



**SOWK 2310 - INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE**

Instructor: Erica R. Balderrama, MSW

Term: Fall 2020

Class: Via Blackboard

Phone: Currently only by email or ZOOM/MS Teams

Classroom: Virtual

E-Mail: eralderrama@utep.edu

Office Hours: MW 10:00 am – 12:00 pm

Drop Deadline: October 30, 2020

**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**

<b>Competencies</b>
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.

**SOWK 2310 - INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE**

**Professor: Erica R. Balderrama, MSW**

*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

Zastrow, C. (2017). Introduction to Social Work and Social Welfare: Empowering People, (12th Ed.). Cengage Learning: Boston, MA.  
ISBN: 978-1-305-38833-8

**NOTE: THIS TEXTBOOK IS USED HEAVILY IN THIS COURSE. ALL ASSIGNMENTS WILL COME FROM THE CONTENT OF THE TEXTBOOK AND READINGS ARE REQUIRED TO BE COMPLETED IN ORDER TO COMPLETE ASSIGNMENTS AND EXAMS.**

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

	Points	Date Due
1) Tests -- 2 (250 points each)	500	10/09 & 12/04/2020
2) Syllabus Contract Assignment	50	08/28/2020
3) APA Publication Manual Assignment	50	09/11/2020
4) Informed Opinion Paper	200	10/30/2020
5) Participation (Assignments)	<u>200</u>	Weekly
	1000	
Extra Credit Informed Opinion Paper	50	11/27/2020

#### GRADING

900-1000 points = A /800-890 points = B/700-790 points = C/600-690 points = D/590 points & below = F

#### 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.*

**SOWK 2310 - INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE**  
**Professor: Erica R. Balderrama, MSW**

## ASSIGNMENTS

### APA Publication Manual Assignment

Due: 9/11/20

It is crucial for every college student to understand how to appropriately quote, paraphrase from, and cite sources. This assignment will help teach basic skills so students can avoid plagiarism and academic dishonesty.

Pages of Assignment Submission: Page number as required in the APA Publication Manual.

Page 1: Title Page

Page 2: Responses to items #1-3 below

Page 3: Response to item 4 below

Page 4: Response to item 5 below

Copy the section below into a Word document and respond to each item:

1) Find an article in a scholarly journal with more than three authors and do the following:

- Write a sample sentence (not a direct quote) to summarize a thought in the article, appropriately citing the article in the sentence.
- Describe what would change the second time you reference this work in the body of the paper.

2) Find a chapter in an edited book and do the following:

- Type a direct quote from the book and cite it appropriately in the sentence.

3) What are the margins, font, and line spacing requirements for APA style?

4) Browse through the APA manual and identify the Top Ten tips from Figure 2.1 and Chapter 6. Create a "shortcuts" sheet for yourself on items you think you will use the most often as you prepare papers for this class and other classes throughout your college experience.

5) Find a magazine article, a book by one author, a video, and an on-line newsletter article – **preferably for your assigned topic for your presentation and final paper**

- Prepare a references page appropriately listing these sources and the sources from #1 and #2 above. See sample Reference page in APA manual.

### Informed Opinion Papers – CHOOSE ONE

You must submit one informed opinion paper. An additional informed opinion paper is offered as extra credit and is **OPTIONAL**. Essays must be a minimum of 3 pages (not including cover and reference page). **Your responses must be informed by the textbook and other sources, with appropriate APA citations, quotes, and paraphrasing, as applicable, to support your work.** Up to 10% of your points may be deducted for grammar problems. Up to 10% of your points may be deducted for not following APA formatting guidelines. Direct quotes without citation of resources will result in an immediate referral to the Student Services office for academic dishonesty. A plagiarism checker will be utilized.

#### Informed Opinion Paper Option #1

Due: 10/30/20

1. View the film, *Kinsey*
2. Take notes about your thoughts and reactions to the film while watching it.
3. In addition to the film, read Chapter 7, specifically the sections entitled *Formal Study of Sex and Myths and Facts about Gays and Lesbians*.

4. Write a paper that reflects your thoughts, reactions and what you learned from the film. Include what you learned from the reading and additional sources about the topic; reflect on how you think about yourself, sexual behavior and sexual orientation. (DO NOT recap the movie in your paper – I've seen it lots of times).

**Informed Opinion Paper Option #2: Specific to the effects of COVID-19:** This assignment is both a self-reflection and an opportunity for you to find how social workers throughout the world are addressing the pandemic in their own way. Please compile a 3-5 page paper with the following pieces:

- 1.) How the COVID-19 pandemic has affected the way in which social workers will work with individuals, families, communities, and organizations?
- 2.) Find examples of how social workers are responding to the pandemic across the globe – at all levels
- 3.) Research what is being said about how this will impact the future for social workers
- 4.) Provide a self-reflection of how this pandemic has impacted your life and the way in which it might affect your future as a social worker

**b) Please make sure any citations you provide are cited in APA style**

**Extra Credit Assignment -- OPTIONAL Chapter 14**

**Due: 11/27/20**

Describe some issues facing the terminally ill and their families. Do you believe that the terminally ill have a right to die by refusing treatment? Do you believe that assisted suicide should be legalized? If you had a terminally ill close relative who was in intense pain and asked you to assist her or him in acquiring a lethal dose of drugs, how would you respond? Would you be willing to help? Or would you refuse?

**Discussion Board Submissions**

**Due: Friday's at 11:59 p.m.**

All discussion board submissions will be posted on Blackboard at the start of each week. The specific instructions for the expectations of the submissions will be explained on the discussion board prompt. There will usually be an expectation for you to submit your response to the prompt as well as to respond to your peers. These submissions are used as your participation and attendance grades. Each discussion board submission or assignment that is in its place will be 10 points each and you will have 20 of these throughout the semester. Possibly having more than one in one week. The assignments and discussion boards will correspond to the chapter we are on that week and will also include some critical thinking and reflection from your part.

***This syllabus is subject to change at the professor's discretion.***

™ ...

**\*\*\*STUDENTS ARE RESPONSIBLE FOR ALL CHAPTER READINGS\*\*\***

**COURSE OUTLINE \*\*\*STUDENTS ARE RESPONSIBLE FOR ALL CHAPTER READINGS\*\*\***

Fall 2020	Assigned Readings and Course Schedule	Topics Assignments Due	Course Competencies & Related Assignments
Week 1 ...	Syllabus Review  Chapter 1 – Assignment/Discussion Board	Syllabus Contract Signing  Social Welfare: Its Business, History & Future p. 1	E.P.A 2.1.1, 2.1.2
Week 2	Chapter 2 – Assignment/Discussion Board	Social Work as a Profession and Career p. 39	E.P.A's 2.1.3, 2.1.2
Week 3	Chapters 3 – Assignment/Discussion Board Ethics	Generalist Social Work Practice – Skills and values p. 67  STUDENTS DOWNLOAD SOCIAL WORK CODE OF ETHICS <a href="http://www.socialworkers.org/pubs/code/default.asp">http://www.socialworkers.org/pubs/code/default.asp</a>  APA Assignment Due via email 9/11/20 11:59 p.m.	E.P.A's 2.1.3, 2.1.4
Week 4	Chapter 4 – Assignment/Discussion Board	Poverty & Public Welfare p. 116	E.P.A's 2.1.3, 2.1.4
Week 5	Chapter 6 – Assignment/Discussion Board	Family Problems and Services to Families p. 179	E.P.A, 2.1.4, 2.1.5
Week 6	Chapter 13 – Assignment/Discussion Board	Sexism & Efforts for Achieving Equality p. 425	E.P.A's 2.1.4, 2.1.5
Week 7	Chapter 7 – Assignment/Discussion Board  Test #1	Sexual Orientation & Services to LGBTQ Individuals p. 225  Multiple choice test #1 Due October 9 <sup>th</sup> , 2020 11:59 p.m.	E.P.A, 2.1.4, 2.1.5
Week 8	Chapter 12 – Assignment/Discussion Board	Racism, Ethnocentrism & Strategies for Advancing Social & Economic Justice p. 388	E.P.A, 2.1.1, 2.1.3, 2.1.4, 2.1.9
Week 9	Chapter 5 – Assignment/Discussion Board	Emotional /Behavioral Problems & Counseling p. 141	E.P.A, 2.1.1, 2.1.3, 2.1.4, 2.1.9
Week 10	Chapter 10 – Assignment/Discussion Board	Problems in Education & School Social Work p. 333  Informed Opinion Paper Due via Blackboard 10/30/2020	E.P.A, 2.1.1, 2.1.3, 2.1.4, 2.1.9
Week 11	Chapter 8 – Assignment/Discussion Board	Drug abuse and drug treatment p. 253	E.P.A, 2.1.4, 2.1.5
Week 12	Chapter 9 – Assignment/Discussion Board	Crime, juvenile delinquency, and corrections p. 291	E.P.A, 2.1.4, 2.1.5
Week 13	Chapter 16 – Assignment/Discussion Board	Physical & Mental Disabilities & Rehabilitation p. 511	E.P.A, 2.1.4, 2.1.5

Week 14	Chapter 14 – Assignment/Discussion Board	Aging and Gerontology p. 453 <b>Optional Extra Credit Assignment Due 11/27/20</b>	E.P.A, 2.1.4, 2.1.5
Week 15	Chapter 17 – Assignment/Discussion Board  Final Test	Overpopulation, Misuse of Environment, Family Planning P. 533 <b>Final multiple choice test 12/04/2020</b>	E.P.A, 2.1.4, 2.1.5

### CLASS POLICIES

**Attendance/Absences:** Due to COVID-19 and the changes to the way in which we will be holding this course, attendance will be counted more as participation. Every week there will be assignments/discussion board submissions that will be required to be submitted by **Friday** of the week we are working on. Each weekly submission will count as your ‘attendance’ in class.

**Drop Deadline:** Students who miss more than three (3) weeks of submissions, risk being withdrawn from class with a grade of W if the lack of submissions occurs before the scheduled drop date. If the student exceeds three lack of submissions following the drop date, the student will be dropped with the grade of an F. Students wishing to drop a course and receive a grade of W must do so prior to the Drop Deadline. The Drop Deadline for Fall 2020 is **October 30, 2020**.

**NO Late assignments:** Assignments are due via Blackboard or email to [erbalderrama@utep.edu](mailto:erbalderrama@utep.edu) by midnight on the scheduled due date. ALL submissions will be due on **Friday of the week we are on at 11:59 p.m.** If, on the due date, something were to come up (i.e, sickness, emergency, etc.) an email must be sent to the instructor and you could be given an additional 24 hours to get the assignment uploaded. You must e-mail or call the instructor regarding this issue. **COMMUNICATION IS A MUST!**

#### **Confidentiality**

Information shared on discussion board posts about agencies, clients, and any self-disclosure on behalf of the instructor and peers, is considered to be covered by the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that information is shared in class for this purpose. However, discussion outside of class with individuals not in this class or with other class members in settings where you cannot assure that no one else may overhear the conversation is considered a breach of confidentiality and will result in recommendation against remaining in the social work program.

#### **Disabilities**

UTEP is committed to both the spirit and the 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 American 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 Accommodations and Support Services (CASS) of their disability, and for requesting accommodations within two weeks of the start of each semester. CASS

determines whether students need accommodations and assists the instructor in providing approved accommodations.

If you have or suspect a disability and need accommodations, you should contact The Center for Accommodations and Support Services (CASS) at 747-5148. You can also email the office at [cass@utep.edu](mailto:cass@utep.edu) or go to room 106, Union Building East. For additional information, visit the DSSO website at [www.utep.edu/cass/](http://www.utep.edu/cass/).

### **Classroom Behavior – Nettiquite**

Students are expected to treat all others in the classroom with respect. This includes paying attention during class activities and discussions, not holding side conversations or engaging in any activities that disturb other members of the classroom (e.g., texting, emailing). The culture of the learning environment is one of challenging ideas not individuals. Personal attacks will not be tolerated. Specifically, for in-person meetings.

For online learning, the same expectations around respect are 100% expected and required. For discussion board posts or critical thinking assignments, which you will be required to respond to your peers to, RESPECT IS A MUST. In this course, we challenge ideas, not people. I expect for respect to be upheld and maintained while conversing with your peers via Blackboard.

UTEP expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws and University regulations; and to respect the rights, privileges, and property of other people. Any disruptive behavior that interrupts faculty's ability to teach, compromises the safety of the learning environment, and/or inhibits students' ability to learn could lead to deductions in participation points, removal from the classroom and reporting the behavior to the Dean of Students.

### **Academic Dishonesty**

*It is the philosophy of UTEP 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 it not limited to cheating, plagiarism, collusion, 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 attempt to commit such acts.

### **Title IX Statement**

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):**

Sandy Vasquez, Title IX Coordinator (Investigation of concerns related to Faculty and Staff)

**915.747.5662 - [svasquez@utep.edu](mailto:svasquez@utep.edu)**

Dr. Ryan C. Holmes, Deputy Title IX Coordinator (Investigation of concerns related to Students),

**915.747.8694 - [rholmes@utep.edu](mailto:rholmes@utep.edu)**

Dr. Catie McCorry-Andalis, Deputy Title IX Coordinator (Education, Training and Outreach)

**915.747.5648 - [cmandalis@utep.edu](mailto:cmandalis@utep.edu)**

**Related Resources**

- Center Against Family Violence Hopelines: **915.593.7300 or 1.800.727.0511**
- For crimes, contact the El Paso Police Department (**911**) or UTEP Police Department (**747-5611**).
- For suspected abuse of children or older persons people, Child/Adult Protective Services **1-800-252-5400**.
- National Domestic Violence Hotline **1-800-799-SAFE (7233)**.
- Respect Is (Dating Abuse Prevention) at **[loveisrespect.org](http://loveisrespect.org)**

Other national organizations include: [TitleIX.info](http://TitleIX.info) and the National Sexual Violence Resource Center.

**Student Support Services**

All students experience stress and emotional challenges. The following resources can help those feeling stressed, experiencing loss, and considering ending their life.

- UTEP's Counseling Center offers free counseling to all students with the same number leading to an after-hours crisis line: **(915) 747-5302**
- Mental Health Crisis Line **(915) 779-1800**
- National Suicide Prevention Hotline **1-800-273-8255** and Veterans Crisis Line **1-800-273-8255**
- NAMI of El Paso (National Alliance Against Mental Illness) hosts free weekly support groups for people with mental illness and their families. [elpaso.nami@dshs.state.tx.us](mailto:elpaso.nami@dshs.state.tx.us) or **(915) 534-5478**