



# Syllabus for SWHS-1

## Introduction to Social Work and Human Services

### Course Information

Semester & Year: Spring 2022

Course ID & Section #: D3271

Instructor's name: Heather Snow

Location: B Yard

Time: Correspondence Modality

Course units: 3

### Instructor Contact Information

Office hours: Support provided as needed

Email address: heather-snow@redwoods.edu

### Catalog Description

An introductory overview of the field, from social welfare practice to the societal institutions that structure the provision of human services. Covers the history and development of social work, the generalist approach to the field, and the core ideas, values and methods of social work practice. Special attention given to current service delivery systems, their policies and procedures, and the tasks of culturally responsive social workers and human service workers within those settings.

### Course Student Learning Outcomes

1. Apply basic social work ethical principles as outlined by the NASW Code of Ethics to various dilemmas/issues.
2. Explain the basic theoretical concepts supporting social work practice and the historical developments that define today's practices.
3. Analyze how differences in ethnicity, lifestyle, sexual preference, gender, race, disability, mental health, and class influence the social worker and the client.

### Prerequisites

No prerequisites.

### Required Textbook & Materials

Author: Segal, Katherine A., Gerdes, Karen E., Steiner, Sue

Title: An Introduction to the Profession of Social Work Becoming a Change Agent: 5<sup>th</sup> Edition

SWHS-1-D3271  
1/19/22 Packet 1  
Heather Snow  
ISBN #: 978-1-305-25899-0  
Year: 2016

If additional scholarly articles are required, they will be provided. Students will need loose leaf paper and writing utensils, which are provided on a limited basis by the Program Coordinator, Ms. Tory Eagles.

## **Accessibility**

Students will have access to online course materials and correspondence course materials that comply with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Students who discover access issues with this class should contact the instructor. College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe 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, 1<sup>st</sup> floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

If you are taking online classes 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 post-test adjustments usually cannot be accommodated.

## **Support for Distance Learners During COVID-19**

In response to COVID-19, College of the Redwoods moved the majority of its courses online (or through correspondence for our jail and prison programs) to protect student and staff health and safety. As the faculty and students adjust to this change, clear communication about student needs will help everyone be successful. Please let me know about any specific challenges or limitations that might affect your participation in class. I want every student to thrive and be successful in their studies. You may send me a formal letter or a question/comment on the provided Burning Question Sheets; these are to be mailed to the PBSP Education Office (Attn: CR Scholars). I will respond right away; however, keep in mind that there is a mail delay that needs to be accounted for. As a result, it may take me up to a week to respond; please be patient.

## **Evaluation & Grading Policy**

## **Graded Assignments and Values**

Item	Point Worth/ % Grade
Assignment #1	20
Assignment #2	20
Assignment #3	20
Assignment #4	20
Final	20
<b>Total</b>	<b>100</b>

### Letter Grade Weight Breakdown

- A (100 – 94%) / A- (93 – 90%) Defined as “Excellent”: Fulfills all requirements and exceeds expectations.
- B+ (89 – 87%) / B (86 – 84%) / B- (83 – 80%) Defined as “Good”: Fulfills all requirements and meets expectations.
- C+ (79 – 74%) / C (73 – 70%) Defined as “Satisfactory”: Fulfills most requirements and meets some expectations.
- D (69 – 60%) Defined as “Poor”: Fulfills some requirements; does not meet expectations.
- F (59 – 0%) Defined as “Failing”: Does not fulfill requirements and expectations.

These are the letter grades that will be given on your assignments, as well as your transcript after the course ends.

### Late Assignment Policy

Please let me know if there is a reason you may need to submit your work late. You may submit assignments up to one week later than the due date for full credit.

### Student Feedback Policy

For your assignments and final, I will usually provide brief written feedback on your assignment. If I use a grading rubric, I will include it so that you can see the various expectations that determine your grade, along with my input. A sample grading rubric is included in the syllabus. I will do my best to grade your work and return it within 2-3 weeks. If there is a reason it will take longer, you will be notified of when to expect it.

### Admissions Deadlines & Enrollment Policies

Spring 2022 Dates

- *Classes begin: 01/15/22*
- *Last day to add a class: 01/21/22*
- *Martin Luther King, Jr's Birthday (all campuses closed: 01/17/22*
- *Last day to drop without a W and receive a refund: 01/28/22*
- *Census date (or 20% into class duration): 01/31/22*
- *Last Day to file P/NP (only courses where this is an option) 02/11/22*
- *Lincoln's Birthday (all campuses closed): 02/18/22*
- *Presidents Day (all campuses closed): 02/21/22*
- *Last day to petition to graduate or apply for certificate: 03/03/22*
- *Spring Break (no classes): 03/14/22-03/19/22*
- *Last day for student-initiated W (no refund): 04/01/22*
- *Last day for faculty-initiated W (no refund): 04/01/22*
- *Final examinations: 05/07/22-05/13/22*
- *Semester ends: 05/13/22*
- *Grades available for transcript release: approximately 05/30/22*

Students who have experienced extenuating circumstances can complete & submit the ***Excused Withdrawal Petition*** to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records Forms Webpage. Supporting documentation is required.

### **Academic Dishonesty**

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, 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 [College Catalog](#) and on the [College of the Redwoods website](#).

**Since you do not have access to the website to obtain the policies and documents, here is a section that applies to us, specifically:**

Do not plagiarize. Plagiarism includes, but is not limited to:

1. Using, by paraphrase or direct quotation, of the published or unpublished work of another person without full, clear, and accurate acknowledgment.
2. The unacknowledged use of another writer's ideas without proper citation. Borrowing all or part of another individual's work or using someone else's outline to write your own work.

3. Copying another individual's computer printout and/or computer files and using it as one's own.
4. Using an agency or Internet website engaged in the selling of term papers or other academic materials.

## **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 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 in the [College Catalog](#) and on the [College of the Redwoods website](#).

Since you do not have the ability to access the above online resources, **send a request to Ms. Eagles if you would like a physical copy of the CR Student Code of Conduct.** In general, I trust that you know what is and is not acceptable behavior, even in a correspondence environment; be mindful and respectful with your language and actions, always.

## **Inclusive Language in the Classroom**

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

## **Student Support Services**

For academic counseling and advising, transcript requests, and material requests (ex: paper), send a formal request to Ms. Tory Eagles via a letter or Ask CR Sheet. Send this to the Education Office (Attn: CR Scholars).

## **Formatting**

Social Work classes use APA format (NOT MLA). Although you will not be assigned any research papers in this class, you are expected to be aware of APA format and attempt to use some of the parameters, as is reasonable for handwritten papers. You must cite any references to outside sources in a bibliography, if you have done outside research for any assignments. Remember, if it is not your own idea or facts that are not common knowledge, you have to cite your sources. Please consult the APA style sheet provided within this syllabus.

## Class Norms/Rules

In this class students must demonstrate mutual respect in their interactions with both peers (other students in the course) and the instructor (me). In our texts, issues may arise that are sometimes difficult and/or controversial. Please note that our readings may discuss or acknowledge violence, sexuality, racial tension and racism, misogyny, gender norms, etc. I am aware that these topics may be difficult to read and write about at times; nonetheless, our topics present an overview of ideas that are typical of a college classroom. As the instructor, my goal for facilitating these discussions is not to intentionally make anyone uncomfortable or to exacerbate any existing traumatic experiences. My goal is to facilitate discussions that develop our critical thinking abilities and develop our abilities to have an appropriate dialog that is necessary in spaces of higher education.

As an academic community, we share a mutual responsibility to create and maintain a supportive environment where students, as well as the instructor, feel able to speak up and respond to the text and course material in a thoughtful and productive way, despite differences in opinions or experiences. This means that each student's ideas, feelings, and questions are valued and the professor's ideas, feelings, and questions are valued. This should ground our interactions with the text and one another throughout the semester. Never hesitate to contact me if something is bothering you or if you need relevant support.

Additionally, talking about social issues, such as; mental health, child welfare, and institutionalization, may bring up your own memories that you were not expecting, or strong feelings that make it hard for you to think with an open mind. Our goal in social work is to sometimes use our own experiences to empathize with others, but also to be able to move beyond our own experiences so that we can be fully present for others. Sometimes our own experiences can "get in our way" and keep us from connecting with or supporting others because it can be too hard to imagine things from a different perspective. This is human nature and is impossible to completely avoid. Ideally, you can learn to identify when it is happening for you and be aware of it.

**I would like to know what other norms it would be helpful for you to have in this class. As part of your first assignment, each student will be asked to submit ideas and I will provide an updated statement with contributions added below later in the semester.**

Additional classroom norms contributed by students:

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**Course Calendar** \*This can be used as a checklist to keep track of your progress in the class

**Week #1      January 19<sup>th</sup>, 2022**

Chapter 1: What is Social Work?

NASW Code of Ethics (Textbook Appendix A – Page 459, summary included in syllabus)

- Assignment #1 (Due 2/2/22)

**Week #2      January 26<sup>th</sup>, 2022**

Chapter 2: The History of the Social Welfare System and the Social Work Profession

**Week #3      February 2<sup>nd</sup>, 2022**

Chapter 3: Poverty and Economic Disparity

- ✓ DUE: Assignment #1

**Week #4      February 9<sup>th</sup>, 2022**

Chapter 4: Human Rights and Social and Economic Justice

**Week #5      February 16<sup>th</sup>, 2022**

Chapter 5: Dimensions of Diversity

- Assignment #2 (Due 3/2/22)

**Week #6      February 23<sup>rd</sup>, 2022**

Chapter 6: Generalist Social Work Practice

**Week #7      March 2<sup>nd</sup>, 2022**

Chapter 7: Child Welfare: Working with Children and their Families

Important legislation in Child Welfare: The Indian Child Welfare Act (ICWA)

- ✓ DUE: Assignment #2

**Week #8      March 9<sup>th</sup>, 2022**

Chapter 8: Gerontology: Working with People Who Are Older

**Week #9      March 16<sup>th</sup>, 2022      SPRING BREAK**

**Week #10      March 23<sup>rd</sup>, 2022**

Chapter 9: Health Care Services

**Week #11     March 30<sup>th</sup>, 2022**

Chapter 10: Mental Health

- Assignment #3 (Due 4/13/22)

**Week #12     April 6<sup>th</sup>, 2022**

Chapter 11: School Social Work

**Week #13     April 13<sup>th</sup>, 2022**

Chapter 12: Substance Abuse

- ✓ DUE: Assignment #3

**Week #14     April 20<sup>th</sup>, 2022**

Chapter 13: Violence, Victims, & Criminal Justice

- Assignment #4 (Due 5/4/22)

**Week #15     April 27<sup>th</sup>, 2022**

Chapter 14: Crisis, Trauma & Disasters

**Week #16     May 4<sup>th</sup>, 2022**

- ✓ DUE: Assignment #4
- FINAL (Due 5/11/22)

**Week #17     May 11<sup>th</sup>, 2022**

- ✓ DUE: FINAL

### Sample Grading Rubric

Criteria	Failing F	Poor D	Satisfactory C	Good B	Excellent A	Points 0-20
Application of basic social work ethical principles per the NASW Code of Ethics						
Utilization of basic theoretical concepts supporting social work practice						
Consideration of the influence of individual differences						
Integration of concepts from the textbook						
Use of personal experiences and reflection						
Feedback:						Total points

The graphic is a vertical rectangular poster for the NASW Code of Ethics. It features a dark teal header with the title 'National Association of Social Workers Code of Ethics' in white. Below the header is a light teal section containing the Preamble and Core Values & Ethical Principles. The Preamble is a paragraph about the mission of social work. The Core Values & Ethical Principles section lists six values and their corresponding ethical principles. At the bottom is a white footer with the NASW logo, contact information, and a copyright notice.

## National Association of Social Workers *Code of Ethics*


### PREAMBLE

*The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.*

### CORE VALUES & ETHICAL PRINCIPLES

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

<b>Value:</b>	<b>Service</b>
<b>Ethical Principle:</b>	<i>Social workers' primary goal is to help people in need and to address social problems.</i>
<b>Value:</b>	<b>Social Justice</b>
<b>Ethical Principle:</b>	<i>Social workers challenge social injustice.</i>
<b>Value:</b>	<b>Dignity and Worth of the Person</b>
<b>Ethical Principle:</b>	<i>Social workers respect the inherent dignity and worth of the person.</i>
<b>Value:</b>	<b>Importance of Human Relationships</b>
<b>Ethical Principle:</b>	<i>Social workers recognize the central importance of human relationships.</i>
<b>Value:</b>	<b>Integrity</b>
<b>Ethical Principle:</b>	<i>Social workers behave in a trustworthy manner.</i>
<b>Value:</b>	<b>Competence</b>
<b>Ethical Principle:</b>	<i>Social workers practice within their areas of competence and develop and enhance their professional expertise.</i>

 **N A S W**  
National Association of Social Workers

The above is an extract of the NASW Code of Ethics approved by the 1999 Delegate Assembly. The complete text, including ethical standards, is available from the National Association of Social Workers.  
750 First Street NE, Suite 700, Washington, DC 20002-4211.  
[www.SocialWorkers.org](http://www.SocialWorkers.org)

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\*This is a summary of the NASW Code of Ethics. It is NOT a substitute for reading the textbook section as assigned.

<b>Parameters</b>	<b>APA Format</b>	<b>MLA Format</b>
<b>Spacing for paper</b>	Double spacing is required for both title pages and text of the body	Double spacing is required for both header and text of the body
<b>Font &amp; margin</b>	12 font size in Time New Roman, 1" margins	12 font size in Time New Roman, 1" margins
<b>Bibliography Representation</b>	<b>References:-</b> Crowley, J.E., T.E. Levitan & R.P. Quinn (1978). Seven Deadly Half-Truths About Women, Psychology Today March	<b>Work Cited:-</b> Crowley, J.E., T.E. Levitan & R.P. Quinn,. Seven Deadly Half-Truths About Women, Psychology Today March, 1978. Print
<b>Title page/ header of initial page (universities can specialize the title page)</b>	<b>The Requirement of title pages:-</b>  Theories of development  Sarah S. Smith  The University of Virginia	<b>At the beginning of the essay, the title must be centered and the first page must have a header:-</b>  Sarah S. Smith  Professor George Lopez  Psychology 101  17 June 2014
<b>Citation order</b>	Authors mention as per Alphabetical order whereas works mention as per chronological	Authors and works will be mentioned as per the alphabetical order
<b>Citation for Parentheticals</b>	According to Clugston (2014), literature is a journey	According to Clugston, literature is a journey (184)
<b>Headings</b>	On each and every page; title must be on the left and page number on the right side.  <b>On title page:</b> THEORIES OF DEVELOPMENT <b>On other pages:</b> THEORIES OF DEVELOPMENT 2	On each and every page, the author's name and page number must be on the right side.  Smith 1
<b>Heading and subheading</b>	Both are required	It may or may not be required