



UNIVERSITY  
of HAWAII  
MĀNOA



UNIVERSITY of HAWAII  
**HONOLULU**  
COMMUNITY COLLEGE

## ARTICULATION AGREEMENT

The faculty of the University of Hawai'i @ Mānoa and Honolulu Community College have reviewed the course syllabi of SW 200 *The Field of Social Work* and agree that the courses are equivalent.

The course alpha, number, title are the same and the course descriptions and student learning outcomes are very similar. The course syllabi are attached.

Upon approval, each campus will be responsible for updating their campus' articulation database in Banner to reflect the equivalency of SW 200.

This Articulation Agreement will remain in effect until November 2014. It will be subject to review in Spring 2014 and may be continued, revised, or discontinued with the consent of all faculty members and administration of all campuses represented in this agreement. The Articulation Agreement remains in effect while a review continues.

Honolulu Community College  
Human Services Department  
**SW 200 The Field of Social Work**

Fall 2009  
Professor (Mrs.) Sharon Ota, LSW, ACSW  
Ph. 845-9442 Office: 2-410  
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### Syllabus

#### Description

Orientation to the profession of social work, the nature and scope of social work, historical development, values, and philosophy, methods of practice, and selected fields of practice. Prerequisite: ENG 22/60 or Placement in ENG 100

#### Objective

The objective of the course is to develop an informed perspective among students who may be considering social work as a career, or for those who wish to learn more about the multiple facets of a profession directed at helping individuals, groups, and communities.

#### Student Learning Outcomes:

By the end of the term, the students will be able to:

1. Discuss the historical development of social work as a profession.
2. Identify and discuss social work values and the implications in relation to social work.
3. Describe the theoretical foundation of the social work profession.
4. Describe generic social work skills.
5. Describe the concept of generalist social work practice and the integration of micro, mezzo, and macro levels of practice in that approach.
6. Describe basic social methods:
  - a. direct practice with individual and families
  - b. group work or group counseling
  - c. community organization
7. Identify and describe at least two fields of social work practice and the services developed to rectify/reduce problems in those areas.

8. Identify and study a specific social problem in Hawaii and discuss social work intervention(s) to address the problem, and identify appropriate social work resources to deal with the problem.
9. Demonstrate a beginning understanding of one's personhood in relationship to the profession of social work.

#### Content

- Social Welfare: Its Business, History and Future
- Social Work as a Profession and a Career
- Generalist Social Work Practice
- Poverty and Public Welfare
- Emotional/Behavioral Problems and Counseling
- Family Problems and Services to Families
- Sexual Orientation and Services to GLBT Individuals
- Social Work Services in the fields of Substance Abuse, Juvenile Delinquency, and Corrections, Schools, Work Place, Aging, Health Care, Disabilities and Rehabilitation
- Racism, Ethnocentrism and Strategies for Advancing Social and Economic Justice
- Sexism and Efforts for Achieving Equality
- Overpopulation, Misuse of the Environment, and Family Planning

#### Required Text

Introduction to Social Work and Social Welfare by Charles Zastrow, 9<sup>th</sup> Edition, 2008, Thomson Brooks/Cole Publishing.

#### Supplemental Materials

The instructor throughout the semester will provide additional reading material.

#### Requirements

Written assignments = 25 pts  
Research Paper = 30 pts  
Tests = 80 pts

Total = 135 pts

1. Written assignments will be 1-3 pages each, word-processed, double-spaced, and stapled on the left corner.
2. Research paper will be 8-10 pages, APA\* style for documentation, word-processed, double spaced, and stapled on the left corner.
3. Points will be deducted for assignments submitted after the deadlines.

4. Students will be required to schedule individual conferences with the instructor during the development of their research papers.
5. It is critical that students keep up with the assigned readings. Short tests will be based on textbook readings.

\*Publication Manual of the American Psychological Association, 6<sup>th</sup> Edition

Notes:

Honolulu 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 Honolulu Community College and for graduation at UHM.

Evaluation

Point	Grade	Points	Interpretation
135-121	A	4	Excellent Achievement
120-108	B	3	Above Average Achievement
107- 96	C	2	Average Achievement
96- 85	D	1	Minimal Passing Achievement
84-	F	0	Failure
	W	Not Computed	Withdraw
	N	Not Computed	No Grade
	I	Not Computed	Incomplete

Class Expectations

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.

Email communication will be 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. Digital watch alarms, cellular phones, pagers, entering the classroom late, and leaving it to go the restroom, etc. ARE distracting and interrupt 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 such as the College Skills Center and the Computer Lab to support their learning. Each student is responsible for his/her own learning.
5. Students in this class who need accommodations for a disability should submit documentation and requests to the Student ACCESS offices in Bldg. 7, Rm. 319. Phone: 844-2392 voice/text for more information. If you have already registered your requests with Student ACCESS this semester, please see me after class or during my office hours and be prepared to provide a current verification letter from Student ACCESS.
6. NO EATING in class. Please remember to take your drink containers with you after class. Trash containers are located across the restrooms.

UNIVERSITY OF HAWAII AT MANOA  
MYRON B. THOMPSON  
SCHOOL OF SOCIAL WORK

### **MASTER SYLLABUS**

### **SW 200 - The Field of Social Work**

#### **I. Rationale for Course**

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.

One of the major concepts introduced in this course is the generalist model of social work practice. This approach involves the employment of a generic set of values, knowledge, and skills/methods in a problem-solving process that is directed toward assessing and intervening in the problems confronting individuals, families, groups, organizations, and communities. An integral part of the process is the continuous evaluation of efforts and outcomes, to ensure that effective and efficient intervention strategies are employed. Generalist social workers occupy a variety of roles, are involved in a variety of activities/tasks, and utilize an integrated set of skills/methods while working across multi-level client systems (i.e., micro, mezzo, and/or macro) - focusing their efforts on whatever problem, need, question, or issue that is being presented at a particular point in time.

This course addresses the following Abilities: Advocacy (ADV), Values and Ethics (VE), Diversity (DIV), Critical Thinking (CT), Communication (CO), Professional Use of Self (PS), and Applying Theory to Practice (TP).

## II. Student Learning Outcomes

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

1. discuss the historical development of social work as a profession (VE, ADV);
2. identify and discuss social work values and the implications in relation to social work practice in a multicultural environment such as Hawai'i (VE, DIV, ADV, TP);
3. understand and discuss issues related to diversity and oppression in society, particularly as they apply to special populations distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin (VE, ADV, DIV);
4. understand and describe the theoretical foundation upon which the profession rests, including the manner in which the individual affects and is affected by significant elements in the social environment (CT, TP);
5. understand and describe generic social work skills (CO, CT, TP);
6. understand and describe the concept of generalist social work practice and the integration of micro, mezzo, and macro levels of practice in that approach (CT, TP);
7. identify and describe at least two fields of practice and the services developed to rectify/reduce problems in those areas (CT, ADV); and
8. demonstrate a beginning understanding of his/her personhood in relation to the profession of social work (VE, PS).

## III. Values and Ethics

Content on values and ethics is infused throughout the course and is most evident in the sessions focusing on "values/ethics of practice" and "diversity and oppression." Opportunities for students to examine their own values and ethics are given in context of case situations with values conflict and ethical dilemmas as well as through the use of value clarification exercises. Coverage of the topic in the required text will be supplemented by selected reprints of pertinent articles from other sources.

IV. Diversity

At least one class session and several assigned readings will deal specifically with the examination of the issues related to and benefits derived from the promotion of diversity within our society. Particular emphasis is placed on developing an understanding of the relationship between the concept of diversity and the core values of the profession.

V. Promotion of Social and Economic Justice:

The importance of social and economic justice as a core value of the profession is explored repeatedly within the course. Although infused throughout the course, the concept is particularly emphasized in the overview, the section on professional ethics, and the section on diversity and oppression.

VI. Populations at Risk

This course will explore culture and oppression as major themes in the profession of social work. Special emphasis will be given to these themes as they relate to ethnic minorities of color and other special populations in Hawai'i. While content on culture and oppression will be infused throughout the course, a number of sessions (e.g.; history of social welfare and social work, oppression and diversity, and values and ethics.) will place particular focus on special populations distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin.

Specific reading assignments from the required text, supplemented by selected reprints of pertinent articles from other sources, will be used to explore the subject.

VII. Research

Students in this course will be introduced to the scientific base of the social work profession, which relies on knowledge produced through empirical research. The theories and issues presented in class will, as much as possible, have an empirical basis. Research methods will be utilized by students as part of at least one major class assignment.

VIII. Text and Supplemental Readings

The recommended text for the course is:

Johnson, H.W. (1998). The Social Services, An Introduction, 5th edition. IL: F.E. Peacock Publishers, Inc.

Examples of supplemental readings are:

Abramovitz, M. (1997). Regulating the lives of women: Social welfare policy from colonial times to the present (Rev. ed.). Boston: South End Press.

Ambrosino, R Heffernan, J., Shuttlesworth, G.,. (2005). "The Systems/Ecological Perspective." Social Work and Social Welfare (5<sup>th</sup> ed). CA: Brooks/Cole Publishing Co.

Axinn, J., and Stern, M. (2008). Social welfare: A history of the American response to need (8<sup>th</sup> ed.). Boston: Allyn & Bacon.

Corey, G. Corey, M. & Callaghan, J. (2003). "Values and the Helping Relationship." Issues and Ethics in the Helping Professions. CA: Brooks/Cole Publishing Co.

Day, P. (2005). A New History of Social Welfare (5<sup>th</sup> ed) Boston: Allyn & Bacon.

Fong, R. & Furuto, S. (Eds.) (2001). Ch. 1 Culturally competent practice: Skills, interventions, and evaluations. *Culturally Competent Practice: Past and present.*(pp 1-9). Boston, MA: Allyn and Bacon.

Frankel, A.J., & Gelman, S.L. (2004). "The Evolution of Case Management Practice" Case Management: An Introduction to Concepts & Skills (2<sup>nd</sup> ed). Chicago, IL: Lyceum Books, Inc.

Gibelman, M. (2004). What Social Workers Do (2<sup>nd</sup> ed) Washington DC: NASW Press

Ginsberg, L. (2001). Careers in Social Work. Boston, MA: Allyn and Bacon.

Grinnell, R (2001). Social Work Research and Evaluation. Itasca, IL: F.E. Peacock Publishers

Joseph, B. (1985, June). Taking Organizing Back to The People Paper presented at the Bertha C. Reynolds Centennial Conference.

Lum, D. (2007). Culturally Competent Practice. CA: Brooks/Cole Publishing Co.

Marlow, C. (2005). Research Methods For Generalist Social Work (4<sup>th</sup> ed). Belmont, CA: Wadsworth



Mattison, M. (2000). Ethical decision making: The person in the process. *Social Work*, 45, 3. 201-212.

McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. Peace and Freedom, July/August, 10-12.

Morales, A. & Sheafor, B. (2007). Social Work: A Profession of Many Faces (11th ed) Needham Heights, MA: Allyn & Bacon

Reid, K. (1997). "Therapeutic Factors In Groups." Social Work Practice With Groups: A Clinical Perspective. CA: Brooks/Cole Publishing Co.

Rubin, H. & Rubin I. (2001) Community Organizing and Development (3<sup>rd</sup> ed). MA: Allyn and Bacon.

Saleebey, D. (2009). The Strengths Perspective in Social Work Practice (5<sup>th</sup> ed). MA: Allyn and Bacon.

Shook. V. & Kwan, L. K. (1987). Straightening relationship and settling disputes in Hawai'i : Ho=ponopono and mediation. Honolulu: University of Hawai'i Program on Conflict Resolution.

Trask, H.K. (1993). From a native daughter: Colonialism in Hawai'i. Monroe, Maine: Common Courage Press.

Walljasper, J. (1997). "When Activists Win: The Renaissance of Dudley St." The Nation, 264(8), 11-17.

Wells, C. (1999). Social Work Day To Day: The Experience of Generalist Social Work Practice. New York, NY: Longman.

Zastrow, C. & Kirst-Ashman, K. (2004). Understanding Human Behavior and the Social Environment (6<sup>th</sup> ed). CA: Brooks/Cole.

## IX. Course Content

Course content should include the following topics:

- Systems/Ecological Theory
- The historical roots of American social welfare and social work
- The core values and ethics of practice
- Human diversity and oppression
- Traditional practice approaches
- The generalist model of social work practice
- The helping process

Current social work issues and fields of practice

A possible format might be as follows:

WEEK 1 & 2	Introduction Overview of Social Work Systems/Ecological Theory  Readings: Johnson, Chapter 1, "Introduction" Johnson, Chapter 2, "Basic Concepts: Social Welfare, Social Work, and Social Service" Heffernan, J., Shuttlesworth, G., Ambrosino, R. (2001). "The Systems/Ecological Perspective." <u>Social Work and Social Welfare</u> .
WEEK 3	History of Social Welfare & the Development of the Profession of SW  Readings: Johnson, Chapter 3, "Historical Development" Johnson, Chapter 26, "Professionalism, Education, and Personnel in the Social Services"
WEEK 4	Values/Ethics of Practice  Readings: Corey, G. Corey, M. & Callaghan, J. (2003). "Values and the Helping Relationship." <u>Issues and Ethics in the Helping Professions</u>
WEEK 5 & 6	Human Diversity and Oppression Ageism, Racism, Sexism, Classism, Ableism and Heterosexism  Readings: Johnson, Chapter 4, "Public Welfare and Income Maintenance" Johnson, Chapter 22, "Human Diversity and Empowerment" Johnson, Chapter 23, "Tides and Tensions of the Women's and Men's Movements: Entering a New Millennium"
WEEK 7 & 8	The Generalist Model of SW Practice Problem Solving/Helping Process  Readings: Johnson, Chapter 16, "Newer Approaches in Social Work Practice: The Generalist"

Frankel, A.J., & Gelman, S.L. (1998). "The Evolution of Case Management Practice" Case Management: An Introduction to Concepts & Skills.

WEEK 9                      Social Work Methods: Individuals and Families

Readings:

Johnson, Chapter 17, "Working with Individuals and Families"

WEEK 10                    Social Work Methods: Groups

Readings:

Johnson, Chapter 18, "Social Work With Groups"

Reid, K. (1997). "Therapeutic Factors In Groups." Social Work Practice With Groups: A Clinical Perspective. CA: Brooks/Cole Publishing

WEEK 11                    Social Work Methods: Communities and Organizations

Readings:

Johnson, Chapter 19, "Working With Communities"

Johnson, Chapter 20, "Social Service Organizations: Administration and Management"

Walljasper, J. (1997). "When Activists Win: The Renaissance of Dudley St." The Nation, 264(8), 11-17.

WEEK 12                    Social Issues & Responses: Children and Families, Health, & Disabilities

Readings:

Johnson, Chapter 5, "Services to Families and Children in the Home"

Johnson, Chapter 6, "Services to Families and Children Outside the Home"

Johnson, Chapter 8, "Social Services in the Health Care Field"

Johnson, Chapter 10, "Social Services and Disabilities"

WEEK 13                    Social Issues & Responses: Mental Health, Substance Abuse, & Criminal and Juvenile Justice

Readings:

Johnson, Chapter 9, "Mental Health and Social Work"

Johnson, Chapter 11, "Social Services and Substance Abuse"

Johnson, Chapter 12, "Criminal and Juvenile Justice"

WEEK 14                    Social Issues & Responses: Ageing & Homelessness

Readings:

Johnson, Chapter 13, "Ageing and Social Work"  
Johnson, Chapter 15 (pg. 277), "Homelessness"

WEEK 15      Social Issues & Responses: Non-traditional Contexts

Readings:  
Johnson, Chapter 15, "Emerging and Less Traditional Contexts of  
Social Work Practice"

WEEK 16      The Future of Social Work

Readings:  
Johnson, Chapter 26, "Social Work: A Futures Perspective"

X.      Course Assignments

The following are examples of possible class assignments:

The mid-term examinations 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, handouts distributed in class, and any material covered in class lectures (including presentations by guest speakers).

**Reflection Papers:** Students will be required to write two brief reflection papers. 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:** Students will research a specific social issue within a particular field of practice, write a paper on the subject according to guidelines provided. It should reflect an understanding and application of course material. The paper will be graded according to conceptual formulation, clarity, organization, presentation and general quality of writing.

**Class Presentation:** Students will be assigned to workgroups. Each group will be responsible for doing a ½ hour in-class presentation, covering a social issue or problem that is of particular significance to the state of Hawai'i. The presentations will be graded on content, clarity, organization, and delivery.

XI.      Accommodation of Students with Disabilities

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the professor to privately discuss specific needs. The KOKUA Program on the Manoa Campus coordinates reasonable accommodations for students with documented disabilities and may be contacted by phone at (808) 956-7511 or by e-mail at [kokua@hawaii.edu](mailto:kokua@hawaii.edu). Located at the Students Services Center on

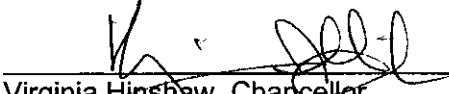
the ground floor, Room #013, KOKUA provides services, including: academic advising, early registration, note-taking, technology access, testing accommodations, and transcription.


XII. Course and Instructor Evaluation


Course and Faculty Evaluations (CAFÉ) 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.

University of Hawai'i  
SW 200 Articulation Agreement

University of Hawai'i @ Mānoa

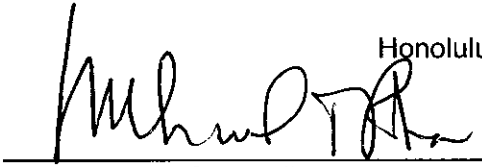
  
Virginia Hinshaw, Chancellor Date 2/17/10

  
Reed Dasenbrock, Vice Chancellor for Academic Affairs Date 2-18-10

  
Jon Matsuoka, Dean, School of Social Work Date 10-25-09

  
Nathan Chang, Chair, Bachelor of Social Work Program Date 12/15/09

Honolulu Community College

  
Michael Rota, Chancellor Date 3/1/10

  
Erika Lacro, Vice Chancellor for Academic Affairs Date 3-1-10

  
Sharon Ota, Professor, Human Services Department Date 3-3-10