

Course Syllabus

[Jump to Today](#)



Graduate Department of Sociology, Social Work, and Family Sciences

SWK6070 Social Work Practice I

3 Units

Fall 2026

August 31 – December 20

In-Person

Meeting Days: Tuesdays

Meeting Times: 6:00–8:45 pm (PST)

Meeting Location: TBD

Final Exam: (Day/Time): N/A

Instructor: April Rodriguez

Email: arodrig1@pointloma.edu
(<mailto:arodrig1@pointloma.edu>)

Phone: by appt.

Office Location and Hours: N/A

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.



Course Description

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.

Social Work is an applied profession that has its foundation in Judeo-Christian heritage. Over time, the profession has developed many theoretical orientations and techniques. This course studies the generalist practice orientation and the associated values, ethics and skills. The course seeks understanding of the process of intervention in human relations, and the transactional processes that occur with individuals, families and groups. Students entering SWK6070 - Social Work Practice I have been accepted in the Master of Social Work program. SWK6070 includes basic as well as developing curricular components which contribute to the array of professional competencies that must be achieved by program completion.

Course Learning Outcomes

By the end of this course, the MSW student will be able to:

1. Apply generalist social work knowledge and skills to engage, assess, plan, and intervene with individuals, families, and groups, demonstrating alignment with the NASW Code of Ethics and CSWE competencies. Competencies 6-8
2. Integrate Judeo-Christian values and perspectives into professional social work practice in a manner that respects client diversity, promotes human dignity, and supports culturally responsive interventions. Competencies 1 & 2
3. Analyze and utilize theoretical frameworks to guide interventions with diverse client systems. Competencies 4 & 7
4. Demonstrate professional use of self through self-awareness, reflection, and regulation to build effective working relationships with clients and colleagues. Competencies 1 & 2
5. Employ ethical decision-making models when addressing complex practice dilemmas with individuals, families, and groups. Competency 1
6. Demonstrate the helping process by demonstrating effective communication, interviewing, and interpersonal skills in simulated and real-world practice situations. Competencies 6-8
7. Evaluate the impact of interventions by applying appropriate assessment tools and methods to measure progress and inform future practice. Competencies 4 & 9
8. Collaborate effectively with clients, families, groups, and interdisciplinary teams to promote client well-being and social justice. Competencies 3 & 6

By the end of this course, you should be able to demonstrate the following Council of Social Work Education (CSWE) professional competencies (a full description and specific examples of these can be found in the Field Practicum Handbook and are part of the Student Learning Plan):



CSWE 1. Demonstrate Ethical and Professional Behavior; PL I. Conducts self as professional and applies ethical principles to guide practice by:

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

CSWE 2. Advance Human Rights and Social, Racial, Economic and Environmental Justice; PL III. Advances human rights and social, economic, or environmental justice by:

- Applying their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engaging in practices that advance social, economic, and environmental justice.

CSWE 3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice; PL II. Actions reflect ability to sensitively engage diversity and difference in practice by:

- Applying and communicating understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Presenting themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Applying self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

CSWE 4. Engage in Practice-Informed Research and Research-Informed Practice; PL IV. Engages in research-informed practice and practice-informed research by:

- Using practice experience and theory to inform scientific inquiry and research;
- Applying critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Using and translating research evidence to inform and improve practice, policy, and service delivery.

CSWE 5. Engage in Policy Practice; PL V. Engages in policy practice to advance social and economic well-being and to deliver effective social work services by:

- Identifying social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; Rev 1.15.23 3
- Assessing how social welfare and economic policies impact the delivery of and access to social services;



- Applying critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

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

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

CSWE 7. Assess Individuals, Families, 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. Rev 1.15.23 4

Throughout the semester, the professor will also teach students how the following **6 IDEA course evaluation objectives** are essential and important to their learning. These include:

1. Developing knowledge and understanding of diverse populations, global awareness, or other cultures.
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
3. Developing skill in expressing myself orally or in writing.
4. Learning how to find, evaluate, and use resources to explore a topic in depth.
5. Developing ethical reasoning and/or ethical decision making.
6. Learning to apply knowledge and skills to benefit others or serve the public good.

Program Learning Outcomes

Students who complete the program in Social Work will be able to:

1. Demonstrate understanding of integrated body of knowledge required of a general practitioner as defined by the Council on Social Work Education.
2. Demonstrate a command of the professional values and ethics required of a general practitioner.
3. Demonstrate competence in the concrete practice of professional skills, especially those skills required by the Council on Social Work Education of a general practitioner.
4. Demonstrate an awareness of the influence of Christian and Wesleyan perspectives on social work practice.
5. Demonstrate preparation to transition to careers and/or graduate education in social work.

Program Goals

The goals of the social work program flow from the mission and are related to the development of competent professions; integration of faith and professional practice; service to the community that empowers others; and continuous personal development. The four primary program goals are:

1. To prepare students for beginning advanced generalist professional practice by providing the advanced knowledge, skills, and values and ethics that form a professional foundation for competent practice with diverse populations and systems of any size.
2. To prepare students who are committed to service in the community in a manner that includes an understanding of the intersection of a Christian/Wesleyan perspectives and social work practice.
3. To develop entry level advanced generalist or clinical practitioners who are motivated to promote social, racial, environmental, and economic justice and who employ theory and cultural sensi



empower diverse populations and to understand the transactions between social and cultural environments.

4. To foster student involvement in continuing professional development. These core program goals are accomplished through student achievement of objectives that form a professional foundation of knowledge, clearly articulated values and ethics, and acquisition of professional and personal skills.

Department Mission

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

Social Work Program Mission

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

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

Institutional Learning Outcomes

1. Learning, Informed by our Faith in Christ

Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.

2. Growing, in a Christ-centered Faith Community

Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental, and social contexts.

3. Serving, in a Context of Christian Faith

Students will serve locally and/or globally in vocational and social settings.

Required Texts and Recommended Study Resources



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

2. [Owl Purdue APA Style Guide](#) ➞

(https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.htm)

3. [National Association of Social Workers \(NASW\) Code of Ethics](#) ➞

(<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>)

4. [PLNU Ryan Library](#) (<https://libguides.pointloma.edu/ryanlibrary>)

5. [Owl Purdue Writing](#) ➞ (<https://owl.purdue.edu/>)

6. [University of North Carolina, Chapel Hill Writing Center](#) ➞ (<https://writingcenter.unc.edu/tips-and-tools/>)

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

Note: Students are responsible for having the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

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

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 16 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes, 7.5 hours per week (including class time). The time estimations are provided below and in the Canvas modules.

Assessment and Grading

Weighted Grades

This course uses weighted grades. Each assignment category is worth a certain percentage of the final grade (100%) for the course, as specified in the table below:



Course Assignments

Assignment Category	Percentage of Total Grade
Discussion and Participation	10%
Assignments	65%
Quizzes	25%

Student grades for assignments will be posted in the Canvas gradebook no later than midnight on Tuesday of each week beginning in Week Two of this course. It is important to read the comments posted in the gradebook as these comments are intended to help students improve their work. Final grades will be posted by the due date as posted in the Academic Calendar.

Assignment List

Assignment List

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



*Denotes a signature assignment

Participation is where students begin transforming social work theory into real-world skills. Active participation allows students to practice engagement, assessment, intervention, and evaluation strategies in a safe, supportive environment. This will be accomplished through completing assessments for your portfolio, discussions to reflect on and better understand course concepts with classmates and in-class activities including role-plays. 3 pts. will be given for each of the 15 class sessions (1 pt. lost for being late, 2 pts. will be lost if there is a lack of participation). If there is an excused absence, lost points may be made up with activities to be completed independently. 45 pts. possible

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

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

Signature Assignment Descriptions

KWLS Talk

To strengthen professional presentation skills and capacity for integrating multiple perspectives, each student will prepare and deliver a 5-minute critical reflection that applies the Know, Wonder, Learn, Spiritual (KWLS) framework to the assigned chapter. Students must connect course content to social work practice and explicitly analyze intersections between personal values, professional ethics, and Christian faith traditions. Presentations should demonstrate synthesis of scholarly literature, critical self-awareness, and implications for complex practice contexts. Competencies 1, 2, 4, & 10 No more than three presentations per week. 5 pts.

Key changes from BSW:

- Adds requirement for scholarly integration.
- Moves from descriptive reflection to critical, analytical reflection.
- Explicitly ties content to complex practice implications.

Role Play with Individual

This assignment requires students to apply the Planned Change Process through a recorded role play and corresponding professional documentation. Working with a peer client in a scenario involving



intersecting personal, social, and systemic challenges, students will engage in advanced engagement, assessment, intervention, and evaluation skills. The assessment must include a biopsychosocialspiritual and cultural formulation, risk and safety analysis, and consideration of macro-level influences. Students will document the session using SOAP notes and a reflective analysis that critically examines ethical dilemmas, ADEI considerations, and the integration of evidence-based practice. Emphasis is placed on linking theory to practice, demonstrating advanced critical thinking, and evaluating intervention outcomes. Competencies 1, 2, 4, & 6-9 100 pts. DUE October 28.

Key changes from BSW:

- Increases case complexity with intersecting challenges.
- Adds risk assessment, cultural formulation, macro-level analysis.
- Requires evidence-based practice justification.

Family Case Study

Students will conduct a comprehensive assessment of a multi-stressed family system experiencing complex, intersecting challenges. Using an ecological and systems perspective, students will analyze family dynamics, identify strengths, and prioritize needs while considering sociopolitical, economic, and cultural contexts. The intervention plan must integrate traumainformed and evidence-based strategies, clearly distinguishing between issues addressed directly and those requiring specialized referral. Students will develop a formal service contract with measurable objectives, culturally responsive action steps, and an evaluation plan. Critical reflection on ethical decision-making and power dynamics in work with families is required. 50 pts. Competencies 1, 2, 4, & 6-9. DUE November 25

Key changes from BSW:

- Adds ecological/systems perspective analysis.
- Requires trauma-informed and evidence-based intervention strategies.
- Includes evaluation plan and critical reflection on ethics & power.

Psychoeducational Group

Working in small teams, students will design, facilitate, and evaluate a psychoeducational or support group session tailored to a specific population experiencing complex needs. Projects must demonstrate integration of group work theory, culturally responsive facilitation, and advocacy strategies relevant to the target population. Students must incorporate evidencebased curricula or interventions and adapt them for diverse participant needs. Following facilitation, teams will conduct a process evaluation, assess group outcomes, and reflect on leadership roles, group dynamics, and ADEI considerations. When feasible, projects should be implemented in an agency or community setting; classroom simulations must include a detailed plan for real-world application. Competencies 1, 2, & 4-9 100 pts. DUE December 16

Key changes from BSW:



- Adds evaluation component.
- Requires evidence-based group work models.
- Emphasizes advocacy and real-world application.

Grading Scale

The following grading scale will be used for all exams and final course grades:

- 93 – 100% = A
- 90 – 92% = A-
- 87 – 89% = B+
- 84 – 86% = B
- **81 – 83% = B-**
- 78 – 80% = C+
- *75 – 77% = C
- 73 – 74% = C-
- 71 – 72% = D+
- 68 – 70% = D
- Below 68% = F

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In Social Work Practice I, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include ethics, policy, and program evaluation. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of social work, and I will support you throughout your learning in this course.

Trigger Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In Social Work Practice I, we will cover a variety of topics, some of which you may find triggering. These topics include child abuse, interpersonal violence, mental illness, homelessness, and substance abuse. Each time this topic appears in a reading or video, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are



different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of social work, and I will support you throughout your learning in this course.

General Course Concerns

If you have a concern related to the content or structure of this course, please bring your concern(s) to me (the instructor) in a timely manner, so that we have the opportunity to discuss your thoughts and work together toward a solution.

Incompletes and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session and as listed in the instructions when they are due—including assignments posted in Canvas. For work that is submitted after the deadline, a 10% reduction will be given. Incompletes will only be assigned in extremely unusual circumstances.

PLNU Spiritual Care

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate and Accelerated Undergraduate students to encounter God and grow in their Christian faith. We have onsite chaplains at our different campuses who may be available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with our chaplains, you can find them at the [Chaplain's Page \(https://my.pointloma.edu/pages/chaplains\)](https://my.pointloma.edu/pages/chaplains) via myPLNU.

In addition, the Mission Valley and Balboa campuses have a prayer chapel for use as a space set apart for quiet reflection and prayer.



Student Success

The Center for Student Success supports our Graduate and Professional Studies students throughout their academic journey. We provide student services such as academic advising and planning, resource workshops, and connect students to career services, writing support, tutorial services, and wellness resources. The Center itself is located on the first floor of the Mission Valley Campus. If you have any questions about how to access resources at PLNU, please start by reaching out to the Center for Student Success [by email \(mailto:studentsuccess@pointloma.edu\)](mailto:studentsuccess@pointloma.edu) or by phone at 619-563-2850. Please visit [myPLNU Student Success \(https://my.pointloma.edu/pages/student-success-center\)](https://my.pointloma.edu/pages/student-success-center) for more details. If you are in the School of Education, please contact [SOE Advising \(mailto:soeadvising@pointloma.edu\)](mailto:soeadvising@pointloma.edu).

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 [Graduate Academic and General Policies](https://pointloma.edu/graduate-academic-and-general-policies) [↗\(https://pointloma-](https://pointloma.edu/graduate-academic-and-general-policies)



public.courseleaf.com/grad-catalog/academic-general-policies/#text for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

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."

PLNU Academic Behavior Policy

Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Students are expected to take the initiative to learn and conduct themselves in a mature and civil manner in the classroom environment. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to these behavioral standards may be subject to disciplinary action, including removal from class or further university sanctions. For a full definition of disruptive behavior, response procedures, and the appeal process, please consult the [Academic Behavior Policy](https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#academicbehavior)  (<https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#academicbehavior>) in the [University Catalog](https://pointloma-public.courseleaf.com/grad-catalog/)  (<https://pointloma-public.courseleaf.com/grad-catalog/>).

Artificial Intelligence (AI) Policy

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

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center on the PL campus, the first floor of the Balboa campus, and the second floor of the Mission Valley campus. For all students, including the Bakersfield campus, virtual appointments are available. 

are available. You can reach the Educational Access Center (EAC) [by email](#) (<mailto:EAC@pointloma.edu>) or phone at 619-849-2533. Students can access both requests for and evidence of disability through the Accommodate link off the main page of [OneLogin](#)  (<https://pointloma.onelogin.com/portal>). 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 approved accommodations. Professors are able to view a student's approved accommodations through [Accommodate](#)  (<https://pointloma-accommodate.symlicity.com/>).

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their approved accommodations in that particular course. Accommodations are not retroactive; as such, 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-related need should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. In accordance with ADA, accommodations cannot constitute a fundamental alteration to course outcomes; therefore, planning ahead is vital in establishing appropriate accommodations for equal access to this course. 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 eligibility process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

Language and Belonging

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

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at [PLNU's Nondiscrimination webpage](#)



<http://www.pointloma.edu/nondiscrimination>).

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the [Title IX Office](https://www.pointloma.edu/title-ix) (<https://www.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](https://www.pointloma.edu/title-ix) (<https://www.pointloma.edu/title-ix>).

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact [Counseling Services](mailto:counselingservices@pointloma.edu) (<mailto:counselingservices@pointloma.edu>) or [consult the list of campus pastors](https://www.pointloma.edu/title-ix/get-help-now) (<https://www.pointloma.edu/title-ix/get-help-now>).

If you (or someone you know) has experienced other forms of discrimination or bias, you can find more information on reporting and resources via the [Nondiscrimination and Anti-harassment Policy](http://www.pointloma.edu/nondiscrimination) (<http://www.pointloma.edu/nondiscrimination>).

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

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.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](https://pointloma-public.courseleaf.com/aug-catalog/academic-general-policies/) [↗](https://pointloma-public.courseleaf.com/aug-catalog/academic-general-policies/) (<https://pointloma-public.courseleaf.com/aug-catalog/academic-general-policies/>) for additional details.

Synchronous Attendance/Participation Definition

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of class



of the date of the student's enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

Note: For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

Use of Technology

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 \(https://help.pointloma.edu/TDClient/1808/Portal/KB/ArticleDet?ID=108349\)](https://help.pointloma.edu/TDClient/1808/Portal/KB/ArticleDet?ID=108349) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible nor allowable) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

Electronics in the Classroom

As a host of this classroom, I have a policy about phones and laptop computers and devices like them. This policy is to allow you to become more comfortable taking a break from technology, allowing you to be in the present moment and adding to your professional tolerance of being without devices all of the time.

1. I will give you a "tech break" during class - please do not check your phones until that time. If a big life circumstance going on, please let me know at the beginning of class and we will talk at



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:

1. 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_stud_divided_attention_and_technological_gadgets.html 

(https://slate.com/technology/2013/05/multitasking-while-studying-divided-attention-and-technological-gadgets-impair-learning-and-memory.html?pay=1757016518262&support_journalism=please)

2. Even if it doesn't impair your learning, it impairs others learning.

<https://www.sciencedirect.com/science/article/pii/S0360131512002254> 

(<https://www.sciencedirect.com/science/article/pii/S0360131512002254>)

3. 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/>.  (<https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>)

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#:~:text=New%20study%20shows%20that%20splitting,from%20others'%20use%20of%20device](https://www.insidehighered.com/news/2018/07/27/class-cellphone-and-laptop-use-lowers-exam-scores-new-study-#~:text=New%20study%20shows%20that%20splitting,from%20others'%20use%20of%20device)

 ([https://www.insidehighered.com/news/2018/07/27/class-cellphone-and-laptop-use-lowers-exam-scores-new-study-](https://www.insidehighered.com/news/2018/07/27/class-cellphone-and-laptop-use-lowers-exam-scores-new-study-#~:text=New%20study%20shows%20that%20splitting,from%20others'%20use%20of%20device)

[shows#:~:text=New%20study%20shows%20that%20splitting,from%20others'%20use%20of%20device](https://www.insidehighered.com/news/2018/07/27/class-cellphone-and-laptop-use-lowers-exam-scores-new-study-#~:text=New%20study%20shows%20that%20splitting,from%20others'%20use%20of%20device)

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.

GPS Academic Resources

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- [The GPS Writing Center \(https://my.pointloma.edu/pages/writing-center-gps\)](https://my.pointloma.edu/pages/writing-center-gps) offers:

- **Zoom Writers Workshops** offered each quad on a variety of helpful topics
- **One-to-one appointments** with the Writing Coach
- **Microlearning YouTube Video Library** for helpful tips anytime

- [Research Help Guide \(https://my.pointloma.edu/pages/research-help\)](https://my.pointloma.edu/pages/research-help) to help you start your research



- 9/8/26, 2:37 PM
- Syllabus for SWK6070-2 FA26 - Social Work Practice I
- o

The physical office is located on the third floor of the [Mission Valley Regional Center](#) 
 [\(https://maps.app.goo.gl/CRXui8PJUnSkvokC9\)](https://maps.app.goo.gl/CRXui8PJUnSkvokC9) off the student lounge

•

[Academic Writing Resources Course](#) [\(https://canvas.pointloma.edu/courses/64301\)](https://canvas.pointloma.edu/courses/64301): Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. [Watch a quick video run-through](#)  [\(https://youtu.be/4H8KTZ4BOaY\)](https://youtu.be/4H8KTZ4BOaY) and take time now to explore!

•

[Grammarly](#) [\(https://my.pointloma.edu/pages/writing-center-gps\)](https://my.pointloma.edu/pages/writing-center-gps): Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.

•

[Tutoring](#) [\(https://my.pointloma.edu/pages/tutoring-gps\)](https://my.pointloma.edu/pages/tutoring-gps): Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

Assignments-at-a-Glance

The course summary below lists our assignments and their due dates. Click on any assignment to review it

Course Summary:

Date	Details	Due
Fri Sep 4, 2026	 KWLs (https://canvas.pointloma.edu/courses/88372/assignments/1358714) 	due by 11:59pm
Mon Sep 7, 2026	 Ch. 2 Quiz (https://canvas.pointloma.edu/courses/88372/assignments/1358683) 	due by 11:59pm
Mon Sep 14, 2026	 Ch. 3 Quiz (https://canvas.pointloma.edu/courses/88372/assignments/1358695) 	due by 11:59pm
Fri Sep 25, 2026	 Ch. 4 Quiz (https://canvas.pointloma.edu/courses/88372/assignments/1358679) 	due by 11:59pm



Date	Details	Due
Mon Sep 28, 2026	 Ch. 5 Quiz https://canvas.pointloma.edu/courses/88372/assignments/1358885	due by 11:59pm
Mon Oct 5, 2026	 Ch. 6 Quiz https://canvas.pointloma.edu/courses/88372/assignments/1358889	due by 11:59pm
Wed Oct 7, 2026	 Rathus Assertiveness Scale https://canvas.pointloma.edu/courses/88372/assignments/1358718	due by 11:59pm
Fri Oct 9, 2026	 Acceptance of Others/Cultural Competence https://canvas.pointloma.edu/courses/88372/assignments/1358709	due by 11:59pm
Mon Oct 12, 2026	 Ch. 7 Quiz https://canvas.pointloma.edu/courses/88372/assignments/1358888	due by 11:59pm
Tue Oct 20, 2026	 MI SUD case study using AI https://canvas.pointloma.edu/courses/88372/assignments/1358715	due by 6pm
	 Motivational Interviewing Response https://canvas.pointloma.edu/courses/88372/assignments/1358716	due by 6pm
Tue Oct 27, 2026	 Individual Case Study Video Description & Drop Box https://canvas.pointloma.edu/courses/88372/assignments/1358712	due by 6pm
	 Individual Case Study Written Description & Drop Box https://canvas.pointloma.edu/courses/88372/assignments/1358713	due by 6pm
Mon Nov 2, 2026	 Mandated Reporter QUIZ - Rady's handout	due by 11:59pm

Date	Details	Due
	https://canvas.pointloma.edu/courses/88372/assignments/1358704 	
Mon Nov 9, 2026	 Ch. 10 Quiz https://canvas.pointloma.edu/courses/88372/assignments/1358691 	due by 11:59pm
Tue Nov 10, 2026	 Child maltreatment case study Homework https://canvas.pointloma.edu/courses/88372/assignments/1358710 	due by 6pm
Mon Nov 16, 2026	 Ch. 11 Quiz https://canvas.pointloma.edu/courses/88372/assignments/1358690 	due by 11:59pm
Mon Nov 23, 2026	 Ch. 12 Quiz https://canvas.pointloma.edu/courses/88372/assignments/1358699 	due by 11:59pm
Tue Nov 24, 2026	 Family Case Study Assignment Description & Drop Box https://canvas.pointloma.edu/courses/88372/assignments/1358711 	due by 6pm
Mon Nov 30, 2026	 Ch. 13 Quiz https://canvas.pointloma.edu/courses/88372/assignments/1358687 	due by 11:59pm
Mon Dec 7, 2026	 Week 15 Overview - Chapter 15 and 16	to do: 5:59am
	 Ch. 14 Quiz https://canvas.pointloma.edu/courses/88372/assignments/1358681 	due by 11:59pm
Tue Dec 8, 2026	 Treatment Group Proposal Drop Box https://canvas.pointloma.edu/courses/88372/assignments/1358720 	due by 6pm



Date	Details	Due
Tue Dec 15, 2026	 Sign up for KWLS short talk (https://canvas.pointloma.edu/courses/88372/assignments/1358708) 	due by 6:30pm
Fri Dec 18, 2026	 Treatment Group Reflection Drop Box (https://canvas.pointloma.edu/courses/88372/assignments/1358721) 	due by 11:59pm
	 Participation (https://canvas.pointloma.edu/courses/88372/assignments/1358717) 	
	 Roll Call Attendance (https://canvas.pointloma.edu/courses/88372/assignments/1358719) 	

