

Fall 2018

Meeting days: M_W_F	Kevin F. Modesto, MATS, MSW, Ph.D.
Meeting times: 8:30-9:25AM	Office: (619) 849-2368 Home: (619) 282-5660
Meeting location: Rohr #112	E-mail: kmodesto@pointloma.edu
Additional info:	Office location and hours: Rohr Hall #105 M,W 11:00 to 12:00; T-Th 10-10:30AM or by appointment
Final Exam: Friday, December 14, 2018, 7:30 to 10:00 AM	Additional info:

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Department Mission

As followers of Christ, our mission is to nurture servant scholars who critically and empirically evaluate social systems, cultural patterns, and basic human needs to constructively engage as agents of hope with individuals, families, and communities.

Social Work Program Mission

At its core, the purpose of the social work program is to prepare competent social work professionals who are motivated to gracefully serve others as an expression of their faith. In the context of the intersection of the goals of the University and those of professional social work practice, this mission is further articulated:

The mission of the baccalaureate social work program is to develop competent professionals who are committed to serving others through acquisition and integration of the essential knowledge, skills, and values that form the foundation of generalist practice in the social work profession; who are motivated to promote social justice; and who understand that a Wesleyan perspective, a desire for continuous personal development, and respectful engagement in the community that empowers others are integral components of the means for relating to God through service.[1]

COURSE DESCRIPTION – SWK 303

SWK 303 is an introduction to the profession of social work and social welfare services in the United States. We will explore the history, values, and ethics of the profession. Additionally, we will work on developing basic skills critical for social work practice with individuals, families, communities, and organizations. Social work is an action oriented profession; thus, we will use a variety of active learning techniques including brief lectures, class discussion, personal reflection, and critical analysis of policies, practices, and systems to expose students to professional social work practice.

COURSE LEARNING OUTCOMES

Course Objectives:

1. EP 2.1.2 Introduce generalist social work practice.
2. EP 2.1.7 Provide an understanding of social welfare systems and services in the United States.
3. EP 2.1.1 (1-4) Explore the history of the social work profession in the U.S., with particular attention to diverse and special populations.
4. EP 2.1.7 Present an introduction to the strengths and systems perspectives in social work practice.
5. EP 2.1.2 (1) (2) & .11 (1) (2) Discuss social work values and ethics in light of the prevailing societal values and the Christian faith.
6. EP 2.1.3 Encourage critical thinking and the development of decision-making skills, particularly regarding issues of social and economic justice.
7. EP 2.1.2 Cultivate identification with professional social work practice.

Student Outcomes:

1. Understand the historical development of social welfare systems and services in the U.S.
2. Exemplify social work values and ethics.
3. Demonstrate sensitivity to diverse and special populations.
4. Plan and execute an activity aimed at enhancing social and economic justice.
5. Assess and evaluate the class's activity, including each participant's contribution to the development and implementation of the small-scale social intervention.
6. Integrate Christianity with social work ethics, values, and practices.

COURSE CREDIT HOUR INFORMATION (In online or blended classes only—fill in blanks)

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

COURSE SCHEDULE AND ASSIGNMENTS

- *Oral Presentation of a Field in the Social Work Profession:* Social work requires people to network or connect with each other. Our networks are one of our most valuable assets as social workers. As a result, we will begin to develop our professional networks from the start of our education. The goals of this assignment are: to identify areas of professional interest; begin the development of a professional network; improve planning and communication skills; develop the ability to present important information to key partners. The assignment will

require identifying and interviewing a social work professional. It is important to identify a professional from a field of social work practice who sparks your personal interests. Once the professional has been identified and interviewed, a 12-minute presentation outlining the field of practice, the path the professional took to their chosen field, and the insights gained from the interaction will be presented October 8th, 10th, and 12th. These are formal presentations. Dress and behave professionally. Attending the days your colleagues are reporting is a sign of respect for their hard work and is mandatory. Absences without prior approval on the days of reports will impact your final grade.

- *Mid-term Exam:* A take home mid-term exam consisting of brief answer and essay questions covering all of the content up to the class prior to the exam will be posted on Canvas on Wednesday, October 13th. The exam is due no later than 5:00 PM, Thursday, October 17, 2018. Try to get it done before break so you can relax!
- *Group Action Project:* The class will be responsible for identifying, planning, and implementing a project consistent with social work and Christian values. Students will be entirely responsible for the project. The group must document the steps and the processes involved in taking the project from vision to reality. You are strongly encouraged to begin the discussion of the project early to ensure its completion by the first week of December. A one-page reflection describing the project and assigning yourself and your fellow classmates a grade reflective of your efforts is due no later than one week after the completion of the project, no later than December 7, 2018.
- *Social Work Pioneer Paper:* A goal of this course is to expose us to the history of the profession. Many social workers have pioneered new areas of intervention and practice. Each student is expected to select a social work pioneer and write a formal research paper on the pioneer and their contributions to the field. This paper is historical in nature. Students are expected to use both primary and secondary sources for the research; thus, while the internet can be a great resource it is not considered an adequate source for this kind of paper. The paper should not exceed 10 doubled spaced pages, using a 12-point font. Page borders must not be less than 1 inch. All references must be in the format of the American Psychological Association. The paper is due November 30th, 2018. In addition to the paper, a 7-minute presentation of the outline of your paper will be presented Friday, December 14, 2018, 7:30 to 10:00 AM. A listing of pioneers can be found at www.naswfoundation.org/pioneers/default.htm, California Social Work Hall of Distinction <http://www.socialworkhallofdistinction.org/honorees/>, or in Volume 3 of the *Encyclopedia of Social Work*.
- *Participation:* Participation will be gauged by assessment of the reading assignments through periodic questions on Canvas, involvement in class activities, and preparedness and engagement in discussion. Mere attendance does not count for participation. Canvas questions will be graded with 0 – not submitted, -- -- Submitted with minimal effort, V – Average – a thoughtful response with elements of the reading incorporated throughout, + -- exceeds all expectations. Class participation grades will be determined proportionally to the assignment grades.

DATE PRESENT ED	CLASS CONTENT OR ASSIGNMENT	ASSIGNMENT DUE DATE
August 28	Getting to know each other	
August 29	A day in the life of a social worker	Read Chapter 1 – Identify the individual, groups, organizations, and communities Demetria engages in her first assignment. Do did address all of the issues are there other resources she can access? How do you think she knew where to look?

August 31	Defining Social Welfare	Chapter 2: Identify a list of basic human needs. Should these basic human needs be human rights? Who should meet the need?
Sept. 3	Labor Day No Class!	Rest and relax!
Sept. 5	Highwayman	Read: <i>The Highwayman</i> . Rank who is most responsible for the woman's death. Draw a picture of story. Be prepared to discuss this in class.
Sept. 7	Comprehensive helping profession	Chapter 3 – Write your career mission statement. How does it align with the mission of the social work profession?
Sept. 10	History	Carlton-LaNey – Library exercise http://www.naswfoundation.org/pioneers/ -- look up and see who interests you.
Sept. 12	Christian Motivations for Social Work	Readings available on Canvas. Founding Minutes of the Church of the Nazarene Stark Christianity and Social Work Maddox (2002) <i>Visit the Poor</i>
Sept. 14	History– English Poor Laws	Dolgoft and Feldstein, pp. 39-57 Listen to the podcast on SNAP and Walmart. Compare what you listened to actions in Speenhamland. http://www.marketplace.org/topics/wealth-poverty/secret-life-food-stamp/food-stamps-reporters-notebook
Sept. 17	Poor Law Reform and Social Welfare in the U.S.	Watkinson – How would you characterize the approach to the poor in this VA town?
Sept. 19	Charity Organization Society	Johnson (1899)
Sept. 21	Settlement House Movement	Abrams (2000)
Sept. 24	African Americans	Modesto (2004)
Sept. 26	Professionalization	Chapter 4 Flexner Report
Sept. 28	Social Work Values and Ethics	Chapter 8 http://www.socialworkers.org/pubs/code/code.asp http://www.nacsw.org/statement.html Sherwood, D. (2007). Moral, believing, social workers: Philosophical and Theological Foundations of Moral Obligation in Social Work Ethics. <i>Social Work and Christianity</i> , 34 (2), pp. 122-145
Oct. 1	Career Options	Chapter 5
Oct. 3	Fields of Social Work Practice	Chapter 6

Oct. 5	Settings for Social Work Practice	Chapter 7
Oct. 8	Skills for Social Work Practice	Chapter 9
Oct. 10	Oral Reports Field of practice	
Oct. 12	Oral Reports Field of practice	
Oct. 15	Oral Reports Field of practice	
Oct. 17	Oral Reports Field of practice	Mid-term due 5 PM
Oct. 19	Fall Break	
Oct. 22	Evidenced Based Practice	<p>Bruce Thyer – The History of Evidenced Based Practice -- http://www.socialwork.buffalo.edu/podcast/episode.asp?ep=18</p> <p>Evidenced Based Practice Podcast -- http://socialworkpodcast.blogspot.com/2011/03/process-of-evidence-based-practice.html</p> <p>Corcoran & Vandiver (2004) <i>Implementing best practice and expert consensus procedures</i> in Roberts and Yeager Evidence-based practice manual</p>
Oct. 24	Religion and Spirituality	<p>Chapter 10</p> <p>Hodge, David http://www.nacsw.org/Download/CSW/SpiritualAssess.pdf</p>
Oct. 26	Ecosystems model	<p>Morales and Sheafor, pp. 250-253</p> <p>Make Way for the Ducklings -- http://www.teachertube.com/viewVideo.php?video_id=290043</p>
Oct. 29	Prevention!!	<p>Chapter 11</p> <p>The Guardian Prevention In England -- http://www.theguardian.com/society/2013/oct/16/social-work-preventive-community</p> <p>Article overview of prevention -- http://advancesinsocialwork.iupui.edu/index.php/advancesinsocialwork/article/view/1444/1874</p> <p>Strengths Perspective overview -- http://sustainingcommunity.wordpress.com/2012/05/30/what-is-the-strengths-perspective/</p> <p>http://en.wikibooks.org/wiki/Strengths-Based_Social_Work_Practice</p>
Oct. 31	Military Social Work	<p>Chapter 13</p> <p>http://www.socialworktoday.com/archive/070813p16.shtml</p>

Nov. 2	Immigrants and Refugees	Chapter 14 http://www.wmich.edu/hhs/newsletters_journals/jssw_institutional/institutional_subscribers/39.1.Furman.pdf
Nov. 5	Global Social Work	Chapter 15
Nov. 7	Women	Chapter 16
Nov. 9	LGBT	Chapter 17
Nov. 12	Children and Youth	Chapter 18 Daniel, B. & Wassell, S. (2002) Assessing and Promoting Resilience in Vulnerable Children. Pp. 9-16 http://0-search.ebscohost.com.phineas.pointloma.edu/login.aspx?direct=true&db=nlebk&AN=91760&site=ehost-live&ebv=1&ppid=pp_16
Nov. 14	Social Work with the Older Adults	Chapter 19
Nov. 16	Disabilities	Chapter 20
Nov. 19	Muslims	Chapter 21
Nov. 21	No Class Thanksgiving Break	Be Thankful!
Nov. 23	No Class Thanksgiving Break	Be Thankful!
Nov. 26	Asian Americans	Chapter 22
Nov. 28	Indigenous People	Chapter 23
Nov. 30	Mexican Americans	Chapter 24, Final Paper Due
Dec. 3	African Americans	Chapter 25
Dec. 5	Group discussion	
Dec. 7	Pulling all together	Group action reflection due
Dec. 14	Final Exam	Presentation of Social Work Pioneer

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Morales, A. T. & Sheafor, B.W. (2010). *Social work: A profession of many faces* (10th ed.). Boston: Allyn and Beacon.

Additional articles and chapters will be assigned by professor and posted on the class web site.

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map using the below link to view which states allow online (distance education) outside of California.
<https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures>

ASSESSMENT AND GRADING

The final grade will be determined on the quality and completion of the assignments. The value for each assignment follows:

<u>Assignment Values:</u>		<u>Grade Distribution:</u>	
• Professional Exploration Oral Report	20	A=94-100	C=73-76
• Mid-Term Exam	20	A-=90-93	C-=70-72
• Group Action Project	15	B+=87-89	D+=67-69
• Social Work Pioneer Research Paper	25	B=84-86	D=63-66
• Participation	20	B-=80-83	D-=60-62
• Total Points	100	C+=76-79	F=0-59

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas.

Students are encouraged to speak with the instructor at any point about their grades. Any student with a grade below a C is highly encouraged to speak with the instructor.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

NOTE: The following policies are to be used without changes:

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving

academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.
