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Services Club

RIGHT OF REVISION: Rowan 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 surveys practices, concepts, methods, and current trends in human service work. It stresses basic skills inherent in casework, group work, and community organization. It examines methods of data collection used by a variety of social service agencies. It utilizes a strength-based empowerment approach and emphasizes skills for working with populations such as older adults and persons with developmental disabilities.

Course Learning Outcomes
Upon completion of this course, students will be able to:
•   Conduct a psychosocial assessment
•   Illustrate problem identification-linkage
•   Conduct a service referral
•   Evaluate personal living skills
•   Perform liaison functions
•   Provide information in written form
•   Discuss transfer of responsibility

General Education Outcomes

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 & the course and the study of social work as a professional career
● Social work and the Ecosystems Perspective
● Completing the Biopsychosocial Assessment
● Generalist Social Work Practice
● Professionalism
● An Ecosystems Examination of Poverty, Education, Employment and
● Institutions
● Poverty & Social Welfare
● Problems in Education
● Work Related Problems
● Overpopulation, Misuse of the Environment and Family Planning
● Crime, Juvenile Delinquency and Correctional Services
● Health Problems and Medical Social Service
● Physical and Mental Disabilities and Rehabilitation

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: RCBC offers an Associate Degree in Applied Science in Human Services to train mid-level or paraprofessional workers in a variety of programs covering the full range of social service agencies. In addition to training workers to enter directly into the field upon completion of the program, students may elect to continue to a four year program in many related fields. Social Work Process is a required course for completion of the program.

Course Requirements:

Midterm Examination	1/3 of final grade
Final Examination	1/3 of final grade
Psychosocial Assessment	1/3 of final grade
Attendance, Preparation for Class	
	Required to earn sufficient credit to be eligible for a grade of an A for the course.

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 not have earned sufficient credit 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.

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.

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 bring to 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.

For your convenience and to assist with achievement of course learning objectives, chapter summaries are posted for each unit on Blackboard.

Web Enhancement

This course is web enhanced and the materials are available on Blackboard. For successful completion of the course, it is imperative that the student access the course in Blackboard and become fully familiar with the various resources and functions available online. All class handouts, Power Point slides, videos and other materials are available only through Blackboard. Please make certain to log onto Blackboard and explore the online components of the course at the start of the semester. It is recommended that you bring selected course materials with you to class either by printing them in hard copy or by bringing an electronic device that grants access to Blackboard.

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 25 objective questions (2 points each) and a choice of two out of three essay questions (25 points each). Objective questions are definitional, factual and conceptual. A comprehensive review will be provided prior to both exams.

Psychosocial Assessment, Narrative Summary and Referral

One third of your final grade for the course is based upon completion of this semester-long assignment. During the first half of the semester we will study ecosystems theory and learn to conduct a psychosocial assessment to include referrals and a narrative summary. These are important competencies for human services and social work professionals. Most agencies have a process of gathering information about a consumer. This is an important skill set for people working in our field. For students majoring in Human Services this will serve as a vital part of your professional portfolio.

To assist with successful completion of this assignment a suggested time table for each step is included with the schedule for this syllabus. The information required for completion of the Psychosocial Assessment is reviewed early in the semester. Students are strongly encouraged to complete the first two steps of the assignment before the time of the midterm exam. Keeping pace will make this assignment manageable and allow you to get the most from this learning exercise. Steps 3 – 5 may be completed after the midterm and before week 13.

The steps for this assignment are as follows:

Step 1: Select a population of professional interest and conduct a literature review on the social problem being addressed. Research a social problem to the point that you have adequate knowledge of the subject area sufficient for this assignment.

Step 2: Design a social history questionnaire. A social history questionnaire is a series of questions that are used to gain a composite picture of an individual which typically includes, but is not limited to:

- Identifying information, contact information and demographics
- Reason for referral / presenting problem
- Family history
- Medical
- Psychological and substance use
- Education and
- Employment history
- Psychosocial stresses

- Social
- Spiritual
- Economic
- Legal
- Military

Step 3: Interview a volunteer and complete the questionnaire. Upon completion of the social history form you are then asked to interview a person with a current need and collect the information in your report. You may also ask a friend to role play the interview process and play the part of a client. The individual's name and other identifying information must be omitted from all documentation. Determine necessary revisions based upon the interview experience.

Step 4: Identify appropriate community resources.

Step 5: Write a professionally formatted narrative summary. A sample is provided on Blackboard and examined in the competency of Providing Information in Written Form. A psychosocial narrative summary is a written description of the individual that provides the reader with a comprehensive and organized understanding of the client.

Class time with lecture, discussion, slide presentation and handouts will be reviewed during the first half of the semester. The purpose is to familiarize you with ecosystems theory and the importance of a comprehensive consumer evaluation. Sample social history forms are provided on Blackboard to help guide you through the process. Typically, a social service agency will have a form designed to collect the data necessary for working with the population they serve. At most agencies, an intake serves as a preliminary social evaluation.

This assignment has many steps and is designed to last the duration of the semester. This assignment encompasses the competencies of Psychosocial Assessment, Providing Information in Written Form, Problem Identification-linkage and Service Referral. Thus, the completed work should reflect a semester of effort and understanding.

This syllabus contains a consent form that must be signed by the participant and retained prior to starting this assignment. At the end of the semester you are asked to share your work with the class.

Psychosocial Assessment and Referral Evaluation Rubric

Criteria	3	2	1	0
Completeness	All relevant components are present. A signed release	Psychosocial and narrative	Psychosocial and narrative summary	Psychosocial and narrative summary

	form is included. Detail is given to areas of specialized concern, referrals are provided. All relevant microsystems are summarized including background data, family history, medical, education, employment, military history, social, spiritual and detail is given to areas of specialized concern. Sections that are not applicable to the client are indicated as such.	summary are missing one major component or the area of specialty is not detailed, consent is missing or referrals are missing or sections that are not applicable to the client are not indicated.	are missing two major components or two of the following are missing: detailed area of specialty, referrals, signed consent, sections that are not applicable to the client are not indicated.	are missing three major components or three of the following are missing: detailed area of specialty, referrals, signed consent, sections that are not applicable to the client are not indicated.
Organization	Psychosocial is organized into logical sections and the format flows well for a clinical interview. Sections are formatted with appropriated headings. The narrative summary is well organized.	Psychosocial is organized but in a format different from the one suggested. Detail is provided for area of specialized concern. The narrative summary is reasonably organized.	Psychosocial is not well organized and data is difficult to locate or the narrative summary is disorganized.	Psychosocial and narrative summary are disorganized.
Neatness	Psychosocial is formatted so that information is easily found. The format is professional in appearance.	Psychosocial is missing sectional headings but pages are still professional in appearance.	Psychosocial is missing the sectional headings and pages appear unprofessional in design.	Psychosocial is unprofessional in appearance.
Written Expression	Psychosocial and narrative summary are free of spelling	Several spelling or grammatical errors are	Spelling or grammatical errors are present and the	Spelling or grammatical errors are present to the

	and grammatical errors and summary is professionally written.	present.	assignment should be revised before being used.	extent that the assignment cannot be used for academic or professional purposes.

- **Plagiarism will result in a failing grade. Use of others' work must be cited. Using an existing assessment instrument will satisfy the requirements of this assignment but the grade earned will not exceed a B.**

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: The dates are approximations and may change without notice.

- The ethical standards of NASW are available on Blackboard. Please review the ethical code during the semester. The ethical standards of NOHS were examined in the prerequisite course. Thus, the standards of NASW should be easily comprehended. However, if anything is unclear or of interest, you're invited to introduce discussion during the semester.

Week 1: Introduction to the course & the course and the study of social work as a professional career.

Assigned Reading: Chapter 2

Objectives:

Understand a brief history of social work.

Define the profession of social work.

Describe the following social work activities: casework, case management, group work, group therapy, family therapy, and community organization.

Describe the person-in-environment conceptualization for social work practice.

Specify the goals of social work practice.

Describe the strengths perspective.

Summarize societal stereotypes of social workers.

Summarize employment settings and career opportunities in social work.

Describe international social work.

Weeks 2, 3 & 4: Social work and the Ecosystems Perspective
Assigned Reading: Chapter 2 pages 48-50, *The Ecosystems Perspective: Implications for Practice*, Mark A. Mattaini and Carol H. Meyer
Review: sample psychosocial assessments, Completing the Biopsychosocial Assessment

Competency focus: Psychosocial assessment, Problem Identification - Linkage, Service Referral and Providing Information in Written Form

Homework: Complete Step 1 of Psychosocial and begin Step 2.

Week 4: Generalist Social Work Practice
This unit is a self-study unit. It provides you with an understanding of the various levels of social work practice based upon your newly acquired understanding of ecosystems. As such, you are asked to review the chapter and Power Point independently and raise any questions you have in class. The purpose of this unit is to help you to understand how a social worker performs various professional functions at different levels of the system. The chapter also examines the competencies and educational levels of attainment necessary to perform the professional tasks.

The competency of Liaison will be examined and serve as an example of how a social worker manages the meso system.

To supplement this unit, we will examine the topic of Professionalism.
Assigned Reading Chapter 3
Competency focus: Liaison

Objectives:
Define generalist social work practice.
Specify roles assumed by social workers in social work practice.
Describe social work practice with individuals, families, groups, organizations, and the community.
Summarize the knowledge, skills, and values needed for social work practice.
Understand educational training for social work practice.

Weeks 5 & 6 An Ecosystems Examination of Poverty, Education, Employment and Institutions

Beyond all else, social workers are charged with helping those who are most disadvantaged in society. In this unit we examine the issue of poverty on a macro, micro

and individual level. The scope of our study will far exceed the textbook readings and encompass research from leading economists. We will examine the questions of:

•What are the macro level issues and what is needed to address poverty at a macro level?
•What are the micro level issues and what is needed to address poverty at a micro level?
•How do I get and stay above the S-shaped Curve?

The lecture and Power Point for this unit is extensive. The Power Points are divided into sections to make the download manageable. Make certain to have all the Power Points available in class as we will move through the information quickly. Some of the information is referenced in the articles, videos and textbook chapters. Students are responsible for using the reference materials along with the lecture to gain full comprehension of the unit's material.

Chapter 4 – Poverty & Social Welfare
Objectives:
Describe the extent of poverty and the effects of living in poverty.
Comprehend the income and wealth gaps between the rich and the poor in the United States.
Summarize the causes of poverty.
Outline current programs to combat poverty and discuss their merits and shortcomings.
Specify a strategy to reduce poverty in the future.
Describe a social worker's role in motivating people who are discouraged.

Chapter 10 – Problems in Education
Objectives:
Summarize problems that school systems currently face.
Describe proposals for improving education.
Suggest ideas for improving educational opportunities for children of low-income and minority families.
Summarize the functions of school social workers and describe several roles for school social work practice.

Chapter 11 – Work Related Problems
Objectives:
Summarize a brief history of work.
Describe three major problems involving work: alienation, unemployment, and occupational health hazards. Also, summarize current efforts and proposed new approaches to combat these problems.
Describe social work in the workplace, which is an emerging field of social work practice.

Chapter 17 – Overpopulation, Misuse of the Environment and Family Planning

Articles posted on Blackboard
Objectives:
Describe the problems associated with rapid population growth throughout the world.
Understand pollution and misuse of the environment.
Summarize current efforts to curtail the growth of the world's population and to preserve the environment. Outline proposals that have been advanced for population control and for environmental protection in the future.
Describe the role of social work in family planning.

Required Reading: Angela Duckworth and Grit Research

Homework: Complete Step 2 of Psychosocial and begin Step 3.

Week 7: Midterm Exam Review and Midterm Exam

Weeks 8 & 9: Crime, Juvenile Delinquency and Correctional Services
Assigned Reading Chapter 9
Competency focus: Transfer Responsibility, Preparation for Transition
Objectives:
Describe the nature and extent of crime.
Summarize crime causation theories.
Describe types of crime.
Describe the criminal justice system (the police, the courts, and the correctional system).
Suggest ways to reduce crime and delinquency.
Outline the role of social work in providing correctional services.

Week 10: Health Problems and Medical Social Services, Assigned Reading Chapter 15
Competency focus: Personal Living Skills
Objectives:
Briefly describe the health care system in the United States.
Summarize problems in health care: profit orientation, limited attention to preventive medicine, unequal access to health services, health care for older adults, AIDS, use of life-sustaining equipment, and the high cost of medical care.
Describe programs to finance medical care.
Describe medical social work.

Week 11: Physical and Mental Disabilities and Rehabilitation
Assigned Reading Chapter 16
Objectives:
Understand a brief history of rehabilitation practices and of the ways different cultures have treated people with a disability.

Define and describe developmental disabilities.
Describe different levels of cognitive disability and summarize the causes.
Comprehend our society's reactions to disabilities.
Specify current services for people with a disability.
Summarize the roles of social workers in working with clients who have a disability and their families.

Homework: Complete Step 3 of Psychosocial and begin Step 4.

Week 12: Drug Abuse and Drug Treatment Programs, Assigned Reading Chapter 8
Objectives:
Define drugs and drug abuse.
Understand a brief history of our drug-taking society.
Comprehend sociological theories of drug abuse.
Describe drug subcultures.
Summarize facts about and effects of commonly used drugs.
Describe rehabilitation programs for drug abuse.
Specify suggestions for curbing drug abuse in the future.

Homework: Complete Steps 4 and 5 of Psychosocial. Psychosocials due next week.

Week 13: Presentation of Psychosocial Assessments / Psychosocials Due

Week 14: Final Exam Review.

The final exam is scheduled during final exams 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
  - o Withdraw (W) and Incomplete Grades (I & X)
  - o Withdrawal date for this semester
- Student Code of Conduct
- Use of Communication and Information Technology
- College Attendance Policy
  - o 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/studentsupport) 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 (httpp://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.

Permission Form to Participate in a Classroom Assignment for a Psychosocial Assessment and Referrals

_____ is a student currently studying Social Work
(insert name of student)
Process. As such, the student is required to design and complete a psychosocial assessment. This assignment is for practice purposes only and is not intended to provide professional assistance or support. The student is required to interview an individual and collect information about the person's life. This is a role play for educational purposes and is not intended as professional service. By signing this form you are giving your consent to be interviewed. You do not have to participate with this assignment. You have the right to deny any information you are not comfortable providing. You may make up information or provide false information. You have the right to review all documentation and require changes. You have the right to remove any information you do not want included. The student is not permitted to include any information that could identify who you are. This form will be retained by the student. Upon completion of this assignment the student will submit the written assignment for course credit. The student is not yet trained or qualified to diagnose a person's life struggles or make any recommendations. This assignment is for the purpose of student educational training and skill building. Should you chose to participate your time and efforts are very much appreciated.

I, _____, have read and understand this statement
(insert name of participant)

and agree to help the student with this class assignment.

_____ _____
(signature of participant)   (date)

_____ _____
(signature of student)   (date)