

## Basic Course Information

<b>Semester</b>	<b>Fall 2020</b>	<b>Instructor Name</b>	<b>Jose J. Plascencia, MSW</b>
<b>Course Title</b>	<b>SW 220: Introduction to Social Work</b>	<b>Email</b>	<b>jose.plascencia@imperial.edu</b>
<b>CRN#</b>	<b>10646</b>	<b>Office</b>	<b>Counseling Center (EOPS Office)</b>
<b>Room</b>	<b>Online</b>	<b>Office Hours</b>	<b>By Appointment (Via Zoom)</b>
<b>Class Dates</b>	<b>August 24, 2020 - December 12, 2020</b>	<b>Office Phone</b>	<b>(760) 355-6272</b>
<b>Class Days</b>	<b>Online</b>	<b>Contact Phone</b>	<b>(760) 483-3301</b>
<b>Class Times</b>	<b>Online</b>	<b>Emergency Contact</b>	<b>(760) 693-2903</b>
<b>Units</b>	<b>Three (3) units</b>	<b>Optional Zoom Mtgs</b>	<b>Wednesdays from 6:00PM- 7:00PM</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.

## 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, 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 organization.
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.

## Textbook & Other Resources or Links

Segal, Elizabeth (2013). *An Introduction to the Profession of Social Work* (5th Ed). Cengage Learning. ISBN: 9781305258990

## Course Requirements and Instructional Methods

This course will be completed in an online environment. Students will be expected to complete each module within the given time frame. In addition, the instructor will offer weekly online zoom lecture overviews, which will be optional. All of the assignments will be completed online via CANVAS. The "optional Zoom meetings" are meant to keep you informed and give students an opportunity to ask questions. If you cannot or do not want to attend, you can still request assistance by scheduling individual time by reaching out to the professor.

**Out of Class Assignments:** The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

### **What if I need to borrow technology or access to WIFI?**

1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here: <https://imperial.edu/students/student-equity-and-achievement/>
2. If you'd like access the WIFI at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.

### **Guidelines for using parking WIFI:**

- Park in every other space (empty space BETWEEN vehicles)
- Must have facemask available
- For best reception park near buildings
- Only park at marked student spaces

- Only owners of a valid disabled placard may use disabled parking spaces
- Only members of the same household in each vehicle
- Occupants MUST remain in vehicles
- Restrooms and other on-campus services not available
- College campus safety will monitor the parking lot
- Student code of conduct and all other parking guidelines are in effect
- Please do not leave any trash behind
- No parking permit required

If you have any questions about using parking WIFI, please call Student Affairs at 760- 355-6455.

**Instructor Expectations:**

- o Students who do not participate during week one are automatically dropped. (Participation means turning in week 1 assignment)
- o If you stop attending class, make sure to drop yourself from the class.
- o Work is to be turned in on due date – no late work unless exception is made.
- o You are responsible for knowing and observing due dates for all assignments.

**What to Expect from your Instructor:**

- o All your assignments will be graded within one week from their due date.
- o To contact me, email me: jose.plascencia@imperial.edu; you can also use the "Inbox" in Canvas to message me.
- o Your emails will be answered within 24-48-hours (emails are typically answered within a few hours).
- o My office hours are through Zoom.
  
- o We will have optional Zoom meetings where we can discuss assignments or other issues.
  
- o My goal is to help you succeed, so please reach out to me if you have any question/doubt.

**Method of evaluation:** Homework, quizzes, problem solving exercise, and written assignments.

**Instructional Methodology:** Audio, visual, demonstration, discussion, and lecture.

**Three Exams (300 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. Exams will be posted on CANVAS after every five (5) chapters. They are untimed and you will only have one attempt.

Submitting your Exam after the due date will lose points.

### **Quizzes (150 pts)**

There will be a total of 15 quizzes during the semester. These quizzes be true/false and multiple choice. Quizzes will be posted on each chapter module on CANVAS. They are untimed and you will have two attempts. CANVAS will record the highest of your two attempts.

Submitting quizzes after the due date will lose points.

### **Thought Papers (150 pts)**

These assignments are considered free writing assignments. They are related to the topics covered in each chapter but are open ended questions, so you can write about anything as long as it relates to the prompt. Each thought paper will be a one-page response, which you will upload to CANVAS by the due date. No text entries, only file uploads (preferably PDF or WORD files but you can also use GOOGLE Docs).

Submissions after the due date will lose points.

### **Discussion Questions (150 pts)**

These discussion questions are assignments that will test your critical thinking skills. There is no "right or wrong" answer to these questions. Rather you will earn points by how well you use your critical thinking skills. You will need to provide at least two or three sentences or (50-75 words) for each answer. You can submit your answers by uploading them as a text entry on CANVAS or you can upload a PDF, WORD or GOOGLE Doc. Submit by due date to receive full credit.

Late entries will be considered but for less points.

### **Volunteer Experience (25 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.

1. 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
  2. Provide an experience observing the application of social work knowledge, values, and skills in a human service
  3. Provide an experience with a disadvantaged
  4. Provide an experience of a direct contact with client systems preferably contact which, includes some sort of communication/information exchanges; and

5. Explore personal fit with social work/human services as a potential career Exploration decision

### **Reflection Paper (25 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.

### **Course Grading Based on Course Objectives**

You may earn up to **800** points, as follows:

#### **Grading Scale:**

<b>Three Exams (100 pts each)</b>	<b>300 pts</b>	<b>A</b>	<b>710 - 800</b>
<b>Quizzes (10 pts each)</b>	<b>150 pts</b>	<b>B</b>	<b>630 - 709</b>
<b>Thought Papers (10 pts each)</b>	<b>150 pts</b>	<b>C</b>	<b>550 - 629</b>
<b>Discussion Assignments (10 pts each)</b>	<b>150 pts</b>	<b>D</b>	<b>470 - 549</b>
<b>Volunteer Experience (25 pts)</b>	<b>25 pts</b>	<b>F</b>	<b>Below 469</b>
<b>Reflection Paper (25 pts)</b>	<b>25 pts</b>		

### **Attendance**

Your attendance and participation is key. Log into CANVAS regularly every week to complete scheduled assignments. Students who do not log into Canvas and complete weekly assignments may be dropped from course. In addition, failure to complete assignments on time may result with reduction in class points.

- 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.

### **What does it mean to “attend” an online class?**

Attendance is critical to student success & for IVC to use federal aid funds. Acceptable indications of attendance are:

Student submission of an academic assignment

Student submission of an exam

Student participation in an instructor-led Zoom conference

Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules

A posting by the student showing the student's participation in an assignment created by the instructor

A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters

An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

## **Online Classroom Netiquette**

**What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Netiquette is a set of rules for behaving properly online.**

Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others’ opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

### **How am I expected to act in an online “classroom” (especially Zoom)?**

Attending a virtual meeting can be a challenge when there are many students on one conference call.

Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

#### **• Be Respectful!**

o Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.

#### **• Find a Quiet Location & Silence Your Phone (if zooming)**

o People walking around and pets barking can be a distraction.

#### **• Eat At A Different Time.**

o Crunching food or chugging drinks is distracting for others.

o Synchronous zoom times are set in advance so reserve meals for outside class meetings.

#### **• Adjust Your Lighting So That Others Can See You.**

o It is hard to see you in dim lighting so find a location with light.

o If your back is to a bright window, you will be what is called “backlit” and not only is it hard on the eyes (glare) but you look like a silhouette.

• **Position The Camera So That Your Face and Eyes Are Showing.**

- o If you are using the camera, show your face; it helps others see your non-verbal cues.
- o You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.

• **Be Ready To Learn and Pay Attention.**

- o Catch up on other emails or other work later.
- o If you are Zooming, silence your phone and put it away.
- o If you are in a room with a TV – turn it off.

• **Use Your Mute Button When In Loud Places or For Distractions.**

- o Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It's best if you conference in a private space, but if you can't find a quiet place, when noises arise MUTE your laptop.

• **Remember To Unmute When Speaking.**

- o Follow your instructor's directions about using the "raise hand" icon or chat function to be recognized and to speak, but make sure you have unmuted your device.
- o Do not speak when someone else is speaking.

• **Remain Focused and Participate In The Meeting.**

- o Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.
- o Do not use the Zoom meeting to meet with your peers or put on a "show" for them.

• **Paus Your Video If Moving or Doing Something Distracting.**

- o Emergencies happen. If you need to leave the room or get up and move about, stop your video.

## Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- 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 plagiarizing 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 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.

### **How do I show academic honesty and integrity in an online “classroom”?**

- **Keep Your Passwords Confidential.**
  - o You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.
- **Complete Your Own Coursework.**
  - o When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor)

### **Examples of Academic Dishonesty that can occur in an online environment:**

- Copying from others on a quiz, test, examination, or assignment;
  - Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
  - Having someone else take an exam or quiz for you;
  - Conferring with others during a test or quiz (if the instructor didn’t explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
  - Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
  - Excessive revising or editing by others that substantially alters your final work;
  - Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);
  - Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

## **Additional Help**

### **How do I access services now that we are mostly online?**

• **CANVAS LMS.** Canvas is Imperial Valley College’s 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.** In order to accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link (IVC online Tutoring). When campus is open again, there are several learning labs to assist students. Whether you need support using computers, or you need a tutor, please consult your Campus Map for the Math Lab; Reading, Writing & Language Labs; and the Study Skills Center.

•**Library Services.** Visit the Spencer Library’s page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!

• **Career Services Center.** The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.

• **Child Development Center.** The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) is in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday Friday 7:15-5:30. Breakfast, lunch and snack are provided through the California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232. Application: <https://forms.imperial.edu/view.php?id=150958>.

## **Disabled Students Programs and Services**

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. When campus is open, the DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them 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, but you must make an appointment. 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, or when campus reopens, visit 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 for appointments, or when campus reopens visit Room 1536, for more information.

**Military and Veteran Success Center (MVSC):** The mission of the IVC Military and Veteran Success Center is to provide a holistic approach to serving military/veteran students in three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie. The Center also serves as a central hub that connects military/veteran students, as well as their families, to campus and community resources. The goal is to ensure a seamless transition from military to civilian life. When campus reopens, the Center is 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, book grants, transportation assistance, individualized

counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice. Also under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing 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 about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website [www.imperial.edu/students/eops](http://www.imperial.edu/students/eops) for eligibility criteria and application procedures. We look forward to serving you!

**Student Equity and Achievement Program (SEA - 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 SEA -PROGRAM also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system. Please visit us online for assistance at <https://imperial.edu/students/student-equity-and-achievement/> or call us at 760-355-6465 or when campus reopens, visit Building 401.

### **What if I cannot afford food, books, or need other help?**

• We have many resources that are available to you. Please tell us what you need by submitting your request(s) here: <https://imperial.edu/students/student-equity-and-achievement/>

## **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.

## Tentative Schedule of Assignments (Subject to Change)

Date or Week	Activity, Assignment, and/or Topic	Assignments Due/Exams
Week 1 Aug 24 – Aug 30	Syllabus & Introduction	Thought Paper #1
Week 2 Aug 31 – Sept 06	Chapter 1: What is Social Work Chapter 2: The History of Social Work & The Social Work Profession	See Canvas Module
Week 3 Sept 07 – Sept 13	Chapter 3: Poverty and Economic Disparity	See Canvas Module
Week 4 Sept 14 – Sept 20	Chapter 4: Human Rights and Social and Economic Justice Chapter 5: Dimensions of Diversity	See Canvas Module
Week 5 Sept 21 – Sept 27	Chapter 6: Generalist Social Work Practice	See Canvas Module
Week 6 Sept 28 – Oct 04	Exam #1 (Chapters 1-5)	Discuss Volunteer Hours
Week 7 Oct 05 – Oct 11	Chapter 7: Child Welfare – Working with Children & Their Families	See Canvas Module
Week 8 Oct 12 – Oct 18	Chapter 8: Gerontology – Working with People Who Are Older	See Canvas Module
Week 9 Oct 19 – Oct 25	Chapter 9: Health Care Services	See Canvas Module
Week 10 Oct 26 – Nov 01	Chapter 10: Mental Health Services	See Canvas Module
Week 11 Nov 02 – Nov 08	Exam #2 (Chapters 6-10)	See Canvas Module
Week 12 Nov 09 – Nov 15	Chapter 11: School Social Work	See Canvas Module
Week 13 Nov 16 – Nov 22	Chapter 12: Substance Abuse Chapter 13: Violence, Victims and Criminal Justice	See Canvas Module
Week 14 Nov 23 – Nov 29	Thanksgiving Break	See Canvas Module
Week 15 Nov 30 – Dec 06	Chapter 14: Crisis, Trauma and Disasters Chapter 15: International Social Work	See Canvas Module
Week 15 Dec 07 – Dec 12	Exam #3 (Chapters 11-15)	Volunteer Hours Reflection Paper