



Syllabus: *SWU 171 – Introduction to Social Work*

Course Information	
Course Prefix/Number: SWU 171	Credit Hours: 3
Semester: Fall 2019	Course Title: Introduction to Social Work
Class Days/Times: Wed @ 5:30-7:30pm And online through Canvas	Room: Central Campus/Komcud E- Wa:'osidk Mascamakud-Building 5-#501

Instructor Information Dr. Marcia Valadez, EdD, MSW, LICSW	Phone : Voice/Text (651) 247-9313/ (520) 383-0331 x 1031 Email: mvaladez@tocc.edu Office location: Main Campus/ Ha-Mascamdham Ha-Ki #104 Office hours: M 9-10, 11:45-1:00 T 10am-1:00; W 11:45am-1:00, 2:30-3:30 Other days and time arranged.
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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.

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 also 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

Marx, J. D., Broussard, C. A., Hopper, F. A., Worster, D. (2011). *Social work and social welfare- An introduction*. Boston, MA: Allyn & Bacon.

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 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. Excellent contribution to individual and group effort.
	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. Good contribution to individual and group effort.
	70 - 79 is a C	Fair attendance and participation. Basic knowledge and understanding of concepts and processes. Summarizes and paraphrases assigned material accurately in tests, discussions, and papers. Fair contribution to individual and group effort.
	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 effort.
	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, students are expected to demonstrate regular attendance, preparation for class activities and discussions, and in-class participation/engagement through discussions and speech demonstrations. Learning assessment consists of weekly in class discussions/activities, learning integration reflections, topic presentation and a final written examination. Additional assignments (other than below) may be added to allow opportunity for students’ mastery during the semester. The total points possible for this course is 100.

Assignment Descriptions

1. Weekly Engagement and Participation: (30 total points)

2 points per week/30 points possible.

- This includes regular attendance behavior; arriving on time, remaining for the entire class period.
- Providing feedback to peers and exchanging in course topic discussions via preparation and critical thinking. (This may include mini written activities and/or end of week learning evaluations.)

2. Social Activist Analysis Paper – (15 points)

The National Association of Social Workers (NASW) Code of Ethics (2017) states that,

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

“Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources;

equality of opportunity; and meaningful participation in decision making for all people. “Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people.”

Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice.” 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 (ethical, moral, human rights, animal rights, and environmental, to name a just a few).

Instructions:

This 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 and contrast 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. A brief template with focus questions is provided.

3. Values Integration Presentation (15 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 *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 of the *Himdag Core Values*.
- Students may complete this activity with a peer or completing this assignment on their own. 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, student/dyads might share a poem, tell a story, play a song on a CD, 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 (three) 15 total points possible/5 pts per reflection

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

- Students will be provided with a set of focus questions each month.
- They will write a brief paper and discuss their (4) reflections in class at the end of each month (September, October, November & December – see course schedule).

5. Student Oppression Presentation: (25 total points)

- Each student will choose a topic of interest from the course topics. They should refer to the text – chapter 5 for topic suggestions.
- They will present a 10- minute informative discussion or class activity demonstrating their knowledge and mastery of concepts. Students may present individually or in pairs.
- A presentation outline with scholarly references must be submitted.
- Students are encouraged to be creative and articulate a topic that they are passionate about. A list of topic/focus suggestions will be provided by the instructor, or the student may propose a topic with instructor consent.

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) Four 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 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.*

4) 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.

5) Food and beverages are allowed in the classroom; students are encouraged to partake discretely.

6) 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 all qualified individuals with disabilities. The College will comply with all applicable federal, state and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to provide an equal educational opportunity. This process includes the student self-identifying themselves as a student with a disability and being approved for services through the Disability Resources Office (DRO). Through this contact, the DRO will determine appropriate accommodations and it is the student's responsibility to make known to the instructor his or her specific needs within the context of each class in order to receive these 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, Disabilities Resources Coordinator, aosborn@tocc.edu

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/Conduct: Bias, Bullying, Discrimination & Harassment

Tohono O'odham Community College faculty and all staff are dedicated to creating a safe and supportive campus. 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 in the learning environment consisting of the program's institutional setting; field education settings and

with their clientele; the program's advisory or field committees; educational and social resources, seminars, and support groups; research or other initiatives, and within the faculty, staff, and student body. Confidential support and academic advocacy can be found with TOCC Student Services.

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, 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 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. A 24-hour grace period from the due date may be granted by the instructor. Otherwise, assignments submitted after the due date, within 7 days, will forfeit 10% of their grade. Assignments submitted after the 7 days will not be accepted and receive 0 points.

Learning Progress Feedback

All assignments will be graded and returned to the students promptly, typically within a week after the assignment is closed. E-mail, phone, and text messages will be returned within two 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 topic description and course schedule provides students with the direction of topics and activities that will be discussed in this course. Depending on the learning needs and interests of students, these activities and assignment dates may change. Updates will be provided in print and through 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.

Week/Date	Weekly Topic*	Preparation Activities** <i>Additional activities may be posted in Canvas</i>	Assignments
Week One 8/21	Introduction Setting the stage Social Work Profession	Read: Text - Chpt 1	

Week Two 8/28	Social Work – Theoretical Models	Read: Text - Chpt 2	
Week Three 9/4	Social Work - Concepts	Read: Text – Chpt 3	Values Presentations
Week Four 9/11	Generalist Social Work Practice	Read: Text – Chpt 4	Values Presentations
Week Five 9/18	Social Justice, Diversity, Oppression Current Issues	Read: Text – Chpt 5	
Week Six 9/25	History of Social Work & Social Welfare Current Issues	Read: Text- Chpt 6	
NO CLASS Fall Break			
Week Seven 10/9	Poverty/ Physical & Mental Health	Read: Text- Chpt. 7 & 9	Reflection #1 (Aug & Sept. content) Due in class 10/9
Week Eight 10/16	Emotional/Behavioral Physical/Developmental/ Special Needs	Read: Text- Chpt 9 & 11	Oppression Presentations
Week Nine 10/23	Children/Youth/Family	Read: Text- Chpt 10	Oppression Presentations
Week Ten 10/30	Healthcare Aging Populations	Read: Text- Chpt 8 & 14	Reflection #2 (Oct. content) Due in class 10/30
Week Eleven 11/6 NO CLASS	Friday 11/8 National Association of Social Work – AZ Conference, Pheonix	Online activity option	
Week Twelve 11/13	Substance Use Criminal Justice	Read: Text- Chpt 12 & 13	
Week Thirteen 11/20	Globalization	Read: Text- Chpt 15	

	International Social Work/Refugees, Immigration		
Week Fourteen 11/27 No Class	Special Topics to be announced.	Online Learning activities	
Week Fifteen 12/4	Special Topics		Reflection #3 (Nov-Dec content) Due in class 12/4.
Week Sixteen 12/11	Celebrations Learning Showcase		