



Nursing and Health Professions Division
1400 Tanyard Road, Sewell, NJ 08080
856-468-5000

SOC 160: Introduction to Social Work

Syllabus

Lecture Hours/Credits: 3/3

Catalog Description

Prerequisite: RDG099 or ENG 104 and SCO 101

This course will explore social work in contemporary society. Social work theories, processes, and concepts utilized in social service delivery systems will be examined.

Textbook and Course Materials

It is the responsibility of the student to confirm with the bookstore and/or their instructor the textbook, handbook, and any other materials required for their specific course and section.

Click here to see current textbook prices at rcgc.bncollege.com.

Evaluation Assessment

Online Proctoring

All courses offered at RCSJ, whether they are web-enhanced, hybrid, or fully online, may include assessments that make use of Online Proctoring. To find out more about Online Proctoring, and to learn about the minimum technical requirements, visit rcsj.edu/elearning/online-proctoring.

Grading Distribution

Grading to be determined by individual instructors.

Individual instructors may include the following assessment(s):

- Exams
- Quizzes
- Class Discussions
- Case Studies
- Integrative Project
 - Field of Service Interview & Transcript
 - Research Paper
 - Oral Presentation
 - Interview Verification
- Attendance and Participation

Grading

The grading scale for each course and section will be determined by the instructor and distributed the first day of class.

Rowan College South Jersey Core Competencies

(Based on the NJCCC General Education Foundation - August 15, 2007; Revised 2011; Adopted 2014)

This comprehensive list reflects the core competencies that are essential for all RCSJ graduates; however, each program varies regarding competencies required for a specific degree. Critical thinking is embedded in all courses, while teamwork and personal skills are embedded in many courses.

1. **Written and Oral Communication:** Students will communicate effectively in both speech and writing.
2. **Quantitative Knowledge and Skills:** Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems
3. **Scientific Knowledge and Reasoning:** Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
4. **Technological Competency:** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals
5. **Society and Human Behavior:** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
6. **Humanistic Perspective:** Students will analyze works in the fields of art, history, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language
7. **Historical Perspective:** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
8. **Global and Cultural Awareness:** Students will understand the importance of a global perspective and culturally diverse peoples.
9. **Ethical Reasoning and Action:** Students will understand ethical issues and situations.
10. **Information Literacy:** Students will address an information need by locating, evaluating, and effectively using information.

SOC 160 Core Competencies

This course focuses on four of RCSJ's Core Competencies:

- Written and Oral Communication
- Society and Human Behavior
- Global and Cultural Awareness
- Ethical Reasoning and Action

Student Learning Outcomes: Introduction to Social Work

Successful completion of SOC 160 will help students:	RCSJ Core Competencies	Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)
<p>Demonstrate the knowledge of historical origins of social welfare, the profession of social work, and its field of practice:</p> <ul style="list-style-type: none"> • Understand the emergence of social work as a profession • Identify early social welfare organizations and social policy • Identifying what is the role, purpose, and goals of a social worker • Examine how social work and social welfare are related 	<ul style="list-style-type: none"> - Written and Oral Communication - Society and Human Behavior 	<p>Exams and Quizzes Written Assignments Group Discussions Activities Attendance and Participation</p>
<p>Identify the structure of service delivery systems and related fields of practice:</p> <ul style="list-style-type: none"> • Develop an understanding of social service settings, funding of services, staffing patterns, self-help groups as resources, and service delivery issues • Develop an awareness of social work and social systems such as the ecosystem perspective, social functioning, client systems in social work, and social work methods 	<ul style="list-style-type: none"> - Written and Oral Communication - Society and Human Behavior - Ethical Reasoning and Action 	<p>Exams and Quizzes Written Assignments Class Discussions Activities Attendance and Participation</p>
<p>Develop an understanding of values and ethics in social work:</p> <ul style="list-style-type: none"> • Define the values of social work and ethics in the profession • Demonstrate knowledge of the National Association of Social Workers' (NASW) Code of Ethics and other ethical codes as guidelines for making professional decisions when one encounters ethical dilemmas in the field of social work 	<ul style="list-style-type: none"> - Written and Oral Communication - Global and Cultural Awareness - Ethical Reasoning and Action 	<p>Exams and Quizzes Written Assignments Class Discussions Activities Attendance and Participation</p>
<p>Identify the causes of social problems and how they impact individuals, families, organizations, groups, and communities:</p> <ul style="list-style-type: none"> • Discuss contemporary issues in the field of practice such as poverty, unemployment, deviance, and homelessness • Conceptualize the role of social work in health systems, youth and family systems, adulthood and the elderly 	<ul style="list-style-type: none"> - Written and Oral Communication - Global and Cultural Awareness - Ethical Reasoning and Action 	<p>Exams and Quizzes Written Assignments Class Discussions Activities Attendance and Participation</p>

<p>Demonstrate an awareness of diversity in social work:</p> <ul style="list-style-type: none"> • Discuss the way in which differences of ethnicity, race, social class, age, sexual orientation, special needs, and religion influence social workers and clients 	<ul style="list-style-type: none"> - Society and Human Behavior - Global and Cultural Awareness 	<p>Exams and Quizzes Written Assignments Class Discussions Activities Attendance and Participation</p>
<p>Express a foundational understanding of generalist social work practice:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of empowering processes for social work practice (i.e. establishing professional rapport with clients, interpersonal skills, and implementation of action plans) 	<ul style="list-style-type: none"> - Written and Oral Communication - Society and Human Behavior 	

Topical Outline

- The Social Work Profession
 - Professional Social Workers: The Scope of Their Practice
 - National Association of Social Workers (NASW) Code of Ethics
 - The Environment and Context of Practice
 - Employment Opportunities
 - Education and the Career Ladder
 - Professional Social Work Organizations

- Theoretical Perspectives for Social Workers
 - Social Work and Systems Theory
 - The Generalist Approach
 - Values, Ethics, and Human Diversity

- Social Justice, Poverty, and Populations at Risk
 - Populations at Risk:
 - Children
 - Women
 - Older Adults
 - Racial and Ethnic Minority Groups
 - People with Disabilities
 - Gay/Lesbian Persons
 - Social Justice Issues in the 21st Century

- Family and Children's Services
 - Historical Perspectives on Family and Children's Services
 - Challenges of African American Families: A Brief History
 - Services and Their Providers: A Continuum of Care
 - Professional Decision Making
 - Diverse Family Structures

- Social Work in Mental Health
 - Social Work Competencies for Mental Health Practice
 - Generalist Practice with Groups and Communities
 - Generalist Practice in Case Management
 - Social Workers Respond to Disaster: Acute and Posttraumatic Stress
 - Learning From the Client to Co-Create an Action Plan

- Social Work in Health Care
 - Applying Generalist Practice Theory to Health Care
 - Health Care Services
 - Health Care in Rural Areas
 - Human Rights and Health: Global Perspectives
 - Historical Perspectives

TOPICAL OUTLINE (CONTINUED)

- Social Work in the Schools
 - History of Social Work in the Schools
 - Social Work Roles in the Schools
 - The Impact of Cultural Diversity in the Schools
 - Involvement in Special Education
 - Social Work Values in the School Setting: Policy Implications
 - An International Comparison

- Social Work with Older Adults
 - Gerontological or Geriatric Social Work
 - Working with Older Adults of Diverse Backgrounds

- Social Work in Criminal Justice
 - Components of the Criminal Justice System
 - Value Dilemmas for Social Workers
 - Social Work with Group and Organizations

- Developmental Disabilities and Social Work
 - Services for People with Disabilities: A Brief History
 - Types of Developmental Disabilities
 - Social Work Roles with People Who Have Disabilities

- **Affirmative Action Statement**

- The Board of Trustees is committed to providing a work and academic environment that maintains and promotes affirmative action and equal opportunity for all employees and students without discrimination on the basis of certain enumerated and protected categories. These categories are race, creed (religion), color, national origin, nationality, ancestry, age, sex (including pregnancy and sexual harassment), marital status, domestic partnership or civil union status, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for military service, or mental or physical disability, including AIDS and HIV related illnesses.

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- For questions concerning discrimination, contact Almarie J. Jones, Special Assistant to the President, Diversity and Equity/Title IX and Compliance, 856-415-2154 or ajones@rcsj.edu or (Cumberland) Nathaniel Alridge, Jr., JD, Director, Diversity and Equity/Title IX and Judicial Affairs, 856-691-8600, ext. 1414 or nalridge@rcsj.edu. For disability issues or any barriers in the learning or physical environment related to a document condition/disability please contact: Gloucester campus – Dennis M. Cook, Director, Department of Special Services, ADA/504 Officer at 856-415-2265 or dcook@rcsj.edu; or Cumberland Campus – Meredith Vicente, Senior Director, Physical & Learning Disabilities, Center for Academic & Student Success (CASS) at 856-691-6900 ext. 1282 or mvicent1@rcsj.edu

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- **Department of Special Services**

- The Department of Special Services is located in the Instructional Center, room 425A. The Special Services Department is committed to providing support services and ensuring equal access to eligible students with documented disabilities as outlined by the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act with Amendments. If you are an eligible student with a documented disability please visit our website at RCSJ.edu/SpecialServices or call the office at 856-415-2265 or 856-415-2247 to speak to the Assistant Director Carol Weinhardt, cweinhar@rcsj.edu.

- **Reporting Allegations of Sexual Assault and Resource Referrals (8/2020)**

- **Gloucester Campus**

- There are multiple safe places for students to report allegations of sexual assault, both on and off campus. Reports of sexual assault can be made to any of the following offices listed in the chart below.
- All students are encouraged to report alleged crimes on campus. Crimes that pose a threat to the campus community must be reported to 9-1-1, Security, the Sheriff's Office or the Deptford Township Police Department. All employees, including Security staff, must report incidents of discrimination, harassment or sexual misconduct to the Title IX Officer.

Service	Resource	Phone Number/Location/Website
Non-Confidential Reporting Local Law Enforcement	Gloucester County Sheriff's Office Deptford Township Police Dept. Gloucester Co. Prosecutor's Office Sexual Assault Response Team	856-681-2200 856-845-2220 856-384-5500 856-384-5555
Non-Confidential Reporting 9-1-1 and Campus Security	9-1-1 Gloucester County Emergency Management Dispatch Campus Security Blue Light Emergency Phones OR ext. 4444 from any campus desk phone	9-1-1 or push RED button on Campus Blue Light Emergency Phones 856-681-6287
Non-Confidential On-Campus Reporting Support Services	Almarie J. Jones Special Assistant to the President Diversity and Equity/Title IX and Compliance John F. Ryder Director Student and Veteran Affairs	856-415-2154 College Center, Room 116 ajones@rcsj.edu 856-468-5000, ext. 6456 College Center, room 202 jryder@rcsj.edu
Confidential On-Campus Counseling and Support Services	Lois Y. Lawson-Bridgell, Ph.D. MSW, LSW, Director Counseling & Wellness Services Center William Leonard, Ph.D. Intervention Teams Consultant Crystal Noboa, LSW, MSW Director, The Center for People in Transition (PIT) Diane Mussoline, EdS, LMFT Director of Behavioral Services	856-464-5236 l Lawsonb@rcsj.edu College Center, Room 206 856-415-2119 wleonard@rcsj.edu College Center, STEM Office C-168 856-415-2264 cnoboa@rcsj.edu Workforce Development Bldg., room 809 856-494-5665 dmussoli@rcsj.edu College Center, Room 200A
Confidential Off-Campus Full-Service Support	Center for Family Services/ Services Empowering Rights of Victims (SERV)	1-866-295-7378 Camden and Gloucester counties centerffs.org/serv
Hospitals with Sexual Assault Nurse Examiners	Inspira Medical Center Jefferson Washington Township Hospital	700 Mullica Hill Rd. Mullica Hill, NJ · 856-508-1000 435 Hurffville-Crosskeys Rd., Turnersville, NJ · 856-582-2500