



Syllabus: SWU 291-2 Social Service Delivery Systems

Course Information

Course Title: Social Service Delivery Systems

Course Prefix/Number: SWU 291-2

Semester: Spring 2025

Class Days/Times: Tuesday & Thursday, 3:00 PM – 4:15 PM

Class Location: Online class - Zoom

Credit Hours: 3

Instructor Information

Name: Ciarra Butler

Phone/Voice Mail: 731-616-4552

E-mail: cbutler@tocc.edu

Office location: online

Office hours: office hours are arranged between student and instructor.

Course Description

Covers federal, state, private not-for-profit, and for-profit social service delivery system's purpose, structure, and professional roles. Includes 40 service-learning hours. Explains how to meet client needs by identifying and coordinating community resources in accord with accepted social work practices. By familiarizing students with service delivery systems in Arizona and in the Tohono O'odham Nation, students will be able to identify a general framework for the delivery of social services. The case management model of service delivery is also introduced.

Course Objectives

By the end of this course, students will be able to:

1. Understand the historical development and current structure of social service systems.
2. Analyze the impact of social policies on service delivery.
3. Evaluate the effectiveness and efficiency of different service delivery models.
4. Develop skills for assessing client needs and program outcomes.
5. Identify strategies for improving service delivery and addressing systemic issues.

Student Learning Outcomes

1. **Explain the Structure and Function of Social Service Systems:**
 - o Articulate the historical development and current organization of social service systems.
 - o Describe the roles and functions of different types of social service agencies and organizations.
2. **Analyze Social Policies and Their Impact on Service Delivery:**
 - o Identify key social policies affecting social service delivery.
 - o Analyze how these policies influence service provision, agency operations, and client outcomes.
3. **Evaluate Different Service Delivery Models:**
 - o Compare and contrast various service delivery models, including case management, community-based services, and institutional approaches.
 - o Assess the strengths and limitations of each model in addressing client needs and achieving program goals.
4. **Conduct Needs Assessments and Program Evaluations:**
 - o Apply methods and tools to assess client needs and program effectiveness.
 - o Use data to evaluate program outcomes and identify areas for improvement.
5. **Identify and Address Challenges in Social Service Delivery:**
 - o Recognize systemic issues and barriers that impact service access and quality.
 - o Propose strategies for overcoming challenges and enhancing service delivery.
6. **Integrate Current Trends and Innovations into Service Delivery:**
 - o Explore and assess new trends, technologies, and innovations in social service delivery.
 - o Apply these insights to develop or propose improvements in service delivery models.
7. **Demonstrate Professional Communication and Collaboration Skills:**
 - o Communicate effectively with clients, colleagues, and stakeholders using appropriate professional language and methods.
 - o Work collaboratively in groups to analyze case studies, develop presentations, and propose solutions.

8. Reflect on Practical Experience and Theoretical Knowledge:

- Reflect critically on fieldwork experiences and integrate practical insights with theoretical knowledge.
- Demonstrate growth and learning through written reflections and presentations.

Course Structure

This introductory course is delivered asynchronously with self-paced online learning activities and assignments. Online learning supports student interaction through discussion and mastery of content. Students are expected to be present, willing to ask questions, and ready to engage 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**Required Texts:**

1. **"Social Work: "An Empowering Profession"** by [Brenda Dubois]
2. National Association of Social (2017). Code of Ethics. NASW Press. Retrieved: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>
3. American Psychological Association (APA) style The following website provides helpful guidance: <https://owl.english.purdue.edu/owl/resource/560/01/>
4. Additional readings will be provided via the course website.

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 ExpectationsAttendance 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.

Academic Integrity:

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

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 messages will be returned within two days. Quarterly 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
2. The student must have unavoidable circumstance that would prohibit the student from completing the
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), 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.

Accountability:

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:

[Course Grading Matrix; how the course grade will be determined using above Full Letter grades only (points, percentages etc.)]

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.

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

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

At San Carlos Apache College, *Resilience* reflects our strength as individuals and as a community. It is the ability to adapt, persevere, and grow in the face of challenges while honoring Apache culture, traditions, and knowledge. Resilience calls us to draw upon our history, our language, and our relationships to sustain us today and prepare for the seven generations to come. In this course, resilience means committing to your learning journey with

persistence, openness to growth, and respect for yourself and others—recognizing that setbacks are opportunities to learn and rise stronger.

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

Course Outline and Important Dates

Course Schedule

Quizzes are due every Mondays by Midnight (11:59pm)

Semester	Weekly Topic & Chapter Reading	Assignments
Week/Date		<i>Activity is due the day of class unless otherwise noted</i>
	Review:	Course Introduction & Syllabus Review
<u>Week 1</u>	Syllabus	Chapter 1: Social Work: A Helping Profession
	Independent Work Chapter 1 Discussion Question	Defining Social Work and the Empowerment Perspective (Ch. 1) (10 pts)
	Chapter 1 (Zoom Lecture and Discussion)	Discussion Question Chapter 1 (5 pts)
		Discussion Question Chapter 2 (5 pts)
<u>Week 2</u>	Chapter 2 (Zoom Lecture and Discussion)	Chapter 2: An Evolving Profession
	Independent Work Chapter 2 Discussion Question	Quiz Chapter 2 (10 pts)
		Discussion Question Chapter 2 (5 pts)

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.

<u>Week 3</u>	Chapter 3: (Zoom Lecture and Discussion)	Chapter 3: Social Work and Social Systems
	Independent Work Chapter 3 Discussion Question	Chapter 3: NASW Code of Ethics overview Quiz Chapter 3 (10 pts)
		Discussion Question Chapter 3 (5 pts)
		Chapter 4: The Social Service Delivery System
<u>Week 4</u>	Chapter 4: (Zoom Lecture and Discussion)	Chapter 4: Diversity, Oppression, and Social Justice
	Independent Work Chapter 4: Discussion Question	Chapter 4: Asking Questions Quiz Chapter 4 (10 pts)
		Discussion Question Chapter 4 (5 pts)
<u>Week 5</u>	Chapter 5: (Zoom Lecture and Discussion)	Chapter 5: Values and Ethics in Social Work
	Independent Work Chapter 5 Discussion Question	Chapter 5: Empowerment and Strengths-Based Approaches Quiz Chapter 5 (10 pts)
		Discussion Question Chapter 5 (5 pts)
		First Reflection Paper Due
		Chapter 6: Human Rights and Social Justice
<u>Week 6</u>	Chapter 6: (Zoom Lecture and Discussion)	Chapter 6: Generalist Practice and Helping Skills
	Independent Work Chapter 6 Discussion Question	Optional Review Quiz Chapter 6 (10 pts)
		Discussion Question Chapter 6 (5 pts)

Fall Break

<u>Week 7</u>	Chapter 7 (Zoom Lecture and Discussion)	Chapter 7: Diversity and Social Work
	Independent Work Chapter 7: Discussion Question	Chapter 7: Practice with Individuals, Families, and Groups Quiz Chapter 7 (10 pts)
		Discussion Question Chapter 7 (5 pts)
		Chapter 8: Empowerment Social Work Practice
<u>Week 8</u>	Chapter 8 (Zoom Lecture and Discussion)	Chapter 8: Practice with Communities and Organizations
	Mid-Term Exam Prep for Chapters 1-8	{Mid-Term Exam Prep}
<u>Week 9</u>	Chapter 9 (Zoom Lecture and Discussion)	Chapter 9: Social Work Functions and Roles
	Independent Work Chapter 9 Discussion Question	Chapter 9: Social Work in Health and Mental Health Settings Quiz Chapter 9 (10 pts)
		Discussion Question Chapter 9 (5 pts)
<u>Week 10</u>	Chapter 20 and 21 (Zoom Lecture and Discussion)	Chapter 10: Social Work and Social Policy
	Independent Work Chapter 20 and 21 Discussion Question	Chapter 10: Child Welfare, Family Services, and School Social Work
		Quiz Chapter 10 (10 pts)
		Discussion Question Chapter 10 (5 pts)
<u>Week 11</u>	Chapter 7 (Zoom Lecture and Discussion)	Chapter 11: Social Work and Poverty, Homelessness, Unemployment, and Criminal Justice
		Chapter 11: Criminal Justice, Gerontology, and Substance Use Services

		Quiz Chapter 11 (10 pts)
	Independent Work Chapter 22 and 23 Discussion Question	Discussion Question Chapter 11 (5 pts)
<u>Week 12</u>	Chapter 24 (Zoom Lecture and Discussion)	Social Work in Health, Rehabilitation, and Mental Health
	Independent Work Chapter 24 Discussion Question	Social Welfare Policy and Advocacy Quiz Chapter 12 (10 pts) Discussion Question Chapter 12 (5 pts)
<u>Week 13</u>	Chapter 13 (Zoom Lecture and Discussion)	Chapter 13: Social Work with Families and Youths
	Independent Work Chapter 13 Discussion Question	Social Work Research and Evidence- Based Practice Quiz Chapter 13 (10 pts) Group or individual Assignment Selection (Final Assignment)
<u>Week 14</u>	Chapter 14 (Zoom Lecture and Discussion)	Chapter 14: Adult and Aging Services
	Independent Work Chapter 14 Discussion Question	Quiz Chapter 14 (10 pts) Discussion Question Chapter 14 (5 pts)
<u>Week 15</u>	Discussion: Contemporary Challenges and the Future of Social Work	Group Project Presentations (Final Assignment)
	Final Exam Prep for Chapters 9-14 (Zoom Lecture)	{Final Exam Prep}
	Independent Work: What can I do with a Social Work major	What can I do with a Social Work major? (30 pts)
<u>Week 16</u>	Make Up Work- Independent Study	Final Exam Chapters 9-14

Make Up Work- Independent Study

Last Day to Submit Assignments

At San Carlos Apache College, *Openness* means welcoming new ideas, perspectives, and ways of learning while remaining rooted in Apache traditions and values. It calls us to approach knowledge with curiosity, humility, and respect for diverse voices. In this course, openness means listening actively, engaging with unfamiliar viewpoints, and creating a safe space where all learners feel valued. By practicing openness, we strengthen understanding, foster collaboration, and prepare ourselves to serve our community and future generations.

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

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.

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