
SWHS-1: Introduction to Social Work and Human Services

Social Work and Human Services Department

Spring 2022

3 units

Professor: Carolyn Perkins

Office Hours: Monday's from 9:00 – 10:00am

Best Way to Reach Me: Emails thru Canvas Inbox

Prerequisites for this course: None

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Office Location: AT-135

Office Phone Number: 707.476.4354

Number of Proctored Exams: None

COURSE PLATFORM: This is hybrid course. Students are expected to engage independently with the items listed under each “Weekly To-Do List” prior to our Wednesday virtual class session (via Zoom). Doing this will allow students to engage with each other in a richer conversation and examination of the themes for that week.

COURSE DESCRIPTION: An introductory overview of the field, from social welfare practice to the societal institutions that structure the provisions 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 in those settings.

COURSE STUDENT LEARNING 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 stated in the National Association of Social Workers (NASW) Code of Ethics.
4. Demonstrate knowledge of intervention approaches to address issues related to mental health, education, disability, class, gender, race, and social justice.
5. Demonstrate knowledge of the core competencies required of social workers as defined 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 behavior in 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 service 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 environment in which social work and human service clients' needs are addressed.
11. Explain the services provided by a local social welfare agency.

ACCESSIBILITY:

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, 1st 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.

REQUIRED MATERIALS: This course has two assigned books.

- Cox, L. E., Tice, C. J., & Long, D. D. (2017). *Introduction to Social Work*. SAGE Publications.
- Grobman, L. M., & Wehrmann, K. C. (2019). *Days in the Lives of Social Workers: 62 Professionals Tell "Real-Life" Stories from Social Work Practice (1)* (5th ed.). The New Social Worker Press.

INSTRUCTORS APPROACH TO THIS COURSE: 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 successful in this line of work. Students will have the chance 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, discussion and individual self-reflection. Students are *strongly* encouraged to ask questions of the instructor, as well as other students. 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.

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!*

CR ADMISSIONS DEADLINES & ENROLLMENT POLICIES: You can find a rundown of important dates regarding the beginning of classes, add/drop deadlines, breaks, finals and more, by clicking [this link](#). This includes **the deadline to add/drop/withdraw from courses**. Be sure that you are familiar with these dates and how they impact your individual situation.

OFFICE HOURS: **Every Monday from 9:00am – 10:00am**, I will hold Office Hours. Students may join me in person at my office (AT-135) or via the Zoom link (provided under Course Resources on Canvas). This is a good time to check in with me about questions, discuss upcoming assignments, alert me to anything that I should know about your personal situation, or simply check-in and chat.

If this 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.

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. (20 pts each / 120 total)**
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).

Students are strongly discouraged from moving ahead and completing the next Reflection until we have had time to dig into the material as a class. For example, students should not begin working on their First Reflection until we have gotten through at least the first class of Week 2. This will allow you to have all of the tools necessary to complete the assignment.

Submissions should be 2-3 pages long, double-spaced, using the Times New Roman font of 12. While these can take on a “free write” feel, students are expected to submit papers that meet college level writing standards. Reflections are due by Sunday at 11:59pm at the end of their assigned week.

REFLECTION TOPIC	DUE	POINTS AVAILABLE
What I think it is...	Week Two	20 points
Through My Lens	Week Four	20 points
Family Systems	Week Six	20 points
Advocacy & Systems of Care	Week Eight	20 points
Addiction & Mental Health	Week Ten	20 points
Soft Spots & Blind Spots	Week Twelve	20 points
		TOTAL OF 120 POINTS

2. TEXTBOOK QUIZZES: There will be 2 of these over the semester. (50 pts each / 100 total)

Students will be required to complete 2 quizzes for this course. While material in the assigned books will be discussed in class, in class lectures are designed to continue the conversation that students are exposed to through their reading. The quizzes are designed to provide an opportunity for students to demonstrate their understanding of our assigned readings for this course. Readings are assigned weekly throughout the semester.

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. While there is no time limit to these quizzes, students have one chance to answer each question. Students are encouraged to have their course books, class notes, and Canvas materials open to them while taking the quiz. The instructor will engage students in an opportunity for in-class review of 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 CLASS PRESENTATION: 3-part assignment (10, 90 & 50 pts total)

This is a three-part assignment spread out over time. Each student will select a Social Work or Human Services 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 are required to locate and formally “select” the agency that they intend to research over the semester. To avoid duplication, students will be asked to select an organization that is not already being looked in to by someone else in the class. As a result, the “Agency Selection” process will be *first to select it via the class discussion board for this assignment, gets it.* Students

may start selecting their agencies during the first two weeks. Selections are due by the end of Week 2.

Once selected, students will familiarize themselves with the agency's mission and the population that they serve, by making contact with the agency and researching the informational tools that it has to offer. Students will cover the agency's location, accessibility, population served, funding streams, services, cultural humility, and barriers that organization faces. Each student will compile their findings into a 6-page academic research paper (to include a title page, 4-page paper, and reference page) that provides the name of the agency, the person interviewed, their contact information, a summary of the information gathered. These papers should not look like an interview, but instead read like a research paper. Students should follow the directions closely and adhere to the Assignment Format (found above in this syllabus) for this course. The grading rubric for the Agency Overview Paper is available under the "Assignment Drop Box" tab on the Canvas course home page. Students interested in achieving the most points possible should familiarize themselves with the rubric.

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 live to the class. 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. Be sure to include visuals, legible written portions and references for any quotes or data that was gathered from an outside source. Keep in mind that 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 how we might go about referring someone to these programs.

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: (10 points per week / 160 points total)

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 160 POINTS**

TOTAL CLASS POINTS AVAILABLE FOR THE SEMESTER 530
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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 prior to any absence and are encouraged

to communicate with faculty about any circumstances that may interfere with their academic progress. When we communicate, we can develop plans for your continued success.

Students who miss four or more classes 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 ahead of time 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 (95-100%)** - 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 (70-76%)** – Average work which minimally meets professional standards of competence and with considerable revision, may be worthy of publication or presentation.
- D (64-69%)** – 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.

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

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](#).

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

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 this 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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