

SOWK 301, Introduction to Social Work, Syllabus (3 credits)

COURSE DESCRIPTION

Introduction to Social Work (SOWK 301) students to the social work profession with a focus on historical foundations, professional licensure and continuing education unit (CEU) requirements, scope of practice and roles, and relationship to other disciplines and areas of service.

REQUIRED TEXTS & RESOURCES

Martin, M. E. (2016) *Introduction to social work: Through the eyes of practice settings*. Upper Saddle River, NJ: Pearson. ISBN-13: 978-0134149004. ISBN-10: 0134149009

NASW Code of Ethics

(2017). https://www.socialworkers.org/LinkClick.aspx?fileticket=ms_ArtLqzeI%3d&portalid=0

COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

Learning Activities	Graded Assignments	
Week 1		
	Week 1: So You Want to Be A Social Worker	
	Reading: Chapters 1 and 2; PowerPoint Ch. 1 and 2	N/A
	Video: "Social Workers are Superheroes" www.youtube.com/watch?v=A27QjpQ_leo	N/A
	Threaded Discussion: Biblical Considerations	Due Week 1, Day 5
	Video: Review and Response	Due Week 1, Day 6
	Journal Article Application	Due Week 1, Day 7
	Final Paper (Paper/PPT): Continue Preparation	
Week 2	Week 2: What Do You Need to Know	
	Reading: Chapter 3; PowerPoint Ch. 3	N/A
	Video: "Intake and Assessment Role Play" www.youtube.com/watch?v=OPCYGqzf7Us	N/A

	Threaded Discussion: Biblical Considerations Proverbs 2:1-7	Due Week 2, Day 5
	Video: Review and Response	Due Week 2, Day 6
	Journal Article Application	Due Week 2, Day 7
	Final Paper (Paper/PPT): Continue Preparation	
Week 3	Week 3: Humble Beginnings?	
	Reading: Chapters 4 and 5; PowerPoint Ch. 4 and 5	N/A
	Video: "Suicide Assessment Role Play" www.youtube.com/watch?v=eqIM3n7ujVA	N/A
	Threaded Discussion: Biblical Considerations Proverbs 13:24	Due Week 3, Day 5
	Video: Review and Response	Due Week 3, Day 6
	Journal Article Application	Due Week 3, Day 7
	Final Paper (Paper/PPT): Continue Preparation	
Week 4	Week 4: Older Adults and Those With Mental Illness	
	Reading: Chapters 6 and 7; PowerPoint Ch. 6 and 7	N/A
	Video: "Bad Therapist-Depression" www.youtube.com/watch?v=hLM9kuG1BOE	N/A
	Threaded Discussion: Biblical Considerations John 10:14-21	Due Week 4, Day 5
	Video: Review and Response	Due Week 4, Day 6
	Journal Article Application	Due Week 4, Day 7
	Final Paper (Paper/PPT): Continue Preparation	
Week 5	Week 5: Homelessness, Healthcare and Hospice	
	Reading: Chapters 8 and 9; PowerPoint Ch. 8 and 9	N/A
	Video: "REBT Role Play-Complicated Grief" https://www.youtube.com/watch?v=pGxc8pyhV2Q	N/A
	Threaded Discussion: Biblical Considerations Isaiah 58:6-8	Due Week 5, Day 5

	Video: Review and Response	Due Week 5, Day 6
	Journal Article Application	Due Week 5, Day 7
	Final Paper (Paper/PPT): Continue Preparation	
Week 6	Week 6: School Social Work and the Religious Institution	
	Reading: Chapters 10 and 11; PowerPoint Ch. 10 and 11	N/A
	Video: "Crisis Intervention" www.youtube.com/watch?v=EEcZUOmUKM8	N/A
	Threaded Discussion: Biblical Considerations Ephesians 1:20-23	Due Week 6, Day 5
	Video: Review and Response	Due Week 6, Day 6
	Journal Article Application	Due Week 6, Day 7
	Final Paper (Paper/PPT): Continue Preparation	
Week 7	Week 7: Social Work Outside of Our Comfort Zone	
	Reading: Chapters 12 and 13; PowerPoint Ch. 12 and 13	N/A
	Video: "Domestic Violence Group" https://youtu.be/WqSke09cOel	N/A
	Threaded Discussion: Biblical Considerations John 10:7-10	Due Week 7, Day 5
	Video: Review and Response	Due Week 7, Day 6
	Final Paper	Due Week 7, Day 7

GRADING POLICIES

Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments	Points Possible
Assignment: Video Review (7/30)	210
Journal Article Application (6/50)	300
Threaded Discussion: Biblical Considerations (7/20)	140
Final Paper (Paper: 200/Narrated PPT: 150)	350
Total Points:	1000

Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar:

<http://point.edu/academic-calendar/>

COURSE LEARNING GOALS & OBJECTIVES

TIME REQUIREMENTS & COMMITMENTS

This course is 3 credit hours. Regarding time on task, students can expect to spend approximately 16 hours per week for an undergraduate course.

Goal 1: Equip students with theoretical and philosophical foundations for generalist social work practice, including a legal, ethical, and theological framework for service.		Program Objective(s)
	Objective 1.1: Students will explain reasons people may need social work intervention.	1.3
	Objective 1.2: Students demonstrate a foundational working knowledge of major theories undergirding the social work profession, including person-in-environment and other multidisciplinary frameworks, theories of human need and human rights, and concepts of social and economic justice.	1.3
	Objective 1.3: Students will exhibit an understanding of the evolution of social work and welfare policies.	1.3
	Objective 1.4: Students will identify core values embedded in understanding human values and delivery of equality and rights to at-risk populations.	1.3
	Objective 1.5: Students will develop a baseline understanding of how major mental health illnesses are diagnosed.	1.3
Goal 2: The student will demonstrate a foundational working knowledge of the legal and regulatory environment for social work, including scope of practice and licensure issues, relationship to other disciplines, and social welfare structures and policies at the federal, state, and local levels.		
	Objective 2.1: Students will identify the most common degrees and licensure level within the social work profession.	1.4
	Objective 2.2: Students will show an understanding of the different helping fields and careers within the social work profession.	1.4

	Objective 2.3: Students will demonstrate an understanding of the evolution and purpose of child and family welfare services.	1.4
	Objective 2.4: Students will be able to compare and contrast different ethnic populations and their impact on the social welfare structure.	1.4
	Objective 2.5: Students will identify and show understanding in which gender, age, mental and physical ability, sexual orientation, religious beliefs and values, and access to resources will define the role of the social worker and influence on social policies.	1.4
Goal 3: The student will develop their personal philosophy of generalist social work practice, integrating faith and vocation.		
	Objective 3.1: Students will explain the key concepts and needs of ethical standards of practice.	1.3, 1.6
	Objective 3.2: Students will demonstrate the ability to resolve ethical dilemmas through use of critical thinking skills.	1.6
	Objective 3.3: Students will show a basic knowledge of a psychosocial assessment and be able to apply appropriate interventions.	1.3, 1.6
	Objective 3.4: Students will be able to critically evaluate the role of spirituality within social work practice, describing the risks and benefits of the integration to populations served.	1.6
Goal 4: Develop professional skills, attitudes, and behaviors essential for effective generalist social work practice.		
	Objective 4.1: The student will practice reflection and self-regulation to manage personal values, Christian values and maintain professionalism in practice situations.	2.1
	Objective 4.2: Students will describe the cycle of violence and its impact on working with the survivor and perpetrator.	2.1
	Objective 4.3: Students will identify ways in which globalization is affecting the role of the social worker.	2.1
	Objective 4.4: Students will identify ways in which the social worker will appropriately respond to human rights violations and natural disasters using traditional and Christian values.	2.1

DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the “Consumer Information” section of the website (<http://point.edu/disclosures>) and the “Student Services” section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at disability.services@point.edu.

COURSE EXPECTATIONS

Attendance

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more

of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term's total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

Etiquette & Netiquette

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to advising.center@point.edu.

Policies

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

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