

Cuyamaca College, Social and Behavioral Science Department
Introduction to Social Work (Social Work 120 – Section 5818)
Syllabus - Spring 2015 Semester – 16 weeks of Instruction

Instructor: Ms. Anita Stirling, B.S.W., M.S.W.
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Days/times of class: T/TH 9:30-10:45 a.m.
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Course Description/Objectives: Social Work 120 uses a social problems approach to describe how current social issues affect people. It provides a framework for analyzing policy issues and making informed civic decisions on social issues. As part of the course, students will complete 40 hours of volunteer work at a social service/community service agency, observing how social workers attempt to assess and address social problems. This course adheres to the policies outlined in the Cuyamaca College Handbook, 2014-2015. This course meets the requirements for transfer credit to San Diego State University.

Course Content:

The role of poverty, child abuse, substance abuse, health and mental health, sexism, racism, other forms of discrimination, crime and other social issues that affect people, will be explored. This course will also cover the central concepts, theories and strategies of the social work profession, along with social work roles, values and ethics, critical issues, and the uniqueness of the profession. Field placement practice skills in communication, interviewing, and problem solving will be emphasized.

Required Texts and Course Materials:

Introduction to Social Work and Social Welfare, Zastrow, Charles, 11th edition, Publisher: Cengage
Becoming a Helper, Corey, Marianne Schneider and Cory, Gerald, 6th edition, Publisher: Cengage
All course instruction materials are on Blackboard.com; copies of both texts are available at the Cuyamaca Library

Attendance and Lateness:

Students are expected to attend class regularly and arrive promptly. Research shows that class attendance is a strong factor in student success. More than 4 absences will result in an automatic deduction of 5 points off your class participation grade. If absenteeism continues you will be dropped from the class. Any student with 4 consecutive absences will automatically be dropped from the class. More than 4 late arrivals will result in a loss of 5 points off the class participation grade. Continued late arrivals will result in a further loss of points.

Grading Requirements and Evaluations:

The course grade will be based upon exams, a term paper, the volunteer field placement assignment, homework assignments, an oral presentation, and class participation. The required format and documentation will be defined by the instructor. All work will be graded and returned as quickly as possible. Make-up exams will only be given in a documented emergency. ***Late assignments are automatically penalized a minimum of 10% of the grade. No assignment will be accepted after three school days past the due date.*** All students are expected to adhere to the standards of academic honesty as outlined in the Cuyamaca College Catalogue (“Academic Honesty/Dishonesty in “Academic Policies and Procedures” section). Term papers may be scanned for plagiarism by the internet program, Safe Assign. Field placement documents will be verified by the instructor. Grades will be assigned as follows:

- A – 90% - 100% of all possible assignment, exams, and participation points
- B – 80% - 89%
- C – 70% - 79%
- D – 60% - 69%
- F – below 60%

Exams: 40% of the grade will be based on 4 exams; each worth 10% of the grade

Volunteer Assignment and Term Paper: 30% of the grade based on volunteer field placement performance and term paper

Homework: 20% of the grade for two essays (10% each)

Class Participation: 10% of the grade including small group exercises, interactive discussion, attendance, and promptness

Time Requirements: Students should be prepared to spend approximately 4-5 hours per week outside of class on reading and reflecting on the text, chapter outlines, assignments and exams. There will be additional hours per week for the volunteer field placement.

Accommodations:

Cuyamaca College recommends that students with disabilities discuss academic accommodations with their professors during the first two weeks of class. An alternative format of the syllabus and all written materials are available upon request.

Services for Academic Success:

The General Tutoring Center is not able to provide tutoring in social work at this point in time. Please see the instructor for tutoring. The Reading and Writing Center is located in the Communication and Arts building, B167. Call 619-660-4463 for an appointment. ESL assistance is also available.

Course Schedule for Social Work 120 – Introduction to Social Work

The following course schedule is subject to change as the course progresses. The goal of the course is to cover all the material but emphasis is always placed on everyone understanding and applying what is covered. Students who wish to move ahead on their own will be provided with more challenging exercises.

Wk	Dates	Topics	Chap	Exam
1	Jan. 27	Introduction Welcome, classroom format, ground rules, confidentiality Brief overview of the course objectives, syllabus, assignments, texts Part I: The Profession of Social Work What is social work and who are social workers? <i>The person-in-the-environment – the dual approach</i> <i>Small group exercise: Applying the dual approach</i>	2	
1	Jan. 29	Part I: The Profession of Social Work <i>Student questions about the syllabus</i> <i>Review of Field Placement Packet</i> (Hard copy available in class) Historical development of the social work profession <i>Video clip on the Progressive Era (1875-1925)</i> Settlement Movement and Jane Addams Charity organization Societies and Mary Ellen Richmond <i>Readings from “Social Diagnosis” by Mary Ellen Richmond</i>	2	
2	Feb. 3	Part 1: The Profession of Social Work <i>Hard copy of waiver available to students in class</i> Finish historical development of the profession Key concepts, theories, and values Self-determination, Systems/Eco Systems Theory, Strengths Perspective <i>Small group exercise: Applying Strengths Perspective & Systems Theory</i>	2	Waiver due today
2	Feb. 5	Part 1: The Profession of Social Work Social work practice and direct service Micro, mezzo, and macro practice Key functions and skills of social workers The Problem Solving Method <i>Small group exercise: Understanding the change process</i>	2	
	Feb. 6	Last Day to add or drop semester length classes		
3	Feb. 10	Part I: The Generalist Practitioner of Social Work Generalist practitioner of social work as a change agent Systems Theory and the person-in-the-environment The 5 social work practice levels The 3 models of community practice Social work values and practice ethics according to the National Association of Social Workers (NASW) <i>Small group exercise: Applying social work values and ethics: Self-determination, Confidentiality and the Mandated Reporter</i>	3	

3	Feb. 12	Part I: The Generalist Practitioner of Social Work <i>Field Placement Practice Skills</i> Communication and Active Listening Skills <i>Small group exercise: Role-play practice session</i>	3	
4	Feb. 17	Part I: The Generalist Practitioner of Social Work <i>Field Placement Practice Skills</i> Problem Solving Method with application of communication skills <i>Small group exercise: Role-play with client scenarios</i>	3	
4	Feb. 19	Review of Social Work Practice Skills <i>Exam review and student questions</i>	2-3	
5	Feb. 24	Exam #1 – Chapters 2-3 (including communication skills)	2-3	Exam #1
5	Feb. 26	Guest Speaker: Dajhan Blevins, METRO: Prison Re-entry Services Cultural competence, cultural permission, and awareness		
6	March 3	Part I: Social Work and Social Welfare <i>Field Placement Information Sheet due today</i> Social welfare: definition (NASW), goals, and purposes How are social work and social welfare related? How do social workers help people? Types of social welfare programs – Institutional and Residual <i>Critical thinking question: Institutional vs. Residual Social Welfare</i>	1	Info sheet due today
6	March 5	Part I: The History of Social Welfare in the U.S. Philosophical foundation of social welfare in the United States The Elizabethan Poor Laws Progressive Era, Social Security Act of 1935, Civil Rights Movement Current issues in social welfare; the threat to the safety net <i>Small group exercise: Helping a client in need</i>	1	
7	March 10	Part 2: Poverty and Public Welfare <i>Essay #1 due today in class</i> (Chapter 2, “Becoming a Helper”) The reality of poverty in the U.S. Who is officially poor? (poverty guidelines, threshold/line) Where is poverty concentrated? Poverty theories: What causes poverty? micro/macro approach <i>Readings from Ehrenreich on the functions of poverty (page 125,text)</i> How do social workers approach and address poverty with clients? <i>Small group exercise: What is more difficult to overcome: The individual or environmental causes of poverty?</i>	4	Essay #1 due today in class
7	March 12	Part 2: Poverty and Public Welfare Social workers as agents of change Social work values and approaches to helping impoverished clients <i>Small group exercise: Role-play motivating the discouraged client</i>	4	

8	March 17	<p>Part 2: Emotional and Behavioral Problems <i>Class exercise: The difference between mental health and mental illness</i> Medical Model, Interaction Model and Cognitive Approach Adverse effects of labeling mental illness <i>Readings from Rosenhan's study (Zastrow, page 145)</i> Social structure and mental illness Social work roles, practice settings and treatment <i>Critical thinking questions: Does labeling contribute to chronic mental illness? Is labeling a form of social control?</i></p>		
8	March 19	<p>Part 2: Emotional and Behavioral Problems <i>Guest Speaker Panel – National Alliance of Mental Illness (NAMI)</i> Overview of services offered by NAMI Living with mental illness, dark days, and hope for recovery</p>	5	
	March 23-28	Spring Recess – no classes		
9	March 31	<p>Part 2: Emotional and Behavioral Problems Mental health care in the United States Legislation and policy affecting mental health treatment Social issues and mental health treatment Deinstitutionalization, psychoactive drugs, Community Mental Health and the criminalization of mental illness <i>Exam review and student questions</i></p>		
9	April 2	Exam #2 – Chapters 1, 4-5	1, 4-5	Exam #2
10	April 7	<p>Part 2: Family Problems and Services to Families Definition, types of families, new family forms <i>Small group exercise: What makes families healthy and functional?</i> The functions of the family Family issues and social problems Marriage, divorce, domestic violence, child abuse</p>	6	
10	April 9	<p>Part 2: Family Problems and Services to Families Social services for families and children, voluntary and involuntary Family issues and social problems Child molestation and incest <i>Small group exercise: Helping families set healthy boundaries</i></p>	6	
11	April 14	<p>Part 2: Family Problems and Services to Families <i>Guest Speaker: Tammy Burmesiter, Supervisor, CPS</i> The causes, effects, and treatment of child maltreatment (child abuse)</p>	6	

11	April 16	Part 2: Sexual Orientation and Services to the GLBT Community Sexual Variance Theory vs. Social Problems Approach Research and sexuality (Freud, Kinsey, Masters and Johnson) Sexual orientation and preference– what does the research tell us? The effects of homophobia and discrimination on the GLBT individuals Social work and social issues in the GLBT community (NASW) <i>Small group exercise: Sexual orientation and self-determination</i>	7	
12	April 21	Part 2: Drug Abuse and Drug Treatment <i>Film: The Roots of Addictions: Drug and behavioral compulsions</i> Analyzing the role of the individual and the environment in substance abuse and behavioral compulsions	8	
12	April 23	Part 2: Drug Abuse and Drug Treatment <i>Essay #2 due today</i> (Chapter 7 in “Becoming a Helper”) Drug abuse and drug addiction Sociological theories of drug abuse Alcohol abuse, health and social problems AOD treatment programs and the bio-psycho-social approach Drug abuse as a disease vs. criminalization <i>Small group exercises: Alternative approaches from abroad</i>	8	Essay #2 due today
	April 24	Last day to drop semester length class		
13	April 28	Part 2: Drug Abuse and Drug Treatment <i>Personal and field placement reflections assignment due today</i> Rehabilitation programs for AOD problems Alcoholics Anonymous and related self-help programs Tim Bliss’ guidelines for family members with AOD problems Drug treatment programs Intervention Process vs. Motivational Interviewing <i>Small group exercise: Practicing the facilitative style of interviewing</i>	8	
13	April 30	Social Work Practice Skills <i>DVD – Initial Interviewing: Engaging the involuntary client</i> Role-play practice session with the involuntary client <i>Exam review and student questions</i>	6-8	
14	May 5	Exam #3 – Chapters 6-8	6-8	Exam #3
14	May 7	Part 2: Crime, Juvenile Delinquency, and Correctional Services Crime levels in the U.S. and patterns of arrest Theories of crime: Biological, psychological, sociological Punishment vs. rehabilitation in corrections (Zimbardo experiment) <i>Critical thinking exercise: The death penalty and social work values</i> Incarceration and the death penalty, NASW guidelines Rehabilitation and treatment approach to crime Social work practice settings, roles, and services	9	

15	May 12	Part 2: Crime, Juvenile Delinquency, and Correctional Services <i>Field Placement Term Paper due today in class</i> Social work roles in criminal justice Juvenile Court and Juvenile Delinquency The youthful offender, social problems and social justice Diversion programs, restorative justice and family group conferencing Social issues related to youthful offenders	9	Term paper due today in class
15	May 14	Part 2: Racism, Ethnocentrism, and Social and Economic Justice Ethnic groups and ethnocentrism Barriers to social justice – prejudice, discrimination and oppression Consequences of social injustice (includes chapter 13 – sexism) Theories of social injustice Social work skills for promoting social justice <i>Small group exercise: Advocacy and mediation skills for addressing social injustice and creating social justice</i>	12	
16	May 19	Part 2: Sexism and Social and Economic Justice <i>Hours log due in class today</i> Defining sexism, brief historical overview The consequences of sexism for men and women Sex-role socialization and the effect on male-female relationships Biology and sex-role socialization Women and men’s issues in social work practice <i>Small group exercise: Socialization, stereotyping, and double standards</i>	13	Hours log due in class today
16	May 21	Part 2: Health Problems and Medical Social Services Social work in secondary settings, roles and services Psychological processes in illness and stress-related illnesses Common problems addressed by social workers U.S. health care system, health insurance and managed care Patient Protection and Affordability Act of 2010 End of life issues related to advanced technology <i>Small group exercise/role-play: Medical social work with the elderly</i>	14-15	
17	May 26	Final Exam #4 - 9:30-11:30 p.m. <i>Oral presentation of field placement term paper in small groups</i>		Final exam oral

Field Placement Packet

In addition to the syllabus, there will be a ***Field Placement Packet***. This packet contains important information about the 40-Hour Volunteer Field Placement, which is an integral part of this course. The packet includes resources and information about placement options, related assignments, requirements and due dates. The Field Placement Packet is located on blackboard.com under “Class Assignments.” A hard copy will be provided by the instructor. The placement hours and related assignments make up a total of 40% of the course grade. All students must complete their volunteer field placement in order to complete the course successfully. There are no substitute assignments for the 40-Hour Volunteer Field Placement.

Course Description for Social Work 120

Course Description

Social Work 120 uses a social problems approach to describe how poverty, child abuse, substance abuse, health and mental health issues, sexism, racism, other forms of discrimination, crime and other social issues affect people. It provides a framework for analyzing policy issues and for making informed civic decision on social issues. As part of the course students are asked to complete 40 hours of volunteer work at a social service/community service agency, observing how social workers attempt to assess and address social problems. Basic social work practice skills will also be covered.

Student Learning Outcomes for Social Work 120

Student Learning Outcomes – Students who have successfully completed the course requirements for Social Work 120 should be able to demonstrate knowledge, understanding and competency in the following areas:

1. Describe and apply the major social work theories, perspectives, approaches and practice methods, including the unique features of the profession	2. Identify and describe the major social issues and problems in society and how they affect different populations	3. Identify and analyze the different perspectives on major social issues in order to arrive at informed positions
4. Identify existing services, merits, challenges of services, and new programs needed to fill gaps in services	5. Based on 40-Hour Volunteer Field Placement observations, identify and describe people and communities in need	6. Analyze research presented and studied in the course in order to describe an equitable distribution of resources and power among various groups in society
7. Describe how social work values developed, and their uniqueness and similarity to other helping professions	8. Identify and describe social work values and ethics according to the principles and guidelines of the National Association of Social Workers (NASW)	9. Describe and apply how social work values guide social work, and the impact of personal values on social work practice

Bibliography

Required Texts:

Zastrow, Charles, "Introduction to Social Work and Social Welfare," 2010, 11th edition, Cengage Learning
Corey, Marianne Schneider, and Corey, Gerald, "Becoming a Helper," 2011, 6th edition, Cengage Learning

Additional Supplemental Readings

1. Alexander, Michele, "The New Jim Crow: Mass Incarceration in the age of Colorblindness," The New Press (2010)
2. Ehrenreich, Barbara, "Nickel and Dimed," 2001, Metropolitan Books, or Henry Holt and Company, 2008
3. Goffman, Alice, "On the Run: Fugitive Life in an American City," University of Chicago Press, Chicago, Illinois, 60637, 2014

4. Katz, Mark, "Playing a Poor Hand Well: Insights from the Lives of Those Who Have Overcome Childhood Risks and Adversities," 1997, Norton, W. W. and Company Inc.
5. McClam, Tricia and Woodside, Marianne, "Initial Interviewing: What Students Want to Know," 2010, Belmont California, Cengage
6. Meier, Scott and Davis, Susan, "The Elements of Counseling," 2008, 6th edition, Belmont, Ca. Cengage
7. Murphy, Bianca Cody and Dillon, Carolyn, "Interviewing in Action in a Multicultural World," 2008, 3rd edition, Belmont, Ca. Cengage
8. National Association of Social Workers: Encyclopedia of Social Work Ethics and Standards of Practice
9. Perlmutter, Felice Davidson and Crook, Wendy P., "Changing Hats While Managing Change: From Social Work Practice to Administration," 2004, 2nd edition, NASW Press

Websites

1. <http://naswca.org/> (National Association of Social Workers – California Chapter)
2. <http://www.socialworker.com> (magazine for social work students and new social workers)
3. www.childrensdefense.org (child advocacy and statistics)
4. www.welfareinfo.org (welfare reform and related info)
5. www.socialworksearch.com (devoted to social work students and recent graduates)
6. www.thefriedsocialworker.com (employment information and tips on handling burn-out)
7. www.socialwork.sdsu.edu/stipend/basw.php (BA-SW Title IV-E Public Child Welfare Stipend Program)
8. www.socialwork.sdsu.edu/msw-asp-mental-health-stipend.php (MSW Mental Health Stipend Program)