

Course Syllabus

[Jump to Today](#) Edit

Graduate Department of Sociology, Social Work, and Family Sciences

SWK6570 Advanced Social Work Practicum I

2 Units

Fall 2026

August 31 - December 20

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

Meeting Days: N/A

Meeting Times: N/A

Meeting Location: Canvas-Enhanced Face-to-Face (In-Person)

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

In this practicum, students will apply advanced course-based knowledge and skills by working in a social service setting. A minimum of **200** clock hours this semester with a total of 500 clock hours **required at the end of the academic year**.

Course Learning Outcomes

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

1. Apply advanced social work theories to independently design and execute multi-system interventions across micro, mezzo, and macro levels.
2. Resolve complex ethical dilemmas using the NASW Code of Ethics while advocating for social justice and marginalized populations.
3. Conduct specialized assessments and deliver culturally responsive, evidence-informed interventions with diverse clients.
4. Demonstrate mastery of CSWE core competencies and advanced practice behaviors in specialized field settings.
5. Refine professional identity through critical self-reflection, supervision, and integration of peer experiences.

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

Competency 1. Demonstrate Ethical and Professional Behavior;

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 2. Advance Human Rights and Social, Racial, Economic and Environmental Justice

A3. Promote national and international policies that reduce injustice and prejudice, enhance social, racial, economic, and environmental justice, and uphold human rights, reflecting a commitment to the dignity of all people and the pursuit of equity and compassion for all communities.

A4. Advance social, racial, economic, and environmental justice by applying skills in coalition building and community organizing, working to unite diverse voices in pursuit of systemic change and the common good, while striving to empower the marginalized and create a more just society.

Competency 3. Engage Anti-Racist, Diversity, Equity, and Inclusion (ADEI)



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;

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.

A8. Perform in-depth evaluations of advanced macro practice to analyze the effectiveness of large-scale interventions, inform policy development, and promote social justice, ensuring that systemic changes reflect a commitment to the dignity of all people and the transformation of unjust structures

Competency 5. Engage in Policy Practice;

A9. Collaborate with colleagues, clients, and organizations to develop, implement, and evaluate evidence-based policy measures that promote social justice, equity, and systemic change, guided by a commitment to serve the common good and uplift the marginalized.

A10. Conduct in-depth policy analysis using evidence-based frameworks to evaluate social policies and advocate for innovative solutions that enhance equity, social justice, and the overall well-being of diverse populations, always seeking to create a more compassionate and just society.

Competency 6. Engage with Individuals, Families, Groups, Organizations, and Communities;

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, organizations, and communities.

Competency 7. Assess Individuals, Families, Groups, Organizations, and Communities;

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. In a macro setting, applying differential diagnosis criteria involves assessing systemic, social, and environmental factors that affect mental health at a community or population level.

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

A 14. Exhibit proficiency in advanced micro and macro planning by developing and implementing person-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.

A 15. Deliver cognitive-behavioral treatment (CBT) interventions at the micro level to support individuals 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.

A 16. Demonstrate the ability to critically evaluate and select an appropriate macro intervention model for macro social work practice, applying evidence-based strategies that address systemic inequities, mobilize communities, and advocate for sustainable social change, reflecting a dedication to the common good and the flourishing of all.

Competency 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

A 17. 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

A 18. 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

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.

The underlined sections are the **IDEA standards** which you will use to evaluate the course at the end of the semester. Throughout the semester, the professor will also teach students how the following 6 IDEA course evaluation objectives are essential and important to their learning. These include:

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



Program Learning Outcomes

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:
 - o Possess a command of the professional values and ethics required of an “advanced generalist practitioner.”
 - o Demonstrate an awareness of the influence of Christian and Wesleyan perspectives on social work practice.
 - o Demonstrate competence in the concrete practice of professional skills, especially those skills required for an “advanced generalist practitioner.”
 - o 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

Unit 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.

Social Work Program Learning Outcomes

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

1. Demonstrate understanding of the integrated body of knowledge required of a general practitioner as defined by the Council on Social Work Education.
2. Demonstrate a command of the professional values and ethics required of a general practitioner.
3. Demonstrate competence in the concrete practice of professional skills, especially those skills required by the Council on Social Work Education of a general practitioner.



4. Demonstrate an awareness of the influence of Christian and Wesleyan perspectives on social work practice.
5. Demonstrate preparation to transition to careers and/or graduate education in social work.

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

No required textbook in the course.

Recommended Study Resources

The following resource is not required, but can be helpful for gaining a deeper understanding of course concepts.

Lori (2020). Social Work Practicum Handbook, The Preparation for Practice, 8th Edition. Pearson

Note: For cost savings, the 7th edition or other editions may be used. You are responsible for tracking chapter topics if choosing another edition. To support your use of other editions, the Canvas files for this course are organized by topic rather than chapter. A guide connecting the topics to the chapters in the 8th edition and to the material in Canvas will be provided.

Other important references/resources are:

1. [Owl Purdue APA 7th edition style guide](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index) 
2. [National Association of Social Workers \(NASW\) Code of Ethics](https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English) 
3. [National Public Radio](https://www.npr.org/)  [\(https://www.npr.org/\)](https://www.npr.org/)
4. [PBS NewsHour](https://www.pbs.org/newshour/)  [\(https://www.pbs.org/newshour/\)](https://www.pbs.org/newshour/)
5. [PLNU Ryan Library](https://libguides.pointloma.edu/ryanlibrary) [\(https://libguides.pointloma.edu/ryanlibrary\)](https://libguides.pointloma.edu/ryanlibrary)
6. [Owl Purdue Writing](https://libguides.pointloma.edu/ryanlibrary)  [\(https://owl.purdue.edu/\)](https://owl.purdue.edu/)



7. [University of North Carolina Chapel Hill Writing Center](https://writingcenter.unc.edu/tips-and-tools/) ➦ [\(https://writingcenter.unc.edu/tips-and-tools/\)](https://writingcenter.unc.edu/tips-and-tools/)

Supplemental Materials: Local media resources, internet and library references, class handouts, lecture and video materials will be used to supplement your text. Material beyond assigned readings will be covered in class. You are responsible for all materials, including information provided during an absence.

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 **2-unit** class delivered over 16 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

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:

Assignments with Point Values			
Assignment Category	Description	Points	Percentages
Weekly Time Sheets	Each week, students will work with their field instructor to verify their hours on Exxat. Then, write/review the short summary of the week’s supervision and submit a <i>Complete</i> text entry in Canvas.	20 pts x 16 = 320 total	15%



Weekly Field Logs	Each week, students will meet with their field instructor, fill out the week's field log in Exxat, completing each section with evidence of applied learning. Then, update Learning Plan and submit a <i>Complete</i> text entry in Canvas.	30 pts x 16 = 480 total	15%
Specialist Learning Plan and Evaluation Form (Week 5)	Submit your Specialist Learning Plan and Evaluation Form in Exxat.	20 points	15%
Learning Plan-Midterm/Self-Evaluation (Week 11) <i>Supervisor Review to be completed in Weeks 11 & 12</i> <i>Instructor Review to be conducted in Week 13</i>	Complete the Learning Plan- Midterm/Self-Evaluation and submit to your supervisor in Exxat. *This assignment can be completed as early as possible to allow time for completion of Supervisor and Instructor Reviews.	15 points	15%
Learning Plan: Midterm Evaluation - Reflection (WK16)	After the supervisor and instructor reviews are completed, students will reflect on the main takeaways from the evaluation. Submit on Canvas.	80 points	40%
Surveys		9 points	0%
TOTAL			100%

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

Grades will be based on the following: Sample Standard Grade Scale Based on Percentages:

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 Less than 59

General Course Concerns

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

Incompletes and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

PLNU Spiritual Care

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



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

Student Success

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

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 1.5, GrammarlyGo, Perplexity, etc.) in this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. Please use the following sources to guide your citations when using AI. [APA Style: How to Cite ChatGPT](https://apastyle.apa.org/blog/how-to-cite-chatgpt)  (<https://apastyle.apa.org/blog/how-to-cite-chatgpt>)

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

Synchronous Attendance/Participation Definition

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

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

Online Asynchronous Attendance/Participation Definition

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

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam



- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

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

Use of Technology

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

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

GPS Academic Resources

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

- [The GPS Writing Center](https://my.pointloma.edu/pages/writing-center-gps) (<https://my.pointloma.edu/pages/writing-center-gps>) offers:
 - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
 - **One-to-one appointments** with the Writing Coach
 - **Microlearning YouTube Video Library** for helpful tips anytime
- [Research Help Guide](https://my.pointloma.edu/pages/research-help) (<https://my.pointloma.edu/pages/research-help>) to help you start your research
 - The physical office is located on the third floor of the [Mission Valley Regional Center](https://maps.app.goo.gl/CRXui8PJUnSkvokC9)  (<https://maps.app.goo.gl/CRXui8PJUnSkvokC9>) off the student lounge
- [Academic Writing Resources Course](https://canvas.pointloma.edu/courses/64301) (<https://canvas.pointloma.edu/courses/64301>): Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. [Watch a quick video run-through](https://youtu.be/4H8KTZ4BOaY)  (<https://youtu.be/4H8KTZ4BOaY>) and take time now to explore!
- [Grammarly](https://my.pointloma.edu/pages/writing-center-gps) (<https://my.pointloma.edu/pages/writing-center-gps>): Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.



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

Assignments-at-a-Glance

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

Course Summary:

Date	Details	Due
Mon Aug 31, 2026	 Academic Honesty Verification Statement	due by 11:59pm
	https://canvas.pointloma.edu/courses/88416/assignments/1363689	
Sun Sep 6, 2026	 Week 1 Field Log	due by 11:59pm
	https://canvas.pointloma.edu/courses/88416/assignments/1363706	
Sun Sep 13, 2026	 Week 1 Time Sheet	due by 11:59pm
	https://canvas.pointloma.edu/courses/88416/assignments/1363708	
Sun Sep 13, 2026	 Week 2 Field Log	due by 11:59pm
	https://canvas.pointloma.edu/courses/88416/assignments/1363733	
Sun Sep 20, 2026	 Week 2 Time Sheet	due by 11:59pm
	https://canvas.pointloma.edu/courses/88416/assignments/1363735	
Sun Sep 20, 2026	 Week 3 Field Log	due by 11:59pm
	https://canvas.pointloma.edu/courses/88416/assignments/1363736	
Sun Sep 20, 2026	 Week 3 Time Sheet	due by 11:59pm
	https://canvas.pointloma.edu/courses/88416/assignments/1363737	

Date	Details	Due
Sun Sep 27, 2026	 Week 4 Field Log https://canvas.pointloma.edu/courses/88416/assignments/1363740 due by 11:59pm 	
	 Week 4 Time Sheet https://canvas.pointloma.edu/courses/88416/assignments/1363741 due by 11:59pm 	
Sun Oct 4, 2026	 Week 5 Field Log https://canvas.pointloma.edu/courses/88416/assignments/1363742 due by 11:59pm 	
	 Week 5 Time Sheet https://canvas.pointloma.edu/courses/88416/assignments/1363744 due by 11:59pm 	
Sun Oct 11, 2026	 WK5 Specialist Learning Plan and Evaluation Form https://canvas.pointloma.edu/courses/88416/assignments/1363705 due by 11:59pm 	
	 Week 6 Field Log https://canvas.pointloma.edu/courses/88416/assignments/1363745 due by 11:59pm 	
Sun Oct 18, 2026	 Week 6 Time Sheet https://canvas.pointloma.edu/courses/88416/assignments/1363747 due by 11:59pm 	
	 Week 7 Field Log https://canvas.pointloma.edu/courses/88416/assignments/1363749 due by 11:59pm 	
Sun Oct 25, 2026	 Week 7 Time Sheet https://canvas.pointloma.edu/courses/88416/assignments/1363750 due by 11:59pm 	
	 Week 8 Field Log https://canvas.pointloma.edu/courses/88416/assignments/1363751 due by 11:59pm 	

Date	Details	Due
	 Week 8 Time Sheet https://canvas.pointloma.edu/courses/88416/assignments/1363753 due by 11:59pm 	
	 Mid-Course Survey https://canvas.pointloma.edu/courses/88416/assignments/1363693 due by 11:59pm 	
	 Week 9 Field Log https://canvas.pointloma.edu/courses/88416/assignments/1363755 due by 11:59pm 	
Sun Nov 1, 2026	 Week 9 Time Sheet https://canvas.pointloma.edu/courses/88416/assignments/1363757 due by 11:59pm 	
	 Week 10 Field Log https://canvas.pointloma.edu/courses/88416/assignments/1363709 due by 11:59pm 	
	 Week 10 Time Sheet https://canvas.pointloma.edu/courses/88416/assignments/1363712 due by 11:59pm 	
	 Week 11 Field Log https://canvas.pointloma.edu/courses/88416/assignments/1363713 due by 11:59pm 	
	 Week 11 Time Sheet https://canvas.pointloma.edu/courses/88416/assignments/1363714 due by 11:59pm 	
	 WK11 Learning Plan - Midterm/self-evaluation https://canvas.pointloma.edu/courses/88416/assignments/1363701 due by 11:59pm 	
Sun Nov 22, 2026	 Week 12 Field Log https://canvas.pointloma.edu/courses/88416/assignments/1363715 due by 11:59pm 	

Date	Details	Due
	Week 12 Time Sheet https://canvas.pointloma.edu/courses/88416/assignments/1363718 due by 11:59pm	
Sun Nov 29, 2026	Week 13 Field Log https://canvas.pointloma.edu/courses/88416/assignments/1363720 due by 11:59pm	
	Week 13 Time Sheet https://canvas.pointloma.edu/courses/88416/assignments/1363721 due by 11:59pm	
Sun Dec 6, 2026	Week 14 Field Log https://canvas.pointloma.edu/courses/88416/assignments/1363723 due by 11:59pm	
	Week 14 Time Sheet https://canvas.pointloma.edu/courses/88416/assignments/1363725 due by 11:59pm	
Sun Dec 13, 2026	Week 15 Field Log https://canvas.pointloma.edu/courses/88416/assignments/1363727 due by 11:59pm	
	Week 15 Time Sheet https://canvas.pointloma.edu/courses/88416/assignments/1363728 due by 11:59pm	
Sun Dec 20, 2026	Week 16 Field Log https://canvas.pointloma.edu/courses/88416/assignments/1363730 due by 11:59pm	
	Week 16 Time Sheet https://canvas.pointloma.edu/courses/88416/assignments/1363731 due by 11:59pm	
	End-of-Course Evaluation https://canvas.pointloma.edu/courses/88416/assignments/1363700 due by 11:59pm	



Date	Details	Due
	WK16 Learning Plan: Midterm Evaluation - Reflection https://canvas.pointloma.edu/courses/88416/assignments/1363703	due by 11:59pm

