

*School of Graduate and Continuing Studies
Olivet Nazarene University*

Faith-In-Action Through Social Work

COURSE # PRM 420

DATES: July 23-27, 2018

Syllabus

Bachelor of Applied Science in Practical
Ministries

for

Salvation Army Officers



Rev. January 2018

Course Name

Statement of Faith

“As an educational enterprise of the Church of the Nazarene, we pursue truth in order to glorify the God and the Father of our Lord Jesus Christ: praying for the coming of the Spirit; remembering the promise of Scripture and tradition; keeping our hearts faithfully attuned to the voice of God; and being thoughtfully, acutely, and critically engaged.” 2002-2004 Catalog. Bourbonnais, IL: Olivet Nazarene University.



Professor of Record: Maribeth Velazquez Swanson, Ph.D., LCSW
Phone 847.294.2095
Email Maribeth_Swanson@usc.salvationarmy.org
Mailing Address The Salvation Army Social Services Department,
5550 Prairie Stone Parkway, Hoffman Estate, IL 60192

Instructor(s): Maribeth V. Swanson, Michael Smith, Ph.D., Susan Spreiter, Mary Piersma-Wilkins, Linda Brinker and guest (TBD).
Phone 847.294.2095
Email uscsocialservicemail@usc.salvationarmy.org
Mailing Address The Salvation Army Social Services Department,
5550 Prairie Stone Parkway, Hoffman Estate, IL 60192

COURSE DESCRIPTION/OVERVIEW

This course is designed to acquaint students with both direct service and program management aspects of social work. It will introduce students to a basic understanding of social work theory and practice that can be integrated into their overall community service ministry.

Social work is a caring ministry. This course integrates the Christian faith with social work theory and practice. The course is applicable to Salvation Army officers and employees and others engaged in para-church ministries. It will enhance their work with people. Topics covered are (1) the biblical basis for social work, (2) chaplaincy in social services (3) social work and Christian values and ethics, (4) social work practice, (5) program planning and development, (6) case management and (7) social justice. Salvation Army policies and procedures are noted as they relate to social services ministry and identified as model policy when appropriate. Follow-up assignment includes an analytical term paper applying the concepts included in the course.

COURSE MATERIALS

TEXTBOOK/REQUIRED READING

Corbett, S. & Fikkert, B. (2009). *When helping hurts*. Chicago, IL: MoodyPublishers.

The Salvation Army (2017), *The Salvation Army Social Services Code of Ethics*. Approved by the Commissioners Conference, USA.

The Salvation Army National Social Services Program Evaluation Standards – Pastoral Care, 2009/2013.

Prochaska, J. O., Norcross, J.C., & DiClemente, C.C. (1994). *Changing for Good*. New York: HarperCollins Publishers, Inc. (Introduction and Chapters 1-3)

Winship, J. (2015) *Faith in Action*. The Salvation Army. Commissioner Paul R. Seiler, Territorial Commander. USA Central Territory.

Course compendium of reading articles to be distributed upon registration.

One of the following APA guidebooks is recommended to support written assignments:

American Psychological Association. (2013). *Publication manual of the American Psychological Association (6th Ed.)*. Washington, D.C.: American Psychological Association.

American Psychological Association. (2009). *Publication manual of the American Psychological Association (6th Ed.)*. Washington, D.C.: American Psychological Association.

Hacker, D. & Sommers, N. (2013). *A pocket style manual – APA version*. Bedford/St. Martins: Boston, MA

RECOMMENDED READING

Anderson J. and Carter, R. (2003) *Diversity perspectives in social work practice*. Boston, MA: Allyn and Bacon.

Behar, H. & Goldstein, J. (2007). *It's not about the coffee: lessons on putting people first from a life at Starbucks*. Penquin Group: New York, NY.

Booth, W. (1890). *Darkest England and the way out*. London: International Headquarters of The Salvation Army.

Canda, E. and Furman, L. (1999). *Spiritual diversity in social work practice*. The Free Press: New York

Cloud, H. (2013). *Boundaries for leaders: results, relationships, and being ridiculously in charge*. Harper Collins: New York, NY.

DiNitto, D. (2010). *Social welfare: politics and public policy (7th ed.)*. Boston, MA: Allyn and Bacon.

- Fullan, M. (2010). *Motion leadership: The skinny on becoming change savvy*. Thousand Oaks, CA: Corwin.
- Heath, C & Heath, D. (2010). *Switch: How to change things when change is hard*. New York, NY: Broadway.
- Kadushin, A. (2013). *The social work interview-a guide for human service professionals* (5th ed.). New York, NY: Columbia University Press..
- Lupton, R. D. (2011). *Toxic charity: how churches and charities hurt those they help (and how to reverse it)*. New York, NY: Harper Collins.
- Payne, R. K. (2013). *A framework for understanding poverty* (5th ed). Highlands, TX: Aha! Process, Inc.
- The Salvation Army. (1998) *Vision for caring and planning guide for community caring ministries*. Alexandria, VA.
- Waldron, J. (1989) *Creed and deed--toward a Christian theology of social services in The Salvation Army*. Canada and Bermuda.

Journals:

Journal of the North American Association of Christians in Social Work.
Social Work and Christianity. NACSW: Botsford, CT.

A Journal of Salvation Army Theology and Ministry (1998-2008) *Word & Deed*. The Salvation Army, Alexandria, VA.

Websites:

National Association of Social Workers (NASW): socialworkers.org

North American Association of Christians in Social Work (NACSW): nacsw.org

LEARNING OBJECTIVES

Upon completion of this course, the student will be able to:

- A. Plan and develop effective programs by incorporating the nine guiding principles found in the Vision for Caring model
- B. Know and define the role of a pastoral care representative in social services ministries.
- C. Identify the values, ethics, and boundaries of social work practice and how they differentiate from pastoral ethics.
- D. Develop effective strategies and tools for leading and managing social service programs.
- E. Explain the stages of change process.

LEARNING OUTCOMES

The following outcomes are expected of each student for this course:

1. Demonstrate familiarity with the basic skills of social work practice with individuals and families: interviewing, multidimensional assessment, problem solving, goal setting, confrontation, monitoring, evaluation and termination
2. Apply strengths perspectives in social work practice
3. Identify and evaluate key components of programming that support a change process.
4. Demonstrate understanding of key leadership and management components.
5. Adequately complete a program logic model.
6. Explain the impact of diversity on individuals, families, groups, organizations and communities.
7. Demonstrates clarity in writing and follows APA 6th Edition guidelines for all writing assignments. All assignments should be typed, double-spaced, and utilize 12 point Times New Roman (preferred), Arial or font for business communication use.

COURSE ASSIGNMENTS

Pre-session Assignments: Complete all required reading prior to class.

In-Class Assignment:

Class Participation- (10 points)

Students are expected to be present for all seminar class hours over the five days of the seminar. In addition, students are expected to actively participate in class up to the level of their ability. Class participation is worth 10% of the final class grade for this seminar.

Comprehensive Written Exam – (15 points)

Written test will be administered during the final class session.

Assignment 1. Pastoral Care Plan – Study Team (20 points)

DUE DATE: 7/27/18

Work with the assigned Study Team to develop a Pastoral Care Plan for a corps and/or institutional setting. The instructors will make Study Team assignments and select programmatic setting. A Pastoral Care Plan for a current appointment maybe created or an existing plan updated. Using the Pastoral Care Section of the Territorial Social Services Evaluation Tool, review what is currently in place and use this guide to create a new or updated plan. The plan must contain the following elements: (1) a referral form for pastoral care, (2) a spiritual assessment for clients, (3) a position description for the pastoral care representative, (4) a pastoral care plan description.

The pastoral care program description must include the following components: (A) a section identifying the pastoral care representative, (B) hours the pastoral care representative is available, (C) information on how to contact the pastoral care representative, (D) a plan for how social services participants will be connected to local corps or churches, (E) a plan for how the pastoral care representative will provide spiritual care to social service participants in your corps, (F) a plan for how the pastoral care representative will be available and support the social service program staff. Each Study Team will have 20 minutes to present their Pastoral Care Plan to the class on 7/29/2016.

Post-Class Assignment:

Assignment 2. Outcome Measures for Social Service Programs (20 points) DUE DATE: 8/31/2018

Is there a need in your community that you've been thinking of developing a proposal for funding? Use this assignment to develop the purpose statement, narrative and logic model, essential for meeting private and public request for proposals.

This proposal must contain the following elements: (1) statement of need, (2) verification of administrative support and, (3) an outline for a program plan, and (4) logic model. Review and incorporate within Territorial/Divisional Mission and Purpose Council forms. Additionally, the guidelines, VISION for CARING and PLANNING GUIDE for COMMUNITY CARING MINISTRIES maybe referenced, other Salvation Army publication or social program literature.

Assignment 3. Term Paper of Student's Selected Topic (35 points) DUE DATE: 10/22/2018

Students are to submit to the Professor of Record a 5 to 7 page term paper answering one of the following questions:

Option 1. This assignment option will involve using the concepts you have learned about program leadership and management. In a term paper format you will be asked to respond to a scenario where you have been tasked with implementing a new program. Describe the overall program type and the structure you will put in place to lead and manage the individuals and teams you will be hiring, while at the same time working with the upper organizational system. This should include how you will oversee and supervise individual employees, the management team and those who are working with program participants.

Option 2. Using the concepts presented in the sessions on *Affecting Change* and *Laying a Foundation for Change* describe a situation in your corps/work setting which may be resisted by some and exciting for others (possibly adding/changing a program and/or facility, changes in staffing structure and/or responsibilities, etc). The paper must include: (1) A description of the situation involving change; (2) the benefits and challenges the situation is presenting; (3) an assessment of where key players are at in their stage of change and what evidence leads you to believe that is the stage of change they are in; and (4) suggest possible interventions that will assist these parties in moving to the next stage of change and leader's role in supporting change.

Option 3. According to the principles outlined in *When Helping Hurts*, is The Salvation Army in your community doing more harm than good in working toward justice for the poor? The paper must include:

1. Description of the current focus of your corps, institution or ARC.
2. Description of the assets of the community and local population served by your unit.
3. Is your unit engaged in providing relief, rehabilitation or development?
4. What is your service niche and why?
5. To what extent is your social service ministries supported by Booth's 7 Essentials for Success as stated ***In Darkest England and the Way Out***.
6. Critique the current approach to poverty alleviation by your corps/institutional ministries and discuss plan of action to align within principles reflective of the principles outlined in ***When Helping Hurts***. What changes would you make to your ongoing social services ministries and seasonal helping ministries (i.e., Easter, Back-To-School, Thanksgiving and Christmas, etc.).

Term Paper Guidelines:

All term papers must be:

1. 5 to 7 pages in length including the title page and bibliography.
2. Use the Times New Roman 12 pt. font.
3. Be double spaced.
4. Strictly follow the A.P.A. 6th edition format.
5. Submitted electronically to the **Professor of Record by October 22, 2018**.
6. Cite a minimum of 3 published sources no more than 5 years old. ***Wikipedia is not acceptable as a reliable source.***

ATTENDANCE, PARTICIPATION, AND TARDY POLICY

As you are aware, the School of Graduate and Continuing Studies is required to closely monitor the attendance of all learners enrolled in our programs. It is very important that the student attend every hour of instruction. Attendance is taken in the morning and afternoon. Students may not miss more than three hours of instruction and receive full credit for the course – and only with prior approval of Director of SACEP, Professor of Record and instructor. All absences should be reported to Professor of Record.

Instructors will address tardiness on an individual basis. Learners are expected to arrive for class on time and remain for the entire four hour period

Participation is not the same as attendance. Participation requirements are determined by the instructor and may include prohibitions against non-class related use of computer or phone during class.

ACADEMIC INTEGRITY — (SCHOOL OF GRADUATE & CONTINUING STUDIES)

Academic violations and dishonesty are defined as deception of others about one's own work or about the work of another. Examples of academic violations include, ***but are not limited to:***

1. Submitting another's work as one's own or allowing another to submit one's work as though it were his or hers.

2. Failure to properly acknowledge authorities quoted, cited, or consulted in the preparation of written work (**plagiarism**). All work submitted by a learner must represent the learner's original work. Outside sources used as references should reveal the name and source and the extent to which the source is used.
3. The use of a textbook or notes during an examination without permission of the facilitator.
4. The receiving or giving of unauthorized help on assignments.
5. Submitting for credit borrowed or purchased papers.
6. Unauthorized multiple submissions of papers.
7. Defacing or unauthorized removal of course materials or equipment from classrooms, offices, or the library.
8. Dishonesty in reporting completion of reading assignments.
9. Signing the roll for someone who is not present in class.
10. Tampering with experimental data to obtain a "desired" result or creating results for experiments not conducted.
11. Tampering with or destroying the work of others.
12. Lying about academic matters.
13. Falsifying college records, forms, or other documents.
14. Unauthorized access of computer systems or files.
15. Violating copyright of any form of media.

Learners who are guilty of academic violations can expect to be penalized. A course facilitator whose definition of cheating may differ from that stated above has the responsibility and obligation to so inform the learners, in writing, at the beginning of the course. Those facilitators who fail to do so have no basis for disciplinary action in instances of purported learner dishonesty outside of the above provisions.

The course facilitator has the authority to deal with instances of academic dishonesty within the following guidelines:

1. Courses of action may include, but are not limited to, the following:
 - a) Work may not be redone, and no credit is given for that particular assignment.
 - b) Alternative assignments may be given for full or partial credit.
 - c) The learner may be dismissed from the university.
 2. Course facilitators must report any incident of violation of the policy on academic integrity to the Dean for Graduate and Continuing Studies through the SACEP Director. Following two reports against a particular learner, action is initiated that may lead to dismissal of the learner from the University.
 3. The learner has the right to appeal action under this policy through the regular channels as established by the grade-appeals process.
-

GRADING SYSTEM

Undergraduate Courses

A	94-100	A- 90-93.9%	B+ 87-89.9		
B	83 -86.9	B- 80 -82.9	C+ 77-79.9	C 73 – 76.9	
C-	70 -72.9	D+ 67-69.9	D 63 – 66.9	D - 60-62.9	
F	<60				

A = Excellent Performance; outstanding, thoughtful responses, willing to self-evaluate. Open to others perspectives and opinions; engages in a thoughtful and respectful manner within areas of disagreement. Student brings experience, outside sources and personal insights to discussions, activities and projects. There is evidence of careful attendance to assignments; neat and creative presentations (written or oral). Student attends to time frames given for presentations and assignments.

B = Above Average Performance is above average in all areas; outstanding in some ways;

C = Satisfactory: Performance is generally acceptable; needs to improve in some areas

D = Marginal: Performance lacking in many areas; barely meets minimum requirements

F = Unsatisfactory performance

LATE POLICY

Due dates for course assignments are provided with the anticipation of timely and successful completion. Late work is not anticipated. If an emergency arises preventing the student from submitting the assignment on the due date, the assigning instructor must be contacted prior to the due date for consideration of an assignment extension. Only one (1) assignment may be considered for an extension. The longest extension permitted is ten (10) days.

Any late work received without first contacting the instructor will be subject to a reduction of one third letter grade per week. (I.e: A work becomes an A-)

No work will be accepted following the completion of the SACEP course. Incomplete work will become a zero (0), and will be factored into the final grade as such.

COURSE OVERVIEW – DAILY SCHEDULE*

*Please note that the contents of the schedule will not change, however, the class times may be revised due to availability of instructors.

Monday:

1:00 – 2:45	Administrative and Course Overview	Maribeth Swanson
	Ethical Social Work Practice	
2:45 – 3:00	Break	
3:00 – 4:45	Chaplaincy/Pastoral Care	Maribeth Swanson & Michael Smith

Tuesday:

8:00 – 8:55	Pastoral Care	Maribeth Swanson & Michael Smith
8:55 – 9:50	Pastoral Care	Maribeth Swanson & Michael Smith
9:50 – 10:05	Break	
10:05 – 11:00	Spiritual Assessment	Maribeth Swanson & Michael Smith
11:05 – 11:45	Devotions	
1:00 – 1:55	Study Team-Pastoral Care	Maribeth Swanson & Michael Smith
1:55 – 2:45	Leadership & Management	Linda Brinker/Sue Spreiter
2:45 – 3:00	Break	
3:00 – 3:55	Leadership & Management	Linda Brinker/Sue Spreiter
3:55 – 4:45	Leadership & Management	Linda Brinker/Sue Spreiter

Wednesday:

8:00 – 8:55	Leadership & Management	Linda Brinker/Sue Spreiter
8:55 – 9:50	Leadership & Management	Linda Brinker/Sue Spreiter
9:50 – 10:05	Break	
10:05 – 11:00	Leadership & Management	Linda Brinker/Sue Spreiter
11:05 – 11:45	Devotions	
1:00 – 1:55	Outcome Measures for Social Service Programs	Mary Piersma Wilkins
1:55 – 2:45	Outcome Measures for Social Service Programs	Mary Piersma Wilkins
2:45 – 3:00	Break	
3:00 – 3:55	Outcome Measures for Social Service Programs	Mary Piersma Wilkins
3:55 – 4:45	Outcome Measures for Social Service Programs	Mary Piersma Wilkins

Thursday:

8:00 – 8:55	Affecting Change	Mary Piersma Wilkins
8:55 – 9:50	Affecting Change	Mary Piersma Wilkins
9:50 – 10:05	Break	
10:05 – 11:00	Affecting Change	Mary Piersma Wilkins
11:05 – 11:45	Devotions	
1:00 – 2:45	Laying the Foundation for Change	Mary Piersma Wilkins
2:45 – 3:00	Break	
3:00 – 4:45	Laying the Foundation for Change	Mary Piersma Wilkins

Friday:

8:00 – 8:20	Devotions	
8:25 – 9:50	Supporting Organizational Change and TEAM PRESENTATIONS	
9:50 – 10:05	BREAK	
10:05 – 11:45	Summary and Comprehensive Exam	
11:45	SACEP ENDS	

POLICY ON RETURNING ASSIGNMENTS TO STUDENTS:

The SACEP policy requires faculty to return assignments within two weeks (14 days) after the assignment is due.

APA GUIDELINES

All students are expected to follow APA guidelines in submitting work.

Access the **School of Graduate and Continuing Studies Student Success Website** for help with APA formatting, citations, and references.

Go to <http://my.olivet.edu>

Type your User Name and Password.

Locate the Home tab. Click on "SGCS."

Locate the Student Support tab at the top of the page and click on "Tools for Success."

On the bottom of the Student Success Resource Center team page, click on "Click here for the Student Success Site Directory"

The bottom left of the Academic Strategies tab has links for APA formatting, rules for citations and references, frequently made errors, APA resources, and Benner Library. An APA sample paper is included.

From the Student Success Resource Center team page, you may also access APA resources on the left hand side of the page under Academic Strategies or the right hand side of the page under Academic Strategies Home.

APPENDICES (RUBRICS)

Faith-In-Action Through Social Work

COURSE # PRM 420

Grading Element	Possible Score	Score earned
Assignment 1. Pastoral Care Plan – Study Team <ul style="list-style-type: none"> • Teamwork is demonstrated by completed forms and shared participation • Presentation clearly outlines purpose of pastoral care, ethical practice and realistic integration into program 	20	
Assignment 2. Outcome Measures for Social Service Programs <ul style="list-style-type: none"> • Appropriate resources, information and procedures are clearly identified on completed grid 	25	
Assignment 3. Term Paper of Student's Selected Topic <ul style="list-style-type: none"> • Paper conforms to assignment length & APA guidelines 	40	
Class Participation: Student is prepared with reading and contributed to learning goals of the class	15	
Total	100	

Deduction for work submitted late

50%

—

SEE RUBRIC ATTACHMENT FOR INDIVIDUAL ASSIGNMENTS

Course Title
Course Prefix and Number

Assignment Name
Assignment Number
Submitted by (Your Name)

Olivet Nazarene University
Instructor's Name
Date submitted

BIBLIOGRAPHY
