



El Camino College

COURSE OUTLINE OF RECORD - Official

I. GENERAL COURSE INFORMATION

Subject and Number: Sociology 110
Descriptive Title: Introduction to Social Work

Course Disciplines: Sociology

Division: Behavioral and Social Sciences

Catalog Description: This course introduces students to the field and profession of social work. Following a generalist model of practice within an ecological framework, students will learn about the historical influences that shaped the development of the social work profession as well as its core ethics and values, paying close attention to the missions of social justice and cultural competency. Course content will explore central theoretical influences, the functions and roles of social work practitioners, the various social service delivery systems and fields of practice social workers typically work in as well as populations that social workers typically serve.

Conditions of Enrollment: Recommended Preparation
Sociology 101

Course Length: ☒ Full Term ☐ Other (Specify number of weeks):
Hours Lecture: 3.00 hours per week ☐ TBA
Hours Laboratory: 0 hours per week ☐ TBA
Course Units: 3.00

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: ☒ Effective Date: 1/23/2017
Transfer UC: ☐ No

General Education:

El Camino College: _____

CSU GE: _____

IGETC: _____

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for

each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

Theoretical Perspectives

1. Students will demonstrate an understanding of the purpose of theoretical perspectives and apply sociological perspectives such as the social systems and ecological perspectives to the study of social work practice.

Sociological Concepts

2. Students will demonstrate an understanding of sociological concepts, such as micro, macro, mezzo levels of interventions, social justice, cultural competency, along with the central roles and functions of social work practitioners, the communities they serve, and the social service systems they work within by applying them to social scenarios.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Identify and discuss the characteristics of the social work profession.
Multiple Choice
2. Explain the historical development of the social work profession.
Essay exams
3. Define and assess various theoretical frameworks currently used by social work practitioners.
Term or other papers
4. Identify populations served by social work practitioners as describe common characteristics and needs.
Essay exams
5. Discuss the roles and functions of social workers.
Multiple Choice
6. Describe the variety of social service settings and fields of practice social work practitioners work in.
Multiple Choice
7. Understand and analyze social welfare policies and the accompanying effects on social service delivery.
Multiple Choice
8. Examine the values and ethical considerations of professional social workers according to the National Association of Social Workers (NASW) Code of Ethics.
Multiple Choice
9. Evaluate how race, ethnicity, lifestyle, sexuality, gender, and class shape the social work profession.
Term or other papers
10. Explain what generalist social work practice involves.
Multiple Choice
11. Assess the future of the social work profession in American society.
Term or other papers

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	6	I	Social Welfare and Social Work: History, Foundation, Values A. Characteristics of Social Work B. European Roots C. Beginnings in the United States D. The Emergence of Social Work and Social Welfare as Programs and a Profession E. Role of Public Policy
Lecture	6	II	Theoretical Perspectives Used in Social Work A. The Need for Theoretical Framework in Social Work B. Examining Problems and Issues on the Individual, Group, System, and Community Levels C. Models in Social Work 1. Ecological 2. Generalist 3. Psychoanalytic 4. Life Cycle
Lecture	18	III	Social Problems and At-Risk Populations Addressed by Social Work Professionals A. Poverty in the United States B. Drug and Alcohol Related Issues C. Emotional and Behavioral Issues D. Mental Disabilities E. Physical Disabilities F. Aging in American Society G. Health Care H. Minority Group Issues I. Housing and Homeless
Lecture	15	IV	The Social Work Profession in American Society A. Employment Settings 1. Health Organizations 2. Schools 3. Social Security and Public Welfare 4. Family and Child Welfare Services 5. Criminal Justice System and Correctional Services B. Preparation for a Career in Social Work 1. Requirements and Professional Responsibilities 2. Social Work Values and Ethical Standards 3. Educational Programs in Social Work C. Practicing the Social Work Profession 1. Professional Opportunities 2. Professional Associations
Lecture	6	V	Influence of Social Class, Gender, Race and Ethnicity on Social Welfare
Lecture	3	VI	Future of Social Welfare and Social Work in American Society
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

After reading the chapter in the text on the juvenile court system, write a two- to three-page essay in which you compare and contrast the traditional rehabilitative model of the juvenile court and the model based on constitutional guarantees of due process and legal justice. Identify the social forces and Supreme Court decisions which influenced the change from the traditional model to the model used in the juvenile court system today.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Write a four- to five-page essay in which you describe and discuss (1) the three major provisions of the Social Security Act of 1933, explaining why the Act came into existence and who was to benefit from the provisions of this Act, and (2) the social conditions leading to a broadening of the federal government's involvement in social welfare during the Johnson era.
2. Choose one area of child welfare services discussed in class. In a three- to four-page essay, explain and evaluate why agencies that provide services in this area must be culturally sensitive and competent. Identify and assess specific issues that may arise if cultural sensitivity is not present.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams

Reading reports

Written homework

Term or other papers

Multiple Choice

Completion

Matching Items

True/False

V. INSTRUCTIONAL METHODS

Discussion

Guest Speakers

Lecture
Multimedia presentations

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study
Answer questions
Required reading
Written work

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

O. William Farley, Larry Lorenzo Smith, Scott W. Boyle. Introduction to Social Work. 12th ed. Pearson, 2011.
Charles Zastrow. Introduction to Social Work and Social Welfare: Empowering People. Cengage Learning, 2016.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

O. William Farley. Study Guide for Introduction to Social Work. Cram101 Textbooks, 2016.

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Course Recommended Preparation Sociology-101	

D. Recommended Skills

Recommended Skills
It is recommended that students take Sociology 101 prior to Sociology 110 in order to gain an understanding of the sociological perspective as well as the foundational theories and concepts of sociology. SOCI 101 - Define and describe sociology as a field of study and distinguish it from other disciplines in the social sciences.

SOCI 101 -
Explain and apply the sociological imagination as defined by C. Wright Mills.

SOCI 101 -
Identify and describe key theoretical perspectives in sociology, including functionalism, conflict, and interactionism. Analyze the strengths and weaknesses of each perspective relative to a variety of social situational circumstances.

SOCI 101 -
Classify and define micro and macro elements of social structure, including status, role, social groups, organizations, and institutions.

SOCI 101 -
Identify agents of socialization and describe the process of socialization throughout the life course. Explain the “nature vs. nurture” debate and assess socialization theories of human development.

SOCI 101 -
Demonstrate an understanding of sociological concepts relating to social stratification and inequality.

SOCI 101 -
Describe major social institutions and evaluate their impact on individuals and groups in American society. Discuss historical and contemporary changes in these institutions.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Harold Wolpert and Abraham Levine on 09/01/1973.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE: 01/23/2017

Last Reviewed and/or Revised by Melissa Fujiwara on 09/01/2016