



Syllabus: SWU Introduction to Social Work

Course Information

Course Title: Introduction to Social Work
Course Prefix/Number: SWU 171-3
Semester: Fall 2025
Class Days/Times: Tuesday & Thursday, 5:30- 6:45 PM
Class Location: Online class - Zoom
Credit Hours: 3

Instructor Information

Name: Veronica Duncan
Phone/Voice Mail: NA
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.

- 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 in person on campus. In-person 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 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.

Policies and Expectations (organized around SCAC's ARROW framework – accountability, respect, resilience, openness, and wisdom)

Accountability: (defines grade expectations and accountability for coursework; emphasizes students' responsibility for original work and proper citation; stresses punctuality, participation, and consequences of absences)

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.

Course Syllabus

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 (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 Exam (100 points)

Attendance Policy

You are expected to arrive to class on time and be prepared to participate in each class period. Four unexcused absences may result in withdrawal and a “W” or “Y” will be recorded. You may request to be excused from class for religious observances and practices, for illness, for school or work-related travel or for personal or family emergency. If you will be absent, please notify the instructor as soon as possible. (Revise as needed for the online environment.)

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.

Instructor Withdrawals

Students who have missed four consecutive classes (or the equivalent), or have not submitted any assignments nor taken any quizzes by the 45th day census report, due on [date of 45th day found in Academic Calendar on SCAC website], 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 [withdrawal deadline date found in Academic Calendar on SCAC website] if you do not expect to complete the class; otherwise, you may receive an “F” grade.

RESPECT (Establishes a respectful learning environment free from discrimination; promotes a safe and inclusive campus).

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.

RESILIENCE (Supports students facing unavoidable circumstances and recognizes hardships, while setting academic expectations).

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.

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, with documentation, 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.

OPENNESS (Encourages open discussions between students and faculty and provides transparency about expectations and learning methods)

Courses Outline and Important Dates

[Weekly structure, reading assignments, class projects, due date, exams, etc. details regarding assignments, exams, projects with due dates and any instructions for work. Make sure that you have one or more learning activities in the calendar/schedule that address each outcome. An activity can address more than one outcome.)

Faculty/Student Communication

A faculty member will respond to a student’s communication within 24 hours of receiving the communication excluding weekends and college closures. If a course is online a faculty will login their Canvas classroom a minimum of three times per week spread evenly throughout the week and respond to any discussion posts and check on student progress in the course.

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 24 hours. A student or the instructor may request a student conference at any time during the semester. Quarterly grade reports will be provided to each student, either in person, by email or via the electronic system of Canvas.

WISDOM (Encourages evaluation, reasoning and diverse perspectives; emphasizes organized and audience-aware expression, and promotes learning from elders and cultural teachings for personal and academic growth)

SCAC General Education Learning Outcomes

Apache Wisdom

Learning from the teachings carried on from Apache elders and other community leaders, students will appreciate their unique history, language, and culture as a source of strength for their personal, family, academic, and career aspirations.

Critical Thinking

Approach critical issues, problems, or questions using creativity and deductive reasoning, evaluating evidence, acknowledging diverse perspectives and contexts, and synthesizing one's own viewpoint into ongoing conversations and debates.

Communication

Effectively express ideas orally and in writing. Good communication includes understanding one's audience, organizing one's thoughts, acknowledging and integrating outside sources, using the most recent technology, and following the accepted writing and citation conventions of the particular discipline.

Environmental Literacy

Students will understand their connection to social, cultural, physical, and global environments. Students will consider and evaluate strategies for cultural, community and global sustainability.

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.