



SOWK 2310 - INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE

Instructor: Bruce D. Friedman, PhD, ACSW, CSWM, LCSW
 Term: Spring 2021
 Class: Via Blackboard (Alternate Tuesdays as scheduled)
 Phone: email

Classroom: Virtual
 E-Mail: bdfriedman@utep.edu
 Office Hours: by appointment



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I. COURSE DESCRIPTION

Introduction to the human service delivery system in the United States with an emphasis on the social work profession: its mission, philosophy, ethics, values, diverse fields, and ethno-cultural perspectives. Observations of social service agencies and guest speakers provide a career orientation to the social work profession.

II. COURSE COMPETENCIES

Competencies
EP2.1.1: Identify as a professional social worker and conduct oneself accordingly.
EP2.1.2 Apply social work ethical principles to professional practice.
EP2.1.3: Apply critical thinking to inform & communicate professional judgments.
EP2.1.4: Engage in practice-informed research and research-informed practice
EP2.1.5 Engage in Policy Practice
EP2.1.6: Engage with individuals, families, groups, organizations, and communities
EP2.1.7: Assess individuals, families, groups, organizations, and communities
EP2.1.8. Intervene with individuals, families, groups, organizations and communities
EP2.1.9: Evaluate practice with individuals, families, groups and organizations and communities.

Upon completion of this course the students will demonstrate

Knowledge:

- Identify key historical trends and philosophies that influence the development of social welfare institutions.
- Identify and discuss key historical trends and philosophies that influenced the development of the social work profession.
- Understand basic elements of social welfare policies and laws in the United States.
- Know about the economic and social environment of the US Border Region.
- Understand diversity in the US Mexico Border Region.
- Appreciate the many causes of violence and social discord in the El Paso Juarez metropolis.
- Become familiar with the NASW Code of Ethics.
- Become familiar with all aspects of diversity including: ability, socio-economic status, ethnicity, sexual orientation, culture, religion, political orientation, age, and regional context.
- Gain a preliminary understanding of social welfare in a Global Context.
- Understand the principles of universal human rights and distributive justice.

Values:

- Recognize the NASW Code of Ethics as the basis for ethical conduct in social welfare policy formulation.
- Develop a commitment to social and economic justice.
- Recognize the dignity and worth of individuals in need.
- Appreciate the diversity of people with respect to nationality, race, ethnicity, sexual orientation, age, disability, illness and gender.

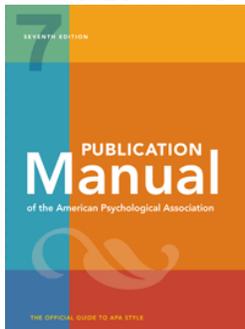
Skills:

- Demonstrate the ability to analyze current social welfare policies against the backdrop of historical and contemporary social and political forces.
- Develop familiarity with the basic skills of Generalist Social Work Practice and the Problem Solving Method.
- Demonstrate an understanding of Biestek’s Principles of Casework in application to practice.
- Be able to apply the NASW Code of Ethics to social work practice scenarios.

III. REQUIRED TEXTBOOKS



American Psychological Association (2019). Publication manual of the American Psychological Association, (7th Edition). American Psychological Association: Washington, DC.
ISBN: 978-1-4338-3217-8



IV. COURSE ASSIGNMENTS and GRADING

	Percent
1) Weekly discussion posts	25
2) Why I want to be a social worker	25
3) How history informs practice	25
4) The social worker as change agent	<u>25</u>
Total	100%

GRADING

Will be done on a straight percentage basis.

Valuable resources:

- 1) APA Format: Title Page, Running Head, and Section Headings – <http://www.youtube.com/watch?v=VKWKswH29kM>

UTEP Writing Center: *If you know writing is not your strongest skill, take your draft to the writing center, have them edit it, correct it and turn in a) your draft with their edits, b) the sheet of paper they provide to demonstrate you've been there, and c) your final paper. I will take this extra effort into consideration when grading your assignments.*

ASSIGNMENTS

Why I want to be a social worker

Due: February 21

This 5-page paper (not including title or reference pages) explores your understanding of self and how it relates to the social work profession. This is a self-exploration about your understanding of self and the social work profession.

How History Informs Practice Paper

Due: March 21

This 5-page paper (not including title or reference pages) looks at how historical events lead to the development of different social welfare policies. You might want to identify a particular policy and then identify the historical events that lead to the development of that policy.

The Social Worker as a Change Agent

Due: April 25

Identify a particular field of service or review the WHO SDGs and describe in your words the role of social work in be a change agent to transform the problem. This 5-page paper (not including title or reference pages).

Please make sure all papers are properly cited using APA 7th edition style

VII. CLASS POLICIES

1. Students are active in the learning process. This implies substantive class participation, although quality of participation will be judged over quantity. Active participation in class through expression of opinion, risk taking, and constructive interaction with others prepares students for active professional participation after graduation. Students are expected to demonstrate their mastery of course content, including reading material, through class discussions, written assignments, and examinations.

Class participation through discussion posts are mandatory. Discussion should be thoughtful and demonstrate mastery of material. Initial posts must be completed by the end of the day on Thursday. Participation will entail responding to **at least two other classmates**. Responses should be completed by the end of the day on Sunday. The rubric below is how your discussion is assessed.

Criteria	Non-performance	Basic	Proficient	Distinguished
Apply relevant course concepts, theories, or materials correctly.	Does not explain relevant course concepts, theories, or materials.	Explains relevant course concepts, theories, or materials.	Applies relevant course concepts, theories, or materials correctly.	Analyzes course concepts, theories, or materials correctly, using examples or supporting evidence.
Collaborate with fellow classmates, relating the discussion to relevant course concepts.	Does not collaborate with fellow learners.	Collaborates with fellow learners without relating the discussion to the relevant course concepts.	Collaborates with fellow learners, relating the discussion to relevant course concepts.	Collaborates with fellow learners, relating the discussion to relevant course concepts and extending the dialogue.
Apply relevant professional, personal, or other real-world experiences.	Does not contribute professional, personal, or other real-world experiences.	Contributes professional, personal, or other real-world experiences, but contributions lack relevance.	Applies relevant professional, personal, or other real-world experiences.	Applies relevant professional, personal, or other real-world experiences to extend the dialogue.
Support position with applicable knowledge.	Does not establish relevant position.	Establishes relevant position.	Supports position with applicable knowledge.	Validates position with applicable knowledge.

2. Social work practitioners are assertive and function as team members. Therefore, feedback about the course is welcome and the course will be viewed as a joint effort between students and the instructor.

Late assignments:

Any assignment that is not turned by class time on the day it is due will be considered late. While extenuating circumstances may be taken into consideration, anticipate that the grade received on a late assignment will be lowered by the equivalent of 10 points for each day it is late.

Attendance and the Drop Deadline: Students who miss more than three classes risk being withdrawn from class with a grade of W if absences occur prior to the first eight weeks or an F if the total of class sessions missed exceeds three after the first four weeks of the course.

TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

Because this is an online class, we will not see each other in the ways you may be accustomed to: during class time, small group meetings, and office hours. However, there are a number of ways we can keep the communication channels open:

Office Hours: We will not be able to meet on campus, but I will still have office hours for your questions and comments about the course. Office hours will be held using BlackBoard Collaborate and special sessions will be listed in the announcement.

The best way to contact me is via email. I will make every attempt to respond within 48 hours. Be sure to email from your UTEP student account (preferably through BlackBoard).

NETIQUETTE

Communication online can be challenging. It is possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Please keep these netiquette guidelines.

- Consider your audience; all communications should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment of inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and past them to a publicly accessible website, blog, or other space.

AMERICANS WITH DISABILITIES ACT

The University of Texas at El Paso is committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112- The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act- (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

UTEP is dedicated to providing reasonable accommodations to students with disabilities so they have equal access and opportunity to complete their education. University policy states that the student is responsible for informing the Center for Accommodation and Support Services of their disability, and for requesting accommodations within two weeks of the start of each semester. The Center for Accommodation and Support Services determines whether students need accommodation, and assists the instructor in providing accommodation.

If you have or suspect a disability and need accommodation, you should contact the Center for Accommodation and Support Services at 747-5148. You can also email the office at cass@utep.edu or go by room 106, Union Building East. For additional information, visit the CASS Website at: <http://sa.utep.edu/cass/>

TITLE IX

The Title IX of the Education Amendments of 1972 (Title IX), prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. All such acts of sexual violence are forms of sexual harassment covered under Title IX.

In accordance with Title IX of the Education Amendments of 1972, UTEP does not discriminate on the basis of sex in the operation of its educational programs and activities. This commitment to non-discrimination applies to both employment in and admission to such programs and activities. [Link to full text at <http://admin.utep.edu/Default.aspx?tabid=68750>]

Inquiries regarding Title IX should be referred to the University's **Title IX Coordinator(s)**:

- Ms. Sandy Vasquez, Title IX Coordinator (Investigation of concerns related to Faculty and Staff): 915-747-5662 svasquez@utep.edu
- **Dr. Charlie Gibbons, Deputy Title IX Coordinator** (Investigation of concerns related to Students) 915-747-5648 cegibbens@utep.edu

ACADEMIC DISHONESTY

It is the philosophy of the University of Texas at El Paso that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Class Schedule

	Assigned Readings and Course Schedule	Topics Assignments Due	Course Competencies & Related Assignments
Week 1 ...	Syllabus Review Read: Cohen, Crisp, Grayson, & Lorber articles		E.P.A 2.1.1, 2.1.2
Week 2	Assignment/Discussion Board Read Mensigna article & The New Social Worker Winter 2021	Social Work as a Profession and Career p. 39	E.P.A's 2.1.3, 2.1.2
Week 3	Assignment/Discussion Board Ethics Read: McLaughlin article	Generalist Social Work Practice – Skills and values p. 67 STUDENTS DOWNLOAD SOCIAL WORK CODE OF ETHICS http://www.socialworkers.org/pubs/code/default.asp The use of language and the meaning behind what we call the people being helped.	E.P.A's 2.1.3, 2.1.4
Week 4	Assignment/Discussion Board Read: Stein, Austin, Healy, Ingelhart, & Wilensky articles	Historical Roots of Social Work	E.P.A's 2.1.3, 2.1.4
Week 5	Assignment/Discussion Board	History continued	E.P.A, 2.1.4, 2.1.5
Week 6	Assignment/Discussion Board	History continued	E.P.A's 2.1.4, 2.1.5
Week 7	Assignment/Discussion Board	History continued	E.P.A, 2.1.4, 2.1.5
Week 8	Assignment/Discussion Board Read: Cappiccie, Kaopua, Robbins (in Turner) & Tamburro articles Review the SDGs	Racism, Ethnocentrism & Strategies for Advancing Social & Economic Justice Global perspective review WHO SDG (World Health Organization's Sustainable Development Goals) https://sdgs.un.org/goals	E.P.A, 2.1.1, 2.1.3, 2.1.4, 2.1.9

Week 9	Assignment/Discussion Board Read Parton, Saleeby, & Gitterman (in Turner)	Strengths Perspective and Planned Change Process	E.P.A, 2.1.1, 2.1.3, 2.1.4, 2.1.9
Week 10	Assignment/Discussion Board Reading to be determined	Fields of Service	E.P.A, 2.1.1, 2.1.3, 2.1.4, 2.1.9
Week 11	Assignment/Discussion Board Read Straussner	Drug abuse and drug treatment	E.P.A, 2.1.4, 2.1.5
Week 12	Assignment/Discussion Board Reading to be determined	Schools	E.P.A, 2.1.4, 2.1.5
Week 13	Assignment/Discussion Board Reading to be determined	Physical & Mental Disabilities & Rehabilitation	E.P.A, 2.1.4, 2.1.5
W4	Assignment/Discussion Board	Aging and Gerontology p. 453	E.P.A, 2.1.4, 2.1.5
Week 15	Assignment/Discussion Board	Overpopulation, Misuse of Environment, Family Planning	E.P.A, 2.1.4, 2.1.5