



School of Behavioral and Social Sciences

Department of Sociology, Social Work, and Family Sciences

SWK 3003 - Introduction to Social Work

3 units

Fall 2025

Meeting days/times (MWF 12:15 pm – 1:10 pm)

Meeting location (Rohr 112)

Final Exam: (Friday, December 10:30am-1pm) ☼

INFORMATION	SPECIFICS FOR THE COURSE
Instructor title and name:	Colleen Jensen Cook, LCSW
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Office location and hours:	Room 102, by email appointment, and M, W, F from 11-12p

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.

Program Learning Outcomes

Upon graduation, social work students will know and be able to demonstrate the following program learning objectives (PLOs) in their chosen discipline of social work. The PLOs are based on the 2022 Council for Social Work Education (CSWE) Policy and Accreditation Standards:

1. *Demonstrate ethical and professional behavior.*
2. *Advance Human Rights and Social, Racial, Economic, and Environmental Justice*

3. *Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice*
4. *Engage in practice-informed research and research-informed practice.*
5. *Engage in policy practice.*
6. *Engage with individuals, families, groups, organizations, and communities.*
7. *Assess individuals, families, groups, organizations, and communities.*
8. *Intervene with individuals, families, groups, organizations, and communities.*
9. *Evaluate practice with individuals, families, groups, organizations, and communities.*
10. *Engage social work practice with faith.*

Course Description and Learning Objectives

From the PLNU 2025-2026 catalog; this class is: *an historical and contemporary view of the profession of social work within the field of social welfare: the values, the ethical standards, the knowledge base, and the social welfare programs and services where social workers practice.*

Course learning objectives (CLO's) are statements of what students are expected to know, understand and be able to do by the time they complete the Intro to Social Work course:

Students, you will:

1. *Define generalist social work practice.*
2. *Describe the historical development in the United States of the social work profession, social welfare systems and services (with particular attention to diverse and special populations).*
3. *Demonstrate an understanding of social welfare systems and services in the United States.*
4. *Present an introduction to the strengths and systems perspectives in social work practice.*
5. *Discuss social work values and ethics in light of the prevailing societal values and the Christian faith. Integrate Christianity with social work ethics, values, and practices.*
6. *Show critical thinking and the development of decision-making skills, particularly regarding issues of social and economic justice.*
7. *Demonstrate identification with professional social work practice.*
8. *Demonstrate sensitivity to diverse and special populations.*
9. *Plan and execute an activity aimed at enhancing social and economic justice.*
10. *Assess and evaluate the class's activity, including each participant's contribution to the development and implementation of the small-scale social intervention.*

Course Evaluation

The underlined sections are the IDEA standards which you will use to evaluate the course at the end of the semester.

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.*

Texts and Recommended Study Resources*

Students are responsible for having the required course textbooks prior to the first day of class.

All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

Required

Keith-Lucas, A. (2021). *So you want to be a social worker: A primer for the christian student*. North American Association of Christians in Social Work. St. David's PA.

Zastrow, C. Hessenauer, S.L. (2023). *Introduction to social work and social welfare: Empowering people*. 13th edition. Cengage: Boston.

For cost savings, the 12th edition could be used. Please discuss the text book with the professor since the assignments will be based on the 13th edition.

Lomabooks Instructions for Students★

*This course is part of our course material delivery program, **LomaBooks**. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.*

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.

*For more information about **LomaBooks**, please go: [HERE](#)*

SCHOLARSHIP

- **APA 7TH EDITION** - To offer a multidisciplinary approach, this course will adhere to APA 7th edition guidelines. Please refer to the Purdue Owl website for more information.

- For your research papers, the professor expects you to use the database searches in the Ryan Library as opposed to internet articles. If you use Google Scholar, reference that article in the Ryan Library as well. The home page is found here - [Ryan Library](#)
- Refer to the PLNU Department rubrics for grading. Information found on Canvas.

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 16 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 page 17 for the point distribution!

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	

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 [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Content Warning*

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In Introduction to Social Work all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally

curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of social work, and I will support you throughout your learning in this course.

Trigger Warning*

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In Introduction to Social Work, we will cover a variety of topics, some of which you may find triggering. These topics include poverty, abuse, history that has led to the need of ADEI efforts, misogyny, etc. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of social work and I will support you throughout your learning in this course.

Incompletes and Late Assignments (Timely Assignments)

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 (this is also in the course syllabus), *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.*

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.

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

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 distance education outside California.

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 Recording Notification ©

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy and Integrity ☼

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. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

Artificial Intelligence (AI) Policy ☼

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

[MLA Style Center: Citing Generative AI](#)

Once again, I expect you to do ORIGINAL WORK. Write your own ideas. If you decide to use AI for editing reasons, I am expecting you to PLEASE include a page after the APA-7th-student-edition title page, stating that you used AI. Also include which program you used and what you used it for.

Here is an example of what I am expecting you to include:

Use of ChatGPT for Editing Purposes:

A revision of this paper was completed and Grammarly was used to check for writing errors and inconsistencies on the revised version. Grammarly pointed out several sentences that were written in the passive voice. ChatGPT was used to revise passive sentences in an active, scholarly voice.

I also asked ChatGPT to review my submission against the assignment prompt and rubric provided. ChatGPT prompted me to add an explanation of aspects to add to the introduction, strengthen transitions within the body of the paper, and work on adding an application to professional practice or implications for practitioners.

This class will also be in the PLNU Pilot program of Visible AI.

PLNU Academic Accommodations Policy®

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). 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 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

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. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

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. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

Language and Belonging*

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

Sexual Misconduct and Discrimination*

In support of a safe learning environment, 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 accommodations and resources 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, faculty and staff are 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.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias.

Rights as a PLNU Traditional Undergraduate (TUG) Student

- Accommodations - Education Access Center: [see website here](#)
- Community:
 - Associated Student Body - [see website here](#)
 - Community Ministries - [see website here](#)
 - Multicultural and International Students - [see website here](#)
 - Commuter Services - [see website here](#)
 - Veterans Services - [see website here](#)
- Food - Loma Shares: [see Instagram page here](#)

- Give Feedback on this Course:
 - The class will focus on the textbooks, relevant current events, IDEA course objectives, the CSWE 2022 EPA (look at syllabus for these acronyms), and course objectives.
 - Health -
 - Mental Health in Evans - [see website here](#)
 - Physical - Wellness Office in Nicholson Commons - [see website here](#)
- Help if something is too much for you: 911, Public Safety, 988, Access and Crisis Line - [see website here](#)
- Knowledge about the:
 - PLNU Student Handbook - [see website here](#)
 - PLNU Social Work Program Handbook (see Canvas)
 - PLNU Social Work Internship Handbook (see Canvas)
 - CSWE 2022 EPAS (for our program accreditation) - [see website here](#)
 - NASW Code of Ethics - [see website here](#)
- Personal Bill of Rights: [see website here](#)
- Rest:
 - This is where I like to go to do yoga for rest! See [here](#)
 - **What do you like to do?**
- Safety:
 - Title 9 Office and form: [see form here](#) and section above
 - Public Safety: [see website here](#) and phone number is (619) 849-2525
 - Bias Reporting Form: If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at [website here](#)
- United Nations Declaration of Human Rights:
 - Rights of Indigenous People - [see website here](#)
 - Universal Declaration - [see website here](#)

Classroom Culture

Course Expectations

<i>What I Expect of You</i>	<i>What You Can Expect of Me</i>
Be informed. Read this syllabus carefully and completely so you understand the course structure and expectations.	Enthusiasm. To be prepared for each class and to bring my enthusiasm for teaching to each learning interaction.
Be attuned. Keep up with readings and assignments, as each one builds on the previous one.	Responsiveness. To respond to emails within 24 hours. For those that know me already, you

	know that I usually respond faster than this. Emails received on weekends or while I'm traveling may take longer.
Ethical. A good attitude and maintenance of honest and ethical principles towards me, your classmates, and the execution of the course. Please read PLNU Principles of Community and Conduct Code found here .	Timely feedback. To make every effort to return graded assignments within one week of the submission date.
Integrity. An honest, fair, responsible, respectful, trustworthy, and courageous effort on all academic work and collaboration. Please read the PLNU Policy on Integrity of Scholarship.	Integrity. To uphold integrity standards and create an atmosphere that fosters active learning, creativity, critical thinking, and honest collaboration.
Be flexible. Our teaching schedule and environment may need to change with little notice due to Covid and other factors. Let's work together to adapt and make the best of our circumstances.	Reasonable accommodation and understanding for student situations that Arise (especially when covered by EAC accommodations). However, I will not make exceptions for one person that are not available to every other person in the course.

Covenant and Community Guidelines

Consider this syllabus not as a contract but as a covenant among all of us. Let us build an environment that helps us all feel loved, welcomed, and challenged-supported, a balance of understanding where we are coming from as well as extending our growth zones—hard but necessary. Toward this end, let's keep in mind the following aspects.

Remember! You may want/need a letter of recommendation from me someday! Please present yourself well in class!

RESPECT

What does this look like? How do we embody it?

- *Use inclusive language. Our words have power, so let us be considerate of what we say and write and how they may impact others. Speak up/out as needed with courage, grace, and humility.*
- *Give your full attention to the faculty and to your peers. Some theologians describe prayer as attention. As we seek to become our best selves to serve God's world, let us consider how we act and interact. Put away your phones, other electronic devices, and anything that takes attention away from the task at hand, while class is in session.*

- *Come to class on time, participate actively, and do not pack your materials before dismissal. Please plan ahead in terms of looking for parking spaces or printing materials before coming to class. We will take the entire class time, so schedule other activities around our class time.*
- *Be honest with your work. Do original work and give appropriate credit to the ideas of others. This includes proper citation formats on papers/projects.*
- *Say “I’m sorry for my mistake. Please teach me.” God created us to be interdependent beings—we cannot live alone and we grow to be “more perfect in God” when we learn from each other. Let us acknowledge when we hurt each other—even without the intent to—and be humble.*

If you have any questions or concerns or just want to chat, please feel free to contact me by e-mail or make an appointment with me to talk during office hours. I look forward to building this learning community with you.

Ways to Communicate about Class

You can find the information you need to answer questions about the class by asking your colleagues, checking Canvas, checking the syllabus, and listening in class.

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 withdrawal date or, after that date, receive an “F” grade.

In this class, your attendance will count at 5% towards your grade. You may miss two classes without impact on your grade. If you miss 3 classes, the percentage will be reduced by 50%. If you miss 4 classes, the percentage will be reduced by 100%. I will take attendance every class meeting for accountability.

- **Tardy.** You will be counted **tardy** if you are two minutes late. Being tardy distracts the classroom, is not professional, and will count against your attendance points.
- **10 minutes.** Being late, leaving early, or missing 10 minutes of class or more counts as an absence. You are responsible for being in class the entire time. Do not schedule appointments, work, or advising meetings during our class. If faculty/advisers ask to meet with you during our class, please let them know about my policy and to plan accordingly. An email from the adviser/faculty will not excuse this absence.
- **Electronics/Phones.** Being asked to put away your electronics after class has started counts as an absence. Having your phones/computers out after I start lecturing counts as an absence, whether or not I ask you to put it away again. I will simply note your use and subtract attendance points.
- **Two Wellness Days.** I recommend saving these two days for when you are not feeling well or need more rest. You are also still responsible for turning in the homework and assignment by the deadline.

Quiz/Exam dates are not open to Wellness Days. Also, PLNU policy: Absences with doctors' notes are not considered excused absences. Professors are not to ask students for HIPAA information (medical documentation).

- **Excused Absences.** Excused absences are only those approved by the Provost for specific students participating in certain university-sanctioned activities. I get emails directly from the university with students' names on them. If I do not receive an email from the Provost's office for your event, it counts as an absence.

- **In-Person Learning.** With the exception of university-mandated virtual learning or if a student has been approved by the university due to health concerns (I will get an email), students who ask to be on Zoom for a class session will still be considered absent.

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 withdrawal date or, after that date, receive an "F" grade. See Academic Policies in the Undergraduate Academic Catalog.**

Use of Technology

There are NO laptops allowed for note-taking during class meetings (iPads are OK when using the pin - please ONLY use this for taking notes of THIS class). Please come to class with a notebook and a pen/pencil. You may use an iPad, but note that ONLY HARD COPIES of notes are allowed during quizzes/exams in Canvas with Honorlock. As a culture in this department, our colleagues had this policy even before COVID. When she allowed it one semester, the general outcomes had been disengagement, distractedness, and lower exam scores. Other faculty feel similarly and below are reasons why. On the following page, I included links to scholarly research that support this policy.

Why do my fellow faculty and I feel so strongly about putting away electronics in class?

1. Avoid zombie note-taking. Zombie note-taking does not equal learning. Instead of copying everything, synthesize what you are learning. Highlight what stands out to you. [here](#)
2. Avoid distracted note-taking. When you are on your laptop or phones, it is hard not to check other things. Notifications interrupt your learning process and sense-making. [here](#)
3. Avoid distracting your peers. When your peers see your online activity, it interrupts learning. [here](#)
4. Avoid time wasted in class. Listening intently in class equates to less studying-cramming time before exams or paper deadlines.

- **Electronics/Phones.** Being asked to put away your electronics after class has started counts as an absence. Having your phones/computers out after I start lecturing counts as an absence, whether or not I ask you to put it away again. I will simply note your use and subtract attendance points.

Assignments must be written with focus on the Bean's Hierarchy of Writing [see information here](#). Papers and references will adhere to APA 7th edition standards.

PLNU Course Modality Definitions*

1. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

See [Academic Policies](#) in the Undergraduate Academic Catalog.

Loma Writing Center - Writing Help!

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

If I get notice that you receive feedback on your Social Work Pioneer Paper from the writing center, you will receive additional points.

- [Appointment Calendar](#)
- [Website](#)
- Email: writingcenter@pointloma.edu

Assignments must be written with focus on the Bean's Hierarchy of Writing [see information here](#). Papers and references will adhere to APA 7th edition standards.

Assignments At-A-Glance

COURSE SCHEDULE AND ASSIGNMENTS - please continue to check Canvas for updates.

ASSESSMENT AND GRADING - DO NOT DOUBLE COUNT USE COURSEWORK WITH THIS CLASS FOR ANOTHER CLASS!

- **Activities** - for Senior Social Work Portfolio. See more information on Canvas.
- **Attendance** - Attendance is extremely important. Additional absences result in point deductions. If you miss more than 3 classes, I will report it to the Dean. If you miss more than 6 classes, you will be disenrolled. The professor will take attendance at the beginning of every class. If you are more than 7 minutes late, you will be considered tardy.
- **Community Ministries (CM) Assignments** - **DO NOT use the same one if you are using it for another class!**
 - Participation in CM is an important element to help achieve these learning outcomes and, more importantly, transformative personal and relational growth. There are three types of ministries in which you can be involved: Homeless Ministries, Children and Youth Ministries, and Visiting Ministries. Check the link below for more information on these: <https://www.pointloma.edu/offices/student-life-formation/community-ministries>
 - You will need to register as a CM volunteer. The registration link is on the site and the Instagram link in bio (@PLNUCommunity Ministries).
 - When you register, you will be able to note for which ministry/ministries you would like to be on the weekly email list.
 - Each ministry team sends their WEEKLY SIGN-UP EMAIL out 48-72 hours before their event.
 - If you would like to participate during a particular week, you will need to sign up to request a spot. If you request a spot, you must be 100% certain that you can attend and can fulfill the volunteer requirements. You may need to be put on a waiting list.
 - The ministry leaders will email approximately 24 HOURS ahead of time to let volunteers know if they received a spot.
 - Each team has limited spots and cannot always accommodate everyone and/or late sign-ups. They will do their best to balance new and regular volunteers.
 - Attend and participate whole-heartedly! If you have an emergency and cannot attend, you must notify the ministry leaders ASAP so they can notify the next person on the waiting list.
 - Proof of participation for this course will be given when students return to campus (see below for what is accepted in our course). Students will not be able to drive individually to the ministry sites, but will need to ride on the van provided by the university.
 - IN CANVAS: To be able to earn credit, students must do/submit the following:
 - Sign-in with the student ministry leaders. I will verify student participation with the Director.
 - In previous semesters, there have been students who committed academic dishonesty (such as submitting two reflection papers but only having done one ministry visit) and thus did not earn points.
 - SECTION ONE: You will need to take a PHOTO with your team. (+5 pts)
 - The photo can be either inside the van, in front of the ministry site, or after the ministry visit, depending on the student ministry leaders' preference.

- One ministry leader must be present in your photo from the afternoon/evening of your participation.
- Out of respect and courtesy, do not take a photo of or with people where you are volunteering (children, unhoused people, seniors).
- SECTION TWO: Beneath your photo, include the following information:
 - Which ministry visit did you attend?
 - Which date did you participate in the ministry visit shown in the photo?
- SECTION THREE: Below the photo and quick information about the ministry and date of visit, you will also need to submit your observations, as if a news report. This section must be within the range of 150-200 words. This is where you would write people's names you met, some facts about the site, memorable moments during the visit. Who did you meet? What did you hear? What happened around you? What did you see? What did you do? Be specific. (+10 pts)
- SECTION FOUR: You will then need to submit your reflections and application of key concepts and themes of the course, as if a journal. This section must be within the range of 300-400 words. (+15 pts)
 - Write ALL OF THE KEY CONCEPTS in bold face and italicized or underline them so that your TA and I can clearly see them. There are about 40+ of you (plus 40+ in another course), so please help us read these well. Failure to do so will result in less points.
 - Incorrect definitions and insufficient application of key concepts will result in less points. Aim for substantive reflections!
 - CM #1: Correctly use and integrate 1-2 key concepts/themes from weeks 1-7.
- CM #2: Correctly use and integrate 1-2 key concepts/themes from weeks 8-13.
- SECTION FIVE: And for both submissions: consider how you were practicing or had difficulty practicing cognitive empathy, the sociological imagination, and cultural humility. Did you observe ethnocentrism, xenocentrism, or cultural relativism in yourself and/or among others? How did your socialization or upbringing influence your reactions, observations, and interactions? Describe specific moments during the visit.
- **Group Action Project:** The class will be responsible for identifying, planning, and implementing a project consistent with social work and Christian values. Students will be entirely responsible for the project. The group must document the steps and the processes involved in taking the project from vision to reality. You are strongly encouraged to begin the discussion of the project early to ensure its completion by the first week of December.
- **Learning Assessments:** There will be 4 learning assessments in this class. Please see schedule.
- **Paper Analysis** of So You Want to Be a Social Worker. This is not a book report/summary. Instead this assignment invites you to process and reflect on themes in the book that made a difference in your understanding of the social work profession and identity. More information on Canvas.
- **Presence, Preparation, & Participation:** Presence (mind, body, and spirit) is vital for success in life. Simply showing is expected in most professional settings. Presence is one of three elements that will make up this portion of your grade. The value of presence can be enhanced by

thoughtful **Preparation.** Being prepared for class, work, a meeting, goes a long way. So I will be assessing preparation daily. **Participation** is key for building a collaborative learning community. You will earn these participation points by being actively involved in classroom discussions, small group activities, and periodic in class assessments. Points will be distributed proportionally.

- Giving your colleagues and professor good eye contact.
- Showing excitement for learning the material and being in class.
- Coming to class prepared by reading the material, taking notes, doing the homework, and synthesizing the information with the world around you.
- Engaging in respectful and polite discourse with the professor and other students.
- Points will be deducted if you do the following and the professor will correct you and perhaps ask you to step outside:
 - Participating is impolite and threatening .
 - Talking is dominating the class too much and not giving others a chance to speak.
 - Texting or doing computer/school work not directly related to the class.
 - Having excessive side conversations (or other distracting behaviors) while others are talking.
- **Reading Guides** - The assigned textbook will give you a wealth of knowledge about the profession of social work. You won't learn the information fully unless you read it. I understand that you have a lot of reading and other work in classes, so I am going to give you weekly reading guides to walk you through the chapters. It is your choice if you complete these or not. If you do complete them all, you can bring them to class on assessment day and use them. You will also get 5 extra points on the assessment. These must be hand written with original ink and not photocopied. (if they are, you will not get the extra 5 points on the assessment).
- **Professional Exploration Interview and Presentation.** Social work requires people to network or connect with each other. Our networks are one of our most valuable assets as social workers. As a result, we will begin to develop our professional networks from the start of our education. The goals of this assignment are: to identify areas of professional interest; begin the development of a professional network; improve planning and communication skills; develop the ability to present important information to key partners. The assignment will require identifying and interviewing a social work professional. It is important to identify a professional from a field of social work practice who sparks your personal interests. Once the professional has been identified and interviewed, a 5-minute presentation outlining the field of practice, the path the professional took to their chosen field, and the insights gained from the interaction will be presented. These are formal presentations. Dress and behave professionally.
- **Reflections.** To meet the learning objectives of this course (especially development of professional identity in social work), you will be invited to reflect on your journey of growth. The professor will give you a folder with paper to write in class, and you will also be asked to write on Canvas. See Canvas for more information.
- **Social Work Pioneer Paper:** A goal of this course is to expose us to the history of the profession. Many social workers have pioneered new areas of intervention and practice. Each student is expected to select a social work pioneer and write a formal research paper on the pioneer and their contributions to the field. This paper is historical in nature. Students are

expected to use both primary and secondary sources for the research; thus, while the internet can be a great resource it is not considered an adequate source for this kind of paper. The paper should not exceed 10 doubled spaced pages, using a 12-point font. Page borders must not be less than 1 inch. All references must be in the format of the American Psychological Association. The paper will be built in discrete sections that will be required over the course of the semester. A listing of pioneers can be found at naswfoundation.org, California socialworkhallofdistinction, or in Volume 3 of the *Encyclopedia of Social Work*.

Grade Breakdown by Percentages

<u>Assignment</u>	<u>Percentages</u>
Activities for Senior Social Work Portfolio	2%
Attendance (please see section on PLNU's policy on missed classes) -miss 2 *classes, no deduction -miss 3 *classes, 50% deduction -miss 4 *classes, 100% deduction Remember that you could be <u>disenrolled</u> if you miss too many! *only university-approved absences are considered excused *unauthorized phone/tech use during class counts as an absence	5%
Community Ministries Reflections (5% each)	10%
Group Action Project	7%
Learning Assessments (4 x 6% points Each)	24%
Final (Written Reflection and Pioneer Presentation)	20%
Paper/Book Analysis on "So You Want to Be A Social Worker"	2%
Presence, Preparation, and Participation	10%
Professional Exploration Presentation	3%

Reflections (on in-class activities/guest speakers)	7%
Social Work Pioneer Research Paper	10%
Total Points	100%

Week	Date	Lessons	Reading	Due Dates
Week 1 Part 1	Labor Day No Class	Send out syllabus ahead of time and have them to do before coming		
Intro: Social Welfare and Social Work Chapter 1 - <i>Social Welfare: Its Business, History and Future</i> (p. 2-16)	9/3	Cover syllabus and Expectations Class Norms Chapter 1 Social work skills (relates to class norms)	Syllabus <u>So You Want to Be a Social Worker</u> (SYWTBSW) Chapter 1	SWEAP Intro Assessment Make Google Senior Folder and Share with Me
	9/5	Questions about syllabus and norms? Use the GIM and 7 Steps to introduce need of SWEAP <i>Chapter 1</i> <i>- Relationship to other disciplines</i> <i>-Residual vs. Institutional Views</i>	Preview chapter 1 and Discuss Reading Guide	<i>Sign up for SYWTBSW 5-minute overviews</i>
Week 2 Chapter 2 - <i>Social Work as Profession and a Career</i> (19-46)	9/8	Guest Speaker: Dana Hojack - PLNU Community Ministries <i>Chapter 1: Goal and Future</i> <i>Chapter 2: Brief History and Self-Care</i> (SYWTBSW- chapter 1 - Finding Common Ground)	(SYWTBSW- chapter 1) Chapter 1 Preview Chapter 2	Reflection Reading Guide Sign up for Community Ministries
	9/10	Guest Speaker: Heatherlyn - yoga, music, self-care (Fermanian Conference Room) Chapter 2	Chapter 2 <u>NASW Code of Ethics</u>	Reflection <u>Selfawareness Identity</u> <i>Long-Term</i>

				<i>Distress</i>
	9/12	<i>Chapter 2:</i> - Multiskilled roles around the world - Medical vs. Systems - Models (Ecological and Strengths)	Chapter 2 Flexner Report	
Week 3 Chapter 3 Generalist SW Practice (p. 54-79)	9/15	<i>Chapter 3: Generalist Social Work Practice Defined</i> <i>SW w/Individuals, Families, Groups, Organizations, Community</i> (SYWTBSW- chapter 2 - Nature of Human Beings and Society)	Chapter 3	
Part 2 Poverty and Social Welfare Knowledge base (Systems and Services)	9/17	Chapter 3: Social action discussion - groups <i>Knowledge, Skill, Values</i> <i>Practice Area Overview!</i> <i>Preview Chapter 4: Poverty</i>	Chapter 3	Brene brown values sheet Social Action Group Ideas
	9/19 Dept Chapel	Guest Speaker: Dr. Kevin Modesto - Talk about SW Pioneer Preview Chapter 4 <i>Problem of Poverty</i> <i>History of Responses</i>	Dr. Modesto's paper	Reflection and start thinking about a pioneer
Week 4 Chapter 4 Poverty (82-98) Chapter 5 Emotional/Behavioral Problems and Counseling (102-130)	9/22	<i>Chapter 4:</i> - Income Inequality - Defining Poverty as Policy - Who is Experiencing It? - Causes, Culture, Functions of It <i>Social Insurance</i> <i>Public Assistance</i> <i>One Solution</i> <i>SW and Public Welfare</i> (SYWTBSW- chapter 3 - Social Work Insights from the Christian Faith)	Chapter 4	Take a Step Reflection
	9/24	<i>Perspectives on Emotional and Behavioral Issues (History, Causes, Definition, Population Groups, Treatment)</i>	Chapter 5 DSM-5 and DSM-5-TR	<i>Pick pioneer</i>
	9/26	Guest Speaker: Sally Peterson, LCSW	Chapter 5	Reflection

		Chapter 5		
Week 5	9/29	In-Class Exam <i>Bring Completed Reading Guides</i>		Assessment 1 (Chapter 1-5)
Chapter 6 Family Problems and Services to Families (133-167)	10/1	<i>Chapter 6</i> <i>-Diverse Family Forms</i> <i>-Issues Affecting Families</i> <i>-Services to Families</i> (SYWTBSW- chapter 4 - Social Work and the Bible)	Chapter 6	Social Action Check-In
	10/3	Guest Speaker: Deonta Winston, County of San Diego PLNU Social Work Alumni	Chapter 6 Website	Reflection
Week 6	10/6	<i>Chapter 7</i> <i>-Dimensions of Sexuality</i> <i>-Practice Considerations</i> <i>-How you as a Student can Help</i> (SYWTBSW- chapter 5 - Social Work and Sin)	Chapter 7 Unicorn see here PLNU Voices of Love see here	Pioneer Reference list
Chapter 7 LGBTQIA (171-198) Chapter 13 Sexism and Efforts toward Equality (353-373)	10/8	<i>Chapter 7</i> <i>Chapter 13</i> <i>History of Sex Roles and Sexism</i> <i>Recent Developments and Future</i>	Chapter 7 Chapter 13	Social action check in
	10/10	Chapter 13 <i>Sexism and SW</i> <i>Future of Women's Movement</i> Discuss SW interviews	Chapter 13	Ideas of Practice Area and Interview
Week 7	10/13	<i>Chapter 8</i> <i>-Drugs and Substances</i> <i>-Sociological Theories</i> <i>-Rehab Programs</i> (SYWTBSW- chapter 6 - A Christian View of Suffering)	Chapter 8	Pioneer Paper Outline
Chapter 8 Drugs, Substance Abuse (p. 204-233) Chapter 9 Crime, Juvenile Delinquency (236-266)	10/15	Chapter 8 continued Chapter 9 preview	Chapter 8 Chapter 9	Social Action Check-In
	10/17	<i>Chapter 9</i>	Chapter 9	Community

		<i>Nature and Extent Crime Causation and Types Criminal Justice SW and CJ</i>		Visit #1 Due
Week 8	10/20	Guest Speaker: Suzanne Mondell Cook LCSW (SYWTBSW- chapter 7 - Social Work and Witnessing)		
	10/22	<i>Assessment 2 In-Class</i>		Assessment 2 (chapters 6,7,13,8,9)
	10/24	Fall Break - No Class!		
Week 9 Chapter 10 Problems in Education/ School Social Work (p. 270-296)	10/27	Guest Speaker: Kate (SYWTBSW- chapter 8 - The Spiritual and the Material)	Chapter 10	Pioneer Paper Due
	10/29	<i>Chapter 10 - Issues in Education -Toward Equal Ed Opp -School Social Workers</i>		Social Action Check-In
	10/31	Chapter 10 Chapter 11 Preview	PPS	
Week 10 Chapter 11 Work-Related Problems and Social Work in Workplace (p. 299-317)	11/3	<i>Chapter 11 -Brief History of Work -Problems in Work Setting -SW in Workplace</i> (SYWTBSW- chapter 9 - Hope and Resilience)		
	11/5	Chapter 11		
	11/7	Cinema Day		Reflection
Week 11 Chapter 12 Racism, Ethno, Strategies (320-348)	11/10	<i>Chapter 12 -Ethnic Groups and Ethno -Causes of Rac Discrim/Effects and Costs -Race and Racism s -Strategies for Advancing -Multi-cultural SW</i> (SYWTBSW- chapter 10 - Settings and	The Sum of Us Trip to AL	Implicit Bias assessment

		Practice)		
	11/12	Chapter 12 Class Review		
	11/14	Assessment 3 - In Class (Chapters 10-12)		Assessment 3 (Chapters 10-12)
Week 12 Chapter 14 Aging and Ger. (377-401)	11/17	<i>Chapter 14</i> <i>-Aging Overview</i> <i>-Current Services/SW and Older adults</i> <i>-Emergence as Political Force</i>		
	11/19	Chapter 14		Interviews Due
	11/21	Guest Speakers: Amy Abrams, MSW Alison Hranek, MSW		Reflection
Week 13 Chapter 15 Health Problems and Med SW (403-421)	11/24	Guest Speaker - Zoom		Reflection
	11/26	No Class - Thanksgiving		
	11/28	No Class - Thanksgiving		
Week 14 Chapter 15 Continued Chapter 16 Physical and Mental Dis. (424-442)	12/1	Guest Speaker Debbie Tamez - LCSW, Zoom <i>Chapter 15</i> <i>-Physical Illness and Health Care System</i> <i>-Problems in Health Care</i> <i>-Medical SW</i>		Social Action Due Reflection
	12/3	<i>Chapter 16</i> <i>-History</i> <i>-Categories</i> <i>-Society's Reactions</i> <i>-Current Services and Roles of SW</i>	Ted Talk	
	12/5	Chapter 16 continued Chapter 17 preview		SYWTBSW reflection paper due
Week 15	12/8	<i>Chapter 17</i>		

Chapter 17 Overpop. And Misuse of Environ. (445-474)		- <i>Population Crisis</i> - <i>Ecological Crisis</i> - <i>What needs to be done</i>		
	12/10	Class Review		
	12/12	Assessment 4		Assessment 4 (Chapters 14-17)
Week 16	Finals			Presentations: -Social Action - SW Interview - Pioneer -SYWTBSW

COURSE CONTRACT - COVENANT - INFORMED CONSENT

This syllabus is a contract/covenant between you and the instructor. By signing your name below, you acknowledge that you have carefully read and understand the information covered in the course syllabus including grading policies. Professor Cook reserves the right to make adjustments to the social work (SW) course schedule, as needed. For this class to function correctly and to its full, positive potential, we are all integral to each other.

Please remember/review the syllabus and its focus on:

1. PLNU Final Exam Schedule and Policy (page 1, 4) Initials ____
a. Write date and time of final _____
2. SW Program Learning Objectives - CSWE (page 2) Initials ____
3. SW 3003 Course Learning Objectives (page 2) Initials ____
4. SW 3003 Course Evaluation (IDEA) (page 2-3) Initials ____
5. Timely Assignments (page 5) Initials ____
6. Use of AI /PLNU Visible AI Pilot Program (page 6-7) Initials ____
a. Academic Honesty/Integrity
7. Your Rights as a PLNU TUG student (see page 8-9) Initials ____
8. Classroom Culture (page 9) Initials ____
9. Expectations (page 9) Initials ____
10. Covenant and Community Guidelines (page 10) Initials ____
a. Respect/Be Polite
11. Ways to Communicate about Class (page 10) Initials ____
a. Social Capital - contact info for another student
b. _____
c. _____
12. Attendance/ Tardy/Participation policies (page 11) Initials ____
13. Use of Technology (page 12) Initials ____
14. Writing Help and Bean's Hierarchy/APA (page 12) Initials ____
15. Policy to Not Double Count Coursework (page 13) Initials ____

This class content is pertinent to your future professional and personal life! You will learn a lot if you do the work!

2025 SWK 3003 COURSE CONTRACT AGREEMENT / INFORMED CONSENT

I have read the course contract agreement in the syllabus and understand the concepts included.

Print full name: _____ **Today's Date:** _____

Student Signature: _____ **Major:** _____