

Course Syllabus

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Sociology, Social Work, and Family Sciences

SWK 6173 Social Work Seminar

1 Unit

Fall 2026

August 31 - December 20

Online Synchronous

Meeting Days: Wednesdays

Meeting Times: 12:00pm-12:50pm

Meeting Location: Zoom

Final Exam: (Day/Time):

Instructor: Theresa Meza, MSW

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

Phone: (619) 849-2449

Office Location and Hours: By appointment

PLNU Mission

To Teach ~ To Shape ~ To Send

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



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

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.

Course Description

Provides opportunity for students to develop their basic social work skills through integrating social work knowledge and theory into field practice. Several aspects of field will be discussed. This course is taken concurrently with the student's field placement.

Course Learning Outcomes

Social Work 6173 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 and must be taken concurrently with Social Work Practicum. *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 Objectives

The objectives in PLNU social work practice courses align with professional competences required by the CSWE Educational Policy Accreditation Standards (EPAS). CSWE, as the national accrediting body, has identified ten 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, Racial, Economic and 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 (ADEI); 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.

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.

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

- Garthwait, C. L. (2020). *The social work practicum: Preparation for practice* (8th ed.). Pearson.

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

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

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.

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.

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.

Course Credit Hour Information



It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework.

Assessment and Grading

Weighted Grades

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

Course Assignments

<i>Assignment Category</i>	<i>Percentage of Total Grade</i>
Discussion, Attendance, Participation	25%
Exams	15%
Portfolio	20%
Presentation	25%
Assignments	15%

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.

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. **Oral presentation and written assignments** from seminar topics.
4. **Preparation of resources and tools for professional use** and demonstration of skills are basic to the course.
5. **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.
6. **Final exam** during finals week.
7. Highly consider joining a **professional association** or subscribing to a professional journal.

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.



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**.

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+
- 83 – 86% = B
- 80 – 82% = B-
- 77 – 79% = C+
- 73 – 76% = C
- 70 – 72% = C-
- 67 – 69% = D+
- 63 – 66% = D
- 60 – 62% = D-
- Below 68% = F

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](http://www.pointloma.edu/experience/academics/class-schedules) (<http://www.pointloma.edu/experience/academics/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 this course, 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. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset.



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 sociology, 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 this course we will cover a variety of topics, some of which you may find triggering. 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 a 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 assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of sociology, 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 when they are due—including assignments posted in Canvas. 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



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).

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 \(https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures\)](https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures) to view which states allow distance education outside California.

PLNU Copyright Policy

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



PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when, in reality, they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination or, depending on the seriousness of the offense, for the course.

For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Graduate Academic and General Policies](https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#text)  (<https://pointloma-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>) in the **University 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.) 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** ➞ (<https://style.mla.org/citing-generative-ai/>)
 - **APA Style: How to Cite ChatGPT** ➞ (<https://apastyle.apa.org/blog/how-to-cite-chatgpt>)
 - **Chicago Manual of Style: Citing Content Developed or Generated by AI** ➞ (<https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html>)
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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. 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.symplcity.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 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) (<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 information on reporting and resources via the [Nondiscrimination and Anti-harassment Policy](#).



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

Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction are fully online.
 1. Synchronous Courses: At least one class meeting takes place at a designated time.
 2. Asynchronous Courses: All class meetings are asynchronous.
 2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
 3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).
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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/>) 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 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.

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
 - 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



- 8/26/26, 10:46 AM
- Syllabus for SWK6173-ON1 FA26 - Seminar in Social Work II
- **Academic Writing Resources Course** (<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>) and take time now to explore!
 - **Grammarly** (<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>): 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
Wed Sep 2, 2026	 WK 1 Class Agenda & Participation https://canvas.pointloma.edu/courses/89201/assignments/1356971	due by 11:59pm
		
Sun Sep 6, 2026	 Cover Letter https://canvas.pointloma.edu/courses/89201/assignments/1356834	due by 11:59pm
		
	 MSW Field Manual Review https://canvas.pointloma.edu/courses/89201/assignments/1356844	due by 11:59pm
		
	 NASW Code of Ethics Review https://canvas.pointloma.edu/courses/89201/assignments/1356856	due by 11:59pm
		
	 Resume https://canvas.pointloma.edu/courses/89201/assignments/1356856	due by 11:59pm
		



Date	Details	Due
Wed Sep 9, 2026	 WK 2 Class Agenda & Participation https://canvas.pointloma.edu/courses/89201/assignments/1356980	due by 11:59pm 
Sun Sep 13, 2026	 Sign up for Practice/Service/Faith-Values Presentation https://canvas.pointloma.edu/courses/89201/assignments/1356918	due by 11:59pm 
	 Social Work Practicum Preparing for Practice Chapter 9: Communication https://canvas.pointloma.edu/courses/89201/assignments/1356967	due by 11:59pm 
Wed Sep 16, 2026	 WK 3 Class Agenda & Participation https://canvas.pointloma.edu/courses/89201/assignments/1356981	due by 11:59pm 
Fri Sep 18, 2026	 September: Monthly "Coffee Chat" https://canvas.pointloma.edu/courses/89201/assignments/1356919	due by 11:59pm 
Sun Sep 20, 2026	 Internship Job Description https://canvas.pointloma.edu/courses/89201/assignments/1356937	due by 11:59pm 
	 Internship Safety Plan & Policies and Procedures https://canvas.pointloma.edu/courses/89201/assignments/1356938	due by 11:59pm 
Wed Sep 23, 2026	 WK 4 Class Agenda & Participation https://canvas.pointloma.edu/courses/89201/assignments/1356982	due by 11:59pm 
Sun Sep 27, 2026	 Social Work Practicum Preparing (SWP:PFP) for Practice	due by 

Date	Details	Due
	Chapter 11 (Legal Issues) (https://canvas.pointloma.edu/courses/89201/assignments/1356960) 	
Wed Sep 30, 2026	 WK 5 Class Agenda & Participation (https://canvas.pointloma.edu/courses/89201/assignments/1356983) 	due by 11:59pm
	 Acceptance of Others Scale and Cultural Competence - ASSIGNMENT (https://canvas.pointloma.edu/courses/89201/assignments/1356924) 	due by 11:59pm
	 Animal Conflict Style (https://canvas.pointloma.edu/courses/89201/assignments/1356925) 	due by 11:59pm
	 Kadushin Interviewing Competency (https://canvas.pointloma.edu/courses/89201/assignments/1356941) 	due by 11:59pm
Sun Oct 4, 2026	 Learning Styles Inventory (SW Practice 1 or 2) (https://canvas.pointloma.edu/courses/89201/assignments/1356942) 	due by 11:59pm
	 Rathus Assertiveness Scale (https://canvas.pointloma.edu/courses/89201/assignments/1356953) 	due by 11:59pm
	 Self-Care Plan (Alz San Diego) (https://canvas.pointloma.edu/courses/89201/assignments/1356958) 	due by 11:59pm
	 Stance of a Macro Social Worker (https://canvas.pointloma.edu/courses/89201/assignments/1356969) 	due by 11:59pm



Date	Details	Due
Wed Oct 7, 2026	 WK 6 Class Agenda & Participation https://canvas.pointloma.edu/courses/89201/assignments/1356984	due by 11:59pm
		
Sun Oct 11, 2026	 NIMS Certification Due https://canvas.pointloma.edu/courses/89201/assignments/1356947	due by 11:59pm
		
	 Social Work Practicum Preparing for Practice Chapter 12 https://canvas.pointloma.edu/courses/89201/assignments/1356983	due by 11:59pm
		
Wed Oct 14, 2026	 Oral Presentation on Evidence Based Practice being used at your Service Placement https://canvas.pointloma.edu/courses/89201/assignments/1356920	due by 11:59pm
		
	 WK 7 Class Agenda & Participation https://canvas.pointloma.edu/courses/89201/assignments/1356986	due by 11:59pm
		
Sat Oct 17, 2026	 October: Monthly "Coffee Chat" https://canvas.pointloma.edu/courses/89201/assignments/1356940	due by 11:59pm
		
Sun Oct 18, 2026	 Research an Evidence Based Practice being used at your Service Placement https://canvas.pointloma.edu/courses/89201/assignments/1356954	due by 11:59pm
		
Wed Oct 21, 2026	 WK 8 Class Agenda & Participation https://canvas.pointloma.edu/courses/89201/assignments/1356987	due by 11:59pm
		
Sun Oct 25, 2026	 Personally Chosen Assignment Tool	due by 

Date	Details	Due
	https://canvas.pointloma.edu/courses/89201/assignments/1356948 	
	 Social Work Practicum Preparing for Practice (SWP: PFP) Chapter 13 (Diversity Within Social Work Practice) https://canvas.pointloma.edu/courses/89201/assignments/1356961 	due by 11:59pm
Wed Oct 28, 2026	 WK 9 Class Agenda & Participation https://canvas.pointloma.edu/courses/89201/assignments/1356988 	due by 11:59pm
	 (2) Certificates of Your Choice https://canvas.pointloma.edu/courses/89201/assignments/1356922 	due by 11:59pm
	 Child Abuse Mandatory Reporter Training https://canvas.pointloma.edu/courses/89201/assignments/1356930 	due by 11:59pm
Sun Nov 1, 2026	 HIPAA Certificate https://canvas.pointloma.edu/courses/89201/assignments/1356936 	due by 11:59pm
	 Motivational Interviewing Training Done https://canvas.pointloma.edu/courses/89201/assignments/1356949 	due by 11:59pm
	 Sexual Harassment Certificate https://canvas.pointloma.edu/courses/89201/assignments/1356958 	due by 11:59pm
Wed Nov 4, 2026	 WK 10 Class Agenda & Participation https://canvas.pointloma.edu/courses/89201/assignments/1356972 	due by 11:59pm



Date	Details	Due
	 (3) Personal References (make sure to get their permission first!) https://canvas.pointloma.edu/courses/89201/assignments/1356923	due by 11:59pm
		
Sun Nov 8, 2026	 Social Work Practicum Preparing for Practice (SWP:PFP) Chapter 14 https://canvas.pointloma.edu/courses/89201/assignments/1356962	due by 11:59pm
		
Tue Nov 10, 2026	 November: Monthly "Coffee Chat" https://canvas.pointloma.edu/courses/89201/assignments/1356959	due by 11:59pm
		
Wed Nov 11, 2026	 WK 11 Class Agenda & Participation https://canvas.pointloma.edu/courses/89201/assignments/1356974	due by 11:59pm
		
Sun Nov 15, 2026	 Social Work Practicum Preparing for Practice Chapter 15 (Evaluating Your Practice) https://canvas.pointloma.edu/courses/89201/assignments/1356964	due by 11:59pm
		
Wed Nov 18, 2026	 WK 12 Class Agenda & Participation https://canvas.pointloma.edu/courses/89201/assignments/1356975	due by 11:59pm
		
Sun Nov 22, 2026	 Professional Goals https://canvas.pointloma.edu/courses/89201/assignments/1356952	due by 11:59pm
		
	 Spiritual Legacy https://canvas.pointloma.edu/courses/89201/assignments/1356968	due by 11:59pm
		
	 Strengths Assessment https://canvas.pointloma.edu/courses/89201/assignments/1356970	due by 11:59pm



Date	Details	Due
		
Wed Nov 25, 2026	 WK 13 Class Agenda and Participation https://canvas.pointloma.edu/courses/89201/assignments/1356976	due by 11:59pm
		
Sun Nov 29, 2026	 Process Recording #2 https://canvas.pointloma.edu/courses/89201/assignments/1356851	due by 11:59pm
		
	 Social Work Practicum Preparing for Practice Chapter 16 https://canvas.pointloma.edu/courses/89201/assignments/1356969	due by 11:59pm
		
Wed Dec 2, 2026	 WK 14 Class Agenda and Participation https://canvas.pointloma.edu/courses/89201/assignments/1356977	due by 11:59pm
		
Fri Dec 4, 2026	 Final Portfolio Presentation https://canvas.pointloma.edu/courses/89201/assignments/1356934	due by 8pm
		
Sun Dec 6, 2026	 Letter of Self-Recommendation https://canvas.pointloma.edu/courses/89201/assignments/1356943	due by 11:59pm
		
Wed Dec 9, 2026	 WK 15 Class Agenda & Participation https://canvas.pointloma.edu/courses/89201/assignments/1356978	due by 11:59pm
		
Thu Dec 10, 2026	 December: Monthly "Coffee Chat" https://canvas.pointloma.edu/courses/89201/assignments/1356929	due by 11:59pm
		
Sun Dec 13, 2026	 Response to Practice/Service/Faith-Values	due by 

Date	Details	Due
	Presentation https://canvas.pointloma.edu/courses/89201/assignments/1356955 	
	 Social Work Practicum Preparing for Practice Chapter 17 https://canvas.pointloma.edu/courses/89201/assignments/1356966 	due by 11:59pm
Wed Dec 16, 2026	 WK 16 Class Agenda & Participation https://canvas.pointloma.edu/courses/89201/assignments/1356979 	due by 11:59pm
Fri Dec 18, 2026	 Final: Monthly "Coffee Chat" https://canvas.pointloma.edu/courses/89201/assignments/1356985 	due by 11:59pm
	 ASWB Sample Test https://canvas.pointloma.edu/courses/89201/assignments/1356915 	due by 11:59pm
Sun Dec 20, 2026	 Please upload your presentation slide deck here! https://canvas.pointloma.edu/courses/89201/assignments/1356917 	due by 11:59pm
	 Portfolio Agency and Service Presentation https://canvas.pointloma.edu/courses/89201/assignments/1356949 	due by 11:59pm
	 "Atlas of the Heart" Chapter 8 - Places We Go When We Fall Short https://canvas.pointloma.edu/courses/89201/assignments/1356921 	



Date	Details	Due
	 Atlas of the Heart - Chapter 2 “Places We Go When We Compare,” (https://canvas.pointloma.edu/courses/89201/assignments/1356926) 	
	 Atlas of the Heart - Chapter 9 (https://canvas.pointloma.edu/courses/89201/assignments/1356927) 	
	 Atlas of the Heart Chapter 7 - Places We Go With Others (https://canvas.pointloma.edu/courses/89201/assignments/1356914) 	
	 Attorney Interviews a Juvenile Offender (https://canvas.pointloma.edu/courses/89201/assignments/1356928) 	
	 EBP Journal Article - Content (https://canvas.pointloma.edu/courses/89201/assignments/1356932) 	
	 EBP Journal Article - Content - Post the Article here (https://canvas.pointloma.edu/courses/89201/assignments/1356933) 	
	 Preview Student Watermark Portfolios and Begin Planning for Yours! Presented May 2! (https://canvas.pointloma.edu/courses/89201/assignments/1356950) 	
	 Semester Final - ASWB basics (https://canvas.pointloma.edu/courses/89201/assignments/1356916) 	
	 SWEAP FCAI Completion - Final Exam at SWEAP Website Link	

Date	Details	Due
	https://canvas.pointloma.edu/courses/89201/assignments/1356957 	
	 WK 10 Response to Service Presentation https://canvas.pointloma.edu/courses/89201/assignments/1356973 	
	 WK 7 Atlas of the Heart Chapter 5 "Places We Go When Things Aren't As They Seem" https://canvas.pointloma.edu/courses/89201/assignments/1356985 	
	 WK2 "Atlas of the Heart" - Chapter 1 "Places We Go When Things are Uncertain or Too Much" https://canvas.pointloma.edu/courses/89201/assignments/1356989 	
	 WK5 Atlas of the Heart - Chapter 4 - "Places We Go When It's Beyond Us" https://canvas.pointloma.edu/courses/89201/assignments/1356990 	
	 Worked on E-Portfolio Introduction Statement https://canvas.pointloma.edu/courses/89201/assignments/1356991 	

