



# Syllabus

## SWU 295 Foundations of Social Work Practice – Effective Helping in a Diverse World

*Listen with the ear of your heart... (St. Benedict)*

### Course Information

Course Title: Foundation of Social Work Practice – Effective Helping in a Diverse World

Course Prefix/Number: SWU 295

Semester: Fall 2020

Class Days/Times: Asynchronous and Synchronous Mondays 10:00am - noon (see course schedule)

Credit Hours: 3

### Instructor Information

Dr. Marcia Valadez, EdD, MSW, LICSW

Phone/Voice Mail: 651-247-9313 (texts accepted)

E-mail: [mvaladez@tocc.edu](mailto:mvaladez@tocc.edu)

Office location: Online

Office hours: Mondays 8:30-9:30am & 3:00 - 6pm; Tuesdays 1:00-2:30; Wednesdays 10:00am-1:00pm; Other times may be arranged.

Virtual Office Room: (Zoom) <https://zoom.us/j/6410773133>

### Course Description

An examination of theoretical foundations, evidence-based practice and skills for culturally sensitive generalist social work practice with individuals, families, small groups, and larger systems. Professional values, ethics and dilemma decision-making are defined. Functions and roles in client case management with diverse populations. Emphasis on the practice of social work in the context of Southwest cultural and ethnic traditions.

*Prerequisites: SWU 171, WRT 101, and PSY 101 or SOC 101.*

### Student Learning Outcomes

#### AREA 1. The Social Work Profession

Students will identify and describe the core purpose, mission, and values of the social work profession.

#### AREA 2. Social Problems and Social Change

Students will describe and evaluate common social conditions of marginalization and strategies for social change.

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### AREA 3. Professional Values and Ethics

Students will demonstrate an understanding of the importance of professional values and ethics and define ethical dilemma situations, and how to appropriately mitigate them.

### AREA 4. Engage Diversity and Difference in Practice

Students will demonstrate cultural and other diversity awareness required to respectfully serve the Tohono O'odham, Southwestern peoples, and other diverse populations.

### AREA 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 both synchronously with scheduled class learning time through Zoom and 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.

## Course Learning Materials and Textbook Information

Summers, N. (2016). Fundamentals of case management practice: Skills for the human services (5<sup>th</sup> ed.) Cengage

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](https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English)

Although purchase of the following textbook is not required, students should become familiar with the presentation and writing style described in the: American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC: Author. <https://apastyle.apa.org/products/publication-manual-7th-edition>  
See also: American Psychological Association (APA) Writing Guide Online: <http://www.apastyle.org/>

Other articles as assigned in Canvas.

## Course Outline and Important Dates

### SWU 295 Course Schedule

The following course schedule provides students with the direction of topics and activities that will be addressed in this course. 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*

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<i>students, these activities and assignment dates may change. *Please note the assignment submission due date is on Sunday midnight at the end of the Module week.</i>			
<b>Semester Week/Date</b>	<b>Weekly Topic &amp; Chapter Reading</b>	<b>Learning Outcomes</b>	<b>*Assignments</b>
<u>Week One</u> 8/24	Course orientation.  Social Work as a Helping Profession  Fundamentals of Case Management & Generalist Practice  Text: Chpt. 1	1) Students will explain the tenets of generalist social work practice and case management in the social work profession. 2) Students will identify common careers, roles, and responsibilities in social work practice. 3) Students will reflect and evaluate personal influences and motivations for pursuing a career in social work.	<u>Discussion Post - 1</u> <u>By 8/28:</u> Initial topic discussion post <u>By 8/30:</u> Responses to peers
<u>Week Two</u> 8/31	Values & Ethics in Professional Helping  Text: Chpt. 2 & 5  NASW Code of Ethics TOCC Himdag	1) Students will demonstrate an understanding of the importance of professional values and ethics and define ethical dilemma situations, and how to appropriately mitigate them. 2) Students will evaluate the intersectionality between the core values of the NASW Code of Ethics, TOCC Himdag, and other personal & culturally influenced values.	<u>By 9/6:</u> Learning Reflection 1
<u>Week Three</u> 9/7  NO ZOOM CLASS HOLIDAY	Ecological/Systems Theory. Intervention @ micro, mezzo, & macro levels  Text: Chpt. 3	1) Through case analysis, students will operationalize how systems theory influences social work practice. 2) 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	<u>Discussion Post - 2</u> <u>By 9/11:</u> Initial topic discussion post <u>By 9/13:</u> Responses to peers

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		problems and create positive social change.	
<u>Week Four</u> 9/14	Diversity & Culture  Text: Chpt. 4	1) Students will demonstrate cultural awareness and describe the sensitivity required to respectfully serve the Tohono O'odham and other diverse populations. 2) Students will identify cultural considerations in responding to the needs of marginalized populations.	<u>By 9/20:</u> Learning Reflection 2
<u>Week Five</u> 9/21	Engagement Interpersonal Skills  Text: Chpts. 6, 7, & 8	1) Students will define and explain how social work communication skills influence client system engagement, assessment and intervention. 2) Students will demonstrate professional interpersonal skills in order to assist someone seeking social services at the individual and group level.	<u>By 9/27:</u> Learning Reflection 3
<u>Week Six</u> 9/28	<b>9/28-10/2 Fall Break</b>		
<u>Week Seven</u> 10/5	Engagement & Assessment  Text: Chpts. 9, 10, 14, 15	1) Students will describe and discuss major human conditions that can result in the need for social services and the delivery of social welfare programs. 2) 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.	<u>By 10/11:</u> Learning Reflection 4
<u>Week Eight</u> 10/12	Assessment & Intervention	1) Students will explain the role of human rights, social welfare	<u>By 10/18:</u> Learning Reflection 5

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	Text: Chpts. 12, 14, 16, 17, 18,	policy and the impact of such policies on individuals and society. 2) 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.	
<u>Week Nine</u> 10/19	View & Discuss Film Frozen River	Case observation In-class	<u>Discussion Post 3</u> <u>By 10/24:</u> Initial topic discussion post <u>By 10/25:</u> Responses to peers
<u>Week Ten</u> 10/26  NO ZOOM CLASS	Planning  Text: Chpts. 12, 20, 21, & 25	1) Students will demonstrate the ability to develop a plan of action based on a person-in-environment perspective.	<u>Due: 11/1</u> Learning Reflection 6
<u>Week Eleven</u> 11/2	Planning – cont'd  Case Management Service Plans Documentation Text: Chpts. 13, 20, 21, 23, 25	1) Students will demonstrate the ability to assess, develop a plan of action, and evaluate the plan based on a person-in-environment perspective.	<u>Due 11/8</u> Systems Analysis – Frozen River paper
<u>Week Twelve</u> 11/9	Monitoring & Evaluation  Text: Chpts. 23, 24	1) Students will demonstrate the ability to evaluate outcomes of client system interventions and describe the role of research and evidence-based practice.	<u>Due: 11/15</u> Learning Reflection 7
<u>Week Thirteen</u> 11/16	Case Termination Text: Chpt. 26  Topics	1) Students will demonstrate the ability to evaluate outcomes of client system interventions and describe the role of research and evidence-based practice.	<u>Due: 11/22</u> Psych/Social History Interview paper

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NO ZOOM CLASS			
<u>Week Fourteen</u> 11/23	Topics	1) Students will describe best practice strategies in assessing and serving identified populations, issues, and service delivery.	<u>Due: 11/29</u> Learning Reflection 8
<u>Week Fifteen</u> 11/30	Topics Course Review	1) Students will describe best practice strategies in assessing and serving identified populations, issues, and service delivery.	<u>Due: 12/6</u> Learning Reflection 9
Week Sixteen 12/7 NO ZOOM CLASS	Course Review	1) Through the completion of the personal practice portfolio - Students will demonstrate the ability to professionally communicate through scholarly documentation and the use of technology.	<u>Due: 12/11</u> Personal Practice Portfolio

### 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

### Learning Assessment:

- Learning assessment for this course consists of synchronous class discussions/activities and asynchronous learning integration written assignments, reflection preparation/discussions, and service-learning assignments.
- You are provided a grading/evaluation rubric for each assignment. This will help guide you in assignment completion and understand what is expected.
- Because of the participatory synchronous nature of this course, you are expected to demonstrate regular attendance and be prepared for class activities and discussions.  
\*If students miss a Zoom class meeting and wish to be considered for synchronous class points, you will be required to complete an additional assignment for that week.

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- 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 or 140 points must repeat the course for transfer credit.
- 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 graded.

### **Himdag Cultural Component**

Human behavior, mental processes, and indeed our interpretation of such things always occurs within the context of culture. During the exploration of each of the topic areas within this course, emphasis will be placed on how each social work concept is viewed through the lens of the *Himdag* and Tohono O'odham's way of life and experience.

#### ***Tohono O'odham Core Values (T-So:son)***

- Our Beliefs (T-Wohocudadag,
- Our Wellbeing (T-Apedag),
- Our Deepest Respect (T-Pi:k Elida), and
- Working Together (I-We:mta)

#### **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 including adhering to APA standards, 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.
- Students should refer to specific *Evaluation Rubrics* associated with each assignment. This will help you understand the standards for which you will be assessed.
- Assignments should be submitted in the *Canvas* course portal.
- Because life happens, students may submit an email request to the instructor for a delayed assignment submission request without penalty. If a request is made *by the assignment due date*, a *7-day grace period* from the assignment due date may be given. Assignments submitted after the 7 days will receive 0 points.
- It is the student's responsibility to know what assignments may be missing or the submission due date.

### Learning Progress Feedback

- All assignments will be graded and returned to the students promptly, typically within 72 hours after the assignment is closed.
- If a student fails an assignment, at the discretion of the instructor, the student may be given the opportunity to resubmit the assignment one time.
- E-mail, phone, and text messages will be returned by your instructor within two business days. A student or the instructor may request a student conference at any time during the semester.
- Midterm grade reports will be provided to each student that is below a grade of C. This is also a time for students to provide feedback to their instructor on their learning experience.

### Assignment Descriptions

Students are provided weekly assignments that address the learning outcomes of this course (see above). Assignments and dates may be adjusted based on learning needs of the student cohort.

The total possible learning points for this course is 200 pts.

#### 1. Preparation and Engagement (55 total points possible)

Students are awarded up to 5 points per synchronous class (Zoom) (11) meetings. Students are given a focus question(s) or an assignment prior to the synchronous class event which will aid on preparing for the upcoming discussion.

Criteria for point award:

- Attending schedule synchronous class meetings; logging in on time and remaining for the entire class period.
- Providing feedback to peers and participating in course topic discussions via preparation and critical thinking.
- Asking new questions, creating new ideas, evaluating information.
- In the event that the student has difficulty with the Wi-Fi connection or is unable to attend due to an emergency situation, students may still make up 2.5 of the 5 points by completing an additional assignment within 5 days of the missed class time. No points will be given for submitted work after that time. *Students must inform the instructor of their absence to be considered for optional make-up points. This may be done with a phone text or email message.*

#### 2. Learning Integration Reflections (60 pt. total)

Students complete online/asynchronous learning activities that align with the learning module topic and learning objectives. The activities are outlined in your weekly Module. Based on the topic, you will complete one or more assignments to demonstrate your knowledge. This may include a short quiz, one-page reflection paper, client documentation, or a discussion post between class peers.

\*There are 12 total Reflections/Discussion posts. Each assignment is worth 5 points.



### 3. Learning Integration Competency Assignments (85 pt. total)

There are THREE core competency assignments for this course. These assignments represent critical thinking and integration of course learning outcomes. Each assignment is client/case based.

- **Systems Analysis/Intervention Integration paper** (Frozen River Film) (25 pt.)  
Students view a case study film and complete a comprehensive paper identifying systems assessment, intervention, and evaluation planning.
- **Psych/Social History Interview Assessment paper** (30 pt.)  
Students complete a face-to-face interview with a mock-client and complete a comprehensive intake assessment including initial intervention plan.
- **Personal Practice Portfolio** (30 pt.)

Students submit documentation reflecting social work knowledge, values, and skills - and career readiness. This is a cumulation of refined documents that have been produced throughout the course. It is submitted at the completion of the course.

*A detailed description of each of the above assignments is posted in Canvas.*

## 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 (approved by Faculty Senate April 2014).

### 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 45th day census report, due on [date of 45th day found in Academic Calendar on TOCC website] are assumed NOT to be participating in the class and may be withdrawn at the faculty member's discretion. [faculty members should be clear in their withdraw policy, if you do not withdraw students please note in appropriate sections].

**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 TOCC website] 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**

Tohono O'odham Community 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**

Tohono O'odham Community 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.

Confidential support and academic advocacy can be found with: Student Services Title IX Coordinator/Counselor, Alberta Espinoza, M.Ed. located in I-We:mta Ki: Room 18. Phone 520-383-0033 email: aespinoza@tocc.edu

### **Conduct: Bias, Bullying, Discrimination and Harassment**

Tohono O'odham Community 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.

### **Academic Integrity**

Violations of scholastic ethics are considered serious offenses by Tohono O'odham Community College, the Student Services Department, and by your instructor. Students may consult the TOCC Student Handbook sections on student code of conduct, on scholastic ethics and on the grade appeal procedure. Copies are available at Tohono O'odham Community College.

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. Copying from a book without proper reference or from a person under any circumstances will result in an "F" for the assignment, and at the instructor's discretion, possibly an "F" for the course. If you are uncertain about proper citations, ask your instructor or the librarian.

### **Technology for this Course**

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 in an online learning environment. Students need to be proactive in ensuring they are skilled in Canvas' processes 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 for synchronous class 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. It is highly recommended that you log into the classroom (link) at least 5-10 minutes before the posted class time.

3) Microsoft software:  
Assignments will require you to submit uploaded attachments or post other 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

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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.

**Communication Policy**

1) Electronic communication between you and your instructor should always be made through your tocc.edu email account. The *Federal Privacy Act* forbids communication between personal email accounts.

2) Students should check their campus (tocc.edu) email and Canvas updates at least twice per week to not miss an important announcement. If there is a question or concern about an assignment, students should contact the instructor as soon as possible. It is recommended that if possible, you download appropriate apps. in your phone to easily access your TOCC email account.

2) Cell phones, other laptops and iPads must be turned off for the duration of the class unless they are to be used for a learning activity. Food and beverages are allowed during the class time; students are encouraged to partake discretely. Please review *Netiquette Guidelines* posted in your Getting Started course section.

**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. E-mail and phone messages will be returned within two days. 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.