



# GRACE ABBOTT SCHOOL OF SOCIAL WORK

## SPECIAL STUDIES IN SOCIAL WELFARE

SOWK 8900 | 1-3 credit hours

Class Meetings: TBD

**Instructor:** TBD

**Office:** TBD

**Office Phone:** TBD

**Email:** TBD

**Office Hours:** TBD

**Department:** Grace Abbott School of Social Work

**Main Office:** 206 CPACS

**Dept. Phone:** 402.554.2793

**Dept. Email:** [graceabbott@unomaha.edu](mailto:graceabbott@unomaha.edu)

### COURSE INFORMATION

#### Description

This independent study course allows students to pursue a special selected area or topic within social welfare in order to deepen knowledge and/or skills in that particular area.

#### Prerequisites of the course:

Admission to the School, and permission of the School.

#### Rationale/Overview

The special studies course is designed to provide students with opportunities to study social work topics that are not included in the regular curriculum of the Grace Abbott School of Social Work and to investigate a specific social work topic in greater depth than is facilitated by the regular curriculum of the Grace Abbott School of Social Work.

#### Unusual circumstances of the course:

Graduate students who use this course to fulfill the “graduate only” elective must take this course for 3 credit hours. The course content must meet standards for an advanced level social work course elective; the content cannot be an area or topic taught in depth in regular social work course offerings. (An application for approval form and policies must be obtained from the School of Social Work and completed and submitted before registration

will be permitted.) The Special Studies application form must show 45 hours per credit hour of various study activities during the semester as approved by the instructor and Coordinator of Special Studies. See specific Special Studies syllabi for China and Nicaragua courses.

### Course Objectives/Student Learning Outcomes

1. Appraise the selected area of social welfare and its relevance to social work professional roles, values and ethics, and practice behaviors.
2. Critique the major knowledge base and theoretical foundations for the topic and their empirical standing.
3. Integrate the relevance of the topic with regard to services and policies that impact diverse, aging, vulnerable, and under-served populations, including anti-racism, diversity, equity, and inclusion (ADEI).
4. Evaluate the published literature on the topic.

### REQUIRED TEXT(S)/SUPPLEMENTAL MATERIALS

#### Required text(s)

TBD

### COURSE STRUCTURE/FORMAT

TBD

### TENTATIVE COURSE SCHEDULE

Session/Date	Topic	Assignment
Session 1 [date]		
Session 2 [date]		
Session 3 [date]		
Session 4 [date]		
Session 5 [date]		
Session 6 [date]		
Session 7 [date]		
Session 8 [date]		
Session 9 [date]		
Session 10 [date]		
Session 11		

Session/Date	Topic	Assignment
[date]		
Session 12 [date]		
Session 13 [date]		

### IMPORTANT DATES

Last day to drop a course (via MavLink) and receive a 100% refund TBD

Last day to withdraw from a course (via MavLink) with a grade of “W” TBD

NOTE: This syllabus is written as an expectation of class topics, learning activities, and expected learning outcomes. However, the instructor reserves the right to make changes in this schedule that may result in enhanced or more effective learning for students. These modifications will not substantially change the intent or objectives of this course.

### ASSESSMENTS (ACTIVITIES, ASSIGNMENTS, AND EXAMS)

TBD

### GRADING SCALE

Percent	Final Grade	Quality Points
98–100%	A+	4.00
94–97.9%	A	4.00
91–93.9%	A-	3.67
88–90.9%	B+	3.33
84–87.9%	B	3.00
81–83.9%	B-	2.67
78–80.9%	C+	2.33
77–77.9%	C	2.00
71–73.9%	C-	1.67
68–70.9%	D+	1.33
64–67.9%	D	1.00
61–63.9%	D-	0.67
Below 60.9%	F	0.00

### WRITING GUIDELINES

Students should make sure that writing assignments are free of grammar, punctuation, and spelling errors. Papers should adhere to the most recent citation style outlined by the American Psychological Association (APA).

### PLAGIARISM STATEMENT

In this course, students will submit written work by making use of information and ideas found in print or online sources. Whenever material from another writer is used, it is important that students quote or paraphrase appropriately and cite the source.

The UNO Academic Integrity policy defines plagiarism as "presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person."

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

**Students SHOULD NOT GUESS when it comes to using or citing another writer's work. Students should contact the instructor or a consultant at the UNO Writing Center with questions. Students should take a printout of the original source as well as the paper that is being written to the consultation.**

### **ACADEMIC INTEGRITY POLICY**

The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found responsible for violating the [policy on Academic Integrity](#) shall be subject to both academic and disciplinary sanctions. Violations of the policy on Academic Integrity include, but are not limited to, the following: cheating, fabrication and falsification, plagiarism, abuse of academic materials and/or equipment, complicity in academic dishonesty, falsifying grade reports, and/or misrepresentation to avoid academic work. More information about these areas and the procedures addressing academic integrity is available from the Office of Academic and Student Affairs (EAB 202 | 402.554.2262).

### **CLASSROOM EXPECTATIONS**

Students are expected to arrive on time to class meetings. Students should come to class well prepared, meaning readings and other assignments have been completed. Students are expected to be respectful of their classmates and the instructor. Distracting and/or disrespectful behaviors will not be tolerated.

### **CELL PHONES, MOBILE DEVICES, AND LAPTOPS**

Students are welcome to use cell phones, mobile devices, and/or laptops in class provided they are used for academic purposes such as note taking, accessing course materials, or researching course concepts and their use does not disrupt fellow classmates. Please silence devices if at all possible. A student who receives a phone call or text, should step outside the classroom to respond. DO NOT take pictures or video during class.

### **TECHNOLOGY REQUIREMENTS**

Students will be expected to have access to a computer frequently, as all writing assignments used will be typed out and not handwritten. The software students use to write assignments is irrelevant, as long as the writing guidelines outlined in this syllabus are followed. It is recommended that students have access to a computer weekly. Public computers are available on the UNO campus. Consult [Information Technology Services](#) and the [Criss Library](#), for more information on equipment locations and availability.

### **TECHNICAL SUPPORT**

Technical support for common university systems, including Canvas and email, is available from Information Technology Services [technical support](#) located in Eppley Administration Building (EAB) 104.

### **ACCESSIBILITY ACCOMMODATIONS**

Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: H&K 104, Phone: 402.554.2872, Email: [unoaccessibility@unomaha.edu](mailto:unoaccessibility@unomaha.edu))

### **CRISS LIBRARY**

UNO's Criss Library offers a wide variety of resources that support student learning. Subject specialist librarians have in-depth knowledge of researching within specific disciplines and can provide guidance for a specific area of study. Students are encouraged to explore customized resources featured on the [Criss Library](#) website.

### **EMERGENCY PREPAREDNESS**

The University of Nebraska at Omaha is prepared for a wide range of emergencies. Students should familiarize themselves with procedures and assistance available on UNO's [emergency information page](#). If travel to campus is not feasible due to a declared emergency, a combination of Canvas, teleconferencing, and other technologies will be used to facilitate academic continuity. Students will be notified of procedures through Canvas course site announcements and email as appropriate.

### **INCLEMENT WEATHER**

In the event of inclement or threatening weather, students should use his/her best judgment regarding travel to and from campus. Students who are not able to attend class due to adverse weather conditions, should contact the instructor as soon as possible. Similarly, if the instructor is unable to reach the class location, students will be notified of any cancellation or change as soon as possible (by approximately 1 hour before class starts and by posting an announcement in Canvas). Students who cannot get to class because of weather conditions, will be provided allowances relative to attendance policies as well as any scheduled tests, quizzes, or other assessments.

### **PREFERRED NAME AND PREFERRED GENDER PRONOUNS**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. The instructor will gladly honor a student's request to be addressed by an alternate name or gender pronoun. Please advise the instructor of this preference early in the semester so that instructor records may be changed appropriately.

### **WRITING CENTER**

The UNO Writing Center offers free one-on-one consultations with trained consultants to all students, faculty, and staff. Their goal is to help writers improve their writing skills and confidence in all types of writing, in all subject areas, and at all stages of the writing process. For more information about their hours and locations or to schedule an appointment, go to [unomaha.edu/writingcenter](http://unomaha.edu/writingcenter) or visit their main location in Arts and Sciences Hall (ASH) 150.

### **SPEECH CENTER**

The [UNO Speech Center](#) provides free consulting and coaching services to all UNO students, faculty, and staff in preparing oral presentations. The Speech Center Consulting Room can help students with presentation preparation, outlining, effective delivery techniques, along with any other presentational needs. Speech consulting will help at any stage in the speech-making process. For more information, visit the UNO Speech Center in Arts and Sciences Hall (ASH) 183 and 185.

### **STUDENT SAFETY**

A variety of resources are available to support student safety and security. Students have experienced or are experiencing a difficult personal situation, should consult the resources available through the [Division of Student Success](#).

### **OUTCOMES MAP AND STUDENT LEARNING OUTCOMES (SLOs)**

#### **Council on Social Work Education (CSWE) Competencies**

The student learning outcomes for this course are built upon the following nine social work core competencies set forth by the CSWE's 2022 Educational Policies and Accreditation Standards (EPAS) which is required for all accredited social work programs.

1. Demonstrate ethical and professional behavior.
2. Advance human rights and social, racial, economic, and environmental justice.
3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

This map is intended to show how course topics, content, and activities align to the student learning outcomes outlined above. The CSWE 2022 EPAS core competencies are identified in

the first column and mapped to the Student Learning Outcomes (SLOs), the field practicum learning contract assignments and the CSWE 2022 EPAS Dimensions.

<b>EPAS Competency*</b>	<b>Course Objective/Student Learning Outcome</b>	<b>Assignment</b>	<b>Dimension*</b>
1 = Demonstrate Ethical and Professional Behavior	1.Appraise the selected area of social welfare and its relevance to social work professional roles, values and ethics, and practice behaviors.		
3 = Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	3.Integrate the relevance of the topic with regard to services and policies that impact diverse, aging, vulnerable, and under-served populations, including anti-racism, diversity, equity, and inclusion (ADEI).		
4 = Engage in Practice-Informed Research and Research-Informed Practice	2.Critique the major knowledge base and theoretical foundations for the topic and their empirical standing. 4.Evaluate the published literature on the topic.		
5 = Engage in Policy Practice	3.Integrate the relevance of the topic with regard to services and policies that impact diverse, aging, vulnerable, and under-served populations, including anti-racism, diversity, equity, and inclusion (ADEI).		

\*Dimensions Key:

K = Knowledge

S = Skills

V = Value

CAP = Cognitive and Affective Processing

## **REFERENCES AND SUPPLEMENTAL MATERIALS**

### **References**

Appropriate readings will be selected by the student with assistance from the instructor and other resource persons.







UNIVERSITY OF NEBRASKA AT OMAHA  
GRACE ABBOTT SCHOOL OF SOCIAL WORK

**APPLICATION FORM: SOWK 8900 SPECIAL STUDIES (1-3 credit hours)**

Students must complete this form in consultation with the School’s Coordinator of Special Studies. The student then gives the completed form, with all details and signatures, to the School’s secretary who enters a permission to register. **THEN IT IS THE STUDENT’S RESPONSIBILITY TO REGISTER FOR THIS COURSE THROUGH THE UNO REGISTRATION PROCESS.**

STUDENT'S NAME: \_\_\_\_\_ Student ID# \_\_\_\_\_

ADDRESS: \_\_\_\_\_  
Street City State Zip

TELEPHONE: \_\_\_\_\_  
(Home) \_\_\_\_\_ (Work) \_\_\_\_\_

(Cell) \_\_\_\_\_

EMAIL: UNO \_\_\_\_\_ Home \_\_\_\_\_

COURSE SELECTION: SEMESTER/YEAR \_\_\_\_\_ # of credit hours \_\_\_\_\_

REASON FOR THE SPECIAL STUDY \_\_\_\_\_

\_\_\_\_\_  
SPECIFIC LEARNING OBJECTIVES:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SPECIFIC ACTIVITIES (Minimum Total Number of Hours is 45 Per Credit Hour)

READING/LITERATURE REVIEW Approximate number of hours: \_\_\_\_\_

Description \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

EXPERIENTIAL

Approximate number of hours: \_\_\_\_\_

Description: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

FIELD RESEARCH

Approximate number of hours: \_\_\_\_\_

Description: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

OTHER SPECIFIC ACTIVITIES

Approximate number of hours: \_\_\_\_\_

Description: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PREPARATION OF FINAL PRODUCT

Approximate number of hours: \_\_\_\_\_

Description: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

MONITORING PLANS



**POLICIES AND PROCEDURES FOR SOWK 8900**

REGISTER WITH THE REGISTRAR FOR THIS COURSE IN ADDITION TO COMPLETING THE APPLICATION FORM.\*

**1. OBJECTIVES**

The special studies course is designed to provide students with opportunities to:

- 1.1 Study social work topics that are not included in the regular curriculum of the School of Social Work.
- 1.2 Penetrate a specific social work topic in greater depth than is facilitated by the regular curriculum of the School of Social Work.

**2. EXPECTATIONS****2.1 TIME**

Students who engage in Special Studies should expect to put in 45 hours of work, including 3 hours of instructor conference time, for each credit hour awarded. This graduate course is worth 3 credit hours.

**2.2 REPORTS**

Special Study projects will be culminated by a comprehensive project report and any other evaluative mechanism agreed upon by student and project supervisor. This will usually be in the form of a written paper and oral defense of the paper to the cooperating instructor. The usual School academic standards regarding papers apply to Special Study project reports. If approved, students may consider alternative forms such as an annotated bibliography and a media or oral presentation to a class or a colloquium. The form and scope of the report must be outlined in the study plan.

**2.3 COMPLETION DATE**

It is expected that projects will be completed by the conclusion of the semester or session for which registered. Usual School and University policies regarding Incompletes apply to Special Studies projects.

**3. PROCEDURES****3.1 PERMISSION**

Prior to meeting with the Coordinator of Special Studies, the student should:

- Determine a general study topic;
- Obtain the approval of her/his adviser;

- Obtain the approval of a qualified instructor/tutor. (Instructors may accept no more than one student per semester without special permission of the Director.)

The Special Studies Coordinator may advise students regarding the appropriateness of initial study topic ideas and the selection of a cooperating instructor.

3.2 The attached Application for Special Studies Approval Form contains the study plan and must be filled out and approved PRIOR TO REGISTRATION.

3.3 Unresolved disagreement between a student and the Coordinator of Special Studies about the appropriateness of a proposed study plan must be referred to the Director and if necessary to the Program Committee.

#### 4. **GRADING**

4.1 The basis for the grade is specified in the course syllabus, and part of this is the student's planning and participation in carrying out the study plan.

4.2 The cooperating instructor/tutor will recommend a grade to the Coordinator of Special Studies.

4.3 The Coordinator of Special Studies has responsibility for assigning the grade. If the recommended grade is not accepted, the Coordinator will confer with the cooperating instructor and student before assigning the final grade. Usual grade appeal policies apply to this course.