

**Basic Course Information**

Semester	<b>Spring 2019</b>	Instructor Name	<b>Jose J. Plascencia, MSW</b>
Course Title & #	<b>SW 220: Introduction to Social Work</b>	Email	<b>jose.plascencia@imperial.edu</b>
CRN #	<b>20642</b>	Office #	<b>Counseling Center (EOPS)</b>
Room	<b>413</b>	Office Hours	<b>Upon Request</b>
Units	<b>3 units</b>	Office Phone #	<b>(760) 355-6272</b>
Class Dates	<b>02/13/2019-06/05/2019</b>	Emergency Contact	<b>Department secretaries for</b>
Class Days	<b>Wednesday</b>		<b>Behavioral Science and EOPS</b>
Class Times	<b>6:30-9:40</b>	Emergency Number	<b>(760) 355-6144 and 355-6407</b>

**Course Description**

A survey course that introduces the field of social work as a profession within the context of the institution of Social Welfare. Development of an understanding of social work principles, goals, values, and methods through readings and class discussion. An unpaid assignment in an agency setting is required. (CSU)

**Student Learning Outcomes**

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Define within a global perspective social welfare, social institutions, social services, and social work and identify the different populations that are served by these systems (ILO1, ILO2, and ILO5)
2. Distinguish social welfare from other major social institutions and social work from other helping professions. (ILO1, ILO2, ILO5)
3. Demonstrate a beginning knowledge of the role of information technology in provision of social services. (ILO4)
4. Making an informed career decision by means of a volunteer assignment in a human service agency as well as the experience of taking this course. (ILO1, ILO2, ILO3, ILO4, ILO5)

**Course Objectives**

Upon satisfactory completion of the course, students will be able to:

1. Explain the development of social work and its emergence as a profession over time.
2. Describe the relationship between social work and social welfare.
3. Clarify the different levels of social work practice, differential responsibilities and training required at each level.
4. Define social work as a profession and understand the ways in which it differs from other helping professions.
5. Describe the profession's core knowledge base, including theoretical perspectives.
6. Explain the principle methods of social work intervention including case work, group work, and community org.
7. Explain the integrated generalist model of social work practice.
8. Describe the structure and process of the social service delivery system.
9. Define and describe the impact of social policy on the social work profession.
10. Analyze ethical dilemmas/problems faced by social workers intervening with different populations.

### **Textbooks & Other Resources or Links**

Segal, Elizabeth (2013). *An Introduction to the Profession of Social Work* (5th/e). Brooks/Cole Publishing Company. ISBN: 9780840029102

### **Course Requirements and Instructional Methods**

#### **Three Exams (150 pts)**

There will be three exams given throughout the semester. The first exam will cover the first five chapters (Chapters 1-5). The second exam will cover the next five chapters (6-10). The third exam will cover the last four chapters (11-14) and international social work. The exams will be multiple choice, T/F, fill in the blank, and short answer. The content for these exams will be based on course competencies 1 – 10.

**Make-up examinations will be accommodated provided they are taken within one week of the scheduled examination and are pre-approved by the instructor. In most cases, if approved, make up exam will have a deduction of ten (10) points.**

#### **Volunteer Experience (120 pts)**

In this course, students will learn not just in the classroom, but in the community as well. Students will be participating in a volunteer experience as part of the class. The purpose of the volunteer experience is to encourage exploration of and familiarity with the nature of generalist social work practice in human service settings, which includes an understanding of the structure and functions of agencies, community service networks, and the knowledge, skills, values, and expectations of the agency worker. Volunteer work is also in keeping with the social work value of service to the community. All learning outcomes are measured (1-12) including personal responsibility, global awareness, communication skills, and critical thinking skills are used in this assignment.

A. Students are required to complete **at least 25 clock hours** of volunteer time in a human service setting. Students who fail to complete the required 25 hours will receive an **F** for this assignment and the class. All volunteer hours must be completed by the end of the semester in order to receive full credit. The following objectives will guide the student's search for and selection of an agency volunteer experience:

1. Reinforce the role of volunteerism and service in social welfare and generalist social work practice;
2. Provide an experience observing the application of social work knowledge, values, and skills in a human service system;
3. Provide an experience with a disadvantaged population;
4. Provide an experience of a direct contact with client systems preferably contact  
With includes some sort of communication/information exchanges; and
5. Explore personal fit with social work/human services as a potential career  
Exploration decision

**Twenty (20) points** will be earned by turning in your volunteer agreement (not the packet) by the deadline (date is posted on tentative dates). Turning in agreement late will forfeit the points. Exceptions will be decided case by case.

#### **Reflection Paper (30 pts)**

Students are expected to write a **two (2) page** reflection paper on their volunteer experience. The paper must be typed and double-spaced with a separate title page. The paper must include the following: (1) description of your agency setting, (2) description of the types of services the agency provides and the mission of the agency,

(3) description of the types of individuals employed in the agency and the degrees required, (4) description of the types of services you provided to the client systems who utilize the agency, (5) a reflection of the social work values demonstrated in the agency and that you utilized, (6) a summary of your own responses to the agency, (what were your strengths, weaknesses, discoveries about yourself) and, (7) what your thoughts about your continued involvement in the field of social work. In addition to this summary paper, you must attach (a) a time sheet that has been signed by your agency supervisor, (b) a Volunteer Placement agreement form, (c) and a Volunteer Evaluation form that was completed by your volunteer supervisor.

**Thought Papers (150 pts)**

These papers are free writing assignments. All thought papers will have a prompt to help you on what to write about. The thought papers are to be at the most 1 page long. At the end of the semester you will have 15 papers. Late papers will lose points each week it is late.

Late papers may be submitted, however, they will receive a 3 point reduction in with each week they are late (1 week = 3 points off, 2 weeks = 6 points off, etc.). Thought papers can be sent by e-mail (E-papers). E-papers are subject to the same rules regarding lateness as regular papers. For example, they must be submitted prior to the starting time of the class session on the day they are due. If E-papers are sent after class has started but before the next class meeting, then only 1 point will be deducted.

**Quizzes (150 pts)**

There will be a total of 14 quizzes during the semester. These quizzes will cover important terms, topics, and events, for each chapter. Quizzes will be given promptly at the beginning of class so please be here on time. The quizzes will serve as a study guide for each chapter. You cannot make up any quiz, no exceptions (only at my discretion)! The content for these quizzes will be based on course competencies 1 – 8.

**Course Grading Based on Course Objectives**

<b><u>Grading Process</u></b>		<b><u>Grading Scale</u></b>	
1. Exam #1	(50)	<b>540-600 pts.</b>	<b>A</b>
2. Exam #2	(50)	<b>480-539 pts.</b>	<b>B</b>
3. Exam #3	(50)	<b>420-479 pts.</b>	<b>C</b>
4. Quizzes	(150)	<b>360-419 pts.</b>	<b>D</b>
5. Thought Papers	(150)	<b>Below 359</b>	<b>F</b>
6. Volunteer Experience	(120)		
7. Reflection Paper	(30)		

**Attendance**

A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student’s status will be the same as that of any other student who desires to add a class. It is the student’s responsibility to drop or officially withdraw from the class. See General Catalog for details.

Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.

Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as ‘excused’ absences.

**Deadline to drop all full-term classes with a “W” is May 11, 2019**

### **Classroom Etiquette**

**Electronic Devices:** Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.

**Food and Drinks** are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed.

**Disruptive Students:** Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.

**Children in the classroom:** Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

### **Academic Honesty**

**Plagiarism** is taking and presenting as one’s own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to ‘cite a source’ correctly, you must ask for help.

**Cheating** is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General School Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

### **Additional Help – Discretionary Section and Language**

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College’s main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The Canvas Student Guides Site provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your Campus Map for the Math Lab; Reading, Writing & Language Labs; and the Study Skills Center.

**Library Services.** There is more to our library than just books. You have access to tutors in the Study Skills Center, study rooms for small groups, and online access to a wealth of resources.

### **Disabled Student Programs and Services (DSPS)**

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313, if you feel you need to be evaluated for educational accommodations.

### **Student Counseling and Health Services**

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

**Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC Student Health Center at 760-355-6128 in Room 1536 for more information.

**Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

### **Veteran's Center**

The mission of the IVC Military and Veteran Success Center is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

### **Extended Opportunity Program and Services (EOPS)**

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, [lourdes.mercado@imperial.edu](mailto:lourdes.mercado@imperial.edu).

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, [alexis.ayala@imperial.edu](mailto:alexis.ayala@imperial.edu).

### **Student Equity Program**

- The Student Equity Program strives to improve Imperial Valley College’s success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students’ access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC’s Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

### **Student Rights and Responsibilities**

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC General Catalog.

### **Information Literacy**

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC Library Department provides numerous Information Literacy Tutorials to assist students in this endeavor.



**Anticipated Class Schedule / Calendar**

<u>Date or Week</u>	<u>Activity, Assignment, and/or Topic</u>	<u>Assignments Due/Exams</u>
Week 1 February 13	Syllabus & Introduction	In class Assignment
Week 2 February 20	Chapter 1: What is Social Work? Chapter 2: The History of Social Welfare System & Social Work	Review Volunteer Packet
Week 3 February 27	Chapter 3: Poverty and Economic Disparity	Thought Paper #2
Week 4 March 06	Chapter 4: Human Rights & Social & Economic Justice Chapter 5: Dimensions of Diversity	Thought Paper #3
Week 5 March 13	Chapter 6: Generalist Social Work Practice	Thought Paper #4-#5
Week 6 March 20	Exam #1 (Chapters 1-5)	No Homework Due
Week 7 March 27	Chapter 7: Child Welfare: Working with Children & Their Families	Thought Paper #6
Week 8 April 03	Chapter 8: Gerontology: Working with People who are Older	Thought Paper #7
Week 9 April 10	Chapter 9: Health Care Services	Thought Paper #8
Week 10 April 17	Chapter 10: Mental Health Services	Thought Paper #9
Week 11 April 24	Spring Break! No Classes!	Thought Paper #10
Week 12 May 01	Exam #2 (Chapters 6-10)	Turn in Volunteer Agreement
Week 13 May 08	Chapter 11: School Social Work	Thought Paper #10
Week 14 May 15	Chapter 12: Substance Abuse	Thought Paper #11
Week 15 May 22	Chapter 13: Violence, Victims and Criminal Justice	Thought Paper #12
Week 16 May 29	Chapter 14: Crisis, Trauma, & Disasters International Social Work	Thought Paper #13
Week 17 June 05	Exam #3 (Chapters 11-14 and International SW)	Turn in Volunteer Packet Turn in Reflection Paper Thought Papers #14-#15