

Bergen Community College
Division of Business, Arts and Social Sciences
Department of Social Sciences

Departmental Policy Syllabus

SOC-102 Introduction to Human Services

Date of Most Recent Syllabus Revision: May 2019

Course Typically Offered: Fall ___ Spring ___ Summer ___ Every Semester ___ x ___ 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:
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Official Catalog Course Description

<p>SOC-102 – Introduction to Human Services is an analysis of social welfare philosophies and social service systems in the United States. 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.</p> <p>3 lectures, 3 credits</p> <p>Prerequisites: None C-requisites: None Social Science Elective</p>
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Course Goals:

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 have an understanding of the historical development of modern social welfare policies.
4. Students will be provided with competing perspectives on social welfare.
5. Students will be introduced to social work as a profession including social work's historical development.
6. Students will be provided with an understanding of poverty including the nature and causes of poverty.
7. Students will be provided with an understanding of the historical development of antipoverty programs.
8. Students will be provided with an understanding of child welfare including the definition, statistical profile, historical perspective, current issues and trends, social work roles.

Student Learning Objectives/Means of Assessment

Objectives: Upon successful completion, the student will be able to:	Means of Assessment: This outcome will be measured by one or more of the following:
1. Describe basic concepts of social welfare including definitions, classifications of social welfare services, and the competing perspectives on social welfare.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
2. Identify social work as a profession including its history.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
3. Identify the ecological perspective and the importance of the physical environment in social welfare	Objective tests, essay questions, oral reports, class discussions, and writing assignments
4. Describe the historical developments in social welfare history and the debates surrounding the development of social welfare policies.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
5. Identify poverty as a central concept to major social problems and identify major public assistance and social insurance programs in the United States.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
6. Describe of child welfare including the history and perspectives, as well as the roles social workers play in the system.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
7. Describe policy and welfare reform in the United States and the fundamental importance of inclusiveness and diversity.	Objective tests, essay questions, oral reports, class discussions, and writing assignments

Course Texts and/or Other Study Materials

Introduction to Social Work & Social Welfare by Karen K. Kirst-Ashman, Cengage Learning

Valuable Texts for Reference (Not mandatory):

Social Work, Social Welfare, and American Society by Philip R. Pople & Leslie Leighninger, Pearson

Introduction to Social Welfare and Social Work: The U.S. in Global Perspective by Katherine van Wormer, Thomson Brooks/Cole Publishers.

Social Work in the 21st Century: An Introduction to Social Welfare, Social Issues, and the Profession by Morley D. Glicken, Sage Publications.

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 85 and 89
 - c. B = an average between 80 and 84
 - d. C+ = an average between 75 and 79
 - e. C = an average between 70 and 74
 - f. D = an average between 60 and 69
 - g. F = an average lower than a 60

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.Online course will follow the following grading policy
 - a. 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]

Statement on Plagiarism

Plagiarism is a form of academic dishonesty and may be a violation of U.S. Copyright laws. Plagiarism is defined as the act of taking someone else's words, opinions, or ideas and claiming them as one's own.

Examples of plagiarism include instances in which a student:

- knowingly represents the work of others as his/her own
- represents previously completed academic work as current
- submits a paper or other academic work for credit, which includes words, ideas, data or creative work of others without acknowledging the source
- uses another author's exact words without enclosing them in quotation marks and citing them appropriately
- paraphrases or summarizes another author's words without citing the source appropriately

Statement on Americans with Disabilities Act (ADA)

It is the policy of Bergen Community College to provide equal access to employment and educational programs, benefits and services to any qualified individual, without regard to disability. In compliance with the Americans with Disabilities Act and §504 of the Rehabilitation Act of 1973, the College will make reasonable accommodations, wherever possible, to enable qualified individuals with a disability to fully access the programs, benefits and services offered by the College.

Discrimination and Harassment Policy

Bergen Community College is committed to providing its students and employees with an academic and work environment free from sexual harassment or discrimination.

1. Discrimination, harassment or disrespect on the basis of age, race, creed, color, national origin, ancestry, religion, gender, (including gender identity or expression or disability), marital status, affection or sexual orientation, military service, political affiliation, veteran status, genetic information, atypical hereditary cellular or blood trait or any other legally protected classification.
2. Sexual harassment in any form constitutes prohibited, unprofessional, and unacceptable conduct and is a violation of Title VII of the Civil Rights Acts of 1964 and 1990, as amended, Title IX of the Education Amendments of 1972, the New Jersey Law Against Discrimination, established case law and State policies. The policy applies to all persons. Administrators, faculty, staff, and students are all covered.

Student and Faculty Support Services [optional but recommended]

Services for Students with Disabilities

The Office of Specialized Services (OSS) located in the Pitkin Education Center, RM L-115 on the main campus in Paramus, offers a wide variety of academic support services to students with documented disabilities. A student interested in receiving services should provide documentation of their disability to OSS by the suggested semester deadlines; August 1st for fall semesters, December 1st for spring semesters.

The Sidney Silverman Library

The Sidney Silverman Library is an integral part of the College's educational programs. To support the curriculum, the library acquires, organizes, and provides access to a variety of print, media, and electronic resources for individual and classroom use.

The library is located on the second and third floors in the L area of the Pitkin Education Center in Paramus, and on the second floor of the BCC at the Meadowlands building. It is open whenever classes are in session and on a reduced schedule when classes are not in session. The library is open to all students, faculty, and the general public. (See BCC Catalog for details).

The Library's Web page, <http://www.bergen.edu/library>, is available for up-to-date information regarding library collections and services.

Other Student and Faculty Services

Academic Advising Center [Pitkin Education Center, Room A-118; (201) 612-5480] 6
Center for Student Success-Transfer and Career [Pitkin Education Center, Room A-118]
Child Development Center [Ender Hall]
Health Services [Pitkin Education Center, HS-100; (201) 447-9257]
Office of Specialized Services [Pitkin Education Center, L-115; (201) 612-5270]
Office of Testing Services (Pitkin Education Center, Room S-127; (201)447-7202)
Public Safety [Pitkin Education Center; Room L-154; (201)447-9200]

- *Note: 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

UNIT #	TOPIC	ASSIGNMENT
Week 1	Defining Social Work Competing Perspectives on Social Welfare <i>Perspectives for Viewing the Social Welfare System; Conservative-Liberal Continuum</i>	<i>Introduction to Social Work & Social Welfare</i> , by Karen K. Kirst-Ashman, 5e, Chapter 1
Week 2 thru 4	Social Welfare Policy: Basic Concepts	<i>Introduction to Social Work & Social Welfare</i> , by Karen K. Kirst-

	<i>Social Welfare History (English poor Laws, Dorothea Dix, American Indian History and Focus on Chicano and Chicana History, Focus on Children Early Policies)</i>	Ashman, 5e, Chapter 6 and handouts
Week 5 thru 7	Social Welfare Policy: Social Welfare History (continued) <i>Civil War Era: Jane Adams, Mary Richmond, Progressive Period, Great Depression, Civil Rights Era, Welfare Reform in Clinton Era, Conservatism of George Bush, Barack Obama</i> Test One	<i>Introduction to Social Work & Social Welfare</i> , by Karen K. Kirst-Ashman, 5e, Chapter 8
Week 8	Current Welfare Policies	<i>Introduction to Social Work & Social Welfare</i> , by Karen K. Kirst-Ashman, 5e, Chapter 8 Handouts: Baker, "Social Security and its Benefits" Baker & Rosnick, "Basic Facts on Social Security" Carroll, J. "Retirement Age expectations and realities"
Week 8 thru 9	Poverty: The Central Concept Nature and Causes of Poverty	<i>Introduction to Social Work & Social Welfare</i> , by Karen K. Kirst-Ashman, 5e, Chapter 8 <i>Social Work, Social Welfare, and American Society</i> , by Philip R. Pople and Leslie Leighninger, Chapter 7 (Chapter will be provided)
Week 10	Social Welfare Policies and Programs to Combat Poverty (<i>Social Insurance Policy, Social Security, Unemployment Insurance</i>)	<i>Social Work, Social Welfare, and American Society</i> , by Philip R. Pople and Leslie Leighninger, pages 48-54 (Will be provided)
Week 11	Public Assistance Policy (<i>Historical Perspectives on Public Assistance to Families, TANF, Conservative-Liberal Continuum, Residual versus Social Welfare Programming</i>) Test Two	Handouts: Hagan, J.L. & Lawrence, C.K. "Temporary assistance for needy families"
Week 12	Child Welfare: A Historical Social Work Field of Practice	<i>Introduction to Social Work & Social Welfare</i> , by Karen K. Kirst-Ashman, 5e, Chapter 9

Week 13	Child Welfare (<i>CPS, CHIP, CHIPRA, Policies concerning, Protective services</i>)	<i>Social Work, Social Welfare, and American Society</i> , by Philip R. Pople and Leslie Leighninger, Chapter 10 (Will be provided)
Week 14	Policy and Welfare Reform	<i>Introduction to Social Work & Social Welfare</i> , by Karen K. Kirst-Ashman, 5e, Chapter 7
Week 15	Policy and Welfare Reform Final Exam	