Department of Social Work

School of Behavioral and Social Sciences ✪

Course Number and Name✪

3 Units✪

Spring 2026✪

Meeting days/times (Thursday nights from 6-8:45pm)✪

Meeting location (Liberty Station) room 201)✪

Final Exam: (TBD)✪

Information	Specifics for the Course
Instructor title and name:	Colleen Jensen Cook, LCSW
Phone:	619-849-2471
Email:	ccook1@pointloma.edu
Office location and hours:	Upon appointment

PLNU Mission✪

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service 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.

Course Description✪

As described in the catalog, Social Work Practice 2 is *"A study of the theories and methods of professional social work practice with large groups, organizations, neighborhoods, communities, and governments."*

SWK3071 is a study of generalist social work practice with large groups, organizations and institutions, neighborhoods and communities that is divided into segments as indicated on the reading schedule. The course addresses the use of key concepts, specific skills, and professional values in working with

groups, organizations and communities. Although designed to teach generalist practice to students of social work, course content is applicable to other professionals who interact with large groups, organizations, or communities.

The course presents material that is relevant to individuals entering a professional community including 10 professional competencies; nine are described by the CSWE Educational Assessment Policies and the eleventh 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:

- *Describe the difference between the concepts of micro, mezzo, and macro systems.*

- *Link organizational and community theories to practical application in the social environment.*

- *Understand a generalist-approach, and the basic professional skills or attributes used in all levels of intervention.*

- *Identify the phases and dynamics of a specific framework for bringing about social change.*

- *Practice skills related to organizational and community development - such as using technology; advocating for empowerment; organizational management; working with legal systems; resolving ethical dilemmas; conflict management, development and use of personal and system resources.*

- *Demonstrate capacity to apply structured assessment tools and change processes to mezzo and macro case scenarios.*

Program Learning Outcomes

Refer to the Council for Social Work Education 2022 EPAS

Program and Course Learning Outcomes⊛

Social Work 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.

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.

Required
Kirst-Ashman, Karen and Grafton Hull, Jr. (2018). *Generalist practice with organizations and communities.* 7th edition, Chicago: Brooks-Cole: Cengage Learning.

Recommended
- Owl Purdue APA 7th edition style guide
  https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html
- National Association of Social Workers (NASW) Code of Ethics
  https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English
- National Public Radio

  https://www.npr.org/
- PBS NewsHour

  https://www.pbs.org/newshour/
- PLNU Ryan Library

  https://libguides.pointloma.edu/ryanlibrary
- Owl Purdue Writing

  https://owl.purdue.edu/
- University of North Carolina Chapel Hill Writing Center
  https://writingcenter.unc.edu/tips-and-tools/
- Other information services that you use that are a result of critical thinking.

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 an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

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	

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 <u>one</u> 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 Social Work Practice 2, 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 racism, sexism, oppressive barriers, violence, domestic violence, poverty, abuse, trauma, etc. 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 Social Work Practice 2, we will cover a variety of topics, some of which you may find triggering. These topics include racism, oppressive barriers, violence, domestic violence, poverty, sexism, abuse, trauma, 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

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⊛

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⊛

Note: Consider this statement if you will permit free use of AI.

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc.) in this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. Please use the following sources to guide your citations when using AI.

> MLA Style Center: Citing Generative AI
> APA Style: How to Cite ChatGPT
> Chicago Manual of Style: Citing Content Developed or Generated by 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

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.

Note: The information below must be included under the "PLNU Attendance and Participation Policy" Section if you are teaching an Online or Hybrid course.

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).

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 <u>Academic Policies</u> in the Undergraduate Academic Catalog.

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.

Course Expectations

What I Expect of You	*What You Can Expect of Me*
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.	**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; however, I will not make exceptions for one person that are not available to every other person in the course.

Use of Technology 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 impairement, 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.

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) 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

Please check Canvas for schedule and assignment descriptions.

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*

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

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 <u>you</u> will take responsibility for the reading. You are responsible for materials from readings and classroom, including class sessions for which you are absent.
- Active participation in class room exercises and assigned off-campus community events.
- Timely submission of written assignments, exams, and reviews.
- Critical thinking & integration of readings and interactive class assignments.
- Attendance at and written reaction to one decision-making group. This requires participation in a forum outside the classroom and is *an <u>off- campus</u>* assignment.

General Description of Assignments (see Canvas for more information):
- <u>Checking for Understanding</u> – Cumulative Midterm and Final Exams; weekly check-ins on Canvas.
- <u>Reaction Papers to Community Outreach</u> – personal reaction and assessment to community or group forums. Reflection paper is required. This assignment requires participation in at least one of the field service events identified by the instructor.
- 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 <u>off-campus</u> community events as specified by the instructor.***

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

<u>PLEASE PLAN AHEAD for field service dates</u>.

Community Outreach Events – Off Site.
1. PLNU Community Ministries - NEW to You!
2. Community Improvement Event - NEW to You!