



Department of Sociology, Social Work, and Family Sciences

SWK 3070 Social Work Practice 1

3 Units

Fall 2026

Course Modality: Hybrid

Meeting days/times: Monday 11:00-11:55 a.m.; Wednesday asynchronous; Friday 11:00-11:55 a.m.

Meeting location: PLNU Main Campus - Rohr Hall, Room 112

Final Exam: Wednesday, December 16, 2026, 11:00 a.m.-1:45 p.m. - In Person, Rohr Hall 112

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Office location and hours:	Virtual; available by appointment only - Monday, Wednesday, and Friday

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.

Social Work Program Learning Outcomes

1. Demonstrate understanding of the 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

Catalog 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: SWK 3003 Introduction to Social Work.

This course studies the generalist practice orientation and the knowledge, values, ethics, and skills that support beginning professional practice. Students will learn the planned change process with individuals, families, and groups and will repeatedly apply course concepts to an unfolding fictional client system, Jordan Matthews, age 47. As the semester progresses, Jordan's story expands from individual concerns to family, group, organizational, community, policy, and spiritual contexts. This design allows students to practice curiosity before conclusion, person-in-environment thinking, ethical reasoning, culturally responsive assessment, intervention planning, evaluation, and professional use of self.

Because this is a hybrid course, Monday and Friday class meetings emphasize instructor-guided learning, discussion, demonstration, role-play, and skills practice. Wednesday asynchronous modules use Canvas for reading, short instructor videos, portfolio activities, applied exercises, and knowledge checks.

Course Learning Outcomes

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

1. Describe the generalist social work practice model and apply it 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 the relationship of faith, professional values, and client self-determination. (Competencies 1-3, 10)
3. Recognize and apply basic theoretical concepts to understand human behavior in the context of individuals, families, groups, and systems. (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, intervention, evaluation, and termination, at a beginning level for diverse client systems. (Competencies 6-9)
7. Demonstrate beginning self-awareness by reflecting on personal values, biases, cultural perspectives, and spiritual worldview in relation to professional practice. (Competencies 1-3, 10)
8. Recognize the importance of evaluating practice and describe basic assessment and outcome tools. (Competencies 4, 9)
9. Work collaboratively with peers in class-based simulations and projects to strengthen teamwork skills relevant to social work practice. (Competencies 3, 6)
10. Demonstrate a practical understanding of the integration of faith and profession by describing servant leadership and articulating relationships between Wesleyan principles and core social work values while respecting client diversity and self-determination. (Competency 10)

CSWE and PLNU Professional Competencies

A full description and specific examples of these competencies are also included in the Social Work Learning Plan and Field Practicum Handbook. The course emphasizes the following 2022 CSWE competencies plus PLNU Competency 10:

CSWE 1. Demonstrate Ethical and Professional Behavior

- Make ethical decisions by applying the NASW Code of Ethics, relevant laws and regulations, ethical decision-making models, and additional professional standards as appropriate to context.
- Use reflection and self-regulation to manage personal values and maintain professionalism.
- Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.
- Use technology ethically and appropriately to facilitate practice outcomes.
- Use supervision and consultation to guide professional judgment and behavior.

CSWE 2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice

- Apply understanding of human rights and social, racial, economic, and environmental justice to advocate at individual and system levels.
- Engage in practices that advance social, racial, economic, and environmental justice.

CSWE 3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences at micro, mezzo, and macro levels.
- Present oneself as a learner and engage clients and constituencies as experts of their own experiences.
- Use self-awareness and self-regulation to manage the influence of personal biases and values in work with diverse clients and constituencies.

CSWE 4. Engage in Practice-Informed Research and Research-Informed Practice

- Use practice experience and theory to inform inquiry and research.
- Apply critical thinking to analyze quantitative and qualitative research methods and findings.
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

CSWE 5. Engage in Policy Practice

- Identify local, state, and federal social policy that affects well-being, service delivery, and access to social services.
- Assess how social welfare and economic policies affect service delivery and access.
- Apply 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

- Apply knowledge of human behavior and the social environment, person-in-environment, and multidisciplinary theoretical frameworks to engagement.
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

- Collect and organize data and apply critical thinking to interpret information from clients and constituencies.
- Apply human behavior and person-in-environment frameworks in the analysis of assessment data.
- Develop mutually agreed-on goals and objectives based on strengths, needs, and challenges.
- Select intervention strategies based on assessment, research knowledge, and client values and preferences.

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

- Critically choose and implement interventions to achieve practice goals and enhance capacities.
- Apply human behavior and person-in-environment frameworks in intervention.
- Use interprofessional collaboration as appropriate.
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

- Select and use appropriate methods for evaluation of outcomes.
- Apply human behavior and person-in-environment frameworks in evaluation.
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- Apply evaluation findings to improve practice effectiveness at micro, mezzo, and macro levels.

PLNU 10. Service as an Expression of Faith - Demonstrate a practical understanding of the integration of faith and profession

- Behavior 32: Christians who are professional social workers are able to describe and model servant leadership.
- Behavior 33: Students will articulate the relationship between two Wesleyan principles and core social work values.

IDEA Course Evaluation Objectives

1. Develop knowledge and understanding of diverse populations, global awareness, or other cultures.
2. Develop specific skills, competencies, and points of view needed by professionals in social work.
3. Develop skill in expressing oneself orally and in writing.
4. Learn how to find, evaluate, and use resources to explore a topic in depth.

5. Develop ethical reasoning and ethical decision-making.
6. Apply knowledge and skills to benefit others or serve the public good.

Required Texts and Recommended Study Resources

1. Larkin, S. J., & Schaefer, J. K. (2026). *Social Work Practice with Individuals, Families, and Groups: An Integrated Approach* (1st ed.). SAGE Publications.
2. National Association of Social Workers (NASW) Code of Ethics:
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>
3. Purdue OWL APA Style Guide:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
4. PLNU Ryan Library: <https://libguides.pointloma.edu/ryanlibrary>
5. Purdue OWL Writing: <https://owl.purdue.edu/>
6. UNC Chapel Hill Writing Center: <https://writingcenter.unc.edu/tips-and-tools/>

Students are responsible for having the required course materials available beginning in Week 1. Supplemental materials posted in Canvas are provided for personal academic use and may be protected by copyright law.

Freedom to Challenge

This course introduces concepts and issues beyond the text. You are encouraged to integrate knowledge from your environment, share insights, ask questions, and respectfully challenge ideas and materials presented. Professional disagreement is welcome when it is grounded in evidence, ethics, humility, and respect for others.

Course Credit Hour Information

PLNU expects a minimum of 37.5 participation hours per credit hour. For this 3-unit course, students should anticipate at least 112.5 total hours of learning activity across the semester. The estimates below include scheduled class meetings, asynchronous participation, reading, quizzes, portfolio activities, and major assignments.

Category	Estimated Hours
In-person Monday/Friday class meetings and final examination period	28.5
Wednesday asynchronous modules, discussions, and applied learning	14.0
Required reading and assigned media	24.0
Quizzes and knowledge checks	10.0
Portfolio work, role-plays, case studies, and major projects	36.0
Total	112.5

Weekly Course Flow

Day	Modality	Focus
Monday, 11:00-11:55 a.m.	In person - Rohr 112	Introduce chapter concepts, mini-lecture, Jordan reveal, discussion, demonstration.
Wednesday	Asynchronous - Canvas	Read/watch/apply: 8-10 minute instructor video, chapter activity, portfolio task when assigned, knowledge check, preparation for Friday.

Day	Modality	Focus
Friday, 11:00-11:55 a.m.	In person - Rohr 112	Skills lab, role-play, documentation, case application, debrief, and exit ticket.

Electronics and Technology Use

Technology is an important part of professional social work practice and is required for Wednesday asynchronous learning. During in-person class meetings, laptops and phones may be used when they support the learning activity. At other times, please minimize non-course technology so that you can be fully present for discussion, practice, and role-play. Students with approved accommodations may use technology as indicated in their Accommodation Plan. Problems with technology do not remove the responsibility to participate, submit work, or communicate promptly with the instructor.

Assessment and Grading

Grades will be based on the following scale and course components. Feedback in Canvas is intended to support your growth; please review instructor comments as well as the numerical score.

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F < 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Assignment List

Assignment	Points	2026 Timing
*KWLS Talk	5	Sign up Week 1; talks scheduled throughout semester
*Role Play with Individual - Jordan Matthews	100	Due Wednesday, October 28
Motivational Interviewing Response	10	Week 8 - see Canvas
MI SUD Case Study Using AI - Jordan application	10	Week 8 - see Canvas
Child Maltreatment Case - Matthews family system	10	Week 11 - see Canvas
California Law and Ethics Quiz	10	Week 10 - see Canvas
*Family Case Study - Matthews family system	50	Due Monday, November 23
*Psychoeducational Group	100	Due/presented by Friday, December 11

* Denotes a signature assignment.

Point Distribution

Category	Points	Weight
Discussion and Participation	45	7.6%
Homework / Major Assignments	295	50.0%
Chapter Quizzes	100	16.9%
Final Exam	150	25.4%

Total graded course points: 590. The Final Examination is a required, separately graded course component worth 150 points (25.4% of the final grade) — the single highest-weighted assessment in the course — scheduled during the university final examination period. Detailed exam format will be posted in Canvas.

Participation

Participation is where students begin transforming social work theory into real-world skills. The 45 participation points are earned across the semester through consistent engagement in Monday/Friday class activities and skills labs, completion of Wednesday asynchronous participation activities, portfolio tasks, and professional contribution to class discussion. Attendance alone does not equal full participation. Canvas will be used to document weekly participation opportunities and any approved make-up activity following an excused absence.

Quizzes

Students will complete ten-question chapter quizzes for 12 of the 14 textbook chapters. Chapters 1 and 9 do not have a standard chapter quiz because those weeks emphasize course orientation and the individual role-play transition into family practice. The two lowest quiz scores will be dropped. The remaining ten quiz scores will be averaged to a total of 100 points. Quiz timing will be posted in Canvas; quizzes are intended to reinforce reading and help students arrive prepared for active learning.

Portfolio Items

SWK 3070 contributes required items to the BSW Social Work Portfolio. These activities are intentionally scaffolded across the semester and will be completed during class or Wednesday asynchronous modules. SWK 3070 portfolio items include:

- SWK Program Application/Interview (Form 1), if not already completed in SWK 3003
- Acceptance of Others Scale
- Cultural Competency Scale/Test
- Rathus Assertiveness Scale
- SWEAP Program Entrance Form
- Trauma-Informed Care activity/reflection
- Kadushin Interviewing Competencies Assessment

Signature Assignment Descriptions

KWLS Talk

To practice public speaking and faith integration, each student will complete a brief Opening Moment talk of no more than five minutes. The talk uses a Know, Wonder, Learn, Spiritual (KWLS) reflection connected to the assigned chapter and to Competency 10 - integration of faith and practice. No more than three students will present per class meeting. See Canvas for sign-up. 5 points.

Role Play with Individual - Jordan Matthews

This assignment allows students to demonstrate the Planned Change Process through a recorded role-play and written documentation using the semester-long Jordan Matthews case. Students practice engagement, assessment, intervention planning, evaluation, professionalism, empathy, cultural responsiveness, and ethical decision-making. Required components include a biopsychosocial-spiritual assessment, documentation such as SOAP notes, and reflection on professional use of self. 100 points. Due Wednesday, October 28.

Family Case Study - Matthews Family System

Students will assess the complex needs and strengths of the Matthews family system, identify and prioritize concerns, determine which issues fall within the social worker's role and which require referral or mandated action, and create a family treatment/service plan with goals, objectives, and action steps. The assignment emphasizes systems thinking, ethical decision-making, family engagement, intervention planning, and collaboration. 50 points. Due Monday, November 23.

Psychoeducational Group

Students will work in small teams to design, plan, and facilitate a simulated psychoeducational or support group session for a defined population. The project builds from the semester case by considering a group resource Jordan or another member of the Matthews system might appropriately choose. The assignment integrates group work skills, advocacy, diversity, research-informed practice, facilitation, evaluation, and ethical use of faith/spirituality when relevant to client preferences. 100 points. Due/presented by Friday, December 11.

Final Examination Policy

Successful completion of this course requires taking the final examination during the scheduled university final examination period: Wednesday, December 16, 2026, 11:00 a.m.-1:45 p.m., in person in Rohr Hall 112. The final examination is worth 150 points (25.4% of the final course grade) and is graded as its own category,

separate from Discussion and Participation, Homework/Major Assignments, and Chapter Quizzes. Students scheduled for three or more final examinations on the same day should follow university procedures for requesting an alternate exam time. Otherwise, alternate final examination times are not granted except as required by university policy or an approved accommodation.

Content Warning

I acknowledge that each of you comes to PLNU with unique life experiences that shape how you receive course material. In Social Work Practice I, all course content, including material that may be intellectually or emotionally challenging, has been intentionally selected to achieve the learning goals of the course. Topics may include ethics, poverty and housing instability, substance use, mental health, grief and loss, interpersonal violence, child maltreatment, elder abuse and exploitation, mandated reporting, trauma, discrimination, family conflict, and spiritual or religious struggle. If course material is intellectually challenging, I encourage you to use appropriate supports and to communicate with me when needed. These topics are included to expand professional knowledge and judgment, and I will support your learning throughout the course.

Trigger / Sensitivity Warning

Some course topics may be triggering for students with lived experience of trauma, including child abuse, domestic or interpersonal violence, elder abuse, substance use, homelessness, mental illness, and other forms of trauma. When these topics appear in the schedule, they are marked with **. If you experience a trauma response, you may take appropriate steps for your emotional safety, including briefly leaving the classroom or accessing counseling or spiritual care resources. You remain responsible for course learning outcomes, but you may speak with me about an alternative way to access or demonstrate the material when appropriate.

General Course Concerns

If you have a concern related to the content or structure of this course, please bring it to me in a timely manner so that we have the opportunity to discuss your concern and work toward an appropriate solution.

Incompletes and Late Assignments

All assignments are to be submitted by the due dates listed in Canvas. For quizzes to be made up, there must be a documented reason the quiz was not completed on time. For other homework assignments, each week the assignment is late, 10% of the possible points will be deducted, up to a maximum 50% deduction, unless there is a documented and approved reason. Incompletes will be assigned only in extremely unusual circumstances consistent with university policy. Students should communicate as early as possible when circumstances may affect their ability to complete course requirements.

PLNU Spiritual Care

PLNU strives to be a place where students grow as whole persons. Students who desire prayer, spiritual support, or a conversation about faith may contact the Office of Spiritual Life and Formation, campus pastors, or the instructor for help connecting with appropriate resources. Faith integration in this course is intended to deepen professional reflection and servant leadership while honoring the dignity, self-determination, and diverse beliefs of clients and communities.

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, PLNU is not authorized to enroll online or distance-education students. A student who changes physical location to another state should notify the institution because continued participation in distance-education components may depend on state authorization. Refer to PLNU State Authorization resources for current information.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the U.S. Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification

This course may be recorded by the professor for educational purposes. Access to recordings will be limited to enrolled students and authorized personnel. Recordings are protected by copyright and may not be distributed or published without written university approval.

PLNU Academic Honesty Policy

Students are expected to demonstrate academic honesty by completing original work and giving appropriate credit to the ideas and work of others. Academic dishonesty includes presenting another person's information, ideas, writing, or creative effort as one's own. Consequences may include a failing grade on an assignment or examination or other university action depending on the seriousness of the violation. Students should consult the University Catalog for definitions, procedures, and appeal information.

During Week 1, students will submit the required Academic Honesty Verification Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

Artificial Intelligence (AI) Policy

Limited, assignment-specific use of artificial intelligence is permitted in this course. AI tools may be used to generate ideas, support learning, or complete designated activities when the assignment instructions explicitly allow it. The MI SUD Case Study Using AI is one such designated assignment. AI may not replace your own assessment, ethical reasoning, reflection, role-play performance, or professional documentation unless the assignment specifically directs you to use AI for that purpose. When AI is used in submitted work, follow the assignment directions for disclosure and citation. If you are unsure whether AI is allowed for an assignment, ask before using it.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations through the Educational Access Center (EAC). Virtual appointments are available. Students can access requests and documentation through Accommodate in OneLogin. Once eligibility is determined, the EAC will create an Accommodation Plan (AP), which professors can view through Accommodate. Students are encouraged to speak with professors during the first two weeks of the semester about implementation of approved accommodations. Accommodations are not retroactive and cannot constitute a fundamental alteration to course outcomes.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment. As Christian scholars, we recognize the power of language and the importance of treating others with dignity. Equitable, inclusive, bias-free language is expected in university-level work. Good writing and speaking avoid unsupported or irrelevant generalizations and stereotypes about personal characteristics, identities, backgrounds, beliefs, or life circumstances. Respectful language is especially important when referring to people whose religious or lifestyle commitments differ from those of the PLNU community. Precision, clarity, humility, and hospitality are part of professional social work communication.

Sexual Misconduct and Discrimination

In support of a safe learning environment, accommodations and resources are available through the Title IX Office for anyone who has experienced sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking. Faculty and staff may have reporting responsibilities under Title IX. Students who wish to speak with a confidential employee may contact Counseling Services or a campus pastor. Information regarding nondiscrimination, anti-harassment, and Title IX resources is available through PLNU.

PLNU Course Modality Definitions and This Course

PLNU defines hybrid courses as courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously. SWK 3070 is a hybrid course: Monday and Friday meetings are in person in Rohr Hall 112, and Wednesday learning is asynchronous in Canvas. Students are expected to participate fully in both modalities.

PLNU Attendance and Participation Policy

Regular and punctual attendance and participation are essential to academic achievement. Under PLNU policy, if a student is absent for more than 10% of class sessions, the faculty member will issue a written warning of de-enrollment. If absences exceed 20%, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an F grade. Students who anticipate being absent for an entire week should contact the instructor in advance and make arrangements for required coursework or alternative assignments at the instructor's discretion.

Synchronous Attendance / Participation

For Monday and Friday in-person meetings, absences are counted from the first official meeting of the course. Students are expected to arrive on time, participate in learning activities, and remain for the scheduled class period unless an accommodation or approved circumstance applies.

Wednesday Asynchronous Attendance / Participation

Wednesday attendance is demonstrated by completing an academic activity in Canvas within the assigned weekly window. Examples include submitting an assignment, taking a quiz, participating in a discussion, completing a portfolio activity, or contacting the instructor through the learning management system about course content. Logging in to Canvas by itself does not count as participation.

Use of Technology for Hybrid Learning

To succeed in the hybrid environment, students need reliable access to Canvas and a device capable of viewing course media, completing assignments, and participating in online activities. Headphones or speakers and a microphone may be needed for some activities. Technology problems should be reported promptly; they do not automatically excuse missed participation or late work.

Loma Writing Center

The Loma Writing Center helps members of the PLNU community develop transferable writing skills for academic, professional, personal, and spiritual communication. Students are encouraged to use writing consultations for getting started, organizing ideas, locating and citing sources, revising, editing, and polishing final drafts. In-person and online appointment information is available through the Loma Writing Center website. Email: writingcenter@pointloma.edu.

LomaBooks Instructions for Students

This course participates in PLNU's course material delivery program, LomaBooks. Required physical materials are prepared by the bookstore, and digitally delivered materials are integrated into Canvas when available. Students should review bookstore communications and confirm fulfillment preferences for printed materials. Consult current LomaBooks information through PLNU for details.

Course Schedule and Canvas

The Assignments At-A-Glance table is intended to help you plan. Canvas is the operational course calendar and will contain the most current due dates, links, module instructions, and any approved adjustments. If a change is necessary, the instructor will communicate it through Canvas and/or PLNU email. University holidays and the final examination time supersede ordinary weekly meeting patterns.

Fall 2026 Chapter Quiz Due Dates

Quiz	Due Date
Chapter 2	Friday, September 11, 2026
Chapter 3	Friday, September 18, 2026
Chapter 4	Friday, September 25, 2026
Chapter 5	Friday, October 2, 2026
Chapter 6	Friday, October 9, 2026
Chapter 7	Friday, October 16, 2026
Chapter 8	Wednesday, October 21, 2026 (moved up from Friday, October 23 — Fall Break)
Chapter 10	Friday, November 13, 2026
Chapter 11	Friday, November 20, 2026
Chapter 12	Monday, November 30, 2026 (moved from Friday, November 27 — Thanksgiving Break)
Chapter 13	Friday, December 4, 2026
Chapter 14	Friday, December 11, 2026

Week 1 (Chapter 1) and Week 9 (Chapter 9) do not have standard graded chapter quizzes. No quiz is due during Thanksgiving Break. The California Law & Ethics assignment remains a separate Week 10 assignment. Chapters 12, 13, and 14 each have their own distinct due date, spaced across the final three weeks of instruction so that no two chapter quizzes share a due date.

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

**** Denotes a trigger/sensitivity topic. Dates reflect the Fall 2026 Monday/Wednesday/Friday hybrid format. Monday and Friday meet in Rohr Hall 112; Wednesday is asynchronous unless otherwise noted.**

Week	Chapter Title / Topic	CSWE Comp.	SW Values	SW Knowledge	SW Skills	Portfolio Items / Learning	Assignments Due
1 8/31-9/4	(1) An Introduction to Social Work Practice with Individuals, Families, and Groups: An Integrated Approach	1, 2, 6	Service Dignity Integrity Justice	Systems Empowerment Assessment Ethics Diversity	Engagement Communication Planning Intervention Evaluation	Program Application/Interview Form 1 (if needed) KWLS sign-up	No Ch. 1 quiz Academic Honesty Verification
2 9/7 - NO CLASS (Labor Day)-9/11	(2) The Value Base of Social Work Practice LABOR DAY 9/7 - NO CLASS / NOTHING DUE 9/7	1, 3, 10	Service Social justice Dignity & worth Human relationships Integrity Competence	Values Ethical principles Diversity Intersectionality	Self-reflection Values clarification Professional judgment	Acceptance of Others Scale	Quiz - Ch. 2
3 9/14-9/18	(3) The Knowledge Base of Social Work Practice with Individuals, Families, and Groups	3, 4, 6, 7, 8	Respect Humility Justice	Theoretical perspectives PIE Strengths Life course Anti-oppressive practice EBP	Case conceptualization Critical thinking	Cultural Competency Scale/Test	Quiz - Ch. 3

Week	Chapter Title / Topic	CSWE Comp.	SW Values	SW Knowledge	SW Skills	Portfolio Items / Learning	Assignments Due
4 9/21- 9/25	(4) The Skills Base of Social Work Practice	1, 3, 6, 8	Respect Empathy Integrity	Communication Interview phases Documentation	Attending Open questions Reflection Summarizing Written communication	Rathus Assertiveness Scale	Quiz - Ch. 4
5 9/28- 10/2	(5) Social Work Ethics and Ethical Practice	1, 3, 10	Integrity Respect Justice Service Dignity	NASW Code Boundaries Confidentiality Ethical dilemmas Decision models	Reasoning Reflection Judgment Consultation Advocacy	SWEAP Program Entrance Form	Quiz - Ch. 5
6 10/5- 10/9	(6) Social Work Practice with Individuals: An Integrated Approach Substance Use** Homelessness**	1, 3, 6, 7, 8	Empathy Respect Service Dignity Integrity	Integrated practice Crisis Solution-focused MI Trauma-informed care	Engagement Listening Assessment Planning Intervention	Trauma-Informed Care activity/reflection	Quiz - Ch. 6

Week	Chapter Title / Topic	CSWE Comp.	SW Values	SW Knowledge	SW Skills	Portfolio Items / Learning	Assignments Due
7 10/12-10/16	(7) Effective Use of the Planned Change Process with Individuals: Engagement and Assessment Elder Abuse**	6, 7	Trust Empathy Respect Service Integrity	Planned change Assessment Strengths SMART goals Older adults APS concepts	Engagement Interviewing Observation Questioning Documentation	Kadushin Interviewing Competencies Assessment	Quiz - Ch. 7
8 10/19-10/23	(8) Effective Use of the Planned Change Process with Individuals: Intervention and Evaluation FALL BREAK 10/22-10/23 - NO FRIDAY CLASS / NOTHING DUE 10/22-10/23	8, 9, 10	Empowerment Justice Accountability Integrity Compassion	Intervention Evaluation Outcomes MI Faith/spirituality Endings	Planning Implementation Monitoring Adjusting Measuring SOAP notes	Portfolio audit / upload check	Quiz - Ch. 8; MI Response; MI SUD Case Study Using AI Complete Week 8 asynchronous work by Wednesday 10/21; nothing due 10/22-10/23.
9 10/26-10/30	(9) Social Work Practice with Families: An Integrated Approach	1, 3, 6, 7	Respect Support Compassion Integrity Connection	Family systems Roles Boundaries Communication Culture Family strengths	Engagement Assessment Mediation Planning Intervention	Genogram/ecomap practice	Role Play with Individual due 10/28 No Ch. 9 quiz
10 11/2-11/6	California Practice Week - Canvas articles and applied practice Child Abuse** Interpersonal Violence** Mandated Reporting Elder Abuse/APS**	1, 2, 3, 6, 7, 8, 9	Advocacy Protection Justice Compassion Dignity	Child maltreatment IPV/coercive control Mandated reporting Trauma Power Safety Resilience	Assessment Reporting Safety planning Documentation Consultation Referral	Mandated reporter / trauma-informed learning as assigned	CA Law & Ethics Quiz

Week	Chapter Title / Topic	CSWE Comp.	SW Values	SW Knowledge	SW Skills	Portfolio Items / Learning	Assignments Due
11 11/9-11/13	(10) Effective Use of the Planned Change Process with Families: Engagement and Assessment	6, 7	Respect Collaboration Empathy Integrity Support	Family assessment Systems Roles Needs Culture Genogram/eco map	Engagement Observation Interviewing Prioritizing Planning	Family assessment practice	Quiz - Ch. 10 Child Maltreatment Case
12 11/16-11/20	(11) Intervention and Evaluation with Families	8, 9	Empowerment Accountability Compassion Partnership Justice	Goals Outcomes Strategies Communication Feedback	Implementation Coordination Evaluation Problem-solving Adjusting	Treatment/service plan practice	Quiz - Ch. 11
13 11/23-11/27	(12) An Introduction to Social Work Practice with Groups: An Integrated Approach THANKSGIVING BREAK 11/25-11/27 - NO ASYNCHRONOUS WORK / NO FRIDAY CLASS / NOTHING DUE 11/25-11/27	1, 3, 6, 8, 10	Participation Equality Respect Support Integrity	Group types Purpose Structure Membership Process	Facilitation Listening Engagement Leadership Collaboration	Family Case Study portfolio-ready artifact	Family Case Study due Monday 11/23; Quiz - Ch. 12 due Monday 11/30
14 11/30-12/4	(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 Psychological safety	Engagement Facilitation Observation Assessment Communication	Group Plan draft	Quiz - Ch. 13 Report Group Plan
15 12/7-12/11	(14) Effective Use of the Planned Change Process with Groups: Intervention and Evaluation	8, 9, 10	Empowerment Accountability Respect Justice Collaboration	Intervention Evaluation Feedback Outcomes Group process Termination	Facilitating Monitoring Implementation Measuring Adapting	Psychoeducational Group / portfolio-ready artifact	Quiz - Ch. 14 Psychoeducational Group due/presented by 12/11
16 12/14-12/18	COURSE INTEGRATION / FINAL EXAM Monday, Dec. 14 - in-person integration/review Wednesday, Dec. 16, 11:00 a.m.-1:45 p.m. - FINAL EXAM	1-10	Professional integration Service Integrity Justice Compassion	Individuals -> Families -> Groups -> Systems Planned Change Process Ethics Faith/profession	Integrate Reason Apply Evaluate Reflect	Final portfolio check / semester integration	FINAL EXAM - Wednesday 12/16 No Friday class

Week	Chapter Title / Topic	CSWE Comp.	SW Values	SW Knowledge	SW Skills	Portfolio Items / Learning	Assignments Due
	In person - Rohr Hall 112						