



College of Behavioral and Social Sciences -  
Department of Sociology, Social Work and Family Sciences

### **SWK 4072 Social Work Seminar 1**

2 Units

*Spring 2026*

**Meeting days/times: Tuesday, 7:30 am – 9:10 am**

**Meeting location: Rohr #111**

**Final Exam: Tuesday, May 6, 7:30 a.m.-10:00 a.m.**

*Land Acknowledgement - this class takes place on land that is currently occupied. It is the ancestral home to the The Kumeyaay Nation: for more information about this group, please see [here](#)*

Thanks to my PLNU colleagues for their assistance with some of the language in this syllabus.

| Information                | Specifics for the Course                                                                              |
|----------------------------|-------------------------------------------------------------------------------------------------------|
| Meeting days: Tuesday AM   | Instructor title and name: Colleen Jensen Cook, LCSW                                                  |
| Meeting times: 7:30-9:00A  | Phone: 619-849-2471                                                                                   |
| Meeting location: Rohr 112 | Email: <a href="mailto:ccook1@pointloma.edu">ccook1@pointloma.edu</a><br>Office Hours: by appointment |

#### **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.

PLNU Student Handbook - see [here](#)

PLNU Social Work Handbook - see Canvas file

#### **Department Mission**

##### **To Learn ~ To Grow ~ To Serve**

It is the desire of the Social Work program to support students in their life journey to learn, grow, and to serve. To this end, the Department of Sociology, Social Work, and Family Sciences has established Departmental and Program Mission Statements, as follows:

*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. We are agents of hope.*

### **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.*
  - *As a PLNU community, our goal is to help you become the person you are called to be.*

### **COURSE LEARNING OUTCOMES**

Social Work 4073 is a two-course study designed for upper-division Social Work majors only. Course activities integrate liberal arts education with the generalist practice professional foundation (concepts, values, knowledge, attitudes and skills) with direct practice experiences from field education. *The Social Work seminar courses (SWK4072 and SWK4073) and must be taken concurrently with Social Work Practicum (SWK4070 and SWK4071). Exceptions must be approved by the Program Director in advance.*

Social Work Seminar intentionally works to transition you as a social work senior to the status of a colleague with social work faculty and other professionals. This transition is marked by a blend of:

- personal responsibility for independent learning;
- greater autonomy through the development of a customized learning plan; and
- heightened accountability to other seminar members.

Each person in the course can expect to be treated with respect and in a manner honoring the core principles of the profession. Interactions in seminar sessions should reflect the personal characteristics associated with effective social work professionals: displaying warmth, genuineness, empathy, and concern.

*Together, we will examine issues encountered in various social service settings that represent different fields of practice. As a seminar participant, you are expected to share and reflect:*

- *on practicum education experiences;*
- *discuss problems and issues arising from professional use of self, and*

- *actively participate in discussion and evaluation of practice.*

*During the course, each person will be asked to engage in behaviors that enrich each other's capacity to competently practice in the profession.*

## **Course Context/ Overview**

The Baccalaureate Social Work program is competency-based. Assignments, certificates, and other accomplishments must be documented in a professional portfolio. Production of material for inclusion in a professional portfolio occurs at various points throughout the program. Professionals in social work are often asked to be self-guided in accomplishing tasks over time. Completion of the portfolio is evidence that you are able to manage your time and activities to meet that expectation. You are responsible for compiling the evidence required. Please note, your portfolio may be reviewed by other professionals in addition to the faculty.

The Council on Social Work Education (CSWE), as the national accrediting body, has identified nine areas of professional competency for accredited programs. These are embedded in the education and practical training throughout the Social Work Program curriculum. Students and the PLNU program are evaluated on these core competencies. The Social Work Seminar series and the concurrent practicum are the culminating experiences for the program and comprise our program capstone. The areas of professional conduct and ten core competencies that are measured during the program. You will find these referenced as competencies or "EPAS".

**Course Objectives:** The objectives in PLNU social work practice courses align with professional competences required by the 2015 CSWE Educational Policy Accreditation Standards (EPAS). CSWE, as the national accrediting body, has identified nine areas of professional competency for accredited programs. These are embedded in the education and practical training throughout the Social Work Program curriculum. Students and the PLNU program are evaluated on these core competencies. The Social Work Seminar series and the concurrent practicum are the culminating experiences for the program and comprise our program capstone. The areas of professional conduct and ten core competencies that are measured during the program include:

Upon completion of the course sequence you are expected to achieve the following components of the core competencies:

### **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, economic, racial or environmental justice.

PL II. 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 in Practice;**

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

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

PL VI. Demonstrates capacity to engage with individuals, families, groups, organizations, communities by:

- applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- using empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

PL VII. Prepares for and demonstrates assessment of individuals, families, groups, organizations, communities by:

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

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

PL VIII. Demonstrates knowledge and intervention skills for systems of any size by:

- critically choosing and implementing interventions to achieve practice goals and enhance capacities of clients and constituencies;
- applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- using inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

- negotiating, mediating, and advocating with and on behalf of diverse clients and constituencies; and
- facilitating effective transitions and endings that advance mutually agreed-on goals.

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

PL IX. Demonstrate an ability to analyze, monitor, and evaluate interventions by:

- selecting and using appropriate methods for evaluation of outcomes;
- applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyzing, monitoring, and evaluating intervention and program processes and outcomes; and
- applying evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

PL X. **Demonstrate a practical understanding of the integration of faith and profession by:**

- Critically assessing the relationship between Christian faith and public policy.

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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.*

## **FREEDOM TO CHALLENGE**

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

## **REQUIRED TEXTS AND STUDY RESOURCES**

### **Required**

Cloud, H. and Townsend, J. (1992). *Boundaries*. Zondervan: Grand Rapids, MI.

Keith-Lucas, A., Gregory, L., and Bauer, S. (2021). *So you want to be a social worker*. NACSW.

(The following books is highly recommended if you haven't already read them.)

Brown, B. (2022) *Atlas of the heart*. Random House: New York

Each student is also responsible for materials placed on reserve or distributed to the class, and in Canvas Files. This includes information given during a student's absence.

\*Additional reading will be assigned by the professor and posted on Canvas.

## **COURSE CREDIT HOUR INFORMATION**

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes (CLO), this class meets the PLNU credit hour policy for a 2-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. Specific details about how the class meets the credit hour requirement can be provided upon request. (Based on 37.5 hours of student engagement per credit hour.) For this course, students will spend an estimated 75 total hours meeting the CLO. The time estimations are provided in the Canvas modules.

## **COURSE SCHEDULE AND ASSIGNMENTS**

1. Portfolio: Completion of items for the student portfolio in accordance with the portfolio check list. This includes a significant number of products. Please see list attached.
2. Weekly discussion and debrief of professional experiences for yourself and your peers. This requires attendance and *active* participation in seminar sessions.
3. Opening Moments: Contribute to discussion of core ideas from life and selected works of John Wesley and his family by leading 'opening moments' as scheduled.
4. Oral presentation and written assignments from seminar topics. In SWK4073, the presentation must focus on research and evidence-based practice and how it is implemented in the practicum agency.
5. Preparation of resources and tools for professional use and demonstration of skills are basic to the course.
6. Reading and response on Canvas: Follow the assigned reading and respond on Canvas. The intent of these assignments is for your overall growth and self-awareness.
7. Final exam scheduled on Tuesday from 7:30- 10:30 AM during finals week.
8. Highly consider joining a professional association or subscribing to a professional journal during SWK4073.

*Note: Activities and assignments may be conducted outside the classroom and may occur at times other than the regularly scheduled course time. **You are responsible for completing all assignments and for managing and completing your professional portfolio. A course grade will not be filed until the portfolio contains all the evidence identified for the component for which you are registered SWK4072 or SWK4073.***

### **IMPORTANT:**

Some assignments require video or audio recording. Consent for peer review of these assignments is presumed unless the professor is otherwise notified in writing

Select sessions may occur off-campus during times outside the normal class session.

As a person preparing for professional practice, you are expected to take personal responsibility for assignments and activities outside class hours.

## **OFFICE HOURS and COMMUNICATIONS**

Office Hour *Appointments are recommended* because the schedule may change or other students may plan to visit on the same date. *Messages to and from students will be accessed through PLNU addresses and will be used to contact registered students for course updates, changes, and other important notices.* For quick response, it is important that students remember to check for Canvas announcements and updates and to use the PLNU e-mail system to contact the professor during the semester. The basic course materials will be available through Canvas.

## MEASURING PROGRESS

In addition to the review quizzes and exams identified in the Tentative Reading Schedule periodic, unannounced reviews may occur. Grades will be based on a percentage of points awarded compared with total possible points for each component. *Class participation and exercises are essential components for the demonstration of skill.*

*There is an emphasis on class participation and exercises in comparison with other courses.*

## ASSESSMENT AND GRADING

Student course grades will be posted at midterm and within ten days of the end of the semester. Points for assignments will be posted by the end of the week following the due date. It is important to read the comments posted in the grade book as these comments are intended to help improve our common understanding of the work to be completed. Please note: In order to meet external accreditation requirements, a final grade for the last semester cannot be posted until the Portfolio is completed. Grades will be based on the following:

**Sample Standard Grade Scale Based on Percentages**

| <b>A</b> | <b>B</b> | <b>C</b> | <b>D</b> | <b>F</b>       |
|----------|----------|----------|----------|----------------|
| 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 |                |

### Grading

The final grade will be letter grade A, B, C, D, F, IP (in progress) or Incomplete.

### Point Percentages

|                                         |     |
|-----------------------------------------|-----|
| Discussion, Attendance, Participation - | 25% |
| Mentoring -                             | 2%  |
| Portfolio Work -                        | 18% |
| Reading Responses -                     | 35% |
| Final Oral Assessment -                 | 20% |

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(100%)

### 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.

### **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 [class name], 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 [subject/major], 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 [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. 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 [subject/major], 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.

Since many of you are applying for graduate school and need letters of recommendation, remember that how you turn in work and show up to class are taken into consideration in my recommendation letter.

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 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. 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.) 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](mailto:EAC@pointloma.edu) or 619-849-2486). 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. The EAC makes accommodations available to professors at the student's request.

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 special 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 a bias incident regarding language, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias).

### **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](http://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](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://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](http://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.

### **Course Modality Definitions\***

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

### **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 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](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: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>

Email: [writingcenter@pointloma.edu](mailto:writingcenter@pointloma.edu)

### **LomaBooks**

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. More information is found on Canvas.

*\*\*\*(When you see text in italics and with asterisks, this information is for the Social Work Practicum course - yet the professor is including them on this agenda for the sake of clarification and due to the nature of the in person meetings in case questions arise.)\*\*\**

**This is a tentative schedule; the professor reserves the right to make changes as needed.  
Check Canvas.**

## COURSE CONTRACT - Social Welfare Seminar - Spring 2026

This syllabus is a contract 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 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:

1. Engage in respectful, polite, and non-threatening discourse with the professor and other students. If you do not, you will be corrected, points will be deducted, and you might be asked to leave.
2. 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.*
3. The class will focus on the textbooks, relevant current events, IDEA course objectives, and the CSWE EPA (look at syllabus for these acronyms) course objectives.
4. You can find the information you need to answer questions about the class by asking your fellow students, checking Canvas, checking the syllabus, and listening in class.
5. Assignments must be written without grammatical or spelling errors. Papers and references will adhere to APA 7th edition standards.

This class content is pertinent to your future career! You will learn a lot if you do the work!

### 2025-2026 COURSE CONTRACT AGREEMENT

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

Print full name: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Major: \_\_\_\_\_

Circle your current academic standing at PLNU: Sophomore

Junior

Senior

Instructor Signature: Colleen Jensen Cook, LCSW, MSW

Please also answer the following questions:

1. What is a book you would recommend? Why?
2. What do you hope to learn from this class?
3. How do you best learn/remember class content?
4. What are the signs of an effective professor that you have had?
5. What are the signs of an ineffective professor that you have had?
6. What would you like the professor to know about you? Do you have "trigger/sensitivity points" do you have?

**PLNU SOCIAL WORK SENIOR YEAR - PORTFOLIO INDEX – LIST of REQUIRED DOCUMENTS Form G**  
**Remember that in the spring of your senior year, you will put some of these items in a Watermark and present!**

|                                                                                                                                            |               |                      |                              |                |                 |               |
|--------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------|------------------------------|----------------|-----------------|---------------|
| <b>Name:</b>                                                                                                                               |               |                      |                              |                |                 |               |
| <b>Program Administration Forms</b>                                                                                                        | <b>COURSE</b> | <b>FORM</b>          | <b>COMPT.</b>                | <b>E-PORT.</b> | <b>SR. YEAR</b> | <b>STATUS</b> |
| SWEAP Program Entrance form                                                                                                                | 3003 or 3070  | Nat. form            | CC 9.28                      | no             | Seminar         |               |
| SWEAP Exit Survey                                                                                                                          | 4073          | Nat. form            | CC 9.28                      | no             | Seminar         |               |
| SWK Program Application / Interview (Form 1)                                                                                               | 3003 or 3070  | Canvas               | CC 1.4                       | no             | Seminar         |               |
| Application for Field Practicum (Form A)                                                                                                   | 3071          | Canvas               | CC 1.4                       | no             | Seminar         |               |
| Administrative Agreement for Field (Form A-1)                                                                                              | 4070          | Canvas               | CC 1.4                       | no             | Seminar         |               |
| <b>Field Placement Education &amp; Supervision</b>                                                                                         |               |                      |                              |                |                 |               |
| Field Placement Information Sheet (Form B-1)                                                                                               | 4070          | Canvas               | CC 1.4                       | no             | Practicum       |               |
| Field Instructor Certification (Form B-2)                                                                                                  | 4070          | Canvas               | CC 1.4                       | no             | Practicum       |               |
| Practicum Confirmation of Placement (B-3)                                                                                                  | 4070          | Canvas               | CC1.4                        | no             | Practicum       |               |
| FERPA Consent to Release Information (Form B-4)                                                                                            | 4070          | Canvas               | CC 3.10                      | no             | Practicum       |               |
| Institutional Agreement Customized/Learning Agreement/MOU ( <b>as needed</b> ) (Form B-5)                                                  | 4070          | Provost.             | CC 1.3                       | no             | Practicum       |               |
| Field Evaluation Mid Point (Form C) and Documentation of First 200 hours                                                                   | 4070          | Canvas               | CC 9.28                      | no             | Practicum       |               |
| Weekly Field Logs - (Form D-2)                                                                                                             | 4070-4073     | Canvas               | CC 9.17                      | no             | Practicum       |               |
| Time Records - (D-1)                                                                                                                       | 4070-4073     | Canvas               | CC 1.3                       | no             | Practicum       |               |
| Final Field Evaluation (Form E) and Documentation of Total 400 hours<br>SWEAP Evaluation                                                   | 4071          | Canvas               | CC 9.28                      | no             | Practicum       |               |
| Learning Plan (Form F) and Self-Evaluation                                                                                                 | 4070-4073     | Canvas               | CC 9.28, CC 4.13, and CC 1.2 | no             | Practicum       |               |
| Student Evaluation of Supervisor (Form H)                                                                                                  | 4073          | Canvas               | CC. 9.30                     | no             | Practicum       |               |
| Student Reflection: focus on the field setting as a learning environment and on personal growth                                            | 4073          | Canvas               | CC 1.2                       | no             | Practicum       |               |
| Internship Job Description                                                                                                                 | 4070          | Agency               | CC 1.3                       | Page 5         | Sem. Portfolio  |               |
| <b>Student Assessment Products</b>                                                                                                         |               |                      |                              |                |                 |               |
| Learning Styles Inventory                                                                                                                  | 3003          | <a href="#">here</a> | CC 1.3                       | Page 3         | Sem. Portfolio  |               |
| Kadushin Interviewing Competencies Assessment                                                                                              | 3070          | Canvas               | CC 6.18                      | Page 3         | Sem. Portfolio  |               |
| Rathus Assertiveness Scale or Gambrill Assertion Inventory                                                                                 | 3070          | Canvas               | CC 1.3<br>CC 8.26            | Page 3         | Sem. Portfolio  |               |
| Acceptance of Others Scale                                                                                                                 | 3070          | Canvas               | CC 6.18                      | Page 3         | Sem. Portfolio  |               |
| Strengths Assessment (Gallup,                                                                                                              | 4073          | <a href="#">here</a> | CC 1.3                       | Page 3         | Sem. Portfolio  |               |
| Cultural Competency Scale/ Test                                                                                                            | 3070          | Canvas               | CC 2.6                       | Page 3         | Sem. Portfolio  |               |
| Stance of a Macro Social Worker                                                                                                            | 3071          | Canvas               | CC 5.16                      | Page 3         | Sem. Portfolio  |               |
| Personally chosen personal assessment tool<br>(example: Self-esteem, Love Languages, Enneagram, Myers-Briggs, Implicit Bias, QPR training) | 4071          | Your Choice          | CC 1.2                       | Page 3         | Sem. Portfolio  |               |
| Self-Care Plan (Alz San Diego and Song List)                                                                                               | 3003          | Canvas               | CC 1.2                       | no             | Personal File   |               |

|                                                                                         |              |                      |                   |        |                |  |
|-----------------------------------------------------------------------------------------|--------------|----------------------|-------------------|--------|----------------|--|
| Animal Conflict Style                                                                   | 3071         | Canvas               | CC 2.6            | Page 3 | Sem. Portfolio |  |
| CA Law and Ethics Practice Test                                                         | encouraged   | Canvas               | CC 1.1            | no     | Personal File  |  |
| Mental Health America First Aid Training                                                | 4070-4073    | Encouraged (8 hours) |                   | Page 3 | Sem. Portfolio |  |
| Bystander to Upstander Training                                                         | 4073         | <a href="#">here</a> |                   | Page 3 | Sem. Portfolio |  |
| <b>Standardized Tests</b>                                                               |              |                      |                   |        |                |  |
| ASWB Sample Test                                                                        | 4073         | ASWB                 | CC 6.17           | no     | Seminar        |  |
| SWEAP ADEI Test                                                                         | 4073         | SWEAP                |                   | no     | Seminar        |  |
| Foundational Curriculum FCAI SWEAP Exam                                                 | 4073         | SWEAP                | CC 9.29           | no     | Seminar        |  |
| <b>Certificates and Awards</b>                                                          |              |                      |                   |        |                |  |
| NIMS Certification (National Incident Management System) – Federal Emergency Management | 3071         | <a href="#">here</a> | CC 1.6            | Page 4 | Sem. Portfolio |  |
| Sexual Harassment Certificate                                                           | 3071         | <a href="#">here</a> | CC 1.6            | Page 4 | Sem. Portfolio |  |
| HIPAA Certificate (screen shot)                                                         | 3071         | <a href="#">here</a> | CC 1.1 and CC 1.6 | Page 4 | Sem. Portfolio |  |
| Motivational Interviewing Basics                                                        | 3071         | <a href="#">here</a> | CC 1.1 and 1.6    | Page 4 | Sem. Portfolio |  |
| Child Abuse Mandatory Reporter Training                                                 | 3070         | <a href="#">here</a> | CC 1.6            | Page 4 | Sem. Portfolio |  |
| Other Training Certificates (min of two)                                                | 4072/3       |                      |                   | Page 4 | Sem. Portfolio |  |
| <b>Student Products &amp; Reflections</b>                                               |              |                      |                   |        |                |  |
| Process Recording # 1                                                                   | 4070         | Canvas               | CC 1.8 & CC 9.28  | no     | Practicum      |  |
| Process Recording # 2                                                                   | 4071         | Canvas               | CC 1.8 & CC 9.28  | no     | Practicum      |  |
| Services/Agency Presentation - Outline or handouts                                      | 4072         | Canvas               | CC 1.7 & CC 5.15  | Page 6 | Sem. Portfolio |  |
| Professional Journal Present. – Evidence - based -                                      | 4073         | Canvas               | CC 4.12           | Page 6 | Sem. Portfolio |  |
| Spiritual Legacy                                                                        | 4071         | Canvas               | CC 1.8            | Page 6 | Seminar        |  |
| Single Subject Design, GAPS, or PADA                                                    | 3071 or 4072 | Canvas               | CC 4.11           | Page 6 | Seminar        |  |
| <b>Book Assignments</b>                                                                 |              |                      |                   |        |                |  |
| “Social Work Practicum Handbook” (SWPH) Exercise pages Chapters 1-17 and appendices     | 4070-4073    | Book                 | CC 1.5 & CC 8.24  | no     | Practicum      |  |
| “Boundaries” Response                                                                   | 3071/4072    | Book                 | CC 1.2            | no     | Personal File  |  |
| “So You Want to Be a Social Worker” Response                                            | 3003 or 4071 | Book                 | CC 1.3            | no     | Personal File  |  |
| “Atlas of the Heart” Response                                                           | 4073         | Book                 | CC 6.18           | no     | Seminar        |  |
| NASW Code of Ethics                                                                     | 3003-4073    | <a href="#">here</a> | CC 1.1            | no     | Personal File  |  |
| <b>Response Items</b>                                                                   |              |                      |                   |        |                |  |
| Cover Letter                                                                            | 3071         | Canvas               | CC 1.4            | no     | Sem. Portfolio |  |
| Resume                                                                                  | 3071         | Canvas               | CC 1.4            | Page 1 | Sem. Portfolio |  |
| Professional Goals / Contact information                                                | 4073         | Canvas               | CC 1.4            | Page 2 | Sem. Portfolio |  |
| Letter of Self-Recommendation                                                           | 4073         | Canvas               | CC 1.4            | Page 2 | Sem. Portfolio |  |