

Course Syllabus

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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: Thursdays

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

Meeting Location: Mission Valley 201

Indigenous land borrowing/occupying: The Kumeyaay

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

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

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

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:

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

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

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 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 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

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

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.

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.

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.

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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. The semester grade is calculated as follows:

Distribution of Points and Percentages

	Assignments ♦ Denotes a signature assignment	Points	Percentage of the Grade	Date Due
	Self-Help book report & presentation	40 pts	10%	Week 4
	♦ 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
	♦ Therapy Experience paper	50 pts	12%	Week 16
	In-class Exercise Participation	4 x 15 = 60 pts	10%	Per class
	Motivational Thought	5 pts	15%	Sign up
	♦ Group Therapy Project	100 pts	25%	Weeks 11 & 14



	TOTAL	425		
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Detailed Course Assignments

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 be 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 Canvas
- NOT written in dialogue form.

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

- Follow CBT session 1 format using uploaded form in Canvas
- 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 Canvas. 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**

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.

Participation points will be deducted for use of cell phones, laptops, or any other similar devices in class. No children or food are allowed in class.

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



Grading Scale

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

A = 93-100

A- = 90-92

B+ = 87-89

B = 83-86

B- = 80-82

C+ = 77-79

C = 73-76

C- = 70-72

D+ = 67-69

D = 63-66

D- = 60-62

F = 0-59

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



necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of social work, and I will support you throughout your learning in this course.

General Course Concerns

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

Incompletes and Late Assignments

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

PLNU Spiritual Care

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

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

Student Success

The Center for Student Success supports our Graduate and Professional Studies students throughout their academic journey. We provide student services such as academic advising and planning, research workshops, and connect students to career services, writing support, tutorial services, and wellness.



resources. The Center itself is located on the first floor of the Mission Valley Campus. If you have any questions about how to access resources at PLNU, please start by reaching out to the Center for Student Success [by email \(mailto:studentsuccess@pointloma.edu\)](mailto:studentsuccess@pointloma.edu) or by phone at 619-563-2850. Please visit [myPLNU Student Success \(https://my.pointloma.edu/pages/student-success-center\)](https://my.pointloma.edu/pages/student-success-center) for more details. If you are in the School of Education, please contact [SOE Advising \(mailto:soeadvising@pointloma.edu\)](mailto:soeadvising@pointloma.edu).

PLNU Copyright Policy

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

PLNU Recording Notification

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

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

PLNU Academic Honesty Policy

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

For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Graduate Academic and General Policies](https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#text) [\(https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#text\)](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)  (<https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#academicbehavior>) in the [University Catalog](https://pointloma-public.courseleaf.com/grad-catalog/)  (<https://pointloma-public.courseleaf.com/grad-catalog/>).

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro, GrammarlyGo, Perplexity, etc.) to generate ideas, as a learning tool, grammar, or in some cases generate portions of work you will submit. I will specify in individual assignments what constitutes appropriate use of AI for that assignment. 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.symlicity.com/)  (<https://pointloma-accommodate.symlicity.com/>).

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their approved accommodations in that particular course. Accommodations are not retroactive; as such, clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability-related need should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. In accordance with ADA, accommodations cannot constitute a fundamental alteration to course outcomes; therefore, planning ahead is vital in establishing appropriate accommodations for equal access to this course. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC eligibility process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

Language and Belonging

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

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at [PLNU's Nondiscrimination webpage](http://www.pointloma.edu/nondiscrimination) (<http://www.pointloma.edu/nondiscrimination>).

Sexual Misconduct and Discrimination



In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the [Title IX Office \(https://www.pointloma.edu/title-ix\)](https://www.pointloma.edu/title-ix). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the [Title IX Office \(https://www.pointloma.edu/title-ix\)](https://www.pointloma.edu/title-ix).

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

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

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).

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

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 - 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/4H8KTZ4BOaY>) and take time now to explore!
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- **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.

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.symlicity.com/>).



PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their approved accommodations in that particular course. Accommodations are not retroactive; as such, clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability-related need should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. In accordance with ADA, accommodations cannot constitute a fundamental alteration to course outcomes; therefore, planning ahead is vital in establishing appropriate accommodations for equal access to this course. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC eligibility process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

Language and Belonging

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

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at [PLNU's Nondiscrimination webpage](http://www.pointloma.edu/nondiscrimination) (<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 sta



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).

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).

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 \(https://pointloma-public.courseleaf.com/aug-catalog/academic-g-policies/\)](https://pointloma-public.courseleaf.com/aug-catalog/academic-g-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

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Course Schedule

Course Schedule

Week	Topics	Learning Activities	Required Reading/Resources	Assignments
1	Introduction of CBT	• Ice Breaker Activity • Review Syllabus & Self-Therapy CBT Paper Overview • Sign-Ups • Wright: Learning Exercise 1-1	Read <i>Wright</i> textbook: • Ch. 1: Basic Principles of Cognitive-Behavior Therapy (pp. 1-26) • Ch. 2: The Therapeutic Relationship: Collaborative Empiricism in Action (pp. 27-44) Watch:	Self-Help Book Report SIGNUP Weekly Worship/Devotion SIGNUP



			• Video 1: Getting Started—CBT in Action • Video 2: Modifying Automatic Thoughts	
2	How to Conduct Teletherapy	• Assessment/Case Formulation Role-Play • Wright: Learning Exercise 3-1	Read <i>Wright</i> textbook: • Ch. 3: Assessment and Formulation (pp. 45-62)	
3		In-class 1st Session Role-play	Read <i>Wright</i> textbook: • Ch. 4 Structuring and Educating (pp. 63-92) Watch: • Video 3: Agenda Setting • Video 4: Difficulty Setting an Agenda	Self-Therapy Case Formulation Worksheet DUE
4		Book Report Presentations		Book Report and Presentation with outline DUE
5	CBT for Children & Families	Case Study Movie *Trigger Warning	Read article: • Cohen & Mannarino (2008). Trauma-focused cognitive behavioural therapy for children and parents.	Self-Therapy 1st Session DUE
6		CBT 2nd Session Role-Play	Read <i>Wright</i> textbook: • Ch. 5: Working with Automatic Thoughts (pp. 93-126) Watch: • Video 5: Eliciting Automatic Thoughts	CBT for a Family Case Study



			• Video 6: Difficulty with Thought Recording • Video 7: Using Imagery to Uncover Automatic Thoughts • Video 8: Examining the Evidence • Video 9: Developing Rational Alternatives • Video 10: Difficulty Finding Rational Alternatives • Video 11: Cognitive Rehearsal	
7	Religion-Adapted CBT/ CBT with Diverse Clients		Read article: ◦ de Abrue Costa, M. & Moreira-Almeida, A. (2021) Religion-Adapted Cognitive Behavioral Therapy: A Review and Description of Techniques ◦ Hays, P. (2019) Culturally Responsive Cognitive Behavioral Therapy: Introduction ◦ Alderman, A., et al. (2024). A Call to Action: Decolonizing Clinical Practice	
8	Hybrid-Online	CBT Session 3 Role-play Join on-line at 7:30 p.m.	Read <i>Wright</i> textbook: Ch. 6 Behavioral Methods I	Self-Therapy 2 nd Session DUE 

			Watch: • Video 12 • Video 13 • Video 14 • Video 15	
9		• Wright: Learning Exercise 7-1: Relaxation Training • Wright: Learning Exercise 7-2: Breathing Training • Wright: Learning Exercise 7-3: Exposure Therapy • Role-Play More Behavior Techniques (30 min)	Read <i>Wright</i> textbook: • Ch. 7: Behavioral Methods II: Reducing Anxiety and Breaking Patterns of Avoidance (pp. 159-186) Watch: • Video 16: Breathing Training for Panic Attacks • Video 17: Exposure Therapy for Anxiety • Video 18: Imaginal Exposure for OCD • Video 19: In Vivo Exposure Therapy for OCD	
10	CBT Group Therapy Hybrid - On-line	Group Therapy Role-Play Join on-line at 7:30 p.m.	Read: • Keys to Great Group Therapy	Self-Therapy 3rd Session DUE
11		CBT Session 4 Role-Play	Read <i>Wright</i> textbook: • Ch. 8: Modifying Schemas (pp. 187-214) Watch: • Video 20: Uncovering a Maladaptive Schema	CBT Group Proposal DUE



			• Video 21: Changing a Maladaptive Schema • Video 22: Putting a Revised Schema Into Action	
12	Hybrid On-line	• Wright: Learning Exercise 9-1: Using CBT Methods to Reduce Suicide Risk • *Trigger Warning • Suicide Assessment Role-Play Join on-line at 7:30 p.m.	Read <i>Wright</i> textbook: • Ch. 9: Cognitive-Behavior Therapy to Reduce Suicide Risk (pp. 215-232) Watch: • Video 23: Safety Planning	Self-Therapy 4th Session DUE
13	Thanksgiving Break			
14		Termination Role-Play	Read <i>Wright</i> textbook: • Ch. 10: Treating Chronic, Severe, or Complex Disorders (pp. 233-262) *Trigger Warning	Group Therapy Project DUE
15		Guest Lecture	Read <i>Wright</i> textbook: • Ch. 11: Building Competence in Cognitive-Behavior Therapy (pp. 263-282)	Self-Therapy 5th Session/Termination DUE
16		CBT-Related Movie		Therapy Experience Paper DUE* <i>*If not completed by then, an Incomplete will be given</i>



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
Mon Aug 31, 2026	 Academic Honesty Verification Statement https://canvas.pointloma.edu/courses/88396/assignments/1368619 	due by 11:59pm
Thu Sep 3, 2026	 WK1 Agenda	to do: 6pm
Thu Sep 10, 2026	 WK2 Agenda	to do: 6pm
Fri Sep 11, 2026	 SWEAP completion or Self-Evaluation https://canvas.pointloma.edu/courses/88396/assignments/1369336 	due by 11:59pm
	 WK3 Agenda	to do: 6pm
Thu Sep 17, 2026	 WK3 Self-Therapy CBT Paper: Assessment/Case Conceptualization https://canvas.pointloma.edu/courses/88396/assignments/1368644 	due by 11:59pm
	 WK4 Agenda	to do: 6pm
Thu Sep 24, 2026	 WK4 Self-Help Book Report https://canvas.pointloma.edu/courses/88396/assignments/1368645 	due by 11:59pm
	 WK4 Self-Help Book: Student Presentations https://canvas.pointloma.edu/courses/88396/assignments/1368646 	due by 11:59pm



Date	Details	Due
Thu Oct 1, 2026	 WK5 Agenda	to do: 6pm
	 WK5 Self-Therapy CBT Paper: 1st Session - CBT Orientation https://canvas.pointloma.edu/courses/88396/assignments/1368647	due by 11:59pm
		
Thu Oct 8, 2026	 WK6 Agenda	to do: 6pm
	 WK6 Family Case Study Paper https://canvas.pointloma.edu/courses/88396/assignments/1368648	due by 11:59pm
		
Thu Oct 15, 2026	 WK7 Agenda	to do: 6pm
Thu Oct 22, 2026	 WK8 Agenda	to do: 6pm
	 WK8 Self-Therapy CBT Paper: 2nd Session - Start working on the Problem https://canvas.pointloma.edu/courses/88396/assignments/1368649	due by 11:59pm
		
Sun Oct 25, 2026	 Mid-Course Survey https://canvas.pointloma.edu/courses/88396/assignments/1368650	due by 11:59pm
Thu Oct 29, 2026	 WK9 Agenda	to do: 6pm
	 WK10 Agenda	to do: 6pm
	 WK10 Self-Therapy CBT Paper: 3rd Session - Continue Working on the Problem https://canvas.pointloma.edu/courses/88396/assignments/1368638	due by 11:59pm
Thu Nov 5, 2026		
	 WK11 Agenda	to do: 6pm



Date	Details	Due
	 WK11 CBT Group Therapy Design and Facilitation Project - Written Proposal https://canvas.pointloma.edu/courses/88396/assignments/1368639	due by 11:59pm
		
	 WK12 Agenda	to do: 6pm
	 WK12 Self-Therapy CBT Paper: 4th Session - Continue Working on the Problem https://canvas.pointloma.edu/courses/88396/assignments/1368640	due by 11:59pm
Thu Nov 19, 2026		
	 WK13 Agenda (No Class Session - Holiday)	to do: 6pm
Thu Nov 26, 2026		
	 WK14 Agenda	to do: 6pm
	 WK14 CBT Group Therapy Design and Facilitation Project https://canvas.pointloma.edu/courses/88396/assignments/1368641	due by 11:59pm
Thu Dec 3, 2026		
	 WK15 Agenda	to do: 6pm
	 WK15 Self-Therapy CBT Paper: 5th Session - Termination https://canvas.pointloma.edu/courses/88396/assignments/1368642	due by 11:59pm
Thu Dec 10, 2026		
	 WK16 Agenda	to do: 6pm
	 SPA Self-Assessment https://canvas.pointloma.edu/courses/88396/assignments/1377856	due by 7pm
Thu Dec 17, 2026		
	 WK16 Therapy Experience Paper https://canvas.pointloma.edu/courses/88396/assignments/1368643	due by 11:59pm
		



9/8/26, 2:42 PM	Syllabus for SWK6501-2 FA26 - Advanced Social Work Practice I	
Date	Details	Due
Sun Dec 20, 2026	 Attendance & In-class Exercise Participation (https://canvas.pointloma.edu/courses/88396/assignments/1368636) 	due by 11:59pm
	 End-of-Course Evaluation (https://canvas.pointloma.edu/courses/88396/assignments/1368637) 	due by 11:59pm
	 Worship & Spiritual Thought (https://canvas.pointloma.edu/courses/88396/assignments/1368650) 	due by 11:59pm

