

Rowan College at Burlington County
Liberal Arts Division
Spring 2019

Contemporary Issues in Social Welfare HUS 110-100 3 credits

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Human Services Program: <http://www.rcbc.edu/human-services>

Faculty Page: <https://sites.google.com/a/rcbc.edu/brina-sedar/>

Human Services Club Facebook Group: Rowan College at Burlington County Human
Services Club

HUS110 Contemporary Issues in Social Welfare

Educational hours approved by Addiction Professionals Certification Board of New Jersey, Inc., Approval # 261201819C110, 503 Cultural Competency 6 hours

RIGHT OF REVISION: Rowan College at Burlington County and the instructor of this course reserve the right to make any necessary and reasonable changes to this document.

Course Description: This course defines and discusses issues from various aspects of social service practice. It proposes and analyzes intervention methodologies and solutions for problems such as family violence, mental health and chemical dependency, foster care, adoption, delinquency, and crime. It prepares students to work with diverse populations as helping professionals.

Course Learning Outcomes:

Upon completion of this course, students will be able to:

- Discuss issues pertaining to family violence, mental health, chemical dependency, foster care, adoption, delinquency, and crime
- Analyze intervention solutions
- Demonstrate competency in working with diverse populations

GENERAL EDUCATION OUTCOMES IN THIS COURSE:

Written and Oral Communication: Communication	* Students will communicate meaningfully with a chosen audience while demonstrating critical thought.
Society and Human Behavior: Social Science	* Students will demonstrate a general knowledge of political, social and economic concepts and systems and their effects on society.
Global and Cultural Awareness: Diversity	* Students will be able to examine how multicultural societies and peoples help engender a richer understanding of diverse life experiences.

CORE COURSE CONTENT:

- Introduction to the course and the study of Social Welfare: Its Business, History and Future
- Family Problems and Services to Families
- Family Systems / Ecosystems Theory
- Family Violence & Child Abuse
- Child Welfare – Foster Care and Adoption
- Racism, Ethnocentrism and Strategies for Advancing Social and Economic Justice
- Sexism and Efforts for Achieving Equality
- Sexual Orientation and Services to GLBT Individuals
- Aging and Adult Services
- Ethnicity

Text: Zastrow. Introduction to Social Work and Social Welfare: Empowering People, 12/e Brooks/Cole Cengage Learning.

Please note: This textbook is designed for HUS 110 and HUS 205. Selected chapters are used for both courses. It is important to retain your copy of this textbook until both courses are complete.

Structure of the Course: This course examines contemporary social problems and service delivery systems. Special focus is placed on the needs of specific populations. Through course study and assigned research students can expect to better understand the needs of identified populations and how to better work with them. In addition, students will gain a better sense of cultural competency for working with populations of different backgrounds.

Course Requirements:

Midterm Examination	1/3 of final grade
Final Examination	1/3 of final grade
Ethnicity Report	1/3 of final grade
Attendance and Preparation for Class	Required to earn enough credit to be eligible for a grade of an A

Preparation for Class

Assignments for each unit are detailed in this syllabus and provided for in Blackboard. In advance of each unit, students are expected to read all assigned readings, review assigned materials and print for class the information that is required and will help you to be prepared to actively participate. Students who fail to satisfy the preparation requirement will be ineligible to earn an A for the semester. Attendance and participation are required. Students who fail to attend the ethnicity presentations of other students will be ineligible to earn an A for the assignment. Active involvement in the classroom experience may benefit the final grade for the course. Students are responsible for work missed due to absence from class. If you decide to withdrawal from the course it is necessary to complete the official withdrawal process. Failure to complete the requirements of the course could result in a failing grade.

Attendance Policy

Students are required to attend all class periods for the full duration of each such instructional session. Grade penalties for absence will be imposed when a student exceeds a ten-percent absence rate, not to exceed 10% of the final grade. As such, a student who misses 10% or more of the class time (3 daytime classes or 1.5 evening classes) will be ineligible to earn a final grade of an A regardless of scores on tests and other assignments. This includes time missed from class due to absence, lateness, leaving early and extended breaks.

Special Note for Students Receiving Financial Aid and/or Veterans Aid: Attendance will be reviewed by Financial Aid and Veterans Aid programs, and benefits will be contingent upon compliance with the program’s regulations.

Preparation for Class

Assignments for each unit are detailed in this syllabus and provided for in Blackboard. In advance of each unit, students are expected to read all assigned readings, review assigned materials and print for class the information that is required and will help you to be prepared to actively participate. It is recommended that you bring lecture slides and handouts with you to class in either electronic form to view on your computer or in hard copy. Students who fail to satisfy the preparation requirement will be ineligible to earn an A for the semester. Attendance and participation are required. Active involvement in the classroom experience may benefit the final grade for the course. Students are responsible for work missed due to absence from class. If you decide to withdrawal from the course it is necessary to complete the official withdrawal process. Failure to complete the requirements of the course could result in a failing grade.

Recorded Power Point Presentations: This course contains PowerPoint presentations with a recorded audio component. Students are expected to listen to the lectures prior to the assigned class period. Time requirements for each assignment are included with the PPT title. As such, you will need access to PowerPoint and a computer with speakers or a headset. You may listen to the presentations in the Computer Lab if you bring a headset. A PowerPoint viewer can be downloaded for free from Microsoft's website: <https://www.microsoft.com/en-us/download/details.aspx?id=13>

Each slide may be viewed as often as necessary to learn the material and may serve as a good refresher before exams.

Steps to Viewing a Recorded Lecture on PowerPoint:

1. Print the slides to enable efficient notetaking.
2. Download the presentation from Blackboard. (You know the presentation is recorded because the time requirement is stated on the title of the presentation.)
3. Click "Enable Editing"
4. Beginning with Slide #1, put the presentation on "Slideshow" mode.
5. You should hear the audio component begin and the slides will progress from one slide to the next.
6. Troubleshooting:
 - a. If you are not hearing the audio you need to make certain your speakers / headset are set properly with the volume control turned up and the presentation has been set to "Enable Editing"
 - b. Presentations are large files and take time to download. Be patient. Most students are able to use laptops and tablets although smart phones do not normally allow for this.

- c. If your system does not meet the standard requirements, use a computer in the computer lab. A headset is required.

Structure of Exams: The midterm and final exams each consist of objective questions (2 points each) and a choice of two out of three essay questions (20 - 25 points each). Objective questions are definitional, factual and conceptual. Exam question focus mainly on material taught in the classroom and from textbook readings. Thus, class attendance and reading of the textbook are critical for success in this course. A comprehensive review will be provided prior to both exams.

Ethnicity Report: The United States is a heterogeneous society. Competent helping professionals must be prepared to work with persons of backgrounds different from their own. Before one can answer the question of what makes others different we first need to answer the question, “What makes me different?” The purpose of this assignment is to allow opportunity to learn more about one’s own ethnic and cultural heritage and the cultural similarities and differences of others. Students may use a wide modality of mediums for this assignment including library research, family interviews and McGoldrick, Pearce and Giordano, Ethnicity and Family Therapy. This book provides extensive information about many ethnic groups residing in the United States and must be reviewed as partial completion of this assignment. This assignment requires students to prepare a class presentation due at the end of the semester to teach the class about your background, culture and advice you would give to a person working from your culture. The purpose of this assignment is to better understand ourselves and help others to do the same.

Ethnicity Report Assessment Rubric

	3	2	1	0
Objectivity and Insight	The presentation provided accurate and informative information about the specified ethnic group. Personal opinions and reflections were stated as such.	The presentation provided accurate and informative information about the specified ethnic group. Personal opinions and reflections were not always stated as such.	The presentation contained inaccuracies or personal opinions tainted the presentation.	The presentation contained inaccuracies and personal opinions tainted the presentation and / or the presentation was delivered in an insolent manner.
Completeness	All presentation	Presentation is	Presentation is	Presentation is

	components are present. This would include an overview of the ethnic lifestyle (history, values, family composition, clinical considerations) and recommendations for working with the identified population.	missing one component.	missing two components.	missing three or more components.
Clinical Accuracy	Information presented is current, accurate and McGoldrick's research is referenced. Information presented is supported by research.	Information presented fails to reference McGoldrick's research when relevant or it contained one inaccuracy without a supporting reference.	Information presented fails to reference McGoldrick's research when relevant or it contains two inaccuracies without supporting references.	Information presented fails to reference McGoldrick's research when relevant or it contains three or more inaccuracies without supporting references.

- Students who fail to attend the ethnicity presentations of other students will be ineligible to earn an A for the assignment. This applies to anyone who earned an A and subsequently failed to attend class.

This course adheres to the grading standard of Rowan College at Burlington County:

A Mastery of essential elements and related concepts, plus demonstrated excellence or originality.

B+ Mastery of essential elements and related concepts, showing higher level understanding.

B Mastery of essential elements and related concepts.

C+ Above average knowledge of essential elements and related concepts.

C Acceptable knowledge of essential elements and related concepts.

D Minimal knowledge of related concepts.

F Unsatisfactory progress. This grade may also be assigned in cases of academic misconduct, such as cheating or plagiarism, and/or excessive absences.

Course Schedule: Please note, the dates are approximations and subject to change without notice.

Part I During the first half of the semester we examine the system of social welfare and the basic needs of people, families and communities. Application is made to specific social problems including family violence and addiction.

Week 1: Introduction to the course and the study of Social Welfare: Its Business, History and Future, Assigned Reading Chapter 1

Objectives:

Define social welfare and describe its goal.

Describe the relationship between social welfare and the following disciplines: sociology, psychology, social work, and human services.

Understand a history of social welfare.

Describe how the future of social welfare will be affected by technological advances.

Understand that the future of social welfare will also be partially affected by changes in the American family system.

Weeks 2, 3, 4 & 5: Family Problems and Services to Families, Assigned Reading Chapter 6

Family Systems / Ecosystems Theory, Family Violence & Child Abuse, Child Welfare – Foster Care and Adoption, Substance Abuse and Addiction

Objectives:

Understand a brief history of changes in the American family since colonial days.

Describe current problem areas in the American family, including divorce, empty-shell marriages, family violence, sexual abuse of children, births outside of marriage, and rape. Also describe current social services for family problems including adoption and foster care and family preservation.

Recognize the social, political, economic, and cultural context within which addiction and substance abuse exist, including risk and resiliency factors that characterize individuals and groups and their living environments.

Week 6: Midterm Exam Review and Midterm Exam

Part II Diversity

For the second half of this semester we switch our focus to recognizing the importance of individual differences by gaining knowledge about personality, cultures, lifestyles, and other factors influencing client behavior in order to provide services that are sensitive to the uniqueness of the individual. This process begins with an examination of our own attitudes and behaviors relative to the populations and cultural groups we belong to and with whom we may become professionally involved. The use of culturally appropriate techniques and methods is emphasized.

Weeks 7 & 8: Racism, Ethnocentrism and Strategies for Advancing Social and Economic Justice, Assigned Reading Chapter 12

Objectives:

Define and describe ethnic groups, ethnocentrism, racial groups, racism, prejudice, discrimination, oppression, and institutional discrimination.

Outline the sources of prejudice and discrimination.

Summarize the effects and costs of discrimination and oppression.

Understand background material on racial groups: African Americans, Latinos, Native Americans, and Asian Americans.

Outline strategies for advancing social and economic justice.

Describe social work's commitment to ending racial discrimination and oppression.

Forecast the pattern of race and ethnic relations in the United States in the future.

Week 9 Sexism and Efforts for Achieving Equality, Assigned Reading Chapter 13

Objectives:

Understand a history of sex roles, sexism, and sexual harassment.

Describe traditional sex-role expectations.

Comprehend whether there is a biological basis for sexism.

Describe traditional sex-role socialization practices.

Understand the consequences of sexism for males and females.

Describe the sex-role revolution in our society.

Summarize social work's commitment to combating sexism.

Specify strategies for achieving sexual equality.

Week 10: Sexual Orientation and Services to GLBT Individuals, Assigned Reading Chapter 7

Objectives:

Describe the dimensions of sexuality to better understand the experiences of these populations.

Understand the historical background on the oppression of gay, lesbian, bisexual, and transgender persons.

Delineate the process of coming out for LGBT persons.

Understand practice considerations and services for each of these populations and for questioning persons.

Comprehend suggestions for how you, as a social work student, can work against oppression of these groups.

Week 11: Aging and Gerontological Services, Assigned Reading Chapter 14

Objectives:

Describe the specific problems faced by older adults.

Understand current services to meet these problems and note gaps in current services.

Describe the role of social work in providing services to older adults.

Comprehend social and political changes needed to improve the status of older adults.

Weeks 12 & 13 Ethnicity Reports Due

Week 14 Final exam review

Week 15 Final Exam

Final exam is scheduled during final exam week.

College Policies

In order for students to know their rights and responsibilities, all students are expected to review and adhere to all regulations and policies as listed in the College Catalog and Handbook. These documents can be accessed at <http://www.rcbc.edu/publications>. Important policies and regulations include, but are not limited, to the following:

- Grading Standards
 - Withdraw (W) and Incomplete Grades (I & X)
 - Withdrawal date for this semester
- Student Code of Conduct
- Use of Communication and Information Technology
- College Attendance Policy
 - Students are required to attend all class, clinical, laboratory, and studio sessions for the full duration of each such instructional session. Faculty are required to take attendance, and grade penalties for absence will be imposed when a student exceeds a ten percent absence rate, not to exceed 10% of the final grade. For further information please refer to the current catalog.
- Academic Dishonesty/Plagiarism
 - Specifically, the term “plagiarism” includes, but is not limited to, the use by paraphrase direct quotation, of the published or unpublished work or sections of a work of another person without full and clear acknowledgement, whether intentional or not. This includes any material copied directly or paraphrased from the internet. Plagiarism also constitutes the unacknowledged use of materials prepared by another person or agency engaged in the selling of a term papers or other academic materials, including material taken from or ordered through the Internet. For more information on academic dishonesty/plagiarism see Board Policy #903-C.

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Office of Student Support and Disability Services

In accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) and the ADA Amendments Act, the Student Support Services Office’s mission is to ensure all students with disabilities are provided access to educational and extracurricular activities while on college premises through support in the form of reasonable accommodations such as adaptive technology, counseling, note-taking assistance, and American Sign Language interpreters. Students who have disabilities must self-identify, provide documentation of disability(ies), attend an intake appointment, and sign a Disability Release Form (rcbc.edu/studentssupport) prior to the start of the semester to ensure reasonable accommodations. For more information please contact the Office of Student Support at ext. 1208. For additional information on this policy please refer to the current catalog.

Educational Technology Statement

Rowan College at Burlington County (RCBC) advocates the use of technology to enhance instruction. Students should assume that classroom and online technology will be used throughout their coursework at RCBC, as it will most certainly be used in their future education and careers. The College provides on-campus facilities for the convenience of the RCBC community. Various college departments, including the Office of Information Technology and the Office of Distance Education, provide technology training and assistance to faculty and students.

Student Success Services

RCBC offers a variety of free services for its students including those listed below. Descriptions of these services, as well as many others, can be found in the College Catalog and Handbook and on the RCBC website at <http://www.rcbc.edu/students>.

- **Academic Advising** (<http://www.rcbc.edu/advising>)
- **Career Services** (<http://www.rcbc.edu/careers>)
- **EOF** (<http://www.rcbc.edu/eof>)
- **Financial Aid** (<http://www.rcbc.edu/financialaid>)
- **International Students Office** (<http://www.rcbc.edu/international>)
- **Library** (<http://www.rcbc.edu/library>)
- **Office of Veteran Services** (<http://www.rcbc.edu/vets>)
- **RCBC Foundation** (please view the Foundation web page for scholarship information: <http://rcbc.edu/foundation>)
- **RCBC bookstore** (<http://www.rcbc.edu/bookstore>)
- **Rowan University Partnership** (<http://www.rcbc.edu/rowan>)
- **Student Support Counseling** (<http://www.rcbc.edu/cpit>)
- **Tutoring** (<http://www.rcbc.edu/tutoring>)
- **Test Center** (<http://www.rcbc.edu/testcenter>)
- **Transfer Services** (<http://www.rcbc.edu/transfer>)

This syllabus is subject to change at the instructor's discretion.

Thank you for taking this course.