

**San José State University**  
**School of Social Work**  
**SCWK 140: Introduction to Community Service**  
**(Course Code: 43237; Section 1)**

**Fall 2011**

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<b>Office Hours:</b>	Thursdays at 2:45pm
<b>Class Days/Time:</b>	Every other Thursday 12:00pm – 2:45pm
<b>Classroom:</b>	TBA
<b>Co- or Pre-requisites:</b>	SCWK 110 is a prerequisite or co-requisite for SCWK 140 or consent of Advisor

**Catalog Description**

Volunteer experience with a community service organization that will provide the student with exposure to clients/client systems prior to Field Practicum I. Six to eight hours weekly in community based agencies and on-campus seminars. (3 Units)

**Course Description**

This pre-professional preparation course combines classroom and field learning by placing students in community service agencies as an introduction to the field practicum. Students are acquainted with at risk populations served by community agencies as well as the agency's service delivery system by completing six hours a week of direct service. The volunteer experience is augmented by a bi-monthly mandatory seminar on campus which focuses on issues of diversity, values and ethics, social and economic justice and populations at risk. Students will have an opportunity to explore their areas of interest and new areas of practice in the field of Social Work. In addition, students will gain an understanding of the organizational structure, function, and financing of social service agencies. The course is particularly important for those students who have limited social work experience and/or may be seeking an opportunity to develop themselves professionally.

**Course Student Learning Objectives (SLO)**

Upon completion of ScWk 140 students will be able to:

1. Understand the importance of self-awareness regarding personal knowledge limitations and biases and practice self- reflection in action while pursuing professional development.  
Program Objectives: 1(b), 1(c) (Self-awareness)
2. Demonstrate knowledge of oppressed, underserved, and underprivileged populations and of community resources for meeting the needs of clients.  
Program Objectives: 5(b), 5(c) (Justice)
3. Present self in a manner consistent with respectful professional conduct and use supervision and consultation effectively.  
Program Objectives: 1(f), 2(a), 2(b) (Ethical Principles)
4. Demonstrate sensitivity in serving clients from diverse cultural and socioeconomic backgrounds and adapt methods of communication to consumer, colleague, and community language and cultural needs.  
Program Objectives: 4(c), 4(d) (Diversity)
5. Demonstrate beginning capacity to comprehend changing local and social contexts with an emerging ability to identify and provide relevant resources that will make services more effective and efficient.  
Program Objectives: 9(a), 9(b) (Respond to contexts that shape practice)
6. Demonstrate the knowledge base and readiness to assess and intervene constructively with various clientele populations, demonstrate the capacity to exercise empathy, and use of self in engagement and service delivery.  
Program Objectives: 10 (a), 10(b) (Engagement, Assessment, Intervention, Evaluation)
7. Demonstrate beginning capacity to have effective oral and written communication in working with individuals, families, groups, organizations, communities & colleagues.  
Program Objectives: 3(c) (Critical thinking)

## **Required Texts/Readings**

### **Textbook**

The textbook used for SW 110 is the required text for this course:

DuBois, B. & Miley, K. K. (2011). *Social Work: An Empowering Profession*, (7<sup>th</sup> ed.). Boston: Allyn and Bacon.

National Association of Social Workers. (1999). *Code of Ethics of the National Association of Social Workers*. Washington, D.C.: NASW Press.

## Library Liaison

For assistance in the library go to the King Library Reference Desk (2<sup>nd</sup> floor; 808-2100) and/or utilize the Social Work Research Guide available at <http://libguides.sjsu.edu/scwk>. The Social Work Library Liaison is: Crystal Goldman 408.808.2015 or [Crystal.Goldman@sjsu.edu](mailto:Crystal.Goldman@sjsu.edu).

## Classroom Protocol

Students are expected to arrive on time, participate in class discussions and exercises, and to be attentive to lectures and discussions. It is important to be courteous and respectful to ones peers as well as to the instructors. Students are asked to refrain from using cell phones, earphones or other devices.

## Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Refer to the current semester's [Catalog Policies](#) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](#) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop Policy](#) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

## Assignments and Grading Policy: CR/NC Grading

The course grade of Credit/No Credit will be based on the following:

Assignment	Points	Course Student Learning Objective/Competency (SLO)
Completion of volunteer packet (contract, volunteer logs, & evaluations)	10	SLO: 3, 7
A weekly journal of volunteer service - twice	40	SLO: 1, 2, 3, 4, 5, 6, 7
Reflection paper	20	SLO: 1, 5, 6, 7
Student Presentation (about reflection paper)	15	
Class Participation	15	SLO: 1, 2, 3, 4, 5, 6, 7

Completion of this course with a grade of CR will be an indication of readiness for field placement. A grade of NC may prevent the student from moving forward to field placement. Students must satisfactorily complete all of the following in order to receive a grade of Credit for the course:

1. **Completion and timely submission of all volunteer packet papers:** Agency-Student Contract, Mid Semester Student Report, and Final Student Report. The mid-semester student report and the final student report should include the time-sheet signed by supervisors. The course requires **six hours per week for 12 weeks of volunteer service** in an agency setting serving at risk populations and weekly supervision at the agency. Weekly supervision includes weekly contact with supervisor and/or agency staff regarding issues related to clients, agency policies, practices and services.
2. **A weekly journal** of volunteer service will be turned into the class instructor twice during the semester (due dates indicated on class calendar in bold print).
  - 1). Weekly journal entries shall record the responses to, and reflections on, the student's experiences at the field site.
  - 2). The journal is designed to offer you an opportunity to reflect on your experiences at your volunteer placement. All journal material will be held confidential.
  - 3). During the course of the semester, you should write about thoughts and feelings related to the following areas: a) understanding yourself and your clients – value and cultural difference; b) ethical dilemma(s) and decision making steps you took; c) addressing self-disclosure and other boundary issues; d) working in and with teams – working under supervisor; and e) other professional issues (e.g., self-care). In all areas, you need to provide a brief description about the situation. Besides the above listed topics, the journal entry also may include reflection on meaningful experiences and how these experiences have affected attitudes about at risk populations, and/or knowledge of the agency (function, mission, and delivery system). Each entry should be typed and 1-2 pages long.
3. **"Reflection Paper"** due on the last day of class. This paper is the final assignment for the service-learning component of the course. It is a vehicle to assist you through the process of closure - the end of the academic semester and the service learning practicum at your respective agencies. Several questions are posed for you to consider concerning your professional growth and development working directly with clients and within the agency system.
  - 1). Briefly describe your agency; mission and goals, structure/organization, programs and staffing, service delivery, and funding sources. (No more than one page)
  - 2). Discuss your observations and impressions about how systems (individuals, families, groups, organizations, and communities) impact on your ability to help your clients. Provide examples from your experiences this semester to illustrate. Also, discuss any changes you would make in order to improve service delivery to better meet the needs of clients. (No more than two pages)
  - 3). Discuss the overall impact your volunteer experience with vulnerable populations, how you exercised empathy and use of self, and how that impact your professional development. Special focus should be on attitudinal changes you might have experienced. (No more than two pages)

- 4). The paper must be typewritten, double-spaced, no less than 5 pages in length. The due date is the last seminar class.
  
4. Reflection paper oral presentation: Demonstrate **ability to communicate verbally** by presenting the overall volunteer experience in classroom. The content of the presentation will be based on your “Reflection paper” about various topics such as adhering to the NASW Code of Ethics, dealing effectively with change and/or challenging situations, and taking an active role in one's professional development.

**In order to receive “Credit” for this course, all assignments must be completed and your total class score must be 83.0% or higher. In addition, one or more of the following reasons will result in a grade of No Credit:**

- Missing three or more seminars
- Incomplete hours for volunteer service
- Minimal class participation in seminar
- Incomplete or inadequate performance on assignments
- Consistent delays in submission of assignments
- Inadequate understanding or adherence to the NASW code of ethics
- Poor performance appraisal of student by agency supervisor

### **Request a Waiver Policy**

Students currently employed in a social services agency may request a waiver for the volunteer hours required for this course. Previous experience is not acceptable since you must be currently working with clients in some capacity to complete the assignments for this course. The purpose of this policy described below is to set forth the circumstances and procedures for requesting a waiver of volunteer hours.

Students should contact the instructor to request a waiver of volunteer hours. A waiver review will be initiated upon receiving a written request by the instructor. The written request must include the following:

- 1) Your information - name, contact information, and student identification number.
- 2) The justification for your request, including your social work experience, detailed description of your agency, your work responsibilities, and types of clients served.
- 3) Plan for how to fulfill the assignments for this class.
- 4) Name and contact information of your supervisor. After receiving written request, the instructor may contact the party or parties identified in the request and any other person(s) with knowledge of the circumstances surrounding the request.

**Once the instructor approves the waiver of volunteer hours, the instructor will sign at the end of the request and turn it into the School of Social Work office for the student record.**

### **Penalty for Late Work**

All assignments will be turned at the start of class by the due date. Assignments turned in

after the due date will be subject to an automatic 10% deduction. Errors in spelling, grammar and syntax will also be subject to a grade penalty.

### **Class Participation:**

Students will be assessed on the frequency, punctuality, quality, and depth of their in-class participation in class discussions. As part of class participation, students are expected to critically analyze information that is presented/discussed, bring examples and applications of the concepts being covered, be prepared to discuss readings, and provide additional insights on issues from their own special knowledge and expertise. Students should notify the instructor in advance if they are not able to attend class or if they need to leave class early. Social work is a verbal profession, thus being verbally involved in class discussions, activities, and your ability to share how your personal learning experience is evolving will be evaluated. Please respect the instructor and your colleagues.

### **APA Format and Writing Requirements:**

All papers must follow current American Psychological Association (APA) format guidelines (6th edition) with the following exceptions: *the use of running heads is optional*. All papers must use standard, 12-point fonts (e.g., Times Roman) and be free of typographical, formatting, spelling, and content errors, as the quality of the writing will be evaluated as part of the grade for all written assignments. Be sure to carefully review and edit all drafts prior to submission. All ideas, quotes, and information taken or derived from other sources must be appropriately cited and referenced in accordance with APA rules.

### **University Policies**

#### **Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at [http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

#### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an

appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

## **University Resources**

### **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

### **Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit [the LARC website](http://www.sjsu.edu/larc/) for more information at <http://www.sjsu.edu/larc/>.

### **SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

### **Peer Mentor Center**

The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

## SCWK 140 / Intro to Field Prac, Fall 2011, Course Schedule

This schedule is subject to change with fair notice. I will announce any changes in class.

**Table 1 Course Schedule**

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/25/11	<u>Overview of course</u> <ul style="list-style-type: none"> <li>- Student profiles: Experience, Interests, Motivation, and Self-awareness</li> <li>- Volunteer Agency Discussion/Sign-ups</li> <li>- Distribution of course packet - Agency-Student Contract, Mid Semester Student Report, and Final Student Report)</li> </ul>
2	9/8/11	<u>Social Work Practice</u> <ul style="list-style-type: none"> <li>- Social work: A helping profession</li> <li>- Definition of generalist social work practice</li> <li>- Understanding the client system – micro, mezzo, and macro level</li> <li>- Introduction to the basic knowledge and skills for the first contact with clients</li> </ul> <p>Reading: DuBois &amp; Miley, Chapter 1 &amp; 2</p>
3	9/22/11	<u>Social Work with Diverse Populations</u> <ul style="list-style-type: none"> <li>- Introduction to Transcultural Perspectives</li> <li>- Five domains and linkage to the course:               <ol style="list-style-type: none"> <li>1) cultural competence, 2) cultural knowledge, 3) power, privilege and oppression, 4) respectful partnership, and 5) positionality and self-reflexivity</li> </ol> </li> </ul> <p>Reading: DuBois &amp; Miley, Chapter 7</p> <p><b>Contracts Due</b></p>
4	10/6/11	<u>Communication skills</u> <ul style="list-style-type: none"> <li>- Importance of communication skills</li> <li>- Relationship Building</li> <li>- Basic communication skills</li> </ul> <p><b>Journals Due</b> <b>Mid-Semester Student Report Due</b></p>
5	10/20/11	<u>Ethics in Social Work Practice</u> <ul style="list-style-type: none"> <li>- Values and ethics: NASW Code of Ethics</li> <li>- Confidentiality and mandatory reporting</li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Reading: DuBois &amp; Miley, Chapter 5</p> <p><b>Social work with organization and community</b></p> <ul style="list-style-type: none"> <li>- Understanding social service settings and delivery system</li> <li>- Working within an agency</li> <li>- Community Resources –Referral process and How to build, maintain and utilize a resource directory</li> </ul> <p>Reading: DuBois &amp; Miley, Chapter 4</p> <p><b>Review of journal feedback and class discussion</b></p>
6	11/3/11	<p><u>Social work with oppressed populations I: children and families</u></p> <ul style="list-style-type: none"> <li>- Issues facing children and families</li> <li>- Child maltreatment &amp; child welfare system</li> <li>- Child Protective Services – the process</li> </ul> <p>Reading: DuBois &amp; Miley, Chapter 13</p>
7	11/17/11	<p><u>Social work with oppressed populations II</u></p> <ul style="list-style-type: none"> <li>- Working with people with health and mental health problems</li> <li>- Social work and disabilities</li> <li>- Social work and criminal justice</li> <li>- Social work with aging seniors</li> </ul> <p>Reading: DuBois &amp; Miley, Chapter 11, 12, &amp;14</p> <p><u>Termination with clients and agency</u></p> <ul style="list-style-type: none"> <li>- Things to consider for termination with clients</li> </ul>
8	12/1/11	<p><u>Semester reflection and integration of the volunteer experience</u></p> <ul style="list-style-type: none"> <li>- Student’s Terminating/closure experience</li> <li>- Reflection Paper Presentation I</li> </ul> <p><b>Journals Due</b>  <b>Final Student Reports Due</b>  <b>Reflection Papers Due</b></p>