

Bergen Community College
Division of Business, Social Sciences & Public Services
Department of Social Sciences

Departmental Policy Syllabus

SOC-104 Introduction to Social Work

Date of Most Recent Syllabus Revision: February 29,2016

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:

Course Description

SOC-104 – This course is an analysis of the goals, ethics and values of social workers, agency structure, how social workers can advocate for change across client systems, considerations for the delivery of culturally competent social services, and the critical role that advocacy and a strengths-based perspective plays in the role of a social worker. Through lectures and group participation, students learn perspectives, definitions, dynamics, current issues, and social work roles while working within a multicultural society.

3 lectures, 3 credits

Prerequisites: None
C-requisites: None
Social Science Elective

Student Learning Outcomes/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. Identify the general goals, competencies, responsibilities and objectives of generalist practice within the social work profession.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
2. Identify social work's core values, roles, fields of practice and career paths.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
3. Identify the structure and function of social work agencies and the range of services within social service networks.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
4. Describe the empowerment change process including: engagement, assessment, planning, implementation and evaluation and develop introductory interviewing skills of beginning level generalist social work	Objective tests, essay questions, oral reports, class discussions, and writing assignments
5. Identify the student's perception of "self" including the distinction between self interest and advocacy, and client self-determination.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
6. Identify client systems in social work including the ecosystems perspective and the impact of community/physical environment on peoples' lives	Objective tests, essay questions, oral reports, class discussions, and writing assignments
7. Demonstrate an understanding in diversity and social work including topics in multicultural social work practice, racial and ethnic diversity, and sexual diversity.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
8. Identify contemporary issues in fields of practice including: poverty, homelessness, criminal justice, health, mental health, intimate partner violence, child abuse, and elder abuse.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
9. Identify the understanding of why one needs to evaluate practice.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
10. Describe the major concepts of social justice and the necessity for all to have equal access to resources and opportunities.	Objective tests, essay questions, oral reports, class discussions, and writing assignments

Course Content

This course is designed so that:

1. As a general introduction to social work, students will be introduced to concepts and application of theories, research, and treatment related to social work.
2. Students will learn how to define social work related terms.
3. Students will gain an understanding of various social service and resources available to persons experiencing: poverty, child welfare, involvement with the criminal justice system, health care, mental health and developmental disability, housing, homelessness, and aging.
4. Students will gain an understanding of social work values, ethics and knowledge base.
5. Students will gain an understanding of a range of intervention, treatment, and prevention strategies and a beginning level of knowledge of the helping process.
6. Students will gain an understanding of the influence of diversity and working within a multicultural society.

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

Required Texts for Reference:

DuBois, Brenda and Miley, Karla Krogsrud (2014). *Social Work: An Empowering Profession, 8th ed.* Boston: Pearson.

Rosenberg, J. (2011). *Working in Social Work.* New York: Routedge.

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

All students in the Introduction to Social Work 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 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 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, 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]

<u>Examples:</u>
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
Smartthinking Tutorial Service	On Line at:	www.bergen.edu/library/learning/tutor/smart/index.asp
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

Statement on Accommodations for Disabilities

Bergen Community College aims to create inclusive learning environments where all students have maximum opportunities for success. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Specialized Services at 201-612-5269 or via email at ossinfo@bergen.edu for assistance.

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

UNIT #	TOPIC	ASSIGNMENT
Week 1	What is social work?	<i>Field Instruction and the Social Work Curriculum: A Guide for Social Work Students.</i> Chapters 1 and 2, pp. 1- 21 DuBois and Miley, Chapters 1 & 4
Week 2	The Agency base of Practice: The Social Service Delivery System.	1 Rosenberg, Chapters 1, Addictions 2. <i>Who has the Power? Chapter 4</i>
Week 3	The Social Service Delivery System, cont'd	1. <i>Getting to Know your Agencies, Chapter 5.</i> 2. <i>Distinguishing features of organizations, Chapter 2</i> 3. Rosenberg, Chapter 13, Schools
Week 4	The Social Service Delivery System, cont'd <u>DUE: Professional development essay</u>	1. DuBois and Miley, Chapter 3 2. <i>Organizational Structure.</i>
Week 5	Diversity and Social Work: Different strokes for different folks.	DuBois and Miley, Chapter 7 Rosenberg, chapter 2, Older Adults
Week 6	Diversity and Social Work: Social Justice	DuBois and Miley, Chapter 6 <i>Ethnic-Sensitive Practice,</i>
Week 7	Intervention skills : working with clients <u>DUE: Article analysis</u> Community Context of Practice – Community needs	DuBois and Miley, Chapter 8 Rosenberg, Chapter 3, Child Welfare Rosenberg, Chapter 5, Domestic Violence <i>Focusing on Communities and Neighborhoods, Chapter 8.</i>
Week 8	Community Context of	<i>Environment (Social Work practice),</i>

	Practice – Community needs Intervention Skills: working with clients	<i>Chapter 8 .</i> DuBois and Miley, Chapter 9. <i>Basic Counseling Responses Part 1</i>
Week 9	Intervention skills: working with clients: continued	Rosenberg, Chapter 5, Rosenberg, Chapter 4, Criminal Justice. <i>Helping Skills for Understanding</i>
Week 10	Research resources for social workers, writing a professional paper and for evidence based practice Social Work and Social policy <u>DUE: Community Assessment Paper</u>	Hacker www.OWL.edu DuBois and Miley, Chapters 2 & 10. Rosenberg, Chapter 6, health care
Week 11	Fields of Practice, the Public Domain Fields of Practice, Health, Rehabilitation and Mental health	DuBois and Miley, Chapter 11 DuBois and Miley, Chapters 12. Rosenberg, Chapter 7, Housing and homelessness
Week 12	Fields of Practice, Youth and Families Fields of Practice, Adult and Aging	DuBois and Miley, Chapters 13. Dubois and Miley, Chapters 14. Rosenberg, Chapter 8, International arena
Week 13	Introduction to Social Work Research	Rosenberg, chapter 9, Mental illness Moodle Power Pt Research and Evaluation Moodle Power Pt Single System Evaluation Evidence Based Practice article tba Rosenberg, chapter 10, Military
Week 14	Social Work values	DuBois and Miley, Chapter 5 NASW Code of Ethics Rosenberg, chapter 11, end-of-life
Week 15	Terminating with clients, colleagues and the agency	<i>Chapter 15, Evaluation and Chapter 16, Termination</i> Rosenberg, chapter 12, private practice

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