



Introduction to Social Work

CCSW 6360

New Orleans Baptist Theological Seminary
Christian Education Division
Spring 2015

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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.

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 2014-2015 academic year, the core value focus is Spiritual Vitality.

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

In order to serve churches effectively through Christian Education, 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. William, Larry Lorenzo Smith, and Scott W. Boyle. *Introduction to Social Work*, 12th ed. Boston: Allyn and Bacon, 2012.

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

Supplemental Resources

Barker, Robert L. *The Social Work Dictionary*, 5th ed. Washington, DC: NASW Press, 2003.

The Encyclopedia of Social Work, 20th ed. Washington, DC: NASW Press, 2008.

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 on the internet utilizing threaded discussion, case studies, quizzes and a final exam, and PowerPoint presentations.

Assignments and Evaluation Criteria

Unit Assignments

Students should complete all unit assignments as instructed on Blackboard by the posted due dates. Online participation is determined by completion of quizzes, threaded discussions, journal entries, and other unit assignments.

Discussion Boards

Threaded discussion is intended to foster dialogue concerning the subject matter. Timely answers are critical for participating in threaded discussions. Initial posts to threaded discussions should be submitted by 11:59 p.m. on **Thursday** of each week to allow time for further dialogue. All students are expected to respond to at least **2** initial posts per week. Response posts are due when the unit for which they are assigned closes. Threaded discussions should be timely and thought provoking, referencing reading content and making real-life application. **Points will be deducted for late initial posts. No late response posts are allowed in this course.** Students may drop one unit discussion board grade. (See grading rubric attached to the syllabus.)

Quizzes

Students will complete unit quizzes related to the reading assignments for the unit. **Each quiz must be taken by the due date given for each unit assignment.** Quizzes will not be accessible after the due date. Only one late quiz will be allowed during the semester. Students should email Dr. Rivers to obtain a password to take a late quiz.

Students will receive a final quiz grade which will be the total points earned on all quizzes divided by the total points possible on all quizzes.

Personal Reflection Journal

Each student will complete journal entries related to the topics for each unit. Journal entries should show evidence of personal reflection, integration, and application.

Journal entries should be at least two to three full paragraphs. The title of each journal entry should be the unit number and the student's last name (e.g. Unit 1 Journal Rivers).

Journal entries are due when the unit for which they are assigned closes. **No late journal entries are allowed in this course.** Students may drop one unit journal grade. (See grading rubric attached to the syllabus for more information.)

Note about Journal: The topics students are asked to write about in their journals often require them to share information about themselves. For this reason, journal entries will be read by the professor and treated confidentially. However, Information and Technology Center personnel at NOBTS will have access to the Blackboard course and will, in times of need, login to the course to address any problems that might occur that hinder the professor and the students from effectively engaging in online learning.

Ethics Paper

- A. Read the *NASW Code of Ethics*. Select three standards from the Code of Ethics and describe how your personal values and beliefs could potentially conflict with the ethical standard if you were a professional social worker (1 typed page per standard)
- B. Formulate your own code of ethics for a professional social worker (minimum of 3 typed pages).

[See the grading rubric attached to the syllabus.]

Presentation on Practice Area

The focus of the presentation is a field of practice within social work. The presentation should provide an overview of the practice area and a description of the role of the social worker in the practice area. Students should prepare a presentation with narration; this can be a PowerPoint presentation with audio narration or a video file with information relevant to the chosen practice area. [Note: PowerPoint/video files should be uploaded to YouTube]

Students should consult at least 12 resources (a combination of peer reviewed journal articles; scholarly books; and credible websites) for the presentation. In addition, each student is to interview at least one social worker who works in the chosen field of practice. The interview should be incorporated into the presentation.

The presentation should include the following information: description of the field of social work practice; history or development of the social work practice area; role of the social worker in the practice area; clients served in the practice area; primary methods of intervention used in the practice area; current issues/concerns within the field; future of social work in the practice area; and resources.

The presentation should be informative, organized, and creative. At the completion of each presentation, students in the class should have a basic understanding of the practice area and the role of the social worker in the practice area.

Possible topics for the presentation include: correctional services; mental health services, public welfare services, substance abuse; international social work; administration; child welfare services; medical social work; school social work; community practice; forensic social work; clinical social work; gerontological social work; church social work; rural social work practice;

and family services. Students will choose their topics for presentation in unit 1 on Blackboard. [See the grading rubric attached to the syllabus.]

Final Exam

Students will complete a final exam on the assigned date.

Course Evaluation

Assignment	Percentage of Grade	Due Date
Discussion Boards	10%	Initial post, Thursday (during the week the unit is opened) at 11:59 p.m. (CST) Response posts, close of each unit on Mondays, 11:59 p.m. (CST)
Quizzes	10%	Due date for each unit, 11:59 p.m. (CST)
Personal Reflection Journal	15%	Due date for each unit, 11:59 p.m. (CST)
Ethics Paper	20%	3/2/15, 11:59 p.m. (CST)
Presentation on Practice Area	25%	4/13/15, 11:59 p.m. (CST)
Final Exam	20%	5/11/15, 11:59 p.m. (CST)

Course Policies

Professor's Policy on Late Assignments

All work is due on the assigned day. The grade for late assignments will automatically be reduced by 10 points. Assignments that are over one week late will not be accepted.

Academic Integrity

Each student is responsible for the academic integrity of his/her work. The following are examples of violations of academic integrity: cheating on an exam, plagiarism, turning in work done by someone else, and submitting a paper which has been submitted in another class. These and other violations of academic integrity may result in failure of the course.

Extra Credit

No extra credit opportunities will be available for individual students. Any extra credit opportunities, if offered, will be available to all students.

Academic Policies

Academic policies related to absences, examinations, and other topics can be found in the *New Orleans Baptist Theological Seminary Academic Catalog, 2014-2015*.

Blackboard

Please make sure that your contact information on Blackboard is accurate. If you need assistance utilizing Blackboard, please contact the Information Technology Center (blackboardhelpdesk@nobts.edu).

Netiquette: Appropriate Online Behavior

Each student is expected to demonstrate appropriate Christian behavior when working online. The student is expected to interact with the professor and other students in a fashion that will promote learning and respect for the opinions of others. A spirit of Christian charity will be expected at all times in the online environment.

Course Schedule

Unit/Dates	Topics	Assignments
Unit 1 *Open: 1/20/15, 6 p.m. (CST) Due: 1/26/15, 11:59 p.m. (CST)	Introduction Overview of Social Work Social Work Resources	Farley, Chapters 1, 3
Unit 2 Open: 1/26/15 Due: 2/2/15	Biblical Basis Historical Basis	Farley, Chapter 2
Unit 3 Open: 2/2/15 Due: 2/9/15	Assessing Your Potential as a Helping Professional	Corey & Corey, <i>Becoming a Helper</i> , PowerPoint
Unit 4 Open: 2/9/15 Due: 2/16/15	Values and Ethics	NASW <i>Code of Ethics</i>
Unit 5 Open: 2/16/15 Due: 2/23/15	Generalist Social Work Practice Strengths Perspective	Farley, Chapter 4 Kansas School of Social Welfare – About Strengths Perspective
Unit 6 Open: 2/23/15 Due: 3/2/15	Social Work Practice with Individuals	Farley, Chapters 5, 9, 19
Unit 7 Open: 3/2/15 Due: 3/9/15	Social Work Practice with Families	Farley, Chapter 13
Unit 8 Open: 3/9/15 Due: 3/16/15	Social Work Practice with Groups	Farley, Chapters 6, 11
Spring Break, March 23-27, No Assignments Due		
Unit 9 Open: 3/16/15 Due: 3/30/15	Social Work Practice with Organizations	Farley, Chapters 14, 15
Unit 10 Open: 3/30/15 Due: 4/6/15	Social Work Practice with Communities	Farley, Chapters 7, 18
Unit 11 Open: 4/6/15 Due: 4/13/15	Administration and Research	Farley, Chapters 8, 12
Unit 12	Spirituality and Social	Hodge, David R. "Using Spiritual Interventions

Open: 4/13/15 Due: 4/20/15	Work Practice	in Practice: Developing Some Guidelines from Evidence-Based Practice.” <i>Social Work</i> 56, no 2 (April 2011): 149-158.
Unit 13 Open: 4/20/15 Due: 4/27/15	Social Work Practice Areas	Farley, Chapters 10, 16, 17
Unit 14 Open: 4/27/15 Due: 5/4/15	The Future of Social Work	Farley, Chapters 20, 21, 22
Due 5/11/15, 11:59 p.m. CST	Final Exam	

*All units will open at 6 p.m. and will close at 11:59 p.m. (CST) on the dates specified.

Selected Bibliography

Articles

Garland, Diana R. “Who is Your Family?” Membership Composition of American Protestant Families. *Social Work and Christianity* 29, no. 3 (Fall 2002): 183-223.

Hodge, David R. “Spiritual Assessment: A Review of Major Qualitative Methods and a New Framework for Assessing Spirituality.” *Social Work* 46, no. 3 (July 2001): 203-214.

Strom-Gottfried, Kimberly. “Ensuring Ethical Practice. An Examination of NASW Code Violations, 1986-1997.” *Social Work* 45, no. 3 (May 2000): 251-261.

Taylor, Kimberly George, and Terry A. Wolfer. “Social Work as a Vocation: Balancing Ministry and Profession.” *Social Work and Christianity* 26, no. 2 (Fall 1999): 112-126.

Books

Corey, Marianne Schneider and Gerald Corey. *Becoming a Helper*, 5th ed. Pacific Grove: Brooks/Cole Publishing Company, 2007.

Dumez, Elizabeth Wichers, ed. *Celebrating Social Work: Faces and Voices of the Formative Years*. Alexandria, VA: Council on Social Work Education, 2003.

Houston-Vega, Mary Kay, Elane M. Nuehning and Elisabeth R. Daguio. *Prudent Practice: A Guide for Managing Malpractice Risk*. Washington, DC: NASW Press, 1997.

Hugen, Beryl and T. Laine Scales, eds. *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, 2002.

Keith-Lucas, Alan. *Giving and Taking Help*, rev. ed. St. Davids, PA: The North American Association of Christians in Social Work, 1994.

LeCroy, Craig W. *The Call to Social Work: Life Stories*. Thousand Oaks, CA: Sage Publications, 2002.

Reamer, Frederic G. *Ethical Standards in Social Work: A Critical Review of the NASW Code of Ethics*. Washington, DC: NASW Press, 1998.

_____. *Social Work Malpractice and Liability: Strategies for Prevention*. New York: Columbia University Press, 2003.

Ressler, Lawrence E., ed. *Hearts Strangely Warmed: Reflections on Biblical Passages Relevant to Social Work*. St. Davids, PA: National Association of Christian Social Workers, 1994.

Saleeby, Dennis, ed. *The Strengths Perspective in Social Work Practice*, 5th ed. Boston: Allyn and Bacon, 2009.

Shebib, Bob. *Choices: Counseling Skills for Social Workers and Other Professionals*. Boston: Allyn & Bacon, 2003.

Trattner, Walter I. *From Poor Law to Welfare State: A History of Social Welfare in America*, 5th ed. New York: The Free Press, 1994.

Zastrow, Charles H. *The Practice of Social Work: Application of Generalist and Advanced Content*, 8th ed. Pacific Grove: Brooks/Cole Publishing Company, 2007.

Grading Rubric for Ethics Paper

Criteria	Point Range
Described how personal values and beliefs could potentially conflict with the 3 ethical standards chosen	0 to 12 (per ethical standard)
Formulated personal code of ethics.	0 to 54
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.

Grading Rubric for Presentation on Practice Area

Criteria	Point Range
<p>I. Organization</p> <ul style="list-style-type: none"> a. Introduction – helps listener know focus of presentation b. Main points are clear c. Presentation logically structured d. Transitions between sections smooth 	0 to 15
<p>II. Content</p> <ul style="list-style-type: none"> a. Mastery of the material b. Well researched c. Clear explanation of concepts and terms d. Illustrations/Examples helpful 	0 to 15
<p>III. Conclusion</p> <ul style="list-style-type: none"> a. Summary of key points b. Clear and concise c. Recommendations/suggestions d. Strong conclusion 	0 to 15
<p>IV. Overall</p> <ul style="list-style-type: none"> a. Easy to understand b. All required content areas addressed c. Original/creative d. Effective communication style 	0 to 25
<p>Social Work Interview. Interviewed professional social worker. Incorporated interview into presentation.</p>	0 to 15
<p>Bibliography. Compiled bibliography with twelve resources (excluding textbooks). Sources are documented according to Turabian style.</p>	0 to 15

GRADING RUBRIC FOR DISCUSSION BOARDS

Discussion boards are worth 10 points per unit and are graded based on the following criteria:

Criteria	Points Possible	Points Earned
Timeliness of Initial Post	0 (late) 1 (on time)	
Original Thought	0 (no original thoughts) 1 (minimal) 2 (adequate)	
Reference to Reading Materials	0 (none) 1 (minimal) 2 (adequate)	
Thoroughness of Posts	0 (superficial post) 1 (minimal) 2 (moderate) 3 (maximum)	
Number of Posts [{initial + response posts} (3 required)]	0 (only 1 post) 1 (2 posts) 2 (3 posts)	

GRADING RUBRIC FOR JOURNALS

Journal entries are worth 10 points per unit and are graded based on the following criteria:

Criteria	Points Possible	Points Earned
To what extent did the student engage in self-exploration	0 (no self-exploration) 1 (minimal) 2 (moderate) 3 (maximum)	
To what degree did the student interact with the reading assignments	0 (no reference to reading) 1 (minimal) 2 (moderate) 3 (maximum)	
To what degree did the student make application to his/her area of ministry	0 (no application) 1 (minimal) 2 (moderate) 3 (maximum)	
Entries relatively free of grammatical, punctuation, and spelling errors	0 (several errors) 1 (relatively free of errors)	