

## Sociology, Social Work, and Family Sciences



**SWK 3070 Practice 1**  
**3 Units**

<b>Meeting days:</b> M_W_F	<b>Patricia Leslie, PhD, MSW</b>
<b>Meeting times:</b> 11:00 -11:55	<b>Phone:</b> 619-849-2676
<b>Meeting location:</b> Rohr 112	<b>E-mail:</b> <a href="mailto:PLeslie@pointloma.edu">PLeslie@pointloma.edu</a>
<b>Additional info:</b> Minimum of 2 Off-Campus Sessions per Semester	<b>Office location and hours:</b> Rohr Hall #103- Office Hours generally: Tues. 9:20 – 10:20; Fri 8:30 – 9:30 AM. or by appointment. Please see notices on office door.
<b>Final Exam Week:</b> 10:30 -1:00	<b>Additional hours by appointment</b> - Please email a request.

### 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.

### Student Outcomes

#### To Learn ~ To Grow ~ To Serve

It is the desire of the Social Work program to support students in their life journey to learn, grow, and to serve. To this end, the Department of Sociology, Social Work, and Family Sciences has established Departmental and Program Mission Statements, as follow:

### 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] As a PLNU community our goal is to help you become the person you are called to be.*

## COURSE DESCRIPTION – SWK 3070 - Practice 1

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*A study of the theories and methods of professional social work practice. Focus is upon generalist practice with individuals, families, and small groups. Offered fall.*

Social Work is an applied profession that has its foundation in Judeo-Christian heritage. Over time, the profession has developed many theoretical orientations and techniques. This course studies the generalist practice orientation and the associated values, ethics and skills. The course seeks understanding of the process of intervention in human relations, and the transactional processes that occur with individuals, families and groups. Students entering SWK3070 - Social Work Practice I (SWK3070), have declared Social Work as their academic major and apply to the Social Work Program. SWK3070 includes basic as well as developing curricular components which contribute to the array of professional competencies that must be achieved by program completion.

## COURSE CREDIT HOUR INFORMATION

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To 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. Course instruction time also includes class activity off-campus. Specific details about how the class meets the credit hour requirement can be provided upon request.

## REQUIRED TEXT

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Kirst-Ashman, Karen, and Hull, Grafton H., Jr., *Understanding Generalist Practice*, Eighth edition. Belmont, CA: Brooks Cole. ISBN 978-1-305-96686-4. Another edition of the text may be used, however, anyone choosing a different edition is responsible for tracking and cross referencing chapter topics to ensure the appropriate reading is completed. Each student is also responsible for materials placed on reserve or distributed to the class. This includes information given during a student's absence.

## COURSE CONTEXT /OVERVIEW

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SWK370 is a practice class focused on the professional foundation of social work and generalist practice at the micro and mezzo-level groups. SWK371 will continue the classroom based education of generalist practice at the mezzo level (organizations) and macro level (communities and social institutions).

As you enter SWK 3070, you join in the development of professional practice skills, values clarification, and the ability to engage in respectful, grace-filled relationships with others. Our interactions and behaviors should reflect the standards that govern the SWK profession. This course offers opportunities to practice key elements of the social work profession, such as the recognizing the value of human relationships, having a capacity to engage, and assess personal dynamics, the ability to tolerate ambiguity, and to respond with flexibility as needed.

Each section of the course includes material external to the text as well as one of more chapters of reading from the text. **It is important for you to independently read one chapter of the text each week in order to cover the full range of material.**

**The pace of classroom discussion and activities may fluctuate based on factors such as student interest, comprehension, community events. The ability to be flexible and responsive to the needs of others and the capacity to tolerate ambiguity are important traits for the social work professional.** Combining these traits while fostering progress toward completion of a general plan is a skill worthy of practice for the social work professional. We will practice this together during the course.

## **COURSE LEARNING OUTCOMES**

**Course Objectives:** The objectives in PLNU social work practice courses work align with professional competences required by the Council on Social Work Education, referred to as “EPAS”.

Upon completion of the course you are expected to be able to:

1. EPAS 2.1.1 Identify with the social work profession and recognize professional roles and boundaries: Distinguish between helping professions and describe the use of the generalist perspective in a practice setting.
2. EPAS 2.1.4 Engage in Diversity Sensitive Practice:  
Describe key elements of professionally sensitive practice in working with diverse populations, in a variety of environmental contexts, and addressing a myriad of issues of special needs populations.
3. EPAS 2.1.1 Promote professional conduct and career-long learning:  
Demonstrate a commitment to personal growth through self- responsibility for learning in cooperative or team assignments and reflection on those activities.
4. EPAS 2.1.3 and 2.1.10 Apply critical thinking and assess and interpret client data.  
Employ professional processes: Assess case examples using foundational knowledge, theory, professional values, tools, and techniques.
5. EPAS 2.1.1 and 2.1.5 Advance social and economic justice:  
Identify key aspects of the professional use-of-self in promoting effective advocacy and practice.
6. EPAS 2.1.10 Engage in an intentional process for generalist practice:  
Demonstrate practice behaviors associated with the phases of a planned process of change.
7. EPAS 2.1.3 and 2.1.9 Critical thinking to inform professional judgment and respond to contexts that shape practice:  
Employ critical thinking to the evaluation of applied course community intervention.
8. PLNU EPAS 1.1.11 Describe the relationship between Christian principles and professional social work values and mechanisms for resolving ethical conflicts.

### **Freedom to Challenge:**

This course introduces concepts and issues beyond the text. You are encouraged to integrate knowledge from your environment and your experience, to share insights, and to challenge the materials presented.

## **REQUIREMENTS**

1. Attendance and active participation in class in accordance with the PLNU attendance policy.
2. Reading of assigned and supplemental materials for comprehension and application.
3. Completion and timely submission of projects, written assignments, and exams.
4. Completion of interactive and group assignments.
5. Analysis of , case study analysis, group work evaluation.
6. Demonstration of applied techniques, skills. Video recording or in-class demonstration is required.
7. Course assignments may include off-campus activities with professional social workers.
8. Initiation of the Professional Portfolio
9. Providing opening moments that integrate faith, experience, and profession.

## OFFICE HOURS and COMMUNICATIONS

**Office Hours** are listed on page 1 of this syllabus. *Appointments are recommended* because the schedule may change or other students may plan to visit on the same date. E-mail to and from students will be accessed through PLNU addresses and *will be used to contact registered students for course updates, changes, and other important notices.* **It is important that students remember to use the PLNU e-mail system during the semester.** The basic course materials will be available through **Canvas**.

## MEASURING PROGRESS

In addition to the review quizzes and exams identified in the Tentative Reading Schedule periodic, unannounced reviews may occur. Grades will be based on a percentage of points awarded compared with total possible points for each component. ***Class participation and exercises are essential components for demonstration of skill.***

*Notice the emphasis on class participation and exercises in comparison with other courses.*

Category	Value	Grade Determination			
Written assignments	30%	94 -100%	A	77 - 79.9%	C+
		90 - 93.9%	A-	74 - 76.9%	C
Class participation, exercises, Homework	35%	87 - 89.9%	B+	70- 73.9%	C-
		84 - 86.9%	B	67 - 69.9%	D+
Exams and Quizzes (note PLNU policy is 25% for final)	35%	80.0 - 83.9%	B-	Below 67, requires contact with instructor	

## STANDARD UNIVERSITY POLICIES

A summary of policies that apply to every undergraduate course at PLNU is attached. The policies address issues of importance such as attendance, academic support, and final exams.

## IMPORTANT NOTES

These notes are bolded to emphasize their importance. By the end of this course, the student is expected to evidence specified professional competencies.

- This is a **profession skills development course that involves active participation and demonstration of skills.**
- In addition to the traditional tests **some type of assessment - tests** (written, applied, or a combination of both); **exercises; homework, class activities for measuring progress will occur for each section.**

- Some assignments will require video or audio recording that are subject to peer and professional review.
- Select sessions may occur off-campus during times outside the normal class session.
- Be prepared to engage in a community-based service or research experience one or more times during the semester.
- Professional deportment is expected. We are expected to interact with each other in a manner that reflects the core values of the profession.
- Classroom discussion will proceed as student interest warrants, however, you will need to read approximately one chapter per week – even if classroom discussion focuses on another topic in order to be prepared for exercises and exams.
- We will be collectively responsible for “opening moments”. Members of the class will discuss and decide how to manage this responsibility during the first week of classes.

## OPENING MOMENTS

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Christian Social Work integrates and applies our understanding of scripture and faith, our experiences and traditions, and our knowledge as we work in our everyday world. PLNU is founded in the Wesleyan tradition. The bringing to gether of scripture and faithful practice, knowledge, experience and tradition parallels the general concept of the Wesleyan Quadrilateral.

SWK3070 is a ‘practice’ class – so we are going to practice entering our class day with ‘opening moments’ that reflect on this integration.

Each person or group will participate in ‘opening moments’ which are brief (2-5) minute devotions, scripture references, current events, or reflections on your life. Each opening moment should describe a connection between faith, social work practice, and personal experience. The work schedule for opening moments may be organized using either a team or individual approach. This decision will be made by the class during week one.

## HOMEWORK and ASSORTED ASSIGNMENTS

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There are various types of homework assignments for this course:

*Team assignments* – members of established teams work together and each member earns the same grade.

*Anonymous Reflection and Input* – The Social Work Profession thrives on learning relationships and feedback. Certain assignments are required of each member of the class however, the work is submitted anonymously. The class receives points for the activity based on the percentage of students who complete and turn in the assignment. An example of this type of assignment is weekly feedback and lessons learned forms. Each Monday, each member of the class is responsible for completing an anonymous feedback form. If the total number of forms submitted equals the number of students, then each student gets 100% of the points available. If the number of forms equals 90%, then everyone gets 90% of repoints available, and so on.

*Individual assignments* – traditional assignments that are completed and submitted or presented by individual students.

*Class assignments* – There is a course assignment that requires participation of all members of the class as a single team. Additional information is available in Canvas.

*Modeling* - You are joining a professional practice course, practicing skills and processes used in the SWK profession at the micro and mezzo level and grace-filled, professional interactions are a foundational expectation of this course. Our interactions are expected to model a faithful integration of the values and ethics of the professions with our Christian conduct.

## STANDARD SYLLABI NOTICES

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The University has established uniform standards for each of the syllabi offered at the undergraduate level. These standards include the following statements:

### ATTENDANCE AND PARTICIPATION

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.

### 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 Class.

### ACADEMIC HONESTY

All persons engaged in education at PLNU 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.

### ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. ([DRC@pointloma.edu](mailto:DRC@pointloma.edu) or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses, unless the student rejects assistance.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

### **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.

### **COPYRIGHT POLICY**

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

### **CSWE COMPETENCIES - Social Work Bachelor's Degree**

This section introduces you to the professional competencies you are expected to be able to demonstrate by the end of your SWK program. You will see them, engage in them, many times prior to graduation.

<b><u>PLNU COMPETENCY CATEGORY</u></b>	<b><u>EPAS COMPETENCY DESCRIPTION</u></b>	<b><u>Behavior</u></b>	<b><u>Behavior Number</u></b>	<b><u>SWK 3070 Course Assignment or Measure</u></b>
<b>Professionalism</b>	EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly.	1. advocate for client access to the services of social work	1	
		2. practice personal reflection and self-correction to assure continual professional development	2	Reflection on Personal Scales
		3. attend to professional roles and boundaries	3	
		4. demonstrate professional demeanor in behavior, appearance, and communication;	4	Community Application (Event)
		5. engage in career-long learning	5	
		6. use supervision and consultation	6	



<b>Ethical Practice</b>	EP 2.1.2—Apply social work ethical principles to guide professional practice.	1. recognize and manage personal values in a way that allows professional values to guide practice	7	
		2. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles	8	
		3. tolerate ambiguity in resolving ethical conflicts	9	
		4. apply strategies of ethical reasoning to arrive at principled decisions.	10	
<b>Critical thinking</b>	EP 2.1.3—Apply critical thinking to inform and communicate professional judgments	1. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	11	
		2. analyze models of assessment, prevention, intervention, and evaluation	12	
		3. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	13	
<b>Cultural Competence</b>	EP 2.1.4—Engage diversity and difference in practice.	1. recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	14	
		2. gain sufficient self-awareness to eliminate the influence of personal biases and values in	15	



		working with diverse groups		
		3. recognize and communicate their understanding of the importance of difference in shaping life experiences	16	
		4. view themselves as learners and engage those with whom they work as informants	17	
<b>Social Justice</b>	EP 2.1.5—Advance human rights and social and economic justice.	1. understand the forms and mechanisms of oppression and discrimination	18	
		2. advocate for human rights and social and economic justice	19	
		3. engage in practices that advance social and economic justice.	20	
<b>Evidence-based Practice</b>	EP 2.1.6—Engage in research-informed practice and practice informed research.	1. use practice experience to inform scientific inquiry	21	
		2. use research evidence to inform practice.	22	
<b>Systems Perspective</b>	EP 2.1.7—Apply knowledge of human behavior and the social environment.	1. utilize conceptual frameworks to guide the processes of assessment, intervention, and Evaluation	23	Community Application and Response Paper
		2. critique and apply knowledge to understand person and environment	24	
<b>Awareness of Policy and Macro Intervention</b>	EP 2.1.8— Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	1. analyze, formulate, and advocate for policies that advance social well-being	25	
		2. collaborate with colleagues and clients for effective policy action	26	

<b>Effective Service Delivery</b>	EP 2.1.9—Respond to contexts that shape practice.	1. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	27	Group Community Service Plan Implementation and Community Events – Compare and Reflect
		2. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	28	Group Community Service Plan Implementation
<b>Intentional Process for Generalist Practice Intervention and Evaluation</b>	EP 2.1.10(a)-(d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.			
	<b>2.1.10(a)—Engagement</b>	1. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities	29	
		2. use empathy and other interpersonal skills	30	
		3. develop a mutually agreed-on focus of work and desired outcomes.	31	Group Community Service Plan Implementation – MAST Goal Statement
	<b>2.1.10(b)—Assessment</b>	1. collect, organize, and interpret client data	32	Case Study Example (Mysheda)
		2. assess client strengths and limitations	33	
		3. develop mutually agreed-on intervention goals and objectives; and	34	
		4. select appropriate intervention strategies	35	
	<b>2.1.10(c)—Intervention</b>	1. initiate actions to achieve organizational goals	36	
		2. implement prevention interventions that enhance client capacities;	37	

		3. help clients resolve problems;	38	
		4. negotiate, mediate, and advocate for clients	39	
		5. facilitate transitions and endings	40	
	<b>2.1.10(d)—Evaluation</b>	1. Social workers critically analyze, monitor, and evaluate interventions.	41	
<b>Service as an Expression of Faith</b>	In addition to the CSWE core competencies, in accord with the PLNU program mission, the program includes a practice competency for integration of faith and professionalism	Christians who are professional <i>social</i> workers are able to describe and model servant leadership	42	Student Process Recording and service reflection