



Department of Sociology, Social Work, and Family Sciences

SWK 3070 Social Work Practice 1

3 Units

Fall 2025

Meeting days/times: Tuesdays from 6:00-8:45 p.m.

Meeting location: Liberty Station

Final Exam: (day/time, e.g., 12/16/25 Tuesday, 6:00-8:45 p.m.)

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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.

Department Mission

As followers of Christ, our mission is to nurture servant scholars who critically and empirically evaluate social systems, cultural patterns, and basic human needs to constructively engage as agents of hope with individuals, families, and communities.

Social Work Program Mission

At its core, the purpose of the social work program is to prepare competent social work professionals who are motivated to gracefully serve others as an expression of their faith. In the context of the intersection of the goals of the University and those of professional social work practice, this mission is further articulated:

The mission of the baccalaureate social work program is to develop competent professionals who are committed to serving others through acquisition and integration of the essential knowledge, skills, and values that form the foundation of generalist practice in the social work profession; who are motivated to promote social justice; and who understand that a Wesleyan perspective, a desire for continuous personal development, and respectful engagement in the community that empowers others are integral components of the means for relating to God through service.[1]

Social Work Program Learning Outcomes

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.

Course Description

Course Description: A study of the theories and methods of professional social work practice. The focus is on generalist practice with individuals, families, and small groups. Offered fall semester only. Prerequisite: SWK3030 Introduction to Social Work or Consent of Instructor.

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

curricular components which contribute to the array of professional competencies that must be achieved by program completion.

Course Learning Outcomes

By the end of this course, BSW students will be able to:

1. Describe the generalist social work practice model and its application to work with individuals, families, and groups. Competencies 6-8
2. Identify and explain the core values and ethics of the social work profession as outlined in the NASW Code of Ethics, including how Judeo-Christian heritage has influenced the profession's development. Competencies 1-2
3. Recognize and apply basic theoretical concepts to understand human behavior in the context of individuals, families, and groups. Competencies 4 & 7
4. Demonstrate foundational communication and interpersonal skills essential for building rapport and fostering trust with clients and colleagues. Competency 6
5. Identify ethical issues in practice settings and apply an introductory ethical decision-making process to resolve dilemmas. Competency 1
6. Demonstrate the helping process, including engagement, assessment, planning, and intervention, at a beginning level for diverse client systems. Competencies 6-8
7. Demonstrate beginning self-awareness by reflecting on personal values, biases, and cultural perspectives in relation to professional practice. Competencies 1-2
8. Recognize the importance of evaluating practice and describe basic assessment tools. Competencies 4 & 9.
9. Work collaboratively with peers in class-based simulations and projects to enhance teamwork skills relevant to social work practice. Competencies 3 & 6

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. Advance Human Rights and Social, Racial, 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 3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) 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 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; Rev 1.15.23 3
- 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, and Groups; 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, and Groups; 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, and Groups; 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. Rev 1.15.23 4

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

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.

1. Larkin, Shelagh Jane & Schaefer, Jaylene Krieg (2026). *Social Work Practice with Individuals, Families, and Groups: An Integrated approach*. Sage.

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/>

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 15 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 112.5 hours meeting the course learning outcomes, 7.5 hours per week (including classtime).. 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-examscores-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.

Assessment and Grading

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 | |

Assignment List

| | |
|----------------------------|-----------------|
| *KWLS Talk | 5 pts. |
| *Role Play with Individual | 100 pts. |
| MI Response | 10 pts. |
| MI SUD Case Study Using AI | 10 pts. |
| Child Maltreatment Case | 10 pts. |
| CA Law and Ethics quiz | 10 pts. |
| *Family Case Study | 50 pts. |
| *Psychoeducational Group | 100 pts. |
| Total (100%) | 295 pts. |

Point Percentages

| | | |
|------------------------------|-----------------|------------|
| Discussion and Participation | 45 pts. | 10% |
| Homework | 295 pts. | 65% |
| <u>*Quizzes</u> | <u>100 pts.</u> | <u>25%</u> |
| Total(100%) | 440 pts. | |

*Denotes a signature assignment

Participation is where students begin transforming social work theory into real-world skills. Active participation allows students to practice engagement, assessment, intervention, and evaluation strategies in a safe, supportive environment. This will be accomplished through completing assessments for your portfolio, discussions to reflect on and better understand course concepts with classmates and in-class activities including role-plays. 3 pts. will be given

for each of the 15 class sessions (1 pt. lost for being late, 2 pts. will be lost if there is a lack of participation). If there is an excused absence, lost points may be made up with activities to be completed independently. 45 pts. possible

Quizzes: Students will complete quizzes with ten multiple choice questions worth ten points each for 12 of the 14 chapters. The purpose is to help students engage with the material in advance so you arrive prepared to participate meaningfully in discussion and activities. It reinforces key concepts, improves retention, and allows the instructor to identify areas where students may need further clarification or support. Pre-class quizzes also encourage consistent reading habits and promote active learning. The two lowest scores will be thrown out. The remaining scored ten quizzes will be averaged to a score of 100 pts.

Portfolio items: There are some items required for your BSW portfolio from the Social Work Seminar courses that will be part of this course in the form of in-class activities and on-line trainings. These are marked in the Assignments At-A-Glance table at the end of this syllabus.

Signature Assignment Descriptions

KWLS Talk

To practice public speaking skills, each student will do a short (no more than 5-minute) Opening Moment talk. This will cover a Know, Wonder, Learn, Spiritual (KWLS) reflection over the chapter and a faith integration (Competency 10 - integration of faith and practice). See Canvas for sign-up. No more than three per week 5 pts.

Role Play with Individual

This assignment allows students to demonstrate their ability to apply the Planned Change Process through both a recorded role-play and written documentation. By practicing engagement, assessment, intervention, and evaluation with a peer client, students develop essential generalist social work skills while demonstrating professionalism, empathy, and a commitment to ethical and culturally responsive practice. The project reinforces key social work values and competencies, including ethical behavior, ADEI, critical thinking, and goal setting. Through activities such as conducting a biopsychosocialspiritual assessment, writing SOAP notes, and reflecting on their performance, students strengthen their ability to serve diverse individuals with integrity and competence. 100 pts. DUE October 28

Family Case Study

This assignment requires students to assess the complex needs of a multi-stressed family, identify and prioritize key problems, and determine which issues to address directly and which to refer out. Students will then create a treatment plan and written service contract that includes goals, objectives, and action steps tailored to the family's needs. The assignment develops core generalist social work competencies in assessment, planning, intervention, and ethical decision-making with families. 50 pts. DUE November 25

Psychoeducational Group

Students will work in small teams to design, plan, and facilitate a simulated or real (in a classroom or agency setting) psychoeducational or support group session for a specific population. This project integrates group work skills with advocacy, diversity, and research-informed practice. 100 pts. DUE December 16

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. 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. Since this course is cross listed with a graduate course, final exam time will be during the regularly scheduled class time during exam week. If you have another exam scheduled at that time, please alert your instructor so an alternative can be arranged.

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 Social Work Practice I, 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 ethics, policy, and program evaluation. 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/Sensitivity 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 Social Work Practice I, we will cover a variety of topics, some of which you may find triggering. These topics include child abuse, domestic violence, mental illness, homelessness, and substance abuse. 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

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. For quizzes to be made up, there must be a documented reason it was not completed on time. For other homework assignments, each week it is late, it will be deducted by 10% each week up to 50% unless there is a documented reason. 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 students 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 online (distance education) outside of 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

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.

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.

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.

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 (2 class periods), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent (3+ class periods), the student may be de-enrolled without notice until the university drop date or, after that date, receive an “F” grade.

Course Modality Definitions

1. **In-Person:** Course meetings are face-to-face with no more than 25% online delivery.

Use of Technology

Note: Include this section if teaching an Online or Hybrid course.

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 requires a computer with a camera (tablets are not compatible nor allowable) 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.

Loma Writing Center

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.

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

Assignments At-A-Glance:SWK 3070 Social Work Practice 1 Semester Learning Plan

**** Denotes a Trigger Warning**

| Week | Chapter Title | CSWE Comp. | SW Values | SW Knowledge | SW Skills | Portfolio Items/ Learning | Assign Due |
|------------------|--|---------------|---|--|---|------------------------------|------------------|
| 1 9/2 | (1) An introduction to social work practice with individuals, families, and groups: An integrated approach | 1, 2 | Service Dignity Integrity Competency Justice | Systems Empowerment Assessment Ethics Diversity | Engagement Communication Planning Intervention Evaluation | | Sign up for KWLS |
| 2 9/9 | (2) The Value Base of Social Work Practice | 1, 3 | Service Social justice Dignity & worth of the person Importance of human relationship Integrity Competency | | | Acceptance of Others Scale | Quiz over Ch. 2 |
| 3 9/16 | (3) The Knowledge Base of Social work Practice with Individuals, Families, and Groups | 3, 6, 7, 8 | | Theoretical perspectives Foundational roles of social workers | | Cultural Competency Scale | Quiz over Ch. 3 |
| 4 9/23 | (4) The Skills Base of Social Work Practice | 1, 3, 6, 8 | | | Communication skills Written communication Skills for professional practice | Rathus Assertiveness Scale | Quiz over Ch. 4 |
| 5 9/30 | (5) Social Work Ethics and Ethical Practice | 1 | Integrity Respect Justice Service Dignity | Principles Codes Boundaries Dilemmas Frameworks | Reasoning Reflection Judgment Decision-making Advocacy | | Quiz over Ch. 5 |
| 6 10/7 | (6) Social Work Practice with Individuals: An Integrated Approach | 1, 3, 6, 7, 8 | Empathy Respect Service Dignity Integrity | Assessment Relationship Interviewing Strengths Context | CAGE Engagement Listening Planning Intervention | | Quiz over Ch. 6 |

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|-------------------|---|------------------------|---|--|---|---|--|
| | | | | Substance Abuse** Homelessness** | Evaluation | | |
| 7 10/14 | (7) Effective Use of the Planned Change Process with Individuals: Engagement and Assessment | 6, 7, | Trust Empathy Respect Service Integrity | Process Relationship Assessment Strength Goals Elder abuse** Immigration | Engagement Interviewing Observation Working with older adults Assessing Questioning Documentation | Kadushin Interviewing Competency Assessment | Quiz over Ch. 7 |
| 8 10/21 | (8) Effective Use of the Planned Change Process With Individuals: Intervention and Evaluation | 8, 9, 10 | Empowerment Justice Accountability Integrity Compass. | Intervention Evaluation Outcomes Collaboration Strategies Motivational Interviewing World Religions Video Definitions of faith, spirituality, religion, existential thoughts, purpose and meaning | Planning Implementation Monitoring Adjusting Measuring Social work roles SOAP notes | Motivational Interviewing | MI Respo nse MI SUD Case Study Using AI |
| 9 10/28 | (9) Social Work Practice with Families: An Integrated Approach | 1, 3, 7 | Respect Support Compassion Integrity Connection | Dynamics Roles Boundaries Communication Culture Families with unique challenges | Engagement Assessment Mediation Planning Intervention | | Role Play with Individ- ual |
| 10 11/4 | See articles on Canvas Child Abuse** Interpersonal Violence ** Mandated reporting laws in CA | 1, 2, 3, 6, 7, 8, 9 | Advocacy Protection Justice Compassion Dignity | Child maltreatment Interpersonal Violence Mandated reporting Trauma Power Safety Cycles Resilience | Assessment Reporting Intervention Safety-planning Counseling | CA Law and Ethics Child abuse mandated reporter training Trauma informed care | CA Law and Ethics quiz Child abuse mandat ed report training |

| | | | | | | | |
|--------------------|---|---|---|---|--|--|--|
| 11 11/11 | (10) Effective Use of the Planned Change Process with Families: Engagement and Assessment | 6, 7 | Respect Collaboration Empathy Integrity Support | Assessment Systems Roles Needs Culture Genogram | Engagement Observation Interviewing Prioritizing Planning Making a genogram Who is the client? How to work with families with unique challenges | | Quiz over Ch. 10 Child Maltreatment |
| 12 11/18 | (11) Intervention and Evaluation with Families | 8, 9 | Empowerment Accountability Compassion Partnership Justice | Goals Outcomes Strategies Communication Feedback | Implementation Coordination Evaluating Problem-solving Adjusting How to work with families with unique challenges | | Quiz over Ch. 11 |
| 13 11/25 | (12) An Introduction to Social Work Practice with Groups: An Integrated Approach | 1, 3, 8 | Participation Equality Respect Support Integrity | Group-types Purpose Structure Membership Process | Facilitation Listening Engagement Leadership Collaboration | | Quiz over Ch. 12 Fam. Case study |
| 14 12/2 | (13) Effective Use of the Planned Change Process with Groups: Engagement and Assessment | 6, 7 | Inclusion Respect Trust Collaboration Empowerment | Group-dynamics Purpose Roles Norms Stages | Engage. Facilitation Observation Assessment Communication | | Quiz over Ch. 13 Report group plan |
| 15 12/9 | (14) Effective Use of the Planned Change Process with Groups: Intervention and Evaluation | 8, 9 | Empowerment Accountability Respect Justice Collaboration | Intervention Evaluation Feedback Outcomes Group-process | Facilitating Monitoring Implementation Measuring Adapting | | Quiz over Ch. 14 |
| 16 12/16 | | FINAL EXAM time 12/16/25 Tuesday 6:00- | | | | | Psycho educational Group |

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|--|--|---------------|--|--|--|--|--|
| | | 8:45 p.m.) | | | | | |
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