



CCSW6360 Introduction to Social Work

New Orleans Baptist Theological Seminary

Church and Community Ministries Division

Fall 2018, Wednesday, 8:00-10:50 a.m.

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Mission Statement

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.

Core Value Focus

The seminary has five core values.

1. **Doctrinal Integrity:** Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. This course addresses Doctrinal Integrity specifically by preparing students to grow in understanding and interpreting of the Bible.
2. **Spiritual Vitality:** We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.
3. **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. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and the Great Commandments.
4. **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. Characteristic Excellence is addressed by preparing students to excel in their ability to interpret Scripture, which is foundational to effective ministry.
5. **Servant Leadership:** We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom deportment.

The core value focus for this academic year is **Doctrinal Integrity**.

Curriculum Competencies

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following areas:

1. **Biblical Exposition:** to interpret and communicate the Bible accurately.
2. **Christian Theological Heritage:** To understand and interpret Christian theological heritage and Baptist polity for the church.
3. **Disciple Making:** To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
4. **Interpersonal Skills:** To perform pastoral care effectively, with skills in communication and conflict management.
5. **Servant Leadership:** To serve churches effectively through team ministry.
6. **Spiritual and Character Formation:** To provide moral leadership by modeling and mentoring Christian character and devotion.
7. **Worship Leadership:** To facilitate worship effectively.

The curriculum competency addressed in this course is interpersonal skills.

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.

Course Teaching Methodology

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

Textbooks

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

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. (2017). Code of ethics (rev.ed.). Washington, DC: Author. (Available online at www.socialworkers.org)

Additional Required Reading

Articles and book chapters as listed on the Course Schedule in the syllabus

Course Requirements

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.

Evaluation of Grade

The student's grade will be computed as follows:

Assignment	Percentage of Grade	Due Date
Reading Accountability Test	10%	December 5
Helping Paper	15%	September 19
Group Discussion	15%	As assigned
Midterm Exam	15%	October 10
Paper on Practice Area	25%	November 28
Final Exam	20%	December 12

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

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.

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.

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 or at approved campus events. In order to receive credit, students should submit the number of hours volunteered with a 1 page reflection paper. **Extra credit must be submitted on or before November 28 .**

Help for Writing Papers at “The Write Stuff”

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Course Schedule

Unit	Topics	Assignments
Unit 1/Unit 2 August 22	Introduction Overview of Social Work Biblical Basis Social Work Resources	Farley, Chapters 1, 3
Unit 2/Unit 3 August 29	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 in ebrary]; Garland, Chapters 1, 26, Appendices A-C; Farley, Chapter 2
Unit 4 September 5	Values and Ethics	NASW <i>Code of Ethics</i>
Unit 4 September 12	Values and Ethics Discussion Group #2	NASW <i>Code of Ethics</i> Garland, Chapters 1-4
Unit 5 September 19	Generalist Social Work Practice Strengths Perspective	Langer, C. L., & Lietz, C. (2014). <i>Applying Theory to Generalist Social Work Practice</i> . [NOBTS Library e-book in ebrary], Chapters 1-3
Unit 6 September 26	Social Work Practice with Individuals Discussion Group #3	Farley, Chapters 4-5, 9 Garland, Chapters 5-6
Unit 7 October 3	Social Work Practice with Families Discussion Group #4	Farley, Chapter 13 Garland, Chapters 7-11

Units 8 October 10	Social Work Practice with Groups Midterm Exam	Farley, Chapters 6, 11
October 15-19	Fall Break	
Unit 9 October 24	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 October 31	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 7	Administration and Research Discussion Group #6	Farley, Chapter 8 Garland, Chapters 16-19
Unit 12 November 14	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 19-23	Thanksgiving Break	
Unit 13 November 28	Social Work Practice Areas Discussion Group #7	Farley, Chapters 10, 16, 17 Garland, Chapters 20-25
Unit 14 December 5	The Future of Social Work Review	Farley, Chapters 21, 22
December 12, 8-10 a.m.	Final Exam	

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.
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- 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.
- Saleebey, 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,.
- 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 style issues.
4. Paper is well-organized, paragraphs are well-structured, and headings are used appropriately.

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