

Dept. of Sociology, Social Work and Family Sciences



Social Work Seminar I Social Work Seminar II SWK 472 and SWK473

FALL 2017

Meeting days: Tuesday	Patricia Leslie, PhD, MSW
Meeting times: 7:30-9:20AM	Phone: 619-849-2676
Meeting location: Rohr #111	E-mail: PatriciaLeslie@pointloma.edu
Final Exam: Tues. Finals Week 8:00-10:30AM	Office location: Rohr Hall #103 Office hours: Rohr Hall #103 Mon. 8:30 – 9:30 AM; Tues. 9:15-10:00 AM; Thursday 8:30 – 9:15 AM, and by appointment

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 Outcome

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 and Social work 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]

COURSE DESCRIPTION – SWK 472 and 473

Social Work 472 and 473 is a two-course study designed for upper division Social Work majors only. Course activities integrate liberal arts education with the generalist practice professional foundation (concepts, values, knowledge, attitudes and skills) with direct practice experiences from field education. *The Social Work seminar courses (SWK472 and SWK473) must be taken concurrently with Social Work Practicum (SWK470 and SWK471). Exceptions must be approved by the Program Director in advance.*

Social Work Seminar intentionally works to transition you as a social work senior to the status of colleague with social work faculty and other professionals. This transition is marked by a blend of personal responsibility for independent learning; greater autonomy in development of a customized learning plan; and heightened accountability to other seminar members. Each person in the course can expect to be treated with respect and in a manner honoring of the core principles of the profession. Interactions in seminar should reflect the personal characteristics associated with effective social work professionals: displaying warmth, genuineness, empathy, and concern.

Together, we will examine issues encountered in various social service settings which represent different fields of practice. As a seminar participant, you are expected to share and reflect on field education experiences; to discuss problems and issues arising from professional use of self; and actively participate in discussion and evaluation of practice. During the course, each person will be asked to engage in behaviors that enrich each other's capacity to competently practice in the profession.

COURSE LEARNING OUTCOMES

The Baccalaureate Social Work program is competency based. Assignments, certificates and other accomplishments must be documented in a professional portfolio. Production of material for inclusion in a professional portfolio occurs at various points throughout the program. Professionals in social work are often asked to be self-guided in accomplishing tasks over time. Completion of the portfolio is evidence that you are able to manage your time and activities to meet that expectation. You are responsible for compiling the evidence required. Please note, your portfolio may be reviewed by other professionals in addition to the faculty.

The Council on Social Work Education (CSWE), as the national accrediting body, has identified ten areas of professional competency for accredited programs. These are embedded in the education and practical training throughout the Social Work Program curriculum. Students and the PLNU program are evaluated on these core competencies. The Social Work Seminar series and the concurrent field practicum are the culminating experiences for the program and comprise our program capstone. The areas of professional conduct and ten core competencies that are measured during the program include:

- EP 2.1.1 - Identify as a professional social worker and conduct oneself accordingly.
- EP 2.1.2 - Apply social work ethical principles to guide professional practice.
- EP 2.1.3 - Apply critical thinking to inform and communicate professional judgments.
- EP 2.1.4 - Engage diversity and difference in practice.
- EP 2.1.5 - Advance human rights and social and economic justice.
- EP 2.1.6 - Engage in research-informed practice and practice-informed research.
- EP 2.1.7 - Apply knowledge of human behavior and the social environment.
- EP2.1.8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- EP2.1.9 - Respond to contexts that shape practice.
- EP2.1.10(a)-(d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

In accord with its mission the PLNU social work program incorporates a competency to assure the capacity to integrate faith and profession.

PLNU EPAS 2.1.11 - Demonstrate a practical understanding of the integration of faith and profession.

Course Objectives: Upon completion of the course you should be able to:

1. Describe the use of the generalist perspective in the practice setting.
2. Model professionally sensitive practice in working with diverse populations.
3. Demonstrate self-responsibility for learning in the social work setting.
4. Demonstrate applicable learning objectives identified in the student placement contract and the Practicum Handbook.
5. Reflect and evaluate field experiences in comparison with a professional social work generalist practice foundation.
6. Produce a Professional Portfolio in accordance with an itemized contents list.
7. Articulate the integration of your faith and your professional practice.

To achieve these objectives, you will need to:

1. integrate concepts from liberal arts foundation with beginning generalist practice concepts, values, knowledge, attitudes and skills with professional action
2. develop habits compatible with life-long learning through continuing education
3. evaluate professional generalist practice skills
4. develop a beginning understanding of program evaluation and outcome measures as related to a practice setting
5. demonstrate multilevel assessment problem solving and intervention skills
6. address diversity, oppression, and discrimination issues in practice
7. articulate the integration of theory with practice experience with individuals, families, groups, and community
8. analyze social policy and the impacts of faith as each relates to service provision
9. use notes, logs or journals from field experience to assess professional practices
10. demonstrate professional conduct related to confidentiality, deportment, language

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 2 unit class delivered over 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

COURSE SCHEDULE AND ASSIGNMENTS

Products and Activities

1. Completion of items for the student portfolio in accordance with the portfolio check list. This includes a significant number of products. Please see list attached.
2. Weekly discussion and debrief of professional experiences for yourself and your peers. This requires attendance and *active* participation in seminar sessions.
3. Weekly logs must be submitted to the professor's e-mail, or in hard copy by 9:00 AM each Monday morning. *Weekly logs are due whether or not you are engaged in Internship.* During weeks when you are not in field placement, your weekly log should describe your activities and reflect on how these connect to you as a developing social worker.
4. Homework from each chapter of the required course workbook is to be independently completed in full and submitted to your portfolio during weeks 2-13.
5. Contribute to discussion of core ideas from life and selected works of John Wesley and his family by leading 'opening moments' as schedule.
6. Oral presentation and written assignments from seminar topics. In SWK 472 the presentation may on a service, an issue, or an intervention and integrates a faith perspective. In SWK473, the presentation must focus on research and an evidence-based practice.
7. Preparation of resources and tools for professional use and demonstration of skills are basic to the course.

8. Off-campus field visits and video assignments will be included. During the first week of class, we will work together to select the dates for these visits.
9. Final exam scheduled on Tuesday from 8:00- 10:30 AM during finals week.
10. Join a professional association or subscribe to professional journal during SWK473.

Note: Activities and assignments may be conducted outside the classroom and may occur at times other than the regularly scheduled course time. You are responsible for completing these assignments for managing and completing their professional portfolio. A course grade will not be filed until the portfolio contains all the evidence identified for the component for which you are registered SWK472 or SWK473.

IMPORTANT:

Some **assignments require video or audio recording**. Consent for peer review of these assignments is presumed unless the professor is otherwise notified in writing

Select sessions may **occur off-campus** during times outside the normal class session.

As a person preparing for professional practice, you are expected to take personal responsibility for assignments and activities outside class hours.

SOCIAL WORK 472-473 WEEKLY CLASS SESSIONS

Senior Seminar achieves its objectives by exploring the issues of major interest to the participants. Seven core topics essential to generalist practice are outlined. Remaining sessions will focus on the particular interests and challenges of the students. Sessions will be offered in response to the interests and goals as they unfold. Seminar discussions include individuals in different phases of completion of internship, as a result, weekly discussions may include core topics from various stages of field practice. This parallels the professional work environment where some practitioners may be in early phases of practice, while others may have more extensive experience.

Core topics in the course continue the issues identified in SWK472:

Identifying and Confirming Field Placement

Using Supervision

Assessment

Contracting

Evaluating Performance

Intervention and Motivation

SWK 473 turns the focus on the later stages of the planned process for change (7 steps) and preparing you for transition from PLNU to either advanced education or professional employment.

Learning Plans and Contracts

Evaluating Effectiveness

Readiness for Entering the Profession or Advanced Professional Education

- a. Resume
- b. Cover letter
- c. Personal statement
- d. Oral and written communications – Department Rubric
- e. Achievement of professional competencies is measured through 43 behaviors identified in the student learning plan. Competency and skills testing – see portfolio list (ASWB, FCAI, Field Evaluation, Senior Exit Exam and successful completion required certificates: HIPAA, NIMS, Sexual Harassment; IRB Approved research project.)

Presentation 1: Professional Practice and Integration of Faith (SWK472)

You will share a 15 minute presentation (including a written outline or power point) with your colleagues. The presentation will integrate a core topic from social work practice and how faith helps to inform or shape your professional response to the struggles associated with the topic. You will select the topic no later than week 4 in order to ensure that a topic is not presented multiple times.

Presentation 2: Evidence-Based Practice – Evaluating Research and Practice Knowledge (SWK473)

Presentation of a professional journal article focused on evidence-based practice research. Select, review, and evaluate a research-based article in the context of research methods and assess applicability to social work practice. (See rubric).

Creation of a Spiritual Legacy

Christians in social work must be culturally competent and respond ethically and effectively to the spiritual beliefs of people they serve. Capturing the non-tangible legacy of another person builds on the empowerment model of the social work profession. The process results in a product which expressed the spiritual legacy of the individual. The product of a spiritual legacy assignment can take many forms: a traditional paper, journal, creative art (music, photography, poetry, etc.), media or other presentation. You will identify an individual for whom you will complete a spiritual legacy product and document and describe the legacy in your portfolio. (See assignment guide for additional detail).

Self –Evaluation

Self-evaluation of practice based on single-subject research design or GAPS analysis, and learning plan outcomes is a portfolio requirement. Completion of assignments and personal scales or self-evaluation of your practice knowledge and skills are also used to measure progress in professional use-of-self.

Midterm Exam: Per course calendar. A mid-point review of portfolios is included in the Midterm.

Final and Exit exams: Conducted on Tuesday from 8:00- 10:30 AM during finals week. The exams include a Standardized assessment of foundational knowledge and skill (the FCAI), an exit survey, and a final review of your Portfolio. An Educational Testing Service (ETS) exam is completed to measure achievement of PLNU Senior competencies. This exam is administered by the PLNU Office of Institutional Effectiveness (OIE) during the Spring semester.

SENIOR LEARNING PLAN and CORE COMPETENCIES

All seminar students must complete a standardized Learning Plan containing each of the CSWE competencies and associated behaviors. If you are continuing in a field placement during the semester, you should review and update your plan.

By the end of the semester, you will evaluate progress on your Senior Learning Plan by updating and scoring the plan based on a 4-point scale.

All PLNU seniors must demonstrate the PLNU- WSCUC core competencies, evaluated at or near the time of graduation. Activities to demonstrate these WSCUC core competencies are evidenced through the Senior Portfolio and activities in the senior seminars (SWK472 and 473).

PORTFOLIO

The senior seminar sequence culminates in the production of a professional portfolio containing evidence of professional growth and development. The list of portfolio items is found at the end of this syllabus. Please remember that you have been collecting items for the portfolio since your SWK370 class. This semester you will add items identified as “473” or “473” on the portfolio list.

Academic Accommodations:

All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who may need accommodations should discuss options with the instructor during the first two weeks of class and provide approved documentation and verification of need. The Academic Support Center is available to students for a variety of tutorial needs.

At a minimum, you are expected to contribute to class sessions through:

- Discussion based on a written weekly log from field placement
- Progress reports on completion of Learning Agreements / Class Assignments
- Completion and discussion of workbook assignments or other homework
- Describing engagement in an agency or community that promotes development of a professional network
- Providing in-class presentations and written outlines on specific topics as assigned
- Discussion of reflection papers and research articles

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Cynthia Garthwait 2014. The Social Work Practicum: A Guide and Workbook for Students, 6th Ed.. New York, NY: Allen & Bacon Press. (used for both SWK472 and SWK473)

To assure opportunities for professional development in an area of particular interest to the student ***each student will also be required to register with a professional organization or subscribe to a professional social work journal. This must be accomplished by week 4 of the SWK 473 course.***

Reference Materials:

PLNU Social Work Program Handbook, An Introduction to the Baccalaureate Program, see PLNU website http://www.pointloma.edu/sites/default/files/filemanager/Sociology_Social_Work/Program_Handbook_2015_PH.pdf

PLNU Practicum Handbook for Field Educators and Students, 2015-2016, see website: http://www.pointloma.edu/sites/default/files/filemanager/Sociology_Social_Work/Practicum_Handbook_2015_FE.pdf

Additional Handouts as provided by Field Instructor and Supervisor.

National Association of Social Workers (2000), Encyclopedia of Social Work, 19th edition. Silver Spring, MD: National Association of Social Workers.

ASSESSMENT AND GRADING

Final grades will be based upon quality and completion of assignments, attendance and participation in class activities, standardized testing and the development of a professional portfolio. A summary of required portfolio items will be distributed in class. Some of the portfolio items may be produces for other SWK courses, such as practicum or internship (SWK 470, 471). Grades are based on the overall percentage of total points available, including percentage for attendance and participation.

Sample assignment distribution by percentage:	Sample grade scale (upper range value is inclusive, for example all scores below 94 (such as 93.9) are part of the 90-93 range)
<ul style="list-style-type: none">• Assignments and presentation 30%	

<ul style="list-style-type: none"> • Attendance and participation 20% • Final Exam including Portfolio 40% 	A= 94-100	C=73-76
	A-= 93-90	C-=70-72
	B+= 87-89	D+=67-69
	B= 83-86	D=63-66
	B- = 80-82	D-=60-62
	C+= 77-79	F=0-59

ATTENDANCE AND PARTICIPATION – PLNU Policy Statement

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 has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

INCOMPLETES AND LATE ASSIGNMENTS – PLNU Policy Statement

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Email or Canvas.

ACADEMIC HONESTY – PLNU Policy Statement

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, 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. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information.

ACADEMIC ACCOMMODATION – PLNU Policy Statement

All students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may request academic accommodations.

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation. Contact the center by phone 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

Please see [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

FINAL EXAMINATION POLICY– PLNU Policy Statement

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. Please note this schedule and plan accordingly.

COPYRIGHT POLICY – PLNU Policy Statement

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

Class Participation/Decorum:

1. Timely attendance is required. PLNU attendance policy applies to this course.
2. *You are expected to be major contributor to each class session.* This is a seminar; your active participation in discussion of assigned topics and sharing of agency experiences are critical to successful completion.
3. Facilitation of class “opening moments” or class reflection is expected. We will continue the practice that we have observed in each social work practice course by opening each class with devotion or personal reflection. As seniors in a ‘Wesleyan’ university, you are expected to explore insights from the lives of the Wesley family or Wesleyan history and traditions in this course.
4. Demonstrate professional behavior, attitudes and values.
5. *Confidentiality regarding client information presented in seminar is required.*
6. *Student behavior is to reflect an understanding of professional peer interaction.*

Freedom to Challenge: Social Work 472-473 are designed for upper division SWK majors and introduces concepts and issues beyond the text. All participants are encouraged to integrate knowledge from other disciplines, to share personal insights, or to challenge the social work foundation.

Contact with Instructor: Unless otherwise instructed for a specific assignment, you may use your PLNU e-mail address for submitting reports. E-mail to and from students will be accessed through PLNU addresses and will be used to contact registered students for course updates, and changes. Midterm course grade reports will be released via the PLNU portal, however, you are encouraged to check the course information posted in Canvas. Group sessions of all students in field placement will be held as appropriate.

E-mail to and from students will be accessed through PLNU addresses and *will be used to contact registered students for course updates and changes.*

The form and guide for weekly logs and the portfolio index follow.

GUIDE for WEEKLY FIELD NOTES

**Your weekly field notes are due before 9:00 AM on Mondays.
You are responsible for submitting regularly.**

These notes should include the following:

Description of your activities for the week, including with client, supervisors, or colleagues

Your reactions / challenges

Reflection on these activities – as a person, professional, Christian

Praises and Prayers –

What do you think went well? What are you grateful for?

What challenges or needs should be held up in prayer?

Please expand space in the Weekly Log template as needed to share your experiences.

WEEKLY FIELD LOG

ID / Name
Week of:
ACTIVITIES
REACTIONS and CHALLENGES
REFLECTION
PRAISES
PRAYERS

PORTFOLIO INDEX – LIST of REQUIRED DOCUMENTS

Item		Course			
<u>Program Administration Forms</u>		Format	Received	Review 1	Final Review
SWEAP Program Entrance form	370	National form			
SWK Program Application / Interview	370				
Application for Field Practicum (Form A)	371				
Administrative Agreement for Field (standard)	472				
Institutional Agreement Customized (as needed)		Signed by Provost			
SWEAP Exit Survey	473	National form			
<u>Field Placement Education & Supervision</u>					
Placement Information Sheet (Form B)	470				
Signed Field Education Agreement	470				
Field Evaluation Mid Point (Form C)	472				
Final Field Evaluation (Form D)	473				
Student Evaluation of Supervisor (Form)	473				
Self-Evaluation (Form)	473				
Student Reflection: focus on the field setting as a learning environment and on personal growth (see prompt)	473				
Field Education Progress					
Internship Learning Agreement – Updated	472/ 473				
Weekly Field Notes (reflecting a minimum of four weeks per semester.)	472/73				
Documentation of First 200 hours	472				
Documentation of Total 400 hours	473				
<u>Student Assessment Products</u>					
Personal Scales	370/371/ 472				
Learning Styles inventory	472				
Kadushin interviewing competencies assessment	472				

Rathus Assertiveness Scale or Gambrill Assertion Inventory	371				
Acceptance of Others Scale	370				
Cultural Competency Scale or Test	370				
Personally chosen personal assessment tool					
(example: Self-esteem; stance of macro social worker)					
<u>Standardized Tests</u>					
ASWB Sample Test	473				
GRE Sample Test	473				
Midterm and Final Exams	472 / 73				
General Education & Senior Exit Exam	473				
<u>Certificates and Awards</u>					
NIMS Certification – Federal Emergency Management	472				
Sexual Harassment Certificate	472				
Annual Options (minimum of two: circle which are included)					
American Red Cross	472/473				
HIPAA	472/473				
IRB	472/473				
Other Certificate:	472/473				
Other Certificate:	472/473				
<u>Student Products & Reflections</u>					
Process Recording # 1	472				
Process Recording # 2	473				
Services Presentation - Outline or handouts	472				
Professional Journal Presentation	473				
Spiritual Legacy	473				
Single Subject Design, GAPS, or PADA	473				
<u>Workbook Pages</u>					
Workbook Exercise pages Chapters 1-6	472				
Exercise pages - chapters 6-12 workbook	473				
<u>Response Items</u>					

Cover Letter	472				
Resume	472				
Summary of Plan / Contact information	473				
FERPA Consent to Release Information	Optional				
Applications (optional)	Optional				
Recommendations (optional)	Optional				
Follow-up (acceptance) / Contact Notes					

WHERE to ACCESS SCALES and INSTRUMENTS

[Acceptance others: www.psychbytes.com](http://www.psychbytes.com) self assessments

[HIPAA Certificate: HIPAAtraining.com](http://HIPAAtraining.com)

[Learning Styles Inventory: http://engr.ncsu.edu/learningstyles/ilsweb.html](http://engr.ncsu.edu/learningstyles/ilsweb.html)

[NIMS: http://training.fema.gov/EMIWeb/IS/is700a.asp](http://training.fema.gov/EMIWeb/IS/is700a.asp)

[Rathus Assertiveness Scale:](#)

http://www.cengage.com/rsource_uploads/downloads/downloads/0495098000_76994.pdf

[Self- Esteem – Barksdale – handout](#)

[Self-Esteem – Rosenberg:www.wwnorton.com/](http://www.wwnorton.com/)

[Sexual Harassment: Site : http://training.newmedialearning.com/psh/ptlomauguest/index.shtml](http://training.newmedialearning.com/psh/ptlomauguest/index.shtml)

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