UNIVERSITY OF NEVADA, LAS VEGAS
School of Social Work
SW 101: Introduction to Social Work
MASTER SYLLABUS

Instructor:	
Time:	
Class Location:	
Office:	
Phone:	
Canvas:	https://unlv.instructure.com/login/ldap
Email:	

COURSE DESCRIPTION
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 BSW 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 Standard Competencies:

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 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.	
	Practice behaviors:	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; Use reflection and

		self-regulation to manage personal values and maintain professionalism in practice situations; 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	
	Practice behaviors:	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; 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	
	Practice behaviors:	Apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; 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 behaviors:	Use practice experience and theory to inform scientific inquiry and research; Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and 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.	
	Practice behaviors:	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; Assess how social welfare and economic policies impact the delivery of and access to social services; 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	
	Practice behaviors:	Apply knowledge of human behavior and the social environment, person-in-environment, and other

		multidisciplinary theoretical frameworks to engage with clients and constituencies; and 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	
	Practice behaviors:	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies; 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; Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. Engage in Practice-informed Research and Research-informed
	Measurement:	Class discussions, diversity paper, case examples
Competency 8:	Intervene with Individuals, families, Groups, Organizations, and Communities	
	Practice behaviors:	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; 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	
	Practice behaviors:	Select and use appropriate methods for evaluation of outcomes; Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and 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
Assignments
There are four major requirements that must be satisfactorily completed to receive a passing grade in the course. Overall student performance will be evaluated according to the quality of work on the following assignments:

ASSIGNMENT	Points	Due
Attendance and Participation Students are expected to actively participate in all classes as a part of a professional education. 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 6, 2018. 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.	**20**	
Article Review 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.	**10**	
Diversity Awareness Paper 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	**20**	

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 The midterm exam will include information presented in the first half of the semester.	**25**	
Final Exam 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.	**25**	
TOTAL POSSIBLE	**100**	
All work is expected to meet academic standards, following APA format (6th Ed.). Late assignments will receive a 10% deduction.		

Grading Scale

94-100	A	73-76	C
90-93	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	59-	F

UNIVERSITY POLICIES

Public Health Directives
Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at https://www.unlv.edu/coronavirus/health-requirements. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the UNLV Code of Student Conduct, https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct
Academic integrity is a legitimate concern for every member of the University community. We 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 to always take

the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the Student Conduct Code, https://www.unlv.edu/studentconduct/student-conduct.

Auditing Classes
Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct
Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

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 copyright policy information is available at https://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)
The UNLV Disability Resource Center (SSC-A, Room 143, https://www.unlv.edu/drc, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will 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.

Final Examinations
The University requires that final exams given at the end of a course occur on the date and at

the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, https://www.unlv.edu/registrar/calendars.

Identity Verification in Online Courses
All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, https://www.unlv.edu/studentconduct/misconduct/policy, which states that "acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment" is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades
The grade of "I" (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student's control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. 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 period indicated, a grade of "F" will be recorded, and the student's GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the "I" grade.

Library Resources
Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries' Research Consultation website, https://guides.library.unlv.edu/appointments/librarian. You can also ask the library staff questions via chat and text message at https://ask.library.unlv.edu/.

Missed Classwork
Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Work policy, under Registration Policies, on the Academic Policies webpage, https://catalog.unlv.edu/content.php?catoid=29&navoid=7326.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a "Drop one" option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate's policy, and an infringement on the student's right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail
Rebelmail is UNLV's official email system for students and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus-Canvas is also acceptable.

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, please visit the ASC website, https://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 SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center
One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, https://writingcenter.unlv.edu/, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

PLAGIARISM – Proper credit must be given to others' ideas. They must be cited within the text (author(s) and page #'s) and in the references on a separate page at the end of the assignment (see Publication Manual of the American Psychological Association, 4th edition). Direct quotes must begin and end with quotation marks. Plagiarism will result in a failing grade.

ETHICAL GUIDELINES AND PROFESSIONAL BEHAVIOR – Professional social work education is an opportunity to learn, practice, and teach the professional principles necessary for ethical social work practice. You are expected to be on time for class; come prepared; exercise courtesy and respect towards your classmates. You are expected to engage in respectful and thoughtful discussions in class, deepening and broadening your repertoire of knowledge and skills in the interaction with others with different perspectives. Although our discussions necessarily involve our own experiences, please remember that the class situation is not a professional setting in regard to confidentiality. If you or someone you know requires assistance or counseling, please contact an appropriate agency, or for referral, contact the social work office #702-895-3311, or my office, #702-895-_____.

Consensual Relationships – UNLV prohibits romantic or sexual relationships between members of the university community when one of the individuals involved has direct professional influence or direct authority over the other. For further information, see http://hr.unlv.edu/policies/consensual.html.

Classroom Conduct - Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are permitted only with the prior explicit consent of thick instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop.

Classroom Surveillance - Nevada Revised Statutes (State Law) 396.970 Surreptitious electronic

surveillance on campus, exceptions. [Effective January 1, 2017.]

1. Except as otherwise provided in subsection 2, it is unlawful for a person to engage in any kind of surreptitious electronic surveillance on a campus of the Sustain without the knowledge of the person being observed.
2. Subsection 1 does not apply to any electronic surveillance:
   (a) Authorized by a court order issued to a public officer, based upon a showing of probable cause to believe that criminal activity is occurring on the property under surveillance; (b) by a law enforcement agency pursuant to a criminal investigation; (c) By a peace officer pursuant to NRS 289.830;
   (d) By a uniformed peace officer of the Nevada Highway Patrol Division of the Department of Public Safety Pursuant to NRS 480.365;
   (e) Which is necessary as part of a system of security used to protect and ensure the safety of persons on the campus; or
   (f) Of a class or laboratory when authorized by the teacher of the class or laboratory. (Added to NRS by 1993, 2138; A 2015, 575, 3668, effective January 1, 2017)

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://tic.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

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 - An online list of student resources at UNLV can be accessed at the following link: http://tic.unlv.edu/resources/resources student.html. National Association of Social Workers: 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.

PHI ALPHA HONOR SOCIETY - The purpose of Phi Alpha Honor Society is to provide a students of social work and promote humanitarian goals and ideas. Phi Alpha fosters high standards of education for social workers and invites into 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 TEXTBOOK
There are two required textbooks for the class:

Trattner, W. (1999). From poor law to welfare state: A history of social welfare in America (6th
        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.

COURSE SCHEDULE

WEEK	DATE	READINGS (Instructor reserves the right to change, however students will be notified of any adjustments)

1		**TOPIC: Introduction and Orientation: What is Social Welfare?**
		
		Readings:
		• **Text:**
		  • Kirst-Ashman chapter 1,6
		  • Trattner chapter 1 & 2

2		**TOPIC: Helping the poor: The European roots of American social welfare** **Readings:** • **Text:** • Trattner chapters 5 & 8
3		**TOPIC: The American Revolution; Scientific Charity** **Readings:** • **Text:** • Trattner chapters 12 to 15
4		**TOPIC: Settlement House Movement; Great Depression & New Deal**

		Readings: • **Text:** • Trattner chapters 3 & 4
5		**TOPIC: Civil Rights & Discrimination** **Readings:** • **Text:** • Trattner chapters 16 & 17
6		**TOPIC: Library Day @ Lied Library**

7		**TOPIC:**
		
		Readings:
		• **Text:**
		    • Kirst-Ashman chapter 7 & 8
		    • Trattner chapter 16 & 17
		Due: Article review

8		**TOPIC: Social & Economic Justice Poverty Empowerment & Diversity** **Readings:** • **Text:** • Kirst-Ashman chapter 2 & 3
9		**TOPIC: Morals, Values, and Ethics** **Readings:** • http://www.naswdc.org/pubs/code/code.asp
10		****MID-TERM EXAMINATION****

11		**TOPIC: Systems Theory, Social Work Practice, & Child Welfare SW Services for Youth & in the Schools SW Services for Older Adults & the Disabled Medical Social Work**
		
		Readings:
		• **Text:**
		    • Kirst-Ashman chapter 4, 5, & 9
		    • Trattner chapter 6

12		**TOPIC:** **Readings:** • **Text:** • Kirst-Ashman chapter 15

13		**TOPIC:**
		
		Readings:
		    • **Text:**
		        ▪ Kirst-Ashman chapter 10 to 12
		
		Due: Diversity Paper

14		**TOPIC: Criminal Justice & Substance Abuse Mental Health**
		
		Readings:
		    • **Text:**
		        ▪ Kirst-Ashman chapter 14 & 16

15		**TOPIC:**
		
		Readings:
		    • **Text:**
		        • Kirst-Ashman chapter 13
		        • Trattner chapter 7 & 9
		
		Due: Development paper

16		**** FINAL EXAMINATION *****

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