
Syllabus for SWHS-1

Introduction to Social Work and Human Services

Social Work and Human Services Department
Fall 2021

Professor: Carolyn Perkins

In-person Office Hours: M 1:00 – 2:00pm

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** Email is usually the best way to reach me **

REQUIRED MATERIALS:

Textbook: Introduction to Social Work (2nd Edition) – An Advocacy Based Profession

Authors: Lisa Cox, Carolyn Tice & Dennis Log

ISBN: 9781506394527

COURSE PLATFORM: This is an on-campus course with two in-person class periods each week.

COURSE DESCRIPTION: Social work is a practice-based profession that promotes social change, development, cohesion and the empowerment of people and communities. Social work practice involves the understanding of human behavior and the social, economic and cultural institutions and interactions that we experience. As Social Work practitioners we are required to take a wholistic view of those we work with and to understand how our own lived experiences impact the way that we approach our work. This course is designed to allow students with various opportunities to explore the roots of social work practice, while acquiring generalist practice assessment skills that are needed to be a competent and successful in this line of work. The material presented will provide students with chances to examine human behavior in a social context, while coming to understand the role that power and privilege play in our daily lives. Throughout the semester, this course will pay attention to the diversity of experience and the influence of our individual and social backgrounds. Upon completion of this course, students will be able to analyze how differences in ethnicity, lifestyle, sexual preference, gender, gender identity, culture, race, ability, mental health and class influence the experience of both the client *and* the social worker.

Classes will include a mixture of lecture, student engagement and individual self-reflection. Students are strongly encouraged to ask questions of the instructor, as well as other students, to learn and grow in your understanding of ourselves and of this career path. Each of us comes to this course and this career path with different lived experiences. Rather than expecting others to accept one viewpoint, students will be encouraged to allow space for the experiences of others from differing backgrounds to exist simultaneously. Through this understanding of ourselves and those around us, students will begin to develop an ecological approach to their understanding of Social Work and Human Service.

STUDENT LEARNING OBJECTIVES AND OUTCOMES: Upon successful completion of this course, students will be able to:

1. Discuss the historical evolution of social welfare and human services in the United States.
2. Understand historical and contemporary influences of social work practice through the application of multidisciplinary approaches and current academic research.
3. Be able to evaluate human behavior, diversity and socio-political influences using current theoretical perspectives that maintain ethical principles states in the National Association of Social Workers (NASW) Code of Ethics.
4. Demonstrate knowledge of intervention approaches to address issues to mental health, education, differing abilities, class, gender, gender identity, race and social justice.
5. Demonstrate knowledge of the core competencies required of social workers by the Council on Social Work Education (CSWE).
6. Demonstrate the ability to define generalist social work practice as it relates to individuals, groups, communities and policies.
7. Assess human behaviors in the social context with attention to the diversity of experience and the influence of social background.
8. Demonstrate critical thinking in envisioning ways of collaborating, negotiating, and advocating in working with and within social welfare and human services agencies and institutions.
9. Identify and be able to uphold the legal, ethical, and professional practice responsibilities of working with social work and human service organizations, with attention to cultural humility and oppressed groups.
10. Explain the current service delivery system in which social work and human services clients' needs are addressed.
11. Explain the services provided by a local social welfare agency.

INCLUSIVITY STATEMENT: Students in this class are encouraged to speak up and participate in class. Each of us must show respect for each other because our class represents a diversity of beliefs, backgrounds, and experiences. I believe that this is what will enrich all of our experiences together. I recognize that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. You will have the opportunity to let our classroom community know your name and gender pronoun and anything else you would like to share. If you feel our classroom community isolates you in any because of your differences or if you have a specific need, please speak with me early in the semester so that we can work together to help you feel welcome to be an active and engaged member of our class and community. (*Adapted from CSU Chico and Winona State University*)

LEARNING DURING A GLOBAL PANDEMIC: *A sense of humor, patience and honesty are going to be key as we work through the semester filled with so many unknowns related to this pandemic.* The main thing that I ask is that we all come to this class with the best intentions to learn, share and grow in our understanding of Social Work and Human Services. I imagine that there will be times when we face technical difficulties and unexpected interruptions (i.e. kids, pets, knocks at the door, multiple household members online at once). That is okay. We are all juggling something. So long as we give each other space for these incidents, do our best to create an environment where we

can learn from one another and allow for the flexibility as needed, *we are going to be successful!*

ACCESSIBILITY: College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe that you might benefit from disability-related services and accommodations, please contact your instructor or Disability Services and Programs for Students (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: (707)476.4280 (Student Services Building, 1st floor)
- Del Norte: (707)465.2324 (Main Building, near the library)
- Klamath-Trinity: (530)625.4821 (Extension 103)

During Covid-19: DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or pos-test adjustments usually cannot be accommodated.

FALL 2021 ADMISSIONS DEADLINES & ENROLLMENT POLICIES

You can find a run down of important dates regarding the beginning of classes, add/drop deadlines, breaks, finals and more, by clicking [this link](#).

OFFICE HOURS: EACH WEEK I WILL MAKE MYSELF AVAILABLE TO STUDENTS FOR TWO HOURS.

On Monday's I will be available in my office from 1:00 to 2:00pm. Students are encouraged to drop in during that time to ask questions or simply to check in. If you arrive to a closed door, know that I am having a private conversation with another student. Please knock to let me know that you are there, and I will make sure to let you in as soon as possible.

On Wednesday's I will make myself available through Zoom from 1:00 – 2:00pm. Students can access my “virtual office” through the Zoom link located on the home page of our Canvas classroom. Students are encouraged to hop on during that time to ask questions or simply to check in. If you are in the waiting room for a bit, know that it is because I am having a private conversation with another student. I will monitor the waiting room and let you “in” as soon as possible.

If these time slots do not work for your schedule, let me know. I am more than happy to set up another time for us to talk in person or online. When seeking an alternative meeting time, please know that it may take a few days to find a time when we are both available. If your matter is *urgent*, please be sure to explain that to me with your meeting request.

ASSIGNMENT FORMAT: Most of the assignments for this course will involve written materials. When submitting a paper for this course, be sure to demonstrate that you have read/watched/listened to the presented materials, while also providing a *digestion* of that material in *your own words*. Papers should be dominated with *your interpretation, thoughts and understanding* of the material, rather than quotations you have picked up elsewhere. If using quotations, be sure to cite them using APA format. **All submissions for this course are to be double-spaced, using Times New Roman in a font of 12.** All assignments must be submitted in **MS Word or PDF format**.

FREE FOR STUDENTS - OFFICE 365 EDUCATION: Office 365 Education is available for free to students who are currently attending CR. The service includes Office Online (Word, PowerPoint, Excel, and OneNote), 1TB of OneDrive storage, Yammer, and SharePoint sites. You can access that through these links:

<https://products.office.com/en-US/student/office-in-education#FAQS>

<https://www.microsoft.com/en-us/education/products/office/default.aspx>

DUE DATES AND LATE ASSIGNMENTS: No late submissions will be accepted. With all assignments known *well in advance*, students must work to create a schedule of completion on their own that meets the timeline laid out below. Each student is expected to create a buffer for yourself, accounting for any unexpected events (personal and academic) that may occur near the due dates. When submitting assignments to Canvas, technical issues can arise. Be sure that you are allowing time to seek assistance from the Canvas Support folks, should something prevent you from submitting the assignment. *This is great practice for the pressures and deadlines that are a key part of your future career as a Social Worker. Late assignments/work in our field means that individuals go without.*

BEFORE ASKING FOR HELP FROM YOUR INSTRUCTOR: Be sure to check your syllabus for the information that you are seeking. In the field of Social Work, professionals are often asked to find answers to complex laws, policies, and regulations. Often, we are working in agencies that are fast paced and require us to be on the move. This can mean that we are on our own to find the answers that our clients need. Your ability to find and interpret those answers on your own is key to your success. This course is a great opportunity to hone your skills.

WEEK BY WEEK OVERVIEW OF TOPICS TO BE COVERED: The following is a general layout of topics to be covered in this course. The instructor reserves the right to adjust the material and topics as the semester unfolds. This will be done to encourage a deeper and more thorough discussion of the material.

- Week 1: Overview of the Social Work Profession & the History of Social Work in the United States
- Week 2: Basic Principles, Generalist Practice & Understanding Our Own Lens
- Week 3: Advocacy in Social Work & Paying Attention to What We Can Not See
- Week 4: Ethics and Social Work Practice
- Week 5: Understanding Poverty and Inequality
- Week 6: Social Work with Families, Child Welfare Services & the Indian Child Welfare Act
- Week 7: Medical Social Work, Health Care and Health Challenges
- Week 8: Physical, Cognitive and Developmental Challenges
- Week 9: The Role of Social Work in Mental Health Care
- Week 10: Substance Use, Addiction and Recovery
- Week 11: Aging Well – Working with Older Adults
- Week 12: Social Work and the Criminal Justice System
- Week 13: Communities at Risk and Issues of Housing Insecurity
- Week 14: Understanding the Systems and Practice Issues Impacting Everyday Social Work
- Week 15: Environmentalism & Social Work on a Global Scale
- Week 16: Filling our Toolboxes: Student Agency Presentations

ASSIGNMENTS AND POINTS AVAILABLE THIS SEMESTER: There are 4 ways to obtain points in this course. The details of these are broken down below. Information about these assignments can also be found under the “Assignment Drop Box” page on our Canvas course home page. The rubric that will be used to grade each assignment can be found directly under the spot to submit each assignment in the “Assignment Drop Box” tab. All assignments will be discussed in class prior to their due dates.

1. REFLECTIONS: There will be 6 of these over the semester.

Each student will be required to complete 6 Reflections throughout the semester. These are designed to allow students the opportunity to dig deeper into the course material and classroom discussions, examining how your lived experiences and newly discovered understandings of the field shape your social work practice. Prompts for each topic will be discussed in class and will be available on Canvas (under the “Assignment Drop Box” tab). Submissions should be 600-800 words in length, double-spaced, using the Times New Roman font of 12. Reflections are due by Sunday at 11:59pm at the beginning of the assigned week.

REFLECTION TOPIC	DUE	POINTS AVAILABLE
My Path to Social Work	Week Two	20 points
Through My Lens	Week Four	20 points
Family Systems	Week Six	20 points
Systems of Care	Week Eight	20 points
Addiction & Mental Health	Week Ten	20 points
#SocialWorkGoals	Week Twelve	20 points
		TOTAL OF 120 POINTS

2. TEXTBOOK QUIZZES: There will be 2 of these over the semester.

Students will be required to complete 2 quizzes for this course. The quizzes are designed to provide an opportunity for students to demonstrate their understanding of our assigned readings for this course. Quizzes will take place on Canvas. Students are expected to complete these individually. Each quiz is due by Sunday at 11:59pm at the end of the assigned week. The instructor will engage students in an opportunity in-class to review the material during the week prior to the quiz.

TEXTBOOK QUIZZES	DUE	POINTS AVAILABLE
Quiz One (Pages 1 – 141)	Week Seven	50 Points
Quiz Two (Pages 142 – 359)	Week Fifteen	50 Points
		TOTAL OF 100 POINTS

3. AGENCY PAPER AND PRESENTATION: This is a 3-part assignment.

This is a three-part assignment spread out over time. First, you will each select an agency (non-profit, county, state, tribal) that you wish to learn more about. There are many organizations in our area and beyond that provide social work services to individuals, families, and communities. Students will be asked to select an organization that is not already being looked in to by a classmate. As a result, the “Agency Selection” process will *be first come first serve*. Students may start selecting their agencies during Week 2 of this course. Once selected, students will familiarize themselves with the agency’s mission and the population that they serve. This will occur while also taking the time to learn about

the barriers or opportunities that organization faces, along with how (and *if*) this agency engages in institutional accountability. Each student will compile their findings into a 3 – 4-page paper that provides the reader with the framework for the agency. There will be at least 2 opportunities to talk through ideas and begin formulating an approach to this paper in class. Students are encouraged to refresh themselves with the required “Assignment Format” section of this syllabus. The grading rubric for the Agency Overview Paper is available under the “Assignment Drop Box” tab on the Canvas course home page. Students are encouraged to look it over before starting to work on this paper.

Following the submission of the Agency Overview Paper, students will then synthesize their findings in to a 3-5 slide PowerPoint that students will present to the class. The suggested outline for this will be discussed thoroughly in class and will be available for reference on Canvas. When approaching this aspect of the assignment, be sure to think about your audience, consider what they need to know to understand the agency’s goals and share with them the wisdom you have gained about the program. The intent of this assignment is to educate each other about what resources we have in our community, ways that these agencies help those around us and to make suggestions for ways that they can continue to improve services. In sharing, we help each other fill our toolboxes.

STEP IN THE PROCESS	DATE DUE	POINTS AVAILABLE
Agency Selection	Week Four	10 points
Agency Overview Paper	Week Fourteen	90 points
Agency Presentation	Week Sixteen	50 points
		TOTAL OF 150 POINTS

4. CLASS PARTICIPATION:

Class participation points are based on each student’s active engagement in the classroom discussions and material. Social Work practice is rooted in our ability to engage with others, create space for differing points of views and take risks in a way that allows us to continue refining our practice. Students are strongly encouraged to attend class ready to add to the conversation that day, ask clarifying questions and engage in the classroom activities. **TOTAL OF 80 POINTS**

TOTAL CLASS POINTS AVAILABLE FOR THE SEMESTER	450
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ATTENANCE POLICY AND GRADING STANDARDS: The Department of Social Work of Human Resources recognizes the relationship between values, skills, and knowledge gained in the classroom and our professional accountability to the communities we serve. Further, attendance and punctuality demonstrate professional behavior and respect for peers and the learning environment.

Students are expected to communicate with instructors regarding any absence and are encouraged to communicate with faculty about any circumstances that may interfere with their academic progress.

Students who miss three or more classes (for courses meeting once a week) or five or more classes (for courses meeting twice a week) throughout the semester may fail the course and cannot earn a grade higher than a B. Students are reminded that this course is a requirement for those wishing to move on to a pursue a Bachelor of Social Work. **If an unexpected event comes up for you, be sure to reach out to your instructor so that we can work together and ensure that you meet all of the course**

requirements to pass this class on time.

SOCIAL WORK AND HUMAN SERVICES DEPARTMENT GRADING STANDARDS: The following grading standards are for course assignments and course grades. Some grading categories are not used by the college for course grades – but may be used for assignments. The department has worked to establish this grading scale for all courses based on academic and practice standards of excellence. These standards may be different from other courses at CR; however you will find the same standard used for all social work courses. This standard is used to help you achieve your own level of mastery of the material and demonstrate competency in the practice behaviors that are the hallmark of professional social work.

- A+ (98-100%)** - Superior work which meets a level of professional competence and expertise worthy of publication and/or public presentation. (The college does not award an A+ for end of the semester grades, however you may receive this grade on assignments.)
- A (95-97%)** - Excellent work which meets a level of professional competence and expertise that is worthy of publication and/or public presentation.
- A- (90-94%)** – Admirable work which meets a level of professional competence that with minimal changes would be worthy of publication and/or presentation.
- B+ (87-89%)** – Great work which meets a level of professional competence that with some changes could be worthy of publication and/or presentation.
- B (84-86%)** – Very Good work which meets a level of professional competence that with additional changes could be worthy of publication and/or presentation.
- B- (80-83%)** - Good work which meets a level of professional competence that with considerable changes could be worthy of publication and/or presentation.
- C+ (77-79%)** - Above Average work which minimally meets professional standards of competence, that through addressing the challenges may at some point be worthy of publication and/or presentation.
- C (74-76%)** – Average work which minimally meets professional standards of competence and with considerable revision, may be worthy of publication or presentation.
- C- (70-73%)** – Below Average work which barely meets professional standards of competence and is unlikely to be published or presented without tremendous amounts of work.
- D+ (67-69%)** – Barely adequate work that does not meet minimum professional standards of competence and is not worthy of publication and/or presentation.
- D (64-68%)** – Inadequate work which does not meet professional standards of competence and is not worthy of publication and/or presentation.

F (63% or below) – Unacceptable work that does not meet minimum course expectations.

CR STUDENT SUPPORT SERVICES: Information on any of the following campus programs, can be found through this link: <https://www.redwoods.edu/services>

- Academic Support
- Admissions and Records
- Adult Education, Advising
- CalWorks
- Career Center
- Business Center
- Child Development Center
- Counseling Services
- Disability Services and Programs for Student (DSPS)
- EOPS
- Financial Aid
- Library/Learning Resources Center
- Multicultural and Diversity Center
- Online Course Support
- Parking and Transportation
- Student Health Center and Mental Health Counseling
- The G.R.O.V.E. (Food Pantry and Rapid Re-housing)
- Farm Shares
- Veterans Resource Center or Workforce and Community Education
- Trio
- Upward Bound
- Residence Halls/Housing

CANVAS ISSUES/TECHNOLOGY HELP: It is crucial to seek help when you can't access Canvas, or you have difficulty with your computer settings or browser. If you run in to issues with technology throughout the semester, contact the Student Tech Support office at 707-476-4288 or via email at tech-helpline@redwoods.edu

SPECIAL NOTES: BROWSERS AND MOBILE DEVICES

- Firefox is the recommended browser for accessing the Canvas LMS (learning management system). If you have problems opening some content, first try another browser. If you are using a mobile device, try accessing the content on a computer.
- If Flash-based content is used in this course, it will not display on Mobile devices, especially iOS devices.
- External URLs: To open certain URLs (http vs https) you may be prompted to click on the shield icon in your browser to “allow” access to the unsecure content. Simply click on the shield and click the “allow” button when asked.
- Please note that some content may be blocked if you are using a campus computer, as HSU computer labs do not allow opening certain types of unsecure content.

ACADEMIC DISHONESTY: In the academic community, the high value placed on truth implies corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, the determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [Course](#)

[Catalogue](#) and on the College of the Redwoods [website](#).

DISRUPTIVE BEHAVIOR: Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include but is not limited to: unwarranted interruptions; failure to adhere to the instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located on the College of the Redwoods [website](#).

PUBLIC SAFETY POWER SHUTOFFS (PSPS) – In the event of a PSPS electricity may be turned off to the county. It is anticipated that these PSPS will be smaller in size, and shorter in length than we experienced in 2019, if they occur at all. Yet, all students should know that if we experience a PSPS during our semester we will need to adjust the material/due dates. Students will not be penalized for outages that prevent them from submitting assignments or attending class. If you are experiencing a PSPS outside of Humboldt County (during our scheduled class time) please contact me as soon as possible.

EXPECTATIONS OF THE STUDENT

- Come to class prepared with *readings and assignments completed by the first class each week*.
- Expect to spend about 3-4 hours per week working on this course.
- *Prepare to the best of your ability* for every aspect of this course.
- Take the opportunity to learn how to write your own thoughts; *don't plagiarize*. Be sure to give credit where credit is due and cite your sources or use footnotes or endnotes. Balancing this with a digestion of *your own thoughts/interpretation* on the subject is critical.
- Find ways to *engage in class* (by speaking, asking questions, sharing observations, ...) so that you can demonstrate and expand on your awareness of subject material. This will also help you to ensure that you get participation points for this course.
- While it is fine to look ahead a week or two on Canvas, *please refrain from pre-watching video clips or looking through PowerPoint slides until we have gone through them together*. This will ensure that class is more interesting for all, while also allowing room for the instructor to make changes and bring in areas of interest expressed by the class over time.
- Work to *maintain a sense of flexibility and humor* as we work our way through this semester. With the ever shifting sands of life during a global pandemic, there will be situations that we cannot anticipate. In those moments, a sense of humor will be helpful.
- *Engage in timely communication with the instructor* if unexpected events occur which require your attention and make it difficult to complete assignments on time.
- *Take the time to learn about campus services*. Then take steps to utilize them as needed.
- *Create the opportunities for self-care* that you need in order to maintain your mental health and overall success in this course.

EXPECTATIONS OF THE INSTRUCTOR

- I will *come to class prepared*.
- I will prepare and refresh *course materials which are as current* and accurate as possible.
- I will be *available to answer questions or issues that may arise for you* during this course, be it in class, during my office hours, or at another time that is more convenient.
- I will *return emails within a 24-48-hour turnaround* time. If something is URGENT, please indicate that in the subject line.
- I will *make at least 2 weeks at a time “published” on Canvas* so that students can know what to expect for the following week.
- I will *prepare you* for the quizzes and other assessments in this course to the best of my ability.
- I will utilize *fair and honest evaluation* techniques for each assignment required for this course.
- To the best of my ability, make this a *valid and worthwhile learning experience*.
- I will do my best to *address the needs of a diverse range of learning styles* in this course.
- I will *only* share your student information per FERPA guidelines.
- I will *remain flexible regarding unexpected events impacting all of us* over the semester. Examples of these are rolling power shutoffs, internet disruptions, road closures and fires. If any of these occur, deadlines will move to ensure there is adequate time for students to complete the assignment.

<p><i>Course Outline, Readings and Due Dates Subject to Change at Instructors Discretion</i></p>
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