



## **CCSW6360 Introduction to Social Work**

### **New Orleans Baptist Theological Seminary**

### **Church and Community Ministries Division**

### **Fall 2018, Internet**

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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 department.

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

## 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.

National Association of Social Workers. (2017). *Code of ethics (rev.ed.)*. Washington, DC: Author. (Available online at [www.socialworkers.org](http://www.socialworkers.org))

## Additional Required Reading

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

## Course Requirements

### Unit Assignments

Students should complete all unit assignments as instructed on Blackboard by the posted due dates. **All units include quizzes, threaded discussions, journal entries, and reading 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.** (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. No late quizzes are permitted.

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 (approximately 200 words). 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.** (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 grader 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 hinder the professor and the students from effectively engaging in online learning.

### Ethics Paper

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)

Formulate your own code of ethics for a professional social worker (minimum of 3 typed pages).

[See the grading rubric attached to the syllabus.]

### 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 reference at least 12 resources (a combination of peer reviewed journal articles; scholarly books; and credible websites) in the paper. 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 paper.

### Exams

Students will complete a final exam.

### **Evaluation of Grade**

The student's grade will be computed as follows:

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%	9/24/18, 11:59 p.m. (CST)
Paper on Practice Area	25%	11/5/18, 11:59 p.m. (CST)
Final Exam	20%	12/10/18, 1 p.m. (CST)

### **Technical Assistance**

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

1. [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the [Selfserve.nobts.edu](http://Selfserve.nobts.edu) site (Access to online registration, financial account, online transcript, etc.)
2. [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System [NOBTS.Blackboard.com](http://NOBTS.Blackboard.com).
3. [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.

4. [www.NOBTS.edu/itc/](http://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 on the assigned day and at the assigned time. 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.

### 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](http://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. 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 26, 2018.**

## 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/Dates	Topics	Assignments
Unit 1 Open 8/20* Due 8/27	Introduction Overview of Social Work Biblical Basis Social Work Resources	Farley, Chapters 1, 3
Unit 2 Open 8/27 Due 9/3	Historical Basis Assessing Your Potential as a Helping Professional	“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]; Farley, Chapter 2
Unit 3	Values and Ethics	NASW <i>Code of Ethics</i>

Open 9/3 Due 9/10		
Unit 4 Open 9/10 Due 9/17	Values and Ethics	NASW <i>Code of Ethics</i>
Unit 5 Open 9/17 Due 9/24	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 Open 9/24 Due 10/1	Social Work Practice with Individuals	Farley, Chapters 4-5, 9
Unit 7 Open 10/1 Due 10/8	Social Work Practice with Families	Farley, Chapter 13
Unit 8 Open 10/8 Due 10/22	Social Work Practice with Groups	Farley, Chapters 6, 11
Unit 9 Open 10/22 Due 10/29	Social Work Practice with Organizations	“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]
Unit 10 Open 10/29 Due 11/5	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 Open 11/5 Due 11/12	Administration and Research	Farley, Chapter 8
Unit 12 Open 11/12 Due 11/19	Social Work Practice Areas	Farley, Chapters 10, 16, 17
Unit 13 Open 11/19 Due 11/26	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.
Unit 14 Open 11/26 Due 12/3	The Future of Social Work	Farley, Chapters 21, 22
Open 12/7 8 a.m. Due 12/10, 1 p.m.	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, 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.

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.

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.

Langer, C. L., & Lietz, C. (2014). *Applying theory to generalist social work practice* . Retrieved from <http://www.ebrary.com>.

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.

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 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 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

### 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)	