

**SOCIAL WORK/SOCIOLOGY 261—INTRODUCTION TO  
SOCIAL WORK AND THE SOCIAL SERVICES FIELD**

Spring Semester 2017

Section 1: Mondays and Wednesdays 9:35-10:50 CCC 303

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OFFICE HOURS: Mondays and Wednesdays 2:00-2:45 PM; Tuesdays and Thursdays 9:30-11:00 AM; and by appointment.

**REQUIRED TEXTS:** Suppes, M.A. & Wells, C.C. (2013). **The Social Work Experience: An introduction to social work and social welfare, Sixth Edition.** Boston: Allyn & Bacon.

**COURSE DESCRIPTION**

This class is designed to help students learn about social work and social welfare and explore career choices in social work. The history of social work is explored and used to place current issues such as poverty, racism, and sexism in the context of the society within which they exist. Social work programs and approaches that address these and other client issues are highlighted, as is the importance of research-informed practice. Areas of social work practice such as child welfare, schools, criminal justice, health, mental health, alcohol and drug abuse, aging, and developmental disabilities are examined. Social work theories, knowledge, skills, values, and approaches are investigated in a general sense and as applied to various areas of social work practice. Students are asked to evaluate their own and society's values in the areas studied.

**COURSE OBJECTIVES**

At the completion of the course, the student should:

1. Demonstrate an understanding of social work as a profession within the context of the broader social welfare system.
2. Demonstrate familiarity with the history, mission, theory base, values, and ethics of the social work profession.
3. Demonstrate familiarity with social welfare concepts frequently used in the discussion of social welfare institutions.
4. Demonstrate beginning understanding of concepts related to generalist social work practice by examining the function of social workers as generalist practitioners in terms of knowledge base, roles, practice skills, and research-informed practice.
5. Demonstrate familiarity with the social work intervention process/planned change process.
6. Demonstrate knowledge of different fields of practice and variety of settings within the social work profession.
7. Identify personal values and examine them in relation to societal and professional values.
8. Explain the commitment of social work to human diversity, social justice, and populations-at-risk.
9. Demonstrate skill in use of the library indexes and databases and internet to locate peer-reviewed articles and books regarding social work practice.
10. Demonstrate skill in the use of APA format.

**COUNCIL ON SOCIAL WORK EDUCATION CORE COMPETENCIES**

The Council on Social Work Education (CSWE) identifies core competencies that students must demonstrate and apply throughout their education and that social work programs must infuse into their curricula. This course was designed to provide exposure to these competencies and serve as a foundation for the further development that will take place should a student be admitted into the social work major. Students pursuing further education in social work should familiarize themselves with these competencies, as listed here:

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice.
3. Advance Human Rights and Social, Economic, and Environmental Justice.

4. Engage in Practice-Informed Research and Research-Informed Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

### **CLASS FORMAT**

Classes include lecture, discussion, videos, individual and group exercises, and guest speakers.

### **COURSE REQUIREMENTS**

- |                                   |                 |
|-----------------------------------|-----------------|
| 1. Discussion Board               | 50 points       |
| 2. Internet Assignments           | 100 points      |
| 3. 1 <sup>st</sup> exam:          | 100 points      |
| 4. 2 <sup>nd</sup> exam           | 100 points      |
| 5. 3 <sup>rd</sup> exam           | 100 points      |
| 6. Annotated Bibliography Project | 100 points      |
| 6. Extra Credit                   | up to 10 points |

- ◆ Students are expected to attend class regularly and read all assignments before attending the class for which they are assigned. Students should be prepared to take part in discussion, experiential, and written assignments in class. **Laptop use and cell phone use, including texting, is forbidden during class unless cleared by the instructor in advance.**
- ◆ Students are asked to post a reaction to each guest speaker in the discussion area of Desire2Learn. This will be reflected in the “discussion board” aspect of grading.
- ◆ Please see the attached handout regarding internet assignments and research-informed practice project.
- ◆ Exams may include multiple choice, true- false, matching, short answer, and essay questions.
- ◆ Extra Credit is available to increase points for the class. It cannot be earned unless all assignments have been completed up to the point that the extra credit is done. Choose articles related to social work from newspapers, professional journals, magazines, etc. Copy the article and write a one- page paper on what you think about it and how it relates to social work. Turn in both the article and your reaction paper. You may turn in a maximum of 5 articles that are worth 2 points each.

### **GRADING SCALE**

A	=	94-100
A-	=	91-93
B+	=	88-90
B	=	84-87
B-	=	81-83
C+	=	78-80
C	=	74-77
C-	=	71-73
D+	=	68-70
D	=	60-67
F	=	59 and below

### **WRITING ASSIGNMENTS**

- ◆ Papers will be graded on accuracy, breadth of content, consideration of social work principles, development of ideas, spelling, and grammar.
- ◆ Standard English and non-sexist language should be used. Complete sentences and appropriate paragraphs should be used.
- ◆ Spelling and grammar should be checked; do not rely on spell and grammar check as your only editorial tools.

- ◆ When references are used, ALL references must appear in a reference list at the end of the paper.
- ◆ Assignments may be turned in before the due date if desired.
- ◆ Assignments may be submitted late, though points will be deducted for each day of lateness.

### **ASSISTANCE WITH ASSIGNMENTS**

I am happy to meet with you to discuss assignments. We can do this in person, by phone, or by e-mail. If you want to meet in person, you may stop in during office hours or we can schedule another time that works for both of us.

### **LATE PAPERS/MISSED EXAMS/INCOMPLETES**

Students are expected to complete course work by the date that it is due. You are responsible to contact me to negotiate for any alternate dates. You must do this **BEFORE THE DUE DATE**. The same process is necessary to request an incomplete. Requesting an extension does not automatically mean that you will receive one.

### **PLAGIARISM**

Plagiarism—using words or ideas of another person without citation—will result in a failing grade for the course and may lead to other disciplinary action. Any quotation, specific fact, or major idea taken from a book, article, or other source, must be cited with its page number within your paper, as well as being included in your reference list at the end of the paper. If you do not do this, it is plagiarism.

### **SPECIAL NEEDS**

Students who have special needs that affect their participation in the course may notify the instructor if she/he wishes to have special accommodations considered in either instruction or examination. Students are encouraged to contact the instructor as early in the semester as possible to discuss special needs.

### **CONFIDENTIALITY**

We will be discussing case examples about real people. It is important that class members respect the confidentiality of the people who are discussed. Members of the class may wish to make comments that they do not want repeated outside of the classroom. If a student requests confidentiality prior to her/his remarks, the class is expected to respect this confidentiality as well.

### **GROUND RULES FOR CLASS PARTICIPATION**

We are working to develop knowledge, skills, and values that are consistent with social work. Sexism, racism, classism, ableism, and heterosexism exist. We all have misinformation, and sometimes prejudices, about groups of people. One of the goals of this class is to learn accurate information that will help us change prejudice and discrimination--our own and that of others. In order to do this, we need to practice changing what we say after we have learned that we have misinformation. We need to practice not blaming people for their positions in life. We need to look for accurate information about all people and actively work against spreading myths and stereotypes that exist about people. We need to share information about ourselves. Sometimes we need to take risks such as asking for information and expressing opinions. No one is expected to be perfect in this effort. Everyone is expected to try. My goal is to make this classroom a safe place to practice gathering and using new information. I hope that you will help with this.

### **RIGHTS AND RESPONSIBILITIES**

For more information on rights and responsibilities associated with being a student at UWSP, please see the UWSP Community Bill of Rights and Responsibilities at:

<http://www.uwsp.edu/admin/stuaffairs/rights/rightsCommBillRights.pdf>

### **POLICY RELATED TO SEXUAL VIOLENCE ON THE UWSP CAMPUS:**

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that

this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Dean of Students. The Dean of Students or designee will contact you to let you know about accommodations and remedies available at UWSP and in our community. Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students:

<http://www.uwsp.edu/dos/Pages/default.aspx>

\*If it is determined that an alleged perpetrator poses an imminent threat to the broader campus community or if person(s) under 18 years of age are involved, UWSP employees are required to notify the Title IX Coordinator and/or law enforcement.

### **EMERGENCY PROCEDURES**

In the event of a medical emergency call 911. Offer assistance if trained and willing to do so. Guide emergency responders to a victim.

In the event of a tornado warning, proceed to the lowest level interior room without window exposure. See [www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans](http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans) for floor plans showing severe weather shelters on campus. Avoid wide-span rooms and buildings.

In the event of a fire alarm, evacuate the building in a calm manner. Meet at the Sun Dial. Notify instructor or emergency command personnel of any missing individuals.

In the event of an active shooter – Run/Escapes, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders. See UW-Stevens Point Emergency Management Plan at [www.uwsp.edu/rmgt](http://www.uwsp.edu/rmgt) for details on all emergency response at UW-Stevens Point.

### **CLASS TOPICS AND ASSIGNMENTS**

**Changes in assignments or dates of assignments will be announced as far ahead of time as possible.**

#### **Week 1 (1/23 & 1/25)**

- **Topic:** Introductions, Course Expectations, and Syllabus; the Social Work Profession
- **Read:** Chapter 1 & NASW Code of Ethics
- **Assignment:** Internet Assignment—NASW Overview (due by 5 PM on Sunday, 1/29/17)
- *Content Focus: CSWE Competency 1*

#### **Week 2 (1/30 & 2/2)**

- **Topic:** Theoretical Perspectives for Social Workers
- **Read:** Chapter 2
- **Assignment:** Submit topic idea for “Annotated Bibliography Project” to discussion area of D2L (due by 5 PM on Sunday, 2/5/17)
- *Content Focus: CSWE Competency 1*

#### **Week 3 (2/6 & 2/8)**

- **Topic:** Social Justice, Poverty, and Populations at Risk
- **Read:** Chapter 3
- **Guest Speaker (2/8):** Marc Herstand, Executive Director of NASW Wisconsin—*confirmed*
- **Assignment:** Internet Assignment—PFLAG (due by 5 PM on Sunday, 2/12/17)
- *Content Focus: CSWE Competencies 2, 3, and 4*

**Week 4 (2/13 & 2/15)**

- **Topic:** Social Welfare Policy: Historical Perspectives
- **Read:** Chapter 4
- **In-Class Video:** Legacies of Social Change: 100 Years of Professional Social Work in the U.S.
- **Assignment:** Internet Assignment—NASW Historical Timeline (due by 5 PM on Sunday, 2/19/17)
- *Content Focus: CSWE Competencies 1 and 5*

**Week 5 (2/20 & 2/22)**

- **Topic:** Research Informed Practice/Practice-Informed Research
- **Library Session (2/20)** in ALB 316 with Axel Schmetzke—*confirmed*. **If you have your own laptop/tablet, please bring it.**
- **EXAM 1 (2/22)**
- *Content Focus: CSWE Competency 4*

**Week 6 (2/27 & 3/1)**

- **Topic:** Family and Children's Services
- **Read:** Chapter 5
- **Guest Speaker:** Teresa Kovach, Portage County Health and Human Services, Child Protective Services—*pending*
- **Assignment:** Internet Assignment—Casey Family Programs/Child Welfare (due by 5 PM on Sunday, 3/5/17)
- *Content Focus: CSWE Competencies 1, 4, 5, 6, 7, 8, and 9*

**Week 7 (3/6 & 3/8)**

- **Topic:** Social Work in Mental Health
- **Read:** Chapter 6
- **Guest Speaker:** Michelle Nelson, St. Michael's Hospital, Mental Health Unit—*pending*
- **Assignment:** Internet Assignment—NAMI (due by 5 PM on Sunday, 10/23/16)
- *Content Focus: CSWE Competencies 1, 3, 4, 5, 6, 7, and 8*

**Week 8 (3/13 & 3/15)**

- **Topic:** Social Work in Health Care
- **Read:** Chapter 7
- **Assignment:** Internet Assignment—Organ Donation (due by 5 PM on Sunday 3/19)
- *Content Focus: CSWE Competencies 1, 4, 5, 6, 7, and 8*

**SPRING BREAK—ENJOY!****Week 9 (3/27 & 3/29)**

- **Topic:** Social Work in the Schools
- **Read:** Chapter 8
- **Guest Speaker:** Jennifer Knecht, Stevens Point Area School District, SPASH—*pending*
- **Assignment:** Internet Assignment—CDC Website on Adolescent and School Health (due by 5 PM on Sunday, 4/2/17)
- *Content Focus: CSWE Competencies 1, 4, 5, 6, 7, and 8*

**Week 10 (4/3 & 4/5)**

- **Topic:** Substance Abuse Services
- **Read:** Chapter 9
- **No Class (4/5)**—*Professor conducting workshop in Madison—alternate activity to be given*
- **Assignment:** Internet Assignment—SAMHSA Website (due by 5 PM on Sunday, 4/9/17)
- *Content Focus: CSWE Competencies 1, 4, 5, 6, 7, and 8*

**Week 11 (4/10 & 4/12)**

- **Topic:** Writing in the Field of Social Work; Research-Informed Practice/Practice-Informed Research
- **EXAM 2(4/12)**—*Professor at Social Work Lobby Day—colleague to proctor exam*
- *Content Focus: CSWE Competencies 1 and 4*

**Week 12 (4/17 & 4/19)**

- **Topic:** Social Work with Older Adults
- **Read:** Chapter 10
- **Assignment:** Internet Assignment—Alzheimer’s Association (due by 5 PM on Sunday, 4/23/17)
- *Content Focus: CSWE Competencies 1, 4, 5, 6, 7, and 8*

**Week 13 (4/24 & 4/26)**

- **Topic:** Criminal Justice
- **Read:** Chapter 11
- **Guest Speaker (4/26):** Kate Kipp, Portage County Justice Programs—*confirmed*
- **Assignment:** Internet Assignment—the Sentencing Project (due by 5 PM on Sunday, 4/30/17)
- *Content Focus: CSWE Competencies 1, 3, 4, 5, 6, 7, and 8*

**Week 14 (5/1 & 5/3)**

- **Topic:** Developmental Disabilities
- **Read:** Chapter 12
- **Guest Speakers (5/3):** Becky Woods Bauknecht & Shannon McKinley, Community Care Connections of Wisconsin—*confirmed*
- **Assignment:** Research-Informed Practice Project (due by 5 PM on Sunday, 5/7/17)
- *Content Focus: CSWE Competencies: 1, 4, 5, 6, 7, and 8*

**Week 15 (5/8 & 5/10)**

- **Topic:** Future Trends; Personal Values/Attitudes and Practice
- **Read:** Chapter 13
- *Content Focus: CSWE Competency 1*

**Final Exam (Exam 3):** Tuesday, May 16th 14:45-16:45

## ASSIGNMENT DETAIL

### Internet Assignments

*(CSWE Competencies 1, 4, and others depending on particular assignment. See weekly schedule.)*

For certain content areas covered, the instructor will provide students with an accompanying guided internet assignment. These assignments can be found in the “content” area of Desire2Learn. The purpose of these assignments is to help students further explore the issues being addressed in class, to gain confidence in locating social work resources and information on the internet, to develop reflective writing skills, and to allow opportunities for relating personal values and experiences to social work issues.

- Follow the instructions for each particular assignment, reviewing at least the information identified in the assignment and exploring further if you wish.
- Each response should be one to two pages (double spaced) and is worth 10 points.
- Responses must include your **personal feelings/ thoughts/ comments** in reaction to the internet material and **any questions** that you would like the instructor to address regarding the material. DO NOT simply summarize the content found on the website. Your response paper should display understanding of the material covered, but should mainly focus on your personal reaction.
- It is the responsibility of each student to ensure that they complete 10 assignments to receive full credit.
- Assignments may be completed early, but will likely be more meaningful to the student if done during the week the corresponding content is being covered in class. Assignments may be submitted late for reduced credit.

**Annotated Bibliography Project**

*(CSWE Competencies 1 and 4)*

This purpose of this assignment is to help students more deeply examine a specific client population of interest to them, to develop skill in using the library and internet to locate relevant information and resources, and to illustrate the importance of skill in accessing resources and in research-informed practice.

Each student will identify a specific client population that he or she would like to learn more about (e.g. gay/lesbian youth, children with autism, men who have experienced domestic violence, adults with schizophrenia, people experiencing cocaine addiction, children who have been sexually abused, etc.).

He/she will then identify information and resources relevant to that particular population as it relates to social work practice and create an annotated bibliography in APA format.

- ✓ Identify a specific client population that you would like to know more about. Submit your topic idea to the dropbox of D2L by the date indicated in your syllabus. Review your professor's feedback once it is posted (5 points).
- ✓ Attend the Library Session on the date indicated in your syllabus to learn more about how to utilize the library to access relevant, peer reviewed resources (5 points).
- ✓ Submit an annotated bibliography in APA format by the date indicated in your syllabus. In an annotated bibliography, you list the source and then summarize it and assess its relevance/usefulness to social work. The following types of sources should be included: (90 points)
  - Title (client population)
  - At least five current articles (published in the last 5 years) from academic/professional/peer reviewed journals on social work practice with your chosen client population
  - At least one current book (published in the last 10 years) relevant to your chosen client population
  - At least two websites from respectable sources that could be used by a social worker serving your chosen population
  - At least one local community program/organization that might be useful to your client population (for citing purposes, use their website or a brochure)