

BAYLOR UNIVERSITY
SCHOOL OF SOCIAL WORK
Fall 2014

SWO 5221
Introduction to the Social Work Profession

Faculty Contact Information

Faculty Name	
Office	
Email	
Phone	
Office Hours	

Course Description

This course explores the history and development of the social work profession, social work values and ethics, foundations of knowledge, and fields of practice with systems of all sizes.

Course Objectives

Upon completion of this course, the successful student will:

1. Describe key events and persons in the historical development and current state of social welfare and the social work profession. (PG3; G1)
2. Distinguish major social work fields and contexts for practice. (PG3; G1)
3. Be aware of and begin critically assessing own values and ethics along with areas of congruence and dissonance with social work values and ethics, as defined by NASW and the International Federation of Social Work Code of Ethics. (PG3; G2)
4. Explore the ethical integration of faith and spirituality in the practice of social work. (PG6; G9, G11)
5. Demonstrate knowledge of professional writing and verbal presentation skills including findings and citing social work and other research literature and the APA style guide. (PG3; G1)

Numbers in parentheses above indicate program goals (PG) and EPAS Competencies (G for core competencies, A for advanced concentration) to which the course objectives are related; numbers in boldface type highlight the competency that receives the most emphasis. Practice Behaviors that operationalize the EPAS Competencies in this course are measured by faculty assessment of assignments.

These will be accomplished through focus on:

6. Key events and persons in the historical development and current state of social welfare and the social work profession including the role of the church
7. Major social work fields and contexts for practice including the church and faith based organizations (FBO)
8. State licensure requirements and professional standards for social workers.
9. Social work values and ethics, including both NASW and the International Federation of Social Work Code of Ethics.

10. One's own values and ethics and their congruence with social work values and ethics including one's own faith perspective
11. Christian teachings and theologies related to the profession and practice of social work.
- 12.

Class Meets:

August 13-21 8:15-12:00

Fridays Sept. 5th, Sept. 12th 11:00- 12:30

Policies pertinent to all courses are found in the Course Policy Syllabus Appendix.

Additional SWO 5221 Policies

Due Dates: Assignments are due at the beginning of class on the due date and will be lowered one grade point (e.g., B to B-) for every day or portion of a day that they are late.

Participation and Attendance: The primary goal of social work education is preparation for professional practice. Absences from class reduce your learning opportunities and negatively affect the interactive process with other students.. Students who miss 25% of the class (7 or more hours) will receive a failing grade. Furthermore, after your 3rd hour of absence you will lose one point on your participation grade per hour of absence. For every two tardies we will count one hour of absence.

Pre-session: I am providing you with the syllabus and the readings prior to our meeting to facilitate your learning. It is difficult to assimilate so much information over a short period of time. Doing the readings and assignments in the pre-session will help you absorb the material and begin to apply it while we meet together intensively in August and continue to touch base in September.

Class readings: I expect you to have completed the readings assignments before class and to be ready with questions and comments. Reading assignments include papers and handouts being presented by others. Readings are especially heavy during the initial five days of the course, so plan accordingly. You should expect to do at least 1.5 hours outside of class for every hour in class during these initial 6 days of class. Come to class prepared with at least one question or insightful observation with respect to the reading. You should be prepared to turn this in at the beginning of each class session, though I may not ask for it in every session. Be prepared also to respond with feedback on "fast feedback forms" which I may provide at the conclusion of some sessions.

Respect: I expect you to display the social work value of respect for other persons. We will engage in discussions of difficult topics that undoubtedly will raise value conflicts and differences. Express respect and appreciation for diversity, even and especially when others differ with you. There are no dumb questions or students, and no subject is off limits if it is pertinent to the objectives of this class.

Submission of assignments electronically: Please submit your assignments electronically. If you have extenuating circumstances that make this difficult for you, please let me know well ahead of the due date. When you save your assignment, please do so in the following format: your last name.assignmentname.date For example: smith.litreview.8.11.10. This information should appear in the subject line of your email as well.

Library exercise completion, with integrity: I expect you to participate fully in the library assignments given by the librarian. Failure to do so will result in significant point deductions from the class participation grade.

Interaction in class: Please observe this guide for your class participation grade:

A+-A-: Present for all sessions; prepared with readings, initiating thoughtful questions, and insightful observations.

B+-B-: Present for all sessions, prepared with readings and responds when called on with thoughtful questions and insightful observations.

C+-C-: Present...quiet...probably engaged but I can't tell it.

Students may purchase needed software through Baylor's computer store for a nominal fee. Information is available through the bookstore. Let me know if you need more information about this.

Assessment

Current grading policies of the School of Social Work of Baylor University apply. (See BSSW Catalog.) Students will be evaluated on experiential and written assignments, class participation, and attendance.

<i>Assignment or Element of the Course</i>	<i>Points</i>
<i>APA Quiz</i>	<i>200 points (20% of course)</i>
<i>Values and Ethics Quiz</i>	<i>200 points (20% of course)</i>
<i>Field of Practice Group Presentation</i>	<i>100 points (10 % of course)</i>
<i>Annotated Bibliography and Synthesis</i>	<i>200 points (20 % of course)</i>
<i>Faith and Practice Reflection</i>	<i>100 points (10% of course)</i>
<i>Class Participation including library assignment</i>	<i>200 points (20 %)</i> <i>100 attendance and participation</i> <i>100 library assignment</i>

Graded Assignments

APA quiz (200 points). Due: 8/15/14

Pre-session: Please read the BSSW Style Guide, the APA Power Point, and scan the APA Manual during the pre-session. I will provide you with an APA quiz. I recommend you go ahead and work through the quiz as you get familiar with the Style Guide and APA Manual.

You will be given a take-home, open book quiz that is for the evaluation of your use of the APA manual and application of the APA guidelines. You should complete this quiz independently and submit it electronically by the start of class on the due date. Specific instructions are included in the quiz.

Values and ethics quiz(200 points)

Due: 8/18/14

Pre-session: Please read the NASW Code of Ethics, the Texas State Code of Ethics, and the International Code of Ethics during the pre-session. I will provide you with an ethics exercise to help you manage this material and begin to apply it. This will help you prepare for our ethics conversation in class and for the ethics quiz.

You will be given a(n) ethics quiz that is designed to evaluate your understanding of and competence in using the Texas State Standards of Practice and the NASW Code of Ethics and your awareness of the International Code of Ethics. You should complete this quiz independently and submit it electronically by the start of class on the due date. Specific instructions are included in the quiz. This quiz will include a self reflection response specific your assessment of congruence between your own values and the values of the profession, potential areas of incongruence, and your plan for addressing those

Field of practice annotated bibliography and one page synthesis

(200 points)

Due: 8/21/14

A part of week one is devoted to an introduction to the body of literature supporting the social work profession, including classic work foundational to social work education and practice. The University's library staff facilitates an introduction to the particular library resources of Baylor University, including computer resources. The instructor will introduce the APA manual and discuss specifics of using APA format. These presentations initiate a project designed to build skills in library research for social work practice and research.

Decide on the topic for your field of practice presentation. Start by reading the chapter associated with this chapter. This chapter will provide the broad overview of the topic. You will need to narrow the focus of the presentation by choosing one facet of the field of practice. Then for this assignment, find the social work literature you can use as a foundation for that presentation. Prepare an annotated bibliography (sample on blackboard) with a minimum of five resources (at least one book, one journal, and one on line resource) and a one page synthesis of the information gathered on your topic. You do not have to do a comprehensive review of the literature identifying everything that has been written about the field of practice, but you should indicate a sampling of key professional literature about it.

You will submit two finished written products for this assignment:

The five item annotated bibliography (100 points)

The one page synthesis reflecting your ability to think critically about the material you have read.

At the end of the synthesis, tell me what search engines, abstracts, and/other tools you used in this assignment, and what was most helpful (bullet points or lists for this is fine).

This review of literature will then inform your field of practice presentation. You will combine your annotated bibliography with that of your other group members (for a total of 5 references each) as a presentation handout for your colleagues.

Grading criteria (rubric) for this can be found on blackboard. Note accurate use of APA style is essential to successful completion of this assignment.

Fields of Social Work Practice from which to choose:

Each group will have a different field/context of practice for this assignment. Assignments will be made by the professor with as much congruence with internship placements as possible.

Gerontology

Child Welfare

Health Care Services

Mental Health Services

Housing, homelessness and community development

Violence/Victims/Criminal Justice

[Fields/Setting of practice—group presentation \(100 points\)Due: 8/21/14](#)

Working in groups of two-four, you will research and present on a field of social work practice. You will use your annotated bibliography assignment as background literature and provide for your colleagues a handout with the combined annotated bibliographies from your group (minimum 5 resources each). For additional preparation for the presentation we recommend (but do not require) interviewing a social worker currently practicing in your field of practice. (Consider your field instructor if possible!) Include conversation about application of the code of ethics with this population. Prepare a 20 minute (maximum) presentation to share with your classmates. You should present this material as if you were presenting at a professional conference – engaging, informative, and well-prepared. Time-limits will be enforced

Remember you can also provide your colleagues with background information through an additional handout. More details about this assignment and a grading rubric are available on Blackboard.

Faith and Practice Reflection. (100 points) **Due: One week following the attended Faith and Practice discussion session**

You will identify the core values of social work and reflect on your own values and how those are congruent or not with social work values. Then reflect on client experiences this semester and how your values and your clients' values are similar and different. How have these similarities and differences impacted your faith and practice and been impacted by your faith and practice?
How has your organizational context mattered to your application of faith and practice principles?

Class participation. (200 points)

Class attendance and participation: 100 points

I expect you to be present, on time, and engaged in the conversation.

Library Assignment: 8/18/14 100 points

The library instruction is followed by a library assignment scored by the librarian.

Teaching Methodology

Instructional Methods

This course will be taught through the use of lecture, experiential exercises, class discussion, writing assignments, case studies, reading assignments, quizzes and special projects.

Textbooks (Required)

We are requiring several textbooks that you will use throughout your time in the Baylor School of Social Work. The APA Manual is the standard for your written work throughout the program so you will need to keep your copy handy in every course. The Scales and Kelly book include chapters that you will be assigned in a number of courses both in the foundation and the concentration year.

(Many books are available electronically. We recommend you get the electronic version when possible both for cost and access.)

American Psychological Association. (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: American Psychological Association.

Keith-Lucas, A. (1985). So you want to be a social worker? A primer for the Christian student.

St. Davids, Pennsylvania: North American Association of Christian Social Workers. (This is available from NACSW electronically for \$9.00).

Introduction to the profession: School of Social Work Baylor University. Customized book from:

DuBois, B. & Miley, K.K. (2011). Social work: An empowering profession. Boston, MA: Pearson. Suppes, M. A. & Wells, C.C. (2013). The social work experience: An introduction to social work and social welfare. Boston, MA: Pearson.

McClain, Gary. (2007). Presentations: Proven techniques for creating presentations that get results (2nd ed.). Avon, MA: Adams Media. (\$10.95, \$8.76 electronically on amazon.com)

Scales, T. L. & Kelly, M. (Eds.). (2012). Christianity and social work: Readings on the integration of Christian faith and social work practice (4th ed.). Botsford, CT: NACSW.

PDF or Kindle Version: NACSW Non-Member: \$40.00 Member: \$31.95
<http://www.nacsw.org/cgi-bin/storeman.cgi?task=expand&item=49983118&shopperid=29051>

To order “So You Want to Be”, go to the NACSW on-line bookstore at:

<https://www.nacsw.org/cgi-bin/storeman.cgi?task=expand&item=49982458&shopperid=10458&ItemType=oobook&datasource=pubs>

Readings on Library Reserve: Passcode Harris5221.01
You should be able to find all of the following on electronic reserve.

So you want to be a social worker? A primer for the Christian student.

Garland, D. R. (1999). When professional ethics and religious politics conflict: A case study.
Social Work and Christianity, 26 (1), 60-76.

Garland, D.R. (2003). Being Christian means being micro and macro. Catalyst of NACSW, 46
(1), 3-4.

Recommended Supplemental Reading:

LeCroy, C.W. (2002). The call to social work: Life stories. Thousand Oaks: Sage Publications.

Syllabus Appendix

Course Policies

I. Academic Integrity

Plagiarism or any form of cheating involves a breach of student-teacher trust. This means that any work submitted under your name is expected to be your own, neither composed by anyone else as a whole or in part, nor handed over to another person for complete or partial revision. Be sure to document all ideas that are not your own. Failure to do so constitutes theft of intellectual property. Instances of plagiarism or any violation of academic integrity will result in failure of the assignment and will be reported to the Honor Council. Be sure to read and understand the Baylor University Honor Code. The text is available [here](#). The University Academic Integrity Policy will be upheld in this class. The academic integrity policy can be viewed on Baylor's website [here](#).

Additionally, this course is designed to maximize learning by having students work in teams for some assignments. It is highly recommended that you share with each other and edit one another's work (within and outside of your team) in order to critique and improve the content of your papers and presentations. Be sure that all written assignments are in one's own words (or, for group assignments, the words of your own group members). Papers written by others or drawing on others' work without acknowledgment will not be accepted and will result in a failing grade for the course.

Referencing & Accessing Appropriate Sources

Referencing is expected whenever quoting or otherwise using others' work (such as in paraphrasing or employing key ideas). Standard APA¹ style is preferred for citation within the text and in the reference section. Given the availability of information on the World Wide Web, it is often difficult to evaluate the quality of online sources. It is expected that students will pay attention to the domain, sponsor, author's background, and date of information on websites used and will cite all information obtained from websites (see APA Manual 6th edition for how to reference sources from electronic media). In doing all assignments, it is expected that students will use discretion when using online sources that have not been professionally reviewed and that they will also always include sources that have been subjected to peer review and are published in scholarly journals.²

¹ *Publication manual of the American Psychological Association (APA) (6th Ed.). (2009). Washington, DC: American Psychological Association.*

² *For guidance in using the web for class assignments, see Lynch, D., Vernon, R. F., & Smith, M. L. (2001). Critical thinking and the web. Journal of Social Work Education, 37(2), 381-386.*

Turn it in

Honor policy and paper submission to Turnitin.com. All students are expected to abide by the rules and regulations of Baylor University. Given the widespread availability of papers for purchase online, Baylor recently subscribed to Turnitin, a plagiarism detection service. Student papers are submitted to Turnitin and compared to others in the database, with the results of the comparison (including hyperlinks to web pages or other papers with the same text) sent to the instructor. Turnitin is not used to grade your paper; this remains the responsibility of your Professor.

Students agree that by taking this course, all required papers, exams, class projects or other assignments submitted for credit will be submitted to Turnitin or similar parties to review and evaluate for originality and intellectual integrity. A description of the services, terms and conditions of use, and privacy policy of [turnitin.com](http://www.turnitin.com) is available on its web site: <http://www.turnitin.com>. Students understand that all work submitted to [turnitin.com](http://www.turnitin.com) will be added to its database of papers. Students further understand that if the results of such a review support an allegation of academic dishonesty, the course work in question as well as any supporting materials may be submitted to the Honor Council for investigation and further action.

To submit your assignments to Turnitin, you will need to set up a user's account. First, go to <http://www.turnitin.com>. In the top right-hand corner, you will be prompted to "create a user profile." Once you have created your profile, you can log in. You will need your Class ID number, as well as the password. Please sign up for Turnitin during the first week of class. Only written assignments submitted to Turnitin will receive a grade. You will need to submit your assignments as MS Word files.

Any act of academic dishonesty, on any assignment, will result in a grade of zero for the entire course. Integrity, honesty, and relying on your own abilities are some of the most important lessons you'll learn in college and carry with you into the "real" world. Remember: each written assignment for the course is designed to stretch your abilities. It is there for a well-determined reason, and merits your serious attention.

II. Student Success

Your academic success is important to us. Thus, to assist you in improving your performance, Faculty may refer you to the Paul L. Foster Success Center for substandard academic performance and/or excessive absences. The Success Center offers a wide range of academic opportunities helpful for improving your grades.

Students with Disabilities

"No otherwise qualified person with a disability in the United States shall, solely by the reason of disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance" (Section 504 of the Rehabilitation Act of 1973). Baylor University complies with all applicable federal and state non-discrimination law and does not engage in

unlawful discrimination on the basis of race, color, national or ethnic origin, sex, age, or disability in employment or the provision of services.

OALA

Any student with a documented disability needing accommodations should contact the Office of Access and Learning Accommodation at: 254-710-3605. If you have a documented disability and wish to discuss accommodations, please contact me as soon as possible. Any student who needs learning accommodation should inform the professor immediately at the beginning of the semester. The student is responsible for obtaining appropriate documentation and information regarding needed accommodations from the Baylor University Office of Access and Learning Accommodation (OALA) and providing it to the professor early in the semester. The OALA phone number is (254) 710-3605 and the office is in Paul L. Foster Success Center - Sid Richardson - Room 189.

III. Academic Policies

Grading

For MSW courses, the following grading scale will be used:

A+	=	98 - 100
A	=	94 - 97
A-	=	91 - 93
B+	=	87 - 90
B	=	83 - 86
B-	=	81 - 82
C+	=	77 - 80
C	=	73 - 76
C-	=	71 - 72
D	=	60 - 70
F	=	Below 59.

Attendance and Class Participation Policy

Attendance at class meetings is essential to academic success. Interaction with faculty members and fellow students provides the best opportunity for learning information and for exercising skills necessary to gain competencies in the subject. Classroom discussion also enriches understanding beyond the boundaries of the specific course and develops students' analytical facility and ability to communicate ideas effectively. The University expects each student to take full advantage of his or her educational experience by developing personal responsibility for class attendance.

Student attendance must be recorded through the census date of each term (the twelfth class day of the fall or spring terms).

Please see your Course Syllabus for specific Attendance Policies for each class. Faculty members may establish their own requirements regarding attendance, punctuality, and participation. Any attendance requirements and penalties for excessive absences will be set forth in the syllabus for each course. The student bears the responsibility for the effect that absences may have upon class participation, announced and unannounced

examinations, written assignments, reports, papers, and other means of evaluating performance in a course.

If a student's required participation in a University-sponsored activity causes the student to miss class, this is ordinarily considered an absence that is counted against a student in the context of an applicable attendance policy. However, if in this event the student seeks to make arrangements prior to the absence to complete scheduled assignments, the faculty member will work with the student to allow for the completion of missed classwork and assignments.

In the event of serious illness, accident, or death in the family, students should contact their professors as soon as they are able. When such a crisis prohibits the student from being able to make immediate contact, the office of the Chaplain notifies faculty when information is available; the Chaplain, does not, however, pursue official verification of such reports. Requests by faculty to verify the nature of an absence should be made to the student upon the student's return. Students are usually allowed to make up classwork and/or tests missed which result from such crises. As these instances are academic matters, any dishonesty on the part of a student in such a situation is considered a violation of the University Honor Code.

Class absences are one of the early signs that a student may be experiencing academic, personal, or emotional challenges or distress. Resources in the Paul L. Foster Success Center and Counseling Center are available for students who are experiencing difficulties related to class attendance.

Confidentiality

Due to the sensitive nature of the information that may be involved, no information shared by a class participant about a client or agency is to be discussed outside of the classroom, please. All information that identifies clients and agencies must be carefully protected and should be disguised or removed from conversation and from any documents provided in presentations and papers.

Portable Technology Policy

The School of Social Work recognizes that portable technology, such as laptop computers, tablets, and mobile phones in the classroom can be a valuable learning aid and can be necessary to student life. In addition to increasing the proficiency of note taking, access to the internet and other sources during class can enhance class participation. Portable technology also has the potential to be distracting to the student using the technology device and to other students around the user. To avoid this distraction, the use of laptops, cell phones, and other portable technology for any of the following activities are prohibited in School of Social Work classes: instant or text messaging, sending or reading e-mail, games, viewing any websites not related to class discussion, and working on projects not directly related to the immediate class activity. Failure to comply with this policy may result in the professor asking the student to discontinue use of the technology

in the classroom, bringing the technology device to class or to ban portable technology devices from the class. Students should check with the course faculty about any questions regarding appropriate use of portable technology in the classroom.

Self-Disclosure Statement

The social worker uses the self as a tool in the helping process and must constantly examine the self to identify barriers to effectiveness. Self-awareness (the accurate perception of one's own actions and feelings, and the effects of one's behavior on others) is emphasized throughout the social work curriculum. Students may be called upon, through exercises, written assignments, and in discussions, to identify and explore their values, beliefs, and life experience in order to assess their effect on future worker/client interactions. Although students are encouraged, assisted, and expected to engage in the process of self exploration and personal growth, no student will be required to disclose information beyond what is considered by the student to be comfortable and appropriate.

1- Inadequate	2- Novice	3-Competent	4-Proficient	5-Excellent
Doesn't demonstrate it	Demonstrates emerging competency	Demonstrates basic competency	Demonstrates strong competency	Demonstrates commendable competency
BSW <8	81-82	83-86	87-90	91-100
MSW <81	81-82	83-90	91-93	94-100

Baylor School of Social Work

Individual Grading Rubric									
2011 03 SWO 5221									
Student:									
Values & Ethics									
	Practice Behaviors and Other Criteria								
	G1.2	Practice personal reflection and self-correction to assure continual professional development							

	G2.1	Recognize and manage personal values in a way that allows professional values to guide practice					
	G2.2	Make ethical decisions by applying standards of the NASW Code of Ethic and IFSW\IASSSESW					
	G9.1	Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services					
	G11.2	Examine one's own religious and spiritual frameworks and know how these aspects of self inform and conflict with their social work practice					

Grade:

Group Presentation

	Practice Behaviors and Other Criteria						
	G1.2	Practice personal reflection and self-correction to assure continual professional development					
	G1.4	Demonstrate professional demeanor in behavior, appearance, and communication					
	G9.1	Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services					

Grade:

Annotated Bibliography

		Practice Behaviors and Other Criteria					
		G9.1	Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services				
Grade:							

APA Quiz									
		Practice Behaviors and Other Criteria							
		G1.4	Demonstrate professional demeanor in behavior, appearance, and communication						
Grade:									