

## **SW 200: The Field of Social Work-Writing Intensive**

3 Credits

Monday/Wednesday 5:30pm-6:45pm

**INSTRUCTOR: Sarah Inouye, MSW**

**OFFICE: Na'auao 146**

**TELEPHONE: (808) 235-7326**

**EFFECTIVE DATE: Spring 2014**

**OFFICE HOURS: M/W 4:45-5:15pm**

**EMAIL: inouyes@hawaii.edu**

### **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

### **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.

## WRITING INTENSIVE HALLMARKS

1. Writing promotes learning of course content.
2. Writing is considered to be a process in which multiple drafts are encouraged.
3. Writing contributes significantly to each student's course grade
4. Students do a substantial amount of writing, a minimum of 4,000 words. Depending on the types of writing appropriate to the discipline, students may write critical essays or reviews, journal entries, lab reports, research reports, or reaction papers.
5. To allow for meaningful teacher-student interaction on each student's writing, the class is restricted to 20 students.

## 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.
6. Engage in research-informed practice and practice-informed research.
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

For more details, see the Weekly Schedule below.

## **COURSE TASKS**

Class tasks are:

Daily Quizzes.....	130 pts
Journals .....	200 pts
Letter to a Friend .....	50 pts
Letter to a Politician .....	75 pts
Mid-Term Exam .....	100 pts
Rough Draft I .....	25 pts
Peer Edit I .....	20pts
Rough Draft II .....	25 pts
Peer Edit II .....	25 pts
Research Paper.....	200 pts
Final Exam.....	150 pts
Total.....	1000 pts

### Daily Quizzes:

At the beginning of each class, students will have a quiz about the assigned reading. Quizzes will be worth 5 points each.

### Journals:

Becoming a good social worker requires one to know their strengths, weaknesses, and interests. Journal writing is an effective venue of self-reflection. For each major topic, students will be required to write a journal entry answering 3 questions:

1. How do you feel/what do you think about the topic/issue?
2. Could you see yourself working in this area of social work?
3. What are 2-3 key points relating to the topic that you would highlight for a fellow future social worker?
  - a. This should consist of facts specific to the chapter. "be compassionate" won't count!!

Journals should be 1-2 pages in length, handwritten or typed (double spaced, 12 pt. font). Instructor will do periodic graded journal checks throughout the semester.

### Letter to a Friend:

Students will choose a social welfare issue directly related to Hawaii and write a (fictitious) letter to a friend/family member including:

- Brief description of the nature of the problem
  - What is it?
- Why it's important
  - Why the student cares about this issue
  - Why the reader should care about the issue

2 pages maximum (not including reference page), typed (double spaced, 12pt. font)

\*\*\*Extra credit (5pts): Include one primary source (books or professional/scientific journal articles). Must cite in text and include a reference list on separate page using APA format.

**Student will turn in via turnitin.com**

### Letter to a Politician:

Students will write a (fictitious) letter to a politician/benefactor asking for support (political and/or monetary) for the same social welfare issue as the previous "Letter to a Friend" including:

- Brief description of the nature of the problem
  - What is it?
  - Who does it affect?
- Why it's important
  - Why the reader should care about the issue
  - (Student can include why they care, but should focus on why the politician/benefactor should care)

2 pages maximum (not including reference page), typed (double spaced, 12pt. font)

Must include 2 primary sources (books or professional/scientific journal articles). Cite in text and include reference list on separate page using APA format.

\*\*If students were not interested in their first social welfare issue, they may change it for this assignment but the new topic must still be directly related to Hawaii.

\*\*\*Extra credit (10 pts. max): Each additional major source (5pt. ea./ 2 sources max) cited correctly using APA format.

### **Student will turn in via turnitin.com**

### Research Paper:

Students will continue to write about the social welfare issue from the previous two letters and elaborate:

1. Describe the problem
  - a. What is the nature of the problem? Clearly define the issue(s).
  - b. Why is it a problem?
  - c. Who are directly and indirectly affected by this issue?
2. What are/could be the social work methods used to intervene in the problem?
  - a. In relation to micro, mezzo, and macro levels
3. Identify at least one resource in Hawaii that is available to those involved in the social welfare issue
  - a. What role does the social worker have?

**10 page max** (including abstract and reference page). No minimum page requirement, but students will be deducted points if they do not cover all of the criteria. Students must have at least 6 primary sources (books and/or professional/scientific journal articles), cite in text, and include an abstract and reference list.

Format: APA (American Psychological Association), 1" margins, double spaced, 12pt font.

For online help with APA format, the instructor recommends the free Purdue online writing lab ([owl.english.purdue.edu](http://owl.english.purdue.edu))

### **Student will turn in via turnitin.com**

### Writing Conferences:

All Writing Intensive (WI) courses require students to meet with their instructors during the semester. Students will schedule one conference **during weeks 8-10**, and an

optional conference later in the semester. **Writing conferences are not graded, but failure to conference will result in a reduction of one full grade** (e.g. from B to C), **regardless of earned points**

Notes:

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 satisfied a course requirement for its BSW program.

SW 200WI section satisfies a W-Focus general education course requirement for the AA degree at Windward Community College and for graduation at UHM.

## ASSESSMENT TASKS AND GRADING

Evaluation

Points	Grade	Points	Interpretation
900-1000	A	4	Excellent Achievement
800-899	B	3	Above Average Achievement
700-799	C	2	Average Achievement
600-699	D	1	Minimal Passing Achievement
<600	F	0	Failure
	W		Not Computed Withdraw
	N		Not Computed No Grade
	I		Not Computed Incomplete

## LEARNING RESOURCES

Required Text

Berg-Weger, M. (2010). *Social work and social welfare: An introduction* (2<sup>nd</sup> ed.). New York, NY: Routledge.

Supplemental Materials

The instructor throughout the semester will provide additional reading material.

Turnitin.com

Students will turn in all major writing assignments via turnitin.com. For first time users, students must create account using UH email and then add themselves to the SW200 class (**Class ID: 7502226 Password: sw200sp14**). For students who already have an account, they can simply add the SW 200 course using the same class ID and password.

## **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. Changes in the test dates, assignment due dates, etc. will be announced in class. 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. Use of digital devices, cellular phones, pagers, and entering the classroom late, or leaving it to go the restroom, etc. are distracting and interrupting the learning process. If there is any personal or medical condition that necessitates your needing to leave the room during a class session, please let the instructor know of your needs so that seating arrangements can accommodate you.
3. 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, emergencies included. It is unfair and inconsiderate to subject your peers to distractions in the classroom.
4. 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.
5. Students in this class who need accommodations for a disability should 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.
6. No eating in class. Please remember to take your drink containers with you after class.

## WEEKLY SCHEDULE

### Week 1:

January 13

#### **Introduction**

- Syllabus/course content/expectations

January 15

#### **What is Social Work?**

- Preparation:
  - Read Berg-Weger Chapter 1

### Week 2:

January 20

#### **HOLIDAY: Martin Luther King Jr. Day**

January 22

#### **Intro to Generalist Model of Social Work Practice**

- Systems/Ecological Theory
- Preparation:
  - Read Berg-Weger Chapter 7 (pp. 152-163 ONLY)

### Week 3:

January 27

#### **Intro to Generalist Model of Social Work Practice cont.**

January 29

#### **History of Social Welfare/Development of the Profession of SW**

- Preparation:
  - Read Berg-Weger Chapter 2

### Week 4:

February 3

#### **History of Social Welfare/Development of the Profession of Social Work cont.**

February 5

#### **Values/Ethics of Practice**

- Preparation:
  - Read Berg-Weger Chapter 6

**Week 5:**

February 10

**Values/Ethics of Practice cont.**

**\*\*\*Letter to a Friend DUE 9/25\*\*\***

February 12

**Diversity and Oppression/ “Isims”**

- Preparation:
  - Read Berg-Weger Chapter 3

**Week 6:**

February 17

**HOLIDAY: President’s Day**

February 19

**Diversity and Oppression/ “Isims”**

- Preparation:
  - Read Berg-Weger Chapter 4- 5

**Week 7:**

February 24

**Diversity and Oppression/ “Isims” cont.**

February 26

**APA Format/Research Workshop @LLC**

With Tara Severns

**Week 8:**

March 3

**Problem Solving/Helping Process  
Strengths and Empowerment Perspectives**

- Preparation:
  - Read Berg-Weger Chapter 7 (pp. 163-175 ONLY)

March 5

**Problem Solving/Helping Process  
Strengths and Empowerment Perspectives cont.**



**Week 9:**

March 10

**Midterm**

March 12

**Social Work Method I: Individuals and Families Case Management**

- Preparation:
  - Read Berg-Weger Chapter 9

**Week 10:**

March 17

**Social Work Method I: Individuals and Families Case Management**

- Preparation:
  - Read Berg-Weger Chapter 9

March 19

**Social Work Method II: Groups**

- Preparation:
  - Read Berg-Weger Chapter 10

**\*\*\*Letter to a Politician DUE 3/19\*\*\***

**Week 11:**

**March 24-28**

**SPRING BREAK HOLIDAY**

**Week 12:**

March 31

**Social Work Method III: Communities and Organizations**

- Preparation:
  - Read Berg-Weger Chapter 11

April 2

**Social Work Method III: Communities and Organizations Cont.**

- Preparation:
  - Read Berg-Weger Chapter 11

**Week 13:**

April 7

**Children and Families/Child Abuse and Neglect/Adolescents and Bullying**

- Preparation:
  - Read Berg-Weger Chapter 8 (pp. 178-189 only)

April 9

**Peer Editing**

**\*\*\*Part I: Rough Draft-Research Paper Due 4/9\*\*\***

**\*\*\*TOPIC SCHEDULE SUBJECT TO CHANGE\*\*\***

**Week 14:**

April 14

**Children and Families**

- Preparation:
  - Read Berg-Weger Chapter 8 (pp. 178-189 only)

April 16

**Health/Disabilities**

- Preparation:
  - Read Berg-Weger Chapter 8 (pp. 201-205 only)

**Week 15:**

April 21

**Substance Abuse**

- Preparation:
  - Read Berg-Weger Chapter 8 (pp. 192-196 only)

April 23

**Mental Health**

- Preparation:
  - Read Berg-Weger Chapter 8 (pp. 205-210 only)

**Week 16:**

April 28

**Peer Editing**

**\*\*\*Part II: Rough Draft-Research Paper Due 4/28\*\*\***

April 30

**Veterans**

- Preparation:
  - Journal Article

**Week 17:**

May 5

**Gerontology**

- Preparation:
  - Read Berg-Weger Chapter 8 (pp. 196-201 only)
  - Journal Article

May 7

**The Future of Social Work**

- Preparation:
  - Read Berg-Weger Chapter 12

**\*\*\*RESEARCH PAPER DUE TODAY! (5/7)\*\*\***

**Week 18:**

May 14

**FINAL EXAM 5:30-7:30pm**

## **LATE WORK POLICY**

Any late assignments will be docked 5 points per calendar day that it is late. Final Research paper must be turned in on the due date; no late work for this assignment will be accepted.

## **COURSE AND INSTRUCTOR EVALUATION**

Course and Faculty Evaluations (CAFE) are required for every social work course. Students are 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](mailto:lemke@hawaii.edu), or you may stop by Hale 'Akoakoa 213 for more information.

## **LEGAL ASSUMPTIONS**

It is hereby assumed that you will strictly follow all and any 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.