



circumstances. Fifteen hours of service learning are required as the context for applying classroom learning to real life situations, culminating with a bio-psycho-social assessment and plan of intervention in the form of a case study assignment.

### III. Statement of Course Need

A. This course serves as a core requirement for students enrolled in human service majors and certificate programs. The course is a mandated course across all social work programs accredited by the Council for Social Work Education (CSWE). More broadly, it also addresses NJ General Education goal 5: “Students will be able to use social science theories and concepts to analyze human behaviors and the social and political institutions and to act as responsible citizens.”

B. There is no lab component in this course aside from the service learning requirement which facilitates real life application of theory to practice.

C. Transferability of course:

1. This course transfers as a program requirement into some accredited BASW programs.
2. This course generally transfers as a social work program elective.

### IV. Place of Course in College Curriculum

A. Free Elective

B. This course meets a program requirement for the Certificate in Chemical Dependency, Certificate of Completion and Certificate in Human Services, and the Human Services/Pre-Social Work, A.S. degree.

C. To see course transferability: a) for New Jersey schools, go to the NJ Transfer website, [www.njtransfer.org](http://www.njtransfer.org); b) for all other colleges and universities, go to the individual websites.

### V. Outline of Course Content

A. Introduction to Systems Theory

1. Ecosystems theory
2. Family systems theory
3. Ecomaps, Genograms and ecological assessment

B. Review of Values and Ethics in Social Work

1. NASW Code of Ethics in working with individuals and families
2. Dealing with ethical dilemma and controversial social issues

C. Infancy and Early Childhood

1. Pregnancy and infertility
2. Landmarks of Development
3. Developmental Assessment exercises

4. Overview of Theories of Psychological Development
5. The Family Life Cycle
6. Abuse and Neglect
7. Assessment exercises

D. Adolescence

1. Physiological Changes
2. Erikson's Life-stage Development
3. Theories of Moral Development
4. Theories of Identity Development
5. Substance Abuse Treatment
6. Effective Communication

E. Middle Adulthood

1. Physiological Changes
2. Mid-life crisis: Real or imagined?
3. Mate Selection
4. Sexism
5. Racism

F. Late Adulthood

1. Physiological Changes
2. Cognition
3. Theories of Aging
4. Support Services
5. Programs and Benefits
6. Caregiver Issues
7. Death and Dying

G. Final Project: Application of theories of social work practice to an individual case study developed through Service Learning

## VI. General Education and Course Learning Outcomes

### A. General Education Learning Outcomes:

**At the completion of the course, students will be able to:**

1. Use social science theories and concepts to analyze human behaviors and the social and political institutions and to act as responsible citizens. (GE-NJ 5)\*
2. Communicate effectively in both speech and writing. (GE-NJ 1)\*  
[\*: Embedded critical thinking]

## **B. Course Learning Outcomes:**

**At the completion of the course, students will be able to:**

1. Apply knowledge of human behavior, ecological assessment, and other interdisciplinary frameworks to assess and intervene in culturally diverse client scenarios.
2. Identify ways in which one's own culture and values oppress, marginalize, alienate, or create and enhance privilege and power.
3. Analyze contemporary social issues through the lens of social work values and ethics, including consideration of race, class, and gender inequities.
4. Identify community-based resources to support and enhance the social functioning of individuals, families, groups, and communities.

## **C. Assessment Instruments**

1. Case studies
2. Essays
3. Small group presentations
4. Exams

## **VII. Grade Determinants**

- A. Short reflective assignments
- B. Service learning project
- C. Exams
- D. Case study analysis**
- E. Presentations

Given the goals and outcomes described above, LIST the primary formats, modes, and methods for teaching and learning that may be used in the course:

- A. lecture/discussion
- B. small-group work
- C. computer-assisted research
- D. guest speakers
- E. student oral presentations
- F. Power point presentations
- G. media

## **VIII. Texts and Materials**

- A. Wormer, V. (2017). Human behavior and the social environment: Individuals and families, 3<sup>rd</sup> edition. Oxford University Press. ISBN: 9780190211097
- B. NASW Code of Ethics (most recent online edition).
- C. Articles:

- MGoldrick, Gerson and Shellenberger ( 1999). Genograms: Assessment and Intervention, p 192.
- Pope and Lee ( 2015). *The New Social Worker*. A Picture is Worth a Thousand Words; Exploring the Use of Genograms in Social Work Practice.
- Alice: A study of Financial Hardship in NJ ( 2017). Research sponsored by the United Way- Lead researcher -Stephanie Hoopes, Ph.D
- Lee J. Zook; To Tell or Not to Tell, *New Social Worker*, 8(1): Winter 2001
- Leland B. Ware, *Turning back the Clock: The Assault on Affirmative Action*, 54 WASH. U.J. URB & Contemp.L.3 (1998) Also available at: <http://openscholarship.wustl.edu/law/vol54/iss1/3>
- Dennis Prager; The Fallacy of “White Privilege” (2016); *National Review* . Also available at: <http://www.nationalreview.com/node/431393/print>
- McIntosh ( 1988). Essay is excerpted from Working Paper 189. "White Privilege and Male Privilege: A Personal Account of Coming To See Correspondences through Work in Women's Studies" (1988), Wellesley College Center for Research on Women, Wellesley MA 02181. This excerpted essay is reprinted from the Winter 1990 issue of *Independent School*.

(Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.)

## IX. Resources

- A. Library research for oral presentations
- B. Computer access for preparation of written assignments
- C. Guest speakers to introduce relevant community resources
- D. Films illustrating social issues

## X. Honors Options

This course does not offer an honors option.