Syllabus: SWU295: Foundation of Social Work Practice

Course Information

Course Title: Foundation of Social Work Practice Course Prefix/Number: SWU-295-2

Semester: Fall 2025

Class Days/Times: Tuesday & Thursday 5:30 p.m. to 6:45 p.m. (Zoom/Online) Credit Hours: 3

Instructor Information Ciarra Butler M.S.W E-mail: cbutler@tocc.edu Phone/Text: 731-616-4552

Office location: Zoom by appointments

Fall Session office hours: Office Hours as Requested via zoom

Course Description

Introduces the theoretical and practical foundations necessary for beginning social work practice in a diverse world. Emphasizes the theoretical foundation and skill base necessary for effective culturally competent communication and interviewing skills with individuals, families, small groups, and in larger systems. Prepares students to begin effective culturally competent communication with diverse constituencies.

Prerequisite – SWU171

Student Learning Outcomes for This Course

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1. The Social Work Profession – Students will identify and describe the core purpose, mission, and values of the social work profession.
2. Social Problems and Social Change – Students will describe and evaluate common social conditions of marginalization and strategies for social change.
3. Professional Values and Ethics – Students will demonstrate an understanding of the importance of professional values and ethics and define ethical dilemma situations.
4. Engage Diversity and Difference in Practice – Students will demonstrate cultural and other diversity awareness required to respectfully serve the San Carlos Apache, Southwestern peoples, and other diverse populations.
5. Assessment, Planning, and Evaluation – Students will demonstrate the ability to assess, develop a plan of action, and evaluate the plan based on a person-in-environment perspective.

Course Structure

This course is delivered synchronously with scheduled class time through Zoom, online learning activities and assignments. Online learning supports student interaction through discussion and mastery of content. The primary goal is to provide the students with a broad survey of the field of social work. Students are expected to be present and ready to engage in structured learning activities.

Course Learning Materials and Textbook Information

1. Summers, (2025). Case Management Practice (6th ed.). Cengage Learning, Inc.
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. Other articles as assigned in

Policies and Expectations

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.

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.

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 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.

Evaluations and Grading & Assignments:

Grading Scale

90 – 100% (270-300) is an A

80 – 89% (240-269) is a B

70 – 79% (210-239) is a C

60 – 69% (180-209) is a D

Under 60% (<180) is Failing

Your grade will be determined and evaluated by the following:

- Your course grade will be determined using the above full letter
- Learning assessment consists of weekly discussions/activities, class presentation, mastery training, quizzes and a comprehensive exam.
- Additional assignments (other than below) may be added at the discretion of the instructor, to allow an opportunity for students' mastery demonstration during the semester.
- Students that receive **below 70% C must repeat the course for transfer**
- All work must be submitted online as directed in each specific assignment. It is important to read the directions before submitting your work. Please do not e-mail an assignment to me, as it will not be

Standards for Written Assignments

Course assignments are the student's opportunity to display mastery of the course concepts, terms, and competencies. Assignments will not only be graded on the quality of the knowledge conveyed, but how well those ideas are communicated in writing. This includes avoidance of the use of language that degrades women, Persons of Color, Gay, Lesbian, Bisexual, Transgender and other diverse and/or at-risk populations.

- All work is assessed for scholarly writing adhering to critical content, accurate spelling, grammar, and organization/flow.
- Students are strongly encouraged to utilize college writing support/tutor resources to assist in meeting these standards.

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- Assignments should be submitted in the *Canvas* course
- If you believe that you will be unable to submit assignments, please, alert your instructor prior to the due date. Make-up assignment may be rescheduled, <u>if an accepted</u> All make-up work must be submitted within 7 days of the missed assignment. Bottom-line, <u>communication with the instructor</u> <u>is critical</u>.
- Assignments submitted after the 7 days will receive 0
- It is the student's responsibility to know what assignments may be missing or the submission due

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.

OPENNESS

Course Outline and Important Dates

Course Schedule

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

Semester Week/Date	Weekly Topic & Chapter Reading	Assignments *Activity is due the day of class unless otherwise noted*
Week 1	Review: Syllabus Independent Work Chapter 1 & 2 Discussion Question Chapter 1 and 2 (Zoom Lecture and Discussion)	Chapter 1: Case Management: Definitions and Responsibilities Chapter 2: Ethics and Other Responsibilities for Human Service Workers Quiz Chapter 1 and 2 (10 pts) Discussion Question Chapter 1 (5 pts) Discussion Question Chapter 2 (5 pts)
Week 2	Chapter 3 (Zoom Lecture and Discussion) Independent Work Chapter 3 Discussion Question	Chapter 3: Felicitating Social Unity in a Diverse Society Quiz Chapter 3 (10 pts) Discussion Question Chapter 3 (5 pts)
Week 3	Chapter 4, 5 and 6 (Zoom Lecture and Discussion)	Chapter 4: How People Change Chapter 5: Applying the Ecological Model: A Theoretical Foundation for Human Services

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Week	Topic	Details
		Chapter 6: Attitudes and Boundaries
		Quiz Chapter 4 and 5 (10 pts)
	Independent Work Chapter 4, 5 and 6 Discussion Question	Discussion Question Chapter 4 (5 pts)
		Discussion Question Chapter 5 (5 pts)
		Discussion Question Chapter 6 (5 pts)
		Chapter 7: Identifying Good Responses and Poor Responses
Week 4	Chapter 7, 8 and 9 (Zoom Lecture and Discussion)	Chapter 8: Listening and Responding
		Chapter 9: Asking Questions
		Quiz Chapter 7, 8 and 9 (10 pts)
	Independent Work Chapter 7, 8 and 9 Discussion Question	Discussion Question Chapter 7 (5 pts)
		Discussion Question Chapter 8 (5 pts)
		Discussion Question Chapter 9 (5 pts)
Week 5	Chapter 10 and 11 (Zoom Lecture and Discussion)	Chapter 10: Bringing Up Difficult Issues
		Chapter 11: Addressing and Disarming Anger
		Quiz Chapter 10 and 11 (10 pts)
	Independent Work Chapter 10 and 11 Discussion Question	Discussion Question Chapter 10 (5 pts)
		Discussion Question Chapter 11 (5 pts)
		Chapter 12: Collaborating with People for Change
Week 6	Chapter 12 and 13 (Zoom Lecture and Discussion)	Chapter 13: Documenting Initial Inquiries:
		Optional Review
		Quiz Chapter 12 and 13 (10 pts)
	Independent Work Chapter 12 and 13 Discussion Question	Discussion Question Chapter 12 (5 pts)
		Discussion Question Chapter 13 (5 pts)
Fall Break		

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Week 7	Chapter 14 and 15 (Zoom Lecture and Discussion)	Chapter 14: The First Interview
		Chapter 15: Social Histories and Assessment Forms
		Quiz Chapter 14 and 15 (10 pts)
	Independent Work Chapter 14 and 15 Discussion Question	Discussion Question Chapter 14 (5 pts)
		Discussion Question Chapter 15 (5 pts)
		Chapter 16: Using the DSM
Week 8	Chapter 16, 17 and 18 (Zoom Lecture and Discussion)	Chapter 17: The Mental Status Examination
		Chapter 18: Receiving and Releasing Information
		Quiz Chapter 16, 17 and 18 (10 pts)
	Mid-Term Exam Prep for Chapters 1-18	
		{Mid-Term Exam Prep}
Week 9	Chapter 19 (Zoom Lecture and Discussion)	Chapter 19: Developing a Service Plan at the Case Management Unit
		Information
		Quiz Chapter 19 (10 pts)
	Independent Work Chapter 19 Discussion Question	Discussion Question Chapter 19 (5 pts)
		Chapter 20: Preparing for a Service Planning Conference or Disposition Planning Meeting
Week 10	Chapter 20 and 21 (Zoom Lecture and Discussion)	Chapter 21: Making the Referral and Assembling the Record
		Quiz Chapter 20 and 21 (10 pts)
	Independent Work Chapter 20 and 21 Discussion Question	Discussion Question Chapter 20 (5 pts)
		Discussion Question Chapter 21 (5 pts)

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Week 11	Chapter 22 and 23 (Zoom Lecture and Discussion)	Chapter 22: Documentation and Recording Chapter 23: Monitoring the Services or Treatment Quiz Chapter 22 and 23 (10 pts)
	Independent Work Chapter 22 and 23 Discussion Question	Discussion Question Chapter 22 (5 pts) Discussion Question Chapter 23 (5 pts)
Week 12	Chapter 24 (Zoom Lecture and Discussion)	Chapter 24: Developing Goals and Objectives at the Provider Agency Following the Client Quiz Chapter 24 (10 pts)
	Independent Work Chapter 24 Discussion Question	Discussion Question Chapter 24 (5 pts)
Week 13	Chapter 25 (Zoom Lecture and Discussion)	Chapter 25: Terminating the Case the Provider Agency Quiz Chapter 25 (10 pts)
	Independent Work Chapter 25 Discussion Question	Group or individual Assignment Selection (Final Assignment) Discussion Question Chapter 25 (5 pts)
Week 14	Chapter 26 (Zoom Lecture and Discussion)	Chapter 26: Taking Care of Yourself Quiz Chapter 26 (10 pts)
	Independent Work Chapter 26 Discussion Question	Discussion Question Chapter 26 (5 pts)
Week 15	Discussion: What can I do with a Social Work major Final Exam Prep for Chapters 19-26 (Zoom Lecture)	
	Independent Work: What can I do with a Social Work major	{Final Exam Prep}

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		Group Project Presentations (Final Assignment)
		What can I do with a Social Work major? (30 pts)
Week 16	Make Up Work- Independent Study	Final Exam Chapters 19-26
	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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