



Course Information

Syllabus: Introduction to Social Work

Course Title: Introduction to Social Work

Course Prefix/Number: SWU 171-3

Semester: Spring 2023

Class Days/Times: M/W 5:30-6:45 PM

Credit Hours: 3

Instructor Information

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Office hours: MWF 1-2:30; T 11:30-12:00, and hours arranged between student and instructor

Course Description

Explores current issues and challenges in the U.S. and provides the foundation for understanding the current social welfare system and the ways that social services have developed in the United States. This historical perspective helps students understand how social work can influence, and be influenced by, social welfare policy. Students will gain an understanding of the various roles social workers have and the settings in which they practice. Includes social work interventions of practice, policy, and research and the knowledge, values ethics, and skills underpinning the practice of social work with diverse populations, with special emphasis on Native American cultures. Special emphasis on the practice of social work in the context of Southwest cultural and ethnic traditions.

Student Learning Outcomes

1. The Social Work Profession

- a. Students will explain the tenants of generalist social work practice and the social work profession.
- b. Students will identify common careers, roles and responsibilities in social work practice.
- c. Students will demonstrate professional interpersonal skills in order to assist someone seeking social services at the individual and group level.

d. Students will demonstrate the ability to professionally communicate through scholarly documentation and the use of technology.

2. Social Problems and Social Change

a. Students will describe and discuss major human conditions that can result in the need for social services and the delivery of social welfare programs.

b. Students will explain the role of human rights, social welfare policy and the impact of such policies on individuals and society.

3. Professional Values and Ethics

a. Students will demonstrate an understanding of the importance of professional values and ethics and define ethical dilemma situations, and how to appropriately mitigate them.

4. Engage Diversity and Difference in Practice

a. Students will demonstrate cultural awareness and describe the sensitivity required to respectfully serve the Tohono O'odham and other diverse populations.

b. Students will identify cultural considerations in responding to the needs of marginalized populations.

5. Assessment, Planning, and Evaluation.

a. Students will demonstrate the ability to assess and interpret the needs of client systems at the micro, mezzo, and macro levels in order to address social problems and create positive social change.

b. Students will demonstrate the ability to develop a plan of action based on a person-in-environment perspective.

c. Students will demonstrate the ability to evaluate outcomes of client system interventions and describe the role of research and evidence-based practice.

Course Structure

This introductory course is delivered synchronously. Online learning supports student interaction through discussion and mastery of content. Students are expected to be present, willing to ask questions, and ready to exchange in structured learning activities including discussions of social injustice and social policy.

COURSE REQUIREMENTS & NOTES

I. PROFESSIONAL EXPECTATIONS

All students are expected to demonstrate the following:

	Expectation	Definition
1.	Identify as a professional social worker	As students, you can expect to have your current knowledge, skills, and values challenged as you learn and wrestle with professional social work knowledge, skills, and values in the development of a professional social

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		work identity.
2.	Demonstrate a Proactive Commitment to Learning	As a student, you are expected to take time to review the syllabus and workload of the course to make a self-assessment to your abilities to fulfill the course requirements. As needed, you should request additional information about assignments or grading procedures. Faculty may respond to your request individually or as a group, in class or out of class time. If you recognize a conflict between due dates in the course and your personal responsibilities, notify your professor immediately to problem-solve and negotiate a resolution.
3.	Utilize Resources and Feedback with Efficacy	As a student, you are expected to identify and communicate concerns you have and to seek out help. Likewise, as a student, you need to be open to feedback by the faculty on your work and professional behaviors and be willing to effectively use and integrate that feedback into future work and your understanding of professional social work behaviors. If you are unable to contact a professor or other support resource, be sure to take note of the time, date, mode of contact to record a concrete timeline of events. This will help us improve the system of support so that it better responds to your needs.
4.	Communicate Effectively with respect and cultural competence	Students are expected to develop communication and language that does not attack individuals for beliefs, but engages in dialogue concerning substantive issues, demonstrates critical thinking, and is supported by a rationale and evidence.
5.	Apply Problem Solving and Critical Thinking Skills	Students are expected to ask questions in a way that demonstrates your knowledge and your thought process. In asking questions, students may adopt the following manner: "I understand that this is... but I don't see how this relates to that?" or "May I have a point of clarity?"
6.	Demonstrate Self-Awareness and Ethical Conduct	Students are expected to embrace the idea that you represent the social work profession when you are in the community and working with our partner agencies. You are also expected to take time to become familiar with the NASW Code of Ethics. You will, also, need to set time aside to reflect on, to integrate, and to assess your learning about and understanding of ethical decision making.
7.	Manage a Healthy & Balanced Lifestyle effectively Managing Stress	Students are expected to take advantage of the multitude of resources available during matriculation. If you feel overwhelmed, talk to someone and see out help.

Course Learning Materials and Textbook Information

Dubois, B. & Krogsrud Miley, K. (2019). Social work- An empowering profession (9th ed.). Boston: Pearson Education, Inc.

National Association of Social Workers. (2017). Code of Ethics. NASW Press.

Retrieved: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Additional articles and educational videos are assigned in the course Outline.

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Evaluations and Grading & Assignments:

90 and above is an A
 80 - 89 is a B
 70 - 79 is a C
 60 - 69 is a D
 Under 60 is Failing

Your grade will be determined by the following: Rubric

Evaluation and Grading

<u>Percentage/Grade</u>	<u>Learning Behaviors/Knowledge Guide</u>
A 90-100%	Excellent consistent attendance and participation. Extensive knowledge and understanding of concepts and processes. Creative linkage in tests, discussions, and papers of class content to information gained outside class. Regular contribution to individual and group efforts.
B 80 – 89%	Good attendance and participation. Adequate knowledge and understanding of concepts and processes. Linkage in tests, class discussions, and papers of class content to information gained outside class. Frequent contribution to individual and group efforts.
C 70 – 79%	Inconsistent attendance and participation. Basic knowledge and understanding of concepts and processes. Summarizes and paraphrases assigned material accurately in tests, discussions, and papers. Inconsistent contribution to individual and group efforts. Some late and/or incomplete assignments.
D 60 – 69%	Limited attendance and participation. Marginal knowledge and understanding of concepts and processes. Limited ability to summarize and paraphrase assigned material in tests, discussions, and practice notebook. Limited contribution to individual and group efforts. Frequent late and/or incomplete assignments.
F Below 60%	Frequent lack of attendance and/or participation. Inability to demonstrate knowledge. Significant absence and/or missing assignments.

Assignment Descriptions

VOLUNTEER SERVICE

This course requires 30 hours of volunteer service shadowing a social work chosen with the approval of your instructor. The professor will not setup these service arrangements. Students will be responsible for writing a 1 – 2 page paper on experience.

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The paper should include:

1. Identify your Agency
2. Describe the job description of the social worker you shadowed.
3. What brought the social worker you shadowed into the profession of Social Work?
4. Discuss five (5) challenges expressed by the Social Worker you shadowed.
5. Discuss the mission of your agency, how does the agency meet its goals?
6. What population of people is served there, methods of advocacy that would enhance services for this population?
7. What are your roles/responsibilities as a volunteer; describe your experience?
8. What aspects of the volunteer experience seemed most & least attractive to you and why?
9. What about the volunteer experience made the biggest impression on you and why?
10. Name & discuss 3 specific skills that are needed to successfully practice in the area of social work.

Your individual presentation will be a summary of your experience

WRITING ASSIGNMENTS/ RESEARCH PAPER (2-3 pages in length)

You will conduct your research on an issue affecting the population. Topic must be approved by professor. Must Include:

1. Introduction- Identify the population to be discussed and the social issue.
2. Discuss the problem for this population in terms of demographics: age, race, sex, socio-economic status, experiences of discrimination, oppression, etc.
3. Discuss past/present attempts that have been made to deal with this problem.
4. Discuss the implications for the social work profession based on the Code of Ethics.
5. What ethical dilemmas/conflicts might you experience working with this population/dealing with this issue?
6. Evaluation-Discuss your personal opinion about this issue & possible alternatives to address the needs of this population

ALL WRITTEN ASSIGNMENTS SHOULD HAVE 1-INCH MARGINS, SIZE 12 FONT/ TIMES NEW ROMANS. APA GUIDELINES MUST BE FOLLOWED

Reflection Paper: (2 Page Summary)

You will write a two page summary discussing the following points:

1. Based upon knowledge gained within the course, what social work professional roles have you completed thus far within the following areas: Volunteer/Service Learning Experience, Student Organization Experience, or Work Experience. Please give at least 3 examples of when you have displayed these roles.
2. Based upon the professional roles listed above, please describe which area of interest within social work best match the professional roles displayed by you? How do you see

yourself being a change agent in your area of interest? Please explain some of your goals and passions in this area.

- All assignments are located in the Modules Link in Canvas. Assignments address the learning outcomes and may be adjusted as needed based upon the class learning needs.

3 Exams (20 points each) Quizzes will be based upon course readings, videos, assignments, and discussions. The format for these quizzes will vary and may include short essay answers, T/F, or Multiple-Choice questions.

Shadowing a social worker 30 hours (summary paper) Due 4-12	20 points
Research Paper Due 3-27	15 points
Reflection Paper Due 5-1	5 points
3 Exams 20 points each Exam 1 Due 2-15 Exam 2 Due 4-3 Exam 3 /Final Exam Due 5-5	60 points
Total	100 points

Apache Cultural Component

San Carlos Apache College is in the process of developing culturally relevant curriculum and coursework in Apache history, culture, and language. Student and community feedback will guide this process. All SCAC instructors will find ways to incorporate culturally relevant topics and materials into their courses as appropriate.

This course will focus Apache Health Care.

Policies and Expectations

Attendance

- Students are expected to attend all scheduled online class meetings. Logging onto Canvas and submitting assignments is considered attendance. Regular attendance in this course will support you in learning the content and doing well. Because the nature of this course is highly interactive, it is difficult to make up missed experiences and knowledge.

- TWO unexcused absences may result in withdrawal and a "W" or "Y" will be recorded.

- An accepted absence may include internet problems, physical illness, school or work-related travel, ceremony/religious observances, and practices, or for personal or family emergency. The request for a 'self-care' day should be confidentially discussed with the instructor.

Bottomline, communication with the instructor is critical to your success. You must show up if you wish to learn.

Communication

Appropriate written and verbal communication are essential skills for professionals in the helping profession. You may contact me via email or via the Inbox tool within Canvas. I will ensure to respond to all questions within 24 - 48 hours. Please note that my typical reply time will be sooner, but this will be the longest that you will receive a response. I do not respond to emails nor do grading over the weekends nor on holidays. Even better, set an appointment with me! The most efficient method to contact me is through Canvas.

Expectations for respectful dialogue online.

We all come to the table with differing experiences and viewpoints, which means that we have so much to learn from each other! In order to get the most out of this opportunity, it is important that we don't shy away from differences. Rather, we should show respect for differences by seeking to understand, asking questions, clarifying our understanding, and/or respectfully explaining our own perspective. This way, everybody comes away with new perspectives on the issue and respecting others with different values or beliefs. If someone says something that bothers you for any reason, assume that your peer did not mean to be offensive and ask your peer to clarify what he or she meant. Then explain the impact it had on you. If your classmates tell you that something you said or wrote bothered them, assume that they are not attacking you, but rather that they are sharing something that might be important for you to know.

Technology

1. Learning through Canvas:

It is the student's responsibility to be proficient in using Canvas, the required processes, and Microsoft programs to be successful in an online learning environment. Students need to be proactive in ensuring they are skilled in Canvas' processes in order to complete all assignments on time. Technology tutorials are provided in the Getting Started folder for this course. Please communicate with me immediately if you are challenged by a requirement in your Canvas portal. I cannot help you if I do not know you are having a problem.

2. Use of Zoom office hour meetings:

Students must have access to a camera and mic (sound) from their computer in order to participate in virtual Zoom meetings. Tutorial links are provided in the Getting Started module of your course.

3. Microsoft software:

Assignments will require you to submit uploaded attachments or post evidence of learning through Canvas. Microsoft software must be used to complete all assignments. Microsoft Word must be used to complete all written assignments (not Microsoft Works, not WordPerfect, not Works, etc). Please do not submit your paper as a PDF version. This makes it difficult for me to

give you feedback. Your document must be a DOC or DOCX. If you submit another type of file attachment (unless otherwise directed in the assignment), I will not be able to open it.

Make-up policy:

Late assignments that can be made up will be accepted but will be penalized 25%. At the instructor's discretion, extra credit opportunities and optional activities may be provided. No work will be accepted after the last class.

Academic Integrity:

Violations of scholastic ethics are considered serious offenses by San Carlos Apache College. Students may consult the SCAC Student Handbook sections on student code of conduct, on scholastic ethics and on the grade appeal procedure.

All work done for this class must be your own, or the original work of your group. While you may discuss assignments with other class members, the final written project must clearly be original. You may use work from books and other materials if it is properly cited.

Course Feedback:

All assignments will be graded and returned to the students promptly, typically within a week after the assignment is closed for handing in. Email and phone messages will be returned within two business days. A student or the instructor may request a student conference at any time during the semester. Mid-Term grade reports will be provided to each student, either in person, by email or via the electronic system of Canvas.

Incomplete Policy

Incomplete (I) grades are not awarded automatically. The student must request an "I" from the instructor who can choose to award an Incomplete only if all three of the following conditions are met:

1. The student must be in compliance with the attendance policy.
2. The student must have unavoidable circumstance that would prohibit the student from completing the course.
3. The student must have completed over 75% of the course requirements with at least a "C" grade.

Incompletes are not a substitute for incomplete work due to frequent absences or poor academic performance. Incomplete grades that are not made up by the end of the ninth week of the following semester will be automatically changed to an F if the agreed upon work, as stipulated on the written form signed by the instructor and the student when the I grade is awarded, is not completed.

Instructor Withdrawals

Students who have missed four consecutive classes (or the equivalent) not submitted any assignments nor taken any quizzes by the end of week 4, are assumed NOT to be participating in the class and may be withdrawn at the faculty member's discretion.

Student Withdrawals

Students may withdraw from class at any time during the first 2/3 of the semester without instructor permission and without incurring any grade penalty. Please be sure to withdraw yourself by March 30, 2022 if you do not expect to complete the class, otherwise you may receive an "F" grade.

Special Withdrawals (Y) Grade

The "Y" grade is an administrative withdrawal given at the instructor's option when no other grade is deemed appropriate. Your instructor must file a form stating the specific rationale for awarding this grade. "Y" grades are discouraged since they often affect students negatively. Your instructor will not award a "Y" grade without a strong reason.

Equal Access Statement/Disability Accommodations

San Carlos Apache College seeks to provide reasonable accommodations for qualified individuals with disabilities. The College will comply with all applicable regulations, and guidelines with respect to providing reasonable accommodations as required to ensure an equal educational opportunity. This process includes self-identifying as a student with a disability, providing supporting documentation of their disability, and being approved for services through the Disability Resources Office (DRO). It is the student's responsibility to make known to their instructor(s) the student's specific needs within the context of each class in order to receive appropriate accommodations. We will work together in order to develop an accommodation plan specifically designed to meet the individual student's requirements.

For more information or to request academic accommodations, please contact: Anthony Osborn, TOCC Disabilities Resource Coordinator, aosborn@tocc.edu, or 520-383-0033 for additional information and assistance.

Title IX

San Carlos Apache College encourages each student to have the knowledge and skills to be an active bystander who intervenes when anyone is observed or being harassed or endangered by sexual violence. Sexual discrimination and sexual violence can undermine students' academic success and quality of life on campus and beyond. We encourage students who have experienced or witnessed any form of sexual misconduct to talk about their experience and seek the support they need.

Conduct: Bias, Bullying, Discrimination and Harassment

San Carlos Apache College faculty and staff are dedicated to creating a safe and supportive campus environment as a core value. Harassment based on age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status will not be tolerated.

SWU 171 Course Schedule

- Your course schedule is provided for you within Canvas. Each module provides an overview and information on what you will be doing in class.
- It is important that you access your assignments from within the Module link in Canvas. The course outline is based on topical areas during the semester which meet the learning outcomes for this course. How quickly we get through each topic is based on
- the needs and interests of the class and other unforeseen circumstances. This is a fluid schedule that may go through revisions. *Depending on the learning needs and interests of students, these activities and assignment dates may change.*
- Please note the assignment submission due date is on Sundays before 11:59PM at the end of the Module week.

Course Outline

Date	Class Topics	Homework for the following class
1-18	Introductions, study syllabus	Study Chapter 1
1-20	Beth video, Chapter 1 text page 28	Social Work History https://www.youtube.com/watch?v=CxctzJg-p-g
1-23	Chapter 2 page 33, Shadow discussion	Study Chapter 2 https://www.youtube.com/watch?v=RKq23CKnnk0
1-25	Chapter 2 careers	Study Chapter 2
1-27	Chapter 2 page 60	CBT https://www.youtube.com/watch?v=-f3eVvH8hRE
1-30	Discuss assignment	Study Chapter 3 pages 79-82
2-1	Discuss Chapter 3 CBT	CBT https://www.youtube.com/watch?v=8aDFvujC6XM
2-3	Role play https://www.youtube.com/watch?v=P2a9102jifM	Study Chapter 4 pages 78-83
2-6	Discuss chapter 4	Study Chapter 4 and research paper topics
2-8	Assistance with research paper and shadowing	Study Chapter 5 page 130
2-10	Discuss ethics	Study Chapter 1-5
2-13	Review for Exam 1	Study Chapter 1-5
2-15	Exam 1	Study Chapter 6
2-17	Chapter 6 meaning	Study Chapter 6 Willow brook
2-20	PRESIDENTS DAY	PRESIDENTS DAY
2-22	Chapter 6 questions	Study Chapter 7 Trail of Tears
2-24	Oppression confinement camps	Study Chapter 7

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2-27	Chapter 7 questions	Study Chapter 7
3-1	Dignity of Failure, perspectives	LGBQQ https://letsbreakthrough.org/meet-charlie-indigenous-influencer-with-a-positive-impact/
3-3	https://letsbreakthrough.org/meet-charlie-indigenous-influencer-with-a-positive-impact/	Spring Break
3-6	Spring Break	Spring Break
3-8	Spring Break	Spring Break
3-10	Spring Break	Spring Break
3-13	Chapter 8 Empowerment, Desire / Skill / Opportunity	Empowerment https://www.youtube.com/watch?v=11jdOs-9b1w
3-15	Chapter 8 Intrinsic motivation in assisted living	Deci and Ryan https://www.apa.org/members/content/intrinsic-motivation
3-17	Chapter 8 questions	Study Chapter 9
3-20	Chapter 9 Roles in Micro, Mezzo, and Macro social work	Prepare a draft of your research paper
3-22	Revise and resubmit / chapter 9 questions	Submit rough draft of Research Paper (3-24)
3-24	Review Chapter 9	Study Chapter 10
3-27	Discuss Chapter 10 questions	Review Chapter 10, Turn in final Research Paper
3-29	How to change policy	https://www.ncoa.org/older-adults/public-policy/advocacy-basics
3-31	Review for Exam 2	Study for Exam 2
4-3	Exam 2	Study Chapter 11
4-5	Discuss Chapter 10	Create rough Draft of Shadow Paper
4-7	Turn in rough Draft Shadow Paper Discuss poverty and criminal justice system	Study Chapter 11 questions
4-10	Discuss Chapter 11 questions	Study text social work role in criminal justice
4-12	Discuss roles in the Criminal Justice system	Study Chapter 12, turn in Final Shadow Paper
4-14	Health and Resilience Chapter 12	Study Chapter 12 Questions
4-17	Discuss Chapter 12 questions	Create your comments on Native American Health Care

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4-19	Native American Health Care	Apache Health Care
4-21	Apache Health Care	Study Chapter 13, Create Rough Draft of reflection Paper
4-24	Chapter 13 Families and Youth Reflection Paper Review	https://www.youtube.com/watch?v=HxX-oqoP3DU Turn in rough draft Reflect Paper
4-26	Chapter 13 questions	Study Chapter 14
4-28	Berkshire Study	Study Chapter 14 questions
5-1	Chapter 14	Reflection Paper due
5-3	Review for Exam 3	Study for Exam 3
5-5	Exam 3 / Final exam	

SKILLS & ASSESSMENTS

Skill	Assessment
2.1.1 Identify as a professional social worker.	Initial Examination
2.1.9 (1) Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	Examination
2.1.2(2) Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics.	Final Examination
2.1.1(4) Demonstrate professional demeanor in behavior, appearance, and communication.	30 Hours Volunteer Service
2.1.1(2) Practice personal reflection and self-correction to assure continual professional development.	Reflection Report
2.1-24 Trace the history of social issue/Explore the influence of populations at-risk on social welfare policy	Research paper