SW205 Introduction to the Field of Social Work (Section 001)  
Fall 2018

Instructor: Professor Tracy Schroepfer  
Office: School of Social Work, Room 302
Office Hours: By Appointment  
Phone: 263-3837  
Email: tschroepfer@wisc.edu

Teaching Assistant: Vicky Knoke  
Office: TA Office, 1st floor SW  
Office Hours: By Appointment  
Email: vknoke@wisc.edu

Teaching Assistant: Jaime Goldberg  
Office: TA Office, 1st floor SW  
Office Hours: By Appointment  
Email: jhgoldberg@wisc.edu

Class Days: Tuesday & Thursday  
Time: 9:30am-10:45am  
Location: Plant Science 108
Credits: 4  
Instructional Mode: Face-to Face

Canvas Course URL: https://canvas.wisc.edu/courses/116964

Discussion Sections: The discussion sections will provide you with the opportunity to more fully explore and talk about topics and issues raised in the weekly lecture. Material covered in discussion sections will also be included in exams. Discussion sections will begin September 10th for Sections 301 & 302 and on September 12th for Sections 303 & 304.

<table>
<thead>
<tr>
<th>Section Number</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
<th>TA</th>
</tr>
</thead>
<tbody>
<tr>
<td>301</td>
<td>Monday</td>
<td>1:20pm - 2:10pm</td>
<td>Social Work 220</td>
<td>Knoke</td>
</tr>
<tr>
<td>302</td>
<td>Monday</td>
<td>2:25pm - 3:15pm</td>
<td>Social Work 220</td>
<td>Knoke</td>
</tr>
<tr>
<td>303</td>
<td>Wednesday</td>
<td>1:20pm – 2:10pm</td>
<td>Social Work 220</td>
<td>Goldberg</td>
</tr>
<tr>
<td>304</td>
<td>Wednesday</td>
<td>2:25pm – 3:15pm</td>
<td>Social Work 220</td>
<td>Goldberg</td>
</tr>
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I. Course Description
Introduction to the Field of Social Work is a basic survey course. It includes historical development, formation of social welfare policies, and the role of the social work professional. Attributes and Designations: This course counts as Liberal Arts and Sciences credit in L&S.

Requisites: None

How Credit Hour is Met: This class meets for two 75-minute periods and a 50-minute discussion section each week over the fall semester and carries the expectations that students will work on course learning activities (readings, studying, writing) for approximately eight hours out of the classroom each week. The syllabus includes additional information about meeting times and expectations for student work.
II. Course Overview
Social Work 205 is intended to introduce the evolution and present status of social welfare institutions and the profession of social work. The course focuses on the development and status of the social welfare institution; the history of social work and social welfare; the purposes, values and skill base of the profession; the organization and functions of public and private social agencies; and the social service delivery system. This course will also address the impact of social problems on individuals, families, and/or communities. This is a professional foundation course required for undergraduate social work and social welfare majors. The course is also open to other undergraduate students of any disciplinary background who are interested in learning more about social welfare and the social work profession.

III. 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
WEEK 1: Introducing Social Work & Social Welfare
Week 1a: Thursday, September 6
Topics: Introduction & Course Overview
 Discussion Sections
 Course Content, Assignments & Policies
 Student Forms

Required Readings:
 No readings required for today

WEEK 2: Social Profession & Practice
Week 2a: Tuesday, September 11
Topics: Social Work Profession
 Purpose, Roles & Responsibilities
 Code of Ethics & Core Values
 Challenges & Rewards

In-Class Activities:
 Discussion: Social Work purpose, roles and responsibilities
 Discussion: Potential practice challenges and rewards

Required Readings:
Week 2b: Thursday, September 13
Topics: Generalist Social Work Practice
- Addressing Complex Social Issues at Home and Globally
- Skills, Roles & Planned Change Steps
- Micro, Mezzo & Macro

In-Class Activities:
- Video: Upstream & Downstream Intervention
- Demonstration & Discussion: Using an Ecomap

Required Readings:

WEEK 3: Diversity, Difference & Oppression

Week 3a: Tuesday, September 18
Topics: Diversity, Difference & Oppression – Part 1
- Social Construction of Difference
- Terms & Definitions
- Lived Experience of Oppression

In-Class Activities:
- Video & Discussion: The Danger of a Single Story

Required Readings:

Week 3b: Thursday, September 20
Topics: Diversity, Difference & Oppression – Part 2
- Identity & Self-Reflection
- Prejudice
- Intersectionality

In-Class Activities:
- Video & Discussion: The Urgency of Intersectionality

Required Readings:
No readings required for today

WEEK 4: Historical Roots of Social Work & Social Welfare

Week 4a: Tuesday, September 25
Topics: Historical Roots, Part 1: 1600s-1860s
- Early Colonial Laws
- Social Welfare System
- Pauperism & Poorhouses
Week 4b: Thursday, September 27
Topics: Historical Roots, Part 2: 1870s-1900
- Industrialization of America
- Immigration
- Settlement Houses & Charity Organizations
- Black Women & Native American Activists

Week 5 Historical Roots of Social Work & Social Welfare
Benefits Application Paper Due in Assignment Dropbox Prior to Start of Class on October 2

Week 5a: Tuesday, October 2
Topics: Historical Roots, Part 3: 1900-1960
- Great Depression
- Creating a National Social Welfare System
- New Deal

In-Class Activities:
- Discussion: Impacts of Stock Market Crash on People & Economy
- Video: Depression & Social Work

Required Readings:
Week 5b: Thursday, October 4
Topics: Historical Roots, Part 4: 1960-Present
- War on Poverty
- Civil Rights & Social Work Activists
- The Great Recession

In-Class Activities:
- Discussion: Long-Term Impact of Indian Boarding Schools
- Videos: Separate But Not Equal
- Video: The Little Rock 9

Required Readings:

Week 6a: Tuesday, October 9
Topics: Social Justice Today
- Social Justice & Social Work
- Social Justice in a Global Society

In-Class Activities:
- Video: Transgender
- Video: How to Raise a Black Son in America

Required Readings:

Week 6b: Thursday, October 11
Topics: Poverty
- Types of Poverty
- Healthcare Disparities

In-Class Activities:
- Pair Share: What are the Causes of Poverty
- Video: The Story We Tell About Poverty Isn’t True

Required Readings:
**WEEK 7: Social Work Ethics & Midterm Examination**

**Week 7a: Tuesday, October 16**  
Topics: Social Work Ethics  
- What They Are & Are Not  
- Basic Principles  
- Ethics & the Digital Age  
- Challenges in Practice  

In-Class Activities:  
- Discussion: Definition & Origin of Ethics  
- Discussion: Boundary Crossing & Violations  

Required Readings:  

**Week 7b: Thursday, October 18**  
Midterm Examination

**WEEK 8: Child Welfare**

**Week 8a: Tuesday, October 23**  
Topics: Child Welfare History & Practice  
- Causes of Child Abuse  
- Social Work Role  
- Successful & Unsuccessful Interventions  
- Child Welfare in Indian Country  

Guest Speaker: Ellen Smith  

In-Class Activities:  
- Case Study: Is it Child Abuse?  

Required Readings:  

**Week 8b: Thursday, October 25**  
Topics: Working in Child Protective Services  
- Choosing the Child Welfare Field  
- Field Placement  
- Rewards & Challenges  

Guest Panelists: TBD  

Required Readings:  
WEEK 9: Developmental Disabilities

Week 9a: Tuesday, October 30
Topics: Developmental Disabilities & Services
- Defining Definition of Developmental Disabilities
- Brief History of the Rights for People with Disabilities
- Social Work Roles & Practice Challenges

Guest Speaker: Vicky Knoke

Required Readings:

Week 9b: Thursday, November 1
Topics: Supporting & Caregiving
- What a Social Worker Needs to Know
- Advocacy

Guest Speaker: Sandy Tierney

Required Readings:
- No readings required for today

WEEK 10: Criminal Justice

Week 10a: Tuesday, November 6
Topics: Criminal Justice
- Social Work & Criminal Justice
- Effects of Institutionalization on Prisoners
- Role of Social Worker in Corrections
- Negative Effects of Punishment on Behavior
- Racial & Gender Disparity within the Criminal Justice System

Guest Speaker: Nick Yackovich, PhD

Required Readings:

Week 10b: Thursday, November 8
Topics: Crime & Social Work Intervention
- Social Work with Sex Offenders
- Rights of Sex Offenders
- Treatment
- Challenges Experienced by Social Worker

Guest Speaker: Meghan Diestelmann, LCSW
Required Readings:

**WEEK 11: Mental Health & Social Work**

**Week 11a: Tuesday, November 13**

Topics: Mental Health
- Mental Health & Mental Disorders
- Diagnosis & Treatment
- Clinical Social Work

Guest Speaker: Tally Moses, PhD

Required Readings:

**Week 11b: Thursday, November 15**

Topics: Mental Health & Stigma
- Mental Health as a Social Justice Issue
- Social Work’s Role in Addressing Stigma

Guest Speaker: Angela Willits, LCSW

In-Class Activities:
- Video: Ending the Stigma of Mental Illness
- Video: 4 Myths About Mental Health In The US

Required Readings:

**WEEK 12: Substance Abuse**

*Social Justice Issue Paper Due in Assignment Dropbox Prior to Start of Class on November 20*

**Week 12a: Tuesday, November 20**

Topics: Substance Abuse

Guest Speaker: Alan Irgang, LCSW
Required Readings:

*Week 12b: Thursday, November 22*
*No Class: Thanksgiving Break!*

**WEEK 13: Medical Social Work & Schools**

*Week 13a: Tuesday, November 27*
**Topics:** Medical Social Work

**Required Readings:**

*Week 13b: Thursday, November 29*
**Topics:** School Social Work
- Role of School Social Work
- Issues Faced by Students
- Effective Treatments
- School to Prison Pipeline

**Guest Speaker:** Jenny Braunginn

**Required Readings:**

**WEEK 14: Aging & Palliative Care**

*Week 14a: Tuesday, December 4*
**Topic:** Social Issues in Aging
- Exploring our Biases Towards Elders
- Gerontological Social Work
- Social Issues in Aging

**In-Class Activities:**
- Discussion: What Words Come to Mind When Thinking of Aging
- Discussion: Barriers Elders May Face When Seeking Substance Abuse Treatment
- Video: Potential Intervention, Dementia & the Power of Music
- Video: Eating Disorders & Elders
Required Readings:

**Week 14b: Thursday, December 6**

**Topic: Palliative Care at End of Life**
- A Quality Dying Process?
- Terminology
- Role of Hospice & Palliative Care Social Workers
- Psychosocial, Cultural & Spiritual Needs

**In-Class Activities:**
- Video: Ain’t the Way to Die
- Discussion: Threats to a Quality Dying Process

Required Readings:

**WEEK 15: Review & Wrap-Up**

**Week 15a: Tuesday, December 11**

**Topics:** Final Examination

V. **Texts and Reading Material for the course:**
The following required textbook is available online, in the University Bookstore or on reserve in the Social Work Library:

Additional required readings will be available through the SW205 Canvas Course site.

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

Grading Scale & Standards:

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

Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points/Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefits Application Paper (Due October 2)</td>
<td>20</td>
</tr>
<tr>
<td>Social Justice Issue/Event Paper (November 20)</td>
<td>20</td>
</tr>
<tr>
<td>Mid-Term Examination (Due October 18)</td>
<td>30</td>
</tr>
<tr>
<td>Final Examination (December 11)</td>
<td>30</td>
</tr>
<tr>
<td>Total Points</td>
<td>100</td>
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1. Attendance Policy
   In order for you and your fellow classmates to benefit from this course, attendance is required unless excused by myself or your TA. Attendance will be taken at each lecture and discussion section. If you are unable to attend the lecture, please email me prior to class to request an excused absence. You may receive no more than two excused absences in regard to the lectures. If you are unable to attend your discussion section, please email your TA prior to class to request an excused absence. You may receive no more than one excused absence for discussion sections. For each unexcused absence either for the lectures or discussion sections, two points will be deducted from your grade. Please note that you must attend at least 22 out of 26 lectures and 11 out of 13 discussion sections in order to pass the course.

2. Benefits Application Paper (20 points)

   Purpose of Assignment
   A goal of this course is to provide you with a deeper awareness and understanding of the impact that social problems such as poverty have on people, and the challenges they face in working with different systems. This assignment affords you the opportunity to gain experience with the Wisconsin benefits system. You will go through the process of applying for BadgerCare Plus and the FoodShare program. Descriptions of the two programs can be found in the Assignment Module on the course Canvas site. 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.
Some students may have applied for benefits before based on personal needs and some may never have applied before. Both sets of students should complete Part 1 of this assignment and in regard to Part 2, respond to the set of questions that is applicable.

**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 in the Canvas Assignments Module about the two benefit programs BadgerCare Plus and FoodShare. If you would like additional information, please refer to the program websites.
- Please read these bullet points prior to beginning the application process:
  - ACCESS works best with Chrome, Firefox and Internet Explorer V. 11. If you use other browsers such as Safari, you are highly likely to have problems.
  - In the "apply for benefits" section you will need to create a username and password. Write these down in case you want to refer back to your application.
  - You will be asked for your social security number. You can use your own or leave it blank; however, it will not accept one that is made up.
- Application Process:
  - Go to the testing and training website where people can apply for benefits: [https://sys.access.wisconsin.gov/](https://sys.access.wisconsin.gov/)
  - Click on “Am I Eligible?” and then click on Next at the bottom of the page. For the purposes of this exercise, you are going to imagine that you are part of a family that has one adult, two minor children, no health insurance for anyone in the family, and a job income of 40 hours a week at $10 an hour. You can enter your personal information or make up information to answer the other questions.
  - When you reach the “Your Results” page of your application, review the programs for which you may and may not be eligible. After looking over the page, click on Next and then Next again. You will be on a page that has a “Print My Information” button. Click on the button, and then download and save the page. You may also take a screenshot for proof of completion. 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-full page minimum to 5-page maximum paper (cover sheet not included in this count).
Students who have never applied for benefits before:
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.

Students who have applied for benefits before:
Succinctly, critically and deeply answer the following questions:
1. What was it like when you applied for benefits prior to this assignment?
2. Discuss the thoughts and feelings you remember having when you first applied for benefits. Were your thoughts and feelings different when you applied for this assignment? Why or why not?
3. What challenges did you face when you first went through the application process? Based on having completed the application process for personal reasons and for this assignment, what do you think some people may face in completing the application process? In discussing your challenges and ones that others may face, be specific and provide examples.
4. What new information did you learn about public assistance programs when you first applied and when you applied for this assignment? How might your familiarity with this process help you to be a more effective social worker? What might a social worker consider doing to make application processes better for individuals and families? Be specific and provide examples.

Assignment Due Date
Your completed paper, along with the two printouts from the application part of the assignment must be uploaded to the Canvas Benefits Application Paper Assignment dropbox prior to the beginning of class on October 2. Go to the Assignments Module on Canvas for examples of the two printouts (Am I Eligible Printout and Apply for Benefits Printout) that
must be uploaded along with your paper. In addition, the grading rubric for this assignment is located in the Assignments Module on Canvas.

3. Social Justice Issue Paper (20 points)

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

Assignment Instructions
This two-part assignment involves your choosing a newspaper article written on a social justice issue or event (e.g., protest about issue) and writing a paper addressing the questions below. The issue can be one that is occurring at the city, county, state or national level. I encourage you to choose an issue that resonates with you and challenges your critical thinking skills.

Part 1: Find Social Justice Issue Article
- Find a newspaper article written in the past six months about a current social justice issue or event. Most major newspapers in the country can be accessed online.
- Note: The source must be an actual newspaper and not a news sources that only has an online presence; this type of source is not acceptable for this assignment.
- The article must be a news article, not an op-ed piece or an editorial.

Part 2: Write Your Paper
- You are required to write a 4-full page minimum to 5-page maximum paper (cover sheet and references are 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, as well as in the Canvas Assignments Module. If you chose an online article, use APA style and cite it at the end of your paper on a reference page. If you cut an article out of a newspaper, then please scan and upload it with your paper.

Succinctly, critically and deeply answer the following questions:
1. Describe the main points of the article. Who wrote it and from what perspective? What is the social justice issue this article discusses?
2. What is the relevance of this article to course lectures, guest speakers, required readings and/or discussion sections?
3. What are specific implications for social work practice, policy or social programs?
4. Discuss your thoughts, feelings, and personal reactions to the article. What did you learn? Be specific and provide examples, if necessary.
Assignment Due Date
Your completed paper (and if appropriate, scanned copy of newspaper article) must be uploaded to the Canvas Social Justice Paper Assignment dropbox prior to the beginning of class on November 20. To see how this assignment will be graded, refer to the grading rubric located in the Assignments Module on Canvas.

4. Examinations (60 points)
Two examinations will be given covering material from the readings, lectures, videos, guest speakers, class discussions and discussion sections. These exams will consist of multiple choice and true-false questions. The midterm examination and the final examination will each be worth 30 points. Please arrive promptly at the appointed exam time. If you arrive late to either exam and at least one student has already completed the exam and left the classroom, you may not take your exam and will receive a failing grade.
- The mid-term examination will be held on Thursday, October 18th and cover the material from Weeks 2a-7a.
- The final examination, which is not comprehensive, will cover material from Weeks 8a-14b and be held on the last day of class, Tuesday, December 11th from 9:30-10:45.

Grading Questions
Your goal for this and other courses should be to make the most of your learning experience, and not to simply earn an ‘A’. Your expectations about the grades you receive on assignments should be wholly based on (1) the extent to which you respond to assignment objectives, (2) the quality of your writing (to include grammar and spelling, organization, and clarity), and (3) your ability to demonstrate critical thinking and write with depth. If there are assignment instructions that are unclear to you, please note that it is your responsibility to bring this to my attention and do so in a timely manner. If you have an issue with a grade on an assignment, please document your reasons in writing with specific attention to the three points above. Next, email the document to your TA, who will give your concerns fair and careful attention.

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

Meeting course objectives requires that the instructor and students actively work to create a learning environment that is respectful and safe so that ideas can be examined honestly and diverse viewpoints shared. On the first day of class, we will discuss creating a brave space in the classroom, the art of dialoguing, and the establishment of community guidelines. I want to insure that our classroom is an inclusive space free from discrimination, harassment, bullying and victimization.
The success of this Student Behavior Policy & Classroom Climate relies on all of us accepting the responsibility not to be offensive to each other nor participate in or condone harassment or discrimination of any kind. Should you experience or witness such behavior, please schedule an appointment with me so that together we can discuss and address the issue.

Reading Assignments
You are expected to have read all assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that you can learn, actively participate in class discussions, and successfully complete written assignments.

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

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

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

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

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

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

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

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

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

If you have a passport from the McBurney Disability Resource Center noting your need to use a laptop for notetaking, this accommodation will be approved by the course instructor.

**Plagiarism**
Plagiarism is a form of academic misconduct, which is not tolerated by the University or the School of Social Work. Plagiarism seeks to claim credit for the work or effort of another without citation or authorization.

The School of Social Work defines plagiarism as:
1. The appropriation of passages or complete works of another person and submitting them as one’s own work – in either written materials or speeches.
2. The presentation of ideas of others as one’s own without giving credit.

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

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

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

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

For more information:
Academic misconduct rules procedures can be found in UWS 14: http://www.students.wisc.edu/doso/docs/UWS14.pdf

For guidelines on quoting and paraphrasing:
UW-Madison Writing Center http://writing.wisc.edu/Handbook/QuotingSources.html
<table>
<thead>
<tr>
<th>Competencies &amp; Descriptions</th>
<th>Course Content Relevant to Dimensions* Comprising Competency</th>
<th>Location in Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1.1: Demonstrate ethical and professional behavior</strong> 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 role and responsibilities. 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.</td>
<td>Lectures, readings and discussions related to demonstrating ethical and professional behavior, as it relates to the profession’s history, its mission, and role and responsibilities. (K, V)</td>
<td>Week 2a, 2b, 4a, 4b, 5a, 5b, 6a, 6b, 7a, 8a, 8b, 9a, 9b, 10a, 10b, 11a, 11b, 12a, 13a, 13b, 14a &amp; 14b</td>
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<tr>
<td></td>
<td>Videos &amp; activities (K, V)</td>
<td>Week 2a, 2b, 4a, 4b, 5a, 7a, 8a, 14a, 14b</td>
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<tr>
<td></td>
<td>Assignments: Benefits Paper (K, V)</td>
<td>Pages 11-14</td>
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<td>Midterm Exam (K, V)</td>
<td>Page 15</td>
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<tr>
<td></td>
<td>Final Exam (K, V)</td>
<td>Page 15</td>
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<tr>
<td><strong>2.1.2: Engage diversity and difference in practice</strong> 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. 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.</td>
<td>Lectures, readings and discussions related to engaging diversity and difference in practice. (K, V, S, C&amp;AP)</td>
<td>Week 2b, 5a, 6a, 10a, 11b, 13b, 14a, 14b</td>
</tr>
<tr>
<td></td>
<td>Videos &amp; Activities (K, V, S, C&amp;AP)</td>
<td>Week 3a, 3b, 5b, 6a, 6b</td>
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<td></td>
<td>Midterm Exam (K, V)</td>
<td>Page 15</td>
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<td>Final Exam (K, V)</td>
<td>Page 15</td>
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<tr>
<td><strong>2.1.3: Advance Human Rights and Social, Economic, and Environmental Justice</strong> 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 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.</td>
<td>Lectures, readings and discussions related to advancing human rights and social, economic and environmental justice. (K, V, S, C&amp;AP)</td>
<td>Week 2b, 3a, 3b, 4a, 4b, 5b, 8a, 9a, 10a, 10b, 11b, 13a, 13b, 14a, 14b</td>
</tr>
<tr>
<td></td>
<td>Videos (K, V, S, C&amp;AP)</td>
<td>Week 2b, 5b, 6a, 11b, 14a, 14b</td>
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</table>

*K=Knowledge; V=Values; S=Skills; C & AP=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-reflection 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
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.

<table>
<thead>
<tr>
<th>Dialogue</th>
<th>Discussion</th>
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</thead>
<tbody>
<tr>
<td>Inquire</td>
<td>Tell, sell, persuade</td>
</tr>
<tr>
<td>Integrate multiple perspectives</td>
<td>Gain agreement on one meaning</td>
</tr>
<tr>
<td>Uncover &amp; examine assumptions</td>
<td>Evaluate and select</td>
</tr>
<tr>
<td>Unfold shared meaning</td>
<td>Justify and defend</td>
</tr>
</tbody>
</table>

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