

**UNIVERSITY OF NEVADA, LAS VEGAS**  
**SCHOOL OF SOCIAL WORK**  
**SW 101: Introduction to Social Work**  
**Fall 2016**

**Time:** T/TH 11:30 a.m. - 12:45 p.m.

**Classroom:** \_\_\_\_\_

**Office:** GUA \_\_\_\_\_

**Office Hours:** \_\_\_\_\_

**Phone:** 895- \_\_\_\_\_

**Email:** \_\_\_\_\_

**COURSE DESCRIPTION AND RATIONALE**

This is the first of the social policy sequence courses. It provides an introduction to the philosophy, history, issues and interventions of social work practice in the context of American social welfare. The themes of the course will be illustrated with reference to selected contemporary American social problems, particularly poverty.

**PROGRAM COMPETENCIES**

The program competencies for the B.S.W. program flow from the mission, goals, and objectives of the School of Social Work and reflect the standards of the Council on Social Work Education (CSWE)—Educational Policy and Accreditation Standards (EPAS):

**Competency 1:** Demonstrate ethical and professional behavior

**Competency 2:** Engage diversity and difference in practice

**Competency 3:** Advance human rights and social, economic, and environmental justice

**Competency 4:** Engage in practice-informed research and research-informed practice

**Competency 5:** Engage in policy practice

**Competency 6:** Engage with individuals, families, groups, organizations, and communities

**Competency 7:** Assess individuals, families, groups, organizations, and communities

**Competency 8:** Intervene with individuals, families, groups, organizations, and communities

**Competency 9:** Evaluate practice with individuals, families, groups, organizations, and communities.

## **COURSE COMPETENCIES AND PRACTICE BEHAVIORS**

In the policy sequence, course competencies place an emphasis on knowledge of the philosophy, history, issues and interventions of social work practice in the context of American social welfare as well as an introduction to critical thinking regarding social work practice. The course material, instruction, and assignments will allow students the opportunity to achieve the following competency:

### **Competency 1: Demonstrate Ethical and Professional Behavior.**

- (Behavior) Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- (Behavior) Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- (Behavior) Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
- (Measurement) Class discussions, midterm, and final exam

### **Competency 2: Engage diversity and difference in practice.**

- (Behavior) Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- (Behavior) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
- (Measurement) Class discussions, Diversity paper, midterm, and final exam

### **Competency 3: Advance human rights and social, economic and environmental justice.**

- (Behavior) Apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- (Behavior) Engage in practices that advance social, economic, and environmental justice.
- (Measurement) Class discussions, Diversity paper, midterm, and final exam

### **Competency 4: Engage in Practice-informed Research and Research-informed Practice**

- (Behavior) Use practice experience and theory to inform scientific inquiry and research;
- (Behavior) Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- (Behavior) Use and translate research evidence to inform and improve practice, policy, and service delivery.
- (Measurement) Class discussions, article review

### **Competency 5: Engage in policy practice.**

- (Behavior) Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- (Behavior) Assess how social welfare and economic policies impact the delivery of and access to social services;
- (Behavior) Apply critical thinking to analyze, formulate, and advocate for

policies that advance human rights and social, economic, and environmental justice.

(Measurement) Class discussions, article review, and case examples

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

(Behavior) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

(Behavior) Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

(Measurement) Class discussions, diversity paper, case examples

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.**

(Behavior) Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

(Behavior) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

(Behavior) Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

(Behavior) Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

(Measurement) Class discussions, diversity paper, case examples

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.**

(Behavior) Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

(Behavior) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

(Behavior) Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

(Measurement) Class discussions, diversity paper, case examples

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

(Behavior) Select and use appropriate methods for evaluation of outcomes;

(Behavior) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

(Behavior) Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

- (Behavior) Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
- (Measurement) Class discussions, diversity paper, case examples

### **Course Format**

This course will follow a lecture format. Material will be presented through lecture, discussions, readings etc. Students will be expected to read assigned chapters, web sites and articles prior to the lecture, and to integrate readings and lectures into discussions. All students will be expected to participate in all discussions.

### **COURSE REQUIREMENTS:**

**Attendance and Participation** - Students are expected to actively participate in all classes as a part of a professional education. **(20 points)**

- Attendance is one way of showing participation; therefore, attendance will be taken for each class. Points will be deducted from the participation grade for missing class and/or excessive tardiness.
- Preparation for class through assigned readings is also a part of the participation grade. You are expected to actively participate in all discussions and activities. If necessary, you may be required to submit summaries of the readings, or otherwise demonstrate your completion of them (presentation, pop quiz, etc.).
- Students are expected to turn in all assignments on time. Assignments submitted late without prior approval will result in a 10% grade reduction for each class period they are late. Assignments submitted without student's name will not be graded. Email submissions will not be accepted.
- If you must miss class due to religious holidays, you will have an opportunity to make up missed work. To ensure this, you should review the semester's calendar and notify me in writing of any expected absences no later than **September 1, 2016**.
- The use of computers, phones, tablets, recording devices or any type of electronics is prohibited. These devices must be put away prior to the start of class and remain there until class is dismissed. Use of electronics during class time may result in loss of attendance points.
- Instructor reserves the right to modify class schedule and assignments according to students' needs, learning styles, performance, and interests.

**Article Review** Students will complete one article review.

**(Maximum 10 points)**

- Student will summarize, critique, and reflect on peer reviewed scholarly journal articles published since 2000. The article reviewed must be related to an area of social work practice and be at least 3 pages in length.

**Diversity Awareness Paper**

**(Maximum 20 points)**

- Describe your ethnic and cultural background (be as specific as possible), include family traditions, values and rituals, etc.
- We have all, at some point in our lives, been prejudiced or discriminatory towards someone else. Discuss a specific incident(s) when **you** have been prejudiced or discriminated **against someone else**. Some examples could be because of their

ethnicity, sexual orientation, religious background, socioeconomic status etc. Include specific examples.

- Think about and describe how this negative behavior may have affected this person (i.e., low self-esteem, embarrassment, lost job/opportunity etc.).
- Finally, answer the following: What can we do as a society to become more open and accepting of different cultures and how can we reduce prejudice and discrimination?
- Paper should follow APA format and be 6-8 pages in length.
- Spelling and grammar are important and points may be deducted accordingly.

**Midterm Exam (25 points)**

**October 20th**

- The midterm exam will include information presented in the first half of the semester.

**Final Exam (25 points)**

**December 15th (10:10 am – 12:10 pm)**

- The final exam may include information presented in the first half of the semester, but will primarily focus on material presented in the second half of the semester.

**EVALUATION:**

94-100 A  
90-93 A-  
87-89 B+  
83-86 B  
80-82 B-  
77-79 C+  
73-76 C  
70-72 C-  
67-69 D+  
63-66 D  
60-62 D-  
<60 F

All work is expected to meet academic standards, following APA format (6<sup>th</sup> ed.). Late assignments will receive a 10% deduction.

**Academic Misconduct**—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

**Copyright**—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

**Disability Resource Center (DRC)**—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, #702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Religious Holidays Policy**—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

**Transparency in Learning and Teaching**—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

**Incomplete Grades**—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not

register for the course but make individual arrangements with the instructor who assigned the “I” grade.

**Tutoring and Coaching**—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

**UNLV Writing Center**—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

**Rebelmail**—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always [@unlv.nevada.edu](mailto:@unlv.nevada.edu). **Emailing within WebCampus is acceptable.**

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

**CONSULTATION WITH THE INSTRUCTOR** - In compliance with the School of Social Work policy, students are strongly encouraged to address any and all matters related to this course directly with the assigned section instructor. The instructor will be available during office hours and other times as arranged by student request.

## **ADDITIONAL RESOURCES**

**STUDENT LOUNGE** - There is a small student lounge on the third floor of the GUA building in the School of Social Work for your use. There is also a couple of computers for your shared use.

**CAMPUS ASSISTANCE** - The following link will provide you direct access to campus organizations that can assist you: [http://tlc.unlv.edu/student\\_success.htm](http://tlc.unlv.edu/student_success.htm)

**PERSONAL ASSISTANCE** - Please be reminded that this class is not a confidential setting. The following numbers may be helpful to you in this regard:

School of Social Work Office	702-895-3311
UNLV Counseling and Psychological Services	702-895-3627
United Way Clearinghouse	702-892-2320
Clark County Social Service	702-455-7200

**TUTORING** - The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex, #22 on the current UNLV map. Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: <http://academicsuccess.unlv.edu/tutoring/>.

**UNLV WRITING CENTER** - One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>

**LIED LIBRARY** - The University Libraries offer free, brief clinics and workshops to help you increase your research skills and decrease time researching. Take your topic to a Research Clinic for in-depth, one-on-one consultation with a research expert, or attend one of the more structured workshops on topics such as finding books and articles, successful search strategies, or Internet research. Check out the schedule at the library website or call #895-2123 for more information.

**MENTAL HEALTH SUPPORT** - At times the ability to balance the demands of a rigorous academic program, other life responsibilities, and internal stressors may become difficult, requiring professional intervention. Student Psychological Services (SPS) is available to help students with concerns before they become more serious problems as well as to address crises. SPS can be contacted at 895-3627.

#### **Other Student Resources -**

National Association of Social Workers: <[www.naswdc.org](http://www.naswdc.org)>

**THE UNIVERSITY ASSOCIATION OF SOCIAL WORK STUDENTS** - The University Association of Social Work Students (UASWS) at the UNLV School of Social Work functions as a student organization specifically directed toward social work majors. UASWS is an excellent forum for social work students on the BSW and the MSW levels to share ideas, experiences, concerns, and to have a voice within the Social Work department. Participation in UASWS can enrich the educational and professional opportunities of its members by connecting social work students to their community. UASWS is only as good as its members. The more involvement, the more enjoyment! For more information, please email [uasws@unlv.nevada.edu](mailto:uasws@unlv.nevada.edu).

**PHI ALPHA HONOR SOCIETY** - The purpose of Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideas. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence

in scholarship and achievement in social work. If you have any questions regarding membership or would like more information, please contact us at phialphaunlv@gmail.com or visit our page at: <https://unlv.collegiatelink.net/organization/phialphadelta>.

## REQUIRED TEXTBOOKS

There are two required textbooks for the class:

- Trattner, W. (1999). *From poor law to welfare state: A history of social welfare in America* (6<sup>th</sup> Ed.). New York, NY: Free Press.
- Kirst-Ashman, K.K. (2017). *Introduction to social work and social welfare: Critical thinking perspectives* (5th Ed.). Pacific Grove, CA: Brooks/Cole.

## CLASS SCHEDULE AND READING ASSIGNMENTS

Week of:	Topic	Assigned Readings
August 30	Introduction and Orientation: What is Social Welfare?	Syllabus Kirst-Ashman chapter 1 Trattner chapter 1
September 6	Helping the poor: The European roots of American social welfare	Trattner chapters 2 Kirst-Ashman chapter 6
September 13	The American Revolution  Scientific Charity	Trattner chapters 3 & 4
September 20	Settlement House Movement	Trattner chapters 5 & 8
September 27	Great Depression and The New Deal	Trattner chapters 12-15 <b>Article Review # 1</b>
October 4	Civil Rights, Discrimination, Social & Economic Justice, and Poverty	Trattner chapter 16 Kirst-Ashman chapter 7 Trattner chapter 17 Kirst-Ashman chapter 8
October 11	Documentary Film	
October 18	<b>*** MID-TERM EXAMINATION ***</b>	
October 25	Empowerment & Diversity  Morals, Values, and Ethics NASW Code of Ethics	Kirst-Ashman chapter 3 Kirst-Ashman chapter 4 Kirst-Ashman chapter 2 <a href="http://www.naswdc.org/pubs/code/code.asp">http://www.naswdc.org/pubs/code/code.asp</a>
November 1	Systems Theory, Social Work Practice, & Child Welfare	Kirst-Ashman chapter 5 Kirst-Ashman chapter 9 Trattner chapter 6
November 8	SW Services for Youth & in the Schools	Kirst-Ashman chapter 15 *Guest Speaker
November 15	SW Services for Older Adults & the Disabled	Kirst-Ashman chapters 10 & 11 <b>Diversity Paper Due</b>

November 22	Medical Social Work	Kirst-Ashman chapter 12
November 29	Criminal Justice & Substance Abuse	Kirst-Ashman chapter 14 & 16 *Guest Speaker
December 6	Mental Health and Review	Trattner chapter 9 Kirst-Ashman chapter 13 Chapter 1-16 Review
December 15	<b>*** FINAL EXAMINATION ***</b>	<b>*** 10:10 am – 12:10 pm ***</b>

### RECOMMENDED ADDITIONAL READINGS

Allan, J., Pease, B. & Briskman, L. (2003). *Critical Social Work: An Introduction to Theories and Practices*. Crows Nest NSW, Australia: Allen & Unwin.

Berkman, B. & D'Ambruoso. (2006). *Handbook of Social Work in Health and Aging*. New York, NY: Oxford University Press.

Ellis, R.A., Dulmus, C.N. & Wodarski, J.S. (2003). *Essentials of Child Welfare*. Hoboken, NJ: Wiley, John & Sons Inc.

Furman, R., Negi, N.J., Iwamoto, D. K., Rowan, D., Shukraft, A. & Gragg, J. (2009). *Social Work Practice with Latinos: Key Issues for Social Workers*. *Social Work*, 54(2): 167-174.

Ginsberg, L.H. & Miller-Cribbs, J. (2005). *Understanding Social Problems, Policies, and Programs* (4th ed.). Columbia, SC: University of South Carolina Press.

Gitterman, A. (2001). *Handbook of Social Work Practice with Vulnerable and Resilient Populations*. New York, NY: Columbia University Press.

Glicken, M.D. (2006). *Social Work in the 21st Century: An Introduction to Social Welfare, Social Issues, and the Profession*. Sage Publications.

Healy, K. (2005). *Social Work Theories in Context: Creating Frameworks for Practice*. New York, NY: Palgrave Macmillan.

Levinson, D. (2004). *Encyclopedia of Homelessness*. Thousand Oaks, CA: Sage.

Miley, K.K., O'Melia, M. & DuBois, B. (2006). *Generalist Social Work Practice: An Empowering Approach*. Boston, MA: Allyn and Bacon.

O'Brien, G. V. & Brown, M.S. (2009). *Persons with Mental Illness and the Americans with Disabilities Act: Implications for the Social Work Profession*. *Social Work in Mental Health*, 7(5): 442-457.

Palley, E. (2009). *Civil Rights for People with Disabilities: Obstacles Related to the Least Restrictive Environment Mandate*. *Journal of Social Work in Disability Rehabilitation*, 8(1): 37-55.

- Pollack, D. (2009). Hate Crimes and Social Work: An International Perspective. *International Social Work*, 52(3): 409-415.
- Reamer, F. (2006). *Ethical Standards in Social Work: A Review of the NASW Code of Ethics*. Baltimore, MD: Port City Press.
- Simmons, C.S., Diaz, L., Jackson, V. & Takahashi, R. (2008). NASW Cultural Competence Indicators: A New Tool for the Social Work Profession. *Journal of Ethnic & Cultural Diversity in Social Work*, 17(1): 4-20.
- Snyder, C., VanWormer, K., Chadha, J. & Jagers, J.W. (2009). Older Adult Inmates: The Challenge for Social Work. *Social Work*, 54(2): 117-124.
- Willinger, B.I. & Rice, A. (2003). *A History of AIDS Social Work in Hospitals: A Daring Response to an Epidemic*. Binghamton, NY: Hawthorn Press.
- Yan, M.C. (2008). Exploring Cultural Tensions in Cross-Cultural Social Work Practice. *Social Work*, 53(4): 317-328.