

COURSE OUTLINE

OXNARD COLLEGE

- I. Course Identification and Justification:
- A. Proposed course id: SOC R110
Banner title: Analyzing Social Welfare Svcs
Full title: Analyzing Social Welfare Services

Previous course id: SOC R110
Banner title: Analyzing Social Welfare Svcs
Full title: Analyzing Social Welfare Services
 - B. Reason(s) course is offered:
Course fulfills requirements for the Human Services AA and credential, and offers students an opportunity to experience applied sociology in a community setting.
 - C. Reason(s) for current outline revision:
Adding prerequisite, changing objectives and content to better align with the C-ID.
 - D. C-ID:
 - 1. C-ID Descriptor: SWHS 120
 - 2. C-ID Status: In Progress
 - E. Co-listed as:
Current: None
Previous:
- II. Catalog Information:
- A. Units:
Current: 3.00
Previous: 3.00
 - B. Course Hours:
 - 1. Weekly Meeting Hours:
Current: Lecture: 3.00 Lab: Other:
Previous: Lecture: 3.00 Lab: Other:
 - 2. Total Contact Hours:
Current: 48.00 to 54.00
Previous: 54.00
 - C. Prerequisites, Corequisites, Advisories, and Limitations on Enrollment:
 - 1. Prerequisites
Current:
SOC R118: Introduction to Human Services and Social Welfare

Previous:

2. Corequisites

Current:

Previous:

3. Advisories:

Current:

Previous:

4. Limitations on Enrollment:

Current:

Previous:

D. Catalog description:

Current:

This course is for students who seek knowledge and experience gained through both classroom and research of governmental and/or social agencies in the community. Students learn to identify and evaluate theories of field research methods within a social welfare context, studying the operations and ethics of community organizations. This course offers the student a supervised field experience in a community organization, agency, or institution, allowing the student to apply knowledge and learn new skills outside of the classroom environment. A weekly class meeting provides the academic element to this experiential course offering and reinforces the application of concepts gained in the prerequisite or corequisite course. This course is designed to provide the student with an opportunity to develop skills that would facilitate gaining employment in the human services field. Transfer Credit: CSU

Previous, if different:

This course is for students who seek knowledge and experience gained through both classroom and research of governmental and/or social agencies in the community. Students learn to identify and evaluate theories of field research methods within a social welfare context, studying the operations and ethics of community organizations. Instruction includes lectures on the social welfare organizations, analysis of problems, field research methods, and the goals of community based organizations. Field observation in a non-profit agency is required. Transfer Credit: CSU

E. Fees:

Current: \$ None

Previous, if different: \$

F. Field trips:

Current:

Will be required: []

May be required: [X]

Will not be required: []

Previous, if different:

Will be required: []

May be required: []

Will not be required: []

G. Repeatability:

Current:

D - Repeatable 2 semesters-take 3 times

Previous:

1 -

- H. Credit basis:
Current:
Letter Graded Only [X]
Pass/No Pass []
Student Option []
- Previous, if different:*
Letter Graded Only []
Pass/No Pass []
Student Option []
- I. Credit by exam:
Current:
Petitions may be granted: []
Petitions will not be granted: [X]
- Previous, if different:*
Petitions may be granted: []
Petitions will not be granted: []

III. Course Objectives:

Upon successful completion of this course, the student should be able to:

- A. Demonstrate an understanding of the relationships between sociological theories, practical applications of social welfare approaches, and organizational analysis.
- B. Identify and evaluate theories of social welfare, field methodology and data gathering.
- C. Demonstrate an awareness of community-based governmental and social service agencies as unique organizational structures for the purposes of providing care and services to specialized, needy populations.
- D. Document a study of social service delivery organizations using data gathered through empirical means and produce an analytical paper reflecting principles learned.
- E. Identify and characterize the major components of social work and human services practice.
- F. Apply a basic Code of Ethics (e.g., NASW or NOHS) to fieldwork experience.
- G. Reflect upon the application of ethical and professional standards to use of self within specific agency settings.
- H. Demonstrate knowledge of fundamental legal guidelines, privacy and information management related to the standards of professional practice.
- I. Explain the purpose and skills of cultural engagement and humility.
- J. Demonstrate personal self-awareness, non-judgmental assessment and support capability, and readiness for professional development including feedback from supervision.

IV. Student Learning Outcomes:

- A. Students will identify and describe major theoretical approaches and key concepts in the field of social work and human services, including general systems theory, strengths-based framework, the generalist practice model and skills, developing ethical competence, setting professional boundaries, interviewing skills, developing cultural competence, engaging in diversity in practice and apply these theories and concepts in their fieldwork analysis.
- B. As a result of their participant observation, each student will gather empirical data from their volunteer participation in a social service setting, record and catalogue their findings

and then produce an analytical paper indicating their understanding of social welfare delivery systems. The analysis involves identifying themes representing sociological categories present in the setting, which can be described and understood from the viewpoint of the service recipients.

V. Course Content:

Topics to be covered include, but are not limited to:

- A. The developmental journey of becoming a social worker or human services practitioner and the nature of social work and human services practice as a helping profession.
 1. Definition of Social Work and Human Services professions.
 2. Educational requirements and professional standards for the helping professions.
 3. Duties and functions of a Human Services professional.
 4. Theoretical frameworks and approaches used in Human Services.
 5. Frameworks used in general systems theory.
 6. Self-actualization and strengths-based frameworks.
- B. Codes of Ethics (e.g., National Association of Social Workers or National Organization for Human Services) and social justice principles.
 1. The complex nature of ethical and moral behavior.
 2. Ethical values versus emotional desires.
 3. Breaches in ethics.
 4. Nature or professional ethical standards and codes of conduct.
- C. Legal context of social work practice/human services, and the role of supervision in the professional development journey
 1. Understanding the supervisory relationship.
 2. Supervision and learning styles.
 3. Working within the supervisory relationship.
- D. Resources and services that clients need and depend upon.
 1. Learning about agencies that serve diverse populations such as: child welfare, adolescent services, gerontology, mental health services, housing and homelessness, medical and health care, services in public schools, religion and faith based agencies, and violence, victim advocacy, and corrections.
 2. Learning about agency missions, goals, objectives and strategies.
 3. Learning about various agency services.
- E. Examination of the needs, interests, resources, values and opportunities of people who vary in terms of race, nationality, ethnicity, sexuality, religion, gender, age, abilities, or economic status.
 1. Understanding concepts related to diversity.
 2. Increasing your awareness of multiple cultures.
 3. Gaining awareness of your own culture.
 4. Decreasing ethnocentrism.
 5. Understanding biculturalism as an adaptive mechanism.
 6. Considering prejudice and discrimination.
- F. Exploring the progressive nature and skills of generalist practice.
 1. The generalist practice model.
 2. Informed consent and confidentiality.
 3. Mandated clients and duty to warn.
 4. Mandated reporting of child abuse.
 5. Generalist practice and competency skills.
 6. Basic helping characteristics and setting boundaries.
 7. Interviewing skills and assessment tools.
 8. Intervention strategies for general practice.

VI. Lab Content:
None

VII. Methods of Instruction:
Methods may include, but are not limited to:
A. Instructor will utilize lecture, films, and lead class discussions on a variety of topics relevant to course SLOs.

VIII. Methods of Evaluation and Assignments:
A. Methods of evaluation for degree-applicable courses:
Essays [X]
Problem-Solving Assignments (Examples: Math-like problems, diagnosis & repair) []
Physical Skills Demonstrations (Examples: Performing arts, equipment operation) []

For any course, if "Essays" above is not checked, explain why.

- B. Typical graded assignments (methods of evaluation):
1. Written essays to promote critical thinking on fieldwork materials and techniques.
 2. Exercises and observations reporting on students' ability to analyze and communicate in writing about an applied setting.
 3. Tests utilizing short essays and papers to reflect a student's comprehension of fieldwork principles, sociological theories of fieldwork and a critical perspective on the role of social welfare in today's society.
 4. Class presentations on observations in social service organization, dimensions of service delivery within the social welfare system, ethics for human services personnel and the challenges of fieldwork.
 5. Research project reporting on the critical analysis of the field experience, the agency's role within a larger sociological context, demonstrating an understanding of fieldwork methods and practical issues challenging social welfare delivery in America.
- C. Typical outside of classroom assignments:
1. Reading
 - a. The course requires 50-60 pages of reading every week. Texts cover Social Welfare Services' functions and delivery, and ethnographic materials.
 - b. Library, governmental documents or internet research as assigned by the instructor.
 2. Writing
 - a. Several written assignments include project paper, midterm report on social welfare setting, discussion questions, summaries of readings, and response papers.
 - b. Final project incorporates sociological theories with empirical data gathered by the student and follows theme appropriate to student's field research experience.
 3. Other
 - a. Class presentations on field research analysis using participant observation, demonstrating an understanding of how principles and application make up the social welfare experience.

IX. Textbooks and Instructional Materials:

- A. Textbooks/Resources:
 1. Barry R. Cournoyer (2016). *The Social Work Skills Workbook* Cengage Learning.
 2. Pamela Myers Kaiser (2015). *The Human Services Internship: Getting the Most from Your Experience* Cengage Learning.
 3. Linda May Grobman (2011). *Days in the Lives of Social Workers* White Hat Communications.
 4. NASW Delegate Assembly. NASW Code of Ethics. National Association of Social Workers, 01-01-2017.
- B. Other instructional materials:
 1. Online resources as appropriate.

X. Minimum Qualifications and Additional Certifications:

- A. Minimum qualifications:
 1. Sociology (Masters Required)
- B. Additional certifications:
 1. Description of certification requirement:
 2. Name of statute, regulation, or licensing/certification organization requiring this certification:

XI. Approval Dates

Curriculum Committee Approval Date: 11/14/18

Board of Trustees Approval Date: 11/14/18

State Approval Date:

Catalog Start Date: Fall 2019

XII. Distance Learning Appendix

- A. Methods of Instruction
Methods may include, but are not limited to:
 1. District approved LMS will be utilize to achieve regular effective contact.
- B. Information Transfer
Methods may include, but are not limited to:
 1. Chat/IM
 2. Collaborative projects: group blogs, wikis
 3. Course announcements
 4. Discussion boards
 5. E-Mail
 6. Instructor-provided online materials
 7. Lectures (recorded/streaming)
 8. Messaging via the LMS
 9. Modules on the LMS
 10. Personalized feedback
 11. Phone/voicemail
 12. Podcasts/webinars/screencasts
 13. Textbooks
 14. Videoconferencing/CCCConfer/Skype

