



**COURSE OUTLINE: SOC 141**  
**D Credit – Degree Applicable**  
**COURSE ID 010431**  
**Created: June 2019**

**COURSE DISCIPLINE:** SOC  
**COURSE NUMBER:** 141  
**COURSE TITLE (FULL):** Field Work in Social Work and Human Services  
**COURSE TITLE (SHORT):** Field Work in Social Work

**CALIFORNIA STATE UNIVERSITY SYSTEM C-ID:** SWHS 120 – Social Work and Human Services

**CATALOG DESCRIPTION**

SOC 141 provides students an opportunity to gain first-hand experience in the fields of Social Work and Human Services and to develop skills to facilitate employment in the field. It introduces and allows students to apply the code of ethics and to practice standards and guidelines in Social Work. Note: Students will be required to complete forty hours of service learning.

Total Lecture Units: 3.00

Total Laboratory Units: 0.00

**Total Course Units: 3.00**

Total Lecture Hours: 54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

**Total Contact Hours: 54.00**

**Total Contact Hours: 108.00**

Recommended Preparation: SOC 140 and ENGL 100 or 120 or ESL 151, or equivalent.



**ENTRY STANDARDS**

	<b>Subject</b>	<b>Number</b>	<b>Title</b>	<b>Description</b>	<b>Include</b>
1	SOC	140	Introduction To Social Work	Identify basic human needs and individuals whose needs are not being met due to their lack of access to basic resources;	Yes
2	SOC	140	Introduction To Social Work	explain how groups such as the homeless, those with diseases such as human immunodeficiency virus (HIV) or AIDS, mental illness, etc., become stigmatized by society;	Yes
3	SOC	140	Introduction To Social Work	assess theories and trends in history as they relate to human services;	Yes
4	SOC	140	Introduction To Social Work	define the various theoretical perspectives and the conflicts they may have with one another (e.g. human service, humanistic, behavioral, etc.);	Yes
5	SOC	140	Introduction To Social Work	describe methods and theories of meeting civic and social obligations in society.	Yes
6	ENGL	120	Composition and Reading	compose thesis-based essays at a first-year college level;	Yes
7	ENGL	120	Composition and Reading	use detailed examples, facts, logical explanations, and other appropriate support for thesis statements;	Yes
8	ENGL	120	Composition and Reading	critically analyze selected prose works dealing with important contemporary issues;	Yes
9	ENGL	120	Composition and Reading	summarize, analyze, and synthesize information, express and apply standards for judgment, compare and contrast, and evaluate evidence in order to form and state reasoned opinions;	Yes
10	ENGL	120	Composition and Reading	gather and organize information through library research;	Yes
11	ENGL	120	Composition and Reading	demonstrate a command of grammar, diction, syntax, and mechanics sufficient for college level work: control of standard English at the sentence level, with few major errors in grammar and punctuation;	Yes
12	ESL	151	Reading And Composition V	read and critically analyze various academic readings;	Yes
13	ESL	151	Reading And Composition V	summarize readings;	Yes
14	ESL	151	Reading And Composition V	organize fully-developed essays in both expository and argumentative modes;	Yes



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15	ESL	151	Reading And Composition V	compose a 500 to 550-word essay which: summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion;	Yes
16	ESL	151	Reading And Composition V	revise writing to eliminate errors in syntax, and grammatical constructions;	Yes
17	ESL	151	Reading And Composition V	employ basic library research techniques;	Yes
18	ESL	151	Reading And Composition V	compose one research paper (1,000 words) or two short research papers (500-700words each) with citations.	Yes
19	ENGL	100	Writing Workshop	Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone;	Yes
20	ENGL	100	Writing Workshop	read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence;	Yes
21	ENGL	100	Writing Workshop	read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form;	Yes
22	ENGL	100	Writing Workshop	write a summary of a contemporary article or story with correct citation techniques;	Yes
23	ENGL	100	Writing Workshop	write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization;	Yes
24	ENGL	100	Writing Workshop	write an argumentative essay that addresses the topic, is directed by a thesis statement, uses appropriate textual evidence, develops logical interpretations, and concludes with some compelling observations;	Yes
25	ENGL	100	Writing Workshop	write an argumentative essay that integrates the ideas of others (i.e., authors) through paraphrasing, summarizing, and quoting with correct citation techniques;	Yes
26	ENGL	100	Writing Workshop	write an argumentative essay that generates novel ideas (those that add to the conversation rather than repeating the author's ideas) related to the topic and the readings;	Yes
27	ENGL	100	Writing Workshop	write compositions (e.g., summaries and argumentative essays) that are easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;	Yes
28	ENGL	100	Writing Workshop	proofread and edit essays for content, language, citation, and formatting problems.	Yes



**EXIT STANDARDS**

- 1 Describe micro, macro, and mezzo practices of Social Work;
- 2 explain the code of ethics of the Social Work profession;
- 3 recognize expectations of safety and self-care in the field;
- 4 demonstrate cultural competency in the field;
- 5 apply major theoretical paradigms to evaluate an agency's structure, mission, and effectiveness.

**STUDENT LEARNING OUTCOMES**

- 1 compare and contrast micro, mezzo, and macro practices of Social Work;
- 2 evaluate needs and values of different populations and identify resources available based on needs and values;
- 3 demonstrate self-awareness and non-judgmental assessment and support capability.

**COURSE CONTENT WITH INSTRUCTIONAL HOURS**

	Description	Lecture	Lab	Total Hours
1	Educational and Developmental Trajectory of Becoming a Social Worker or Human Services Practitioner <ul style="list-style-type: none"> <li>• Career options based on level of education</li> <li>• Different certificates and their requirements</li> <li>• Demands of the career</li> <li>• Writing a resume and cover-letter</li> </ul>	8	0	8
2	Code of Ethics and Principles of Social Justice <ul style="list-style-type: none"> <li>• Values of the National Association of Social Workers</li> <li>• Purpose of the Code of Ethics</li> <li>• Mission of the profession</li> <li>• Importance of accountability</li> <li>• Ways to navigate conflict and ethical dilemmas</li> </ul>	5	0	5
3	Legal Context of Social Work Practice and Human Services <ul style="list-style-type: none"> <li>• Federal and state policies and their effects on agencies</li> <li>• Legal changes over time</li> </ul>	5	0	5
4	Safety and Self-Care Practices for Practitioners <ul style="list-style-type: none"> <li>• Maintaining boundaries with clients</li> <li>• Confidentiality</li> <li>• Navigating dual relationships</li> <li>• Recognizing danger</li> <li>• Knowing limits and the scope of the practice</li> </ul>	5	0	5



5	<p>Needs of Prospective Client Groups</p> <ul style="list-style-type: none"> <li>• Racial considerations</li> <li>• Gender considerations</li> <li>• Class considerations</li> <li>• Age considerations</li> <li>• Religious considerations</li> <li>• Sexual considerations and sexuality</li> <li>• Ability considerations</li> <li>• Intersectionality</li> </ul>	10	0	10
6	<p>Agencies Serving Different Populations</p> <ul style="list-style-type: none"> <li>• NGOs</li> <li>• State-based organizations</li> <li>• Private organizations</li> <li>• Larger vs. smaller organizations and the advantages and disadvantages of size</li> <li>• Funding differences</li> <li>• Mission differences</li> </ul>	10	0	10
7	<p>Resources and Services Available to Clients</p> <ul style="list-style-type: none"> <li>• Housing</li> <li>• Healthcare</li> <li>• Subsidies and food stamps</li> <li>• Scholarships</li> <li>• Mental-health services</li> <li>• Other forms of aid</li> </ul>	5	0	5
8	<p>Roles of Volunteers and Importance of Field-Work Supervision</p> <ul style="list-style-type: none"> <li>• Identifying an agency</li> <li>• Choosing a population</li> <li>• Understanding supervisors' expectations</li> <li>• Consistent self-reflection</li> <li>• Responding to feedback</li> </ul>	6	0	6
				<b>54</b>

**OUT OF CLASS ASSIGNMENTS**

- 1 journal entries (e.g., self-reflection connected to theory after field work experiences);
- 2 field site visits (e.g., visit school to shadow a school's social worker);
- 3 short paper (e.g., define micro practices of social work with examples);
- 4 produce cover letter and resume.



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**METHODS OF EVALUATION**

- 1 class presentations about field work (e.g., five-minute presentation about the mission and effectiveness of a social work organization);
- 2 midterm and final examination that are essay-based;
- 3 completion of service hours.

**METHODS OF INSTRUCTION**

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

**TEXTBOOKS**

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
A Field Guide for Social Workers	Required	Sage	1	Print	Larkin, Shelagh J.	9781506379241	2018
Contemporary Field Social Work	Required	Sage	1	Print	Doel, Mark	9781412987196	2011
Days in the Lives of Social Workers	Required	White Hat	4	Print	Grobman, Linda May	192910930X	2012