**Wayland Mission Statement**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

**Contact Information**

**Course**

: SOCI 3322 VC01 – Introduction to Social Work

**Campus**

: WBU online

**Term/Session**

**:** Fall 2 2025

**Instructor**

**:** Brandy Heads MA, LPC

**Office Phone Number**

**:** 806-291-3764

**WBU Email Address**

**:** brandy.heads@wayland.wbu.edu

**Office Hours, Building, and Location**

**:** Office Hours 8:15-5:00 M-Th, 8:15-4:00 F; University Center, Room 208- I work as the counselor at Wayland, so I may be unavailable, but you can leave a message and I’ll get back to you shortly.

**Class Meeting Time and Location**

**:** This class meets 100% online.

**Course Information**

**Catalog Description**

**:** Perspectives, working concepts, goals of social work practice, examination of casework, group-work, and community work.

**There is no prerequisite for this course.**

**Textbook Information**

**Required Textbook(s) and/or Required Materials**

**:** Ambrosino, Rosaline, Robert Ambrosino, Joseph Heffernan, and Guy Shuttlesworth. 2016. Social Work and Social Welfare: An Introduction. Boston, MA: Cengage. [ISBN: 9781305101906]

*The textbook for this course is part of the* ***Wayland’s Automatic eBook*** *program. You will have access to an eBook and interactive learning material on the first day of class through your Blackboard course site. The cost of this Automatic eBook will be billed directly to your student account when you register for the course. You will be notified via email with access instructions and additional information. If you do not wish to participate in the Automatic eBook program, you will have the first 12 days of class to opt-out of the program (additional details will be outlined in your email instructions). For more information on the Automatic eBook program, visit the Wayland Bookstore* [*Automatic eBook FAQ*](https://bookstore.wbu.edu/site_inclusive.asp) *page.*

**Optional Materials**

**:** N/A

**Course Outcome Competencies**

**:** Upon completion of this course, students will be able to:

* Identify and articulate the knowledge, skills and values needed for effective social work practice
* Discuss the various practice areas of social work, their underlying concepts and populations served
* Research the areas of social work profession including licensure and ethics

**Attendance Requirements**

WBUonline

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 2 or more weeks of an 8-week session, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given session is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

**University Policies**

[Link to Statement on Academic Integrity , and reference one of the following in regard to how generative artificial intelligence (GAI) such as ChatGPT may or may not be used in this course:](https://www.wbu.edu/academics/writing-center/Academic%20Integrity%20Statement%20Pol%208.4.1%20Attch%20Oct%2020222.pdf)

1. No use of any generative AI tools permitted.
	1. Students are required to create and produce all work themselves or with assigned group members. Any work submitted that has used an AI generative tool like Chat GPT will be in immediate violation of the academic integrity policies for the course and WBU.
	2. All assignments must be fully created, designed, and prepared by the student(s).
	3. Any work that uses generative AI will be treated as plagiarism.

**Disability Statement**

**:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Disability Services Coordinator and Academic Coach serves as the coordinator of students with disabilities and must be contacted concerning accommodation requests (office (806) 291-1057. Documentation of a disability must accompany any request for accommodations.

Accessibility issues with content in WBUonline courses or in Blackboard should be addressed to the WBU accessibility coordinator, Dr. Rick Hammer, hammerr@wbu.edu or call (806) 292-9150.

**Course Requirements and Grading Criteria**

**Chapter Readings:** Each week of the course students will read a full chapter of the textbook. Reading the textbook and taking notes is important for participation in the discussion (see below) because discussion questions posted by the instructor will be based on what you have read.

**Lecture Notes:** Lecture notes for each chapter of the textbook are posted on our Blackboard page in the lecture notes folder. These notes will be useful when studying for the exam. Please make sure to watch any video links that are embedded in the PowerPoints.

**Ethics Paper:** (1 @80 points = 80 points): Students will read a helping profession’s Code of Ethics and critically reflect on where the principles and their own values intersect and diverge.

**Discussion Board:** (3@20 points = 60 points): We will have biweekly discussions about the course via the discussion tab on the Blackboard page. Discussion questions will be posted at least once week in advance of the due date. You are required to participate in the discussion by posting meaningful questions and responses. I will begin the discussion by posting a question and ask you to reply to my post and post one additional question or reply to a student’s question (2 post per week). You should not post until you have read the assigned chapters and completed the assignments, as I expect your discussion posts to be thoughtful and engage the course material. I will grade the quality of your questions and responses and moderate the discussion to make sure it is moving along well. For guidance on how to write and respond to discussion questions in an appropriate manner, please see the discussion board rubric. **After the due date, discussion posts will not be graded.**

**Exams**: (2 @100 points each = 200 points):Each exam will test your knowledge of the prior weeks’ readings, lectures, and discussions. Exams will typically include multiple-choice, true-false, short answer, or essay questions.

**Exam Directions:** Students have 1 attempt to complete the exam (no extra attempts allowed). Once you start the exam, you must finish it in the same attempt. Once you click “Begin” you must complete it at that time. I have access to a log of each student’s Blackboard activity. Students are allowed only 120 minutes to complete the exam. Answers will not be available until after all students have taken the exam. After the due date, exams will not be accepted.

**The University has a standard grade scale:**

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term, within the last week of an 8-week session, or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long 16-week term or 8-week session, unless the instructor designates an earlier date for completion.  If the work is not completed by the appropriate date, the I is converted to an F.

**Student Grade Appeals**

**:** Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

**Tentative Schedule**

This calendar details our weekly schedule. **Weekly assignments are due on Sundays by 8:00pm Central Time**. Before completing assignments or posting to the discussion, you must read the textbook chapter and the associated notes. The discussion questions will be used on reading and assignments. Although assignments are due on Sundays, you may submit them earlier. Do not wait until Sunday to complete course assignments; instead, develop a schedule that works for you.

**Week 1: October 13th – October 17th: History:** Read chapter 1, Read chapter 1 lecture notes, **Required First Assignment** & Welcome Discussion (Not graded but mandatory to help me see who “showed up” to class) by 5pm by 10/16 (Thursday)

**Week 2: October 20th- October 24th:** **Helping Professions & Ecological/Systems Perspective:** Read chapters 2 & 3, Read chapters 2 & 3 lecture notes, Post to **Discussion 1 by 8pm by 10/26**, Review sheet

**Week 3: October 27th- October 31st: Ethics/Social Justice:** Read professional code of ethics, choose code, **Ethics Paper due by 8pm by 11/2**, Read chapter 4, Read chapter 4 lecture notes

**Week 4: November 3rd- November 7th: Individuals/families:** Read chapter 5, Read chapter 5 lecture notes, **Complete Exam 1 (Chapters 1-4) by 8pm by 11/9**

**Week 5: November 10th- November 14th:** **Community Agencies:** Read chapter 6, Read chapter 6 lecture notes, **Post to Discussion 2 by 8 pm by 11/16**

**Week 6: November 17th- November 21st:** **Poverty/Health Care:** Read chapters 7 & 8, Read chapters 7 & 8 lecture notes, Review sheet, **Post to Extra Credit Discussion (optional) by 8 pm by 11/23**

**Thanksgiving Holiday: November 24th- November 28th**

**Week 7: December 1st- December 5th:** **Mental Health/ Criminal Justice:** Read chapters 9 & 13, Read chapters 9 & 13 lecture notes, **Post to Discussion 3 by 8 pm by 12/7**

**Week 8: December 8th- December 12th: Final Exam:** **Complete Exam 2 (Chapters 5-9; 13) by 8 pm by 12/13 (Last day of term: Saturday)**

**Additional Information**

**Netiquette:** We will have discussions, use email to communicate, and written assignments will be graded for proper grammar and spelling. Do not write your discussion posts, emails, or papers like text messages. Do not use shorthand, acronyms, or symbols. Communicate with your instructor and classmates using a professional tone.

Here are guidelines on how to compose your emails to the instructor:

1. Be sure to include a meaningful subject line; this helps to clarify what your message is about. Your email subject should begin with the course information (i.e., SOCI3322). This should be followed by a colon; then, provide a glimpse of what your email is about.
2. Just like in a written letter, your email must open with a greeting. This means that I expect your email will address me by name, “Instructor Heads”.
3. Use standard spelling, punctuation, and capitalization.
4. Read your email out loud before sending it to ensure the tone is that which you desire.
5. When we are engaging in a conversation that continues for several emails- which means that we have volleyed emails back-and-forth- it is okay to remove the formal greeting and closing, but do not become careless by losing your professional tone.

Visit these websites for more information about being a successful online student:

[Course Checklist](https://www.wbu.edu/wbu-online/online-courses-checklist.htm), [Online Learning](https://www.wbu.edu/wbu-online/is-online-learning-for-you.htm)

Participation and success:

In traditional college courses, there is a built-in structure provided by the university in the form of a two or three day a week class meeting schedule. It is convenient for students who live off campus, work full-time and/or have families to take online courses because there are no regular class meetings. This is at the core of why online courses are preferred by some students. However, without a built-in structure some students find it difficult to manage online courses. I would argue that while there are important differences between online and traditional courses, **what brings about success in online courses is not different from what brings about success in traditional courses: it takes self-discipline and motivation to complete the course work on time and do well.** I have a recommendation: create your own structure; reserve a **few hours two or three days a week to keep up with the course work. During these designated times, read, complete assignments, and study for exams.**

Since I am assuming that most students have family and/or work responsibilities outside of school, all assignments are due by 8:00pm on Sunday’s **(with a few exceptions due to holidays)** and late assignments will only be accepted by 10:00pm on the due date. Late assignments will receive an automatic 10% deduction (points will vary by assignment).

When will items be posted?

* Lecture notes will be posted at the start of the week for which the reading is assigned
* Exam review sheets will be posted two weeks before the exam
* Exams will open 7 days prior to the due date
* Discussion questions will be posted at the start of the week during which the discussion is to occur