SW 200: The Field of Social Work
3 Credits
Monday/Wednesday 5:30pm-6:45pm
Naauao 125

INSTRUCTOR: Nathan Chang, MSW, ACSW
OFFICE: Naauao 107
OFFICE HOURS: M/W 4:45-5:15 pm – By Appointment
TELEPHONE: (808) 226-1892
EMAIL: nchang@hawaii.edu
EFFECTIVE DATE: Fall 2015

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O‘ahu’s Ko‘olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

CATALOG DESCRIPTION

Orientation to the profession of social work; the nature and scope of social work, historical development, values and philosophy, methods of practice, scope, and aims; Prerequisite: ENG 100

COURSE RATIONALE

SW 200 is intended to introduce students to social work as a helping profession in a multicultural society. The course content examines key aspects of the social work profession, such as the historical development, underlying values and ethics, knowledge base, methods, and skills. There is an interconnecting emphasis on current social programs and services. The ultimate aim of the course is to develop an informed perspective among students who may be considering social work as a career and those who wish to learn more about the multiple facets of a profession directed toward helping people.

Windward Community College's SW 200 course transfers to the University of Hawaii at Manoa (UHM) and is a required course for admission into its BSW program. SW 200 also transfers to Hawaii Pacific University and satisfies a course requirement for its BSW program.
ACTIVITIES REQUIRED AT SCHEDULED TIME OTHER THAN CLASS TIMES

None, unless announced by an instructor.

STUDENT LEARNING OUTCOMES

At the completion of the course, the student should learn to:

1. Describe the historical development and professional characteristics of social work as a profession.
2. Explain social work values and ethics and their implications in the field.
3. Analyze social problems affecting individuals, families, groups, and communities.
4. Explain general social work skills and the theoretical foundations on which their application rests.
5. Recognize personal characteristics and their implications in the practice of social work.

COURSE CONTENT

Students who complete this course are expected to meet key Educational Policy and Accreditation Standards (EPAS) Core Competencies (http://www.cswe.org/File.aspx?id=13780) as outlined by Council on Social Work Education (CSWE, http://www.cswe.org/). They are:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

To achieve this goal, the course content includes the following topics:

1. Systems/Ecological Theory
2. The historical roots of American social welfare and social work
3. The core values and ethics of practice
4. Human diversity and oppression  
5. Traditional practice approaches  
6. The generalist model of social work practice  
7. The helping process  
8. Current social work issues and fields of practice

## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Associated Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 24 &amp; 26</td>
<td>Introduction</td>
<td>Berg-Weger (B) - Ch. 1</td>
</tr>
<tr>
<td></td>
<td>Definitions and Characteristics</td>
<td></td>
</tr>
<tr>
<td>Aug 31</td>
<td>Overview of Social Work</td>
<td>(B) - Ch. 1 &amp; 7 (pg. 152-163)</td>
</tr>
<tr>
<td>Sept 2</td>
<td>Intro to Generalist Model of SW Prac.</td>
<td>Ambrosino, Heffernan, &amp; Shuttlesworth (A) -</td>
</tr>
<tr>
<td></td>
<td>Systems/Ecological Theory</td>
<td>“Systems/Ecological Perspective” (pg. 44-66)</td>
</tr>
<tr>
<td>Sept 7</td>
<td>Labor Day – <strong>No Class</strong>!</td>
<td></td>
</tr>
<tr>
<td>Sept 9</td>
<td>Intro to Generalist Model of SW Prac.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Systems/Ecological Theory (continued)</td>
<td></td>
</tr>
<tr>
<td>Sept 14 &amp; 16</td>
<td>History of Social Welfare &amp; the Development of the Profession of SW</td>
<td>(B) - Ch. 2</td>
</tr>
<tr>
<td>Sept 21 &amp; 23</td>
<td>Values/Ethics of Practice</td>
<td>(B) - Ch. 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Corey, Corey &amp; Callanan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NASW Code of Ethics</td>
</tr>
<tr>
<td>Sept 28</td>
<td>Diversity and Oppression - Ageism, Racism, Sexism, Classism,</td>
<td>(B) - Ch. 3, 4, &amp; 5</td>
</tr>
<tr>
<td></td>
<td>Ableism, and Heterosexism</td>
<td></td>
</tr>
<tr>
<td>Sept 30</td>
<td>Research Methods and APA Style (Meet in Hale La’akea 102)</td>
<td></td>
</tr>
<tr>
<td>Oct 5 &amp; 7</td>
<td>Diversity and Oppression (cont.)</td>
<td>(B) - Ch. 3, 4, &amp; 5</td>
</tr>
</tbody>
</table>
Oct 12 & 14  Problem Solving/Helping Process  (B) - Ch. 7
Strengths and Empowerment Perspectives  (A) - “Systems/Ecological Perspective” (pg. 66-72)

Oct 19  Mid-Term Examination

Oct 21 & 26  Social Work Method I:  (B) - Ch. 9
Individuals and Families
Case Management

Oct 28  Social Work Method II: Groups  (B) - Ch. 10
Nov 2  Reid

Nov 4 & 9  Social Work Method III:  (B) - Ch. 11
Communities and Organizations
Walljasper
Joseph

Nov 11  Children and Families  (B) - Ch. 8 (pg. 185-189)
Farley, Smith, & Boyle (F) – “Family and Child Welfare Services”

Nov 16  Veterans Day - No Class!

Nov 18  Health  (B) - Ch. 8 (pg. 201-205)
Popple & Leighninger - “Health”

Nov 23  Disabilities  Marx, Broussard, Hopper, & Worster - “Physical and Developmental Disabilities”

Nov 25  Mental Health  (B) - Ch. 8 (pg. 205-211)
(F) – “Mental Health Services”

Nov 30  Substance Abuse  (B) - Ch. 8 (pg. 192-194)
(F) - “Drug Abuse and Social Work”
Dec 2    Gerontology      (B) - Ch. 8 (pg. 180-185)
         (A) – “Older Adults”
Dec 7    Courts and Corrections (B) - Ch. 8 (pg. 196-201)
         (F) – “Correctional Services”
Dec 9    The Future of Social Work (B) - Ch. 12
Dec 16   FINAL EXAMINATION  5:30 - 7:30 pm

Note: Weekly schedule subject to change, other than examination dates and times

**COURSE TASKS**

<table>
<thead>
<tr>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term Exam</td>
</tr>
<tr>
<td>Final Exam</td>
</tr>
<tr>
<td>Reflection Papers</td>
</tr>
<tr>
<td>Research Paper</td>
</tr>
<tr>
<td>Attendance/Participation</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>100%</td>
</tr>
</tbody>
</table>

**Exams:** Examinations represent 50% of the course grade. The mid-term examination will cover material that has been presented up to that point in time, while the final exam will be comprehensive (i.e., will cover all material presented in the entire course). Questions for the examinations will be drawn from readings from the required text, supplemental articles, and any material covered in class lectures (including presentations by guest speakers).

**Reflection Papers:** Students will be required to write two brief reflection papers (worth 5 percentage points each) which represent 10% of the course grade. Each paper will be a maximum of five pages in length and will be graded on the basis of content and the degree to which the terms of the assignment are met.

**Research Paper:** The research paper represents 30% of the course grade. Students will research a specific social issue within a particular field of practice and write a paper on the subject according to guidelines provided. The paper will be graded according to conceptual formulation, clarity, organization, presentation, general quality of writing, and degree to which content requirements were met (including reference list and citations).
**Attendance and Participation:** Attendance and participation represent 10% of the class grade. The primary focus will be on the student's positive contributions to class discussions and active participation in experiential exercises and class assignments. A substantial number of absences will likely affect the final grade (as one can’t participate if one is not there!).

Students are expected to inform the instructor if circumstances prevent them from attending class. Students will still be held responsible for material covered and assignments given in classes that they have not attended.

**ASSESSMENT TASKS AND GRADING**

Final grades are based on a cumulative point total from all of the areas specified above* and are determined according to the following formula:

- **A** = 100 to 90% of possible points
- **B** = 89 to 80% of possible points
- **C** = 79 to 70% of possible points
- **D** = 69 to 60% of possible points
- **F** = >60% of possible points

**LEARNING RESOURCES**

**Required Text**


**Supplemental Readings**


Additional supplemental readings may be provided by the instructor in subject areas that are not covered adequately by the required text.

**COURSE EXPECTATIONS**

In class expectations are:

1. Regular and prompt class attendance is expected of all students. It shall be the student's responsibility to keep up with work missed as a result of absence. E-mail communication will be sent from the instructor to the students via their @hawaii.edu accounts. Please check your @hawaii.edu accounts regularly.

2. Students are expected to maintain a safe and supportive learning environment by appropriate behavior in class demonstrated by consideration of others, paying attention, and focusing on specific tasks.

3. Please be respectful of your classmates and instructor. Cell phones, computers, and all other electronic devices are to be turned off at the start of class and remain off until after class is over (unless previously authorized by the instructor). Given the breadth and depth of the material that must be covered in class, it is essential to keep distractions to a minimum.
4. The classroom is a learning environment for adults. It is developmentally inappropriate and unrealistic to expect children to handle a classroom situation without distracting others. Students will be responsible for anticipating childcare needs by making arrangements for the duration of the semester. However, if unforeseen emergencies necessitate your bringing a child to class, please inform the instructor and ensure that distractions are kept to a minimum.

5. Students are encouraged to express any concern to the instructor that may interfere with your achieving the learning outcomes and/or to use campus services for their learning. Each student is responsible for his/her own learning.

COURSE AND INSTRUCTOR EVALUATION

Course and Faculty Evaluations (CAFE) are required for every course. Students will be asked to respond to set questions about the course and the instructor in the last class session. All evaluations are done anonymously and the instructor does not receive any feedback until after grades have been posted.

DISABILITIES ACCOMMODATION STATEMENT

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ‘Akoakoa 213 for more information.

LEGAL ASSUMPTIONS

Cheating and Plagiarism:

Cheating includes but is not limited to giving unauthorized help during an examination, obtaining unauthorized information about an examination before it is administered, using inappropriate sources of information during an examination, altering the record of any grade, altering answers after an examination has been submitted, falsifying an official University record, and misrepresenting facts.

Plagiarism includes but is not limited to satisfying an academic requirement by:
- stealing and/or passing off the ideas or words of another as one's own;
- using another's production without crediting the source;
- committing literary theft; or
- presenting as new and original an idea or product derived from an existing source.

All of the following are considered plagiarism:
- turning in someone else's work as your own
• copying words or ideas from someone else without giving credit
• failing to put a quotation in quotation marks
• giving incorrect information about the source of a quotation
• changing words but copying the sentence structure of a source without giving credit
• copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not

Plagiarism and cheating violate the Student Conduct Code as stated in the General Catalogue of the University of Hawai'i System. Please be aware that if caught cheating or plagiarizing, you will receive zero (0) points for the assignment, may fail the course, and may be sanctioned by Windward Community College, up to and including expulsion. (from E7.208 University of Hawaii Systemwide Student Conduct Code)

It is further assumed that you will strictly follow any and all reasonable procedures/ethics, etc. that are enforced in this academic institution. Refer to the Student Conduct Code (http://www.hawaii.edu/apis/ep/e7/e7208.pdf) for the details.