SOC-102 Introduction to Human Services

Date of Most Recent Syllabus Revision: March 5, 2009

Course Typically Offered: Fall____ Spring____ Summer____ Every Semester____ Other_________________

Syllabus last reviewed by: BCC General Education Committee ___ Date:____________
(Most courses need review Ad Hoc Committee on Learning Assessment ___ Date:____________
by only one of the following) Curriculum Committee: ___ Date:____________

An individual classroom syllabus for this course must include as much of the following information as is applicable:

Basic Information about Course and Instructor

Semester and Year:
Course and Section Number: [e.g., SOC-102-001]
Meeting Times and Locations:

Instructor:
Office Location:
Phone:
Departmental Secretary: [optional]
Office Hours:
Email Address:

Course Description

SOC-102 – Introduction to Human Services is an analysis of social welfare philosophies and social service systems in the United States. The course provides an overview of social service, mental health, educational, and criminal justice system theories, methods, and organizations. Through lectures, group participation, field trips and/or service learning options, students learn to recognize perspectives, definitions, historical developments, dynamics, current issues and trends, and social work roles while working within a multicultural society, as well as the common aspects of helping within the broad field of human services. Topics include, but are not limited to: poverty, child welfare, crime and criminal justice, mental health and developmental disability, health care, the workplace, housing and homelessness, aging and substance abuse.

3 lectures, 3 credits

Prerequisites: None
C-requisites: None
Social Science Elective
## Student Learning Objectives/Means of Assessment

<table>
<thead>
<tr>
<th>Objectives: Upon successful completion, the student will be able to:</th>
<th>Means of Assessment: This outcome will be measured by one or more of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. describe the competing perspectives on social welfare.</td>
<td>Objective tests, essay questions, oral reports, class discussions, and writing assignments</td>
</tr>
<tr>
<td>2. describe basic concepts of social welfare including definitions, classifications of social welfare services, etc.</td>
<td>Objective tests, essay questions, oral reports, class discussions, and writing assignments</td>
</tr>
<tr>
<td>3. identify social work as a profession including its history, values, philosophical base, ethics, methods, models of practice, practice settings, and current issues.</td>
<td>Objective tests, essay questions, oral reports, class discussions, and writing assignments</td>
</tr>
<tr>
<td>4. identify dynamics of intergroup relations, the history of intergroup relations in the U.S., and how social work roles are related to diversity.</td>
<td>Objective tests, essay questions, oral reports, class discussions, and writing assignments</td>
</tr>
<tr>
<td>5. describe the influence of social welfare’s religious roots and secularization in social work.</td>
<td>Objective tests, essay questions, oral reports, class discussions, and writing assignments</td>
</tr>
<tr>
<td>6. identify poverty as a central concept to major social problems.</td>
<td>Objective tests, essay questions, oral reports, class discussions, and writing assignments</td>
</tr>
<tr>
<td>7. describe the child welfare and criminal justice systems including their history and perspectives, as well as the roles social workers play in each system.</td>
<td>Objective tests, essay questions, oral reports, class discussions, and writing assignments</td>
</tr>
<tr>
<td>8. define mental health, mental illness, developmental disability, understand the explanations, history, demographic profile, and current issues and trends.</td>
<td>Objective tests, essay questions, oral reports, class discussions, and writing assignments</td>
</tr>
<tr>
<td>9. describe the health care system in the U.S., perspectives, history, and current issues, as well as social work roles within the health care system.</td>
<td>Objective tests, essay questions, oral reports, class discussions, and writing assignments</td>
</tr>
<tr>
<td>10. describe the fundamental importance of work to individuals and the work ethic in our society, have knowledge of unemployment, underemployment, and problems of interaction in the workplace, including workplace violence.</td>
<td>Objective tests, essay questions, oral reports, class discussions, and writing assignments</td>
</tr>
<tr>
<td>11. define the problem of affordable housing and homeless in the U.S.</td>
<td>Objective tests, essay questions, oral reports, class discussions, and writing assignments</td>
</tr>
<tr>
<td>12. describe the scope of aging in America, causes and effects of aging, current issues, ageism, and social work roles.</td>
<td>Objective tests, essay questions, oral reports, class discussions, and writing assignments</td>
</tr>
<tr>
<td>13. develop their own perspective on social welfare.</td>
<td>Objective tests, essay questions, oral reports, class discussions, and writing assignments</td>
</tr>
</tbody>
</table>

### Course Content
This course is designed so that:

1. As a general introduction to human services, students will be introduced to concepts and application of theories, research, and treatment related to human services and social work.
2. Students will learn how to define human services and social work related terms.
3. Students will gain an understanding of various theoretical approaches explaining human service related issues including but not necessarily limited to poverty, child welfare, crime, health care, mental health and developmental disability, housing, homelessness, and aging.
4. Students will gain an understanding of human and social service related issues and problems as a biopsychosocial process that has individual, family, and societal consequences.
5. Students will gain an understanding of a full range of intervention, treatment, and prevention strategies.
6. Students will gain an understanding of the influence of sociocultural consequences of public policy.
7. This course serves as a foundation to other sociology, social work, and human service related courses.

Topic headings that are preceded by an asterisk (*) are considered essential topics in this course. The coverage of additional topics in this class are at the discretion of the individual instructor.

1. Competing Perspectives on Social Welfare: The Worldview of Conservatives, Liberals, and Radicals
4. Generalist Social Work Practice: History and Development of Social Work Practice; Case Management: A Major Skill for Generalist Practitioners, Practice Ethics and Ethical Dilemmas
5. Responses to Human Diversity: Definition of the Problem, Definition of Terms, Dynamics of Intergroup Relations Perspectives; History of Intergroup Relations in the U.S.
7. Poverty: The Central Concept: Major Issues and Common Terms, The Dark Side of Inequality
8. The Nature and Causes of Poverty: Who Are the Poor?
9. The Development of Antipoverty Programs: Historical Perspective on Antipoverty Efforts
15. Aging: Definitions of Aging, Statistical Picture of Aging; Dynamics: Causes and Effects of Aging, History of Aging in America, Current Issues and Trends, Perspectives, Social Work Roles
16. Developing Your Own Perspective on Social Welfare

Special Features of the Course (if any) [to be designated by the instructor]

E.g., the use of learning technologies in the course (Internet, PowerPoint, etc.); the inclusion of technological literacy and/or information literacy learning in the course; etc.

Course Texts and/or Other Study Materials

Valuable Texts for Reference:


Research, Thinking, Writing, and/or Examination Requirement(s)

All students in the Introduction to Human Services course will be expected to engage in one or more written assignments. These assignments may be essay questions on one or more tests, an essay test, or a short written report based on outside readings or activities. Students should be encouraged through classroom activities to think about, analyze, and use basic sociological and social work concepts in the analysis of human service related issues. Memorization of key concepts and theories should be thought of as the first, not the final, stage of learning significant course materials.

Grading Policy
In determining a student’s semester grade, a minimum of three, and preferably more, grading mechanisms should be employed. Multiple choice, matching, fill-in, true/false, and short answer questions are appropriate. Term projects and research reports may be utilized, as well as essay questions based on outside readings should be considered. If a web site for the course is developed (this is encouraged), students may also be evaluated on the basis of their participation in online discussions. Online exams are acceptable, if they are one of several assessment tools.

Grading System:
Students will be presented with a grading system for the course on the first day of the semester. The grading system will include, at a minimum, two or three components:

1. A scale for determining grades A-F, such as the following:
   a. A = an average of 90 or higher
   b. B+ = an average between 87 and 89
   c. B = an average between 80 and 86
   d. C+ = an average between 77 and 79
   e. C = an average between 70 and 76
   f. D = an average between 65 and 60
   g. F = an average lower than a 65

2. An explanation for the value of course components can include as per the following:
   a. 3 tests: each test represents 25% of the final grade for a total of 75%
   b. 1 short paper: represents 20% of final grade
   c. attendance/participation represents 5% of final grade, or if online,
   d. 5 online discussions: each discussion is 20% of final grade for a total of 100%

Attendance Policy

BCC Attendance Policy:
All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

Sociology Discipline Attendance Policy:
The discipline has agreed to leave attendance policies up to the discretion of each course instructor.

Attendance Policy in this Course:
To be determined by the instructor

Other College, Divisional, and/or Departmental Policy Statements [optional but recommended]

Examples:
Code of Student Conduct.
Statement on plagiarism and/or academic dishonesty.
ADA statement.
Sexual Harassment statement.
Statement on acceptable use of BCC technology.
Statement on the purpose and value of faculty office hours.

Student and Faculty Support Services [optional but recommended]

List support services, e.g., the Writing Center, the Math Lab, the Tutorial Center, Online Writing Lab (OWL), Office of Specialized Services, etc.

Include a statement on the BCC Library.

Example:

Student and Faculty Support Services

| The distance Learning Office—For any problems you may have accessing your online courses | Room C-334 | 210-612-5581 psimms@bergen.edu |
| The Tutoring Center | Room L-125 | 201-447-7908 |
| The Writing Center | Room L-125 | 201-447-7908 |
| The Online Writing Lab (OWL) | On Line at: www.bergen.edu/owl |
| The Office of Specialized Services (for Students with Disabilities) | Room S-131 | 201-612-5270 www.bergen.edu/oss |
| The Sidney Silverman Library | Room L-226 | 201-447-7436 |

Include a Course Outline and Calendar

The Course Outline and Calendar must include all of the following elements:

- A daily or (at least) weekly schedule of topics to be covered.
- Dates for exams, quizzes, or other means of assessment.
- Due dates for major assignments—e.g., due dates for the paper(s), due dates for the project(s) etc.
- Any required special events—e.g., a lecture by a visiting speaker, a dramatic performance etc.
- A note to students stating that the course outline and calendar is tentative and subject to change, depending upon the progress of the class.

Sample Format for Course Outline and Calendar

<table>
<thead>
<tr>
<th>UNIT #</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Competing Perspectives on Social Work, Social Welfare, and</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Book and Chapters</td>
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</tr>
<tr>
<td>Week 5</td>
<td>Test 1 and Religion and Social Work</td>
<td>Social Work, Social Welfare, and American Society, by Philip R. Popple and Leslie Leighninger, Chapter 6</td>
</tr>
<tr>
<td>Week 8</td>
<td>The Development of Antipoverty Programs</td>
<td>Social Work, Social Welfare, and American Society, by Philip R. Popple and Leslie Leighninger, Chapter 9</td>
</tr>
<tr>
<td>Week 13</td>
<td>Housing, Homelessness, and Community Development</td>
<td>Social Work, Social Welfare, and American Society, by Philip R. Popple and Leslie Leighninger, Chapter 14</td>
</tr>
<tr>
<td>Week 15</td>
<td>Developing Your Own Perspective on Social Welfare.</td>
<td>Social Work, Social Welfare, and American Society, by Philip R. Popple and Leslie Leighninger, Chapter 16</td>
</tr>
<tr>
<td>Week 16</td>
<td>Test 3/Final Exam, Final Essay Papers/Projects Due, If Assigned</td>
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<td>-------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>

**Note to Students:** This Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.