's federal TANF program (Temporary Assistance to Needy Families). W-2 provides employment services, training, and financial assistance to eligible low income families with children.   For more information, see the material posted on Learn@UW or the website: http://dcf.wi.gov/w2/

Objectives of assignment:

In writing this response paper, students will:
- Become more familiar with public benefit programs and the process of applying for public assistance in Wisconsin;
- Analyze policies that are designed to advance social well-being;
- Develop greater self-awareness of their own values and ability to empathize with persons in need; and,
- Further develop analytical and writing skills;

The writing task

Step One:

- Read the materials posted on Learn@UW about the three following programs: FoodShare, BadgerCare Plus, and Wisconsin Works (W-2). Refer to the websites for additional information.
- Go to the following website: https://trn.access.wisconsin.gov/ . This is the testing and training

site for the website where people can apply for benefits. The information you enter will ***not*** be submitted.
- Click on "Am I Eligible?" and complete that section. 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, and a job income of $1,800/month. You can enter your personal information or make up information to answer the other questions. It will probably take you 15 minutes.
- Review the results of your application.
- Next, click on "Apply for Benefits" and complete that section. Again, for the purposes of this exercise, you are part of a family that has one adult, two minor children, and a job income of $1800/month. It will probably take you 30-40 minutes.

Step Two:

Write your response paper. Your paper should address the following questions below.

- The application process: What was it like to complete the application process? How long did it take you to fill it out? Was it easy or difficult to understand? Was there any vocabulary/term that was new to you? Did you know all of the information requested or did you have to look it up?
- Discuss your <u>thoughts</u> and <u>feelings</u> 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 an income of $1,800 a month? What did you learn about yourself from completing this assignment? Discuss your intellectual reaction *as well as* your emotional reaction.
- What do you think this process might be like for people who apply for benefits? Think deeply about the extent to which one's access to a computer, familiarity with the programs, or other resources and capacities might make this challenging or difficult. Be specific and provide your own examples based on any previous experience.
- What new things did you learn about public assistance programs while you were completing the application? Explain your answer. Did you learn anything new about yourself? Explain your answer.
- How might your familiarity with this process help you to be a more effective social worker? What would a generalist social worker consider doing to make application processes better for individuals and families? Be specific and provide examples. If you were working in social policy at the state level, would you make any changes in this process? Explain your answer.

Your paper should be <u>no less than three pages and no more than four pages</u> long. It must be typed and double spaced, in 12 point Times New Roman font. Your margins should be set at 1". The paper is due on **October 13th** at the beginning of class. Papers are to be submitted (before the start of class) via the Dropbox on Learn@UW.

Papers turned in, emailed to me or uploaded at Learn@UW after class begins will be considered late, and have points deducted per policy.

The paper will represent 15% of your grade for the class (15 points).

Evaluation

Students will be graded on their ability to logically discuss and analyze their opinion and thoughts. Clarity of ideas and grammar will also be part of the evaluation. The paper will be evaluated using the attached grading rubric.

Note: Based on student disclosures in past classes, we know there are students in this class who may have gone through this application process themselves or have lived in families who have gone through this process. There is **NO** requirement that the student divulge this information when completing this writing assignment. If the student <u>chooses</u> to share this information, the student's right to confidentiality will be strictly observed.

Need Help?

Students are strongly encouraged to seek assistance in writing from the UW Writing Center: http:// www.wisc.edu/writing/, 6171 Helen C. White Hall, 600 N. Park St. Madison. #263-1922.

Social Work 605: Introduction to Social Work
Assignment: Benefits Application Response Paper

	Points Awarded
Assignment completed and turned in on time – 0 points	
The writer discussed what it was like to complete the public assistance application process with some depth and in a comprehensive manner– 3 points	
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 points	
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 points	

The writer identified anything new learned regarding public assistance and significant personal reflection about the process –3 points	
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 points	
Adherence to guidelines including free of significant grammar and spelling distractions. Consider also the "style" and flow of the writing – 3 points	
Additional Comments:	**/20**

3. Midterm Exam (30 points)
The exam will be completed during the beginning of the class period on **Oct 6th**.

4. Final Exam (30 points)
The final exam will be completed as a take home final after the last class.

Attendance Policy
    In order for you and your fellow classmates to benefit from this course, attendance is required unless excused by myself. Attendance will be taken at each lecture. **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 one excused absence in regard to the lectures. For each unexcused absence seven points will be deducted from your grade.**

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 me, 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 1 2-pointfont
- 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 <u>prior</u> to the due date. **Unapproved late assignments will be marked down three points for each day they are late.**

<u>Students with Disabilities</u>
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 students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Center, are expected to provide the instructor with a Faculty Notification Letter by the second week of the semester, or as soon as possible after a disability has been incurred or recognized. For more information, please contact the McBurney Center at mcburney@odos.wisc.edu; Phone at 608-263-2741; Text messaging at 608-225-7956; or by FAX at 608-265-2998, 711 (Via relay); Address is 702 W. Johnson Street #2104 Madison WI

Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Code of Ethics, Professional Conduct & Plagiarism:
Incoming MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the School's Principles of Professional Conduct. In doing so, they agreed that while in the BSW or MSW Program they would honor the Code of Ethics and Principles of Professional Conduct, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. MSW students are expected to adhere to these policies in the classroom and in the preparation of course assignments.

Technology Policy: Use of laptops, cell phones, etc.
Outside technology will be used either minimally or not at all. All cell phones must be turned onto vibrate or silent mode. If you must take a call during class, you are to step outside of the room prior to taking the call. Laptops may be used but only for the purposes of note taking. If at any time, any person's use of technology is deemed disruptive or counterproductive to any other group member, including the instructor, the student will be asked to stop or leave class. This is up to the discretion of the instructor and may result in a partial absence and loss of professionals points for the day.

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.
Individual Help with Writing
Free workshops for UW-Madison students and faculty

[The Writer's Handbook](#)
Handouts, APA style, and more
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

Competencies and Description	Course Content Relevant to Dimensions that comprise the competency	Location in Syllabus
2.1.1: Demonstrate ethical and professional behavior Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession.	Lecture, reading, and discussion on social work, social welfare, NASW code of ethics (K, V, C, & AP)	Wk 1, p2
	Activity on the overlap and difference between social work and other helping professions (K, V)	Wk 1, p2
	Flexner, A. (1915). Is social work a profession? Reading, lecture and discussion. (K,V, C & AP)	Wk 1, p2
	Activity-Personal Value System Discovery (K,V)	Wk1, p2
	Residual vs Institutional Perspective lecture, discussion, and activity: Comparing and contrasting the perspectives historically and today (K, V, C, & AP)	Wk 3, p3
	Midterm Exam (K, V)	Wk 4, p4
	Assignment: Benefits paper (K, V)	Wk 6, p7
	Ida Cannon: Mother of medical social work. Discuss the rise of social work in health care and contemporary roles. (K, V)	Wk 7, p5
	Final Exam (K, V)	Wk 7, p5
2.1.2: Engage diversity and difference in practice 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,	Discuss video, Power of Vulnerability by Brene Brown and the importance of understanding its value when working with diverse cultures. (K, V, S, & C)	Wk 1, p2
	Reading, Lecture, and discussion about historical treatment of poor and minority groups (K, V)	Wk 3, p3
	Video: A look at Elizabethan Work Houses (K, V, C)	Wk 3, p3
	Lecture, Reading, and discussion on slavery in the United States. Video: Unchained Memories. Reading: DuBois, W.E.B. (1901). The freedmen's bureau. (K, V, S, C)	Wk 3, p3
	Lecture and discussion on treatment of Native Americans in boarding schools. NPR Clip "Reclaiming our Children, 2007" (K,	Wk 3, p3

ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.	V, S, C)	
	Kennedy, A.C. (2008). Eugenics. Lecture and discussion. Address the idea of Eugenics, it's role in history and if it is still present today. (K, V, S, C)	Wk 4, p4
	Midterm Exam (S, C)	Wk4, p4
	Discuss the historical and contemporary role of prison on the mental health and substance abuse community.	Wk 5, p4
	Lecture and discussion on the changing face of the American family. What caused this shift? What role did social workers play? (K, V, S, & C)	Wk 6, p4
	Assignment: Benefits paper (K, V, S, & C)	Wk 6, p7
	Lecture and discussion on treatment of older adults and role of social work. Guest lecturer. (K, V, S, & C)	Wk 7, p5
	Final Exam (K, V, S, & C)	Wk 7, p5
2.1.3: Advance Human Rights and Social, Economic, and Environmental Justice Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human	Lecture and discussion on human rights, civil rights, and citizen rights.	Wk 2, p3
	Lecture and discussion on historical perspectives of poverty and treatment and classification of the poor over time. Activity: Compare and contrast worthy vs unworthy poor and identify social work role in working with poverty. Reading: UN Declaration of Human Rights (K, V, & C)	Wk 2, p3
	Reichert, E. (2001). Placing human rights at the center of the social work profession. Reading and discussion (K, V, S, & C)	Wk 2, p3
	Investigate the history of social injustices in history to present day. Identify "isms" and discuss historical role of Social Work in relation to injustices (K, V)	Wk 2, p3

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	Assignment: Response paper (K, V, S, & C)	Wk 2, p6
	Midterm Exam (S, C)	Wk4, p4
	Lecture and discussion about the Great Depression and changing view on poverty. (K, V)	Wk 5, p4
	Lecture and discussion from guest speaker on history of Child Welfare: Orphan Trains, First Juvenile Court, Children's Bureau (K, V)	Wk 6, p4
	Assignment: Benefits paper (K, V, S, & C)	Wk 6, p7
	Lecture and discussion on health care as a human right. (K, V, S, & C)	Wk 7, p5
	Final Exam (K, V, S, & C)	Wk 7, p5

*K=Knowledge; V=Values; S=Skills; C=Cognitive and Affective Processes

A Brief Summary of *"From Safe Spaces to Brave Spaces" A New Way to Frame Dialogue Around Diversity and Social Justice"* (Arao & Clemens, 2013)
By Martha Saucedo, LCSW

By creating ***BRAVE SPACES IN THE CLASSROOM,*** the emphasis is placed on the "need for courage rather than the illusion of safety" when discussing social justice issues. In a brave space, students have the opportunity to dialogue and deepen their understanding of other viewpoints by taking risks, learning to sit with their discomfort, and becoming aware and responsible for their intentions and impact on others. Such a process deepens the student's learning process.

SAFE SPACE OR BRAVE SPACE – THAT IS THE QUESTION!

1. **Controversy with Civility:** The "agree to disagree" safe space approach seeks to reduce conflict in order to avoid discomfort. **A brave space** approach views conflict as natural when discussing social justice issues and encourages students to learn from conflicting viewpoints. It also reminds students to be civil in their discussion so as not to oppress others.

2. **Own your intentions and your impact:** One could argue that the "Don't take things personally" safe space approach results in not owning one's intentions and the impact they have on others. The approach can lead to the transfer of responsibility to the person listening and most emotionally affected, who must now stuff their feelings in order for the other person to feel safe in talking. The brave space approach of owning one's intentions and impact, however, provides students with the opportunity to express their points of view and observe the type of impact their words have on others. It helps them to understand that the impact of their actions may not always align with their intentions, and that even positive or neutral intentions do not negate the negative impact they can have on others.

3. **Awareness of factors influencing the choice to challenge:** Another common approach used in creating safe spaces is "Challenge by choice", which means that a student's choice to participate and how deeply they do so will be honored. In a brave space, students are encouraged to pay attention to the factors that influence their participation decision. Is it privilege that leads to their having the choice not to challenge themselves, and oppression that

does not allow for such a choice by the target group members? It is hoped that awareness of these factors will play a part in a student's decision to participate and be challenged.

4. **Respect:** This concept is used in the safe space approach, but is in need of clarification regarding what it means to students, as it can differ based on experiences, culture and background. In a brave space, students are asked to talk about how they would respectfully challenge others and how they would respond if challenged.

No attacks: As with respect, the brave spaces approach seeks to clarify what is meant by no attacks. It is important to help students understand that a challenge may not necessarily be an attack; rather, it could be the result of a defensive reaction to another's statement. It is important to encourage students to use "I statements" when they are expressing disagreement.
It is the facilitator's responsibility to be aware of these core guidelines when creating brave spaces. Monitor and remind students throughout discussions and model these guidelines in your relationship with the students.

Cultural Humility

Defined:
- ▷ Recognizes "competence" as a lifelong learning process that requires humility
- ▷ Necessitates active critical self-refection by individuals and institutions
- ▷ Requires consistent commitment by practitioners to partnering with diverse populations to end or reduce social injustices.

Goals:
1. Humility to commit to and engage in lifelong self-reflection as practitioners
   - Leads to a positive change in one's attitudes and behaviors toward diverse populations
   - Leads to a greater appreciation, valuation and inclusion of their ideas, beliefs, experiences and expertise
   - Requires cultivating awareness and understanding of the perspectives and practices of others through active listening
2. Recognize and redress power imbalances in the client-social worker or patient-provider communication and dynamic relationship
3. Develop mutually respectful non-paternalistic partnerships with diverse communities

References

1. Tervalon, Melanie and Jann Murray-Garcia. 1998. "Cultural Humility Versus Cultural Competence: A Critical Distinction in Defining Physician Training Outcomes in Multicultural Education." *Journal of Health Care for the Poor and Underserved* 9(2):117-125.

2. Ortega, Robert M. and Kathleen Coulborn Faller. 2011. "Training Child Welfare Workers from an Intersectional Cultural Humility Perspective: A Paradigm Shift." *Child Welfare* 90(5):27-49.

APPENDIX D

Guidelines for the Classroom

Community Guidelines (Equity & Justice Institute, 2016)

▷ Be authentic
▷ Use "I" Statements
▷ Listen respectfully
▷ Be fully present
▷ Be open
▷ Take risks
▷ Recognize and manage your judgment
▷ Trust Intent – Name impact
▷ Respect and maintain confidentiality
▷ There is always room for growth and learning
▷ Name if you feel triggered
▷ Stay in it

Dialoguing

Dialogue versus Debate

Dialogue is a way to communicate that supports authenticity and is different from debate.

Dialogue	Discussion
Inquire	Tell, sell, persuade
Integrate multiple perspectives	Gain agreement on one meaning
Uncover & examine assumptions	Evaluate and select
Unfold shared meaning	Justify and defend

Behaviors that Support Dialogue (Equity & Justice Institute, 2016)

▷ Dialogue = Gentle and Respectful Curiosity

▷ Dialogue = Listening First + Asking Clarifying Questions

▷ Dialogue = Openness + Acknowledging Disagreement

▷ Dialogue = Sharing Feelings and Seeking Shared Meaning