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## Syllabus

### **SWU 291 – Social Service Delivery Systems**

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<b>Course Information</b>	
Course Prefix/Number: SWU 291	Credit Hours: 3
Semester: Spring 2020	Course Title: Social Service Delivery Systems
Class Days/Times: Tuesdays @ 4:15-6:00pm And online through Canvas	Campus: S-cuk Du'ag Maščamakuđ (Main) Room: Gewkdag Son Ki, #1

<b>Instructor Information</b> Dr. Marcia Valadez, EdD, MSW, LICSW	Phone: Preferred Mobile# (651) 247-9313 (voice or text) Office# (520) 383-0331 x 1031 Email: <a href="mailto:mvaladez@tocc.edu">mvaladez@tocc.edu</a> Office: Main Campus-S-cuk Du'ag Maščamakuđ Building: Ha-Mascamdah Ha-Ki #104  <p style="text-align: center;"><i>Spring office hours:</i>  <i>M. 9:00am-noon; T. 2-4:00pm; W. noon-2:00pm</i>  <i>Other days and times can be arranged.</i></p>
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<b>Course Description:</b> 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.
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<b>Student Learning Outcomes:</b> <i>Upon completion of the course, the student will be able to:</i> 1. Demonstrate knowledge of Social Work Licensure, Professional Associations and the Code of Ethics.
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2. Compare, contrast, and evaluate major current approaches to social work delivery in the United States
3. Evaluate service-learning experience in relation to one or more theoretical models of social work practice.

**Course Structure:**

The structure of this course involves hybrid delivery; this includes on ground lecture, class activities, and scholarly writing. Students must successfully complete a minimum of 40 hours of service-learning. The first half of the semester involves the survey of knowledge, values and skills essential to a service-learning integration experience. The second half of the semester is focused on community immersion learning in a service setting with online activities.

**Service Learning (SL) requirement:** The SL requirement in this course is a 40-hour commitment that is necessary to complete this course. The purpose is to provide students with an experiential introduction to the field of social work and a view of social work in action. This experience will expose you to social service agencies, the activities of a professional social worker, and social work clients/communities we serve. Through this human service experience, you will be able to evaluate your affinity for social work practice. \*\* If you do not complete the 40 hours, you will receive an 'F' in this course. You must begin your Service Learning by the start date indicated in Canvas.

**Texts and Materials**

Dubois, B. & Krogstad Miley, K. (2019). *Social work- An empowering profession* (9<sup>th</sup> ed.). Boston: Pearson Education, Inc.

Duran, E. (2006, 2019). *Healing the soul wound* (1<sup>st</sup> or 2<sup>nd</sup> ed.). NY, NY: Teachers College Press.

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>

Other articles as assigned.

***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)

*National Association of Social Worker Core Values (2017)*

- Service
- Social Justice
- Dignity and Worth of Person
- Importance of Human Relationships
- Integrity Competence

**Definition of Generalist Practice**

Generalist practice is the application of an eclectic knowledge base, professional values, and a wide range of skills to target systems of any size, for change within the context of four primary processes. First, generalist practice involved working effectively within an organizational structure and doing so under supervision. Second, it requires the assumption of a wide range of professional roles. Third, generalist practice involves the application of critical thinking skills to the planned change process. Fourth, it emphasizes client empowerment (Kirst Ashman & Hull, 2012).

**Core Competencies**

Accreditation standards (CSWE, 2015) require that the baccalaureate social work curriculum prepares graduates for generalist practice through mastery of a set of nine core competencies. These core competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. CSS Social Work students delineate the educational goals and objectives of the Social Work Program through demonstration of specific competencies that serve to inform and aid evaluation of those students' preparation for generalist social work practice. These competencies serve as a link between what may be observed or demonstrated in student knowledge, value and skill performance, and the program's curriculum expectations. In a general way, these competencies and accepted practice standards operationalize the educational objectives for students, faculty, and administration and provide a common set of definitions to gauge performance and behavior.

The nine core competencies are listed below.

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice.
3. Advance Human Rights and Social and Economic Justice.
4. Engage in Practice-Informed Research and Research-Informed Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

**Evaluation and Grading**

<b>Points/Grade</b>	<b>Learning Behaviors/Knowledge Guide</b>
90 and above is an A	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.

80 - 89 is a B	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.
70 - 79 is a C	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.
60 - 69 is a D	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.
Under 60 is Failing	

### **Course Expectations and Assignments**

Your course grade will be determined using the above full letter grades. Because of the participatory nature of this course, and the fact that this course meets on ground only once per week, students are expected to demonstrate regular attendance, preparation for class activities and discussions, and assignment presentations. Learning assessment consists of weekly in class discussions/activities, learning integration assignments, reflection preparation/discussions, and a final written examination. 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. The total points possible for this course is 100.

#### **Assignment Descriptions**

Weekly Engagement and Participation: (45 total points)

5 points per week @ on ground class weeks ONE thru NINE.

Expectations include:

- Regular attendance behavior; during on ground class time: arriving on time and remaining for the entire class period.
- During online/service-learning weeks; completing required online assignments.
- Providing feedback to peers and participating in course topic discussions via preparation and critical thinking; this includes asking questions.
- Most of the on-ground meeting weeks, students are required to formally prepare learning content for discussion in a future class meeting.
- Students that have an excused absence for illness, family crisis, inclement weather, or a transportation issue may be given the opportunity to complete a 'make-up' assignment online which must be submitted within 7 days of the missed class event. No points will be given for that week if assignment is not submitted within the agreed upon time frame.  
Students must inform the instructor of their absence in order to be considered for make up points.

### **Service-learning Performance Evaluation**

A critical component to this course is to demonstrate knowledge, values and skill integration within a service/community experience. This experience must be satisfactorily completed in a minimum of **40 hours** of service/volunteer time. Evaluation of performance includes preparatory, immersion, and assessment components.

#### **SL Assignment activities are as follows:**

Preparatory: \*\*Student situations may vary what is required

- (1) The Service-Learning Proposal – this identifies student proposed organization(s), activities, dates, and other requirements.
- (2) Interview/organization paper (includes activities required to secure the service-learning setting).
- (3) Service-Learning Agency Contract and other required articles.
- (4) AZ Clearance background verification (if required by organization)

Learning Immersion: \*\* On-line Canvas posts (total 40 points)

- (1) Personal *Journal* entry - includes guiding questions submitted online. (four @ 5 points each)
- (2) Discussion posts (four @ 5 points each) Focus questions are provided in the discussion modules.

#### Assessment:

- (1) Student Performance Assessment (completed by the organization representative and student).
- (2) Activity time sheet (identifies dates, times, and general activity)
- (3) Final SL Reflection paper (guided questions provided).

## **Course Policies and Expectations**

### **Student Participation and Engagement**

1) Students are expected to attend all scheduled class meetings (Please refer to course schedule at the end of this syllabus.) This behavior includes arriving on time for on ground classes and completing online discussions/journals, prepared to work, discuss and learn; and attending the full duration of the course period. Regular attendance in this course will support you in learning the content and doing well. Because the nature of this course is highly interactive, it is difficult to make up missed experiences and knowledge.

2) TWO unexcused on-ground class absences may result in withdrawal and a “W” or “Y” will be recorded.

3) If you believe that you will be tardy, must depart before the class is done, or unable to attend a class meeting, please do your best to alert the instructor *prior to the class meeting*. An accepted absence may include physical illness, school or work-related travel, ceremony/religious observances and practices, or for personal or family emergency. The request for a ‘self-care’ day should be discussed with the instructor. Actual attendance in the class cannot be made-up, although written or speech assignments may be rescheduled with the consent of the instructor. *Bottomline, communication with the instructor is critical to your success. You must show up to learn.*

### Technology Policy

Some assignments will require attachments uploaded in 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). 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.

All work must be submitted online as directed in each specific assignment. It is important to read the directions before submitting your work, which can be found on Canvas in the instructions for each particular assignment. Please do not e-mail an assignment, as it will not be graded.

It is the student's responsibility to be proficient in using Canvas, its 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 in order to complete all assignments on time.

#### *Obtaining a Microsoft 365 account for all of your document needs*

Get started with Office 365 for free: TOCC Students are eligible for Office 365 Education for free, including Word, Excel, PowerPoint, OneNote, and now Microsoft Teams, plus additional classroom tools. All you need is a valid school email address. It's not a trial – so get started today.

<https://www.microsoft.com/en-us/education/students>

### Communication

1) Students should check their campus email and Canvas updates weekly in order 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.

2) Cell phones, 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 in the classroom; students are encouraged to partake discretely.

3) Students should check their campus email and Canvas updates weekly in order to not miss an important announcement.

### Incomplete Grade 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. There must be an 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 45<sup>th</sup> 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 Withdrawal (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 520-360-0033 for additional information and assistance.*

### Academic Honesty

Academic dishonesty is a serious offense because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Plagiarism is one form of academic dishonesty. Plagiarism is copying another person's work or turning in someone else's work. Other forms of plagiarism are less well known, such as taking ideas from classes or readings and putting them in a paper without citations/references. Any idea, even paraphrased ideas, which are used or borrowed, must be given credit by showing the source with an appropriate citation or reference. Any student who violates policies regarding Academic Honesty may receive a failing grade in this course.

### 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.

**Standards for Written Assignments in This Course**

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, gays, lesbians, bisexuals and transgender and other diverse and 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.
- Assignments should be submitted in the *Canvas* course portal unless otherwise instructed.
- Because life happens, *up to a 7-day grace period* from the assignment submission due date may be granted by the instructor. Assignments submitted after the 7 days will receive 0 points.

**Learning Progress Feedback**

All assignments will be graded and returned to the students promptly, typically within a week after the assignment is closed. 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. Quarterly grade reports will be provided to each student, either in person, by email or via the electronic system of *Canvas*.

**SWU 291 Preliminary Course Schedule**

The following course schedule provides students with the direction of topics and activities that will be addressed to meet learning outcomes in this course. *Depending on the learning needs and interests of students, these activities and assignment dates may change.* Schedule and topic updates will be provided in print in class and posted in Canvas. How quickly we get through each topic is based on the needs and interests of the class and other unforeseen circumstances.

<b>Semester Week/Date</b>	<b>Weekly Topic</b>	<b>Preparation Activities**</b> <i>Additional activities may be posted in Canvas</i>	<b>Assignments</b>
<u>Week One</u> 1/14	The Social Work Profession	Read: Text – Chpt. 1-2	Review syllabus and complete online quiz by Sunday 1/19



	Review of the History of Social Work		
<u>Week Two</u> 1/21	Social Work & Systems Theory  Poverty  Methods of Practice & Delivery	Read: Text – Chpt. 3 & 11 pp. 269-286	Prepare for in-class discussion: <i>Who am I?</i>
<u>Week Three</u> 1/28	Concepts of Social Service Delivery Systems  Human Rights and Social Justice	Read: Text- Chpt. 4 & 6  Duran- Chpt. 1& pp. 42-46	Prepare for in-class discussion: <i>Systems Theory-Personal Perspective</i>  <i>The Identity of the Healer (Duran reading)</i>  <i>Self-care Plan interviewing</i>
<u>Week Four</u> 2/4	Functions & Roles in Social Work Social Policy in Practice  Public Welfare Programs	Read: Text – Chpt. 9 & 10	<u>Field Trip to T.O. Nation Services</u> – to be confirmed.
<u>Week Five</u> 2/11	Values & Ethics in Social Work	Read: Text – Chpt 5 Review: <i>NASW Code of Ethics</i>	<i>Online Quiz #1 (Weeks 1-4)</i>
<u>Week Six</u> 2/18	Diversity and Social Work Practice  Empowerment and Systems Theory	Read: Text – Chpt. 7, 8	In class <i>diversity assignment discussion</i>
<u>Week Seven</u> 2/25	Social Work & Poverty and Homelessness; Criminal Justice	Read: Text- Chpt. 10, 11	
<u>Week Eight</u> 3/4	Generalist Social Work Practice – Helping Model	Read: TBD	
<u>Week Nine</u> 3/11	Social Work & Behavioral Health Services  Core Concepts of Case Management	Read: Text- Chpt. 12  Duran- Chpt. 5 & 6 pp.60-66; 79-83	<i>Online Quiz #2 (weeks 5-8)</i>  <i>Prepare for: in class discussion-Duran reading (The spirit of alcohol; emotional problems)</i>
3/16-20	SPRING BREAK		
<u>Week Ten</u> 3/24	Online topics		Service-learning

<u>Week Eleven</u> 3/31	Online topics		Service-learning
<u>Week Twelve</u> 4/7	Online topics	Read: Text- Chpt. 12	Service-learning OPTION EXPERIENCE Wed. 4/8 @ 2:15-4:15pm GSK# 4 <i>Social Work &amp; Healthcare</i> <i>Speaker: Kathy Trujillo</i> <i>Health Disparities</i>
<u>Week Thirteen</u> 4/14	Online topics		Service-learning
<u>Week Fourteen</u> 4/21	Online topics		Service-learning
<u>Week Fifteen</u> 4/28	On ground class Meeting Wrap-up		Discussion: <i>Service-learning reflections</i>
Week Sixteen 5/5			<b>All final assignment submissions due via Canvas no later than 5/8 midnight</b>