

**San Diego State University  
School of Social Work**

SW 110: Fields of Service - Spring 08  
Instructor: Karen L. Ross  
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HH 122

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**I. Description and Purpose**

Social Work 110 uses a generalist perspective to introduce the student to the profession of social work and the major fields of practice. We will explore the relevance of social work to current social issues. We will identify and understand the implications of social work practice with diverse populations. This includes, but may not be limited to, the impact of cultural diversity, racism, sexism, disabilities, ageism, homophobia and other forms of discrimination on the need for and provision of basic human services. Strategies for fulfilling the professional responsibility of social worker to create an equitable society will be identified and developed.

**II. Objectives**

By the end of the semester, the student will be able to:

A. Knowledge

1. Describe the major fields of social work practice and various career options.
2. Identify and describe the settings for social work practice (public and private).
3. Identify and understand the relevance of social work to current social issues.
4. Understand the role of the social work profession in the various practice fields and settings.
5. Recognize how cultural diversity, racism, sexism, ageism and other forms of discrimination impact populations at risk in the struggle for social and economic justice.

B. Skills

1. Describe, in detail, a specific field of practice, target population, and practice methods.
2. Identify the needs of populations at risk and begin linking those needs with the correct social welfare intervention.
3. Apply critical thinking skills to specific field situations/vignettes
4. Demonstrate the ability to research, interpret and report information related to a specific field of social work in grammatically correct APA format
5. Apply critical thinking skills to ethical dilemmas.

C. Values and Ethics

1. Know the NASW Code of Ethics as it applies to social welfare practice issues.
2. Describe the techniques and arguments of advocacy for social justice.
3. Identify and understand how one's personal values may complement or interfere with professional social work values and ethics.
4. Apply the NASW Code of Ethics to specific field situations/vignettes.
5. Identify personal biases and stereotypes regarding poverty, cultural diversity, racism, sexism and ageism.

### III. Outcomes

1. Students will be able to describe the major fields of social work practice and the unique components in each field.
2. Students will be able to incorporate knowledge of social issues and diversity when describing fields of practice.
3. Students will be able to identify and understand the impact of personal values as they relate to professional social work values and ethical issues.
4. Students will be able to research and report in a grammatically correct manner.

### IV. Textbooks

Main Text: Segal, E.A., Gerdes, K.E., Steiner, S. (2006) *Social Work, An Introduction to the Profession*, Belmont, CA: Brooks/Cole – Thomson Learning

Companion Text: Grobman, L.M. (2005) *Days in the Lives of Social Workers*, Harrisburg, Pa: White Hat Communications.

Other readings as assigned.

### V. Course Assignments

- A. Select a Social Work Field of Service and write one paper (in two parts) on this field.

Purpose: Student will gain 1) insight into Social Work Fields of Service which interest the student, 2) skills in literature search methods, 3) skills in use of A.P.A. format of collegian writing, 4) understanding of values and ethics which impact being a Social Worker in this Field of Service, and 5) skills and knowledge to describe, in detail, a specific field of practice, target population, and practice methods.

Format required **for both parts** of the paper: American Psychological Association publication style, noted and referenced. Font size 12, double-spaced, 1-inch margins, with pages numbered. **All papers must have a formal cover page with student's name, date, course number, title of paper, Professor's Name and be stapled in the upper left hand corner. (No folders, please.)**

Guidelines and expectations: **Both parts of the paper require a bibliography which will include dates of articles, journals and books in APA format.** Sources will be noted in the body of the paper, using APA format. Demonstrate ability to incorporate and cite research in the papers; cite references and use quotes when applicable; eliminate plagiarism; list all research literature in bibliography.

**At least three professional social work or social service journal articles or books which are written specifically about the chosen Field of Service are required.** Attach **one page (ONLY)** from the journal, book or article, **showing the page where the research was obtained and on the top of the journal article/book page write the Book/Journal/Author.** Magazines, newspapers, Wikopedia, and textbooks are not acceptable resources for these assignments. If using a book, include a copy of one of the pages that you directly quote. References must be from the USA and no more than 6 years old. Only websites ending in .gov or .nasw are accepted if they are providing a **journal** or government statistics. An abstract is not needed.

**Part 1.** Literature Review of this selected social work field of service.  
**(Pages required 4-4 1/2 not including Bibliography or cover) Due February 25, 2008**  
 Format required as listed under “V” core assignments in this syllabus :

Suggestions of Fields of Social Work

Alcohol & Substance Abuse Disabilities Child Protective Services Children/youth/family counseling	Community/Neighborhood Criminal Justice Family Services Grant Writer/Administration International Social Work	Medical Mental Health Older Adults Pregnancy and Parenting School Social Work
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Select ONE Field of Service – (narrow your focus to assist with developing paper) Include all parts of the following in your paper:

- i. What field of social work interests you? (no more than two paragraphs)
- ii. **Drawing from the literature, (what the literature says)** describe, in detail,
  - a. what the research states about a specific field of social work practice,
  - b. target population served by these social workers,
  - c. target population’s access and or barriers to services,
  - d. target population’s presenting problems,
  - e. environmental causes of above problems,
  - f. target population’s cultural barriers
  - g. target population’s age range,
  - h. target population’s gender,
  - i. target population’s socioeconomic status, etc.

<b>CRITERION</b>	<b>Paper #1</b>
<u>Depth &amp; Completeness:</u> conveys a thorough and comprehensive understanding of assignment & addresses <b>all</b> parts of the outline	20
Appropriate Integration of literature search into body of paper describing in depth the field of service. Bibliography and citations are in APA Format.	15
All Social Work /journal articles or books are appropriate to the assignment and relevant pages attached, current and appropriate and Author’s name is written on article	10
Description of target population	
Age range, gender, socioeconomic status of clients	05
The clients presenting problems (What brings them to the social worker?)	05
Cultural and other barriers to the clients obtaining services	05
Environmental causes of problems	05
Spelling & punctuation – writing is free of errors	10
Grammar & Syntax- sentences convey meaning clearly & grammatically; no fragments or run-on sentences- easy to read	10
Appearance – printing, margins, format, headings, page limit, pages numbered	05
Content accurate, opinions are adequately supported (no plagiarism)	10
<b>Total Number of Points</b>	<b>100</b>

**Part 2:** Field of Service paper (3 – 4 pages does not include cover, or bibliography) – **April 15, 2008**

**Part 2 must follow the format required as listed under “V” core assignments in this syllabus page 2 :**

1. Drawing from the literature, expand on what the literature/research says about your chosen field and practice methods that social workers use in this field. Describe and indicate
  - a. Expansion on the target population
  - b. micro,
  - c. macro, and
  - d. mezzo strategies/techniques (all 3)  
(for example, group therapy, psychoeducational groups, family therapy, individual counseling, education, prevention)
2. Personal assessment of your continued interest in the field (1 paragraph).
3. Include the bibliography from paper and show the **utilization of 3 new reference materials not used in part I of this paper. Also, attach the bibliography from paper 1.**

<b>Paper 2</b>	
CRITERION	Points
<u>Depth &amp; Completeness:</u> conveys a thorough and comprehensive understanding of assignment & addresses <b>all</b> parts of the outline	20
Appropriate integration of literature search into body of paper. Bibliography and citations are in APA format.	15
All Social Work or social service journal articles or books appropriate to assignment. Relevant pages attached, current, authors and article title are written on top	15
Expansion on target population	05
Micro practice methods used by social workers in this field/with target population	05
Mezzo practice methods used by social workers in this field/with target population	05
Macro practice methods used by social workers in this field/with target population	05
Spelling & punctuation – writing is free of errors	05
Grammar & Syntax- sentences convey meaning clearly & grammatically; no fragments or run-on sentences- easy to read	10
Appearance – printing, margins, format, headings, page limit, pages numbered	05
Content- accurate, opinions are adequately supported (no plagiarism)	10
<b>Total Number of Points</b>	<b>100</b>

B. Examinations

Exams will be in essay form based on readings and lectures.

NOTE: Additional class activities that focus on issues of diversity & ethics/values will be included periodically in the course.

Due Dates and Exam Dates

Part 1 of Paper: February 25, 2008

Midterm Exam: March 11, 2008

Part 2 of Paper: April 15, 2008

Final Exam: May 6, 2009

Note: Course schedule may change to accommodate unforeseen events.

### Evaluation

	<b>% of final grade</b>
Paper 1:	15%
Midterm:	25%
Paper 2	20%
Final:	25%
Site visit	10%
Attendance	<u>05%</u>
	100%

### Grading System

Grades will be administered in accordance with the University system as described in the SDSU General Catalog. The system uses the following scale:

94-100	A	77-79	C +	60-62	D-
90-93	A-	73-76	C	<60	F
87-89	B+	70-72	C-		
83-86	B	67-69	D+		
80-82	B-	63-66	D		

#### **Definition of Grades for Undergraduate Students:**

Grades and grade points per unit used in reporting are as follows: Grade of **A** (outstanding achievement; available only for the highest accomplishment), 4 points; **B** (praiseworthy performance; definitely above average), 3 points; **C** (average; awarded for satisfactory performance; the most common undergraduate grade), 2 points; **D** (minimally passing; less than the typical undergraduate achievement), 1 point; **F** (failing).

### **COURSE SCHEDULE**

Week 1	1/22/08	- Introductions & Semester Overview; <b>Assignment for next class:</b> Read Chapter 1 in Segal, Gerdes, Steiner  One page summary of readings to be discussed and turned in on 1/29/07  <b>Assignment for next class:</b> In Segal, Gerdes and Steiner, read Introduction (Pgs 17-19) and Appendix A (Pgs 383-389), Appendix C (Pgs 405-410) and Chapter 29 in Grobman
Week 2	1/29/08	<b>Discussion of Readings:</b> <b>Group Exercise</b>

Week 3	2/5/08	Discussion review of readings. Guest Speaker  Read chapter 3 and 4 in Segel
Week 4	2/12/07	<b>Discuss micro, mezzo, and macro modes of</b>  Guest Speaker:  Assignment: Read chapter 4 and 5
Week 5	2/19/07	<b>Discussion on APA Format: Video on Grief and Loss Discussion on reading assignments</b>  Assignment Read Chapter 6 in Segal
Week 6	2/26/07	<b>Tues.</b> – Discuss diversity. Exercise or Video exercises
Week 7	3/4/08	<b>Speaker</b>  Discuss speaker, readings, group exercises, cross cultural continuum & implications for practice. Discuss site visits for next week. Format to be handed out
Week 8	3/11/08	<b>Mid-Term</b> <b>Multiple choice based on readings to date</b>
Week 9	3/18/08	Site Visit: Student will select a social service agency and interview administrator, social worker, or other professionals. Format for interview will be passed on 3/11/08
Week 10	3/25/08	- Discussion of working with Children and their Families and the Empowering Process –

		<b>Assignment for next class:</b> read Ch. 7, "People Who are Older," in Segal, Gerdes, Steiner – Read Grobman, Chapter 40 Review site visits.
Week 11	4/1/08	Spring Break No class  <b>Assignment for next class:</b> Read Ch. 8 Health Care Services," in Segal, Gerdes, Steiner and Grobman, Chapter 2
Week 12	4/8/08	– Discussion of Social Work in Health Care Services  – Guest Speaker /and/or Group Activity – <b>Assignment for next class:</b> Read Ch. 9, "Mental Health Services," Segal, Gerdes, Steiner. Read Grobman, Chapter 22
Week 13	4/15/08	Review of Mental Health Services: Video
Week 14	4/22/08	<b>Individual Project</b>
Week 15	4/29/08	Review for final  <b>Final Exam</b> Final Exam (Ch. 6, 7, 8, 9, 10, 11, 13 in Segal, Gerdes, Steiner and Grobman Chapters 44, 40, 2, 22, 12, 32

Week 16	May 6, 2008	<b>Final Exam</b>
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Please Note: **This outline and schedule may be modified.**

**VI: Course topics, outline and schedule**

The dates for the exams and written reports are listed in this syllabus. It is the student's responsibility to adhere to these dates. A **make-up exam** will not be allowed unless there is an extremely compelling reason, supported by valid documentation.

**All papers are due during class period** on the due date, unless arranged with the instructor **before** the due date. A paper turned in after class on the date it is due, will be penalized 10% of its grade (in points) for not being turned in during class and for each calendar day past the due date. It is the student's responsibility to discuss with the instructor **before** the paper is due or the test is taken, any serious situation that the student believes prevents them from taking an exam or turning in a report on the scheduled date.

Make a copy of any paper or documents before turning them in to the professor. You will be asked to present that paper or document if the professor does not have it in their possession or if there is a question concerning the paper.

**Please Note: Students must complete the reading assignment for each week before you come to class that week.** Please be prepared to contribute thoughtful questions for class discussion about the week's reading and the application to social work practice.

**Important Class Matters:**

The course professor will guide students in their learning, but what students learn and what they keep from this course is their choice. Clearly, the student's success in this course ultimately depends upon what **they** choose to do or not do.

If students have any problems or questions about anything related to the course, please arrange to meet with the professor privately to discuss them. Do this early in the semester.

Academic honesty and ethical behavior are of the highest importance in this class. The work submitted through exams and written assignments **must be the student's personal work**—and theirs alone. Students must not share information about exam questions with a student from another section of the course. Any violations of academic honesty and/or ethical behavior will be treated very seriously and referred to the SDSU Office of Judicial Procedures. Students found plagiarizing will receive no credit for their work. Refer to SDSU General Catalog guidelines on plagiarism.

Students must turn off cell phones during class and phones will put in backpacks or under the desk. Students will not respond to phone calls or read text messages during class.

Students using laptops in class will be asked to sit in the front of the classroom and use their equipment only as needed for taking notes.

If a student has a question or concern about a grade given in a paper or exam, the student must speak with the professor **within one month** of the date the graded paper or exam was returned to the student.

Good writing skills are necessary to success as a student. If writing skills are weak, it is the student's responsibility to take action to improve this situation. Suggestions: Contact the Department of Rhetoric and Writing Studies and sign up for a Developmental Writing course. Call the Educational Opportunity Program (EOP) and ask about tutoring and other services they provide. Talk with the undergraduate social work advisor, Professor Donna Daly, about other resources.

Bring your Syllabus and Segal, Gerdes and Steiner textbook to class each session. It is required that students attend class regularly and participate actively and thoughtfully in class activities. If a student is absent, they are responsible for contacting a classmate—not the professor—for notes and other information.

Many students learn more effectively if they have a regular study partner or small study group.

Class sessions will begin and end on time. It is the student's responsibility to arrive on time and to remain for the entire session. **Attendance will be taken at the beginning of each session** and is part of the grade. When Students arrive late, or leave before class is completed it is disruptive and disrespectful to the class. Students will be counted absent each time they are not in the classroom when roll is called, or if they leave before the class is finished. If students have a compelling reason why they must leave class or arrive late, they should discuss this reason with the professor in advance.

In the course of the class, it is possible that class members may disclose matters of a personal or private nature. It must be agreed by all students that such matters will be held confidential and will not be discussed outside class. No class member should disclose personal matters that s/he would prefer remain private.

To ensure a positive learning environment for everyone, the following activities are not permitted in class:

- ❖ Holding private conversations when a lecture or class discussion is taking place
- ❖ Having a telephone or beeper ring
- ❖ Text messaging during class
- ❖ Doing homework or other non-course activities
- ❖ Using laptops for non SW 110 work
- ❖ Reading something other than course material being currently discussed
- ❖ Sleeping
- ❖ Eating (a beverage is allowed)
- ❖ Any activity that is disruptive
- ❖ Arriving late and/or leaving class early, unless arranged with the professor

It is the student's responsibility to pick up your exams and other materials from the professor after the semester has ended—or to give the professor a stamped, self-addressed mailer to

return them to the student. In accordance with SDSU policy, the professor will retain students' materials for up to one year from the end of the semester.

Students who need accommodation for their disabilities should contact the professor privately to discuss specific accommodations for which they have received authorization. If you have a disability, but have not contacted Disabled Student Services at 619-594-6473 (SS-1661), please do so before making an appointment to see the Professor.

Thank you for your assistance in making this course a productive one.

## VII. Bibliography

Damron-Rodriguez, J., Feldman, R., Robinson, B., Sharlach, A. (2001) Educating Social Workers for an Aging Society: A Vision for the 21<sup>st</sup> Century. *Journal of Social Work Education*, 36 (3) 521-538.

Franklin, C. (2000). Predicting the Future of School Social Work Practice in the New millennium. *Social Work in Education*, 2 2(1),3

Levine, Eric (2002). Everybody Get Together...Right Now: Reflections on the Meaning of Community and Community Practice. *Social Work Forum*, 34, 33-52.

National Association of Social Workers, *Encyclopedia of Social Work, Social Work Ethics, and Standards of Practice*.

Rivas, Robert F. and Huss, Grafton, H (2000): *Case Studies in Generalist Practice*, Canada, USA: Brooks/Cole

### WEB SITES:

<http://naswca.org/> (National Association of Social Workers - Ca. Chapter)

<http://www.nyu.edu/socialwork/wwwrsw/> (resources for Social Workers)

<http://www.socialworker.com> (magazine for social work students and recent graduates – career information)

[www.childrensdefense.org](http://www.childrensdefense.org) (child advocacy and statistics)

[www.welfareinfo.org](http://www.welfareinfo.org) (welfare reform and welfare related information)

[www.socialworksearch.com](http://www.socialworksearch.com) (devoted to social work students and recent graduates)

[www.bls.gov](http://www.bls.gov) (occupational outlook handbook)

[www.mhin.bu.edu/index.cfm](http://www.mhin.bu.edu/index.cfm) (mental health information network from Boston University – library, resources, news, policy)

[www.nyu.edu/socialwork/wwwrsw/](http://www.nyu.edu/socialwork/wwwrsw/) (Clinical social work, current issues, links to journals)

**Websites to assist with study skills and writing skills and APA formatting.**

<http://webster.commnet.edu/faculty/~simonds/lac.htm>

[http://www.wvup.edu/Academics/learning\\_center/sq4r\\_reading\\_method.htm](http://www.wvup.edu/Academics/learning_center/sq4r_reading_method.htm)

<http://www.docstyles.com/apacrib.htm>

<http://webster.commnet.edu/apa/index.htm>

<http://www.psywww.com/resource/apacrib.htm>

<http://owl.english.purdue.edu/handouts/research/rapa.html#General%20Format>