



Syllabus: *SWU 171 Introduction to Social Work*

Course Information	
Course Prefix/Number: SWU 171 Semester: Fall 2017 Class Days/Times: 1:00PM – 2:15PM <div style="text-align: center;">Mon. and Wed.</div>	Credit Hours: 3 Course Title: Introduction to Social Work Room: GSK 4

Instructor Information: Name: Curtis Peterson, PhD-C	Phone/Voice Mail: 406-438-2780 E-mail: cpeterson@tocc.edu Office location: Ha-Mascamdam Office hours: 3:00PM to 5:00PM Mon. thru Thurs.
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<p>Course Description:</p> <p>Explores current environmental issues and challenges in the US-Mexico border, 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.</p>

Course Objectives:

1. Apply critical thinking skills within the context of professional social work practice.
2. Comprehend the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
4. Practice without discrimination and with respect, knowledge and skills related to client's age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
5. Demonstrate understanding of the history of the social work profession along with contemporary structures and issues.
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes while exhibiting effective practice in a range of professional social work roles.
7. Utilize theoretical frameworks supported by empirical evidence to understand and apply to practice individual development and behavior across the life span and the interactions among individuals and families, groups, organizations, and communities.
8. Demonstrate the ability to analyze, formulate, and influence social policies, including understanding the connections between social problems and social policies.
9. Demonstrate basic research skills of ethical collection and analysis of data, evaluation of research studies, application of research findings to practice, and evaluation of one's own practice intervention.

Student Learning Outcomes (SLOs) :

After completion of the course students will be able to:

1. Identify the different career opportunities in social work and other helping fields and make an informed decision about their career path.
2. Articulate the difference between micro, meso, and macro levels of social work practice.
3. Understand how social welfare policies inhibit but also support the practice of social work.
4. Continue to practice various social work skills such as listening and attending, critically think, and plan.
5. Use research to inform practice in the field of social work.

Course Structure:

This course is structured based on both lecture and question and answers. One of the best skills a social worker (or anyone in helping fields) can gain is the ability to ask questions. Indeed, this skill comes right after knowing how to truly attend and listen to someone's problem and needs. Therefore this class requires that the students engage in questions and answers with the instructor.

The second component of the class as far as structure is that in order to help others and truly understand the needs and problems of other, helpers must first have a complete understanding of themselves. Therefore, the group assignments, class activities, and term paper will focus on self-understanding and how the different topics that are talked about in this course influences one's own choices and behaviors.

Texts and Materials:

Readings will be assigned throughout the course by the instructor. For definitions and information that students need more information on, or need more information beyond lecture and classroom learning activities can be found in the following required textbook:

Martin, M.E., (2016). *Introduction to social work: Through the eyes of practice setting*. San Francisco CA: Pearson Publication.

Additional all papers and written material for this course must conform to APA style format. If students are not familiar with this writing style they are strongly encouraged to visit the following website for further learning material on APA format.

www.apa.org

Evaluation and Grading & Assignments:**Grade Calculation Procedure:**

Student's grades are based on both a qualitative and quantitative assessment as described below:

Qualitative Assessment (Student must meet ALL the following criteria to pass the course even if the student has sufficient quantitative points – this means - if student is missing one qualitative assessment item the student will receive an “F” for this course):

- Attend 90% of all lectures/classes (why? Indicates student has met required credit hours for course)
- Complete all exams (why? Indicates the student is meeting the outcomes of the course, and required outside study time for course credits, 1- hour lecture = 2 hours of studying)
- Hand in a final term paper, and participate fully in group project.

Quantitative Assessment

(total points earned / Total points possible) – (10% for each missing assignment) = student percentage for class

Grading	Points
Exam 1	50
Exam 2	50
Final	150
Rough Draft 1	50
Rough Draft 2	50
Final Draft	150
Group project topic	50
Group project plan	50
Group project presentation	150
Attendance and participation	250
Total points	1000
Total points need for letter grade	
A	950
B	760
C	700
D	600
F	< 599

Himdag Cultural Component:

For this course the Himdag will focus on the for T-So:son in order to understand how one's values play a role in the helping fields. Additionally the T-So:son should be seen not only as personal values one should follow but as practice values. In order to be a good practitioner and person must understand what they believe (T-Wohocudadag) when it comes to helping others, and be willing to accept and understand the beliefs and values the person who they are helping holds to be true. A good practitioner should have a deep understanding of the self in order to able to respect and help others (T-Pi:k Elida). A practitioner must take care of themselves in order to take care of others (T-Apedag). Finally practitioners must understand that problems are not solved in isolation, especially problems of communities (ex. Poverty, suicide, and addiction). We must be willing to reach out to other groups, organizations, and community entities and willing to develop community approaches to solve the social problems of today (I-We:mta).

Policies and expectations-**Classroom behavior/expectations:**

This class is a professional adult learning environment, and both the instructor and students are expected to conduct themselves in a manner consistent with respect and academic conduct. The instructor gives all of his student's permission to ask others in the classroom to stop disruptive behaviors (ex. texting, talking to others during lecture, chewing gum or eating food loudly, etc.). If a student is asked to stop being disruptive they are expected to (a) act like an adult, (b) stop their behavior, or (c) leave the class. If the instructor has to ask a student to leave (or stop their disruptive behavior) they will have need to meet with the Assistant Dean of Student Affairs before being able to return to the class.

Extra credit/Late work/Make-up rules

Extra credit maybe offered throughout the course, but is not guaranteed.

Late work can only be made up if arrangements are made with the instructor BEFORE the due date of the given work. If a student has an emergency, it is up to the instructor to decide if the student will be allowed to make-up the work, but is not guaranteed (some emergencies are just not an excuse to place your academic career in second place).

Students should have a back-up plan for common emergencies such as vehicle breaking down, loss of childcare, problems with work, and managing personal crises

Attendance and/or Participation requirements

In order to pass the course a student must attend 90% of all lectures, student's participation will also be assessed through classroom assignments, exams, and term paper.

ADA Statement

Tohono O'odham Community College strives to comply with the provisions of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you have a learning problem, physical disability, or medical illness that requires you to have any special arrangements, please inform the instructor as soon as possible at the start of the term.

Academic dishonesty definition/policy statement:

Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions, which may be imposed through the regular classroom policy and college policy. Cheating in this course is based on the perception of the instructor.

Course Outline:

The following outline is tentative and will be adjusted based on the learning needs of the class. Please use this outline as a general guide to plan your semester, but know it may change as we move through semester and as we decide collectively on how the flow of the course will go.

Weeks		Descriptions and Assignments		
Start	finish	Topic/Description	Reading/study	Assignments
8/14/2017	8/20/2017	Defining what is social work?	1,2,3	Assign: term paper and group projects, attendance and participation in class
8/21/2017	8/27/2017	history and development of social welfare and social work as a practice	1,2,3	attendance and participation in class
8/28/2017	9/3/2017	Aspects of social work practice: ethics, strategies in social work, micro mezo and macro levels of practice	1,2,3	attendance and participation in class
9/4/2017	9/10/2017	Social welfare children and adolescents	4,5	Rough draft 1 of term paper due, attendance and participation in class
9/11/2017	9/17/2017	Social welfare children and adolescents	4,5	Exam 1, attendance and participation in class
9/18/2017	9/24/2017	Elder care	6	attendance and participation in class
9/25/2017	10/1/2017	Mental health	7	attendance and participation in class
10/2/2017	10/8/2017	Mental health	7	group plan for group presentation due,

				attendance and participation in class
10/9/2017	10/15/2017	Mental health	7	attendance and participation in class
10/16/2017	10/22/2017	Exploration of poverty	8	attendance and participation in class
10/23/2017	10/29/2017	Special Halloween Presentations: Defining Evil		Rough draft 2 of term paper due, attendance and participation in class
10/30/2017	11/5/2017	Subfields in social work: healthcare and hospice, school social work, faith-based agencies	9, 10, 11	Exam 2, attendance and participation in class
11/6/2017	11/12/2017	Private field of social work: organizational development of non-profit organizations		attendance and participation in class
11/13/2017	11/19/2017	Crisis intervention and violence	12	attendance and participation in class
11/20/2017	11/26/2017	Crisis intervention and violence	12	attendance and participation in class
11/27/2017	12/3/2017	Presentation		Group presentation due this week, attendance and participation in class
12/4/2017	12/10/2017	Finals Week		Final Exam

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.