



## Syllabus: SWU 171-3 Introduction to Social Work

### Course Information

Course Title: Introduction to Social Work

Course Prefix/Number: SWU 1713

Semester: Fall 2020

Class Days/Times: Online

Credit Hours: 3

### Instructor Information

Name: Sandra Leal, MSSA, LCSW

Phone/Voice Mail: 602 570-0935

E-mail: Sleal@tocc.edu

Office location: online

Office hours: Virtual office hours are arranged between student and instructor

### Course Description

Study of the unique tenants of social work practice and the institution of social welfare. The history and development of social work as a profession, concepts of social justice and human rights. An exploration of the functions and roles of social work and career settings. Students demonstrate increased awareness of personal values, the NASW Code of Ethics, and *Himdag* values.

Prerequisite – none.

### Student Learning Outcomes

1. The Social Work Profession

Students will identify and describe the core purpose, mission, and values of the social work profession.

2. Social Problems and Social Change

Students will describe and evaluate common social conditions of marginalization and strategies for social change.

3. Professional Values and Ethics

Students will demonstrate an understanding of the importance of professional values and ethics and define ethical dilemma situations.

**4. Engage Diversity and Difference in Practice**

Students will demonstrate cultural and other diversity awareness required to respectfully serve the Tohono O’odham, Southwestern peoples, and other diverse populations.

**Course Structure**

This introductory course is delivered asynchronously with self-paced online learning activities and assignments. Online learning supports student interaction through discussion and mastery of content. Students are expected to be present, willing to ask questions, and ready to engage in structured learning activities including discussions where students are expected to respond to each other in the Discussion Board. Weekly readings provide the students with in-depth knowledge about the profession of social work, social injustice, and social policy..

**Course Learning Materials and Textbook Information**

Dubois, B. & Krogstad Miley, K. (2019). *Social work- An empowering profession* (9<sup>th</sup> ed.). Boston: Pearson Education, Inc.

National Association of Social Workers. (2017). *Code of Ethics*. NASW Press.

Retrieved: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Additional articles and educational videos are assigned in Canvas.

**Evaluations and Grading & Assignments:**

- 90 and above is an A
- 80 - 89 is a B
- 70 - 79 is a C
- 60 - 69 is a D
- Under 60 is Failing

**Your grade will be determined by the following:**

Evaluation and Grading

Percentage/Grade	Learning Behaviors/Knowledge Guide
90-100% A	Excellent consistent attendance and participation. Extensive knowledge and understanding of concepts and processes. Creative linkage in tests, discussions, and papers of class content to information gained outside class. Regular contribution to individual and group efforts.

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80 – 89% B	Good attendance and participation. Adequate knowledge and understanding of concepts and processes. Linkage in tests, class discussions, and papers of class content to information gained outside class. Frequent contribution to individual and group efforts.
70 – 79% C	Inconsistent attendance and participation. Basic knowledge and understanding of concepts and processes. Summarizes and paraphrases assigned material accurately in tests, discussions, and papers. Inconsistent contribution to individual and group efforts. Some late and/or incomplete assignments.
60 – 69% D	Limited attendance and participation. Marginal knowledge and understanding of concepts and processes. Limited ability to summarize and paraphrase assigned material in tests, discussions, and practice notebook. Limited contribution to individual and group efforts. Frequent late and/or incomplete assignments.
Below 60% F	Frequent lack of attendance and/or participation. Inability to demonstrate knowledge. Significant absence and/or missing assignments.

### Course Expectations and Assignments:

1. Your final grade is determined using the above full letter grades.
2. Learning assessment for this course consist of class discussions; written assignments; self-reflection journaling; and a final project of interviewing a social worker or touring a community social service agency.
3. Additional assignments may be added at the discretion on the instructor, based upon the class learning assessments.
4. Students who receive below 70% in their final grade must repeat the course for transfer credit.

### Assignment Descriptions

All assignments are located in the Modules Link in Canvas. Weekly assignments address the learning outcomes (see above) and maybe be adjusted as needed based upon the class learning needs.

#### 1. Learning Integration Reflections and Assignments

Each week students will complete online assignments that align with the learning module topic and learning objectives. These assignments may include reading materials, previewing videos, writing reflections, chapter and topic quizzes, and discussion posts between students.

#### 2. Project

Interview with a social worker (BSW or MSW) or tour a social service agency. This assignment is worth 50 points. Upon completion of your interview or tour, students will write a 2-3-page paper and conduct a presentation to our class. Virtual interviews are acceptable during this pandemic.

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### **Requirements for Interview or Agency Tour**

- A. APA writing format is required for this 3-page paper.
- B. Students will submit a list of interview questions and outline for their interview/agency visit. Your interview could include questions related to work experience, education, reasons for entering the field of social work, description of successful cases/unsuccessful cases. Agency visits reports should address the agency's mission, population served, funding sources, relevant social policies, and staffing patterns.
- C. As a conclusion to your paper, students will summarize a personal learning assessment on what knowledge they gained during this assignment.

### **3. Discussions**

You will benefit greatly by leveraging the vast and diverse experience everyone has in the course by participating in the discussions fully and actively. I welcome and appreciate diverse ideas, experiences, and perspectives in our discusses. Discussions offer you an opportunity to deepen your thinking and your learning.

### **4. Mid-term Journal**

This assignment is worth 25 points. Students are required to write a mid-term learning self-assessment. The purpose of this assignment is to provide you with an opportunity to self-reflect, a practice and skill that will help you develop effective helping interventions when working in the field of social work.

### **5. Quizzes**

Quizzes will be based upon course readings, videos, assignments and discussions. The format for these quizzes will vary and may include short essay answers, T/F. or Multiple-Choice questions. Quizzes are time limited so you may want to outline each chapter and have your notes available during the quiz.

**Weekly knowledge assignments will total 20 points @ 15 weeks = 300 points**

**Project = 50 points**

**Mid-term = 25 points**

### **Himdag Cultural Component**

Human behavior, mental processes, and indeed our interpretation of such things always occurs within the context of culture. During the exploration of each of the topic areas within this course, emphasis will be placed on how each social work concept is viewed through the lens of the *Himdag* and Tohono O'odham's way of life and experience.

#### ***Tohono O'odham Core Values (T-So:son)***

- Our Beliefs (T-Wohocudadag,
- Our Wellbeing (T-Apedag),
- Our Deepest Respect (T-Pi:k Elida), and
- Working Together (I-We:mta)

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## Policies and Expectations

1) Students are expected to attend all scheduled online class meetings. Logging onto Canvas and submitting assignments is considered attendance. Regular attendance in this course will support you in learning the content and doing well. Because the nature of this course is highly interactive, it is difficult to make up missed experiences and knowledge.

2) TWO unexcused absences may result in withdrawal and a “W” or “Y” will be recorded.

3). An accepted absence may include internet problems, physical illness, school or work-related travel, ceremony/religious observances, and practices, or for personal or family emergency. The request for a ‘self-care’ day should be confidentially discussed with the instructor. *Bottomline, communication with the instructor is critical to your success. You must show up if you wish to learn.*

### Communication

Appropriate written and verbal communication are essential skills for professionals in the helping profession.

You may contact me via email or via the Inbox tool within Canvas. I will ensure to respond to all questions within 24 - 48 hours. Please note that my typical reply time will be sooner, but this will be the longest that you will receive a response. I do not respond to emails nor do grading over the weekends nor on holidays. Even better, set an appointment with me! The most efficient method to contact me is through Canvas.

### Technology

1) Learning through Canvas:

It is the student’s responsibility to be proficient in using Canvas, the required processes, and Microsoft programs to be successful in an online learning environment. Students need to be proactive in ensuring they are skilled in Canvas’ processes in order to complete all assignments on time. Technology tutorials are provided in the *Getting Started* folder for this course. *Please communicate with me immediately if you are challenged by a requirement in your Canvas portal. I cannot help you if I do not know you are having a problem.*

2) Use of Zoom office hour meetings:

Students must have access to a camera and mic (sound) from their computer in order to participate in virtual Zoom meetings if needed. Tutorial links are provided in the *Getting Started* module of your course.

2) Microsoft software:

Assignments will require you to submit uploaded attachments or post evidence of learning through Canvas. Microsoft software must be used to complete all assignments. Microsoft Word must be used to complete all written assignments (not Microsoft Works, not WordPerfect, not Works, etc). Please do not submit your paper as a PDF version. This makes it difficult for me to

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give you feedback. Your document must be a DOC or DOCX. If you submit another type of file attachment (unless otherwise directed in the assignment), I will not be able to open it.

### **Attendance Policy**

You are expected to submit assignments on time and be prepared to participate in each learning module. Four unexcused absences may result in withdrawal and a "W" or "Y" will be recorded. You may request to be excused from class for religious observances and practices, for illness, for school or work-related travel or for personal or family emergency. If you will be absent, please notify the instructor as soon as possible (approved by Faculty Senate April 2014).

### **Make-up policy:**

Upon approval from your instructor, late assignments maybe be accepted and may be penalized. If a student requests an extension prior to a due date, a 7-day grace period will be provided without a penalty. At the instructor's discretion, extra credit opportunities and optional activities may be provided.

It is the student's responsibility to be aware of all due dates and changes within the course structure. All assignments are due on Sunday before 11:59PM.

### **Incomplete Policy**

Incomplete (I) grades are not awarded automatically. The student must request an "I" from the instructor who can choose to award an Incomplete only if all three of the following conditions are met:

1. The student must be in in compliance with the attendance policy.
2. The student must have unavoidable circumstance that would prohibit the student from completing the course.
3. The student must have completed over 75% of the course requirements with at least a "C" grade.

Incompletes are not a substitute for incomplete work due to frequent absences or poor academic performance. Incomplete grades that are not made up by the end of the ninth week of the following semester will be automatically changed to an F if the agreed upon work, as stipulated on the written form signed by the instructor and the student when the I grade is awarded, is not completed.

### **Instructor Withdrawals**

Students who have missed four consecutive classes (or the equivalent) not submitted any assignments nor taken any quizzes by the 45th day census report, due on [date of 45th day found in Academic Calendar on TOCC website] are assumed NOT to be participating in the class and may be withdrawn at the faculty member's discretion. [faculty members should be clear in their withdraw policy, if you do not withdraw students please note in appropriate sections].

**Student Withdrawals**

Students may withdraw from class at any time during the first 2/3 of the semester without instructor permission and without incurring any grade penalty. Please be sure to withdraw yourself by [withdrawal deadline date found in Academic Calendar on TOCC website] if you do not expect to complete the class, otherwise you may receive an "F" grade.

**Special Withdrawals (Y) Grade**

The "Y" grade is an administrative withdrawal given at the instructor's option when no other grade is deemed appropriate. Your instructor must file a form stating the specific rationale for awarding this grade. "Y" grades are discouraged since they often affect students negatively. Your instructor will not award a "Y" grade without a strong reason.

**Equal Access Statement/Disability Accommodations**

Tohono O'odham Community College seeks to provide reasonable accommodations for qualified individuals with disabilities. The College will comply with all applicable regulations, and guidelines with respect to providing reasonable accommodations as required to ensure an equal educational opportunity. This process includes self-identifying as a student with a disability, providing supporting documentation of their disability, and being approved for services through the Disability Resources Office (DRO). It is the student's responsibility to make known to their instructor(s) the student's specific needs within the context of each class in order to receive appropriate accommodations. We will work together in order to develop an accommodation plan specifically designed to meet the individual student's requirements.

For more information or to request academic accommodations, please contact: Anthony Osborn, TOCC Disabilities Resource Coordinator, aosborn@tocc.edu, or 520-383-0033 for additional information and assistance.

**Title IX**

Tohono O'odham Community College encourages each student to have the knowledge and skills to be an active bystander who intervenes when anyone is observed or being harassed or endangered by sexual violence. Sexual discrimination and sexual violence can undermine students' academic success and quality of life on campus and beyond. We encourage students who have experienced or witnessed any form of sexual misconduct to talk about their experience and seek the support they need.

Confidential support and academic advocacy can be found with: Student Services Title IX Coordinator/Counselor, Alberta Espinoza, M.Ed. located in I-We:mta Ki: Room 18. Phone 520-383-0033 email: aespinoza@tocc.edu

**Conduct: Bias, Bullying, Discrimination and Harassment**

Tohono O'odham Community College faculty and staff are dedicated to creating a safe and supportive campus environment as a core value. Harassment based on age, class, color,

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culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status will not be tolerated.

### Standards for Written Assignments

Course assignments are the student's opportunity to display mastery of the course concepts, terms, and competencies. Assignments will not only be graded on the quality of the knowledge conveyed, but how well those ideas are communicated in writing. This includes avoidance of the use of language that degrades women, Persons of Color, Gay, Lesbian, Bisexual, Transgender and other diverse and/or at-risk populations.

- All work is assessed for scholarly writing including adhering to APA standards, critical content, accurate spelling, grammar, and organization/flow.
- Students are strongly encouraged to utilize college writing support/tutor resources to assist in meeting these standards.
- Students should refer to specific *Evaluation Rubrics* associated with each assignment. This will help you understand the standards for which you will be assessed.
- Assignments should be submitted in the *Canvas* course portal.
- Because life happens, students may submit an email request to the instructor for a delayed assignment submission request without penalty. If a request is made *by the assignment due date*, a *7-day grace period* from the assignment due date may be given. Assignments submitted after the 7 days will receive 0 points.
- It is the student's responsibility to know what assignments may be missing.

### Learning Progress Feedback

- All assignments will be graded and returned to the students promptly, typically within 72 hours after the assignment is closed.
  - If a student fails an assignment, at the discretion of the instructor, the student may be given the opportunity to resubmit the assignment one time.
- E-mail, phone, and text messages will be returned by your instructor within two business days. A student or the instructor may request a student conference at any time during the semester.
- Midterm grade reports will be provided to each student that is below a grade of C. This is also a time for students to provide feedback to their instructor on their learning experience.

### SWU 171 Course Schedule

- Your course schedule is provided for you within Canvas. Each module provides an overview and information on what you will be doing in class.
- **It is important that you access your assignments from within the Module link in Canvas.** The course outline is based on topical areas during the semester which meet the learning outcomes for this course. How quickly we get through each topic is based on the needs and interests of the class and other unforeseen circumstances. This is a fluid schedule that may go through revisions. *Depending on the learning needs and*

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*interests of students, these activities and assignment dates may change.* Please note the assignment submission due date is on Sunday before 11:59PM at the end of the Module week.

**Week 1:** Introduction to Social Work/Chapter 1

Review course syllabus, post an introduction on the discussion board, submit an assignment on who social workers are and what they do.

Learning Outcomes:

- Describe who social workers are and what they do
- Explain the mission and purpose of social work
- Clarify the relationship between social work and social welfare
- Evaluate social work as an empowering profession

**Week 2:** History of Social Work, Human Rights and Social Justice/Chapter 2 and 6

Read chapters 2 and 6 in your textbook, preview video on Jane Addams and Social Advocacy, submit a quiz.

Learning Outcomes:

- Describe the historical contexts of the emergence of the social work profession
- Critique the common base of social work's values, knowledge base, and skills
- Analyze the concept of human rights, including rights, liberties and the rights to social welfare
- Compare and contrast social injustice-isms

**Week 3:** Social Systems and Generalist Social Work/Chapter 3 and 9

Read chapters 3 and 9, submit an assignment on the ecological systems perspective, participate in a class discussion.

Learning Outcomes:

- Summarize the ecosystems perspective within the framework of generalist social work practice
- Classify types of social functioning
- Differentiate social work intervention with client systems in the micro, mezzo, and macro levels
- Describe the methods of social work practice, including casework, group work, community organization, and generalist social work practice.
- Summarize social work functions and roles within generalist social work practice

**Week 4:** Social Service Delivery Systems/Chapter 4

Read Chapter 4 in textbook, submit an assignment on components of social service delivery system, take a quiz.

Learning Outcomes

- Differentiate among the types and characteristics of social service delivery settings
- Describe roles and functions of social workers in the delivery of services

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**Week 5: Values and Ethics in Social Work/Chapter 5 and NASW Code of Ethics**

Read Chapter 5 and review the NASW Code of Ethics, submit a quiz and participate in one class discussion focused on ethical dilemmas. Submit mid-term journal.

**Learning Outcomes**

- Explain the common values of social work practice
- Analyze and differentiate the values contexts of social work, including client, agency, personal and cultural
- Describe ethics, the purpose of ethical codes and standards for social work practice

**Week 6: Fall break 9/28-10/2****Week 7: Diversity and Social Work Practice/Chapter 7**

Read Chapter 7, critique video on diversity and cultural influences, submit an assignment on social work diversity perspectives, take a short quiz

**Week 8: Empowerment in Social Work Practice/Chapter 8**

Submit a discussion post on the social work Empowerment Perspective, read Chapter 7 and write a self-reflection paper human diversity

**Learning Outcomes**

- Explain the dynamics of ethnic diversity, gender issues, and other facets of human diversity in social work practice
- Explain the tenants of multicultural social work practice, including essential knowledge, values and skills

**Week 9: Social Policy, Poverty and Homelessness/ Chapter 10 and 11**

Read chapters 10 and 11, submit an assignment and participate in a discussion analyzing how social inequality (poverty and homelessness) is maintained in the United States and discuss the social consequences of poverty.

**Learning Outcomes**

- Describe the relationship between social policy and social work
- Prepare a synopsis of contemporary public welfare programs
- Explain the role of social work in addressing poverty in the U.S. and Indigenous nations
- Analyze the role of social work and homeless prevention and intervention

**Week 10: Social Work and Criminal Justice/ Chapter 11**

Read chapter 11, submit a discussion of police reform and take a short quiz.

**Learning Outcomes**

- Describe the role of social work in the criminal justice system
- Identify and analyze contemporary social issues in policing reform and social work practice

**Week 11: Social Work in Health, Rehabilitation, Disabilities/Chapter 12**

Read Chapter 12 and take a quiz; discuss health care reform in a class discussion; preview a video on social workers in health settings.

Learning Outcomes

- Explain the role and function of social work in the health systems
- Explain the role and function of social work in services to persons with disabilities

**Week 12:** Social Work in Behavioral, Mental Health and Addictions/Chapter 12

Read Chapter 12; preview a video on co-occurring disorders; submit an assignment on the role of social workers in mental health and addiction settings.

Learning Outcomes

- Explain the role of social work in behavioral health services related to mental health
- Explain the role of social work in behavioral health services related to substance abuse disorders

**Week 13:** Social Work with Families and Youth/Chapter 13

Read Chapter 13 in your textbook; participate in a discussion and submit one assignment TBA

Learning Outcomes

- Describe the contemporary U.S. family and the role of family-centered services
- Analyze cultural contexts within Indigenous family systems
- Discuss roles and functions of social workers in youth and family services

**Week 14:** Social Work with Adults and Aging Services/Chapter 14

Read Chapter 14 in your textbook; complete Empathy Aging assignment; participate in a class discussion on Elderly Abuse and Neglect.

Learning Outcomes

- Describe various roles of social service intervention for adults
- Identify common social work roles and service contexts in working with older adults
- Explain the continuum of programs and services common in gerontological social work

**Week 15:** Social Work with Migrants and Immigration Policy

Review course materials; participate in a class discussion related to contemporary immigration policy and social consequences; submit Interview/Agency visit Paper

Learning Outcomes

- Explain the difference between migrants, immigrants, refugees and asylees
- Describe general practice contexts and roles that social workers can serve with migrant populations in the U.S. and abroad

**Week 16:** Review and final