Fall 2023 COURSE
SYLLABUS

COURSE INFORMATION: SOCW 641 Integration of Faith and Advanced Practice: Seminar I (1)

This semester the **Integration of Faith section** of this course will be taught online, asynchronous.

PREREQUISITE(S)/COREQUISITE (S): SOCW-647

INSTRUCTOR(S)

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ONLINE LEARNING

The eClass URL is http://eclass.e.southern.edu. For technical support, contact the eClass Help Desk at 423.236.2086 or by e- mail at eclasshelp@southern.edu. Students should use *Google Chrome* as their browser to access eClass with the greatest ease (https://www.google.com/intl/en/chrome/browser/).

REQUIRED TEXTS

The best-practice articles and book chapters required for this course will be provided for each module.

Links to www.swpro.org/integration reading resources and forum discussions will be provided in the e-class. Password: sau

COURSE DESCRIPTION

This seminar course is designed to integrate students' personal faith and professional values with the ethical practice of social work. Students will also examine ongoing practice concerns in the field practicum. Thus, it provides vital links between the theoretical knowledge, skills, and social work and faith values derived from social work coursework and field practice.

SOCIAL WORK CORE VALUES AND BIBLICAL FOUNDATION

Social Work Core Values (NASW, IFSW)	Biblical Foundation
Service	Matthew 25:31-45; Luke 10:25-37
Social justice	Jeremiah 22:3; Micah 6:7-9; Isaiah 58:6
The importance of human relationships	Matthew 5: 23-24; Matthew 22:37-39; Mark 12:31
The dignity and worth of the person	Isaiah 49:14-16; Matthew 10:31; Romans 12:9-13; Romans 15:7
Integrity	1 Chronicles 29:17; 1 Timothy 3:9
Competency	Proverbs 3:5 Matthew 7:7; Matthew 25:13-30; 2 Timothy 2:15; 2 Corinthians 3:5
Human rights	Genesis 1:27; Proverbs 22:2; Proverbs 31:8-9; Exodus 22:21; Leviticus 19:33-34; Galatians 3:28; James 2:1-4;

COURSE DIVERSITY ELEMENTS: Age, gender, gender identity, race, sex, sexual orientation, religion, class, disability, ethnicity, culture, immigration status, color, political ideology.

STUDENT'S COMMITMENT LEVEL FOR SUCCESS:
In order to be successful in this course, it is helpful to understand the level of commitment that is expected of graduate students from the School of Social Work. Each credit hour represents a weekly expectation of one "in-class" hour and minimum of two additional coursework hours. Because this is a 1-credit course, you can anticipate that in addition to the class time, you will spend a minimum of 2 hours completing the required coursework each week (i.e., face-to-face week = 1 hour of class + 2 hours coursework; online week = 1 hours of online work + 2 hours coursework). **Organize your time wisely**!!!

LEARNING ACTIVITIES

Readings: A list of readings for each class will be provided or each module. The students are expected to read these articles before working on their forum discussion questions.

Forum discussions: There will be a forum discussion question in each module of this course. Students are expected to participate in these online conversations and share opinions and questions they might have about the topics listed for study.

Final exam: Reflect on your learning and how the topics approached in this class facilitated the integration of faith and learning.

Students will also have the opportunity to share practicum experiences and learning plans as part of the Advanced Practice Seminar section of this course.

Class Participation & Attendance:
The Integration of Faith and Learning **section** of this course will be taught online, asynchronous. The students are expected to meet their deadlines but no face-to-face meeting or Zoom meetings are scheduled. Details about the **Advanced Practice Seminar** will be provided on e-class by the Field Director.

EVALUATION

The final grade will be based on the following:

Online Forum Discussion 80%

Final Exam 20%

TOTAL POINTS: 100%

GRADING SCALE: *Final grades will be based on a percentage of the total possible points.*

100 – 94: A		76 – 74: C
93 – 90: A-		73 – 70: C-
89 – 87: B+		69 – 67: D+
86 – 84: B		66 – 64: D
83 – 80: B-		63 – 60: D-
79 – 77: C+		59 and below: F

SOUTHERN ADVENTIST UNIVERSITY DISABILITY STATEMENT:

In keeping with the University's policy, if you are a student who believes you may need an accommodation based on the impact of a disability or learning challenge, *(i.e. physical, learning, psychological, ADHD or other type),* you are strongly encouraged to contact Disability Support Services (DSS) at 423-236-2544 or stop by Lynn Wood Hall, Room 1082. Students taking online courses from off-campus locations may also contact the DSS through email at dss@southern.edu. Please note that accommodations are not retroactive and cannot be implemented until faculty or staff members have received the official Letter of Accommodation from DSS. Specific details of disabilities remain confidential between students and DSS unless a student chooses to disclose or there is legitimate academic need for disclosure, which is on a case-by-case basis. For further details, visit the Disability Support Services website at www.southern.edu/disabilitysupport.

SCHOOL OF SOCIAL WORK POLICIES

Southern Adventist University and the MSW program faculty have developed a set of policies to ensure effective communication and enhance understanding of academic benchmarks for our students. These policies are also designed to encourage and deepen professionalism, an essential competency for excellence in social work practice.

GENERAL COURSE POLICIES

All students enrolled in the MSW Program in the School of Social Work are expected to demonstrate the following professional and academic behaviors:

- Students are expected to complete all online assignments in a timely manner and arrive prepared for class discussion.
- Students are expected to actively participate in e-class, class discussions, and cohort projects.
- Students are expected to assess personal and educational needs and interact with the professor as necessary. Do not wait until late in the semester to ask for assistance.
- Students are expected to adhere to the *NASW Code of Ethics* in all aspects of course work and participation.

A. ATTENDANCE POLICY

- No face-to-face meeting or Zoom meetings are scheduled for this section of the 641 class. Details about the Advanced Practice Seminar section will be posted on e-class by the Field Director.

B. LATE ASSIGNMENT POLICIY

The MSW program at SAU is a competency-based and evidence-based academic program. As such, students in the MSW program are required to complete and/or remediate any unsatisfactory work until they meet or exceed program standards for all of the required competencies, as defined by their respective practice behaviors. In this learning environment, students are expected to complete all required assignments *prior* to advancing to their next coursework. This policy delineates the MSW program's standards and processes associated with the late submission of course assignments.

POLICY RULES/RESPONSIBILITIES

1. Due dates/times for assignments and exams are clearly marked in the course schedule found in the syllabus and/or eClass.
2. Exemptions from the penalties for late assignments will be granted for documented medical or other emergency reasons, as defined in the procedures section below.
3. Assignments submitted after the designated due date will be considered late and will receive 10% off the achieved score for each day the work is late, up to seven days (70%).
4. Assignments will not be accepted later than one week after the due date.
5. Any exceptions to items 2-4 will be made directly between the student and their individual professor. For example, an exception might be an emergency that impacts the student's ability to complete their assignment. However, there is no guarantee that any exceptions will be made.

POLICY PROCEDURES

1. It is the student's responsibility to communicate with the professor regarding late assignments.

C. ACADEMIC HONESTY AND INTEGRITY POLICY

The School of Social Work is dedicated to scholastic integrity. Students are expected to maintain high professional, ethical, and Christian levels of academic honesty. This policy was developed to define the academic honesty standards that apply to MSW coursework.

POLICY RULES/RESPONSIBILITIES

1. All coursework should reflect the student's own original work and cited appropriately; all other sources should be cited appropriately.
2. It is the student's responsibility to learn the proper procedures for acknowledging quoted wording, information, or ideas. Please note that "not knowing" is not an acceptable justification for work that is identified as plagiarized.
3. For all coursework, students are required to use the most recent American Psychological Association (APA) guide to formatting citing and referencing works cited.
4. Students must submit all papers to Turn-it-in for an online check of their writing. If the Turn- it-in report notes a similarity index of 30% or more, the student will need to do an immediate rework of the paper.

POLICY PROCEDURES

1. When a student engages in academic dishonesty or fails to meet appropriate citation guidelines, a meeting is called between the professor(s) and the student to discuss the incident. This meeting may result in:
   a. Redoing the assignment
   b. Failing the assignment without opportunity to make up points
   c. Failing the course
2. If the incident is not resolved in the student/teacher(s) meeting, the issue will go to the MSW Leadership Team for a determination.
3. If there is a second infraction, the MSW Leadership Team will automatically review the incident and respond. In addition to the possible consequences listed above, the MSW Leadership Team may consider dismissing the student from the program.
4. The student has the right to appeal the decision of the MSW Leadership Team using the process outlined in the Academic Grievance section of the university's graduate catalog.

D. PROGRESSION AND RETENTION POLICY

- Foundation students must satisfactorily complete all Foundation-level courses, including the foundation field practicum, before progressing to Advanced Placement.

- Students are required to maintain both academic and non-academic standards to remain in the MSW program. First, the university's academic standards for retention must be met and sustained. However, even if a student's academic performance is satisfactory, it may become necessary, due to unsatisfactory professional performance, to advise a student to reconsider his/her goodness-of-fit to the field of social work. Failure to do so may result in termination from the

MSW program.

POLICY RULES/RESPONSIBILITIES
1. Students in the MSW program are responsible for taking full ownership of meeting all academic and non-academic retention requirements.
2. University academic standards for retention must be met and sustained, as follows:
   a. Students must maintain a minimum cumulative grade point average of 3.0, earning a grade below B- in no more than two courses.
   b. Courses with an earned grade of C- or below will not be counted for credit toward the master's degree.
   c. Graduate students may only retake two courses in order to increase their cumulative grade point average.

POLICY PROCEDURES
1. The MSW Leadership Team will evaluate students' grades and GPA at the end of each semester. If a student's academic performance does not meet the university's standards, the student will be notified via email that the MSW Leadership Team will be doing a review of his/her status in order to determine whether extenuating circumstances are present. Decisions about student retention in such instances will be made by the MSW Leadership Team on a case-by-case basis. The MSW Leadership Team, however, will not be able to alter university policies determined by graduate studies.
2. A student may be asked to withdraw from the MSW program for any of the following non- academic reasons:
   a. Academic honesty breaches
   b. Failing the field practicum
   c. Failing to abide by professional values and ethics, as outlined by the NASW Code of Ethics and the professionalism policy. Professionalism and ethical violations are addressed in the Professional Standards Policy.
3. Challenges to program termination decisions will follow the Grievance Policy.

E. INCOMPLETE (I) COURSE OPTION AND LIMITATIONS

The School of Social Work is dedicated to student success. Students are expected to progress through registered course work. This policy was developed to ensure the possibility of student success in completing registered course work.

POLICY RULES/RESPONSIBILITIES
1. Students are not guaranteed the option of an incomplete grade. The option of receiving an incomplete grade is based on special circumstances that prevent the student from completing the course as scheduled in the semester.

2. Incomplete grades will be given at the discretion of the individual professor.
3. A student requesting an incomplete grade must submit a plan for completion of course work that meets the approval of the professor.
4. The timeframe for when the course must be completed is determined by the professor and students must meet the professor's timelines to successfully complete the course. Those timelines will not exceed one calendar year from the receipt of the incomplete grade. After this time period, incomplete course grades will revert to the grade earned.
5. If a student has up to 6 credit hours with an incomplete grade, they may not register for more than 6 additional course credits until the incomplete grades are resolved.
6. If a student has more than 6 credit hours with incomplete grades, they may not register for any additional courses until
   - the incomplete grades are resolved, OR
   - the student decreases the number of incomplete course grades to 6 credit hours or below.
7. Limitations of registration as presented under #5 & #6 do not include curriculum planned incomplete grades related to field practicum.

POLICY PROCEDURES
1. When students have incomplete grades, they are responsible for communicating with their professors, obtaining professor approval of their plan of completion and complete coursework to resolve the course as agreed with the professor's timeframe.
2. Students may only register for course credits that fall within the rules of this policy.

F. IN-PROGRESS (IP) COURSE OPTION AND LIMITATIONS

The School of Social Work is dedicated to student success. Students are expected to progress through registered course work. This policy was developed to ensure the possibility of student success in completing registered course work. In-progress course grades are different from incomplete course grades most notably in the timeframe given to complete the course, and the amount of work that remains to be completed.

POLICY RULES/RESPONSIBILITIES
1. In-progress course grades are only appropriate if the student has a minimal amount of coursework left to complete the course.
2. Incomplete grades will be given at the discretion of the individual professor.

3. Students are not guaranteed the option of an in-progress grade. The option of receiving an in-progress grade is based on special circumstances that prevent the student from completing the course in the semester.
4. In-progress grades will be given at the discretion of the individual professor. The professor determines when the in-progress grade is appropriate.
5. A student who receives an in-progress grade must make a plan for completion of course work within 30-60 days. This plan must meet the expectations and approval of the professor.
6. After 30-60 days, in-progress course grades will revert to the grade earned.

POLICY PROCEDURES

1. When students have in-progress grades, they are responsible for communicating with their professors, obtaining professor approval of their plan of completion and completing course work to resolve the course in 30-60 days.

COURSE SCHEDULE

DATES	LEARNING ACTIVITIES	LEARNING PRODUCTS & DUE DATES
Aug 13 - 20	**Syllabus Review and Technology**	Introduce yourself to your classmates.
Module 1 Aug 21 – Sep 3	**Faith and Learning:** **"I don't need to be vaccinated! God is protecting me!" Balancing faith and science.** Is there any tension between religion and science that impacts the social work practice? Provide two examples and explain what creates this tension?	Read the articles provided and post a response to the forum discussion question. Deadline: Sep. 3 by midnight.
Module 2 Sep 4 – Sep 17	**Worldviews and Cultures:** **"This is the NORMAL way of doing it!" - Living in a diverse world.** What is a "worldview"? Does your religion/faith/church propose a specific worldview? Describe that worldview and contrast it with the scientific worldview. If you are not a religious person then describe your personal worldview and compare it with the scientific worldview.	Read the articles provided and post a response to the forum discussion question. Deadline: Sep. 17, by midnight.
Module 3 Sep 18 – Oct 1	**Epistemology:** **"It's true because my mother taught me so!" - Checking the sources of our information.** What is "epistemology" and why do I need to know about it? How can epistemology help me integrate faith and learning? If you are not a religious person, then how do you decide what is true when assailed by so much information today?	Read the articles provided and post a response to the forum discussion question. Deadline: Oct 1, by midnight.
Module 4 Oct 1 – Oct 22	**Science:** **"It's true because I believe it!" - The scientific experiment and religion.** In what ways are learning through science different from learning through religion?	Read the articles provided and post a response to the forum discussion question. Deadline: Oct 22, by midnight
Module 5 Oct 23 – Nov 5	**Hermeneutics:** **"It's true because my church is teaching it!" - Diversity inside religious communities.**	Read the articles provided and post a response to the forum discussion question.

	What is "hermeneutics," and in what way does it help us understand the variety of religious beliefs and expressions in Christianity? If you are not a Christian, find applications of hermeneutics (the art of interpretation) to your faith. If you are not a religious person, what do you think could be done to stop religious people from fighting each other?	Deadline: Nov 5, by midnight.
Module 6 **Nov 6 – Nov 19**	**Personal experience:** **"It's true because it works for me!" - Using religion in our practice.** What can faith do for us and our clients in social work practice, and what are its limitations? Can the practitioner's "strong faith" and personal experience with God be dangerous for the clients?	Read the articles provided and post a response to the forum discussion question. Deadline: Nov 19, by midnight.
Nov 20 – Nov 26	**Thanksgiving Break!**	
Module 7 **Nov 27 – Dec 10**	**Bringing all together! A better way!** **"I will help you, but first, let's pray!" - Faith based social work practice.** How do you integrate faith and learning in your personal and social work practice without sacrificing any of them? If you are not a religious person, evaluate the role of faith-based organizations in our society.	Read the articles provided and post a response to the forum discussion question. Deadline: Dec 10, by midnight.
Dec 14	**Submit your final exam**	Dec 14 by midnight
Syllabus Policy: *The professor reserves the right to alter assignments and/or contents of this syllabus. Students will be given appropriate notice of any changes.*		

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