

	Sociology, Social Work and Family Sciences
	SWK 3071 3 units
Spring 2023	

Meeting days: M, W	Instructor title and name: Colleen Jensen Cook, LCSW, MSW, CCM
Meeting times: 10:45-12:05pm	Phone: 619-849-2741
Meeting location: RLC 110	Email: ccook1@pointloma.edu
Final Exam: May 5 from 10:30am - 1pm	Office location and hours: by appointment
Additional info:	Additional info:

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University (PLNU) 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; and neighborhoods and communities. This study 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 Council for Social Work Education (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.

Throughout the semester, the professor will also teach students how the following 6 IDEA course evaluation objectives are essential and important to their learning. These include:

1. *Developing knowledge and understanding of diverse populations, global awareness, or other cultures.*
2. *Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.*
3. *Developing skill in expressing myself orally or in writing.*
4. *Learning how to find, evaluate, and use resources to explore a topic in depth.*
5. *Developing ethical reasoning and/or ethical decision making.*
6. *Learning to apply knowledge and skills to benefit others or serve the public good.*

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

1. Kirst-Ashman, Karen and Grafton Hull, Jr. (2018). *Empowerment series: Understanding generalist practice with organizations and communities*. 7th edition, Chicago: Brooks-Cole: Cengage Learning.

Note: For cost savings the 6th 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 7th 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>
4. PLNU Ryan Library
<https://libguides.pointloma.edu/ryanlibrary>
5. Owl Purdue Writing
<https://owl.purdue.edu/>
6. University of North Carolina Chapel Hill Writing Center
<https://writingcenter.unc.edu/tips-and-tools/>

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.

ELECTRONICS IN THE CLASSROOM:

As a host of this classroom, I have a policy about phones and laptop computers and devices like them. This policy is to allow you to become more comfortable taking a break from technology, allowing you to be in the present moment and adding to your professional tolerance of being without devices all of the time.

1. I will give you a “tech break” during class - please do not check your phones until that time. If there is a big life circumstance going on, please let me know at the beginning of class and we will talk about your use of your phone.
2. There will be times when I will ask you to take out your laptop and smart devices in the classroom to further our collective learning. Other than that, I strongly recommend NOT using laptops in class. The reasons are threefold:

a. It is hard to not check other things, which impairs your learning. You most likely are not aware of the impairment, but the research is quite clear.

http://www.slate.com/articles/health_and_science/science/2013/05/multitasking_while_studying_divided_attention_and_technological_gadgets.html Links to an external site.

b. Even if it doesn't impair your learning, it impairs others learning.
<https://www.sciencedirect.com/science/article/pii/S0360131512002254> Links to an external site.

c. You write more but learn less. Writing your notes creates synthesis which increases learning.
<https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>

d. It also impairs long-term retention. This new study shows a causal effect with grades being lower by about half a letter grade.

<https://www.insidehighered.com/news/2018/07/27/class-cellphone-and-laptop-use-lowers-exam-scores-new-study-shows> Links to an external site.

So I am asking you not to use laptops unless you need or strongly prefer a laptop to take notes. In that case talk to me beforehand, and we will make that work.

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.

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	

ASSIGNMENTS AT-A-GLANCE

Assignment distribution by percentage:

- Weekly Canvas Assignments 25%
- Mid-Term Check-In 10%
- Reference Page/Outline 2%
- Special Interest Paper 10%
- Presentation 5%
- Participation 18%
- Final Exam 20%
- Off-Site Events and Reflection 10%
- Total Points 100%

COURSE SCHEDULE AND ASSIGNMENTS

1. Weekly Canvas Assignments (25%): These assignments will include the following: 1) DAP note from the previous class, 2) before each new chapter, answer the weekly Canvas questions/assignments, and 3) respond to prompts from your professor. Be prepared to share in class.
2. Mid-term Check (10%): The check-in will focus on the first half of the semester's readings, lectures, and information learned from activities and guest speakers.
3. Reference page/Outline (2%): Policy is ever-changing; new and emerging information is found in scholarly journals and newly released articles. A goal of the course is to expose you to the major debates in social work and related disciplines. The best new and emerging information is found in the major scholarly journals. You will select an article from a respected, scholarly journal relating to the policy analysis paper (this article needs to be included in the paper described in #6).
4. Special Interest Paper (10%): A goal of the course is to encourage the application of a policy analysis framework. You will select a policy (agency, county, state, or federal) and write a policy brief using the recognized policy framework analysis. This paper

will also assess progress toward your specific course objectives. Additionally, the references for this paper must include such items and may not all be from Internet sources. Consideration should be made to the recent literature in social work and related disciplines (within the last 5 years) and its implications for practice. The paper must be in APA 7th edition format.

5. Presentations (5%): A crucial part of social work professional development is public speaking. To nurture this, you will do a presentation over a portion of the assigned chapter. Additionally, you will give a presentation on your policy analysis paper. Both presentations will be graded based on the department oral rubric.
6. Attendance and Respectful Class Participation (18%): *(See attendance section below for how excessive absences affect your grade.)* To earn full points for discussion participation, you must be present for the full discussion, come prepared to hand in the assignments at the beginning of class, and engage in class dialogue. Your regular attendance and participation in the discussion sessions and in classroom activities is critical to the success of the class. You should plan to attend class and have read the material and be prepared to discuss, debate, and develop thoughts each class session. Canvas feedback to guest speakers will be included here. *Attendance alone does not equal participation. Distracting behaviors like excessive side conversations, rudeness to the class members and/or professor, working on tasks unrelated to the current class discussion, or texting will not be tolerated due to their lack of respect.*
7. Final Exam (20%): *The published time for the final examination is one of the considerations when enrolling for a course. You are expected to arrange your personal affairs to fit the examination schedule.* The exam will be comprehensive in nature. The exam will focus on the semester's readings, lectures, and information learned from activities and guest speakers.
8. Off-Site Practical Application and Reflection (10%): This course includes practical application or exposure to current policy issues that require participation in off-site experiences during classroom hours. Reactions must be posted on Canvas and will be discussed in class. You must attend each of these described below:
 - o Attend an on-site event. Following a long tradition of PLNU School of Social Work involvement, we will all attend the January 26 "Point in Time" count - more information can be found [here](#). You will be considered a volunteer for the The Regional Task Force on Homelessness (RTFH).
 - o Attend an off-site event and volunteer. More info to come.
 - o Write a reflection on the similarities and differences between the 2 events.

SPIRITUAL CARE

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

If you have questions, a desire to meet with the chaplain, or if you have prayer requests, you can contact the [Office of Student Life and Formation](#).

STATE AUTHORIZATION

State authorization is a formal determination by a state that PLNU is approved to conduct activities regulated by that state. In certain states outside California, PLNU 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 PLNU 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. **LATE ASSIGNMENT DEDUCTIONS - I understand that things come up, you are very busy, and you have a lot of assignments due in my class and other classes, but to follow the PLNU policy of late assignments, I will deduct 10% if an assignment is 1 day late, 20% if an assignment is 2 days late, and 30% if an assignment is 3 days late or more.**

PLNU COPYRIGHT POLICY

PLNU, 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.¹

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

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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.

SEXUAL MISCONDUCT AND DISCRIMINATION

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix

PLNU ATTENDANCE AND PARTICIPATION POLICY

This is an in-person course. Course meetings are face-to-face with no more than 25% online delivery. 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.

ASSIGNMENTS AT-A-GLANCE

[Refer to Canvas for the more detailed schedule of assignments.](#)

DATE	CLASS CONTENT OR ASSIGNMENT	ASSIGNMENT DUE DATE
WEEK 1 1/10/23	Introduction to class	
1/11/23	Introduction to Generalist Practice with Organizations and Communities	Read: Chapter 1
WEEK 2 1/16/23	<i>MLK Day No Class</i>	Read : MLK Voting Rights Speech at PLNU , Watch Read Chapter 2
1/18/23	Stress and Time Management	Chap 1-2 assignment on Canvas (due 1/20/23) Read Chapter 2
WEEK 3 1/23/23	Using Micro Skills with Organizations and Communities	Read Chapter 3 Chap 3 assignment on Canvas Team Green
1/25/23	Using Micro Skills with Organizations and Communities	<i>Chapter 3 - no class in place of other events this week</i>
Special Events	January 26 - Point in Time Count	Students who need internships next year - Friday, January 27, 2023, from 9AM - 12PM. The Agency Fair will be once again held <u>virtually</u> through Zoom and includes PLNU, SDSU, and CSUSM.
WEEK 4 1/30/23	Group Skills for Organizations and Community Change	Chapter 4 Chap 4 assignment on Canvas Team Yellow
2/1/23	Group Skills for Organizations and Community Change	Chapter 4 Team Green
WEEK 5 2/6/23	Understanding Organizations	Chapter 5 Chap 5 assignment on Canvas Team Yellow
2/8/23	Understanding Organizations	Chapter 5 Reference Page Due Team Green
WEEK 6 2/13/23	Decision Making for Organizational Change	Chapter 6 Chap 6 assignment on Canvas Team Yello
2/15/23	Decision Making for Organizational Change	Chapter 6 Outline Due Team Green
WEEK 7 2/20/23	Implementing Organizational Change: Agency Policy, Projects, and Programs	Chapter 7 Chap 7 assignment on Canvas Team Yellow

2/22/23	Implementing Organizational Change: Agency Policy, Projects, and Programs	Chapter 7 Special Interest Paper Due Team Green
WEEK 8 2/27/23	Mid-term Review	Chapters 1-7 Team Yellow
3/1/23	Mid-Term Check-In	Chapters 1-7
3/6/23 - 3/10/23	Spring Break!	No Class
WEEK 9 3/13/23	Understanding Neighborhoods and Communities	Chapter 8 Chap 8 assignment on Canvas Presentation Team Yellow
3/15/23	Understanding Neighborhoods and Communities	Chapter 8 Presentation Team Green
WK 10 3/20/23	Macro Practice in Communities	Chapter 9 Chap 9 assignment on Canvas Presentation Team Yellow
3/22/23	Macro Practice in Communities	Chapter 9 Presentation Team Green
WK 11 3/27/23	Evaluating Macro Practice	Chapter 10 Chap 10 assignment on Canvas Presentation Team Yellow
3/29/23	Evaluating Macro Practice	Chapter 10 Presentation
WK 12 4/3/23	Advocacy and Social Action with Populations at Risk	Chapter 11 Chap 11 assignment on Canvas Presentation
4/5/23	Advocacy and Social Action with Populations at Risk	Chapter 11 Presentation Team Green
WK 13 4/10/23	Ethics and Ethical Dilemmas in Practice with Organizations and Communities	Chapter 12 Chap 12 assignment on Canvas Presentation Team Yellow
4/12/23	Continued	Chapter 12 Presentation Team Green
WK 14 4/17/23	Using Supervision	Chapter 13 Chap 13 assignment on Canvas

		Presentation Team Yellow
4/19/23	Using Supervision	Chapter 13 Presentation Team Green
WK 15 4/24/23	Developing and Managing Agency Resources	Chapter 14 Chap 14 assignment on Canvas Presentation Team Yellow
4/26/23	Developing and Managing Agency Resources	Chapter 14 Class Review
FINAL	Final Exam	<i>May 5 from 10:30am - 1pm</i>

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.

CORE TOOLS AND CONCEPTS

SWK3071 Practice II – Macro builds on the knowledge and principles you learned in SWK3070 Practice I – Micro, the 10 CSWE and PLNU EPAS (see on page 3-4), and the 6 IDEA course objectives.

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
- CCEEEEC 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 & 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 you 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 off-campus* assignment.

General Description of Assignments (see Canvas for more information):

- Checking for Understanding – Cumulative Midterm and Final Exams; weekly check-ins on Canvas.
- Reaction Papers to Community Outreach – 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.
- On-line check-ins over the assigned reading due before Monday’s class.
- 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.
- Complete assignments to be included in your portfolio.
- ***Active participation in a minimum of two off-campus community events as specified by the instructor.***
- **Some sessions will be held outside the classroom and extend beyond the class hour.**

PLEASE PLAN AHEAD for field service dates.

Community Outreach Events – Off Site.

1. January 26 - Point in Time Count. Look here to sign up - [here](#).
2. Tour of Peninsula Shepherd Senior Center - see information - [here](#).