

Course Syllabus

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Graduate Department of Sociology, Social Work, and Family Sciences

SWK6050 Justice, Equity, and Inclusion

3 Units

Fall 2026

August 31 - December 20

Fully Online

Meeting Days: N/A

Meeting Times: N/A

Meeting Location: Fully Online in Canvas

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

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Office Location and Hours: by appointment

PLNU Mission

To Teach ~ To Shape ~ To Send

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



Course Description

An analysis of the origins of justice, antiracism, diversity, and inclusion. Particular attention will be paid to assessing and addressing patterns of injustice and inequity at the individual, organizational, and community levels.

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 Competencies 2 and 3. Students will demonstrate an ability to:

1. Advocate for human rights at the individual, family, group, organizational, and community system levels;
 2. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.
 3. Exhibit anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.
 4. Display cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.
 5. Reveal sufficient self-awareness to mitigate the influence of personal biases and values in working with diverse groups.
 6. Assess for antiracism, Diversity, Equity, and inclusive attitudes, practices, and structures at the individual, organizational, and community levels.
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Program Learning Outcomes

1. Demonstrate understanding of integrated body of knowledge required of a “advanced generalist practitioner” as defined by the Council on Social Work Education.
2. Engage in professional practice that is guided by values and ethics and inspired by faith:
 - Possess a command of the professional values and ethics required of an “advanced generalist practitioner.”
 - Demonstrate an awareness of the influence of Christian and Wesleyan perspectives on social work practice.
 - Demonstrate competence in the concrete practice of professional skills, especially those skills required for an “advanced generalist practitioner.”
 - Demonstrate professional competency as defined by the CSWE competencies.

Program Goals



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

1. To prepare students for beginning advanced generalist professional practice by providing the advanced knowledge, skills, and values and ethics that form a professional foundation for competent practice with diverse populations and systems of any size.
2. To prepare students who are committed to service in the community in a manner that includes an understanding of the intersection of a Christian/Wesleyan perspectives and social work practice.
3. To develop entry level advanced generalist or clinical practitioners who are motivated to promote social, racial, environmental, and economic justice and who employ theory and cultural sensitivity to empower diverse populations and to understand the transactions between social and cultural environments.
4. To foster student involvement in continuing professional development. These core program goals are accomplished through student achievement of objectives that form a professional foundation of knowledge, clearly articulated values and ethics, and acquisition of professional and personal skills.

CSWE Core Competencies

Achievement of the program objectives relies on the successful 'teaching' and 'shaping' of students into professionals who successfully acquire personal competency in ten domains: nine domains identified by CSWE and one additional domain reflecting integration of the Christian foundation of the PLNU program. These domains inform the master of social work program design and curriculum and form the basis of student learning outcomes and core professional competencies to be achieved by students. Upon completion of the PLNU master of social work program, students are expected to demonstrate professional practice behaviors commensurate with the advanced generalist practitioner in each domain by practicing stated practice behaviors in their courses and field placement(s).

1. Demonstrate ethical and professional behavior
2. Advance human rights and social, racial, economic, and environmental justice
3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess and plan with individuals, families, groups, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities
10. Service as an expression of faith

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

No textbook is required. All material is available in the Canvas content.

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

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

Course Credit Hour Information

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

Estimated Time to Complete Course

Activity Category	Time-to-Complete (Hours)
Required Reading and Resources	23.5
Discussions/Assignments	24
Reflections	32
Group Projects (2)	20
Self-Assessment	6



Final Project	7
Total:	112.5

Assessment and Grading

Weighted Grades

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

Distribution of Percentages

Assignment Category	Description	Percentage/Points
Spiritual Reflections	Each week, students will engage with a Scripture and will work individually or within a group to discuss. Initial posts/Assignments are due Friday, while replies are due on Sunday. Worth 10 pts each	15%
NSW Discussion/Assignments	Each week, students will apply their learning from weekly required reading/viewing resources. Assignments due on Sunday. Worth 10 pts each	15%
Meet with Your Instructor	You will meet with your instructor during the course of the class. Make sure to sign up for an available time slot.	15%
Self-Assessment ADEI Reflection Paper	Conduct a personal assessment reflecting on your own values, beliefs, behaviors, and practices. You should have been thinking about this in most of the prior assignments. Once you have completed the comprehensive analysis of your lift write a 2 to 3 page reflection paper, not to exceed 5 pages, chronicling your experience. The assignment addresses CSWE elements of Competencies 1, 2, and 3.	15%



Organizational ADEI Review	In this assignment, your group will take on the role of a funder. Groups will be expected to select an organization and evaluate it. Students will be expected to submit their progress, culminating in a comprehensive PowerPoint and video presentation.	15%
Community Assessment	In this assignment, each group will select a unique community to assess. Each group will conduct a comprehensive community assessment. The assignment addresses CSWE elements of Competencies 1, 2, and 3.	15%
Creating Shalom Presentation	For this final assignment, students will create and record a video presentation and submit a one-page case statement. Students have the options of (1) Creating your own shalom project or (2) creating Shalom by improving an existing policy, practice, organization, or community	10%

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:

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



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



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

Student Success

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

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization \(https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures\)](https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures) to view which states allow distance education outside California.

PLNU Copyright Policy

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

PLNU Recording Notification



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

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

PLNU Academic Honesty Policy

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

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

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

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

PLNU Academic Behavior Policy

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

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](https://help.pointloma.edu/TDClient/1808/Portal/KB/ArticleDet?ID=108349) (<https://help.pointloma.edu/TDClient/1808/Portal/KB/ArticleDet?ID=108349>) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible nor allowable) to complete exams online.

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

GPS Academic Resources

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

- **The GPS Writing Center** (<https://my.pointloma.edu/pages/writing-center-gps>) 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)  (<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!
- **Grammarly** (<https://my.pointloma.edu/pages/writing-center-gps>): Students have unlimited FRF 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.

Course Schedule

Course Schedule

Week	Topics	Required Resources	Assignments
1	Social Work Values and Ethics: A Foundation for Justice, Equity and Inclusion	Read the following: • NASW: Code of Ethics • NASW: Ethics Pick one of the following to review: • Social Work Values and the NASW Code of Ethics: Problems of Function and Possibilities for Change • One-Anothering: A Christian Approach to Professional Ethics • Moral, Believing Social Workers: Philosophical and Theological Foundations of Moral Obligation in Social Work Ethics Pick one of the following to review: • Standards of Care in Social Work: Ethical and Risk Management Implications • Moral Disengagement in Social Work Required Video Viewing: • What are Values • Culture = Values + Behaviors (Simon Sinek on Instragram)	NSW Values Discussion Spiritual Reflection Discussion ★ Student Group SIGNUP (You must self-enroll by end of Week 1) <i>Student Groups - Establish a regular time to meet with your group to complete weekly assignments</i> ➡ Looking Ahead: REVEIW Creating Shalom Presentation (due in Week 16)
2	Justice? Exploring the Meanings, Implications,	Review the following: • Social Work and Social Justice: A Conceptual Review	Definition of Justice? Practical Example (Group Assignment) 

	and Applications of Social Work Values and Ethics	Watch: • Creating Capabilities – Martha Nussbaum • Amartya Sen Redefining Freedom and Justice in Economics	Spiritual Reflection (Group Assignment) ★ Sign up to schedule a time to Meet with your Instructor
3	Equity: Give us a chance: Equity – ensuring everybody fair opportunities	Review the following: • The injustice of place: Uncovering the legacy of poverty in America: Chapter 1 Required Video Viewing: • Equity v. Equality • john a. powell on equity's shortcomings and targeted universalism	Equitable Opportunities Discussion Spiritual Reflection (Group Discussion) Meet with your Instructor Check-in ➡ Start work on Creating Shalom Presentation due in Week 16
4	We have rights!? The Human Rights Perspective in social work practice	Review the following • Universal Declaration of Human Rights • Human Rights-Based Social Work Perspective, Ethics, and Practice: An Exploratory Literature Review • Social Work Is a Human Rights Profession • Social Work as a Human Rights Profession: An Action Framework Required Video Viewing: • Social Work and Human Rights	Social Work Framework (Group Assignment) Spiritual Reflection (Group Assignment)



5	How can we be Anti-racists?: Anti-Racism in Social Work Practice	Review the following • Anti-racism is the expectation: A rooted engagement framework Required Media Viewing/Listening: • What does it mean to be Anti-Racist? • Podcast: Constructing a White Nation: Social Work in the Americanization Movement – Yoosun Park, MSW, PhD	Assessing Anti-Racist (Group Assignment) Spiritual Reflection: When I did likewise (Group Discussion)
6	Inclusion: Building Bridges to Belonging	Review the following • Moving beyond Inclusion to Belonging Required Media Viewing/Listening: • Rev. Ben McBride: The Slow Practice of Belonging • Belonging without Othering	Sense of Belonging (Group Discussion) Spiritual Reflection (Group Assignment)
7	Living Justly! Individual Justice and Equity	Read the following: • Truth That Bears Repeating: A Budget Is a Moral Document Watch/Listen To: • Podcast: Cornel West: Justice, Not Revenge: Exploring how love grounds justice, courage resists fear, and faith shapes public action.	Self-Assessment ADEI Reflection Paper - Progress (Instructor Feedback) Spiritual Reflection (Group Assignment) ➡ Continue work on Creating Shalom Presentation due in Week 16
8	I am not a racist! Individual level Anti-racism	Read the following: • Social Work Education Anti-Racism (SWEAR) Scale • What Does It Mean To Be Anti-racist? • How Does Implicit Bias Influence Behavior? Watch the following: • Living While Black: What does it mean to be anti-racist?	Self-Assessment ADEI Reflection Paper - Progress (Instructor Feedback) Spiritual Reflection (Group Discussion) Mid-Course Survey 

9	You're always welcome here. Inclusion and belonging at the individual level	Read the following: - How to Create More Belonging for Yourself and Others - Belonging to self: Flint women meeting needs, securing safety and finding voice Watch the following: - A Sense of Belonging: How to Create a Meaningful Sense of Coming Home. - A Kids Book About Belonging by Kevin Carroll	Spiritual Reflection (Group Assignment) Self-Assessment ADEI Reflection Paper: Am I just, equitable, anti-racist, & inclusive?
10	Do mission and methods match? Organizational - Justice and Equity	Review the following: - Equity and Inclusion: The Roots of Organizational Well-Being - Integrating Individual and Organizational Well-Being - The Annie E. Casey Foundation (2026). A Practical Tool For Impact Investing Decisions	Organizational ADEI Review - Progress (Group Assignment) Spiritual Reflection (Group Assignment)
11	Organizational anti-racism: Are we who we say we are?	Review the following - Approaches from Related Fields to Integrate Anti-racist Initiatives into Child Welfare - Learnings from Organizational Journeys in Centering Racial Equity, part 3: An Anthology of Paper. - SoCal Grantmakers Evaluating Your Internal Practices to Become an Anti-Racist Organization Required Video Viewing: 12 Characteristics of an Anti-Racist Organization	Organizational ADEI Review - Progress (Group Assignment) Spiritual Reflection (Group Assignment)
12	Organizational Inclusion: Does it matter who is at the table?	Review the following: - Belonging: An essential human and organizational need.. - Moving Towards a (Better) Leadership: Resources for leading with compassion, wellbeing belonging. - Race Equity and Inclusion Action Guide.	Spiritual Reflection (Group Assignment) Organizational ADEI Review Discussion Organizational ADEI Review: Why would anyone work here?



13	Letting Justice Roll like Water: Community-level Justice and Equity	Review the following - Promoting Equitable Development in Communities - Greater Social Equity in Brownfields Cleanup and Reuse: An Assessment of Early Implementation of California's Equitable Community Explore: - The City of San Diego Environmental Element. - Asset Based Community Development Institute - California Department of Social Services Assets Mapping/ Strengths and Needs Assessment Toolkit	Spiritual Reflection (Group Assignment) ➡ Begin work on Community Assessment: Is this place just?
14	The Metropolitan Melange: Community - Anti-racism	Review the following: - How Can We Engage Community in Evaluations in Service of Racial Equity: A Tool Kit for Practitioners - Fear of a Black Neighborhood: Anti-Black Racism and the Health of White Americans Required Media Viewing/Listening: - Harhie Hahn -- Tanner Lectures - Lecture 1: Becoming - Lecture 2: From Belonging to Building - Lecture 3: Stories of Democracy Realized: Belonging, Becoming, Building Explore: - Next City: Anti-Racist Community Development - The People's Practice	Spiritual Reflection (Group Assignment) Community Assessment - Progress
15	Won't you be my neighbor: Community inclusion	Review the following: - How a belonging community nurtures families and children - Sense of neighborhood belonging and health: geographic, racial, and socioeconomic variation in Wisconsin. - A sense of belonging to the neighbourhood in places beyond the metropolis – the role of social infrastructure	Spiritual Reflection (Group Discussion) Community Assessment: Is this place just? 

		- Strangers Next Door: The Decline of Neighborhood Socializing and the Class Divide in Belonging Required Video Viewing: - How to Build Inclusive Neighborhoods & Communities: Nyasha Harper-Michon Required Exploration: - Building Inclusive and Healthy Neighborhoods, Block by Block - Opportunity-Rich & Inclusive Neighborhoods - City of San Diego's Complete Communities Plan - The Future needs more living rooms	➔ Finish work on Creating Shalom Presentation due in Week 16
16	Creating Shalom – building flourishing lives, homes, organizations, communities, and environments.	Required Video Viewing: - What does the Hebrew word "Shalom" mean? Ft. Dr. Ryan Bonfiglio 3-Minute Bible - Fred Rogers Commencement Speech to the Class of 2002 at Dartmouth	Spiritual Reflection Discussion Presentation: Creating Shalom - Building flourishing lives, homes, organizations, communities, and environments (Individual Assignment) End-of-Course Evaluation

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	
		

Date	Details	Due
Mon Aug 31, 2026	 Academic Honesty Verification Statement https://canvas.pointloma.edu/courses/89220/assignments/1366609	due by 11:59pm
		
Fri Sep 4, 2026	 WK1 NSW Values Discussion https://canvas.pointloma.edu/courses/89220/assignments/1366618	due by 11:59pm
		
Fri Sep 11, 2026	 WK1 Spiritual Reflection Discussion https://canvas.pointloma.edu/courses/89220/assignments/1366619	due by 11:59pm
		
Fri Sep 11, 2026	 WK2 Definition of Justice? Practical Example (Group Assignment) https://canvas.pointloma.edu/courses/89220/assignments/1366632	due by 11:59pm
		
Fri Sep 18, 2026	 WK2 Spiritual Reflection (Group Assignment) https://canvas.pointloma.edu/courses/89220/assignments/1366633	due by 11:59pm
		
Fri Sep 18, 2026	 WK3 Equitable Opportunities Discussion https://canvas.pointloma.edu/courses/89220/assignments/1366616	due by 11:59pm
		
Fri Sep 25, 2026	 WK3 Spiritual Reflection (Group Discussion) https://canvas.pointloma.edu/courses/89220/assignments/1366617	due by 11:59pm
		
Fri Sep 25, 2026	 WK4 Social Work Framework (Group Assignment) https://canvas.pointloma.edu/courses/89220/assignments/1366635	due by 11:59pm
		
	 WK4 Spiritual Reflection (Group Assignment)	due by 

Date	Details	Due
	(https://canvas.pointloma.edu/courses/89220/assignments/1366636) 	
	 WK5 Assessing Anti-Racist (Group Assignment) (https://canvas.pointloma.edu/courses/89220/assignments/1366637) 	due by 11:59pm
Fri Oct 2, 2026	 WK5 Spiritual Reflection: When I did likewise (Group Discussion) (https://canvas.pointloma.edu/courses/89220/assignments/1366615) 	due by 11:59pm
	 WK6 Sense of Belonging (Group Discussion) (https://canvas.pointloma.edu/courses/89220/assignments/1366614) 	due by 11:59pm
Fri Oct 9, 2026	 WK6 Spiritual Reflection (Group Assignment) (https://canvas.pointloma.edu/courses/89220/assignments/1366638) 	due by 11:59pm
	 WK7 Self-Assessment ADEI Reflection Paper - Progress (Instructor Feedback) (https://canvas.pointloma.edu/courses/89220/assignments/1366639) 	due by 11:59pm
Fri Oct 16, 2026	 WK7 Spiritual Reflection (Group Assignment) (https://canvas.pointloma.edu/courses/89220/assignments/1366640) 	due by 11:59pm
	 WK8 Self-Assessment ADEI Reflection Paper - Progress (Instructor Feedback) (https://canvas.pointloma.edu/courses/89220/assignments/1366641) 	due by 11:59pm
Fri Oct 23, 2026	 WK8 Spiritual Reflection (Group Discussion)	due by 

Date	Details	Due
	https://canvas.pointloma.edu/courses/89220/assignments/1366613 	
Sun Oct 25, 2026	 Mid-Course Survey https://canvas.pointloma.edu/courses/89220/assignments/1366608 	due by 11:59pm
Fri Oct 30, 2026	 WK9 Spiritual Reflection (Group Assignment) https://canvas.pointloma.edu/courses/89220/assignments/1366643 	due by 11:59pm
Sun Nov 1, 2026	 WK9 Self-Assessment ADEI Reflection Paper: Am I just, equitable, anti-racist, & inclusive? https://canvas.pointloma.edu/courses/89220/assignments/1366642 	due by 11:59pm
Fri Nov 6, 2026	 WK10 Organizational ADEI Review - Progress (Group Assignment) https://canvas.pointloma.edu/courses/89220/assignments/1366621 	due by 11:59pm
	 WK10 Spiritual Reflection (Group Assignment) https://canvas.pointloma.edu/courses/89220/assignments/1366622 	due by 11:59pm
Fri Nov 13, 2026	 WK11 Organizational ADEI Review - Progress (Group Assignment) https://canvas.pointloma.edu/courses/89220/assignments/1366623 	due by 11:59pm
	 WK11 Spiritual Reflection (Group Assignment) https://canvas.pointloma.edu/courses/89220/assignments/1366624 	due by 11:59pm
Fri Nov 20, 2026	 WK12 Spiritual Reflection (Group Assignment)	due by 11:59pm



Date	Details	Due
	https://canvas.pointloma.edu/courses/89220/assignments/1366626 	
	 WK12 Organizational ADEI Review Discussion https://canvas.pointloma.edu/courses/89220/assignments/1366610 	due by 11:59pm
Sun Nov 22, 2026	 WK12 Organizational ADEI Review: Why would anyone work here? (Group Assignment) https://canvas.pointloma.edu/courses/89220/assignments/1366625 	due by 11:59pm
Sun Nov 29, 2026	 WK13 Spiritual Reflection (Instructor Feedback) https://canvas.pointloma.edu/courses/89220/assignments/1366627 	due by 11:59pm
Fri Dec 4, 2026	 WK14 Spiritual Reflection (Group Assignment) https://canvas.pointloma.edu/courses/89220/assignments/1366629 	due by 11:59pm
Sun Dec 6, 2026	 WK14 Community Assessment - Progress (Group Assignment) https://canvas.pointloma.edu/courses/89220/assignments/1366628 	due by 11:59pm
Fri Dec 11, 2026	 WK15 Spiritual Reflection (Group Discussion) https://canvas.pointloma.edu/courses/89220/assignments/1366612 	due by 11:59pm
Sun Dec 13, 2026	 WK15 Community Assessment: Is this place just? (Group assignment) https://canvas.pointloma.edu/courses/89220/assignments/1366630 	due by 11:59pm
Fri Dec 18, 2026	 WK16 Spiritual Reflection Discussion	due by 

Date	Details	Due
	https://canvas.pointloma.edu/courses/89220/assignments/1366611 	
	 End-of-Course Evaluation https://canvas.pointloma.edu/courses/89220/assignments/1366620 	due by 11:59pm
Sun Dec 20, 2026	 WK16 Presentation: Creating Shalom - Building flourishing lives, homes, organizations, communities, and environments (Individual Assignment) https://canvas.pointloma.edu/courses/89220/assignments/1366631 	due by 11:59pm
	 WK3 Meet with your Instructor Check-in https://canvas.pointloma.edu/courses/89220/assignments/1366634 	

