



Syllabus: **SWU 171 – Introduction to Social Work**

Course Information	
Course Prefix/Number: SWU 171	Credit Hours: 3
Semester: Spring 2020	Course Title: Introduction to Social Work
Class Days/Times: Mondays @ 4:15-6:15pm And online through Canvas	Campus: S-cuk Du'ag Maščamakuđ (Main) Room: Gewkdag Son Ki, #4

Instructor Information Dr. Marcia Valadez, EdD, MSW, LICSW	Phone: Preferred Mobile# (651) 247-9313 (voice or text) Office# (520) 383-0331 x 1031 Email: mvaladez@tocc.edu Office: Main Campus-S-cuk Du'ag Maščamakuđ Building: Ha-Mascamdah Ha-Ki #104 <i>Spring office hours:</i> <i>M. 9:00am-noon; T. 2-4:00pm; W. noon-2:00pm</i> <i>Other days and times can be arranged.</i>
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<p>Course Description: Explores current environmental issues and challenges in the US-Mexico border, and provides the foundation for understanding the current social welfare system and the ways that social services have developed in the United States. This historical perspective helps students understand how social work can influence, and be influenced by, social welfare policy. Students will gain an understanding of the various roles social workers have and the settings in which they practice. Includes social work interventions of practice, policy, and research and the knowledge, values ethics, and skills underpinning the practice of social work with diverse populations, with special emphasis on Native American cultures. Special emphasis on the practice of social work in the context of Southwest cultural and ethnic traditions.</p> <p>Nature of Course: Through on ground and online hybrid learning opportunities, this course introduces the historical and philosophical foundation of social work as a profession; outlining the core knowledge, values, and skills that characterize social work practice with vulnerable diverse populations including the</p>

contexts of Southwest and Native American culture and ethnic traditions. A variety of professional practice settings are surveyed allowing students opportunities for social work career exploration. Students demonstrate increased awareness of personal values in exploring both the National Association of Social Workers (NASW) Code of Ethics and the *Himdag* of the Tohono O'odham people.

Student Learning Outcomes:

Upon completion of the course, the student will be able to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Comprehend the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
4. Practice without discrimination and with respect, knowledge and skills related to client's age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
5. Demonstrate understanding of the history of the social work profession along with contemporary structures and issues.
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes while exhibiting effective practice in a range of professional social work roles.

Course Structure:

The structure of this course involves hybrid delivery; this includes on ground lecture, class activities, student writing, and student presentations. Online learning supports student interaction through discussion and mastery of content. The goal is to provide the student with a broad survey of the field of social work and allows the student to research areas of interest more specifically through class activities and assignments. Students are expected to be present, willing to ask questions, and ready to engage in on ground and online classroom activities.

Texts and Materials

Dubois, B. & Krogstad Miley, K. (2019). *Social work- An empowering profession* (9th 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>

Other articles as assigned.

***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)

National Association of Social Worker Core Values (2017)

- Service
- Social Justice
- Dignity and Worth of Person
- Importance of Human Relationships
- Integrity
- Competence

Definition of Generalist Practice

Generalist practice is the application of an eclectic knowledge base, professional values, and a wide range of skills to target systems of any size, for change within the context of four primary processes. First, generalist practice involved working effectively within an organizational structure and doing so under supervision. Second, it requires the assumption of a wide range of professional roles. Third, generalist practice involves the application of critical thinking skills to the planned change process. Fourth, it emphasizes client empowerment (Kirst Ashman & Hull, 2012).

Core Competencies

Accreditation standards (CSWE, 2015) require that the baccalaureate social work curriculum prepares graduates for generalist practice through mastery of a set of nine core competencies. These core competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. CSS Social Work students delineate the educational goals and objectives of the Social Work Program through demonstration of specific competencies that serve to inform and aid evaluation of those students' preparation for generalist social work practice. These competencies serve as a link between what may be observed or demonstrated in student knowledge, value and skill performance, and the program's curriculum expectations. In a general way, these competencies and accepted practice standards operationalize the educational objectives for students, faculty, and administration and provide a common set of definitions to gauge performance and behavior.

The nine core competencies are listed below.

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice.
3. Advance Human Rights and Social and Economic Justice.
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

Evaluation and Grading

Points/Grade	Learning Behaviors/Knowledge Guide
90 and above is an 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.
80 - 89 is a 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 is a 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.
60 - 69 is a 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.
Under 60 is Failing	

Course Expectations and Assignments

Your course grade will be determined using the above full letter grades. Because of the participatory nature of this course, and the fact that this course meets on ground only once per week, students are expected to demonstrate regular attendance, preparation for class activities and discussions, and assignment presentations. Learning assessment consists of weekly in class discussions/activities, learning integration written assignments, reflection preparation/discussions, class presentation, and a final written examination. Additional assignments (other than below) may be added at the discretion of the instructor, to allow an opportunity for students' mastery demonstration during the semester. The total learning evaluation points possible for this course is 100.

Assignment Descriptions

1. Weekly Engagement and Participation: (45 total points)

3 points per week/@ 15 weeks= 45 points possible.

This includes:

- Regular attendance behavior; arriving on time and remaining for the entire class period.
- Providing feedback to peers and participating in course topic discussions via preparation and critical thinking. (This may include mini written activities [Reflections] and personal learning evaluations.)
- Depending on the week, students may be required to formally prepare learning content for discussion in a future class meeting.
- Online learning activities will count for the week's participation points when an on-ground class meeting does not take place.

- Students that have an excused absence for illness, family crisis, inclement weather, or a transportation issue may be given the opportunity to complete a ‘make-up’ assignment online which must be submitted within 1 week of the missed class event.
- Students must inform the instructor of their absence in order to be considered for make-up points.

2. Social Activist Analysis Paper – (10 points)

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. This means that social workers must be prepared to be social activists and work towards social justice. Any model of what it means to be a “social activist” would include all those people who act as the conscience and voice of the “many” within our society. These individuals both address and challenge all of us on a variety of issues (i.e. ethical, moral, human rights, animal rights, and environmental, to name a just a few).

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

Description:

This research assignment provides an opportunity to begin constructing an analysis of how a social justice activity is impacted by and for a specific population within a historical context. Students will compare how at least two different social activists approached issues of social injustice. A list of historical and contemporary social activists is provided in a detailed assignment description found in your Canvas portal. Students may use other library and/or web-based searches.

This assignment is completed in the form of a critically reflective paper. A *Word document* template with focus questions is provided to complete this assignment. Students are evaluated on content and professional writing. An evaluation rubric is provided with the detailed course description in Canvas.

3. Values Integration Presentation (10 points)

Description: Professional values and ethics are of critical importance in social work. The purpose of this assignment is to enable students to become knowledgeable of the core values of the social work profession, as well as increase understanding of the T.O.C.C. *Himdag-Tohono O’odham Core Values (T-So:son)*. This assignment provides the opportunity to describe the intersectionality of the two value groups.

Instructions:

- Students will be randomly assigned a NASW Core Value as their reflection focus. They will articulate this value and connect it to one or more of the *Himdag* Core Values.
- Designated class time will begin with a reading of the values, and each presenter will be responsible to lead a brief reflection (about 10-12 minutes) to “bring this value to life.” For example, you might share a poem, tell a story, play a song, show a short item on YouTube, lead a meditation/artistic experience/journaling exercise, highlight information about an activist, or in some way (be as creative!) find a medium to embody your understanding of this value.
- Focus questions and evaluation rubric are identified with this assignment in Canvas.

4. Learning Integration Reflections (four) 20 total points possible/5 pts per reflection

Because this is a hybrid delivered course, students will be provided with integrated supportive online activities connected to the learning content and course objectives.

- Students will be provided with a set of topic-related focus questions that they must be prepared to either discuss in class or post online (see course schedule).

5. The Social Work Interview Paper: (15 total points)

- Students are assigned a social worker at the BSW or MSW level to interview about their practice experience. The interview is submitted as a paper by the end of the semester.
- This assignment provides an opportunity to integrate course knowledge with real-life interviewing skills.
- Students demonstrate critical thinking and knowledge of basic concepts learned during this course.
- Students are provided a general guide in the assignment completion.

Course Policies and Expectations

Student Participation and Engagement

1) Students are expected to attend all scheduled class meetings (Please refer to course schedule at the end of this syllabus.) This behavior includes arriving on time, prepared to work, discuss and learn; and attending the full duration of the course period. 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) *If you believe that you will be tardy, must depart before the class is done, or unable to attend a class meeting, please do your best to alert the instructor prior to the class meeting. An accepted absence may include 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. Actual attendance in the class cannot be made-up, although written or speech assignments may be rescheduled with the consent of the instructor. **Bottomline, communication with the instructor is critical to your success. You must show up if you wish to learn.***

Technology Policy

Some assignments will require attachments uploaded in 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). 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.

All work must be submitted online as directed in each specific assignment. It is important to read the directions before submitting your work, which can be found on Canvas in the instructions for each particular assignment. Please do not e-mail an assignment, as it will not be graded.

It is the student's responsibility to be proficient in using Canvas, its 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.

Obtaining a Microsoft 365 account for all of your document needs

Get started with Office 365 for free: TOCC Students are eligible for Office 365 Education for free, including Word, Excel, PowerPoint, OneNote, and now Microsoft Teams, plus additional classroom tools. All you need is a valid school email address. It's not a trial – so get started today.

<https://www.microsoft.com/en-us/education/students>

Communication

1) Students should check their campus email and Canvas updates weekly in order to not miss an important announcement. If there is a question or concern about an assignment, students should contact the instructor as soon as possible.

2) Cell phones, laptops and iPads must be turned off for the duration of the class unless they are to be used for a learning activity. Food and beverages are allowed in the classroom; students are encouraged to partake discretely.

3) Students should check their campus email and Canvas updates weekly in order to not miss an important announcement.

Incomplete Grade 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 compliance with the attendance policy.
2. There must be an 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 Withdrawal (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 520-360-0033 for additional information and assistance.

Academic Honesty

Academic dishonesty is a serious offense because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Plagiarism is one form of academic dishonesty. Plagiarism is copying another person's work or turning in someone else's work. Other forms of plagiarism are less well known, such as taking ideas from classes or readings and putting them in a paper without citations/references. Any idea, even paraphrased ideas, which are used or borrowed, must be given credit by showing the source with an appropriate citation or reference. Any student who violates policies regarding Academic Honesty may receive a failing grade in this course.

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, 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 in This Course

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, gays, lesbians, bisexuals and transgender and other diverse and 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.
- Assignments should be submitted in the *Canvas* course portal unless otherwise instructed.
- Because life happens, *up to a 7-day grace period* from the assignment submission due date may be granted by the instructor. Assignments submitted after the 7 days will receive 0 points.

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. Quarterly grade reports will be provided to each student, either in person, by email or via the electronic system of *Canvas*.

SWU 171 Course Schedule

The following course schedule provides students with the direction of topics and activities that will be addressed in this course. This is a fluid document that will go through revisions. *Depending on the learning needs and interests of students, these activities and assignment dates may change.* Schedule and topic updates will be provided in print in class and posted in Canvas. The course outline is based on topical areas during the semester which meet the learning outcome requirements for this course. How quickly we get through each topic is based on the needs and interests of the class and other unforeseen circumstances.

Semester Week/Date	Weekly Topic	Preparation Activities** <i>Additional activities may be posted in Canvas</i>	Assignments <i>Activity is due the day of class unless otherwise noted.</i>
<u>Week One</u> 1/13	Introduction Social Work Profession Calling and/or Vocation	Read: Text – Chpt. 1	
<u>Week Two</u> 1/20 <i>Monday</i> <i>Holiday</i>	History of Social Work Tenets for the Social Work Profession	Read: Text – Chpt. 2 & 6	Review Syllabus and other content in Canvas for Wk. 2. Online:

<i>Online class</i>	Human Rights and Social Justice		1) Complete quiz on syllabus 2) Complete discussion introduction post.
<u>Week Three</u> 1/27	Review of Wks. 1 & 2 Concepts of Social Service Delivery Systems	Read: Text – Chpt. 4 pp. 83-97	In-class: <i>Personal identity exercise</i> (bring your item) <i>Practice writing review standards for Social Activist paper.</i>
<u>Week Four</u> 2/3	Social Systems Theory Networks & Resilience Functions & Roles in Social Work	Read: Text – Chpt. 3 & 9	Prepare: In-class Reflection #1 <i>Self-care exercise</i>
<u>Week Five</u> 2/10	Values & Ethics in Social Work <i>Himdag</i> Committee visit	Read: Text – Chpt. 5 Review: <i>NASW Code of Ethics</i>	Prepare: Reflection #2 <i>Social work career investigation (internet and social media)</i>
<u>Week Six</u> 2/17	Diversity and Social Work Practice Empowerment in Social Work Practice	Read: Text – Chpt. 7 & 8 Other articles in Canvas	<i>Student Values Presentations (4)</i> *Submit copy of <i>Selfcare Plan</i> in class today
<u>Week Seven</u> 2/24	Social Work & Social Policy	Read: Text- Chpt. 10, pp. 242-251	<i>Student Values Presentations (4)</i> <i>Prepare to discuss Cultural Genogram in class.</i>
<u>Week Eight</u> 3/3	Social Work & Poverty and Homelessness	Read: Text- Chpt. 11, pp. 269-286	<i>Student Values Presentations (4)</i>
<u>Week Nine</u> 3/10	Social Work & Criminal Justice Guest Speaker	Read: Text- Chpt. 11, pp. 286-297	Prepare: Reflection #3 TBD discussion in class.
3/16-20	SPRING BREAK!!!		
<u>Week Ten</u> 3/23	Social Work & Behavioral Health Services	Read: Text- Chpt. 12, pp. 321-335	

	Guest Speaker		
<u>Week Eleven</u> 3/30 ONLINE	Social Work with Families & Youth ICWA	Read: Text- Chpt. 13	Online activities
<u>Week Twelve</u> 4/6	Social Work with Families & Youth Guest Speaker	Read: Text- Chpt. 13	Prepare: Reflection #4 discussion in class- TBD
<u>Week Thirteen</u> 4/13	Social Work & Healthcare Settings Guest Speaker:	Read: Text- Chpt. 12	TBD
<u>Week Fourteen</u> 4/20	Social Work with Aging Adults	Read: Text- Chpt 14	TBD
<u>Week Fifteen</u> 4/27	Global Social Work Immigration		Celebrations!!
<u>Week Sixteen</u> 5/4	No class today		<i>Social Work Interview Paper</i> Submission due via Canvas no later than 5/8 midnight