



Syllabus: Introduction to Social Work

Course Information

Course Title: Introduction to Social Work
Course Prefix/Number: SWU 171-2
Semester: Spring 2023
Class Days/Times: Monday & Wednesday, 5:30-6:45 PM
Class Location: Online class - Zoom
Credit Hours: 3

Instructor Information

Name: Veronica Duncan
Phone/Voice Mail: 928-200-7739
E-mail: vduncan@tocc.edu
Office location: online
Office hours: office hours are 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.

DISCLAIMER: This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.

- 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 via Zoom online. On-line learning supports student interaction through discussion and mastery of content. Students are expected to be present (join class via Zoom), be willing to ask questions, and ready to exchange in structured learning activities including discussions where students are expected to respond to each other in the Discussion Board. Weekly readings provide the students with in-depth knowledge about the profession of social work, social injustice, and social policy.

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 Canvas.

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:

Evaluation and Grading

Percentage/Grade

A 90-100%

Learning Behaviors/Knowledge Guide

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

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

1. Learning Integration Reflections and Assignments

Each week students will complete online assignments that align with the learning module topic and learning objectives. These assignments may include reading materials, previewing videos, writing reflections, chapter and topic quizzes, and discussion posts between students.

2. Discussions (30 points ea.)

You will benefit greatly by leveraging the vast and diverse experience everyone has in the course by participating in the discussions fully and actively. I welcome and appreciate diverse ideas, experiences, and perspectives in our discussions. Discussions offer you an opportunity to deepen your thinking and your learning.

3. Mid-term Journal (30 points ea.)

Students are required to write a mid-term learning self-assessment. The purpose of this assignment is to provide you with an opportunity to self-reflect, a practice and skill that will help you develop effective helping interventions when working in the field of social work.

4. Quizzes/Papers (10/20 points ea.)

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.

5. Final Project (75 points)

Community service/volunteer activity: For this assignment, you will be giving your time helping others. Social work is a "Helping profession" and you will be taking part in an activity/group/event of your choice.

6. Final Exam (100 points)

The final exam is cumulative and will cover the whole text.

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.

Policies and Expectations

Attendance

1. Students are expected to attend all scheduled class meetings. 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.

2. TWO unexcused absences may result in withdrawal and a “W” or “Y” will be recorded.

3. An accepted absence may include 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 classroom dialogue.

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. 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 the date designated by the college 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 the TOCC Disabilities Resource Coordinator @ 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.