

	Sociology, Social Work, and Family Sciences
	Social Work Practicum - SWK - 4070 and 4071 2-5 units - variable
Fall 2023	

Meeting days: Off-site at internships; in class questions can be answered Tuesday AM	Instructor title and name: Colleen Jensen Cook, LCSW
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Final Exam: - Finals Week	Office location and hours: Rohr 112

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University (PLNU) 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.

Department Mission

To Learn ~ To Grow ~ To Serve

It is the desire of the Social Work program to support students in their life journey to learn, grow, and to serve. To this end, the Department of Sociology, Social Work, and Family Sciences has established Departmental and Program Mission Statements, as follows:

As followers of Christ, our mission is to nurture servant scholars who critically and empirically evaluate social systems, cultural patterns, and basic human needs to constructively engage as agents of hope with individuals, families, and communities. We are agents of hope.

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 baccalaureate social work program is to develop competent professionals who are committed to serving others through acquisition and integration of the essential knowledge, skills, and values that form the foundation of generalist practice in the social work profession; who are motivated to promote social justice; and who understand that a Wesleyan perspective, a desire for continuous personal development, and respectful engagement in the community that empowers others are integral components of the means for relating to God through service.[1] As a PLNU community, our goal is to help you become the person you are called to be.

COURSE LEARNING OUTCOMES

The Social Work Practicum provides you the opportunity to increase your professional competence through direct supervised practice experience in a social work agency. The Practicum seeks to enhance your identification with social work values, ethics, and practices. The Practicum gives you with the opportunity to apply and integrate skills and theory in the context of generalist social work practice with professional supervision. You will use supervision and critical self-reflection to maximize the development of your skills as a professional generalist-practice social worker.

Social Work Practicum works intentionally with senior Seminar to create a culmination experience designed to transition you as a social work senior to the status of colleague with social work faculty and other professionals. This transition is marked by a blend of personal responsibility for independent learning; greater autonomy in development of a customized learning plan; and heightened accountability for demonstrating professional behavior and reflection.

NOTE: The Social Work Practicum Handbook for Students and Supervisors should be consulted for more detailed information.

Course Context/ Overview

The Baccalaureate Social Work program is competency-based. Assignments, certificates, and other accomplishments must be documented in a professional portfolio. Production of material for inclusion in a professional portfolio occurs at various points throughout the program. Professionals in social work are often asked to be self-guided in accomplishing tasks over time. Completion of the portfolio is evidence that you are able to manage your time and activities to meet that expectation. You are responsible for compiling the evidence required. Please note, your portfolio may be reviewed by other professionals in addition to the faculty.

The Council on Social Work Education (CSWE), as the national accrediting body, has identified ten areas of professional competency for accredited programs. These are embedded in the education and practical training throughout the Social Work Program curriculum. Students and the PLNU program are evaluated on these core competencies. The Social Work Seminar series and the concurrent field Practicum are the culminating experiences for the program and comprise our program capstone. The areas of professional conduct and ten core competencies that are measured during the program are established by the CSWE. You will find these referenced as competencies or "EPAS".

PLNU incorporates the CSWE Competencies as listed below. A full description of each is found in the Practicum Handbook found in the Social Work Program section of the PLNU

website. Additional detail can be found on your Senior Learning Plan template and in the Practicum Handbook 2023-2024..

COURSE LEARNING OUTCOMES

Course Objectives / Student Outcomes:

1. Demonstrate integration of knowledge with practice.
2. Support and promote professional social work values, ethics, and standards.
3. Demonstrate sensitivity to diverse populations in practice.
4. Demonstrate the ability to be responsible for your own learning/development and evaluate practice.
5. Identify with the profession of social work and function appropriately within this framework.
6. Understand how your Christianity influences and shapes your approach to social work practice.
7. Demonstrate competency in practice appropriate for a beginning professional.
8. Work within an agency with clients using these resources to promote social and economic justice.

In achieving these objectives, you will

1. Integrate concepts from liberal arts foundation with beginning generalist practice concepts, values, knowledge, attitudes and skills with professional action
2. Develop habits compatible with life-long learning through continuing education
3. Evaluate professional generalist practice skills
4. Develop a beginning understanding of program evaluation and outcome measures as related to a practice setting
5. Demonstrate multilevel assessment problem solving and intervention skills
6. Address diversity, oppression, and discrimination issues in practice
7. Articulate the integration of theory with practice experience with individuals, families, groups, and community
8. Analyze social policy and the impacts of faith as each relates to service provision
9. Use notes, logs or journals from field experience to assess professional practices
10. Demonstrate professional conduct related to confidentiality, deportment, language
11. When appointments cannot be kept because of extreme emergency, notify the agency at the very earliest time possible.
12. Have flexible expectations. Show flexibility in making time available for the field assignment, special meetings, etc.
13. Be responsible for your own learning and prepare for supervisory sessions.
14. Ask for clarification from agency personnel or the faculty field coordinator if there are problems, questions, or something you want to know.
15. Keep all records as assigned by the agency.
16. Bring any problem regarding the field Practicum to the attention of the faculty field coordinator.
17. Complete all readings assigned by either the field Practicum supervisor or the faculty field coordinator dealing with interest areas specific to the field Practicum.
18. Attend the Senior Seminar either in person or through online and remote access.
19. Submit a weekly report or log to the faculty field coordinator. This report is to include pertinent observations, meaningful relationships, and relevant questions stemming from

- the week's experiences in the agency.
20. Relate the field Practicum to classroom materials and discussions.
 21. Prepare a final evaluation of the field Practicum, which will be submitted during the exam period of the term.
 22. Complete all components of the professional portfolio identified as SWK4070-4071.

Responsibilities of You as the Student as you Engage In Internship:

1. Develop a continuing learning agreement in consultation with director of field education and the Practicum supervisor.
2. Complete a minimum of 200 hours per Practicum course, 40 hours of internship per unit of registration. Students in a catalog prior to 2019 must complete a minimum total of 400 hours spent in an agency assignment during each term. Students in a catalog 2019 or later complete a minimum total of 500 hours spent in an agency assignment during each term. The assignment must be approved by the Faculty Field Director.
3. Demonstrate a keen sense of responsibility to the agency and clients.
4. Make and keep initial appointment with the agency.
5. Provide own transportation to the field assignment.
6. Keep all commitments to the agency with promptness and reliability

CSWE COMPETENCY CATEGORY

Course Objectives: The objectives in PLNU social work practice courses work align with professional competencies required by the CSWE Educational Policy Accreditation Standards (EPAS). CSWE, as the national accrediting body, has identified ten areas of professional competency for accredited programs. These are embedded in the education and practical training throughout the Social Work Program curriculum. Students and the PLNU program are evaluated on these core competencies. The Social Work Seminar series and the concurrent field Practicum are the culminating experiences for the program and comprise our program capstone. The areas of professional conduct and ten core competencies that are measured during the program include:

Program Objectives: Throughout the PLNU social work program, you will learn about and be able to demonstrate the following Council of Social Work Education (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):

CSWE 1. Demonstrate Ethical and Professional Behavior;

PL I. Conducts self as professional and applies ethical principles to guide practice by:

- making ethical decisions by applying the standards of the NASW Code of Ethics relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- using reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrating professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- using technology ethically and appropriately to facilitate practice outcomes; and
- using supervision and consultation to guide professional judgment and behavior.

CSWE 2. Engage Diversity and Difference in Practice;

PL II. Actions reflect ability to sensitively engage diversity and difference in practice by:

- applying and communicating understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- presenting themselves as learners and engage clients and constituencies as experts of their own experiences; and
- applying self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

CSWE 3. Advance Human Rights and Social, Economic and Environmental Justice;

PL III. Advances human rights and social, economic, or environmental justice by:

- applying their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engaging in practices that advance social, economic, and environmental justice.

CSWE 4. Engage in Practice-Informed Research and Research-Informed Practice;

PL IV. Engages in research-informed practice and practice-informed research by:

- using practice experience and theory to inform scientific inquiry and research;
- applying critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- using and translating research evidence to inform and improve practice, policy, and service delivery.

CSWE 5. Engage in Policy Practice;

PL V. Engages in policy practice to advance social and economic well-being and to deliver effective social work services by:

- identifying social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assessing how social welfare and economic policies impact the delivery of and access to social services;
- applying critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

PL VI. Demonstrates capacity to engage with individuals, families, groups, organizations, communities by:

- applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- using empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

PL VII. Prepares for and demonstrates assessment of individuals, families, groups, organizations, communities by:

- collecting and organizing data, and applying critical thinking to interpret information from clients and constituencies;

- applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- developing mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- selecting appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

CSWE 8. Intervene with Individuals, Families, Groups, Organizations, and Communities;

PL VIII. Demonstrates knowledge and intervention skills for systems of any size by:

- critically choosing and implementing interventions to achieve practice goals and enhance capacities of clients and constituencies;
- applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- using inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiating, mediating, and advocating with and on behalf of diverse clients and constituencies; and
- facilitating effective transitions and endings that advance mutually agreed-on goals.

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

PL IX. Demonstrate an ability to analyze, monitor, and evaluate interventions by:

- selecting and using appropriate methods for evaluation of outcomes;
- applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyzing, monitoring, and evaluating intervention and program processes and outcomes; and
- applying evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

PL X. Demonstrate a practical understanding of the integration of faith and profession by:

- Critically assessing the relationship between Christian faith and public policy.

Throughout the semester, the professor will also teach students how the following 6 IDEA course evaluation objectives are essential and important to their learning. These include:

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

REQUIRED TEXTS, REFERENCE STUDY RESOURCES, AND COURSE PRODUCTS

Garthwait, C. (2021). *The social work practicum: A guide and workbook for students*. 8th Ed. New York, NY: Allen & Bacon Press

Practicum Workbook is used for both components of the sequence. In Semester 1, we covered chapters 1-9 are used for your first semester of Seminar, the balance of the Workbook is completed prior to final submission of your Portfolio in your second Semester.

Another edition of the text may be used, however, anyone choosing a different edition is responsible for tracking and cross-referencing chapter topics to ensure the appropriate reading is completed.

To assure opportunities for professional development in an area of particular interest to the student in SWK 4071 each student is also required to register with a professional organization or subscribe to a professional social work journal.

PLNU Social Work Program Handbook, An Introduction to the Baccalaureate Program.

PLNU Practicum Handbook for Field Educators and Students, revised 2023.

Additional Handouts as provided by Field Instructor and Supervisor.

Portfolio list.

Reference Materials:

National Association of Social Workers (2008), *Encyclopedia of social work, 20th edition*. Silver Spring, MD: National Association of Social Workers.

Each student is also responsible for materials placed on reserve or distributed to the class, and in Canvas Files. This includes information given during a student's absence.

*Additional reading will be assigned by the professor and posted on Canvas.

COURSE SCHEDULE AND ASSIGNMENTS

Products and Activities - In addition to the items listed the portfolio Table of Contents, particular attention should be given to the following products:

1. Portfolio. Completion of items for the student portfolio in accordance with the portfolio check list. This includes a significant number of products. Please see list in Canvas and to e-mail. The senior Seminar sequence culminates in the production of a professional portfolio containing evidence of professional growth and development. The list of portfolio items is found at the end of this syllabus. Please remember that you have been collecting items for the portfolio since your SWK3070 class. This semester you will add items identified as "4070-4071" on the portfolio list.

2. Learning agreement: The learning agreement will serve as the contract between the student and the field supervisor. It will help form, shape, and outline your personal learning objectives within the context of the agency. The learning agreement is to be completed during the first week of the Practicum and will serve as a guide for the term of the Practicum, i.e. you don't have to do one at the beginning of the second semester. The agreement will be developed in consultation with the field supervisor and the director of field education.
3. Weekly logs: they must be submitted to Canvas by Sunday night at 11:59pm. ***Weekly logs are due whether or not you are engaged in Internship that week.*** During weeks when you are not in field placement, your weekly log should describe your activities and reflect on how these connect to you as a developing social worker. The reports are to include information and reflections on your work the previous week. Reports should include four main components: the main activities of the week, skills or knowledge applied while engaged in the activities, professional reflection; and connection to faith: prayer and praises. You will reflect on your activities for the week and how they relate to social work and faith. Please include questions, insights, and comments on how your practice experience integrates with theory and content learned in the social work curriculum. Students are highly encouraged to further reflect on the relationship between Christianity and your field placement. How does your faith influence and integrate with the work you are performing at the agency? Your learning agreement will serve as your initial report.
4. Homework from each chapter of the required course workbook: It is to be independently completed in full and submitted to your portfolio as identified in the Course Modules.
5. Preparation of resources and tools for professional use: Use these to demonstrate skills basic to the course. Add these to your professional portfolio.

*Note: Activities and assignments may be conducted outside the classroom and may occur at times other than the regularly scheduled course time. **You are responsible for completing all assignments and for managing and completing your professional portfolio. A course grade will not be filed until the portfolio contains all the evidence identified for the component for which you are registered SWK4072 or SWK4073.***

IMPORTANT

Some assignments require video or audio recording. Consent for peer review of these assignments is presumed unless the professor is otherwise notified in writing

Select sessions may occur off-campus during times outside the normal class session.

As a person preparing for professional practice, you are expected to take personal responsibility for assignments and activities outside class hours.

FREEDOM TO CHALLENGE

This course introduces concepts and issues beyond the text. You are encouraged to integrate knowledge from your environment and your experience, to share insights, and to challenge the materials presented.

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 2-5 unit class delivered over 15 weeks, with

40 hours of direct Practicum per unit. Specific details about how the class meets the credit hour requirement can be provided upon request.

Field Education Responsibilities

Field education is the joint responsibility the program faculty, the agency providing the placement setting, the Field Instructor, and the student. In general, Program Faculty hold responsibility for overall program administration, selection, training, and monitoring of field Practicum site educators.

To fulfill these responsibilities, the Faculty Field Coordinator:

- confers with students and placement settings;
- clarifies educational objectives and standards with the students and Field Instructors;
- arranges mechanisms for communication;
- provides on-going liaison between the Program, student, and field setting;
- and provides regular opportunities for Field Instructors input into the evaluation and modification of the social work curriculum.
- The duties of the Field Coordinator are listed in the Practicum Handbook.

The field placement setting is responsible for:

- providing a professionally supervised (MSW or BSW with direct practice experience - Field Instructor) educational experience in social work practice;
- integrating the field Practicum into the agency program;
- assisting in the development of a plan for student involvement in the agency,
- including supervision equivalent or exceeding one hour per week;
- designating the person in the agency who acts as field instructor;
- ensuring communication with the Field Coordinator;
- and maintain and safe setting for field experience.

The Field Instructor is responsible for engaging students in professional practice by:

- if time does not allow for the Field Instructor to provide daily supervision to the intern, the agency can appoint a Task Supervisor - this person will work in partnership with the Field Instructor for the benefit of the student's learning; providing an orientation to the agency setting, functions, philosophy, and expectations;
- assisting the development of Practicum learning plans;
- providing regular supervisory sessions with students of not less than one hour per week;
- planning field education and experiences for students in keeping with their individual level of skill and knowledge;
- exposing students to professional social work practice within the organization;
- monitoring learning outcomes;
- discussing with the student professional conduct and ethics;
- communicating any problem arising in the field Practicum;
- and submitting a Student Performance Evaluation each term.

Social work students who are granted permission to engage in Field Education hold responsibility for:

- demonstrating professional responsibility;
- adhering to University policies and administrative agreements governing field education;
- providing transportation to the field assignment;

- ensuring prompt execution of commitments to the Field Agency;
- engaging in field education activities in a manner portraying professionalism;
- engaging in the learning process;
- preparing for supervisory sessions;
- demonstrating an attitude of service and personal flexibility in schedule;
- asking for clarification from agency personnel or the faculty field coordinator if there are problems, questions, or concerns about field education;
- maintaining client confidentiality and keeping all records as assigned by the agency;
- completing all tasks assigned by the Field Instructor in the highest quality possible;
- bringing problems regarding the field Practicum to the attention of the faculty Field Coordinator or Seminar Instructor;
- and actively engaging in the Senior Seminar including the submittal of a weekly report to the Faculty Field Coordinator.

OFFICE HOURS and COMMUNICATIONS WITH FACULTY

Office Hour *Appointments are recommended* because the schedule may change or other students may plan to visit on the same date. *Messages to and from students will be accessed through PLNU addresses and will be used to contact registered students for course updates, changes, and other important notices.* For quick response, it is important that students remember to check for Canvas announcements and updates and to use the PLNU e-mail system to contact the professor during the semester. The basic course materials will be available through Canvas.

MEASURING PROGRESS

In addition to the review quizzes and exams identified in the Tentative Reading Schedule periodic, unannounced reviews may occur. Grades will be based on a percentage of points awarded compared with total possible points for each component. *Class participation and exercises are essential components for the demonstration of skill.*

There is an emphasis on class participation and exercises in comparison with other courses.

ASSESSMENT AND GRADING

Student course grades will be posted at midterm and within ten days of the end of the semester. Points for assignments will be posted by the end of the week following the due date. It is important to read the comments posted in the grade book as these comments are intended to help improve our common understanding of the work to be completed. Please note: In order to meet external accreditation requirements, a final grade for the last semester cannot be posted until the Portfolio is completed. Grades will be based on the following:

Sample Standard Grade Scale Based on Percentages

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

The final grade will be letter grade A, B, C, D, F, IP (in progress) or Incomplete. The final grade of the Practicum in Social Work is for the given semester. The final grade is the responsibility of, and recorded by, the faculty field coordinator. The field Practicum supervisor will have the greatest opportunity to observe student performance in the agency; therefore, the supervisor's recommendation and advice will be a primary factor in determining the final grade. Those students who receive a grade below C at the end of the first semester in the Practicum in Social Work will be asked to have a conference with the faculty field coordinator. An "IP" in progress grade can be issues for students who have not had an opportunity to complete the required number of hours or the associated portfolio assignments. Please discuss circumstances that necessitate an "IP" with faculty. The original copy of the student evaluation will be maintained in the Social Work Department Office and only the grade is recorded in the Registrar's Office.

No credit will be granted until the minimum of 200 hours for the initial semester of internship is completed and all documentation submitted, including the field instructors evaluation found in the Point Loma Nazarene University Social Work Practicum Handbook for Students and Supervisors. A minimum of 10 units of SWK4070-4071 are required for program completion.

Point Percentages

Completion of hours and Student Evaluation (Form D) from Field Instructor - 75%

Written Assignments from Practicum textbook -10%

Weekly Logs - 10%

Updated Time Records - 5%

(100%)

SPIRITUAL CARE

PLNU strives to be a place where students grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain, or if you have prayer requests, you can contact the [Office of Student Life and Formation](#).

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](#) to view which states allow online (distance education) outside of California.

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. **LATE ASSIGNMENT DEDUCTIONS - I understand that things come up, you are very busy, and you have a lot of assignments due in my class and other classes, but to follow the PLNU policy of late assignments, I will deduct 10% if an assignment is 1 day late, 20% if an assignment is 2 days late, and 30% if an assignment is 3 days late or more.**

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 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. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

SEXUAL MISCONDUCT AND DISCRIMINATION

PLNU faculty are committed to helping create a safe learning environment for all students. 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 help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix

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

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski, etc.) in this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. For example, if you use ChatGPT, you must cite ChatGPT including the version

number, year, month and day of the query and the statement “Generated using OpenAI.
<https://chat.openai.com/>”;

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. You may report an incident(s) using the Bias Incident Reporting Form.

FERPA POLICY

In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by (Note: each faculty member should choose one strategy to use: distributing all grades and papers individually; requesting and filing written student permission; or assigning each student a unique class ID number not identifiable on the alphabetic roster.). Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the “Information Release” section of the student portal. See [Policy Statements](#) in the (undergrad/graduate as appropriate) academic catalog.

General Policies at PLNU Applicable Catalog. The student is ultimately responsible for the fulfillment of all requirements for graduation in the Catalog in effect at initial enrollment. Those who opt for a subsequent Catalog, however, must notify the Records Office and meet all requirements in that Catalog. Students who have not been registered for three or more regular semesters come under the Catalog in effect at the time of re-entry, unless an academic policy petition is filed and approved by the Vice Provost for Academic Administration.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. 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 drop date or, after that date, receive the appropriate grade for their work and participation.

In some classes, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

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](#) 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 require a computer with a camera (tablets are not compatible) 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.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. Please note this schedule and plan accordingly.

SCHOLARSHIP

- APA 7TH EDITION - To offer a multidisciplinary approach, this course will adhere to APA 7th edition guidelines. Please refer to the Purdue Owl website for more information.
- For your research papers, the professor expects you to use the database searches in the Ryan Library as opposed to internet articles. If you use Google Scholar, reference that article in the Ryan Library as well. The home page is found here - [Ryan Library](#)
- Refer to the PLNU Department rubrics for grading. More information is found on Canvas.
- National Association of Social Workers (2008), Encyclopedia of social work, 20th edition. Silver Spring, MD: National Association of Social Workers.