



Introduction to Social Work and Human Services

COLLEGE OF THE REDWOODS

COURSE INFORMATION

Semester & Year: Spring 2025
Course ID & Section #: SWHS-1-V7721
Course Units: 3

Day/Time of Class: NONE (fully online)
16-week Virtual Synchronous (*Synchronous in this case means that we have no live or virtual classroom sessions but work week-by-week together as a class, through online learning tools available to each of us in Canvas.*)

INSTRUCTOR CONTACT INFORMATION

Professor's name: Carolyn Perkins
Office location: AT-135
Office hours: Thursdays from 9:00am – 10:00am
(in person or via Zoom – link provided on Canvas)
Phone number: 707-476-4354
Email address: The best way to email me is through Canvas Inbox

CATALOG 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 *(from course outline of record)*

Upon successful completion of this course, students will be able to...

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 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/CO-REQUISITES/ RECOMMENDED PREPARATION

None

REQUIRED MATERIALS

This course has one assigned book: Days in the Lives of Social Workers ISBN: 9781929109852



EDUCATIONAL ACCESSIBILITY & SUPPORT

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, bipolar disorder, and ADHD
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- A learning disability (e.g., dyslexia, reading comprehension), intellectual disability, autism, or acquired brain injury
- Vision, hearing, or mobility challenges

Available services include extended test time, quiet testing environments, tutoring, counseling and advising, alternate formats of materials (e.g., audio books, E-texts), assistive technology, on-campus transportation, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact [Student Accessibility Support Services \(SASS\)](#).

- Eureka: 707-476-4280, Student Services Building, 1st floor
- Del Norte: 707-465-2353, Main Building, near the library
- Klamath-Trinity: 707-476-4280

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.

SPRING 2025 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.

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 these by clicking “MyCR” at the top left-hand side of CR’s main webpage: www.redwoods.edu

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 help@redwoods.edu

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 holistic 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 lectures, student engagement, discussion and individual self-reflection. Students are 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

This field of study requires us to work to identify, examine, and limit the ways our implicit social biases impact our actions. I believe learning can happen when diversity and individual differences are understood, respected, appreciated & recognized as a source of strength, benefit and resource. Incidents of bias, discrimination, and microaggressions do occur, whether intentional or unintentional. These things contribute to creating unwelcoming environments for individuals and groups at our college. I encourage anyone who experiences or observes environments at our college that become unfair or hostile on the basis of people's identities to speak out for justice and support. Speaking out can take place within the moment of the incident or after the incident has passed. Anyone can share these experiences with a trusted CR faculty/staff/administrator, or by using the information and resources provided [on this page](#).

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 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, ability and neurodiversity, 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 way 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.

Important note: Given the sensitive and challenging nature of the material discussed in class, it is imperative that there be an atmosphere of trust and safety in the classroom. I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class. As outlined in our Classroom Agreements, in this class we are committed to equalizing our space, checking our assumptions, accepting each other's right to make mistakes, practice giving and receiving forgiveness, and recognizing consensual dialogue. It is expected that some of the material in this course may evoke strong emotions, cause discomfort, or call for us to examine our privilege, power, and/or individual lens. In the field of social work, this process of sitting in discomfort, unpacking our own lived experiences, and creating a space where others can also do these things, allows each of us to grow in our understanding of the human experience. That said, please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes offense. While our intention may not be to cause offense, the impact of what happens throughout the course is not to be ignored. It is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt that you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue that you trust.

(Adapted from Cal Poly Humboldt and Brown University)

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 work 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.

WHEN REACHING OUT TO CAROLYN

When reaching out, **please allow at least 24-48 business hours for a response.** If your matter is urgent, feel free to add that to the subject line so that I am aware of this. Please know that one way that I facilitate self-care in my own life (a key component to longevity in the field of social work and



addiction studies), **I do not work 7 days a week.** This means that I rarely check/respond to emails over the weekend or on holidays. This can be tricky when students wait until the last minute to begin their assignments (which are due on Sunday's). When mapping out your semester, **be sure to leave yourself plenty of time to ask questions** and obtain answers during the workweek, well before your assignment is due.

OFFICE HOURS

Every Thursday 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 slot does 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 a week for us 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.

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.

***Professor's Note:** 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. In this context, "without" could be without food, without shelter, without personal safety, without critical medical care, without their children for another night, and so on. Late paperwork in the field also means that our agencies do not turn in timely paperwork to our funders (ex, insurance companies, government systems). Failing to do this plays a direct role in whether these agencies receive the critical funding required to continue their incredible work in our communities. Learning to engage in effective time management, to include buffers of time when/if we encounter roadblocks, is crucial to your success in this field. NOW is the time to practice, refine, and implement these strategies.*

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.**



ASSIGNMENTS AND POINTS AVAILABLE THIS SEMESTER

There are 6 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 3 of these over the semester. (20 pts each / 60 pts total)

Each student will be required to complete 4 professional 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 activities, reading, and lecture for 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. The grading rubric for this assignment can be found on the Assignment Drop Box page of our Canvas course.

| 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 |
| | | TOTAL OF 60 POINTS |

2. QUIZZES: There will be 3 of these over the semester. (25 pts - 50 pts / 125 pts total)

Students will be required to complete 2 quizzes for this course. While material in the assigned books will be discussed in recorded lectures, know that the 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 |
|--------------------------------------|--------------|----------------------------|
| Understanding our Course & Classroom | Week One | 25 Points |
| Quiz One (Pages 1 – 141) | Week Seven | 50 Points |
| Quiz Two (Pages 142 – 359) | Week Fifteen | 50 Points |
| | | TOTAL OF 125 POINTS |

3. WORKSHEETS: There will be 2 of these during the semester. (20 pts each / 40 pts total)

At two points in the semester, you will be asked to complete a worksheet designed to demonstrate the learning that you have engaged in to date. These are a way to demonstrate the hard work that you have been putting into the classroom “Activities” listed under the “Weekly To Do Lists” each week in this course.

| WORKSHEETS | DUE | POINTS AVAILABLE |
|---------------------------|------------|---------------------------|
| Understanding Policy | Week Eight | 20 Points |
| Key Themes in Social Work | Week Ten | 20 Points |
| | | TOTAL OF 40 POINTS |

4. DISCUSSION POSTS: There will be 8 of these over the semester. (25 pts each / 200 pts total)

Discussions are your way to engage with your classmates and demonstrate for your instructor that you are (1) engaged with the course material, (2) working to translate course information into real life application, and (3) and genuinely attempting to learn from others in this course. All students are expected to abide by the Classroom Agreements when engaging with one another through these Discussions. Be sure that you have read and understand them.

Each initial post must be at least 400 words in length. Once you have completed your initial post, you will be able to see the other initial posts made by your classmates. Each of you is expected to read through these, in an effort to expand your understanding of that week's topic and learn through the eyes of people with other lived experiences than your own. Each student is also required to read through and engage with your classmates' posts, responding with at least 100 words to no less than 2 of your classmates.

Points will be awarded in 3 parts. The first 50% of your available points will be awarded for completing your initial post (meeting the minimum word count and responding to the prompts for that week, in a clear & cohesive manner). The next 25% of available points will be awarded when you engage with one of your classmates' posts (meeting the minimum word count and engaging in a way that abides by our Classroom Agreements). The final 25% of available points will be awarded when you engage with at least one more (meaning 2 in total) of your classmates' posts (meeting the minimum word count and engaging in a way that abides by our Classroom Agreements). A student is eligible to receive up to the full 100% of the points available for that discussion only after they have completed all 3 steps successfully. Failure to complete one or more of the steps will result in a reduction of your overall grade for that week's discussion.

Initial discussion posts and the 2 required responses are due by Sunday at 11:59pm at the end of their assigned week.



| DISCUSSION TOPIC | DUE | POINTS AVAILABLE |
|---|---------------|----------------------------|
| Getting to Know Your Colleagues | Week One | 25 points |
| Understanding Our Place in Advocacy | Week Three | 25 points |
| Poverty & Understanding ACE's | Week Five | 25 points |
| Medical Social Work | Week Seven | 25 points |
| Social Work in the Field of Elder Care | Week Eleven | 25 points |
| SW In & Around the Criminal Justice System | Week Thirteen | 25 points |
| Individuals Without Stable Housing | Week Fourteen | 25 points |
| Sharing Our Wisdom (Call-to-Action Sharing) | Week Sixteen | 75 points |
| | | TOTAL OF 250 POINTS |

5. SOCIAL WELFARE POLICY PAPER & PRESENTATION: This is a 3-part assignment that unfolds in steps over the entire semester (worth 10, 90 respectively & 50 pts total)

This is a three-part assignment spread out over time. In Part One, each student will select a current or proposed city, county, state, or federal social welfare policy that you wish to learn more about. There are many options out there, so students are encouraged to select an area of practice that most interests you. Students are required to locate and formally “select” the policy/bill that they intend to research over the semester.

To avoid duplication, students will be asked to select a policy that is not already being looked in to by someone else in the class. This is done so that we can each learn the most amount as possible (from subsequently sharing our findings with one another) as possible. As a result, the “Social Welfare Policy Selection” process will **be first to select it via the class discussion board for this assignment gets that topic area**. Students may start selecting their agencies during the first few weeks. Selections are due for Part One by the end of Week 4.

Once selected, students will familiarize themselves with the policy/bill’s author, supporters, target population, intended consequence, unintended consequence, economic & societal implications, and so on (Part Two). Each student will compile their findings into a 6 to 8-page academic research paper (to include 1 title page, 4 – 6 pages of content around the bill selected, and 1 reference page) that provides the above-mentioned items in a narrative summary. The full breakdown of the key areas to cover can be found on Canvas (in the assignment itself, as well as on the Assignment Drop Box page of this course).

These papers should not look like a blow-by-blow of “what I found was...”, but instead read like a formal academic research paper. Example: “Research suggests that the recidivism rate for formerly incarcerated individuals with an associate’s degree drops to just over 13%.”

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 Social Welfare Policy Paper layout/structure/requirements are more thoroughly addressed in the “Assignment Drop Box” tab on the Canvas course home page, as well as in the information provided at the end of each week in your modules. Students interested in achieving the most points possible should familiarize themselves with the rubric and other information provided in these places.

Following the submission of the Social Welfare Policy Paper, students will then synthesize their findings into a 1-page Call to Action 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 policy’s goals, backers, potential risks, strengths, and so on. The goal is to inform your classmates of the dynamics impacting things that they care about. This will be done through the 1-page “Call to Action” (a social work way of letting us know where we can go/what we can do if we want to support/reject this policy/bill).

| STEP IN THE PROCESS | DATE DUE | POINTS AVAILABLE |
|---------------------------------------|---------------|-------------------------------------|
| Social Welfare Policy Selection | Week Four | 10 points |
| Social Welfare Policy Paper | Week Thirteen | 90 points |
| 1-page (PDF) Call to Action | Week Sixteen | 50 points |
| Sharing Our Wisdom (Discussion Board) | Week Sixteen | <i>See week 16 Discussion Above</i> |
| | | TOTAL OF 150 POINTS |

6. This course offers 1 - 3 extra credit assignments each semester. (worth 20 – 35 points)

These vary depending on events happening in and around the CR campus. Students interested in extra credit should check in with the Assignment Drop Box on Canvas (the button for this can be found on this course’s Canvas “Home” page) for more information.

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| TOTAL CLASS POINTS AVAILABLE FOR THE SEMESTER 625 |
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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 the professor *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.**

SWHS 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.

ACADEMIC INTEGRITY

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](#).

This semester we will spend a lot of time engaging with each other through these discussions. This is an important tool that will help with the digestion of the course material. These discussions are often more fulfilling when we have taken the time to get to know each other, understand each other's perspective/background/world view, find similarities/differences, and understand that competing ideas can all be true at the same time. That act of accepting that sometimes there is no "right" answer is something that those of us in Social Work we refer to as "*living in the grey*." While this is a hard place to sit sometimes, it is **a very important part of learning to understand each other**.

It is imperative that we create a safe space for each student to express their point of view. This can be difficult at times, since the material often resonates with each person differently. Yet, when we all commit to holding these discussions as a safe space and we truly engage in conversations that accept our various lived & learned experiences as an opportunity to grow & expand our own understanding, ... *that* is where the magic happens. As such, **each student is expected to read, commit to, and follow these Classroom Agreements at all times throughout this course**.

Examples of inappropriate use of our Discussion Boards include posting offensive or disrespectful comments, sharing irrelevant or misleading information, posting external links without prior instructor consent, and engaging in personal attacks. **Violations of these agreements may result in the following consequences:** (1) **a mandatory meeting with the instructor before you can participate in further discussions**, (2) **an automatic score of '0' for all remaining discussions in this course**, (3) **a referral to the Behavioral Intervention Team (BIT)**, and (4) **immediate removal from the course**. Your cooperation is essential for maintaining a respectful and productive learning environment.

EXPECTATIONS OF THE STUDENT

- Come to our Canvas classroom space prepared with *readings and assignments completed by the first class each week*.
- Expect to spend about 3 - 6 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 our Canvas classroom 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.

****See the weekly topic schedule on the next page.***

**COURSE OUTLINE, READINGS AND DUE DATES ARE
SUBJECT TO CHANGE AT INSTRUCTOR'S DISCRETION**



WEEKLY TOPIC AREAS TO BE COVERED THIS SEMESTER:

| | |
|----------------------|---|
| WEEK ONE | What Does it Mean to be a “Social Worker”? |
| WEEK TWO | The National Association of Social Workers & the Foundation of Social Work Practice |
| WEEK THREE | Understanding the Intersectionality of Culture |
| WEEK FOUR | The Impact of “Othering” and Institutional Racism on Social Work Practice |
| WEEK FIVE | Poverty, Inequality, and the Impact of Trauma Over Our Lifespan |
| WEEK SIX | Service Delivery Systems for Children & Families |
| WEEK SEVEN | Medical Social Work |
| WEEK EIGHT | Social Welfare Policy & Social Work’s Role in Politics |
| WEEK NINE | SPRING BREAK |
| WEEK TEN | Mental Health Care |
| WEEK ELEVEN | Further Unpacking Toxic Stress / Storied from the Field of SW |
| WEEK TWELVE | Aging, Dying, and Living Well |
| WEEK THIRTEEN | Social Workers Within the Criminal Justice System |
| WEEK FOURTEEN | Housing Insecurity |
| WEEK FIFTEEN | Professionalism in the Field of Social Work / Grassroots Organizing |
| WEEK SIXTEEN | Closure |