



NEW ORLEANS
BAPTIST THEOLOGICAL SEMINARY

CCSW 6360 Introduction to Social Work

New Orleans Baptist Theological Seminary
Church and Community Ministries Division
Fall 2015, Tuesday 8:00-10:50 a.m.

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*The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill
the Great Commission and the Great Commandments
through the local church and its ministries.*

Purpose of the Course

The purpose of this course is to introduce the student to the field of social work and to its underlying philosophy and processes.

Core Value Focus

The course will emphasize the seminary's current core value focus assigned annually by the Administrative Council. For the 2015-2016 academic year, the core value is Mission Focus.

Doctrinal Integrity – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

Spiritual Vitality – We are a worshipping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

Mission Focus – We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

Characteristic Excellence – What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Servant Leadership – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Curriculum Competency Addressed

This course will address the following curriculum competency:

Interpersonal relationships: This course provides the student an opportunity to develop an awareness of the worth and dignity of each person. In addition, students will consider how to utilize social work processes to enhance the well-being of individuals, families, groups, and communities.

Course Description

The student is introduced to the field of social work and to its underlying philosophy and processes. The major divisions of social work – casework, group work, community organization, and administration and research – will be discussed. The challenge to the churches and their responsibility in the community are an integral part of the course.

Student Learning Outcomes

The student, by the end of the course, should:

1. Be able to apply their knowledge and comprehension of social work to the process of serving churches and community agencies through social work ministries.
2. Value social work methods.
3. Be able to utilize social work skills in the local church and community.

Required Readings

The following texts and resources are required reading for class discussions and are to be read in their entirety unless otherwise specified.

Required Texts

Farley, O. W., Smith, L. L., & Boyles, S. W. (2012). *Introduction to social work* (12th ed.). Boston: Allyn and Bacon.

Garland, D. S. R. (2015). *Why I am a social worker: 25 Christians tell their life stories*. Botsford, CT: North American Association of Christians in Social Work.

National Association of Social Workers. (1996). *Code of ethics*. Washington, DC: Author. (Available online at www.socialworkers.org)

Supplemental Resources

Barker, Robert L. (2013). *The social work dictionary* (6th ed.). Washington, DC: NASW Press.
National Association of Social Workers. (2008). *The Encyclopedia of Social Work* (20th ed.). Washington, DC: Author.

Social Work: Journal of the National Association of Social Workers.

Social Work and Christianity: Journal of the North American Association of Christians in Social Work.

Course Teaching Methodology

Units of Study

- Unit 1 Overview of Social Work
- Unit 2 Biblical/Historical Basis for Social Work
- Unit 3 Assessing Your Helping Potential
- Unit 4 Values and Ethics
- Unit 5 Generalist Social Work Practice
- Unit 6 Social Work Practice with Individuals
- Unit 7 Social Work Practice with Families
- Unit 8 Social Work Practice with Groups
- Unit 9 Social Work Practice with Organizations
- Unit 10 Social Work Practice with Communities
- Unit 11 Administration and Research
- Unit 12 Spirituality and Social Work Practice
- Unit 13 Social Work Practice Areas
- Unit 14 The Future of Social Work

Teaching Method. This course will be taught in the classroom utilizing lecture, small group discussions, case studies, videos, and guest speakers.

Assignments and Evaluation Criteria

Reading Accountability Test

Students are responsible for reading the textbook for the course. One multiple choice test on the textbook will be available on Blackboard. The textbook may be used during the test. However, students may not share answers or discuss the test.

Helping Paper

Topic: “My Philosophy and Theology of Helping”

Include the following in your paper: your personal/professional views about helping; your attitudes toward helping; your Biblical/theological basis for helping; your personal and professional experiences of helping; your role models for helping; your recommendations for strengthening your future helping relationships.

The paper should be a minimum of 8 pages. The paper should be typed, double-spaced, with 12 point type. A printed copy of the paper should be submitted at the beginning of class on the assigned due date. [See the grading rubric attached to the syllabus for more information.]

Group Discussion

Students will participate in 7 group discussions in class. Group discussions will last 45-50 minutes. The discussions will focus on readings from the Garland textbook. Each student will be responsible for leading a group session. Students should choose questions from the end of each assigned chapter to discuss in the group. Students also may add their own questions. Grades for class discussion will be based upon attendance, participation, and facilitation. Missing more than one group session will lower a student’s score by one letter grade.

Paper on Practice Area

Each student will select a social work practice area to research. The paper should include the following information: a. Description of the field of social work practice; b. History or development of the practice area; c. Role of the social worker in the practice area; d. Clients served in the practice area; e. Primary methods of intervention used in the practice area; f. Current issues/concerns within the practice area; g. Future of social work in the practice area.

The body of the paper should be 14-15 pages. Students should have at least 12 sources, excluding textbooks, for the paper. One of the sources should be an interview with a social worker in the field of practice.

Exams

Students will complete midterm and final exams on the assigned dates.

Course Evaluation

Assignment	Percentage of Grade	Due Date
Reading Accountability Test	10%	December 1
Helping Paper	15%	September 15
Group Discussion	15%	As assigned
Midterm Exam	15%	October 13
Paper on Practice Area	25%	November 10
Final Exam	20%	December 15, 9:00 a.m.

Course Policies

Policy on Late Papers/Assignments

All work is due at the beginning of the class on the assigned day. Late assignments will be reduced by 10 points. Assignments that are more than one week late will not be accepted.

Style Guides for Assignments

Social work students should use the APA style guide for all assignments. Non-social work students may use Turabian or APA.

Academic Honesty Policy

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Plagiarism

Students are reminded to demonstrate high standards of conduct in writing assignments and to not violate the Seminary's policy on plagiarism in the current Graduate Catalog and the Student Handbook.

Classroom Parameters

Please arrive on time.

Turn off cell phones. Utilize laptops and other technology for class purposes only.

Respect the professor and other members of the class.

Maintain confidentiality when someone shares personal information.

Participate in class and group discussions. Students are expected to dialogue with guest speakers who come to class. In order to enhance classroom participation, the professor prefers that students not use laptops or other technological devices in class on the days when guest speakers are present.

Netiquette

Appropriate Online Behavior. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Emergency Plan

In the event of a hurricane or other emergency, go to the seminary web site for information: www.nobts.edu. Also, students should use Blackboard to follow any announcements that may be posted. Students should ensure their current email address is updated on Blackboard.

Technical Assistance

Need technical assistance? Contact the ITC today!

*Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)

*BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.

*ITCSupport@nobts.edu - Email for general technical questions/support requests.

*504.816.8180 - Call for any technical questions/support requests.

*www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Extra Credit

Students can earn up to 3 points (1 point per 4 hours completed) on their final grade average by completing 12 hours of volunteer service in the community and/or 12 hours of attendance at conferences related to the core value of Mission Focus. In order to receive credit, students should submit the number of hours volunteered or attended along with a 1 page reflection paper. **Extra credit must be submitted on or before December 1, 2015.**

Course Schedule

Unit	Topics	Assignments
Unit 1/Unit 2 August 25	Introduction Overview of Social Work Biblical Basis Social Work Resources	Farley, Chapters 1, 3

Unit 2/Unit 3 September 1	Historical Basis Assessing Your Potential as a Helping Professional Discussion Group #1	“Knowing and Being Ourselves,” Chapter 2 of <i>The Art of Helping Others: Being Around, Being There, Being Wise</i> [NOBTS Library e-book]; Garland, Chapters 1, 26, Appendices A-C; Farley, Chapter 2
Unit 4 September 8	Values and Ethics	NASW <i>Code of Ethics</i>
Unit 4 September 15	Values and Ethics Discussion Group #2	NASW <i>Code of Ethics</i> Garland, Chapters 1-4
Unit 5 September 22	Generalist Social Work Practice Strengths Perspective	Miley, Melia, and DuBois. <i>Generalist Social Work Practice: An Empowering Approach</i> , Chapters 1-2 (on reserve in the library)
Unit 6 September 29	Social Work Practice with Individuals Discussion Group #3	Farley, Chapters 4-5, 9 Garland, Chapters 5-6
Unit 7 October 6	Social Work Practice with Families Discussion Group #4	Farley, Chapter 13 Garland, Chapters 7-11
Units 8 October 13	Social Work Practice with Groups Midterm Exam	Farley, Chapters 6, 11
October 19-23	Fall Break	
Unit 9 October 27	Social Work Practice with Organizations Discussion Group #5	“Assessment of Organizations,” Chapter 5 of <i>Social Work Practice with Groups, Communities, and Organizations: Evidence-Based Assessments and Interventions</i> [NOBTS Library e-book] Garland, Chapters 12-15
Unit 10 November 3	Social Work Practice with Communities	Farley, Chapter 7 “Assessment of Communities,” Chapter 5 of <i>Social Work Practice with Groups, Communities, and Organizations: Evidence-Based Assessments and Interventions</i> [NOBTS Library e-book]
Unit 11 November 10	Administration and Research Discussion Group #6	Farley, Chapter 8 Garland, Chapters 16-19
Unit 12 November 17	Spirituality and Social Work Practice	Hodge, D. R. (2011). “Using spiritual interventions in practice: Developing some guidelines from evidence-based practice.” <i>Social Work</i> 56 (2), 149-158.
November 23-27	Thanksgiving Break	
Unit 13 December 1	Social Work Practice Areas Discussion Group #7	Farley, Chapters 10, 16, 17 Garland, Chapters 20-25
Unit 14 December 8	The Future of Social Work Review	Farley, Chapters 21, 22

December 15, 9-11 a.m.	Final Exam	
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Selected Bibliography

Articles

- Garland, D. R. (2002). "Who is your family?" Membership composition of American Protestant families. *Social Work and Christianity*, 29(3), 183-223.
- Hodge, D. R. (2001). "Spiritual assessment: A review of major qualitative methods and a new framework for assessing spirituality." *Social Work*, 46 (3), 203-214.
- Strom-Gottfried, K. (2000). "Ensuring ethical practice. An examination of NASW code violations, 1986-1997." *Social Work* 45(3), 251-261.
- Taylor, K. G. , & Wolfer, T. A. (1999). "Social work as a vocation: Balancing ministry and profession." *Social Work and Christianity* 26 (2), 112-126.

Books

- Corey, M. S., & Corey, G. (2007). *Becoming a helper* (5th ed). Pacific Grove: Brooks/Cole Publishing Company.
- Cox, K., & Steiner, S. (2013) *Self-care in social work: A guide for practitioners, supervisors, and administrators*. Washington, DC: NASW Press.
- Dulmus, C. N., Glisson, C., and Sowers, K. M. (2012). *Social work practice with groups, communities, and organizations: Evidence-based assessments and interventions*. Somerset, NJ: John Wiley & Sons.
- Dumez, E. W., (Ed.). (2003) *Celebrating social work: Faces and voices of the formative years*. Alexandria, VA: Council on Social Work Education.
- Houston-Vega, M. K., Nuehning, E. M., & Daguio, E. R. (1997). *Prudent practice: A guide for managing malpractice risk*. Washington, DC: NASW Press.
- Hugen, B., & Scales, T. L. (Eds.). (2002). *Christianity and social work: Readings on the integration of Christian faith and social work practice*. Botsford, CT: North American Association of Christians in Social Work.
- Keith-Lucas, A. (1994). *Giving and taking help* (Rev. ed.) St. Davids, PA: The North American Association of Christians in Social Work.
- LeCroy, C. W. (2002). *The call to social work: Life stories*. Thousand Oaks, CA: Sage Publications.
- Miley, K. K., O'Melia, M. W., & DuBois, B. L. (2012). *Generalist social work practice: An empowering approach* (7th ed.). Boston: Pearson.

- Reamer, F. G. (1998). *Ethical standards in social work: A critical review of the NASW Code of Ethics*. Washington, DC: NASW Press.
- Reamer, F. G. (2003). *social work malpractice and liability: Strategies for prevention*. New York: Columbia University Press.
- Ressler, L. E. (Ed.). (1994). *Hearts strangely warmed: Reflections on Biblical passages relevant to social work*. St. Davids, PA: National Association of Christian Social Workers.
- Saleeby, D. (Ed.). (2009). *The strengths perspective in social work practice* (5th ed.). Boston: Allyn and Bacon.
- Shebib, B. (2003). *Choices: Counseling skills for social workers and other professionals*. Boston: Allyn & Bacon, 2003.
- Sidell, N. L. (2011). *Social work documentation: A guide for strengthening your case recording*. Washington, DC: NASW Press.
- Smith, H., & Smith, M. K. (2008). *The art of helping others: Being around, being there, being wise*. Philadelphia: Jessica Kingsley Publishers.
- Trattner, W. I. (1994). *From poor law to welfare state: A history of social welfare in America* (5th ed.). New York: The Free Press.
- Zastrow, C. H. (2007). *The practice of social work: Application of generalist and advanced Content* (8th ed.). Pacific Grove: Brooks/Cole Publishing Company.

Grading Rubric for Helping Paper

Criteria	Point Range
explore his/her views about helping, attitudes toward helping, and Biblical/theological basis for helping	0 to 30
assess personal and professional experiences of helping, including mentors for helping, education, and resources for helping	0 to 30
make recommendations for strengthening future helping relationships	0 to 30
grammar, punctuation, spelling, format	0 to 10

In order to receive an A for the assignment, the following criteria must be met:

1. Complies fully with the assignment (proficient in all areas).
2. Paper begins, flows, and ends effectively.
3. Paper is virtually free of errors in grammar, punctuation, word choice, spelling, format, and Turabian style issues.
4. Paper is well-organized, paragraphs are well-structured, and headings are used appropriately.

5. Grading Rubric for Paper on Practice Area

Criteria	Point Range
I. Organization Introduction; Main points are clear; Paper logically structured; Transitions between sections smooth	0 to 5
II. Content Well researched; All required content areas addressed	0 to 55
III. Conclusion Summary of key points; Clear and concise	0 to 5
IV. Social Work Interview Interviewed professional social worker; Incorporated interview into the paper	0 to 13
V. Bibliography Compiled bibliography with twelve resources (excluding textbooks); Sources are documented according to style guide.	0 to 12
VI. Grammar and Style Grammar, punctuation, word choice, spelling, format, and style	0 to 10