

Course Syllabus

[Jump to Today](#)



Graduate Department of Sociology, Social Work, and Family Sciences

SWK6501 Advanced Social Work Practice I

3 Units

Fall 2026

August 31 - December 20

Canvas-Enhanced Face-to-Face (In-Person)

Meeting Days: Tuesdays

Meeting Times: 6:00-8:45 p.m. PST

Meeting Location: Mission Valley 207

Indigenous land borrowing/occupying: The Kumeyaay

Final Exam: (Day/Time): Dec. 18.

Instructor: Alina M. Baltazar, PhD, MSW, LMSW-Clinical, CFLE

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Phone: 619-849-2374

Location and Hours: Mission Valley Regional Campus, Room 305 or 307

- Tuesdays: 1-6 PM
- Wednesdays: 6-8 PM (Zoom only)
- Fridays: 9-12 PM (as needed)

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.

To this end, the Department of Sociology, Social Work, and Family Sciences has established Departmental and Program Mission Statements, as follows:

To Learn ~ To Grow ~ To Serve

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 graduate social work program is to develop competent advanced generalist social workers who are committed to serving others through acquisition and integration of the essential knowledge, skills, and values that form the foundation of the social work profession; who will enhance individual, family, group, organizational, and community well-being, celebrate difference, and promote social, environmental, and economic justice for vulnerable populations; who are guided



by a Wesleyan perspective who strive for continuous personal development; who are respectfully engaged in the community; who empowers others as the means for relating to God through service by enhancing the quality of life for all people by upholding the traditions, values, and ethics of the social work profession.[1]

Course Description

This course develops interpersonal practice skills on an advanced level.

This course gives special consideration to developing proficiency in cognitive- behavioral therapy.

Course Learning Outcomes

1. Demonstrate knowledge and ability to apply cognitive behavioral therapy in different settings.
2. Show ability to apply interpersonal practice skills on an advanced level with individuals, families, and groups
3. Assess the contribution of major figures and organizations in the field of cognitive behavioral therapy, describe is major methodologies and practice and illustrates them through performance.
4. Articulate significant challenges involved in practicing cognitive behavioral therapy and psychotherapy with diverse groups.

Program and Course Learning Outcomes



By the end of the course, you should be more familiar with the following Council of Social Work Education's (CSWE) EPAS. A primary focus will be on the following CSWE Advanced Practice Behaviors:

Competency 1: Demonstrate Ethical and Professional Behavior by:

A1. Utilize ethical reasoning techniques to reach morally sound conclusions, grounded in a commitment to justice, compassion, and integrity, reflecting a deep responsibility to care for all people and the common good.

A2. Acknowledge and manage personal values through self-reflection and humility, striving to align one's actions with principles of love, humility, and service, while remaining open to growth and transformation.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice by

A5. When working with diverse groups, demonstrate self-awareness to recognize and reduce the impact of personal biases and values, cultivating a spirit of humility and openness to understanding others' experiences and perspectives.

A6. Implement techniques that are culturally appropriate and responsive, ensuring that evidence-based strategies are tailored to the unique needs of each community, and fostering an environment where all individuals are treated with dignity and respect

Competency 4: Engage in Practice-informed Research and Research-informed Practice by:

A7. Conduct comprehensive evaluations of advanced micro practice to assess its effectiveness, striving to continually improve and ensure that



interventions are grounded in compassion, justice, and the well-being of those served.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities by:

A11. Demonstrate the ability to establish and maintain professional rapport in advanced practice settings by utilizing culturally responsive communication, active listening, and trauma-informed approaches, fostering trust and collaboration with diverse clients, families, groups, organizations, and communities.

Competency 7: Assess and Plan with Individuals, Families, Groups, and Communities by:

A12. Utilize advanced clinical and macro-level assessment techniques, incorporating the Person-in-Environment perspective, DSM-5-TR criteria, and strength-based approaches to evaluate biopsychosocial factors and inform evidence-based interventions, ensuring that the holistic needs of individuals are understood and addressed with compassion and wisdom.

A13. Apply differential diagnosis criteria, incorporating DSM-5-TR guidelines, biopsychosocial assessments, and evidence-based evaluation tools to accurately assess and consider a mental health diagnosis of clients, while always considering cultural, environmental, and systemic influences on mental health, with a focus on bringing healing, restoration, and wholeness to those served.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities



A14. Exhibit proficiency in advanced micro and macro planning by developing and implementing client-centered interventions, organizational strategies, and policy initiatives that seek justice and promote systemic transformation, grounded in a commitment to serve and uplift all people, especially the marginalized.

A15. Deliver cognitive-behavioral treatment (CBT) interventions at the micro level to support individuals, families, and groups facing mental health challenges, while also applying CBT-informed strategies at the macro level to influence policy, program development, and community-based mental health initiatives aimed at healing and restoration.

Competency 9: Evaluate Practice with Individuals, Families, Groups, and Communities by:

A17. Critically analyze, monitor, and evaluate programmatic and intervention procedures, utilizing evidence-based methodologies to assess effectiveness, identify areas for improvement, and inform data-driven decision-making that enhances client outcomes and fosters lasting systemic change in alignment with the values of justice, equity, and compassion.

A18. Apply comprehensive evaluation findings to refine and enhance the effectiveness of social work practices at the micro, mezzo, and macro levels, ensuring evidence-informed interventions that promote sustainable improvements and advocate for policies addressing structural inequalities, always aiming to uplift individuals and communities toward greater well-being and flourishing.

Competency 10: Service as an Expression of Faith by:



A19. Exhibit the ability to thoughtfully and ethically integrate faith into diverse practice settings, applying spiritually informed interventions that respect client autonomy, cultural competence, and professional social work values while fostering holistic well-being and addressing the intersection of faith, social justice, and evidence-based practice.

Required Texts and Recommended Study Resources

Required Texts:

Wright, Jessie H., Brow, Gregory K., Thase, Michael E., Basco, Monica Ramirez (2017). (Second Edition). *Learning Cognitive-Behavior Therapy: An Illustrated Guide*. Arlington, VA: American Psychiatric Association Publishing.

Recommended Texts:

Beck, J.S. (2011). *Cognitive Behavior Therapy: Basics and Beyond*. (Second Edition). Guilford Press; New York, NY.

Bennett-Levy, J., Thwaites, R., Haarhoff, B. & Perry, H. (2014). *CBT from the Inside Out: A self-practice/self-reflection workbook for therapists*. Guilford Press: New York, NY.

Borcherdt, Bill (1996) *Fundamentals of Cognitive-Behavioral Therapy: From Both Sides of the Desk*. The Hawthorne Press: New York, NY.



Burns, David (1999). *Feeling Good: The New Mood Therapy*. Avon Brooks: New York.

McKay, Matthew & Fanning, Patrick (2000). *Self-Esteem: A proven program of cognitive techniques for assessing, improving & maintaining your self-esteem*. New Harbinger Publications, Inc: Oakland, CA.

Pearce, Michelle. (2016) *Cognitive Behavioral Therapy: for Christians with Depression*. West Conshohocken, PA: Templeton Press.

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

Assessment and Grading

Assignments are graded according to the rubric for each assignment. The rubric templates are included in this syllabus.

The grade for work in this course is determined by the total points accrued in the designated assignment areas, as outlined below. A “P” indicates the item should be uploaded into the Portfolio folder in your Google Drive. The semester grade is calculated as follows:



Assignments		Percentage	
♦Denotes a signature assignment	Points	of the Grade	Date Due
P SWEAP Assessment	10 pts	2%	Week 2
SPA Self-Assessment	10 pts.	2%	Week 16
Self-Help book report & presentation	40 pts	10%	Week 4
P ♦CBT for Family Case Study	50 pts	12%	Week 6
♦Cognitive-Behavioral Therapy Self-Therapy application paper	20 x 6 = 120 pts	25%	Weeks 3, 5, 8, 10, 12, & 15
P ♦Therapy Experience paper	50 pts	12%	Week 16
In-class Exercise Participation	4 x 15 = 60 pts	14%	Per class
Motivational Thought	5 pts	1%	Sign up
P ♦Group Therapy Project	100 pts	25%	Weeks 11 & 14



TOTAL

445

Grading Scale:**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 SWK 6501 Adv. 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 conducting CBT in role plays and self-therapy. 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 SWK 6501, we will cover a variety of topics, some of which you may find triggering. These topics include self-diagnosis and suicide. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of social work, and I will support you throughout your learning in this course.

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. If there is an extenuating circumstance that has led to your assignment being submitted late, alert professor by the due date and make arrangements. If not, a 10% reduction will be taken.

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) ([https://my.pointloma.edu/pages/student-](https://my.pointloma.edu/pages/student-success)



[success-center](#) for more details. If you are in the School of Education, please contact [SOE Advising](#) (<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>) 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. Please consult the [Academic Honesty Policy](https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#gpsacademichonesty)  (<https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#gpsacademichonesty>) in the [University Catalog](https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/)  (<https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/>) for definitions of kinds of academic dishonesty and for further policy information.

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>).

PLNU Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro, GrammarlyGo, Perplexity, etc.) to generate ideas, as a learning tool, and correct grammar mistakes (such as asking AI to, “proofread this and suggest fixes to the grammar”). AI shouldn’t rewrite the sentences for you because it will take away the human voice. I will specify in individual assignments what constitutes appropriate use of AI for that assignment. If you aren’t sure if you used too much AI, keep the original paper before the AI editing in case the professor has concerns with the amount of AI used. If you do use AI at all, even to just edit, you must properly cite it. Please use this [Purdue resource](https://guides.lib.purdue.edu/c.php?g=1371380&p=10135074)  (<https://guides.lib.purdue.edu/c.php?g=1371380&p=10135074>) to guide your citations when using AI.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center 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 \(mailto:EAC@pointloma.edu\)](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)  (<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.symplicity.com/)  (<https://pointloma-accommodate.symplicity.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 or bias, you can find more information on reporting and resources at

www.pointloma.edu/bias

<http://www.pointloma.edu/bias>

Sexual Misconduct and Discrimination



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

1. Online Courses: These are courses with class meetings where all instruction and interaction is 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).

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/grad-catalog/academic-general-policies/)  [\(https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/\)](https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/) for additional detail.

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.



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> 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>) 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>) off the student lounge

- **[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/JB8MmVPznFI>)



(<https://youtu.be/JB8MmVPznFI>)

and take time now to explore!

- **[Grammarly](#)**

(<https://www.grammarly.com/edu/point-loma-nazarene-university-graduate-professional-studies>): 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.

We are here to support you! Contact us anytime:

GPSWritingCenter@pointloma.edu

(<mailto:GPSWritingCenter@pointloma.edu>)

Detailed Course Assignments

Social Work Education Assessment Project (SWEAP)

Complete the [post-Generalist assessment](https://www.sweapinstruments.org/secure/router.php?ID=PLNUMX2E4C2E3131584D554E4C50)  (<https://www.sweapinstruments.org/secure/router.php?ID=PLNUMX2E4C2E3131584D554E4C50>) within the first two weeks of the semester. This will take about 20-30 minutes and will be worth 10 points. This assessment will guide the MSW faculty on what Competency areas need improvement throughout the Generalist curriculum. A verification of who has completed the assessment will be gathered from SWEAP and the score will be entered on Canvas.

The assessment is only for returning MSW students who have completed the entire Generalist



curriculum. For new Advanced standing students or part-time returning PLNU students, upload into Canvas a document reflecting on what Competency areas you believe you have good knowledge and skills of and which ones you may be lacking so we can better prepare you throughout the curriculum. See the Competency list on Canvas for reference. The document should be 1-2 pages long. This will also be worth 10 points.

A post Advanced Generalist assessment will be completed at the end of SWK 6502 Adv. Social Work Practice II for full-time students and at the end of the last semester for part-time students.

Cognitive-Behavioral Therapy (CBT) Application Papers:

Self-Therapy CBT Paper

The student will apply the skills needed in Cognitive-Behavioral Therapy (CBT) to an issue in their life for a total of six sessions. This issue is one you are willing to share in class and will be used throughout the semester to apply the skills needed in CBT.

There needs to be a great deal of thought that goes into this issue. One needs to feel comfortable with **all** of its aspects. The issue could be no more than a characteristic one wants to change or more of a problem. The most important thing is that you are comfortable sharing different aspects of the issue as a way of applying the information you are learning about CBT.



The paper is a dialogue paper between the client (student) and the therapist (student/your therapist) that applies the concepts of the assigned reading thus the student discusses the skills needed in CBT from both the therapist and clients' perspective. This will done for a total of **6 “sessions”**, one is assessment and then five therapy sessions. Each session paper is worth 20 points. The format for each session is below:

1. Assessment/case conceptualization DUE Week 3

- Complete entire cognitive case conceptualization form that is uploaded on Learning Hub.
- NOT written in dialogue form.

2. 1st Session CBT orientation /Setting goals DUE Week 5

- Follow CBT session 1 format using uploaded form in Learning Hub
- Socialize to CBT
- Set treatment goals

3. 2nd Session Start working on the problem DUE Week 8

- Follow CBT session 2-4 format using uploaded form in Learning Hub. See example on Learning Hub.
- Introduce and define cognitive distortions
- Introduce, practice, and assign a thought log
- Include completed thought log in the assignment

4. 3rd Session Continue working on the problem DUE Week 10



- Review thought log homework
- Assign a behavior oriented activity

5. 4th Session Continue working on the problem

DUE Week 12

- Review behavior homework
- Explore schemas/core beliefs

6. 5th Session Termination DUE Week 15

- Follow CBT termination session format using uploaded form in Learning Hub
- Review core belief homework
- Review the previous sessions
- Make plan to continue improvement
- Make “referrals” as needed
- Terminate therapy with your “client”

The instructor must see evidence of the concepts in the *Learning Cognitive-Behavior Therapy* (2nd edition) chapter(s) assigned for full credit. Realistic “homework” must be assigned to yourself as the client for full credit.

Family Case Study Paper

To demonstrate advanced clinical knowledge of working with families, you will use a case study from a chosen movie. You will identify a “client” in the family system who would likely need family therapy to address the known problem. The goal of this assignment is for the student to show an understanding of families and how CBT can be correctly applied to family therapy. The paper is **due Week 6** and is worth 50 points.



CBT Group Therapy Design and Facilitation Project

In this assignment, you will apply Cognitive Behavioral Therapy (CBT) skills at the advanced practice level by designing, facilitating, and reflecting on a CBT group therapy session. The project gives you hands-on experience in applying evidence-based methods, leading a group, and thinking critically about how to adapt CBT for diverse populations. It is designed to strengthen your confidence in integrating theory with practice. See Canvas for more detailed description. The project is **due Week 11 for the proposal and Week 14 for completed project** and is worth 100 pts.

Therapy Experience Paper

An issue will be processed with a licensed or intern psychotherapist for at least **5** sessions throughout the semester. You can explore the same issue or other issues with your therapist besides the identified issue. The sessions will be scheduled with Counseling Services at counselingservices@pointloma.edu (<mailto:counselingservices@pointloma.edu>). They have licensed staff clinicians and MACC trainees providing clinical services. Hours are M-F from 8am-4:30pm. They are equipped to provide in-person (Point Loma campus) and/or virtual sessions. Reach out to make an appointment ASAP, do not wait until the last few weeks of the semester. The therapy sessions do NOT have to use CBT therapy to address your issue. If you already have an established therapist, just reflect on five of those sessions through the semester.

A 2-3 page paper summarizing this experience will be written. Reflect on the therapeutic style used. Answer the following questions:



- What elements were CBT related, what wasn't?
- What was your personal reaction to their therapeutic style?
- How effective do you believe the therapy was in addressing your initial complaints/symptoms?
- How would you conduct therapy differently or the same as your therapist?
- Do NOT give details of what was discussed in the sessions.
- This is worth 50 points, **due Week 16 Dec. 18.**

Self-Help Book Report. Students are to choose from a list of approved Self-Help CBT oriented books that are recommended by the textbook authors, see p. 299. List is also uploaded on Canvas. You will need to summarize and analyze the book's utility as a self-help book for CBT. Even if a classmate chooses the same book, you will need to read, summarize, and analyze the whole book for this book report. If you would rather read another self-help book, check with your professor. A minimum of 2 pages typed, double spaced. This assignment is valued at 30 points and is **due Week 4.**

Student Presentations: Students need to choose, prepare, & present, in an interesting and interactive way, the CBT self-help book chosen for the book report. This can be done as a group if more than one student chooses the same book or individually if you are the only one who chose the book. The group will split up the chapters for the summary, but each will share your opinion on the book's utility as a self-help book for CBT. The presentations will be on **Week 4** and will be **no more than 5 minutes per student** (10 minutes if a group presentation), 10 points.



In-class Exercise Participation: It is expected that all students enrolled in this Advanced level class will demonstrate professionalism by being on time, participating, being respectful of the instructor and their classmates. The student receives 4 points per class for professional behavior and participation in in-class exercises. You will role play various aspects of CBT with a classmate during class time. If you miss class due to an excused reason, these activities can be made up with your in-class partner. You can miss no more than two class periods for any reason, otherwise grade will be reduced a letter grade or student may be asked to Drop the course.

Worship/spiritual thought: The student will present a devotional thought at the beginning of class that applies Christian concepts to CBT (5 points). Sign up for one class period. There will probably be 2-3 students giving devotional thoughts per class period so keep them to five minutes or less.

Late work: For work that is submitted after the deadline, a 10% reduction will be given. Unless excused.



Course Curriculum & Semester Schedule

Fall, 2026

Date	Lessons	Assignments Due	Course Objectives/ Practice Behaviors
	Ice breaker activity		
	Review Syllabus		
	Introduction of CBT		
	Sign-ups		
			1 - A1 & A2
Week 1	Wright: Ch. 1 Basic Principles		3 - A5
	Learning Exercise 1-1		8 - A14 & A15
	Wright: Ch. 2 The Therapeutic Relationship		
	Video 1		
	Video 2		
	Wright: Ch. 3 Assessment and Formulation		
Week 2	How to conduct teletherapy	Completion of SWEAP Generalist exam	8 - A14
	Learning Exercise 3-1		
	Assessment/Case Formulation Role-play		



		1 - A1 & A2
	Wright: Ch. 4 Structuring and Educating	3 – A5
	Video 3	4 - A7
	Video 4	6 - A11
Week 3		Self-Therapy Case Formation Worksheet DUE
		7 - A12 & A13
	In-class 1 st Session Role-play	8 - A14 & A15
		9 – A17 & A18
		1 - A1 & A2
Week 4	Book Report Presentations	Book Report and Presentation with outline DUE
		3 - A5
		4 - A7
		8 - A14
	CBT for Children & Families	
	READ	
	Title: Trauma-focused Cognitive Behaviour Therapy for Children and Parents.	
	Authors: Cohen, J.A. & Mannarino, A.P. (2008)	1 - A1
Week 5	https://tfcbt.org/wp-content/uploads/2014/07/camh_502.pdf 	Self-Therapy 1st Session DUE
	https://tfcbt.org/wp-content/uploads/2014/07/camh_502.pdf	3 - A5
		8 - A14 & A15
	Case Study Movie	
	*Trigger Warning	



Wright: Ch. 5 Working with Automatic Thoughts

Video 5

Video 6

Video 7

CBT for a Family
Case Study

1 - A2

Week Video 8

3 - A6

6 Video 9

8 - A14 &

Video 10

A15

Video 11

CBT 2nd session Role-play**Week Religion-Adapted CBT**

3 – A5 & A6

7

6 – A11

READ

7 – A12

Title: Religion-Adapted Cognitive Behavioral
Therapy: A Review and Description of Techniques
(2021)

8 – A15

Authors: de Abrue Costa, M. & Moreira-Almeida,
A.

10 – A19

<https://link.springer.com/article/10.1007/s10943-021-01345-z> 

(<https://link.springer.com/article/10.1007/s10943-021-01345-z>)

CBT with Diverse Clients

READ

Title: Culturally Responsive Cognitive Behavioral
Therapy: Introduction (2019)

Author: Hays, P.

<https://psycnet.apa.org/fulltext/2006-03945-000-FRM.pdf>  (<https://psycnet.apa.org/fulltext/2006-03945-000-FRM.pdf>)



AND

Title: A Call to Action: Decolonizing Clinical Practice (2024)

Author: Alderman, A., et al.
<https://www.societyforpsychotherapy.org/a-call-to-action-decolonizing-clinical-practice/> 
(<https://www.societyforpsychotherapy.org/a-call-to-action-decolonizing-clinical-practice/>)_

Diversity Role-play

Wright: Ch. 6 Behavioral Methods I

Video 12		1 - A1 & A2
Video 13		3 - A6
Week 8	Self-Therapy 2 nd	7 - A12 &
	Session DUE	A13
		8 - A14 &
Video 15		A15
		10 - A19

CBT Session 3 Role-play



Wright: Ch. 7 Behavioral Methods II

Learning Exercise 7-1

Video 16

1 - A1 & A2

Learning Exercise 7-2

3 - A5 & A6

Video 17

6 - A11

**Week
9**

Video 18

7 - A12 &

A13

Video 19

8 - A14 &

Exercise 7-3

A15

10 - A19

Role play more behavior techniques (30 min)

1 - A1 & A2

CBT Group Therapy

3 - A5 & A6

READ

6 - A14 &

Keys to Great Group Therapy

A15

**Week
10**<https://www.apa.org/monitor/2019/04/group-therapy>Self-Therapy 3rd
Session DUE

7 - A12 &

A13

8 - A14 &

A15

Group Therapy Role-play

9 - A17

Wright: Ch. 8 Modifying Schemas

1 - A1 & A2

Video 20

3 - A5 & A6

**Week
11**

Video 21

6 - A11

Video 22

CBT Group
Proposal DUE

7 - A12 &

A13

8 - A14 &

A15

CBT Session 4 Role-play

10 - A19



		1 - A1 & A2
	Wright: Ch. 9 Cognitive-Behavioral Therapy to Reduce Suicide Risk	3 - A5 & A6
	Video 23	4 - A7
Week 12	Learning Exercise 9-1	6 - A11
	*Trigger Warning	7 - A12 & A13
		8 - A14 & A15
	Suicide assessment Role-play	10 - A19
Week 13	THANKSGIVING BREAK	
		1 - A1 & A2
		3 - A5 & A6
	Wright: Ch. 10 Treating Chronic, Severe, or Complex Disorders	4 - A7
Week 14	*Trigger Warning	6 - A11
		7 - A12 & A13
	Termination Role-Play	8 - A14 & A15
		10 - A19
	Wright: Ch. 11 Building Competence in Cognitive-Behavior Therapy	4 - A7
Week 15		6 - A11
	Guest Lecture	9 - A17 & A18
Week 16	CBT-Related Movie	1 - A1 & A2
		3 - A5 & A6
		4 - A7
	Therapy Experience Paper DUE	6 - A11
	If not completed by then, an Incomplete	



will be given. 7 - A12 &
A13
8 - A14
SPA Self-
Assessment DUE 10 - A19

SWK 6501 Advanced Practice I

Rubrics

Practice Behavior/s	Element/s of Assignment	Unsatisfactory Grade: (D)	Satisfactory (C-) to (C+)	Proficient (B-) to (B+)	Exceptional (A-) to (A+)	Score Receive
1 - A2 6 – A11 7 – A12 & A13 8 - A14 & A15 9 – A17 & A18 10 - A19	In-class Exercise Participation Students will display the level of professionalism needed to enter the profession of Social Work	Misses 3 class periods; does not participate in class, disrespect to classmates and professor.	Has many excuses for not attending class or participates little in class discussions or is disrespectful to classmates and/or professor.	Late to many classes either at the beginning or following breaks, is not appropriate in class discussions or is disrespectful to classmates and/or the professor	On time attendance, appropriate class participation, and respectful interaction with classmates and the professor	4 points class pe
3 - A6 4 - A7 6 - A11	CBT for Family Case Study	Limited understanding of family	Average understanding of family	Good understanding of family dynamics	Excellent understanding of family dynamics	50 points 

7 - A12 & A13		dynamics and understanding of how to apply CBT	dynamics and understanding of how to apply CBT	and understanding of how to apply CBT	and understanding of how to apply CBT
8 - A14 & A15					
9 - A17 & A18					

3 - A6		Limited understanding of group dynamics and understanding of how to apply CBT	Average understanding of group dynamics and understanding of how to apply CBT	Good understanding of group dynamics and understanding of how to apply CBT	Excellent understanding of family dynamics and understanding of how to apply CBT	100 poin
6 - A11	CBT Group					
7 - A12 & A13	Therapy Project					
8 - A14						

1 - A2				Typed paper with many typos and or is disjointed/random in the flow of the session. Student		
4 - A7				is late in turning in the paper or e-mails paper to the professor after the class period.		
9 - A17				Paper either does not summarize and/or analyze the utility of the book as a CBT self-help book.		
1 - A2	Self-Help Book report	Paper is not turned in or paper is late without prior arrangements.	Typed paper but student is not able to conceptually apply the information in the book.		Paper is typed; it both summarizes and analyzes the book's utility as a self-help book for CBT	30 points

3 - A5	6 Self-Therapy	Paper is more than two weeks late (has no	Typed paper but student is not able to	Typed paper with many typos and/or is	Paper is typed, demonstrates an understanding of	20 each
4 - A7	CBT sessions with the					papers/s



6 – A11	student being	prior	conceptually	disjointed/	the concepts of	for total
7 – A12	both the client	arrangements	apply the	random in the	CBT as assigned	points
& A13	& therapist	for a late	information in	flow of the	for each session	
8 – A14		paper). Paper	the chapter	session. Paper	& has proof of	
9 – A17		does not reflect	(ie: student	does not reflect a	homework.	
10 – A19		an	copies the	conceptual		
		understanding	information in	understanding of		
		of the concepts	the chapter	the CBT		
		of CBT.	verses	chapter(s).		
			understanding	Home work is		
			the bigger	done in a way		
			picture of the	that		
			goals for	demonstrates it is		
			(CBT).	not taken		
			No homework	seriously. Doesn't		
			is included, if	work on assigned		
			appropriate.	topic for that		
			Paper is more	session. Student		
			than a week	is late in turning		
			late (has no	in the paper or e-		
			prior	mails paper to		
			arrangements	the professor		
			for a late	after the class		
			paper).	period (has no		
				prior		
				arrangements for		
				a late paper)		

4 - A7	Therapy	Student does	Typed paper	Typed paper with	Paper is typed,	50 pts
6 - A11	Experience	not hand in the	but student is	many typos and/	demonstrates an	
9 – A17	Paper	Therapy	does not	or is	understanding of	
		experience	understand	disjointed/random	the concepts of	
		paper at the	CBT and how	in the flow of the	CBT. Has	
		when it is due	it differs from	session. Paper	compared CBT	
		(has no prior	other	does not reflect a	to	
		arrangements	therapies.	conceptual	psychotherapist's	
		for a late		understanding of	therapeutic style.	



paper). Paper does not reflect an understanding of the concepts of CBT and how it differs from other therapies.	Paper is late even though prior arrangements have been made.	the CBT chapter(s). Home work is done in a way that demonstrates it is not taken seriously. Student is late in turning in the paper or e-mails paper to the professor after the class period, except when therapist isn't available to get in all 5 sessions by the deadline.	Includes personal reaction to psychotherapist's therapy style. Reflected on what you would do different or the same as the psychotherapist. Therapist verifies attendance of 5 therapy sessions by sending a letter to professor. Paper is uploaded into Drop Box on-time.
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Course Summary:

Date	Details	Due
Mon Aug 31, 2026	 Academic Honesty Verification Statement (https://canvas.pointloma.edu/courses/88391/assignments/1368617) 	due by 11:59pm



Date	Details	Due
Tue Sep 1, 2026	 WK1 Agenda	to do: 6pm
Tue Sep 8, 2026	 WK2 Agenda	to do: 6pm
Fri Sep 11, 2026	 SWEAP completion or Self-Evaluation (https://canvas.pointloma.edu/courses/88391/assignments/1369295)	due by 11:59pm
		
	 WK3 Agenda	to do: 6pm
Tue Sep 15, 2026	 WK3 Self-Therapy CBT Paper: Assessment/Case Conceptualization (https://canvas.pointloma.edu/courses/88391/assignments/1368629)	due by 11:59pm
		
	 WK4 Agenda	to do: 6pm
Tue Sep 22, 2026	 WK4 Self-Help Book Report (https://canvas.pointloma.edu/courses/88391/assignments/1368630)	due by 11:59pm
		
	 WK4 Self-Help Book: Student Presentations (https://canvas.pointloma.edu/courses/88391/assignments/1368631)	due by 11:59pm
		
	 WK5 Agenda	to do: 6pm
Tue Sep 29, 2026	 WK5 Self-Therapy CBT Paper: 1st Session - CBT Orientation (https://canvas.pointloma.edu/courses/88391/assignments/1368632)	due by 11:59pm
		
Tue Oct 6, 2026	 WK6 Agenda	to do: 6pm
	 WK6 Family Case Study Paper	due by 11:59pm



Date	Details	Due
	https://canvas.pointloma.edu/courses/88391/assignments/1368633	
		
Tue Oct 13, 2026	 WK7 Agenda	to do: 6pm
	 WK8 Agenda	to do: 6pm
Tue Oct 20, 2026	 WK8 Self-Therapy CBT Paper: 2nd Session - Start working on the Problem	due by 11:59pm
	https://canvas.pointloma.edu/courses/88391/assignments/1368634	
		
Sun Oct 25, 2026	 Mid-Course Survey	due by 11:59pm
	https://canvas.pointloma.edu/courses/88391/assignments/1368618	
		
Tue Oct 27, 2026	 WK9 Agenda	to do: 6pm
	 WK10 Agenda	to do: 6pm
Tue Nov 3, 2026	 WK10 Self-Therapy CBT Paper: 3rd Session - Continue Working on the Problem	due by 11:59pm
	https://canvas.pointloma.edu/courses/88391/assignments/1368623	
		
	 WK11 Agenda	to do: 6pm
Tue Nov 10, 2026	 WK11 CBT Group Therapy Design and Facilitation Project - Written Proposal	due by 11:59pm
	https://canvas.pointloma.edu/courses/88391/assignments/1368624	
		
Tue Nov 17, 2026	 WK12 Agenda	to do: 6pm



Date	Details	Due
	 WK12 Self-Therapy CBT Paper: 4th Session - Continue Working on the Problem https://canvas.pointloma.edu/courses/88391/assignments/1368625	due by 11:59pm
		
Tue Nov 24, 2026	 WK13 Agenda	to do: 6pm
	 WK14 Agenda	to do: 6pm
Tue Dec 1, 2026	 WK14 CBT Group Therapy Design and Facilitation Project https://canvas.pointloma.edu/courses/88391/assignments/1368626	due by 11:59pm
		
	 WK15 Agenda	to do: 6pm
Tue Dec 8, 2026	 WK15 Self-Therapy CBT Paper: 5th Session - Termination https://canvas.pointloma.edu/courses/88391/assignments/1368627	due by 11:59pm
		
	 SPA Self-Assessment https://canvas.pointloma.edu/courses/88391/assignments/1377757	due by 6pm
		
Tue Dec 15, 2026	 WK16 Agenda	to do: 6pm
	 WK16 Therapy Experience Paper https://canvas.pointloma.edu/courses/88391/assignments/1368628	due by 11:59pm
		
Sun Dec 20, 2026	 Attendance & In-class Exercise Participation https://canvas.pointloma.edu/courses/88391/assignments/1368629	due by 11:59pm
		
	 End-of-Course Evaluation https://canvas.pointloma.edu/courses/88391/assignments/1368630	due by 11:59pm
		



Date	Details	Due
	 Worship & Spiritual Thought (https://canvas.pointloma.edu/courses/88391/assignments/1368835) 	due by 11:59pm

