

# Salt Lake Community College Course Curriculum Outline

Final Approval Date (date approved by Faculty Senate & Provost): 09/30/2013

School: HU = Humanities Division Code: SW Department Code: SW

Action: Select Action  
 If this is a change, what is being changed?  
 Rationale for Action: In order to update our PCO it is a requirement to transfer the old outline to the the new course curriculum outline. There is no additional change.

Faculty Contact: Mequette M. Sorensen  
 Date Submitted: Fall, 2013

Semester of Implementation: Fall Year of Implementation: 2013

**Course Basics:**

Course Prefix: **SW** Course #: **1010**

Abbreviated Course Title: **SW 1010**  
 Full Course Title: Introduction to Social Work

Course Description: This course is designed to provide students an introduction into the multi-skilled, complex role of the social worker. Students will be introduced to the effects of current social problems upon the individual and available social services.

| Course Student Learning Outcomes (SLOs):   | Related College-Wide Student Learning Outcome(s) |
|--|--|
| <p>Students will gain substantive knowledge in the effects of social problems upon individuals, groups, families, organizations, community, nation and world at large.</p> <p>Students will gain substantive knowledge in the skills of problem-solving, linking people to resources, enhancing well-being, empowering disenfranchised groups and improving social policy.</p> | <p># 1, 2 and 4</p>                              |
| <p>Students will communicate effectively both orally and in writing their understanding of available resources, applicable skills, probable interventions to social problems and the multi-faceted roles of social workers.</p>  | <p>#1, 2 4, and 5</p>                            |

|   |                 |
|---|-----------------|
| Students will communicate effectively both orally and in writing their understanding of self-awareness, their sense of identity and their personal values.  | # 2, 4 and 5    |
| Students will interpret information represented in data, graphs, tables, statistics and research studies to more effectively understand individual and group patterns of behavior.  | #2, 3 and 4     |
| Students will demonstrate introductory critical thinking skills such as effective reasoning and problem solving as they develop understanding of plausible explanations and applicable approaches/interventions to social problems. | # 2 and 4       |
| Students will have knowledge of the introductory skills and social work values needed in working with others in a professional and constructive manner in a social work practice.   | # 1, 2, 4 and 5 |
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|   |                 |
|   |                 |

Prerequisite(s): None  
 Corequisite(s): None  
 Cross-listing(s): None  
 Equivalent Course(s): None

Credit Hours: 3 to 3  
 Billable Hours: 3 to 3  
 Lecture Hours: 3 to 3  
 Lab Hours: 0 to 0  
 Other Hours: 0 to 0  
 Total Contact Hours: 3 to 3

Repeat Code: NR = Can only be repeated for grade replacement  
 Repeat Limit: 99

**Course Details:**

Semester(s) Offered: All

GenEd Designation(s): (if applicable) (if applicable) \*if selected, fill out attachment A.  
 Study Abroad Designation: No \* if yes, fill out attachment B.  
 Service Learning Designation: No \*if yes, apply through Thayne Center.

CTE course: A = Academic course  
Course Level: UG = Undergraduate (if applicable) (if applicable)  
Is this course only offered for CEUs? No

Default Grading Mode: S = Standard Letter  
Other Grading Mode(s): (if applicable) (if applicable) (if applicable) (if applicable)

Schedule Type(s): L = Lecture (if applicable) (if applicable) Other (Please Specify)  
Instructional Method(s): 1W = Face-to-Face Classroom  
4W = Online Website Instruction (if applicable) (if applicable)

Registration Restrictions:

Is this a transfer course? Yes

Articulation & Transfer Information: This course is a requirement for several four-year BSW program however, it is suggested that students consult the Social Work Academic Advisor for information on how the higher education institutions accept credits for this given class. For specific information, contact the institution in which the transfer of credit is desired or the Social Work Academic Advisor.

WEBER STATE UNIVERSITY

ANTH 1010, BIOL 1090, PSY 1010, SOC 1010, SW 1010, SW 2100.

UNIVERSITY OF UTAH

BIOL 1010 or BIOL 1090 or BIOL 1610; POLS 1100, PSY 1010, SOC 1010, SW 1010, SW 2100, SW 2650. Community service is highly valued by the admissions committee at this institution.

UTAH STATE UNIVERSITY

ANTH 1010, BIOL 1010, FHS 1500, MATH 1040, PSY 1010, SOC 1010, SW 1010, SW 2100. SW 1010 must be completed with a C+ or better; all other classes with a C or better.

UTAH VALLEY UNIVERSITY

ENGL 1010 & ENGL 2010 with a C+ or better. SW 1010 with a B- or better.  
Community service is highly valued by the admissions committee at this institution.

Admission into a major program at a transfer institution depends upon the receiving institution's requirements for that major. Some major programs are restricted and require special application, volunteer and/or paid experience in the community as well as a competitive GPA. See the Social Work Academic Advisor or a full-time faculty member at SLCC or the advisor at the intended receiving institution for specifics regarding application processes to Bachelors level education.

**Course Fees:**

Course fee(s): No

Amount(s): \$

Rationale:

\*\* NOTE: Approval of this course does not automatically ensure approval of the course fees. Course fees are reviewed each November by the Executive Cabinet.

**Impact:**

Impact on hosting department: Pay for instructor, allocation of classroom space

Impact on other programs/departments: None

**Special Instructions (content, pedagogy, assessment strategies, etc.):**

The attached sample syllabus includes several examples of assessments used to address the SW program student learning outcomes. Assessment measures in each of the Social Work 1010 sections will utilize several of the following methods:

Class discussions

Quizzes /exams

Assignments (included but not limited to psychosocial assessment ethnographies, eco-maps)

Essays

Group and individual presentation.

**Representative Syllabus (include as a separate document):**

Please include a representative syllabus for the course. An actual syllabus used by a faculty member teaching this course is strongly preferred. Save the file using the filename "CCO XXXX ##### Syllabus.doc" where xxxx ##### is the course prefix and number.

NOTE: Save this Course Curriculum Outline using the filename "CCO XXXX #####.doc"

**SALT LAKE COMMUNITY COLLEGE**  
**Department of Social Work**  
**SW 1010**  
**INTRODUCTION TO SOCIAL WORK**

**Instructor:** Mequette M. Sorensen, M.S.W., C.S.W.  
**Office:** Taylorsville/Redwood Campus, CT 094-H  
**Office Hours:** Tues. or Thursday 12-1:30 but preferred by appointment  
**Phone:** 957-4455  
**E-mail Address:** [Mequette.sorensen@slcc.edu](mailto:Mequette.sorensen@slcc.edu)

**Required Texts:** *Introduction to Social Work and Social Welfare*  
by Charles Zastrow

*Empowering People-perspectives from the field*  
by Charles Zastrow

**Course Description**

This course is designed to provide students an introduction into the multi-skilled, complex role of the social worker. A brief historical review of the development of social welfare and social work will be provided that will enable the student to build a foundation in which further understanding of social work will subsequently develop.

Students will be introduced to the causes and effects of current social problems upon the individual, families, groups, organizations and communities. We will discuss social work intervention approaches that facilitate positive changes and also learn of available resources and services in the community. Each student will have the opportunity to develop his or her own perspective of effective interventions through various class exercises and assignments.

**Learning Outcomes:**

The primary goal of SW 1010 is to provide the student an introduction into the social work profession of helping individuals, groups, families, organizations, communities enhance or restore their capacity for social functioning and creating societal conditions favorable to this goal. The learning outcomes of this course match the college-wide learning outcomes established by Salt Lake Community College in the following ways.

**SLCC Learning Outcome #1:** Upon successful completion of any program, students should acquire substantive knowledge in the discipline of their choice sufficient for further study, and/or demonstrate competencies required by employers to be hired and succeed in the workplace.

**SW 1010 Learning Outcomes:** At the end of this course students should be able to:

- Gain substantive knowledge in the effects of social problems upon individuals, groups, families, organizations, community, nation and world at large.
- Gain substantive knowledge in the skills of problem-solving, linking people to resources, enhancing well-being, empowering disenfranchised groups and improving social policy.

**SLCC Learning Outcome #2:** Upon successful completion of any program, students should be able to communicate effectively.

**SW 1010 Learning Outcome:** At the end of this course students should be able to:

- Communicate effectively both orally and in writing their understanding of available resources, applicable skills, probable interventions to social problems and the multi-faceted roles of social workers.
- Communicate effectively both orally and in writing their understanding of self-awareness, their sense of identity and their personal values.

**SLCC Learning Outcome #3:** Upon successful completion of any program, students should develop quantitative literacies necessary for their chosen field of study:

**SW 1010 Learning Outcome:** At the end of this course students should be able to:

- Interpret information represented in data, graphs, tables, statistics and research studies to more effectively understand individual and group patterns of behavior

**SLCC Learning Outcome #4:** Upon successful completion of any program, students should be able to think critically.

**SW 1010 Learning Outcome:** At the end of this course students should be able to:

- Demonstrate key aspects of critical thinking in the development of possible causes and explanations for social problems.
- Demonstrate key aspects of critical thinking in the development of effective approaches/interventions to social problems.

**SLCC Learning Outcome #5:** Upon completion of any program, students should develop the knowledge and skills to be civically engaged, and/or to work with others in a professional and constructive manner.

**SW 1010 Learning Outcome:** At the end of this course students should be able to:

- Have knowledge of the introductory skills and values needed in working with others in a professional and constructive manner in a social work practice.

### **Methodology:**

Because learning involves not only the acquisition of facts and information, but the examination of one's prior knowledge, possible misconceptions and personal experience the format of this class will be largely lecture and open discussion. Students are expected to complete readings **prior** to class in order to participate effectively in class discussions, class activities and guest lectures. Controversial issues will be discussed and debated from a clinical, administrative and ethical point of view. The instructor will facilitate and create an environment that will ensure the safe disclosure of thoughts, ideas, and personal opinions regarding the material.

The learning experience will depend heavily on the commitment of the student to be prepared to participate in classroom discussions, exercises and activities. Attendance and participation is expected and crucial to your learning.

### **Course Requirements:**

**Quizzes:** There will be a quiz or group exercise every week. The quizzes/group exercises will require an understanding of the lecture and the assigned chapter in order to effectively assess cases and identify and develop applicable intervention approaches.

**Guest Speakers:** In the event of a guest speaker it is expected that the student will engage in the guest presentation.

**Discussion/Case Study Reviews:** Each week the class will discuss a case study or issue within the social work arena provided by the instructor. It is expected that the student will reason effectively and understand that knowledge is dynamic and builds on new evidence and alternative perspectives. Attendance and participation is necessary in order to earn the available points for this assignment.

**Mid-term:** Each student will create a 3 generational genogram (beginning with oneself) including names, ages, professions, marriages, divorces and deaths. A chronology of specific key events that have contributed to the student's self identity will also be required. Students will be provided a thorough explanation of this assignment in class as well as adequate time to complete the assignment.

**Outside Class Assignments:** Because Social Work is working with people in

family's, groups, organizations and communities, experiential opportunities will arise outside of class wherein students can gain an element of practical knowledge and experience. There will be 4 outside class assignment. These assignments will be given in class and will take the place of the weekly case study review and/or quiz. **Attendance in class the day of the assignment is a requirement in order to receive points for the outside class activity.**

### **Other Useful Information:**

**Final Grades** – The final grade will be calculated according to how many points you receive on your in-class quizzes, group assignments, case study reviews, midterm assignment and final examination.

**Help** – You can contact me via email at [mequette.sorensen@slcc.edu](mailto:mequette.sorensen@slcc.edu) . I will reply as soon as I can and offer you the assistance you request.

**Writing Expectations** – It is expected that all assignments, papers and essays will be written on a scholarly level with attention to spelling, grammar, appropriate citations and coherent writing. Each product must be written in a 12-point font, double-spaced with one inch margins on all sides. When applicable each product should follow MLA or APA guidelines. **No handwritten assignments will be accepted.**

**Late Assignments** – If you fail to turn in an assignment on time, it will be graded at 50% of the total score.

**One Free Day** – Because life happens and things occur outside of our control all students will be given 1 free day (10 points) throughout the semester. No other days/assignments will be excused unless under dire circumstances and with the permission of the Professor.

**Accommodations for Students with Disabilities** – Students with medical, psychological, learning or other disabilities desiring accommodations or services under ADA, must contact the Disability Resource Center (DRC ). The DRC determines eligibility for and authorizes the provision of these accommodations and services for the college. Please contact the DRC at the Student Center, Suite 244, Redwood Campus, 4600 So. Redwood Rd, 84123. Phone: (801) 957-4659, TTY: 957-4646, Fax: 957- 4947 or by email: [linda.bennett@slcc.edu](mailto:linda.bennett@slcc.edu)

### **Classroom Rules**

1. Personal comments can often be an important part of the learning process and can lead to valuable personal insight. To encourage the learning process, all personal comments made in class will be **respected**, will be held in confidence by students and should not be repeated outside of the classroom.

2. Self-disclosure that is not applicable to the specific discussion is not inappropriate in an educational setting is discouraged by the instructor.
3. All feelings and opinions are valid, even negative ones. Although these feelings will differ from person to person, feelings and opinions will be respected.
4. Tardiness is disruptive to the learning process for both the teacher and the students. I expect that students will be punctual to class to ensure that the educational process will be maximized.
5. Ringing cell phones, beeping pagers, and text messaging is not permissible during class. Please be respectful of myself and others and turn off all your communicative devices.

**Grading:**

|  |           |
|--|-----------|
| Quizzes/Guest Speakers/Outside Class Activities/Case |           |
| Study Discussions                                    | 140       |
| Genogram   | 30        |
| Final Exam   | <u>40</u> |
|  | 210       |

**Grading Scale:**

|         |    |         |    |              |    |
|---------|----|---------|----|--------------|----|
| 190-200 | A  | 145-135 | C+ | 90-80        | D- |
| 179-189 | A- | 134-124 | C  | 79 and below | E  |
| 168-178 | B+ | 123-113 | C- |              |    |
| 157-167 | B  | 112-102 | D+ |              |    |
| 146-156 | B- | 101-91  | D  |              |    |

**Course Outline and Required Readings**

AUG 23 and– Introduction

AUG 28 and AUG 30 – Social Welfare and Quiz  
Zastrow – Chapter 1

SEPT 4 and 6 - Social Work as a Profession  
Zastrow – Chapter 2  
Case study/quiz/guest speaker

SEPT 11 and 13 – Generalist Social Work  
Zastrow - Chapter 3  
Case study/quiz/guest speaker

SEPT 18 and SEPT 20 – Poverty and Public Welfare  
Zastrow - Chapter 4  
Case study/quiz/guest speaker

SEPT 25 and SEPT 27 – Emotional Problems and Counseling

Zastrow – Chapter 5

Case study/quiz/guest speaker

OCT 2 AND 4 – Family Problems and Services to Families

Zastrow - Chapter 6

Case study/quiz/guest speaker

OCT 9 – NO SCHOOL –Work on your genogram

OCT 11 – FALL BREAK

OCT 16 AND 18 – **Mid-Term Due Sexual Orientation**

Zastrow - Chapter 7

Case study/quiz/guest speaker

OCT 23 and OCT 25 –Substance Abuse and Treatment

Zastrow – Chapter 8

Case study/quiz/guest speaker

OCT 30 and NOV 1 (outside class activity) – Crime, Juvenile Delinquency,

Correctional Services

Zastrow - Chapter 9

Case study/quiz/guest speaker

NOV 6 AND 8 (outside class activity) – Strategies for Advancing Social Economic Justice

Zastrow – Chapter 12

Case study/quiz/guest speaker

NOV 13 AND 15 (outside class activity) – Sexism

Zastrow – Chapter 13

Case study/quiz/guest speaker

NOV 20 AND 22 (**Holiday**) – Aging Services (outside class activity)

Zastrow – Chapter 14

Case study/quiz/guest speaker

NOV 27 AND NOV 29 – Medical Social Services

Zastrow - Chapter 15

Case study/quiz/guest speaker

DEC 4 – Physical and Mental Disabilities

Zastrow - Chapter 16

**FINAL EXAM – TBA**