

HARDING UNIVERSITY
DEPARTMENT OF BEHAVIORAL SCIENCES
SWK 2750 - INTRODUCTION TO SOCIAL WORK

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Office hours: MWF 10:00 - 10:45 a.m.
2:00 - 2:45p.m.
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Course Description: This course is designed to introduce students to the profession of social work. It explores the historical and philosophical base of the profession and examines how they relate to social work practice in various fields. The purpose of the course is to acquaint students with the general nature of the social work field, social service programs, and opportunities for social work practice. During this course, students will receive an introduction to the social work program at Harding University. Students wishing to pursue a degree in social work should apply to the social work program before the end of this course.

Required Text: Cox, L., Tice, C., & Long, D. (2019). *Introduction to social work: An advocacy-based profession, second edition*. Sage Publishing: Los Angeles.

Course Objectives: At the conclusion of this course students will be able to:

1. Recognize the importance of building life-long educational goals; developing professional skills, knowledge and values necessary for culturally competent general social work practice with families, groups, organizations, and communities. (1,2, 4, 6) Assessment: Values essay, Project, Interviews, Journals, In-class activities, Exams
2. Examine of the significance of social work as a profession and what responsibilities and ethical obligations professional practice entails. (1, 3) Assessment: Values essay, Project, In-class activities, Exams
3. Recognize the importance of understanding and respect for diverse and at-risk populations, the relevance of using strengths-orientation and ecological perspective with the connection to social and economic justice. (1, 2, 3, 6) Assessment: Project, Interviews, In-class activities, Exams
4. Demonstrate beginning level problem-solving skills and critical thinking skills in communication of basic social work knowledge. (1, 2) Assessment: Values essay, Project, Interviews, In-class activities, Exams
5. Identify the connection between social work practice and the Christian perspective. (1, 2, PO 10) Assessment: Values essay, Interviews, In-class activities, Exams

Numbers in parentheses above indicate program goals EPAS Competencies (EPAS) or Program Objective (PO) to which the course objectives (CO) are related; numbers in boldface type highlight the competency(ies) that receive the most emphasis. Practice behaviors that operationalize the EPAS competencies in this course are measured by faculty assessment.

Students with Disabilities: It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, psychological) who needs to arrange reasonable accommodations, must contact the instructor and the Disabilities Office at the *beginning* of each semester. (If the diagnosis of the disability occurs during the academic year,

the student must self-identify with the Disabilities Director *as soon as possible* in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 219 of the Student Center, telephone, (501) 279-4019.

Time Management Expectations: For every class hour, the typical student should expect to spend at least two clock hours on course-related work, including but not limited to out-of-class time spent reading, problem solving, reviewing, organizing notes, preparing for upcoming quizzes/exams and other activities that enhance learning.

Assessment and Grading: Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission. The University values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.

In academics, assessment is used as a tool to improve individual courses and entire programs as well as to evaluate each student's knowledge, skills, and dispositions. There is a probability that what you learn in this course will be assessed in broader measures of student achievement such as the Social Work Exit Exam as well as your final competency evaluation in Field Placement.

Assessment of the knowledge, skills, and disposition of each student for the purpose of assigning a letter grade at the completion of this course will be assessed by means of the following:

1. Attendance: Class attendance is expected and required. You should have regular attendance and to be punctual for class. Any student who accumulates more than six **total** unexcused absences for in-person class attendance or six tardies during the course of the semester will have points deducted from their final grade. Two percentage points will be deducted from your final grade per excessive absence and five points per excessive tardy. *Please note: Leaving class early without prior permission will be counted as an absence* If you have extenuating circumstances be sure to clarify this with me, and you will not be penalized – the key issue being communication with me regarding your attendance in class.

2. Exams: Exams will cover the assigned text, lectures, and class discussions. You are responsible for material in the text, as lectures will not always cover the text material. Exams may be multiple-choice, true/false, or short answer discussion questions. Exams will be open book/open note and for online access students will be available for a 5-day period on canvas. For online access, there will have a set amount of time to complete the exam once it has been opened. (CO 1, 2, 3, 4, 5)

Absences from exams can only be made up in the case of serious illness or family emergency. If an exam will be missed you must **call or email me before** the scheduled exam. If I am not in my office and you call, leave a voice mail message. You may schedule to take an exam early if a known problem exists. In all other cases, a grade of zero (0) shall be given for a

missed exam. No exceptions will be made. (CO 1, 2, 3, 4, 5)

3. Class Participation Policy: Reading assignments should be completed before each designated class period. This includes being prepared to participate in classroom discussions.

* You are expected to participate in all classroom activities. * (CO 1, 2, 3, 4, 5)

4. Cell Phones, communication devices, personal computers, tablets, etc.: Cell phones (or any other device) should be set to silent prior to the beginning of class if attending in person. If you are attending remotely, please set your speaker to silent unless you are making a comment/asking a question.

Personal computers, tablets, etc. are welcome with you if you are attending class in person, the device should be used for taking lecture notes only. Use of electronics during the class for any other purpose is not allowed. Any student found to be using a device for any purpose other than notes shall forfeit the privilege of having that device in class for the remainder of the semester and may be subject to expulsion from the class.

5. Class Assignments: Neatness, proper grammar and spelling will be required on all assignments. You are expected to turn in assignments on the designated due date BY CLASS TIME. If this is not possible, for an excusable reason, you must email me before class time to inform me of the issue and to work out a time to turn in the assignment without any late penalty. Work turned in the due date before 11:59 p.m. will receive a 5% late penalty. Work will be assessed a penalty of 10% per day beginning the day after the assignment was due. Assignments completed more than six calendar days after the due date will not receive credit unless explicit arrangements have been made with the instructor.

The following are brief overviews of the required assignments for this course. More details will be given in class discussions.

Read/Watch Journal: Students will keep a journal of reflections on the scriptures, articles read, and videos watched for each unit (reading a min. of 1 article and watching a min. of 3 videos). (Read: either from suggested “read” files on canvas, from individual research, or the class bibliography. Watch: either from suggested “watch” files on canvas, or from individual research on a topic covered in the unit).

The student will then thoughtfully address the following for each unit:

*Personal reflections on the scriptures listed and how a person can practice ethically from a Christian perspective in a given area of social work practice.

*How the information from each “read” and “watch” can be used (or needs to be further researched) for culturally competent work with diverse and at-risk populations.

*Complete bibliographic information for the article/videos (link) reviewed

5 Unit entries, 25 points each. Note – extra credit will be given for new articles you review or new videos you watch (not on current class list) that are relevant to course content.

(Due on the following dates, 25 points per unit submission) (CO 1, 3, 4, 5)

Unit I February 3

Unit II February 24

Unit III March 24

Unit IV April 14

Unit V May 3

“What do they think?” interviews: Each student will be responsible for interviewing at least one person in each of the following categories (minimum of 5 interviews overall):

1. Faculty/Staff member (not in Behavioral Sciences) OR older community member
2. College student who is your same gender (not in Intro - and never taken it)
3. College student who is the opposite gender (not in Intro - and never taken it)
4. Person your general age who is not in college
5. Person of your choosing

Questions for the interview include asking each person their:

- definition of welfare
- definition of poverty
- thoughts on who is affected by poverty
- what are some of the stereotypes associated with being in poverty
- do you think the stereotypes are accurate (why/why not)
- what is currently being done to address poverty
- what else needs to be done to address poverty

In addition to the responses received, discuss your personal reactions to the answers you received for each interview (Discuss if you were: Surprised? Challenged? Inspired? Offended? Ect.)

Interview responses should be neatly organized, summarized and typed. Be prepared to share your results in class. (Due: **February 12**, 75 points) (CO 1, 3, 4, 5)

Values Essay: Each student will be responsible for writing a three-section essay typed using 12-point font, double spaced with one-inch margins detailing:

1. Knowledge of yourself (minimum of 2 pages) - Explain how your family, community, and experiences have influenced who you are today.
2. Social Work Values (minimum of 1 page) - Describe three important personal values and explain how these values relate to the values and ethics of the profession of social work.
3. Future Career (minimum of 1 page) - Explain your reasons for selecting your future career. What are your career-long learning goals? What strengths do you bring to the profession? What are your limitations? *If you are still figuring out what your future career path may entail, please discuss what strengths/interests you have that you want to further pursue. (Due: **February 19**, 100 points)

Additional Requirements for Social Work Majors: Social Work Program Application:
Take a program pre-test (through canvas or in person in the Ezell front office)

Complete the application forms (a cover sheet and two references).

The application forms can be found in the Social Work Student Handbook, which you will need to purchase from the Ezell front office. The values essay for Social work majors will become part of the application process and will be filed in your advising folder. (Due: **February 19**) (CO 1, 2, 4, 5)

Area of Practice Project:

Students will select a social work area of practice to research and create a discussion post on canvas. NO DUPLICATION OF TOPICS will be allowed. Students will confirm the topic with the instructor prior to beginning the project (a list will be available in class). The discussion post details should include background information and history for the area of practice, social work roles and interventions related to the area (detailed and specific) and current issues (include social/environmental justice concerns and advocacy needs). The discussion post should include a bibliography in APA style of at least SIX sources no more than 10 years old (with at least two professional journal sources). Sources are to be cited throughout the post. Students will be assigned posting dates by the instructor. Be sure your post is in PDF format (that way everyone can access it,

and you don't have to set permissions, etc.) Discussion posts will begin on: **April 21**. After your discussion has been posted, you are responsible for managing/responding to the resulting discussion comments. **Posts will be open for comments for 3 days.**

In addition, you are responsible for writing a thoughtful reflective comment on at least **two** discussions posted on dates that were not assigned to you. (i.e. you manage your comments for the discussion you created, then on dates when others post their discussions, you will respond to two of the posts). 2 post/5 days for a minimum total of 10 posts on other people's discussions

200 points for discussion/managing of resulting comments

25 points for thoughtful comments on discussion posts (2 posts for 5 days)

(225 Points) (CO 1, 2, 3, 4)

Unacceptable Behavior: The following behaviors are rude, distracting, and disheartening to other students. Exhibiting these behaviors may result in you being asked to leave the class and receiving an unexcused absence.

- * Packing behavior: putting personal belongings up before class has been dismissed.
- * Personal conversations during class lectures or discussions.
- * Use of technology for a purpose other than class notes
- * Doing assignments for other classes.
- * Sleeping in class.

All students are expected to abide by the Student Handbook. A student may be asked to leave class or other activities if they are not in keeping with these expectations.

THE FINAL GRADE WILL BE COMPUTED AS FOLLOWS:

A = 90% or above

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% or below

***Disclaimer:** The Harding University Social Work faculty recognizes that a legitimate survey of current thought will necessarily include ideas that may conflict with the Christian view of humanity and the universe and that details in some of the courses may be regarded as offensive to a sensitive student. It should be clear, however, that the purpose of the course is not to endorse the offending views, to weaken students' religious faith, or to denigrate any student's moral standards. Rather, the goal of the course is to evaluate these ideas and assignments through the mature Christian perspective of both the teacher and the student. If students are to be equipped intellectually and spiritually to solve the problems that they will meet, both on campus and in later life, they must form habits of examining every aspect of each question. The university, therefore, urges professors to give the students in their classes all significant points of view regarding any problem or principle that may arise. Less than this would defeat the purpose of a Christian education.

COVID-19 Statement: Our goal at Harding University is to provide a safe and positive learning environment for all of our students. As a faith-based university, we have a responsibility to care for one another. The current COVID-19 pandemic gives us a good opportunity to do so, by following the guidelines to minimize transmission of the novel coronavirus. Every precaution will be taken to be sure that class is conducted in a way that is safe and in compliance with state and university guidelines. If you feel a situation needs to be addressed in the classroom environment, please speak with me as soon as possible so that the situation can be improved.

Due to the uncertain and unusual climate during which this course is being offered, certain adjustments may have to be made including changes to meeting times, modalities and work assignments. Every effort will be made to notify students of any change as soon as possible. Because this course may/will be meeting using video conferencing, students are expected to find a safe, secure and reliable internet connection in order to participate in virtual meetings at the required level.

Code of Academic Conduct: All students are expected to be honorable and to observe standards of conduct appropriate to a community of Christian scholars. All acts of dishonesty in any academic work constitutes academic misconduct. This includes, but is not limited to, Cheating, Plagiarism, Fabrication, Aiding and Abetting Academic Dishonesty, etc. Academic misconduct is subject to automatic course failure (Grade of “F”).

YOU ARE RESPONSIBLE FOR YOURSELF! BY ACCEPTING THIS SYLLABUS, YOU ARE ACCEPTING A CONTRACT BETWEEN YOU AND I, AND WE ARE AGREEING TO FULFILL OUR INDIVIDUAL COMMITMENTS. I reserve the right to change course requirements, grading procedures, etc. at any time during the semester. You will receive sufficient notice if changes are made.

TENTATIVE COURSE OUTLINE

- 1/11 Introduction to the course
- 1/13 Unit I notes
- 1/15 Unit I notes

- 1/18 **Dr. Martin Luther King, Jr. day (no class)**
- 1/20 Unit I notes
- 1/22 Unit I notes

- 1/25 Unit I notes
- 1/27 Unit I notes
- 1/29 Unit I notes

- 2/1 Unit I notes ***Online access students complete the Unit I exam during this week**
- 2/3 Unit I/II notes ***Read/Watch Journal Unit I**
- 2/5 **Unit I exam**

- 2/8 Unit II notes
- 2/10 Unit II notes
- 2/12 Unit II notes *** “What do they think” interviews**

- 2/15 Unit II notes
- 2/17 Unit II notes
- 2/19 Unit II notes ***Values Essay / Program Applications**

- 2/22 Unit II/III notes ***Online access students complete the Unit II exam during this week**
- 2/24 Unit III notes ***Read/Watch Journal Unit II**
- 2/26 **Unit II exam**

3/1 Unit III notes
3/3 Unit III notes
3/5 Unit III notes

3/8 – 3/12 Spring Break (no class)

3/15 Unit III notes
3/17 Unit III/IV notes
3/19 Unit IV notes

3/22 Unit IV notes ***Online access students complete the Unit III exam during this week ***
3/24 Unit IV notes ***Read/Watch Journal Unit III**
3/26 **Unit III exam**

3/29 Unit IV notes
3/31 Unit IV notes
4/2 Unit IV notes

4/5 Unit IV notes
4/7 Unit IV notes
4/9 Unit IV/V notes

4/12 Unit V notes ***Online access students complete the Unit IV exam during this week ***
4/14 Unit V notes ***Read/Watch Journal Unit IV**
4/16 **Unit IV exam**

4/19 Unit V notes
4/21 Project/Reflections
4/23 Project/Reflections

4/26 Project/Reflections
4/28 Project/Reflections
4/30 Project/Reflections

Final Exam: Monday, May 3, 1:00 – 3:00 p.m. also submit *Read/Watch Journal Unit V