	*Sociology, Social Work and Family Sciences *SWK 3071 *3 units
	Spring 2022

Meeting days: Wednesday nights	Instructor title and name: Colleen Jensen Cook, LCSW, MSW, CCM
Meeting times: 5:15-8pm	Phone: 619-849-2390
Meeting location: Rohr 111	Email: ccook1@pointloma.edu
Final Exam: May 4 at 5:15pm	Office location and hours: by appointment
Additional info:	Additional info:

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 is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

To Learn ~ To Grow ~ To Serve

To this end, the Department of Sociology, Social Work, and Family Sciences has established Departmental and Program Mission Statements, as follows:

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.

PLNU Social Work Program

The Social Work program prepares students to be leaders in service to the community through generalist practice. A career in Social Work offers a wide range of opportunities, including direct practice in social work with families, individuals or community-based organizations, as well as jobs in research, public relations, human services, probation and criminal justice, social welfare, counseling, or health care administration.

Social Work Program Learning Outcomes

Students who complete the program in Social Work will be able to:

1. Demonstrate understanding of integrated body of knowledge required of a general practitioner as defined by the Council on Social Work Education.
2. Demonstrate a command of the professional values and ethics required of a general practitioner.
3. Demonstrate competence in the concrete practice of professional skills, especially those skills required by the Council on Social Work Education of a general practitioner.
4. Demonstrate an awareness of the influence of Christian and Wesleyan perspectives on social work practice.
5. Demonstrate preparation to transition to careers and/or graduate education in social work.

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 ✪

From the PLNU catalog, SWK3071 is a study of the theories and methods of professional social work practice with large groups, organizations, neighborhoods, communities, and governments.

SWK3071 is a study of generalist social work practice with large groups, organizations and institutions, neighborhoods and communities that is divided into segments as indicated on the reading schedule. The course addresses the use of key concepts, specific skills, and professional values in working with groups, organizations and communities. Although designed to teach generalist practice to students of social work, course content is applicable to other professionals who interact with large groups, organizations, or communities.

The course presents material that is relevant to individuals entering a professional community including 10 professional competencies; nine are described by the CSWE Educational Policy and Accreditation Standards (EPAS) and the tenth is articulated specifically for the PLNU Social Work Program.

Course content supports attainment of competencies while integrating professional values and ethics; impact of human diversity; promotion of social and economic justice; use of communication skills with colleagues and others in the community; and recognition of a faith-based perspective on service.

COURSE LEARNING OUTCOMES ⊛

Course Objectives: By the end of this course, you should be able to demonstrate the following Council of Social Work Education (CSWE) professional competencies (a full description and specific examples of these can be found in the Field Practicum Handbook and are part of the Student Learning Plan):

CSWE 1. **Demonstrate Ethical and Professional Behavior;**
PL I. Conducts self as professional and applies ethical principles to guide practice by:
- making ethical decisions by applying the standards of the NASW Code of Ethics relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- using reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrating professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- using technology ethically and appropriately to facilitate practice outcomes; and
- using supervision and consultation to guide professional judgment and behavior.

CSWE 2. **Engage Diversity and Difference in Practice;**
PL II. Actions reflect ability to sensitively engage diversity and difference in practice by:
- applying and communicating understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- presenting themselves as learners and engage clients and constituencies as experts of their own experiences; and
- applying self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

CSWE 3. **Advance Human Rights and Social, Economic and Environmental Justice;**
PL III. Advances human rights and social, economic, or environmental justice by:
- applying their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engaging in practices that advance social, economic, and environmental justice.

CSWE 4. **Engage in Practice-Informed Research and Research-Informed Practice;**
PL IV. Engages in research-informed practice and practice-informed research by:
- using practice experience and theory to inform scientific inquiry and research;
- applying critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- using and translating research evidence to inform and improve practice, policy, and service delivery.

CSWE 5. **Engage in Policy Practice;**
PL V. Engages in policy practice to advance social and economic well-being and to deliver effective social work services by:
- identifying social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

- assessing how social welfare and economic policies impact the delivery of and access to social services;
- applying critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

CSWE 6. **Engage with Individuals, Families, Groups, Organizations, and Communities;**

PL VI. Demonstrates capacity to engage with individuals, families, groups, organizations, communities by:
- applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- using empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

CSWE 7. **Assess Individuals, Families, Groups, Organizations, and Communities;**

PL VII. Prepares for and demonstrates assessment of individuals, families, groups, organizations, communities by:
- collecting and organizing data, and applying critical thinking to interpret information from clients and constituencies;
- applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- developing mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- selecting appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

CSWE 8. **Intervene with Individuals, Families, Groups, Organizations, and Communities;**

PL VIII. Demonstrates knowledge and intervention skills for systems of any size by:
- critically choosing and implementing interventions to achieve practice goals and enhance capacities of clients and constituencies;
- applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- using inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiating, mediating, and advocating with and on behalf of diverse clients and constituencies; and
- facilitating effective transitions and endings that advance mutually agreed-on goals.

CSWE 9. **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities;**

PL IX. Demonstrate an ability to analyze, monitor, and evaluate interventions by:
- selecting and using appropriate methods for evaluation of outcomes;
- applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyzing, monitoring, and evaluating intervention and program processes and outcomes; and
- applying evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

PL X. **Demonstrate a practical understanding of the integration of faith and profession by:**
- Critically assessing the relationship between Christian faith and public policy.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

1. Kirst-Ashman, Karen and Grafton Hull, Jr. (2018)**.** *Empowerment series: Understanding generalist practice.* 8th edition, Chicago: Brooks-Cole: Cengage Learning.

Note: For cost savings the 7th edition or other editions may be used. You are responsible for tracking chapter topics if choosing another edition. To support your use of other editions, the Canvas files for this course are organized by topic rather than chapter. A guide connecting the topics to the chapters in the 8th edition and to the material in Canvas will be provided.

2. Owl Purdue APA style guide
   https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
3. National Association of Social Workers (NASW) Code of Ethics
   https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

Supplemental Materials: Local media resources, internet and library references, class handouts, lecture and video materials will be used to supplement your text. Material beyond assigned readings will be covered in class. You are responsible for all materials, including information provided during an absence.

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

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 3 unit class delivered over 14 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

ASSESSMENT AND GRADING ✪

See more details of assignments and grading in Canvas

Grades will be based on the following:

Sample Standard Grade Scale Based on Percentages

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

STATE AUTHORIZATION ✦

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

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 Canvas. Incompletes will only be assigned in extremely unusual circumstances. Points/percentages will be deducted for every day they are late.

PLNU COPYRIGHT POLICY ✦

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.

PLNU ACADEMIC HONESTY POLICY ✦

Students 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.

PLNU ACADEMIC ACCOMMODATIONS POLICY ✦

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

PLNU ATTENDANCE AND PARTICIPATION POLICY ✪

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of 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.

In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See Academic Policies in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the Office of Spiritual Development.

USE OF TECHNOLOGY ✪

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the *Technology and System Requirements* information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams require a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

Additionally, for in person classes, the use of personal technology (laptops for matters outside of what professor has requested for class, phones, texting, etc.) is not encouraged. The professor will provide technology breaks during the class for you to catch up on social media, other homework, personal texts, etc.

ASSIGNMENTS AT-A-GLANCE

Note: Assignments are encouraged to be posted in Canvas.

CORE TOOLS AND CONCEPTS

SWK3071 Practice II – Macro builds on the knowledge and principles you learned in SWK370 Practice I – Micro.

The macro course expands on micro practice by offering concepts, skills and tools for working with larger systems such as large groups, organizations, neighborhoods and communities, social structures and institutions, and global settings. Key concepts and tools in this course go beyond what is contained in the textbook. Together we will continue to fill your "right and left pockets" with essential theories, tools and skills. Among others, these include:

- PREPARE Model
- IMAGINE Implementation Process
- PERT Planning and Evaluation Tool
- CCEEEC Conflict Resolution & Conflict Management
- Assertiveness Techniques
- Groups and Team Work
- Roberts' Rules
- Mezzo Skills and Networking
- Organizational Management, Intervention Strategies & Leadership
- Intervention Theories
- Community Assessment
- Managing Media
- Working with the Courts
- Advocacy and Mediation vs. 'Lobbying'
- Neighborhoods and Communities – organization vs. development
- Ethics and Communities
- Global considerations
- Stress Management

COURSE SCHEDULE AND ASSIGNMENTS

Course Requirements:
- Class attendance in accordance with University policy.
- Comprehensive reading of all assignments. ***You should be prepared to discuss or e quizzed on the assigned materials for each class session.*** This is an upper division course that assumes <u>you</u> will take responsibility for the reading. You are responsible for materials from readings and classroom, including class sessions for which you are absent.
- Active participation in class room exercises and assigned off-campus community events.
- Timely submission of written assignments, exams, and reviews.
- Critical thinking & integration of readings and interactive class assignments.
- Attendance at and written reaction to one decision-making group. This requires participation in a forum outside the classroom and is *an <u>off- campus</u>* assignment.

General Description of Assignments (see Canvas for more information):
- <u>Exams & Quizzes</u> – Cumulative Midterm and Final Exams; periodic quizzes or tests both scheduled and unannounced.
- <u>Reaction Papers to Community Outreach</u> – personal reaction and assessment to community or group forums. Reflection

paper is required. This assignment requires participation in at least one of the field service events identified by the instructor.

- Special Interest Topic Discussion Outline and Presentation – There are two major components: a detailed outline of information based on a specific topic and a classroom presentation on that topic. This presentation may be video-taped. You may choose a topic of interest that resonates with your research for another course, however, your outline and presentation must address the items on the SWK3071 scoring rubrics.

- ***Active participation in a minimum of two off-campus community events as specified by the instructor.***

- Participation in a variety of assignments, including individual student and group work such as "Opening Moments" and "KWL" exercises which are designed to connect knowledge, faith, experience, and practice. More detail on KWL is provided in the course canvas files.

- Video or audio taping of exercises may be included in course work and in-class assessment by faculty and peers of this work is part of the course activity.

- **Some sessions will be held outside the classroom and extend beyond the class hour.**

PLEASE PLAN AHEAD for field service dates.

Community Outreach Events:

Community Outreach Events –Policy Setting Site – Off site. Date and time is selected by student but must meet the assignment guidelines.

This experience exposes you to the macro system setting where policy or funding decisions are made. A list of recommended sites will be available on Canvas. ***Settings or events not included***

on the list must be approved in advance by the instructor.

Community Outreach event – EXTRA CREDIT – see Canvas for more information.