



# SOCIAL WORK (AS.PS.SOC.WK) PROGRAM REVIEW 2018

## A PROCESS FOR SELF-EVALUATION AND CONTINUOUS IMPROVEMENT

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## **SOCIAL WORK DEPARTMENT PROGRAM REVIEW 2018**

Bergen Community College

Program: Social Work - AS.PS.SOC.WK

Program Review Team: See page 6

Date of This Report: April 25, 2018

Period of Years Being Reviewed: 2013 - 2018

## **PROGRAM REVIEW TEAM**

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We would also like to acknowledge the support of the following individuals and office at the college who were always eager to aid during this review process: Tonia McCoy, Dianna O'Connor, Pamela Ricatto and the Center for Institutional Effectiveness.

We would also like to extend a special thanks to Dr. Stephanie Elias Sarabia, PhD, LCSW, LCADC, Ramapo College of New Jersey for serving as our External Reviewer.

## OVERVIEW

The Associate in Science Degree in Professional Studies, Social Work Option (AS.PS. SOC.WK) is designed to accomplish two goals. It presents students with introductory level courses to build a solid foundation in generalist social work before they further their academic study at a four-year institution to pursue a Bachelor of Social Work (BSW) degree. Additionally, it is designed to train students for entry level positions in a variety of human service and social service settings and fields such as gerontology, domestic violence, child welfare, substance abuse, and juvenile justice. Through theoretical and experiential based learning, this program will provide students with competencies for assessment, advocacy, and intervention with individuals, small groups, and community organizations.

### Program Learning Outcomes

Students completing the Associate in Science Degree in Professional Studies, Social Work Option will achieve the following skills and competencies:

- Define the roles of the human services and social work professional.
- Understand the nature of human systems: individual, groups, organization, community and society, and their major interactions, and how these systems interact in producing human problems.
- Explain the conditions which promote or limit optimal functioning and types of deviations from desired functioning in the major human systems (i.e., racism, sexism, classism).
- Plan, implement, and evaluate interventions which promote growth and goal attainment. Interventions may include assistance, referral, advocacy, or direct counseling.
- Apply basic level counseling, advocacy skills, and understand the function of service agencies to typical problems encountered by a cross section of populations at risk.

The program learning outcomes of the AS.PS. SOC.WK program are in alignment to the overall college mission and goals since our students will be well equipped to transition to four year colleges and universities to continue their education in social work. We have transfer agreements with several accredited BSW programs in New Jersey and we provide academic guidance to ensure that our students are taking classes that are equivalent and accepted by these BSW degree programs. By following our curriculum map, most full-time students can graduate and transfer with full credit, enabling them to complete the BSW degree in two additional years of study. The program offers the opportunity for a co-op experience where students can translate theory into practice by having actual experience working with individuals, families, and communities.

## **SUMMARY OF SIGNIFICANT DEVELOPMENTS SINCE LAST PROGRAM REVIEW**

There have been significant developments and changes to the program over the past five years.

- A full-time tenured faculty member was assigned as Director of the Social Work Degree Program in 2016. The Director offers advising to students both enrolled in the AS.PS.SOC.WK program and to students considering the program. There has been a 55% increase in the number of students in the AS.PS.SOC.WK program, up from 169 students to 262 students since assigning a Director.
- Promotion efforts for the degree program have intensified through Major Fairs, Open Houses, and distribution of print materials such as program brochures.
- A new course, Introduction to Social Work (SOC 104) was developed and added to the AS.PS. SOC.WK curriculum. The addition of this course makes it possible for students to transfer directly into an accredited BSW program at a four-year institution.
- The four-semester sequence recommended for students to follow in the catalog was revised to accommodate the addition of the new course and follows requirements needed for BSW programs.
- Through grant funding, the program purchased fifty titles in a streaming video collection (Psychotherapy.net) featuring psychotherapy and counseling videos that demonstrate beginner techniques and skills in social work assessment and motivational interviewing with an emphasis on special populations and multicultural considerations.

## FOCUS ON STUDENT

Data used to prepare this student profile of Bergen Community College students enrolled in the Social Work program, current and graduates, were extracted from Program Dashboards, Fact Books, and Data Boxes compiled by the College's *Center for Institutional Effectiveness*. Additional figures to create this review were also provided by the Center upon request. Program Dashboards (<http://www.bergen.edu/about-us/institutional-effectiveness/institutional-research/program-dashboards>) are updated annually and provide enrollment information, retention, graduation and transfer rates, degrees awarded in a four-cycle sequence. Fact Books (<http://www.bergen.edu/about-us/institutional-effectiveness/institutional-research/fact-books>) generally offer information regarding programs and degrees and certificates awarded. Data Boxes (<http://www.bergen.edu/about-us/institutional-effectiveness/institutional-research/reports>) offer information on enrollment as well as transfer for the past five fall semesters. Data provided by the Center and utilized in this report are reproduced here in both original and redesigned forms, to offer the reader a view of who are the students choosing the Social Work program option at the college and to offer a glimpse into their post-graduation experiences.

## DEMOGRAPHICS

### Sociodemographic Characteristics of Students Enrolled in the Social Work Program

Social Work courses are included in the General Education curriculum. Therefore, courses required for students in the Social Work program are also popular among BCC students. Many are core courses in the General Education Program and required of students pursuing a variety of non-Social Work program options. Table 1 (See Appendix I) illustrates demographic characteristics of all students enrolled in courses included in the social work curriculum, both those declaring the social work concentration and others. Apart from students enrolled in two courses, which are popular for fulfilling general education requirements, social work students do not differ meaningfully from students in their general sociodemographic characteristics. Two out of three students currently enrolled in these courses are women, whites generally outnumber other ethnic/racial groupings, and social work concentration students are slightly older than non-social work concentration students. Tables 2 -4 offer comparisons of social work concentration students with the general Bergen population in race/ethnicity, age and gender.

**Table 2 -Comparison of Social Work Students with General Student Population Enrollment by Race/Ethnicity**

Race/Ethnicity	Fall 2016			
	General Student Population		Social Work Student Population	
	Freq.	%	Freq.	%
Am. Indian/Alaska Native	35	0.2	2	1.1
Asian	917	6.3	5	2.9
Black/African American	782	5.4	20	11.5
Hawaiian/Pacific Islander	48	0.3	-	0.0
Hispanic, all races	3,535	24.3	57	32.8
Two or more races	231	1.6	3	1.7



White	4,337	29.9	42	24.1
<b>Total Known Race/Ethnicity</b>	<b>9,885</b>	<b>68.1</b>	<b>129</b>	<b>74.1</b>
Non-Resident Alien	988	6.8	5	2.9
Unknown	3,646	25.0	40	23.0
<b>Total</b>	<b>14,519</b>	<b>100.0</b>	<b>174</b>	<b>100.0</b>

**Table 3 - Comparison of Social Work Students with General Student Population Enrollment by Age**

Age Range Under 18 years old	Fall 2016			
	General Student Population		Social Work Student Population	
	Freq.	%	Freq.	%
Under 21 years old	8,186	56.4	67	39.6
22 to 24 years old	2,530	17.4	31	18.3
25 to 34 years old	2,471	17.0	38	22.5
35 years and older	1,332	9.2	33	19.5
<b>Total</b>	<b>14,519</b>	<b>100.0</b>	<b>169</b>	<b>100.0</b>

**Table 4 - Comparison of Social Work Students with General Student Population Enrollment by Gender**

Gender	Fall 2016			
	General Student Population		Social Work Student Population	
	Freq.	%	Freq.	%
Male	6,893	47.5	26	14.6
Female	7,225	49.8	143	82.2
Unknown	401	2.7	5	2.9
<b>Total</b>	<b>14,519</b>	<b>100.0</b>	<b>174</b>	<b>100.0</b>

As a college cohort, the sociodemographic characteristics of students pursuing the concentration in social work has remained consistent over the years. In general terms they are mostly white, female, and slightly older (See Tables 5 to 7).

**Table 5 - Social Work Enrollment by Race/Ethnicity**

Race/Ethnicity	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Am. Indian/ Alaska Native	-	0.0	1	0.7	1	0.6	2	1.1	1	0.6
Asian	5	3.5	8	5.2	7	4.4	5	2.9	6	3.6
Black/African American	12	8.4	21	13.7	25	15.7	20	11.5	23	13.6
Hawaiian/	1	0.7	-	0.0	-	0.0	-	0.0	-	0.0

Pacific Islander										
Hispanic, all races	54	37.8	49	32.0	48	30.2	57	32.8	56	33.1
Two or more races	1	0.7	4	2.6	3	1.9	3	1.7	2	1.2
White	38	26.6	38	24.8	47	29.6	42	24.1	47	27.8
<b>Total Known Race/Ethnicity</b>	<b>111</b>	<b>77.6</b>	<b>121</b>	<b>79.1</b>	<b>131</b>	<b>82.4</b>	<b>129</b>	<b>74.1</b>	<b>135</b>	<b>79.9</b>
Non-Resident Alien	10	7.0	8	5.2	7	4.4	5	2.9	-	0.0
Unknown	22	15.4	24	15.7	21	13.2	40	23.0	34	20.1
<b>Total</b>	<b>143</b>	<b>100.0</b>	<b>153</b>	<b>100.0</b>	<b>159</b>	<b>100.0</b>	<b>174</b>	<b>100.0</b>	<b>169</b>	<b>100.00</b>

**Table 6 - Social Work Enrollment by Age**

Age Range	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Under 18 years old	-	0.0	2	1.3	2	1.3	3	1.7	-	0.0
18 to 21 years old	78	54.5	80	52.3	80	50.3	82	47.1	67	39.6
22 to 24 years old	21	14.7	18	11.8	23	13.5	29	16.7	31	18.3
25 to 34 years old	23	16.1	29	19.0	26	16.4	24	13.8	38	22.5
35 years and older	21	14.7	24	15.7	28	17.6	36	20.7	33	19.5
unknown	-	0.0	-	0.0	-	0.0	-	0.0	-	0.0
<b>Total</b>	<b>143</b>	<b>100.0</b>	<b>153</b>	<b>100.0</b>	<b>159</b>	<b>100.0</b>	<b>174</b>	<b>100.0</b>	<b>169</b>	<b>100.0</b>

**Table 7 - Social Work Enrollment by Gender**

Gender	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Male	30	21.0	30	19.6	27	17.0	26	14.6	28	16.6
Female	106	74.1	119	77.8	131	82.4	143	82.2	139	82.2
Unknown	7	4.9	4	2.6	1	0.6	5	2.9	2	1.2
<b>Total</b>	<b>143</b>	<b>100.0</b>	<b>153</b>	<b>100.0</b>	<b>159</b>	<b>100.0</b>	<b>174</b>	<b>100.0</b>	<b>169</b>	<b>100.0</b>

## Graduation and Transfer of Social Work Students

More students declare social work as their concentration than graduate or transfer to a four-year institution. Table 8 illustrates this pattern for the five-year period fall 2013 to fall 2017.

**Table 8 - Graduation and Transfer of Social Work Students**

Enrollment		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	5 year Average
Social Work	AS.PS.SOC.WK	143	153	159	174	169	159.6
Graduates		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	5 year Total
Social Work	AS.PS.SOC.WK	16	28	26	21	30	121
Transfers		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	5 year Total
Social Work	AS.PS.SOC.WK	19	10	9	8	16	62

The numbers of students graduating from the program has steadily increased as has the transfer rate, supporting the notion that it is a viable offering at the college.

**Table 9 – Degrees in Social Work Awarded**

Degrees Awarded: Academic Year 2012 –Academic Year 2016:						
	AY2012	AY2013	AY2014	AY2015	AY2016	5 year total
Social Work	21	16	28	26	21	112

## Post-Graduation Experiences of Social Work Students

Annually, the Center for Institutional Effectiveness conducts surveys which attempt to assess the education and career progress of Bergen graduates. The follow-up is a component of the college's on-going effort to assess the effectiveness of its programs and curricula, its services (such as transfer and career counseling), and the degree to which graduates are empowered to reach their stated career goals. The number of social work graduates responding to the surveys utilized for this report are proportional those from other concentrations in the same years thus is useful as an indicator of the post-graduation experiences of students in this program. Follow-up data used for the following description are based on 2013-2015 graduates, the most current data available.

Of the students responding to the Center's survey, 4 graduated in 2013, 5 in 2014 and 4 in 2015. Of these 13 students, between 2013 and 2015, 9 transferred to a degree granting as a full-time student while 4 have done so on a part-time basis. Table 10 illustrates this distribution over the three-year period.

**Table 10 - Students Enrolled at Another College following Graduation from BCC**

Enrolled	2013		2014		2015	
	#	%	#	%	#	%
Yes	4	100.0	2	40.0	3	75.0
No	0	0.0	3	60.0	1	25.0
<b>Total</b>	<b>4</b>	<b>100.0</b>	<b>5</b>	<b>100.0</b>	<b>4</b>	<b>100.0</b>

An ability to transfer credits between two-year and four-year institutions is of considerable importance to students making career institution choices. To that end, alignment between Bergen's course offerings with those of other colleges is critical to program viability. Evidenced by responses to surveys in the recent past, courses in the social work program transfer well to four-year institutions in New Jersey. (See Tables 11 and 12)

**Table 11 - Number of BCC credits Accepted at 4-Year College Student Accepted**

# Credits Accepted	2013		2014		2015	
	#	%	#	%	#	%
Less than 32	0	0.0			0	0.0
33-63	1	25.0	1	50.0	3	100.0
64+	3	75.0	1	50.0		0
<b>Total</b>	<b>4</b>	<b>100.0</b>	<b>2</b>	<b>100.0</b>	<b>3</b>	<b>100.0</b>

**Table 12 - Name of College Currently/Most Recently Attending**

2013	2014	2015	2016
Ramapo College of New Jersey (2 grad)	Ramapo College of New Jersey (1 grad)	Rutgers University (1 grad)	Fairleigh Dickinson University (1 grad)
Rutgers University (1 grad)	William Paterson University (1 grad)	William Paterson University (1 grad)	Ramapo College (1 grad)
Pillar College of Newark (1 grad)	Montclair State University (1 grad)	The Sage Colleges (1 grad)	Stockton University (1 grad)
		Penn State University (1 grad)	

Graduates and transfers who were also employed when they completed the survey, reported that their current employment was related to the social work program completed at BCC. Occupations specified included counselor, paraprofessional, and support coordinator. Additionally, among those responding, the program at BCC was considered helpful to both their on-going job performance and in obtaining the job originally.

Finally, comments made by respondents about their experiences at Bergen and in subsequent years show that although the BCC program is generally viewed in a very favorable light, there is room for improvement in how the co-op course is delivered and how transfer counseling is managed.

## LEARNING OUTCOMES ASSESSMENTS

The first Learning Outcome Assessment is currently underway for the Social Work Program.

## FOCUS ON FACULTY AND STAFF

The Social Work program includes one full-time tenured faculty and two adjunct faculty. A questionnaire was distributed to all Social Work faculty during spring 2018 to assess demographics, satisfaction with the Social Work program, and support for teaching (see Appendix A).

An additional questionnaire was distributed to the Social Work full-time faculty and adjunct faculty during Spring 2018 assessing professional affiliations, service to the college, awards/honors, special projects, grants, publications, presentations, and conference attendance (see Appendix A). The following tables and discussion are based on the responses from the three faculty members who participated in the survey.

### DEMOGRAPHICS

The Social Work program at BCC is comprised of all self-identified Caucasian women. It would be helpful to increase recruitment efforts to hire faculty that are racially/ethnically/gender diverse and represent the student body at BCC, which is currently not the case.

**Table 13 – Adjunct and Full-time Social Work Faculty**

Status	N	%
Adjunct	2	67%
Full-time Faculty	1	33%

**Table 14 – Gender of Social Work Faculty**

Gender	N	%
Male	0	0%
Female	3	100%

**Table 15 – Race/Ethnicity of Social Work Faculty**

Race/Ethnicity	N	%
Asian	0	0%
Black	0	0%
Hawaiian/Pacific Islander	0	0%
Hispanic	0	0%
White	3	100%

**Table 16 – Highest Degree Earned among Social Work Faculty**

Highest Degree Earned	N	%
Doctoral Degree	0	0%
Master's Degree	3	100%

### PROFESSIONAL ACTIVITIES

Two of the three current Social Work faculty have extensive teaching experience. Moreover, two of the three faculty members have been teaching more than ten years. The one full time faculty member has been teaching her discipline for 15 years. Besides their extensive teaching

experience, the Social Work full-time and adjunct faculty are engaged scholars and participate significantly in the life of BCC and the community. The Social Work faculty have a variety of professional affiliations and certifications within the field of social work including:

- The New Jersey Coalition Against Sexual Assault (NJCASA)
- The National Association of Social Workers (NASW)
- Phi Alpha National Social Work Honor Society
- Ramapo College Social Work Advisory Board
- Bergen County's Municipal Alliance Committee to Prevent Alcoholism and Drug Abuse
- Licensed Clinical Social Worker, New Jersey (LCSW)
- Licensed Clinical Alcohol & Drug Counselor, New Jersey (LCADC)
- Certified School Social Worker, New Jersey
- Trauma Focused Cognitive Behavioral Therapy (TFCBT)

**Table 17 – Years of College Teaching Experience Completed by Social Work Faculty**

<b>Years of College Teaching Experience</b>	<b>%</b>
15 or more years	67%
10-15 years	0%
5-10 years	0%
0-5 years	33%

Faculty serve on a variety of college-wide committees and engage in additional service endeavors including:

- Director, Social Work Degree Program
- Director, Violence Intervention Prevention Program (VIP)
- Behavioral Intervention Team (BIT)
- Title IX Policy Committee
- Created and maintain an online “Mandatory Employee VAWA/SAVE ACT Education” and “Mandatory New Student VAWA Act Required Education” on sexual assault, dating violence, domestic violence and stalking mandated for all new employees of the college and all new incoming students.
- Created and maintain an annual online mandatory training for our campus public safety and police on dynamics, victim impact, preliminary investigation, interviewing the victim, and false reports. This is completed by all public safety officers on an annual basis.
- Created Open Educational Resources (OER) for the College Credit Now Program for Introduction to Sociology (SOC 101)

Faculty have been recipients of numerous awards, honors and grants including:

- Recipient of Department of Justice OVW Grant 2014 Campus Grant to Reduce Sexual Assault, Dating Violence, Domestic Violence and Stalking on Campus Program for \$300,000
- American Society of Addiction Medicine (ASAM) - Recognized contributor to 2013 Edition

Faculty completed a variety of professional presentations and participated in a variety of conferences including but not limited to:

- Member of White House Think Tank: “You Are NOT Alone: The First Report of the White House Task Force to Protect Students from Sexual Assault,” Centers for Disease Control and Prevention
- Participated in Department of Justice, Office on Violence against Women Community College focus group facilitated by Green Dot, etc., Washington D.C.
- Facilitated Annual Campus Sexual Assault Conference since 2013
- Facilitated Annual Transgender Awareness Day since 2014
- Participation in Title V Student Success Summit for Gateway Courses
- Presented “Coordinated Community Education and Leadership for Sexual Assault on Community College Campuses” at Texas Victim Services Association 15<sup>th</sup> Annual Conference” (TVSA), Fort Worth, Texas.
- Presented “Not All Drug Tests are Created Equal” at New Jersey Judiciary

Overall, faculty are exceptionally active in the discipline of Social Work and demonstrate a commitment to serving the college and the larger community through consistent engagement in a multitude of activities. The activities, college committees and endeavors, and the awards mentioned demonstrate their success in this arena.

The Social Work faculty were also surveyed about their satisfaction with various aspects of the department. The following tables and discussion are based on the responses from the three faculty members who participated in the survey.

All the Social Work faculty are very satisfied with the leadership of the program. According to the survey results two of the three faculty members are not satisfied with the economic support available for advanced education. The Social Work faculty are accessing a variety of supports in their teaching. The entire Social Work program uses technology (100%) and incorporate library services. It may be helpful to have Social Work faculty become more familiar and utilize the school’s learning management system, Moodle, to enhance learning. Also noteworthy is the faculty’s use of specialized services.

**Table 18 – Satisfaction Ratings of the Social Work Program Leadership among Social Work Faculty**

<b>How satisfied are you with the leadership of the Social Work program?</b>	<b>Percentage</b>
Very Satisfied	100%
Satisfied	0%
Not Satisfied	0%

**Table 19 – Satisfaction Ratings of the Administration Offices of the Social Work Program among Social Work Faculty**

<b>How satisfied are you with the Administration Office of the Department (including access to the office)?</b>	<b>Percentage</b>
Very Satisfied	33%
Satisfied	67%
Not Satisfied	0%

**Table 20 – Satisfaction Ratings of the Academic Offerings in the Social Work Program among Social Work Faculty**

<b>How satisfied are you with the academic offerings in the Social Work program?</b>	<b>Percentage</b>
Very Satisfied	33%
Satisfied	67%
Not Satisfied	0%

**Table 21 – Satisfaction Ratings of the Facilities and Technology Available for Teaching in the Social Work Department among Social Work Faculty**

<b>How satisfied are you with the facilities and technology available for teaching in the Social Work program?</b>	<b>Percentage</b>
Very Satisfied	67%
Satisfied	33%
Not Satisfied	0%

**Table 22 – Satisfaction Ratings of the Economic Support Available for Advanced Education for Social Work Faculty**

<b>How satisfied are you with the economic support available for advanced education?</b>	<b>Percentage</b>
Very Satisfied	33%
Satisfied	0%
Not Satisfied	67%

**Table 23 – Teaching Support Use among Social Work Faculty**

<b>Which of the following do you use for support in your teaching?</b>	<b>Percentage</b>
Library Services	100%
Computer Lab	33%
Writing Lab	0%
Technology	100%
Tutoring Center	33%
Office of Specialized Services	100%
Moodle	33%
Center for Innovation in Teaching & Learning	0%



Center for Student Success	0%
Retention Alert (Pipeline)	0%

### **ADJUNCT FACULTY**

The Academic Department Chair for Social Sciences coordinates adjunct hiring in conjunction with full time faculty in the Social Work program. Adjunct hiring is approved by the Divisional Dean and Academic Vice President. Adjunct instructors are observed every 2-3 years by the Academic Department Chair or a tenured full-time faculty member. There are currently two adjunct faculty members teaching in the Social Work program.

### **SUPPORT STAFF**

The department is supported by one secretary who handles all secretarial and clerical duties for the Social Science Department.

### **DATA NEEDS**

100% of the Social Work program participated in the surveys used to calculate current data and trends within the program.

## **FOCUS ON CURRICULUM**

### **SUMMARY OF PROGRAM CURRICULUM**

**The following course descriptions are from the 2017-2018 BCC academic catalog:**

#### **Introduction to Human Services (SOC-102)**

Introduction to Human Services is an analysis of social welfare philosophies and social service systems in the United States. The course provides an overview of social service, mental health, educational, and criminal justice system theories, methods, and organizations. Through lectures, group participation, field trips and/or service learning options, students learn to recognize perspectives, definitions, historical developments, dynamics, current issues and trends, and social work roles while working within a multicultural society, as well as the common aspects of helping within the broad field of human services. Topics include, but are not limited to: poverty, child welfare, crime and criminal justice, mental health and developmental disability, health care, the workplace, housing and homelessness, aging and substance abuse.

3 lectures, 3 credits

Prerequisites: None

C-requisites: None

Social Science Elective

#### **Introduction to Social Work (SOC-104)**

This course is an analysis of the goals, ethics and values of social workers, agency structure, how social workers can advocate for change across client systems, considerations for the delivery of culturally competent social services, and the critical role that advocacy and a strengths-based perspective plays in the role of a social worker. Through lectures and group participation, students learn perspectives, definitions, dynamics, current issues, and social work roles while working within a multicultural society.

3 lectures, 3 credits

Prerequisites: None

C-requisites: None

Social Science Elective

#### **Master course syllabi:**

See Appendix B

#### **Program degree course requirements from 2017-2018 BCC academic catalog:**

See Appendix C

#### **Program Learning Outcomes**

See Appendix D

## CURRICULAR ISSUES

The Social Work curriculum was modified during the last five years with the addition of a new course, Introduction to Social Work. The addition of this course makes it possible for students to seamlessly transfer directly into an accredited BSW program at a four-year institution.

We have articulation agreements with the following institutions for our Social Work program:

1. Dominican College
2. Ramapo College of New Jersey
3. Rutgers University

## LEAD-IN COURSES

In addition to SOC 102 and SOC 104, students are guided through a series of General Education courses that are required to complete the AS.PS.SOC.WK program. While there is a general recommended program sequence, there are no prerequisites for the two AS.PS. SOC.WK courses. At this point, we do not have dual enrollment opportunities for SOC 102 or SOC 104 as there has not been a demand.

## FOLLOW-UP COURSES

We strongly encourage our students to take the co-op course in their last semester so that they can translate all theoretical knowledge acquired over the course of their studies into practice. The Director of the program works closely with the Career and Workforce Development Center to try to accommodate students' preferences with desired settings or populations. Students enrolled in the co-op course spend some of their time in class developing soft skills such as goal setting, resume writing, interview tips, and time management. They spend twelve hours per week in the field.

## SCHEDULING

Table 1 below shows the number of courses and enrollments across spring and fall semesters for 2014 – 2018. It has not yet been necessary to offer either course, SOC 102 or SOC 104 in the summer.

**Table 24 – Number of Social Work Courses & Enrollment Statistics**

2016			2017		2018	
Term	# Courses	Enrollment	# Courses	Enrollment	# Courses	Enrollment
Spring	2	38	3	72	3	89
Fall	3	72	4	94		

As can be seen, we tend to have slightly more students in the fall semesters, however, the gap has significantly decreased. In 2016, for example, the difference between spring and fall enrollment was almost double (38 students: 72 students). Currently, there are only five students less students enrolled in the spring 2018 semester than there was in the fall 2017 semester

(89 students: 94 students). The percentage of increase in annual enrollment from 2016 to 2017 was 50.9 percent. During this period, a full-time faculty member was assigned as the Director of the program and Introduction to Social Work (SOC 104) was created. Introduction to Human Services (SOC 102) is offered both, as a face-to-face daytime class on the Paramus campus and as an online course each semester. Currently, Introduction to Social Work (SOC 104) is only offered face-to-face given the nature of the skills being taught and the capacity for role playing in a face-to-face group classroom setting. As enrollment tends to be slightly higher in the fall semesters, we will offer both, a day and evening course during that time. Many of our students demonstrate a preference for daytime classes however. It would be beneficial to add an additional daytime section, thereby creating smaller Introduction to Social Work (SOC 104) classes given the nature of the skills being taught and the value in facilitating role playing in the classroom setting. It is challenging and time consuming to facilitate dyadic teaching opportunities in classes with 35 students.

## **ASSESSMENT**

With the addition of SOC 104, the AS.PS. SOC.WK program is now complete and we are currently facilitating the first assessment (Spring 2018). Introduction to Human Services (SOC 102) is being assessed. Students will be asked to critically explain the competing perspectives on social welfare. Specifically, students will be asked to demonstrate an understanding regarding the distinctions of Conservative, Liberal and Radical attitudes towards change, human nature, individual behavior, the family, and views of the social system. They will be asked to respond in an essay format that will be graded by faculty and based on a rubric. Students in both face-to-face and online sections of SOC 102 will participate in the assessment process. Thus, not only full-time faculty members, but also adjunct faculty members will be involved in the process.

## **FOCUS ON SUPPORT**

### **TECHNOLOGY**

The Department of Social Sciences provides the BCC students pursuing a degree in social work a wide variety of courses that are offered in web-enhanced format, online or hybrid. Faculty members regularly attend the workshops and webinars organized by the Center for Innovation in Teaching and Learning (CITL). Teaching online and hybrid is conditioned by successfully completing The Online Professor Program (TOPP) courses. The faculty members enrolled in TOPP courses benefit from the in-group classes, as well as one-on-one support from the CITL staff, not only for designing their online or hybrid courses, but also for web-enhancing their traditional face-to-face ones.

Numerous faculty members use Moodle in their traditional courses for grading, crafting the syllabus and the PowerPoint notes available to the registered students, keeping track of attendance, informing students about changes in the regular schedule, reminding students of the due dates for assignments, exams, etc.

### **FACILITIES AND EQUIPMENT**

BCC supports the learning activities by providing smart classrooms to students and faculty. The smart classrooms are equipped with computers connected to Internet, projectors, touch screens, etc. The Media Department offers portable equipment for those classrooms that are not fully equipped with modern technology for any faculty members that require it. The Help Desk and Media Department staff oversee the satisfactory functioning, maintenance, and replacement of the equipment.

Full-time faculty benefits from office space equipped with a personal desk and computer. Offices are shared among two to three colleagues.

### **LEARNING RESOURCES**

Meeting the needs of a diverse student population, BCC offers a wide range of learning support services that are available to the whole community and, also, to specific categories of students and faculty members.

The award winning Cerullo Learning Assistance Center (Tutoring Center) offers academic support for over 200 BCC courses through a variety of services including: one-on-one appointments, walk-in services, study groups, in-class tutoring. All tutoring services are free of charge to all currently registered BCC students. The peer-tutors are BCC students who have earned at least a B+ in the course they tutor as well as an overall GPA of 3.0 or better.

The English Language Resource Center offers support for all BCC students for whom English is not their native language. All services are free of charge and includes assistance with grammar, reading, writing and speech.

## **RESOURCES/BUDGET**

Faculty members, in collaboration with the Office of Special Services provide accommodations to students with visual and learning impairments, as well as to those with learning disabilities. Depending on their specific needs, students could benefit from a note taker, extended time for completing the exams, interpreter of sign language, etc.

The Sidney Silverman Library is committed to providing access to resources in all subject areas. In the field of Social Work, there is an extensive collection of books, journals and documentaries. Students have free access to the library databases of Proquest and Academic Search Premier, important sources of relevant articles for completing their assignments. In addition, a valuable collection of 50 videos on psychotherapy and counseling from Psychotherapy.net is available for the social work students. Library staff encourages faculty members to bring their classes in for instruction on library resources and research methods, as well as, on academic honesty, proper citation, and plagiarism. All these services contribute to improving the students' information literacy skills, which are essential not only for their academic success, but also useful in their daily life.

## **RECRUITMENT EFFORTS**

Faculty members regularly attend the Academic Open House events, distributing the Social Work program's brochure (see Appendix E) and answering the questions of the prospective students. Useful information about the degree programs offered by our department, as well as, a complete list of faculty members who teach courses within the Social Work program can be found on the departmental website. Also, the BCC catalog includes the full list of courses available, along with their description.

## **SUPPORT SERVICES**

BCC provides advising, counseling, internship and service learning opportunities. Per contract, full-time faculty members are expected to complete 14 hours of advising every semester. They can either advise students in the Student Center or they can be advisors of academic clubs available on campus.

Students are encouraged to participate in the Service Learning Program to earn practical experience in the field of their future profession. For earning credit, they must complete 10-20 hours of internship at an organization/institution specialized in the field of their major. The Service Learning Program helps students to identify those institutions where they can volunteer to acquire and develop their professional skills.

The Academic Early Alert / Pipeline is another important program designed for identifying and supporting those students at risk of dropping their studies due to poor skills in reading, writing, critical thinking and math, as well as those with personal and behavioral issues. At BCC, it is recognized that quick and effective intervention is essential and, therefore, faculty members are expected to report students at-risk without delay.

## **RESOURCES/BUDGET**

The Social Work department currently consists of only one tenured full-time faculty member and two adjunct faculty. Although the number of students in the Social Work program has increased by 50.9% since 2016, the number of full-time faculty has not, thereby placing all responsibilities on one individual. It would benefit the department significantly to employ an additional full-time faculty member to share in marketing and advisement efforts. Specifically, it would be advantageous to promote the program in high schools and perhaps create dual enrollment opportunities.

The Social Work department was awarded \$2500 from a 2017 Perkins Grant application. The funding was utilized to purchase fifty titles in a streaming video collection (Psychotherapy.net) featuring psychotherapy and counseling videos and will also cover travel and registration fees for two individuals to attend the 2018 NASW National Conference in Washington D.C.

## **FOCUS ON COMMUNITY**

### **INTERNAL ENVIRONMENT**

The Social Work Program offers students a variety of opportunities to explore outreach initiatives and engage in advocacy roles such as:

#### **Violence Intervention Prevention Center (VIP)**

Director: Shari Franschman

The mission of VIP at Bergen Community College is to educate the community (on and off campus) regarding sexual assault, dating violence, domestic violence and stalking through culturally affirmative supportive services and prevention programs. The Director of the Social Work Program is also the Director of VIP.

VIP:

- Provides students with the opportunity to work as a Student Ambassador for VIP which is a Federal work study paid position.
- Provides a five-hour bystander intervention training for all SOC 102 students.
- Provides a Service Learning opportunity whereby students perform a leadership project on campus centered on bystander intervention (e.g. staffing a table in the Student Center, presenting bystander intervention to a class, ...)
- Educates students about sexual assault, dating violence, domestic violence, stalking, and affirmative consent.
- Educates students regarding existing community resources to assist individuals impacted by interpersonal violence. Students learn about the critical role of a social worker in connecting clients to resources.

#### **Transgender Awareness Day**

Social Work students have an opportunity to work with BCC's P.R.I.D.E. Club, Office of Multicultural Affairs, Center for Peace, Justice and Reconciliation, Office of Student Life and Center for Hope and Safety on planning and facilitating this annual day of events dedicated to BCC's transgender population and all who want to understand.

- Educates students regarding how to facilitate a professional conference.
- Educates students on special considerations regarding the transgender population.
- Provides students with an opportunity to learn how to empower the transgender population from a macro, mezzo, and micro approach.
- Provides students with an opportunity to network with internal offices and external agencies.

#### **Mental Health Day**

Social Work students have an opportunity to collaborate with BCC Counselors and the Student Government Association to provide support and fun activities during finals exam week.

- Provides students with an opportunity to be in a supportive role for their peers through structured activities.
- Provides students with an opportunity to network with campus professional counselors.



### **Healthcare Enrollment Fair**

Social Work students staffed tables in the Student Center to educate the community regarding the Affordable Care Act and open enrollment on the health care market.

- Provided students with an opportunity to practice being in an activist role.
- Students learned about the broad spectrum of individuals on the college campus and about the critical role of a social worker in meeting individuals where they are and connecting individuals to resources.

### **COMMUNITY GROUPS**

The Violence Intervention Prevention Center (VIP) partners with Center for Hope and Safety (domestic violence resource center for women and children) and healingSPACE (sexual violence resource center) to provide resources and education for BCC. A consequence of the relationship that VIP has with the Social Work Program is that students have an opportunity to receive education on issues pertaining to sexual assault and domestic violence beyond the normal scope of an AS.PS.SOC.WK curriculum. Some students even choose to complete the forty-hour training required to volunteer at either agency.

Since 2016, the program has expanded the number of agencies available for co-op placement of students. Three additional agencies added in the Fall 2017 were Department of Human Services, Division of Family Guidance, Heightened Independence & Progress (HIP), and Hackensack University Medical Center. The Director of the program is continuing to work with the Career and Workforce Development Center to expand placement offerings.

The college fosters student success in completing graduation requirements and transferring to a four-year institution. Ramapo College of New Jersey now has an office on the BCC campus to meet with our students to ensure a seamless transfer into the BSW program. In addition, Rutgers University, School of Social Work presents on campus annually.

### **EXTERNAL REQUIREMENTS**

The Social Work faculty at BCC have professional affiliations with the New Jersey Coalition against Sexual Assault (NJCASA), Bergen County's Municipal Alliance Committee to Prevent Alcoholism and Drug Abuse, and the National Association of Social Workers (NASW). Grant funding has been acquired to send two individuals to the 2018 NASW National Conference in Washington D.C. Additionally, one faculty member serves on Ramapo College Social Work Advisory Board.

## **SUMMARY**

### **PROGRAM ACHIEVEMENTS, PROGRESS MADE SINCE LAST REVIEW**

This is the first Social Work Program review.

### **MISSION/GOALS/OBJECTIVES**

The Social Work Program meets its goal of presenting students with introductory level courses to build a solid foundation in generalist social work to enable them to further their academic study at a four-year institution and pursue a Bachelor of Social Work (BSW) degree. Additionally, the Social Work Program achieves its goal of training students for entry level positions in a variety of human service and social service settings and fields such as gerontology, domestic violence, child welfare, substance abuse, and juvenile justice.

### **STRENGTHS & CHALLENGES**

There have been significant developments and changes to the program over the past five years. First, a full-time tenured faculty member was assigned as Director of the Social Work Degree Program in 2016. There has been a 55% increase in the number of students in the AS.PS.SOC.WK program since assigning a Director. Second, promotion efforts for the degree program have intensified through Major Fairs, Open Houses, and distribution of print materials such as program brochures. Third, a new course, Introduction to Social Work (SOC 104) was developed and added to the AS.PS. SOC.WK curriculum. The addition of this course makes it possible for students to transfer directly into an accredited BSW program at a four-year institution. Fourth, the four-semester sequence recommended for students to follow in the catalog was revised to accommodate the addition of the new course and follows requirements needed for BSW programs. And fifth, through grant funding, the program purchased fifty titles in a streaming video collection (Psychotherapy.net) featuring psychotherapy and counseling videos that demonstrate beginner techniques and skills in social work assessment and motivational interviewing with an emphasis on special populations and multicultural considerations.

There are, however, several challenges that the program needs to tackle. The most significant of which is the fact that there is only one full-time professor in the department program. All tasks therefore, of growing the program are placed on one individual. This includes providing advisement to students both enrolled in the AS.PS.SOC.WK program and to students considering the program; Promotion efforts for the degree program through Major Fairs, Open Houses, and distribution of print materials such as program brochures; Liaison with BSW/MSW programs and scheduling campus visits and presentations for BCC students; Working with the Career and Workforce Development Center to expand co-op placement offerings; Leading program reviews and program assessments. The lack of sufficient full-time faculty members will limit the potential growth of the program in the future. In addition, a challenge for the Social Work program is the cancellation of the evening SOC 104 class due to low enrollment three weeks prior to the start of the semester. Firstly, it forces all students into one section of SOC 104 and consequently the section ends up with 34-35 students. While the objective of the college is to

maximize class enrollment, this contradicts one of the objectives of the Social Work program to provide dyadic teaching opportunities in the SOC 104 class. This is not possible with 35 students. Limiting class enrollment for SOC 104 to 25 students seems more appropriate.

## **CELEBRATION AND RECOGNITION**

Professor Franschman is the recipient of Department of Justice OVW Grant 2014 Campus Grant to Reduce Sexual Assault, Dating Violence, Domestic Violence and Stalking on Campus Program for \$300,000 on behalf of the college. This is the third Department of Justice grant she has received totaling \$859,000.

The American Society of Addiction Medicine (ASAM) recognized and printed Professor Fitzgerald's credentials under field contributions in the 2013 Edition.

Professor Franschman was an invited member of the White House Think Tank: "You Are NOT Alone: The First Report of the White House Task Force to Protect Students from Sexual Assault," Centers for Disease Control and Prevention

Professor Franschman was an invited participant in the Department of Justice, Office on Violence against Women Community College focus group facilitated by Green Dot, etc., Washington D.C.

Professor Fitzgerald was an invited speaker to present the training "Not All Drug Tests are Created Equal" for the New Jersey Judiciary.

During the last five years, Professor Franschman received tenure.

## **RECOMMENDATIONS FOR CHANGE**

The Social Work program aims to continue its current growth rate and continue to ensure the success of students graduating with the Associate in Science Degree in Professional Studies, Social Work Option. To achieve these goals, the following actions are recommended:

- Increase the number of full-time faculty.
- Develop a comprehensive recruitment plan that includes reaching out to high schools.
- Limit class enrollment to 25 for SOC 104 classes and thereby consistently run at least two sections per semester.
- Continue to expand the number of agencies available for co-op placement of students by building more relationships with community agencies.
- Continue to establish partnerships and articulation agreements with 4-year colleges and universities.

## ACTION PLAN

The Social Work program invited Dr. Stephanie Elias Sarabia, PhD, LCSW, LCADC to serve as the external reviewer. Dr. Sarabia visited BCC Paramus campus on April 24, 2018 to meet with a variety of faculty, administrators and students (see Appendix H). Dr. Sarabia provided the Social Work Program Review Committee with a written report which includes recommendations for the Social Work program at BCC (see Appendix I). The below goals are compiled based on the external reviewer's recommendations.

- 1) **Goal:** Increase the total number of tenure track/tenured faculty in Social Work discipline to accommodate the increasing number of students in the program. Additional faculty may also have the residual effect of further supporting students and increasing the completion rates of the program.
  - a) **Objective:** Conduct tenure-track search for Social Work program.
    - i) **Timeframe:** Over the next 2-3 academic years.
    - ii) **Responsible Party(ies):** Search Committee, Divisional Dean, VPAA, BCC President.
    - iii) **Resource Implications:** Cost of advertising position, cost of salaries and benefit.
- 2) **Goal:** Create a co-op field learning experience specific for Social Work students and have it be facilitated by social work faculty. An introductory field experience associated with the Introduction to Social Work course will not only prepare students who go to a B.S.W. program to the nature of social work education that entails the application of content knowledge, but also it enhances the learning of an introductory social work course. At present, field learning is housed in the Career Services department, has students from many different disciplines all within one section, and is not facilitated by social work faculty.
  - a) **Objective:** Change SOC 293 to Social Work 293
    - i) **Timeframe:** Spring 2019
    - ii) **Responsible Party(ies):** Social Work Director, Department Chair, Divisional Dean, VPAA & Career Services.
    - iii) **Resource Implications:** None.
- 3) **Goal:** Continue to establish partnerships and articulation agreements with 4-year colleges and universities.
  - a) **Objective:** Reach out to Seton Hall University, Hunter College and Columbia University.
    - i) **Timeframe:** Over the next 5 academic years.
    - ii) **Responsible Party(ies):** Social Work faculty.
    - iii) **Resource Implications:** None.
- 4) **Goal:** Continue to expand the number of agencies available for co-op placement of students by building more relationships with community agencies.
  - b) **Objective:** Reach out to additional community agencies.
    - i) **Timeframe:** Over the next 2-3 academic years.
    - ii) **Responsible Party(ies):** Social Work faculty.
    - iii) **Resource Implications:** None.

## **APPENDICES**

- A. Social Work Questionnaires Distributed to Faculty and Adjuncts
- B. Social Work Master Course Syllabi
- C. Social Work Degree Program Course Requirements
- D. Program Learning Outcomes
- E. Social Work Program Brochure
- F. External Reviewer's Curriculum Vitae
- G. Social Work: Demographics
- H. External Reviewer's Campus Visit Agenda
- I. External Reviewer's Report

## **Appendix A**

### **Social Work Questionnaires Distributed to Faculty and Adjuncts**

**SOCIAL WORK DEPT. PROGRAM REVIEW QUESTIONNAIRE FOR FACULTY AND ADJUNCTS**

Please answer the questions below. Thank you for your participation.

**Name:** \_\_\_\_\_

1. ***Years of College Teaching Experience:*** \_\_\_\_\_

2. ***Years of Teaching at BCC:*** \_\_\_\_\_

3. ***Highest Degree Earned:*** \_\_\_\_\_

4. ***Professional Affiliations:***

\_\_\_\_\_

5. ***Service on College-Wide Committees in the Last 5 Years:***

\_\_\_\_\_

\_\_\_\_\_

6. ***Additional Service to the College in the Last 5 Years (list only 5 or less contributions):***

\_\_\_\_\_

\_\_\_\_\_

7. ***Awards/Honors Received:***

\_\_\_\_\_

\_\_\_\_\_

8. ***Special Projects Currently Working On (Indicate whether you have reassigned in-load or over-load time)***

\_\_\_\_\_

\_\_\_\_\_

9. ***Grants:***

\_\_\_\_\_

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10. ***Publications:***

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11. ***Presentations:***

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12. ***Conferences attended in the last 5 years:***



**SOCIAL WORK DEPT. PROGRAM REVIEW QUESTIONNAIRE FOR ALL FACULTY and ADJUNCTS**

Please highlight the appropriate response. This questionnaire is confidential.

1. **Indicate Your Rank:**      Adjunct                      Lecturer              Assistant Prof.  
   Associate Prof.              Professor
2. **Gender:**              Male              Female
3. **Race/Ethnicity:**      Asian              Black              Hawaiian/Pacific Islander              Hispanic  
   White
4. **Highest Degree Earned:**      Ph.D.              M.A.
5. **Years of College Teaching Experience:**      0-5              5-10              10-15              15 or more
6. **How satisfied are you with the Leadership of the Sociology Department?**  
   Very Satisfied              Satisfied              Not Satisfied
7. **How satisfied are you with the Administration Office of the Department? (including access to the office)**  
   Very Satisfied              Satisfied              Not Satisfied
8. **How satisfied are you with the Academic Offerings in the Sociology Department?**  
   Very Satisfied              Satisfied              Not Satisfied
9. **How satisfied are you with the Facilities and Technology available for Teaching in the Sociology Department?**  
   Very Satisfied              Satisfied              Not Satisfied
10. **How satisfied are you with the economic support available for advanced education?**  
   Very Satisfied              Satisfied              Not Satisfied
11. **Which of the following do you use for Support in your Teaching? Check all that apply:**  
   Library Services  
   Computer Lab  
   Writing Lab

Technology

Tutoring Center

Office of Specialized Services

Moodle

Center for Innovation in Teaching and Learning

Center for Student Success

Retention Alert (Pipeline)

**Appendix B**  
**Social Work Master Course Syllabi**

Bergen Community College  
Division of Business, Social Sciences & Public Services  
Department of Social Sciences

**Departmental Policy Syllabus**

**SOC-102 Introduction to Human Services**

Date of Most Recent Syllabus Revision: March 5, 2009

Course Typically Offered: Fall\_\_\_\_ Spring\_\_\_\_ Summer\_\_\_\_ Every Semester   x   Other\_\_\_\_\_

Syllabus last reviewed by: BCC General Education Committee \_\_\_\_\_ Date: \_\_\_\_\_

(Most courses need review Ad Hoc Committee on Learning Assessment \_\_\_\_\_ Date: \_\_\_\_\_

by only one of the following) Curriculum Committee: \_\_\_\_\_ Date: \_\_\_\_\_

**An individual classroom syllabus for this course must include as much of the following information as is applicable:**

**Basic Information about Course and Instructor**

Semester and Year:

Course and Section Number: [e.g., SOC-102-001]

Meeting Times and Locations:

Instructor:

Office Location:

Phone:

Departmental Secretary: [optional]

Office Hours:

Email Address:

**Course Description**

**SOC-102** – Introduction to Human Services is an analysis of social welfare philosophies and social service systems in the United States. The course provides an overview of social service, mental health, educational, and criminal justice system theories, methods, and organizations. Through lectures, group participation, field trips and/or service learning options, students learn to recognize perspectives, definitions, historical developments, dynamics, current issues and trends, and social work roles while working within a multicultural society, as well as the common aspects of helping within the broad field of human services. Topics include, but are not limited to: poverty, child welfare, crime and criminal justice, mental health and developmental disability, health care, the workplace, housing and homelessness, aging and substance abuse.

3 lectures, 3 credits

Prerequisites: None

C-requisites: None

Social Science Elective

## Student Learning Objectives/Mean of Assessment

<b>Objectives:</b> Upon successful completion, the student will be able to:	<b>Means of Assessment:</b> This outcome will be measured by one or more of the following:
1. describe the competing perspectives on social welfare.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
2. describe basic concepts of social welfare including definitions, classifications of social welfare services, etc.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
3. identify social work as a profession including its history, values, philosophical base, ethics, methods, models of practice, practice settings, and current issues.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
4. identify dynamics of intergroup relations, the history of intergroup relations in the U.S., and how social work roles are related to diversity.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
5. describe the influence of social welfare's religious roots and secularization in social work.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
6. identify poverty as a central concept to major social problems.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
7. describe the child welfare and criminal justice systems including their history and perspectives, as well as the roles social workers play in each system.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
8. define mental health, mental illness, developmental disability, understand the explanations, history, demographic profile, and current issues and trends.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
9. describe the health care system in the U.S., perspectives, history, and current issues, as well as social work roles within the health care system.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
10. describe the fundamental importance of work to individuals and the work ethic in our society, have knowledge of unemployment, underemployment, and problems of interaction in the workplace, including workplace violence.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
11. define the problem of affordable housing and homeless in the U.S.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
12. describe the scope of aging in America, causes and effects of aging, current issues, ageism, and social work roles.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
13. develop their own perspective on social welfare.	Objective tests, essay questions, oral reports, class discussions, and writing assignments

## Course Content

This course is designed so that:

1. As a general introduction to human services, students will be introduced to concepts and application of theories, research, and treatment related to human services and social work.
2. Students will learn how to define human services and social work related terms.
3. Students will gain an understanding of various theoretical approaches explaining human service related issues including but not necessarily limited to poverty, child welfare, crime, health care, mental health and developmental disability, housing, homelessness, and aging.
4. Students will gain an understanding of human and social service related issues and problems as a biopsychosocial process that has individual, family, and societal consequences.
5. Students will gain an understanding of a full range of intervention, treatment, and prevention strategies.
6. Students will gain an understanding of the influence of sociocultural consequences of public policy.
7. This course serves as a foundation to other sociology, social work, and human service related courses.

Topic headings that are preceded by an asterisk (\*) are considered essential topics in this course. The coverage of additional topics in this class are at the discretion of the individual instructor.

1. Competing Perspectives on Social Welfare: The Worldview of Conservatives, Liberals, and Radicals
2. Social Welfare: Basic Concepts: Stigma and Social Welfare; Descriptive Definitions of Social Welfare
3. Social Work as a Profession: Social Work and Professionalism; Social Work's Historical Development; Social Work Values and Philosophical Base, Social Work Ethics and Ethical Dilemmas, Social Work Methods, A Model of Social Work Practice and Practice Settings; Social Work Education and Knowledge for Practice, Current Professional Issues
4. Generalist Social Work Practice: History and Development of Social Work Practice; Case Management: A Major Skill for Generalist Practitioners, Practice Ethics and Ethical Dilemmas
5. Responses to Human Diversity: Definition of the Problem, Definition of Terms, Dynamics of Intergroup Relations Perspectives; History of Intergroup Relations in the U.S.
6. Religion and Social Work: The Religious Roots of Social Welfare and Organized Social Work, The Reversal of Secularization, Current Sectarian Services
7. Poverty: The Central Concept: Major Issues and Common Terms, The Dark Side of Inequality
8. The Nature and Causes of Poverty: Who Are the Poor?
9. The Development of Antipoverty Programs: Historical Perspective on Antipoverty Efforts
10. Child Welfare: Definition, Statistical Profile, Dynamics, Historical Perspective, Current Issues and Trends, Social Work Roles
11. Crime and Criminal Justice: Perspectives on Criminal Justice; Definition, Statistical Profile, Dynamics, A Brief History of Criminal Justice, Current Issues, Social Work Roles
12. Health Care: Definitions of Health and Illness, Statistical Picture of Health Care, Dynamics, History of Health Care, Current Issues and Trends, Social Work Roles
13. Mental Health and Developmental Disability: Issues in Definition, Dynamics, Statistical Picture of Mental Illness, Definitions of Developmental Disabilities, Dynamics, Statistical Picture of Developmental Disabilities, Historical Perspectives on Mental Illness, Current Issues and Trends, Social Work Roles
14. Housing, Homelessness, and Community Development: Definitions of the Problems, Statistical Picture of Housing, Dynamics, History of Housing, Current Issues and Trends,

- Perspectives, Social Work Roles
15. Aging: Definitions of Aging, Statistical Picture of Aging; Dynamics: Causes and Effects of Aging, History of Aging in America, Current Issues and Trends, Perspectives, Social Work Roles
  16. Developing Your Own Perspective on Social Welfare

**Special Features of the Course** (if any) [to be designated by the instructor]

E.g., the use of learning technologies in the course (Internet, PowerPoint, etc.); the inclusion of technological literacy and/or information literacy learning in the course; etc.

**Course Texts and/or Other Study Materials**

**Valuable Texts for Reference:**

**I. Introduction to Social Welfare and Social Work: The U.S. in Global Perspective by Katherine van Wormer, Thomson Brooks/Cole Publishers.**

**A. Social Work in the 21st Century: An Introduction to Social Welfare, Social Issues, and the Profession by Morley D. Glicken, Sage Publications.**

**Research, Thinking, Writing, and/or Examination Requirement(s)**

All students in the Introduction to Human Services course will be expected to engage in one or more written assignments. These assignments may be essay questions on one or more tests, an essay test, or a short-written report based on outside readings or activities. Students should be encouraged through classroom activities to think about, analyze, and use basic sociological and social work concepts in the analysis of human service related issues. Memorization of key concepts and theories should be thought of as the first, not the final, stage of learning significant course materials.

**Grading Policy**

In determining a student's semester grade, a minimum of three, and preferably more, grading mechanisms should be employed. Multiple choice, matching, fill-in, true/false, and short answer questions are appropriate. Term projects and research reports may be utilized, as well as essay questions based on outside readings should be considered. If a web site for the course is developed (this is encouraged), students may also be evaluated based on their participation in online discussions. Online exams are acceptable, if they are one of several assessment tools.

**Grading System:**

Students will be presented with a grading system for the course on the first day of the semester. The grading system will include, at a minimum, two or three components:

1. A scale for determining grades A-F, such as the following:

- a. A = an average of 90 or higher
- b. B+ = an average between 85 and 89
- c. B = an average between 80 and 84
- d. C+ = an average between 75 and 79
- e. C = an average between 70 and 74
- f. D = an average between 60 and 69
- g. F = an average lower than a 60

2. An explanation for the value of course components can include as per the following:
- a. 3 tests: each test represents 25% of the final grade for a total of 75%
  - b. 1 short paper: represents 20% of final grade
  - c. attendance/participation represents 5% of final grade, or if online,
  - d. 5 online discussions: each discussion is 20% of final grade for a total of 100%

## **Attendance Policy**

### **BCC Attendance Policy:**

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

### **Sociology Discipline Attendance Policy:**

The discipline has agreed to leave attendance policies up to the discretion of each course instructor.

### **Attendance Policy in this Course:**

To be determined by the instructor

## **Other College, Divisional, and/or Departmental Policy Statements [optional but recommended]**

### Examples:

Code of Student Conduct.

Statement on plagiarism and/or academic dishonesty.

ADA statement.

Sexual Harassment statement.

Statement on acceptable use of BCC technology.

Statement on the purpose and value of faculty office hours.



### Student and Faculty Support Services [optional but recommended]

List support services, e.g., the Writing Center, the Math Lab, the Tutorial Center, Online Writing Lab (OWL), Office of Specialized Services, etc.

Include a statement on the BCC Library.

Example:

#### Student and Faculty Support Services

<b>The distance Learning Office-for any problems you may have accessing your online courses</b>	<b>Room C-334</b>	<b>210-612-5581 psimms@bergen.edu</b>
Smartthinking Tutorial Service	On Line at:	<a href="http://www.bergen.edu/library/learning/tutor/smart/index.asp">www.bergen.edu/library/learning/tutor/smart/index.asp</a>
The Tutoring Center	Room L-125	201-447-7908
The Writing Center	Room L-125	201-447-7908
The Online Writing Lab (OWL)	On Line at:	<a href="http://www.bergen.edu/owl">www.bergen.edu/owl</a>
The Office of Specialized Services (for Students with Disabilities)	Room S-131	201-612-5270 <a href="http://www.bergen.edu/oss">www.bergen.edu/oss</a>
The Sidney Silverman Library	Room L-226	201-447-7436

### Include a Course Outline and Calendar

The Course Outline and Calendar must include all of the following elements;

- A daily or (at least) weekly schedule of topics to be covered.
- Dates for exams, quizzes, or other means of assessment.
- Due dates for major assignments-e.g., due dates for the paper(s), due dates for the project(s) etc.
- Any required special events-e.g., a lecture by a visiting speaker, a dramatic performance etc.
- A note to students stating that the course outline and calendar is tentative and subject to change, depending upon the progress of the class.

#### Sample Format for Course Outline and Calendar

UNIT #	TOPIC	ASSIGNMENT
Week 1	Competing Perspectives on Social Welfare	<i>Social Work, Social Welfare and American Society</i> , by Philip R. Popple and Leslie Leighninger, Chapter 1
Week 2	Social Welfare: Basic Concepts	<i>Social Work, Social Welfare and American Society</i> , by Philip R. Popple and Leslie Leighninger, Chapter 2
Week 3	Social Work as a Profession and Generalist Social Work	<i>Social Work, Social Welfare and American Society</i> , by Philip R. Popple

	Practice	and Leslie Leighninger, Chapters 3 and 4
Week 4	Responses to Human Diversity	<i>Social Work, Social Welfare and American Society</i> , by Philip R. Popple and Leslie Leighninger, Chapter 5
Week 5	Test 1 and Religion and Social Work	<i>Social Work, Social Welfare and American Society</i> , by Philip R. Popple and Leslie Leighninger, Chapter 6
Week 6	Poverty: The Central Concept	<i>Social Work, Social Welfare and American Society</i> , by Philip R. Popple and Leslie Leighninger, Chapter 7
Week 7	I The Nature and Causes of Poverty	<i>Social Work, Social Welfare and American Society</i> , by Philip R. Popple and Leslie Leighninger, Chapter 8
Week 8	The Development of Antipoverty Programs	<i>Social Work, Social Welfare and American Society</i> , by Philip R. Popple and Leslie Leighninger, Chapter 9
Week 9	Test 2 and Child Welfare	<i>Social Work, Social Welfare and American Society</i> , by Philip R. Popple and Leslie Leighninger, Chapter 10
Week 10	Crime and Criminal Justice	<i>Social Work, Social Welfare and American Society</i> , by Philip R. Popple and Leslie Leighninger, Chapter 11
Week 11	Health Care	<i>Social Work, Social Welfare and American Society</i> , by Philip R. Popple and Leslie Leighninger, Chapter 12
Week 12	Mental Health and Developmental Disability	<i>Social Work, Social Welfare and American Society</i> , by Philip R. Popple and Leslie Leighninger, Chapter 13
Week 13	Housing, Homelessness, and Community Development	<i>Social Work, Social Welfare and American Society</i> , by Philip R. Popple and Leslie Leighninger, Chapter 14
Week 14	Aging.	<i>Social Work, Social Welfare and American Society</i> , by Philip R. Popple and Leslie Leighninger, Chapter 15
Week 15	Developing Your Own Perspective on Social Welfare.	<i>Social Work, Social Welfare and American Society</i> , by Philip R. Popple and Leslie Leighninger, Chapter 16
Week 16	Test 3/Final Exam, Final Essay Papers/Projects Due, If Assigned	

**Note to Students:** This Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.

Bergen Community College  
Division of Business, Social Sciences & Public Services  
Department of Social Sciences

**Departmental Policy Syllabus**

**SOC-104 Introduction to Social Work**

Date of Most Recent Syllabus Revision: February 29, 2016

Course Typically Offered: Fall \_\_\_\_\_ Spring \_\_\_\_\_ Summer \_\_\_\_\_ Every Semester   x   Other \_\_\_\_\_

Syllabus last reviewed by: BCC General Education Committee \_\_\_\_\_ Date: \_\_\_\_\_

(Most courses need review Ad Hoc Committee on Learning Assessment \_\_\_\_\_ Date: \_\_\_\_\_

by only one of the following) Curriculum Committee: \_\_\_\_\_ Date: \_\_\_\_\_

**An individual classroom syllabus for this course must include as much of the following information as is applicable:**

**Basic Information about Course and Instructor**

Semester and Year:

Course and Section Number: [e.g., SOC-102-001]

Meeting Times and Locations:

Instructor:

Office Location:

Phone:

Departmental Secretary: [optional]

Office Hours:

Email Address:

**Course Description**

**SOC-104** – This course is an analysis of the goals, ethics and values of social workers, agency structure, how social workers can advocate for change across client systems, considerations for the delivery of culturally competent social services, and the critical role that advocacy and a strengths-based perspective plays in the role of a social worker. Through lectures and group participation, students learn perspectives, definitions, dynamics, current issues, and social work roles while working within a multicultural society.

3 lectures, 3 credits

Prerequisites: None

C-requisites: None

Social Science Elective

## Student Learning Outcomes/Mean of Assessment

<b>Objectives:</b> Upon successful completion, the student will be able to:	<b>Means of Assessment:</b> This outcome will be measured by one or more of the following:
1. Identify the general goals, competencies, responsibilities and objectives of generalist practice within the social work profession.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
2. Identify social work's core values, roles, fields of practice and career paths.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
3. Identify the structure and function of social work agencies and the range of services within social service networks.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
4. Describe the empowerment change process including: engagement, assessment, planning, implementation and evaluation and develop introductory interviewing skills of beginning level generalist social work	Objective tests, essay questions, oral reports, class discussions, and writing assignments
5. Identify the student's perception of "self" including the distinction between self-interest and advocacy, and client self-determination.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
6. Identify client systems in social work including the ecosystems perspective and the impact of community/physical environment on peoples' lives	Objective tests, essay questions, oral reports, class discussions, and writing assignments
7. Demonstrate an understanding in diversity and social work including topics in multicultural social work practice, racial and ethnic diversity, and sexual diversity.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
8. Identify contemporary issues in fields of practice including: poverty, homelessness, criminal justice, health, mental health, intimate partner violence, child abuse, and elder abuse.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
9. Identify the understanding of why one needs to evaluate practice.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
10. Describe the major concepts of social justice and the necessity for all to have equal access to resources and opportunities.	Objective tests, essay questions, oral reports, class discussions, and writing assignments

## Course Content

This course is designed so that:

1. As a general introduction to social work, students will be introduced to concepts and application of theories, research, and treatment related to social work.
2. Students will learn how to define social work related terms.
3. Students will gain an understanding of various social service and resources available to persons experiencing: poverty, child welfare, involvement with the criminal justice system, health care, mental health and developmental disability, housing, homelessness, and aging.
4. Students will gain an understanding of social work values, ethics and knowledge base.
5. Students will gain an understanding of a range of intervention, treatment, and prevention strategies and a beginning level of knowledge of the helping process.
6. Students will gain an understanding of the influence of diversity and working within a multicultural society.

## Special Features of the Course (if any) [to be designated by the instructor]

E.g., the use of learning technologies in the course (Internet, PowerPoint, etc.); the inclusion of technological literacy and/or information literacy learning in the course; etc.

## Course Texts and/or Other Study Materials

### Required Texts for Reference:

DuBois, Brenda and Miley, Karla Krogsrud (2014). *Social Work: An Empowering Profession*, 8<sup>th</sup> ed. Boston: Pearson.

Rosenberg, J. (2011). *Working in Social Work*. New York: Routledge.

## Research, Thinking, Writing, and/or Examination Requirement(s)

All students in the Introduction to Social Work course will be expected to engage in one or more written assignments. These assignments may be essay questions on one or more tests, an essay test, or a short-written report based on outside readings or activities. Students should be encouraged through classroom activities to think about, analyze, and use basic sociological and social work concepts in the analysis of related issues. Memorization of key concepts and theories should be thought of as the first, not the final, stage of learning significant course materials.

## Grading Policy

In determining a student's semester grade, a minimum of three, and preferably more, grading mechanisms should be employed. Multiple choice, matching, fill-in, true/false, and short answer questions are appropriate. Term projects and research reports may be utilized, as well as essay questions based on outside readings should be considered. If a web site for the course is developed (this is encouraged), students may also be evaluated based on their participation in online discussions. Online exams are acceptable, if they are one of several assessment tools.

### Grading System:

Students will be presented with a grading system for the course on the first day of the semester. The grading system will include, at a minimum, two or three components:

1. A scale for determining grades A-F, such as the following:
  - a. A = an average of 90 or higher
  - b. B+ = an average between 85 and 89
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  - d. C+ = an average between 75 and 79
  - e. C = an average between 70 and 74
  - f. D = an average between 60 and 69
  - g. F = an average lower than a 60
2. An explanation for the value of course components can include as per the following:
  - a. 3 tests: each test represents 25% of the final grade for a total of 75%
  - b. 1 short paper: represents 20% of final grade
  - c. attendance/participation represents 5% of final grade, or if online,
  - d. 5 online discussions: each discussion is 20% of final grade for a total of 100%

## Attendance Policy

### **BCC Attendance Policy:**

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### **Attendance Policy in this Course:**

To be determined by the instructor

**Other College, Divisional, and/or Departmental Policy Statements [optional but recommended]**Examples:

Code of Student Conduct.

Statement on plagiarism and/or academic dishonesty.

ADA statement.

Sexual Harassment statement.

Statement on acceptable use of BCC technology.

Statement on the purpose and value of faculty office hours.

**Student and Faculty Support Services [optional but recommended]**

List support services, e.g., the Writing Center, the Math Lab, the Tutorial Center, Online Writing Lab (OWL), Office of Specialized Services, etc.

Include a statement on the BCC Library.

Example:

**Student and Faculty Support Services**

<b>The distance Learning Office-for any problems you may have accessing your online courses</b>	<b>Room C-334</b>	<b>210-612-5581 psimms@bergen.edu</b>
Smartthinking Tutorial Service	On Line at:	<a href="http://www.bergen.edu/library/learning/tutor/smart/index.asp">www.bergen.edu/library/learning/tutor/smart/index.asp</a>
The Tutoring Center	Room L-125	201-447-7908
The Writing Center	Room L-125	201-447-7908
The Online Writing Lab (OWL)	On Line at:	<a href="http://www.bergen.edu/owl">www.bergen.edu/owl</a>
The Office of Specialized Services (for Students with Disabilities)	Room S-131	201-612-5270 <a href="http://www.bergen.edu/oss">www.bergen.edu/oss</a>
The Sidney Silverman Library	Room L-226	201-447-7436

**Statement on Accommodations for Disabilities**

Bergen Community College aims to create inclusive learning environments where all students have maximum opportunities for success. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Specialized Services at 201-612-5269 or via email at [ossinfo@bergen.edu](mailto:ossinfo@bergen.edu) for assistance.

## Include a Course Outline and Calendar

The Course Outline and Calendar must include all the following elements;

- A daily or (at least) weekly schedule of topics to be covered.
- Dates for exams, quizzes, or other means of assessment.
- Due dates for major assignments-e.g., due dates for the paper(s), due dates for the project(s) etc.
- Any required special events-e.g., a lecture by a visiting speaker, a dramatic performance etc.
- A note to students stating that the course outline and calendar is tentative and subject to change, depending upon the progress of the class.

## Sample Format for Course Outline and Calendar

UNIT #	TOPIC	ASSIGNMENT
Week 1	What is social work?	<i>Field Instruction and the Social Work Curriculum: A Guide for Social Work Students.</i> Chapters 1 and 2, pp. 1- 21 DuBois and Miley, Chapters 1 & 4
Week 2	The Agency base of Practice: The Social Service Delivery System.	1 Rosenberg, Chapters 1, Addictions 2. <i>Who has the Power? Chapter 4</i>
Week 3	The Social Service Delivery System, cont'd	1. <i>Getting to Know your Agencies, Chapter 5.</i> 2. <i>Distinguishing features of organizations, Chapter 2</i> 3. Rosenberg, Chapter 13, Schools
Week 4	The Social Service Delivery System, cont'd <b><u>DUE: Professional development essay</u></b>	1. DuBois and Miley, Chapter 3 2. <i>Organizational Structure.</i>
Week 5	Diversity and Social Work: Different strokes for different folks.	DuBois and Miley, Chapter 7 Rosenberg, chapter 2, Older Adults
Week 6	Diversity and Social Work: Social Justice	DuBois and Miley, Chapter 6 <i>Ethnic-Sensitive Practice,</i>
Week 7	Intervention skills: working with clients <b><u>DUE: Article analysis</u></b> Community Context of Practice – Community needs	DuBois and Miley, Chapter 8 Rosenberg, Chapter 3, Child Welfare Rosenberg, Chapter 5, Domestic Violence <i>Focusing on Communities and Neighborhoods, Chapter 8.</i>



Week 8	Community Context of Practice – Community needs Intervention Skills: working with clients	<i>Environment (Social Work practice), Chapter 8.</i> DuBois and Miley, Chapter 9. <i>Basic Counseling Responses Part 1</i>
Week 9	Intervention skills: working with clients: continued	Rosenberg, Chapter 5, Rosenberg, Chapter 4, Criminal Justice. <i>Helping Skills for Understanding</i>
Week 10	Research resources for social workers, writing a professional paper and for evidence based practice Social Work and Social policy  <b><u>DUE: Community Assessment Paper</u></b>	Hacker <a href="http://www.OWL.edu">www.OWL.edu</a> DuBois and Miley, Chapters 2 & 10. Rosenberg, Chapter 6, health care
Week 11	Fields of Practice, the Public Domain Fields of Practice, Health, Rehabilitation and Mental health	DuBois and Miley, Chapter 11 DuBois and Miley, Chapters 12. Rosenberg, Chapter 7, Housing and homelessness
Week 12	Fields of Practice, Youth and Families Fields of Practice, Adult and Aging	DuBois and Miley, Chapters 13. DuBois and Miley, Chapters 14. Rosenberg, Chapter 8, International arena
Week 13	Introduction to Social Work Research	Rosenberg, chapter 9, Mental illness Moodle Power Pt Research and Evaluation Moodle Power Pt Single System Evaluation Evidence Based Practice article tba Rosenberg, chapter 10, Military
Week 14	Social Work values	DuBois and Miley, Chapter 5 NASW Code of Ethics Rosenberg, chapter 11, end-of-life
Week 15	Terminating with clients, colleagues and the agency	<i>Chapter 15, Evaluation and Chapter 16, Termination</i> Rosenberg, chapter 12, private practice

**Note to Students:** This Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.

## **Appendix C**

### **Social Work Degree Program Course Requirements**

## Associate in Science (A.S.) Degree

### Professional Studies

**Program: Professional Studies – Social Work Option**  
**Degree: Associate in Science**  
**Code: AS.PS.SOC.WK**

General Education Requirements	30-32	Recommended Semester Sequence
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Communication	9
---------------	---

#### First Semester

COM...COM 100 Speech Communication or COM 102 Public Speaking	3
--	---

WRT 101 English Composition I	3
WRT 201 English Composition II	3

Humanities Electives*	6
-----------------------	---

Two general education courses selected from the following fields, with no more than one course in any one field:  
 Arts (ART), Music (MUS), Theater Arts (THR), Cinema Studies (CIN), History (HIS), Literature (LIT), Philosophy and Religion (PHR), World Languages and Cultures (LAN)

Social Sciences: SOC 101 Sociology	3
------------------------------------	---

Mathematics and Natural Sciences	11-12
----------------------------------	-------

Mathematics*	3-4
Intro to Human Biology or Anatomy & Physiology	4
Natural Science Elective*	4

Additional General Education Elective*	0-3
--	-----

Macroeconomics, if needed to reach the Foundation minimum of 30-32 credits.

Program Support Requirements	12
------------------------------	----

Humanities Electives – three general education Courses to be selected from the following fields: Arts (ART), Music (MUS), Theater Arts (THR), Cinema Studies (CIN), History (HIS), Literature (LIT), Philosophy and Religion (PHR), World Languages and Cultures (LAN)	9
---	---

Social Science: PSY 101 General Psychology	3
--	---

Program Requirements	15-18
----------------------	-------

PSY 102 Intro to Abnormal Psychology	3
SOC 102 Intro to Human Services	3
SOC 103 Sociology of the Family <b>or</b> SOC 113 Social Problems	3

SOC 222 Ethnic & Minority Group Relations <b>or</b> SOC 121 Changing Roles of Women	3
--	---

SOC 104 Intro to Social Work	3
SOC 2xx Co-op Work Experience (Sociology)	3

Free Electives**	3-6
------------------	-----

Total Credits	64-66
---------------	-------

SOC 102	Introduction to Human Services	3
COM	COM 100 Speech Communication or COM 102 Public Speaking	3
WRT 101	English Composition I	3
SOC 101	Sociology	3
	Free Elective**	3
<b>TOTAL</b>		<b>15</b>

WRT 201	English Composition II	3
	Humanities Elective *	3
PSY 101	General Psychology	3
SOC 104	Introduction to Social Work	3
SOC 103 SOC 113	Sociology of the Family <b>or</b> Social Problems	3
<b>TOTAL</b>		<b>15</b>

PSY 102	Intro to Abnormal Psychology	3
MAT	Mathematics Elective*	3
	Human Biology or Anatomy & Physiology	4
	Humanities Elective	6
<b>TOTAL</b>		<b>16</b>

SOC 222 or SOC 121	Ethnic & Minority Group Relations or Changing Role of Women	3
	Natural Science Elective*	4
	Humanities Electives*	6
SOC 2xx	Co-op Work Experience (Sociology)	3
ECO 101	Macroeconomics if needed to reach the Foundation minimum of 30-32 credits	3
<b>TOTAL</b>		<b>16-19</b>

**Specific Program Notes:** \*General Education Elective(s) – see page 1

\*\*Recommended: IST 123 Success 101 or another Social Science elective

## **Appendix D**

### **Social Work Degree Program Learning Outcomes**

**Curriculum Map: AS.PS.SOC.WK - SOCIAL WORK DEGREE PROGRAM**  
**Associate in Professional Studies Degree in Social Work**

Identify in which courses the program learning outcomes are being taught and whether the program learning outcomes are introduced, reinforced or mastered.

**KEY:** *I* – Introduced *R* – Reinforced / Practiced *M* – Mastery at exit level

Program Specific Required Courses	Program Learning Outcomes				
	Define the roles of the human services and social work professional.	Understand the nature of human systems: individual, groups, organization, community and society, and their major interactions, and how these systems interact in producing human problems.	Explain the conditions which promote or limit optimal functioning and types of deviations from desired functioning in the major human systems (i.e., racism, sexism, classism).	Plan, implement, and evaluate interventions which promote growth and goal attainment. Interventions may include assistance, referral, advocacy, or direct counseling.	Apply basic level counseling, advocacy skills, and understand the function of service agencies to typical problems encountered by a cross section of populations at risk.
SOC-102 INTRO TO HUMAN SERVICES	R	R	R	R	R
SOC-103 SOCIOLOGY OF THE FAMILY	R	R	R	R	
SOC-113 SOCIAL PROBLEMS	R	R	R	R	R
SOC-121 CHANGING ROLES OF WOMEN OR	M EXAMS, WRITTEN PROJECTS AND PAPERS	M EXAMS, WRITTEN PROJECTS AND PAPERS	M EXAMS, WRITTEN PROJECTS AND PAPERS	M EXAMS, WRITTEN PROJECTS AND PAPERS	
SOC-222 ETHNIC & MINORITY GROUP RELATIONS	M CAN INCLUDE EXAMINATIONS, ORAL AND WRITTEN PROJECTS AND PAPERS	M CAN INCLUDE EXAMINATIONS, ORAL AND WRITTEN PROJECTS AND PAPERS	M CAN INCLUDE EXAMINATIONS, ORAL AND WRITTEN PROJECTS AND PAPERS	M CAN INCLUDE EXAMINATIONS, ORAL AND WRITTEN PROJECTS AND PAPERS	
SOC 104 INTRO TO SOCIAL WORK	L	1	1	1	1

SOC 293 CO-OP WORK EXPERIENCE	M WRITTEN PROJECTS AND PAPERS	M WRITTEN PROJECTS AND PAPERS	M WRITTEN PROJECTS AND PAPERS	M WRITTEN PROJECTS AND PAPERS	M WRITTEN PROJECTS AND PAPERS
-------------------------------------	--	--	--	--	---

*Adapted from Community College of Philadelphia's Curriculum Map template*

**Appendix E**  
**Social Work Program Brochure**

Associate in Science  
Professional Studies - Social Work Option (A.S. PS-SOC-WK)

<b>First Semester</b>		
SOC-102	Introduction to Human Services	3
COM	COM 100 Speech Communication or COM 102 Public Speaking	3
WRT-101	English Composition I	3
SOC-101	Sociology	3
.....	Free Elective**	3
<b>Total:</b>		<b>15</b>
<b>Second Semester</b>		
WRT-201	English Composition II	3
.....	Humanities Elective *	3
PSY-101	General Psychology	3
SOC-104	Introduction to Social Work	3
SOC-103	Sociology of the Family <b>OR</b>	3
SOC-113	Social Problems	3
<b>Total:</b>		<b>15</b>
<b>Third Semester</b>		
PSY-102	Intro to Abnormal Psychology	3
MAT	Mathematics Elective*	3
.....	Human Biology or	4
.....	Anatomy & Physiology	6
.....	Humanities Elective	16
<b>Total:</b>		<b>16</b>
<b>Fourth Semester</b>		
SOC-222	Ethnic & Minority Group Relations <b>OR</b>	3
SOC-121	Changing Role of Women	4
.....	Natural Science Elective*	6
.....	Humanities Electives*	3
SOC-20x	Co-op Work Experience (Sociology)	3
ECO 101	Macroeconomics (if needed to reach the Foundation minimum of 30-32 credits)	3
<b>Total:</b>		<b>16-19</b>

Degree Total Credits: 62 - 65

\*General Education Elective(s) – see page 1  
\*\*Recommended: IST 123 Success 101 or another Social Science elective



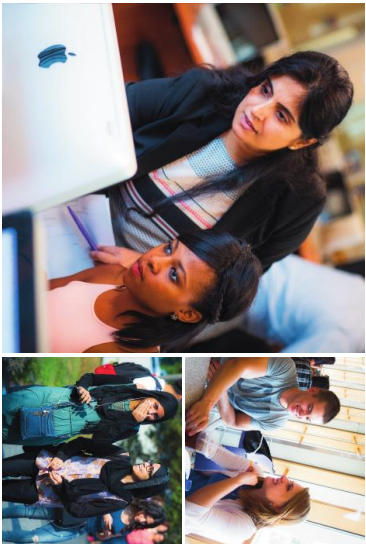
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Paramus, New Jersey 07652  
201-447-7200 • www.bergen.edu

ADDRESS CORRECTION REQUESTED

Bergen Community College

A.S. Degree  
Professional Studies

Social Work Option





## What do Social Workers do?

Social workers are professionals who have many different roles. They provide services to people of any age, income, race, ethnicity, religion, and sexual orientation. They help people cope with complex social and interpersonal problems and assist in obtaining resources for people.

The historic mission of social work has been to help people who are disadvantaged. Social workers today work with people from all walks of life with all kinds of problems in all kinds of settings.

Social workers can be found in:

- Child and Family Services Agencies
- Social Welfare Agencies
- Addiction Treatment Centers
- Nursing Homes
- Mental Health Centers
- Schools, Colleges and Universities
- Foster Care and Adoption Agencies
- Residential Treatment Programs
- The Criminal Justice System and Correctional Facilities
- Hospitals and Health Care Agencies
- And many other private and public settings in local, state, federal, and global arenas!

Social workers are also active in community organizations where they play key roles in social planning, social action, social policy, and program development.

## Professional Studies, Social Work Option Associate of Science (A.S.) Degree

### Program Overview

The Associate in Science (A.S.) Degree in Professional Studies, Social Work Option, is designed to serve as a transfer degree program into baccalaureate programs in social work and to train students for entry-level positions in a variety of human and social service fields such as gerontology, domestic violence, residential care, developmental disability, child care, substance abuse, and juvenile justice.

Through theoretical and experientially based learning, this program will provide students with competencies for assessment, advocacy, and intervention with individuals, small groups, and community organizations. Such skills are fundamental to the social work and human services fields.

### Social Work Course Descriptions

**SOC-101 Sociology** is the study of social behavior and human groups. It focuses primarily on the influence of social relationships upon people's attitudes and behavior. It is the examination of culture and the structure of human societies.

The course focuses on major theoretical perspectives in sociology, social research methods, the impact of socialization and gender roles, how human groups arrange and/or stratify themselves, social inequalities, deviance, and social change. 3 credits

General Education Course

**SOC-102 Introduction to Human Services** is an analysis of the history of social welfare, social welfare philosophies, and social service systems in the U.S. Through lectures, group participation, field trips and/or Service Learning, students learn to recognize perspectives, definitions, historical developments, dynamics, current issues and trends, and social work roles while working within a multicultural society, as well as the common aspects of helping within the broad field of human services. 3 credits

**SOC-103 Sociology of the Family** is the study of the oldest and most fundamental social institution – The Family. This course analyzes various types of marriage forms, family types, sexually and sexual learning, gender role socialization, family communication, conflict, and violence. Family life is viewed from the perspective of society and of the individual and students are encouraged to examine their own family patterns in relation to topics discussed. 3 credits

General Education Course

**SOC-104 – Introduction to Social Work** is an analysis of the goals, ethics and values of social workers, agency structure, how social workers can advocate for change across client systems, considerations for the delivery of culturally competent social services, and the critical role that advocacy and a strengths-based perspective plays in the role of a social worker. Through lectures and group participation, students learn perspectives, definitions, dynamics, current issues, and social work roles while working within a multicultural society. 3 credits

General Education Course

**SOC-113 Social Problems** is the study of contemporary social issues and problems in the U.S. Various theoretical perspectives are utilized in an effort to understand why particular issues become defined as "problems," to determine the origin of social problems, and to critically assess proposed solutions to these perceived problems. Topics of discussion can include crime and delinquency, poverty, family violence, overpopulation, war, AIDS, sexual assault, mental illness, racism, sexism, and classism. 3 credits

General Education Course

**SOC-115 Introduction to Substance Abuse** presents an introductory systems-oriented approach to addressing alcohol and other drug problems. Providing an overview of chemical dependency and addiction sciences, the course examines causal theories, models, and definitions. In addition, intervention and prevention strategies, as well as public policy issues will be explored. Special attention will be given to the family systems perspective in theory, research, and treatment. 3 credits

**SOC-116 Substance Abuse Counseling** is an introduction to the field of substance abuse counseling, and examines the impact of substance abuse on individuals, families and society. Specific techniques for counseling the alcoholic, the problem drinker, and the addict are presented. Additionally, this course will address the etiology of substance abuse, intervention tactics, and primary/relapse prevention strategies will be discussed. Special attention will be given to substance abuse problems in diverse populations. 3 credits

**SOC-121 The Changing Roles of Women** is an introductory, interdisciplinary study of the changing roles of women today. Topics of discussion includes women's roles in a cross-cultural and historical perspective, the influence of biology, sexuality, and psychology on the roles of women, women in the work force, women as portrayed in literature, the impact of religious beliefs on women, women's changing family roles, and traditional and present-day feminism. 3 credits

General Education Course; Diversity Course

**SOC-222 Ethnic and Minority Group Relations** is a study of the diverse ethnic and multicultural structures of the U.S. Topics of discussion include the social, economic, and familial structures of various ethnic groups, the impact of dislocation on the new immigrant, and the effects of prejudice and discrimination. 3 credits

Prerequisite: SOC-101 General Education Course; Diversity Course

**SOC-463 Sociology/Social Work Co-op Work Experience** provides the student with the opportunity to learn about careers in the field of social work/human services and about the operation of human service organizations. Students will receive specialized training and work experience. 3 credits



## **Appendix F**

### **External Reviewer's Curriculum Vitae**

# CURRICULUM VITAE

## I. Name **Stephanie Elias Sarabia**

Rank Associate Professor  
 Ramapo College of New Jersey  
 School Social Science and Human Services  
 Convener of Bachelor in Social Work  
 Convener of the Minor in Substance Use Disorders

## II. Educational Background

Degree	Institution	Field of Study	Date Awarded
Ph.D.	New York University	Social Work	2012
M.S.W.	New York University	Social Work	1997
B.A.	New Jersey City University	Psychology	1994

## III. Ramapo College – Record of Actions

Initial Appointment:	Date 9/2012	Rank Assistant Professor
2 <sup>nd</sup> Year Reappointment	Date 9/2013	Rank Assistant Professor
3 <sup>rd</sup> Year Reappointment	Date 9/2014	Rank Assistant Professor
4 <sup>th</sup> Year Reappointment	Date 9/2015	Rank Assistant Professor
5 <sup>th</sup> Year Reappointment	Date 9/2016	Rank Assistant Professor
6 <sup>th</sup> Year Reappointment	Date 9/2017	Rank Associate Professor

## IV. Candidate's Profile

**A. Courses taught** (within past five years, including frequency and level).  
 Advanced Topics: Decriminalization of Drug Policy in Lisbon, Portugal Spring 2017 in MSW program Ramapo College  
 Public Health in West Africa in Kumasi, Ghana Summer 2016 in MSW program Ramapo College  
 Theory, Practice, and Field I (hybrid) in MSW program  
*Ramapo College Fall 2015-present Master's level*  
 Theory, Practice, and Field II (hybrid) in MSW program  
*Ramapo College Spring 2016 Master's level*  
 Case Management with Substance Using Clients (online)  
*Ramapo College Summer 2015-Present Bachelor level*  
 Social Research with Computers (hybrid) in the Degree Completion Program:  
*Ramapo College Fall 2013 Bachelor level*  
 Substance Abuse (online) in the Degree Completion Program:  
*Ramapo College Every Summer 2013-Present Bachelor level*  
 Substance Abuse:  
*Ramapo College (2 sections) Fall 2012-Fall 2014 Bachelor level*  
 Counseling Substance Abusers I:  
*Ramapo College Every Fall 2012-Present Bachelor level*  
 Counseling Substance Abusers II:  
*Ramapo College Every Spring 2013-Present*

*Fieldwork: Substance Abuse Spring 2013*  
 Clinical Social Work Practice I:  
*Ramapo College Fall 2015*  
*New York University Spring 2011-Spring 2012 each Fall and Spring Semester*  
*Master's level*  
 Clinical Social Work Practice II:  
*Ramapo College Spring 2015*  
*New York University Summer 2011-Summer 2012 each Spring and Summer*  
*Semester Master's level*  
 Cognitive Behavioral Therapy:  
*New York University Fall 2011 Master's level*  
 Practice with Individuals and Families:  
*New York University Fall 2012 Master's level*  
 Integrated Practice Seminar:  
*New York University Spring 2008 Master's level*  
 Women and Substance Abuse Across the Lifespan:  
*New York University Every Winter session 2009-Present Master's level*  
 Substance Abuse and Society:  
*New York University Summer 2008 Master's level*

## **B. Scholarship**

### **1. Publication/ Exhibits/ Performance (full bibliographical information required).**

#### *Peer Reviewed Publications:*

- Sarabia, S. E., & McGovern, J. (accepted with revisions). Improving social work student competence in practice with older adults affected by substance misuse: Spotlight on the Bronx. *Urban Social Work*
- Sarabia, S. E., & Healy, E. (accepted for publication). Impact of Adult Roles on Maturing Out of Substance Use Among Sexually Diverse Women. *Journal of Mental Health in Social Work*
- Sarabia, S. E., & Martin, J. I. (2016). Are Baby Boomer women unique? The moderating effect of birth cohort on age in substance use patterns during midlife. *Journal of Women & Aging, 28*(2)
- Sarabia, S. E. (2016). Teaching students to critique their substance abuse biases and embrace scientific learning. *Addiction Educator*
- Sarabia, S. E. (2015). Social workers and brief interventions: A research-informed approach to changing views on marijuana. *Journal of Social Work Practice in the Addictions, 15*(3), 337-340.
- Klein, E., & Sarabia, S. E. (2014). Co-Occurring Disorders: Clinical, program, and policy considerations. *Addiction, Recovery & Aftercare, 1*, 35-53.
- Sarabia, S. E., & Martin, J. I. (2013). Aging effects on substance use among midlife women: The moderating influence of race and substance. *Journal of Social Work Practice in the Addictions, 13*(4), 417-435.

#### *Invited Publications:*

- McGovern, J., & Sarabia, S. E. (in press). Substance abuse among older adults: Context, assessment, treatment. In T. McMillan & A. Sisselman

- (Eds.). *Treatment, Education, and Outreach for Mental Health and Addiction – New Directions*. New York: Springer.
- Sarabia, S. E. (2017). Approaching co-occurring substance use and mental health disorders from a social justice perspective. In J. Rosenberg & S. Rosenberg (Eds.), *Community Mental Health (3<sup>rd</sup> edition)*. New York: Routledge.
- Shibusawa, T. & Sarabia, S. E. (2015). Social work practice with older adults with substance/alcohol abuse problems. In D. B. Kaplan & B. Berkman (Eds.), *The Handbook of Social Work in Health and Aging (2<sup>nd</sup> Edition)* (pp. 397-406) New York: Oxford University Press.
- Sarabia, S. E. (2014). Drug and alcohol screening. In *Encyclopedia of Human Services and Diversity*. Thousand Oaks: Sage Publications, Inc.
- Pape, P. A., & Sarabia, S. E. (2013). Assessment and treatment of women with substance use disorders. In S.L.S. Straussner (Ed.), *Clinical Practice with Substance Abusing Clients (3<sup>rd</sup> edition)* (pp. 442-465). New York: Guilford Press.
- Sarabia, S. E. (2013). *Cultural considerations of Huntington's disease*. In *Cultural Sociology of Mental Illness*. Thousand Oaks: Sage Publications, Inc.
2. Conference Presentations (dates and organizational auspices).
- Peer Reviewed Presentations:*
- Hyppolite, M., & Sarabia, S. E. (October, 2017). Engaging High Risk Athletes in Effective Social Norms Media AOD Prevention Project. Paper session at the APM of the Council on Social Work Education, Dallas, Texas.
- Hyppolite, M., & Sarabia, S. E. (November, 2016). Applying Multiple Risk Models and SBIRT to Adolescents with Substance Use Disorders. Paper session at the APM of the Council on Social Work Education, Atlanta, Georgia
- Hyppolite, M., & Sarabia, S. E. (June, 2016). Applying Multiple Risk Models and SBIRT to Adolescents with Substance Use Disorders. Paper session presented at The 48<sup>th</sup> Annual Addiction Institute for the New York City Chapter of the National Association of Social Workers, New York, New York
- Sarabia, S. E., & Hyppolite, M. (October, 2015). Evolving Parent Perceptions of Marijuana Use from Resignation and Indifference to Disapproval. Paper session at the APM of the Council on Social Work Education, Denver, Colorado
- Sarabia, S. E. (October, 2015). Creating Meaningful Learning Experience in Substance Abuse Courses. Paper session at the NAADAC: The Association for Addiction Professionals National Conference, Washington, D.C.
- Sarabia, S. E., & Hyppolite, M. (June, 2015). Everybody is Not doing it: Evolving Parent Perceptions of Marijuana Use from Acceptance and Indifference to Disapproval. Paper session presented at The 47<sup>th</sup> Annual Addiction Institute for the New York City Chapter of the National Association of Social Workers, New York, New York

- Sarabia, S. E. (October, 2014). Creating Meaningful Learning Experience in Social Work Electives. Paper session at the APM of the Council on Social Work Education, Tampa, Florida
- Sarabia, S. E. (June, 2014). Start where the learner is at: A social work approach to helping addiction professionals in recovery embrace evidence-based practice. Paper session presented at The 46<sup>th</sup> Annual Addiction Institute for the New York City Chapter of the National Association of Social Workers, New York, New York
- Sarabia, S. E., & Martin, J. I. (November, 2013). Aging Out among Substance-Using Midlife Women: Racial/Ethnic and Substance Differences. Paper session at the APM of the Council on Social Work Education, Dallas, Texas
- Sarabia, S. E. (October, 2013) Creating challenging learners: Helping students evaluate their substance abuse biases/myths and becoming open to scientific learning. Paper session at the NAADAC: The Association for Addiction Professionals National Conference, Atlanta, Georgia.
- Klein, E., & Sarabia, S. E. (June, 2013). The Social Work Role in the Provision of Integrated Treatment for Dually Diagnosed Clients Identified through Evidenced Based Practice and Policy Advocacy. Paper session presented at The 45<sup>th</sup> Annual Addiction Institute for the New York City Chapter of the National Association of Social Workers, New York, New York
- Sarabia, S. E., & Klein, E. (June, 2013). Substance Abuse Prevention from a Community Perspective: An Evidenced Based Approach. Paper session presented at The 45<sup>th</sup> Annual Addiction Institute for the New York City Chapter of the National Association of Social Workers, New York, New York
- Klein, E., & Sarabia, S. E. (May, 2013). How to Provide Effective Care to Individuals Dually Diagnosed with a Mental Illness and Substance Abuse Disorder. Paper session presented at the 24<sup>th</sup> Annual Institute for the Network for Social Work Management, Newark, New Jersey
- Sarabia, S. E. (November, 2008). Older Women and Substance Abuse. Paper session presented at the APM of Council on Social Work Education, Philadelphia, Pennsylvania

*Invited Presentations:*

- Sarabia, S. E., De George, T., & McGuire, J. (April, 2013). Coming Together: An Evidence-Based Substance Abuse Prevention Project. Ramapo College of New Jersey, School of Social Science and Human Services, Mahwah, New Jersey

3. Work in Progress (indication of stage of project and relation to discipline and unit).

*Peer Reviewed Publications:*

Sarabia, S. E., & Mc Govern, J. (in progress). Substance Misuse among older adults: Opportunities for developing competencies in social work students. *Journal of Gerontological Social Work*.

**C. Contribution to College** (level, dates, position, etc.)

Primary writer for MSW Benchmark Documents	2015 – Present
Co-writer of NCAA Grant with AOD and Athletics	2016
Co-writer of SBIRT Grant in collaboration with Nursing	2015
Co-writer for BSW Self Study	2014 - 2015
Convener of Substance Abuse Minor/CADC	2012 – Present
Member of Alcohol and Other Drug Task Force	2013 – Present
Member of SSHS Reappointment Committee	2015 - Present
Member of Ramapo College Design Team	2013 - 2015
Chair of Assistant Professor Search Committee	2014 - 2015
Member of Dean of Students Search Committee	2015
Chair of Director of Field Education Search Committee	2015
Member of Assistant Dean Search Committee	2013 – 2014
Member of Assistant Professor Search Committee	2013 - 2014
Chair of Assistant Dean of Social Work Search Committee	2015
Member of Assistant Professor Search Committee	2012 – 2013
Co-Chair of Social Work Club	2012 - 2013
Participated in multiple Minor/Major Fairs, Transfer orientations, and Open houses	2012 - Present
Participated in Safe Zone Training	2012

**D. Contribution to Community**

Journal of Social Work Practice in the Addictions, Review Board 2016-present  
 Council on Social Work Education (CSWE) Addiction Track member 2015-present  
 Facilitated Professional Development program on Developmental Assets for public school teachers in conjunction with Municipal Alliance 2016  
 Manuscript reviewer for the journal: Social Work Practice in the Addictions January, 2016  
 Council on Social Work Education (CSWE) Annual Program Meeting (AMP) Proposal Reviewer 2016  
 Organized NIDA Drug Facts Week at Jefferson Middle School with students in Substance Abuse minor at Ramapo College January 27, 2016  
 Council on Social Work Education (CSWE) Annual Program Meeting (AMP) Proposal Reviewer 2015  
 Manuscript reviewer for the journal: Human Service Organizations: Management, Leadership, & Governance January, 2015  
 Organized NIDA Drug Facts Week at Jefferson Middle School with students in Substance Abuse minor at Ramapo College January 27-29, 2015  
 Organized NIDA Drug Facts Week at Teaneck High School with students in Substance Abuse minor at Ramapo College January 28-29, 2014

Organized NIDA Drug Facts Week at Teaneck High School with students in  
Substance Abuse minor at Ramapo College January 29-30, 2013  
Council on Social Work Education (CSWE) Annual Program Meeting (AMP)  
Proposal Reviewer 2013  
Member of Committee charged with planning SSHS Spring Conference/  
Addressing Substance Abuse: Promising Community Partnerships as well  
as presented at the conference April 15, 2013

#### **E. Professional Memberships and Credentials**

Council on Social Work Education (CSWE), member  
Licensed Clinical Social Worker (LCSW), State of New Jersey  
Licensed Clinical Alcohol and Drug Counselor (LCADC), State of New Jersey

#### **F. Grants**

##### **Schomberg Grant, \$2500., 2017**

Treat, Don't Punish: The Social Justice Approach of Portugal's Drug Policy  
Purpose of the Program and Desired Outcomes  
Role: co-wrote with Mia Serban, Associate Professor Law & Society

##### **Schomburg Grant, \$3000., 2016**

In the year of Sub-Saharan Africa, sought grant to bring faculty from KNUST in  
Ghana to continue collaboration started with MSW course taught there in  
Summer, 2016  
Role: co-wrote with Ann Marie Moreno, Assistant Dean Social Work

##### **Ramapo College Foundation Grant, \$5000., 2016**

Sought foundation grant to financially support low income students in their desire  
to study abroad in the MSW program  
Role: Co-wrote with Ann Marie Moreno, Assistant Dean Social Work

##### **NCAA Grant, \$30,000., 2016**

"Choices" Alcohol and Other Drug Prevention Grant focused on Athletics and  
other High Risk Groups  
Role: Co-writer along with Athletics Director, Center for Wellness Director, and  
AOD Prevention Coordinator

##### **NORC Grant, \$10,000., 2015**

Screening, Brief Intervention, and Referral to Treatment Grant focused on  
infusing this evidence based practice into social work and nursing curriculum  
Role: co-writer and social work facilitator

##### **Ramapo College Foundation Grant, \$1,800., 2014**

Research with Ramapo College student on the Impact of Adult Roles on Maturing  
Out of Substance Use Among Sexually Diverse Women



**V. Professional Work Experience Outside Ramapo College**

Private Practice  
Psychotherapist  
Hoboken, New Jersey  
1999 – 2015

- Counsel adults, adolescents, children and families with diverse clinical diagnosis using various modalities of treatment

Care Plus NJ, Inc.  
Clinical Manager  
Fairlawn, New Jersey  
2008 – 2011

- Clinically supervise master level and licensed clinicians who do community-based therapy with children and their families
- Clinically supervise Fire Setter Prevention and Treatment Program
- Do presentations designed for educators on various topics such as suicide awareness
- Conduct chart reviews to ensure proper documentation for services provided
- Manage and approve time sheets
- Assign cases to appropriate clinicians
- Maintain relationships with various community partners: CMO, YCM, and other service requestors

Christ Hospital Counseling & Resource Center  
Manager of Addiction Services  
Jersey City, New Jersey  
2005 - 2007

- Clinically supervise all addictions staff
- Manage all aspects of outpatient addiction programs for adolescents and adults
- Member of Christ Hospital CRC management team
- Develop strategic plan for addiction services
- Actively pursue funding to expand addiction services
- Write and implement grants for addiction services
- Manager budget and business plan for addiction services
- Oversee benchmarking initiative for Christ Hospital in collaboration with NJAMHA
- Education Coordinator for all M.S.W. student interns

Christ Hospital Counseling & Resource Center  
Consultant/Grant writer  
Jersey City, New Jersey  
2003 - 2005

- Researched and wrote grants for various service populations
- Member of Management team assembled to address agency-wide growth and address on-going issues

- Offer clinical and administrative support to Teen Parent Empowerment Program

Christ Hospital Counseling & Resource Center  
Program Coordinator, Teen Parent Empowerment Program  
Jersey City, New Jersey  
2001 - 2003

- Member of management team assembled to address agency-wide growth and on-going issues
- Develop plan of action for program implementation and execution
- Oversee and manage all aspects of program
- Clinically and administratively supervise all staff and interns in program
- Maintain contracted relationships with other agencies and funding source
- Facilitate monthly consortium for collaborating agencies working with teen parents in Hudson County
- Manage on-going issues in program development and functioning

Christ Hospital Counseling & Resource Center  
Education Coordinator, Christ Hospital Counseling & Resource Center  
Jersey City, New Jersey  
2000 - 2003

- Facilitate establishment of contract, as well as maintain relationships between counseling center and various universities
- Arrange weekly trainings for interns on various clinical topics
- Facilitate complimentary matches between agency supervisors and interns
- Facilitate monthly supervisor meeting
- Facilitate experiential training group for interns

Christ Hospital Counseling & Resource Center  
Outpatient Mental Health Clinician  
Jersey City, New Jersey  
2000 - 2001

- Counsel adults, adolescents, children and families with diverse clinical diagnosis using various modalities of treatment
- Gather data for biopsychosocial histories to formulate client-centered treatment plans
- Coordinate intake screening process as part of clinical access team
- Conduct process-oriented individual and group treatment as part of Dual Diagnosis program
- Chairperson, Staff Development Committee
- Facilitate experiential training group for agency's M.S.W. interns

## Appendix G

### Social Work: Demographic Characteristics

	<i>Course Title</i>	<i>N</i>	<i>% Female</i>	<i>% Male</i>	<i>% Gender unknown</i>	<i>% Hispanic</i>	<i>% Black</i>	<i>% Asian</i>	<i>% Native American</i>	<i>% Hawaiian or Pacific Islander</i>	<i>% White</i>
<b>SOC-101</b>	Sociology	13,500	52.8%	43.3%	3.9%	24.2%	8.0%	9.1%	0.9%	1.1%	39.3%
<b>SOC-102</b>	Intro Human Serv	651	74.3%	22.4%	3.2%	29.2%	12.7%	5.8%	1.7%	0.5%	39.8%
<b>SOC-103</b>	Sociology Family	3,731	61.7%	34.6%	3.7%	25.3%	9.6%	6.3%	1.1%	0.8%	42.3%
<b>SOC-104</b>	Intro to Social Work	90	66.7%	31.1%	2.2%	24.4%	12.2%	3.3%	1.1%	1.1%	37.8%
<b>SOC-113</b>	Social Problems	1,900	58.6%	38.0%	3.4%	24.4%	8.5%	7.4%	1.1%	0.6%	42.7%
<b>SOC-115</b>	Intro to Substance Abuse	344	66.3%	30.8%	2.9%	18.3%	7.8%	3.8%	1.7%	0.3%	53.5%
<b>SOC-116</b>	Substance Abuse Counseling	14	92.9%	7.1%	0.0%	7.1%	0.0%	0.0%	0.0%	0.0%	71.4%
<b>SOC-121</b>	Changing Role-Woman	597	79.4%	17.6%	3.0%	26.8%	10.2%	6.5%	1.2%	0.7%	43.6%
<b>SOC-222</b>	Ethnic-Minor Group	235	70.2%	26.8%	3.0%	27.7%	8.1%	11.5%	0.9%	0.4%	39.6%
<b>SOC-463</b>	Co-Op/Sociology	91	76.9%	16.5%	6.6%	34.1%	12.1%	6.6%	1.1%	1.1%	40.7%

*Notes:*

- (1) *This table includes all students who have taken a given course in the social work sequence between years 2013 and 2017, inclusive.*

*“% ever declare Social Work major” refers to the percentage of students who appear with the AS.PS.SOC.WK program code at any point from 2002 through 2017, regardless of when they*

## **Appendix H**

### **External Reviewer's Campus Visit Agenda**

April 24, 2018

8:00am - 9:15am	Observe Professor Franschman's SOC 102, Introduction to Human Services class, C308, Pitkin Education Center, 3 <sup>rd</sup> floor
9:30am -10:00am	Meeting with Social Work students, A306, Pitkin Education Center, 3 <sup>rd</sup> floor
10:00am -10:45am	Meeting with Dr. Victor Brown, Dean of BASS & Dr. Jacqueline Behn, Chair of Social Sciences, A306, Pitkin Education Center, 3 <sup>rd</sup> floor
10:45am - 11:15am	Meeting with Dr. William Mullaney, Vice President of Academic Affairs, A310, Pitkin Education Center, 3 <sup>rd</sup> floor
11:30am - 12:30pm	Lunch with Social Work Program Review Committee, A108, Pitkin Education Center, 3 <sup>rd</sup> floor

## **Appendix I**

### **External Reviewer's Report**

Submitted May 7, 2018

By Stephanie Elias Sarabia, PhD, LCSW, LCADC

Associate Professor of Social Work

Ramapo College of New Jersey

#### **Overall Quality of the Self-Study**

The Program Review Team conducted a thorough review of the Associate in Science Degree in Professional Studies, Social Work Option including the goals of the program, program learning outcomes, student and faculty profiles, curriculum, support services, and the greater community. This self-study yielded an honest assessment of program strengths, challenges, celebrations, and recommendations for change. The Program Review Document is a straightforward and honest self-appraisal which communicates the Program Review Team's desire to truly develop and enhance the social work program.

#### **Site Visit Summary**

On April 24, 2018 I conducted a site visit that included the following schedule of events:

1. Class observation of Professor Franschman's section of SOC 102 Introduction to Human Services
2. Meeting with Social Work students
3. Meeting with Dr. Victor Brown, Dean of Business, Arts, & Social Sciences & Dr. Jacqueline Behn, Academic Department Chair Social Sciences
4. Meeting with Dr. William Mullaney, Vice President of Academic Affairs
5. Lunch with Social Work Program Review Committee

I appreciated the hospitality and collegial nature of the visit. All parties were excited to talk about the program components in detail to ensure I received a thorough understanding of the Social Work option.

#### **Program Successes and Challenges**

The most significant program success that was obvious during my visit was how supported the students felt by not only the student support services throughout the campus, but in particular by the social work faculty. During the student session, each student described how they knew where to go on campus for various services to support their success. One student described how the Office of Specialized Services arranged for accommodations that the student could not succeed without. Another student described how the Center for Health, Wellness, and Personal Counseling got them through a tough time. One student returning to school after several years reported having fears about math and statistics. At the urging of her professor, the student attending tutoring on campus and found on her first visit to the tutoring center that she knew she would succeed in her statistics course with the help of the encouraging staff, and she did.

Students also described interactions with faculty that were reassuring but still supportive of their self-efficacy. For example, one student recounted how she was unsure if she should major in social work or education. Through meeting with Professor Franschman, who had her do a pros

and cons list comparing the two majors and then processing it with the her, the student was able to make a decision that she has not regretted. Students also felt their professors were accessible, took the time to get to know each student, and were hands on in their teaching styles. Such student descriptions suggest a culture within the school at-large, and within the Associate in Science Degree in Professional Studies, Social Work Option, that support student success and self-efficacy.

As the number of students in the Social Work option grows, the hiring of additional faculty should be considered. As per the self-evaluation document (page 11), the program has averaged 159.6 students within the social work concentration over the past five years averaging 24 graduates per year with an average of 12 transferring to four-year institutions. Navigating this number of students through the program with the individualized attention reported by faculty and students requires an additional full-time faculty member. Additional faculty may also have the residual effect of further supporting students and increasing the completion rates of the program. Considerations in the hiring process for a new faculty member should be diversity and a doctorate degree in social work. Currently, students in the social work concentration vary in race and ethnicity that is not reflected in the social work faculty. So, any new hires within the social work faculty should better reflect the student body. Moreover, a new faculty hire with a doctoral degree in social work could serve as a pedagogical resource for the social work program.

In regard to the social work curriculum, the program demonstrates a number of strengths. These include the sound design of the program and the value of field learning within the concentration.

The social work program is well developed providing a strong foundation for students either entering the workforce or transferring to a four-year institution. One consideration would be to revise the SOC 102 course Introduction to Human Services and clearly differentiate it from Introduction to Social Work course SOC 104. In four-year institutions, there is usually an introductory course in social work history and policy that conveys the philosophy of the profession. The existing Introduction to Human Services course content includes content on various diagnosis that is usually taught on a master's level given that clinicians cannot legally diagnose until they are licensed at a master's level. Removal of this advanced content could make room for more orientation to the profession's history and philosophy. An example of a course syllabus, History and Philosophy of Social Welfare, from Ramapo College with this content has been shared with program faculty. Another resource that should be made accessible to social work faculty is the Council on Social Work Education (CSWE) Annual Program Meeting. This conference is designed for social work faculty and offers training designed to enhance social work education on various levels. Supporting social work full-time faculty attendance at this conference will expose them to CSWE's competencies and pedagogical approaches commonly employed within the discipline. An outline of CSWE's competencies can be found at this link: [https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS\\_Web\\_FINAL.pdf.aspx](https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx)

The program has developed numerous affiliations with four-year institutions with a bachelor's in social work degree. These strong relationships offer students a "warm hand-on" to advisors of programs wherein faculty can describe the programs in detail to students to increase the likelihood of a good fit for students transferring to four-year institutions. Furthermore, faculty

have used their knowledge of the various BSW programs to make certain that the program at Bergen Community College meets all the expected criteria for admission to the various programs as well as prepares students in their learning to be successful upon transfer.

Field learning is described by the Council on Social Work Education (CSWE) as the signature pedagogy of the discipline. Moreover, students interviewed recounted their engagement in experiential learning that took place among students working with Dr. Franschman in the Violence Intervention Prevention Center (VIP). An introductory field experience associated with the Introduction to Social Work course will not only prepare students who go to a B.S.W. program to the nature of social work education that entails the application of content knowledge, but also it enhances the learning of an introductory social work course. At present, field learning is housed in the Career Services department and not facilitated by social work faculty. It would be beneficial for student learning if field learning could be facilitated by social work faculty, so the content knowledge of the discipline could be integrated and applied with the guidance of a social work faculty member with practice experience. For example, social work faculty can assist students in gaining a greater understanding of the application of social work theoretical approaches such as a Strengths-Perspective and Ecological Systems model. This approach will further the application of student learning beyond the classroom, which is in-line with the pedagogical approach of social work.

The program may also want to consider reducing the class size for the Introduction to Social Work course where field experiences can be integrated with content knowledge and applied to practice. Presently, class size for the Introduction to Social Work course is 35, which is sufficient for a course designed to convey content knowledge and facilitated in a lecture style. However, classes that attempt to integrate content knowledge and apply it to a field experience require a more intimate setting creating the opportunity for each student to process their learning and using a more dynamic pedagogical approach such as the flipped classroom or a discussion format. Faculty also have found that reducing the class size will have the residual benefit of ensuring an evening section of Introduction to Social Work, which would benefit those students unable to attend classes during the day due to work and other out-of-school responsibilities.

A gap in the program review process is the assessment results of the Student Learning Outcomes. Integrating the assessment process into the program review should provide for a fuller and nuance inspection of the social work program's performance. It is my understanding that integrating assessment and program review is the intended future direction of the program.

The program outlines numerous recommendations for change on page 27 of the self-evaluation document. These recommendations demonstrate a desire to further develop and strengthen an already successful program. Moreover, the noted recommendations are sound developments for the program, but they will require additional faculty to execute. Building additional community partnerships to host students for experiential learning as well as affiliations with area high schools is a time consuming and labor-intensive endeavor but a worthwhile one.

Bergen Community College has demonstrated a culture of continuous review and improvement that has created not only a successful social work program but also numerous supportive

programs that contribute to student success. It has been my pleasure to provide an external perspective to the college in their comprehensive review process.

Respectfully submitted,

A handwritten signature in dark ink, appearing to read "Stephanie Sarabia". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Stephanie Sarabia, PhD, LCSW, LCADC