



Department of Sociology, Social Work, and Family Sciences

SWK 3003 and Introduction to Social Work

3 Units - Fall 2023

Meeting days/times: MWF 11:00 am – 11:55 am)

Meeting location: Rohr Hall room 104

Final Exam: Dec 15, 2023 from 10:30-1pm

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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.

Department Mission

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

Social Work Program Mission

At its core, the purpose of the social work program is to prepare competent social work professionals who are motivated to gracefully serve others as an expression of their faith. In the context of the

intersection of the goals of the University and those of professional social work practice, this mission is further articulated:

The mission of the 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]*

COURSE DESCRIPTION

SWK 303 is an introduction to the profession of social work and social welfare services in the United States. We will explore the history, values, and ethics of the profession. Additionally, we will work on developing basic skills critical for social work practice with individuals, families, communities, and organizations. Social work is an action oriented profession; thus, we will use a variety of active learning techniques including brief lectures, class discussion, personal reflection, and critical analysis of policies, practices, and systems to expose students to professional social work practice.

COURSE LEARNING OUTCOMES

Course Objectives:

1. EP 2.1.2 Introduce generalist social work practice.
2. EP 2.1.7 Provide an understanding of social welfare systems and services in the United States.
3. EP 2.1.1 (1-4) Explore the history of the social work profession in the U.S., with particular attention to diverse and special populations.
4. EP 2.1.7 Present an introduction to the strengths and systems perspectives in social work practice.
5. EP 2.1.2 (1) (2) & .11 (1) (2) Discuss social work values and ethics in light of the prevailing societal values and the Christian faith.
6. EP 2.1.3 Encourage critical thinking and the development of decision-making skills, particularly regarding issues of social and economic justice.
7. EP 2.1.2 Cultivate identification with professional social work practice.

Student Outcomes:

1. Understand the historical development of social welfare systems and services in the U.S.
2. Exemplify social work values and ethics.
3. Demonstrate sensitivity to diverse and special populations.
4. Plan and execute an activity aimed at enhancing social and economic justice.

5. Assess and evaluate the class's activity, including each participant's contribution to the development and implementation of the small-scale social intervention.
6. Integrate Christianity with social work ethics, values, and practices.

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 AND RECOMMENDED STUDY RESOURCES

Keith-Lucas, A. (2021). *So you want to be a social worker: A primer for the christian student*. North American Association of Christians in Social Work. St. David's PA.

Langford, J., Keaton, C., Clarke, E., Westmore, M. (n.d.) *Introduction to social work: A look across the profession*. Mavs Open Press: Arlington. Retrieved from <https://rc.library.uta.edu/uta-ir/bitstream/handle/10106/30995/Introduction-to-Social-Work.pdf?sequence=1&isAllowed=y>

RECOMMENDED

Morales, A. T. & Sheafor, B.W. (2010). *Social work: A profession of many faces* (10th ed.). Boston: Allyn and Beacon.

Additional articles and chapters will be assigned by professor and posted on Canvas.

Recommended Study Resources*

1. 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.
2. 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](#)
3. Refer to the PLNU Department rubrics for grading. More information is found on Canvas.
4. National Association of Social Workers (2008), *Encyclopedia of social work*, 20th edition. Silver Spring, MD: National Association of Social Workers.

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. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

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 [subject/major], and I will support you throughout your learning in this course.

Trigger/Sensitivity 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 [subject/major], and I will support you throughout your learning in this course.

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.

Spiritual Care

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

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual 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.

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.

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/>"

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 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.

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](#).

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 at 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.

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.

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 an “F” grade.

Assignments At-A-Glance

COURSE SCHEDULE AND ASSIGNMENTS

ASSESSMENT AND GRADING

- ***Presentation of a Field in the Social Work Profession:*** Social work requires people to network or connect with each other. Our networks are one of our most valuable assets as social workers. As a result, we will begin to develop our professional networks from the start of our education. The goals of this assignment are: to identify areas of professional interest; begin the development of a professional network; improve planning and communication skills; develop the ability to present important information to key partners. The assignment will require identifying and interviewing a social work professional. It is important to identify a professional from a field of social work practice who sparks your personal interests. Once the professional has been identified and interviewed, a 5-minute presentation outlining the field of practice, the path the professional took to their chosen field, and the insights gained from the interaction will be presented. These are formal presentations. Dress and behave professionally.

- **Mid-term Exam:** A mid-term exam consisting of brief answer and essay questions covering all of the content up to the class prior to the exam will be posted on Canvas.
- **Group Action Project:** The class will be responsible for identifying, planning, and implementing a project consistent with social work and Christian values. Students will be entirely responsible for the project. The group must document the steps and the processes involved in taking the project from vision to reality. You are strongly encouraged to begin the discussion of the project early to ensure its completion by the first week of December.
- **Social Work Pioneer Paper:** A goal of this course is to expose us to the history of the profession. Many social workers have pioneered new areas of intervention and practice. Each student is expected to select a social work pioneer and write a formal research paper on the pioneer and their contributions to the field. This paper is historical in nature. Students are expected to use both primary and secondary sources for the research; thus, while the internet can be a great resource it is not considered an adequate source for this kind of paper. The paper should not exceed 10 doubled spaced pages, using a 12-point font. Page borders must not be less than 1 inch. All references must be in the format of the American Psychological Association. The paper will be built in discreet sections that will be required over the course of the semester. A listing of pioneers can be found at naswfoundation.org/pioneers/default.htm
- California Social Work Hall of Distinction <http://www.socialworkhallofdistinction.org/honorees/>, or in Volume 3 of the *Encyclopedia of Social Work*.
- **Presence, Preparation, & Participation:** Presence is vital for success in life. Simply showing is expected in most professional settings. Presence is one of three elements that will make up this portion of your grade. The value of presence can be enhanced by thoughtful Preparation. Being prepared for class, work, a meeting, goes along way. So I will be assessing preparation daily. Participation is key for building a collaborative learning community. You will earn these participation points by being actively involved in classroom discussions, small group activities, and periodic in class assessments. Points will be distributed proportionally.

Grade Breakdown by Percentages

<u>Assignment</u>	<u>Percentages</u>
Professional Exploration Presentation	15%
Mid-Term Exam	15%
Group Action Project	10%
Social Work Pioneer Research Paper	15%

Participation and Portfolio	25%
Final Exam	20%
Total Points	100%

Grade Distribution

A=93-100

C=73-76

A-=90-92

C-=70-72

B+=87-89

D+=67-69

B=84-86

D=63-66

B-=80-83

D-=60-62

C+=76-79

F=0-59

Assignments at a Glance - More information on Canvas

Week	Topic	Assignment	
WK 1-2	<p>A day in the life of a social worker</p> <p>Defining Social Welfare</p> <p>Comprehensive helping profession</p>	<p>Read Chapter 1: Identify the individual, groups, organizations, and communities Demetria engages in her first assignment. Do did address all of the issues are there other resources she can access? How do you think she knew where to look?</p> <p>Chapter 2: Identify a list of basic human needs. Should these basic human needs be human rights? Who should meet the need?</p> <p>Chapter 3 – Write your career mission statement. How does it align with the mission of the social work profession?</p>	<p>SWEAP Entrance</p> <p>Informed Consent Google Form</p>
WK 3	<p>Christian Motivations for Social Work</p> <p>History</p>	<p>Readings available on Canvas.</p> <p>Founding Minutes of the Church of the Nazarene Stark</p> <p>Christianity and Social Work</p> <p>Maddox (2002) <i>Visit the Poor</i></p> <p>Read: <i>The Highwayman</i>. Rank who is most responsible for the woman’s death. Draw a picture of story. Be prepared to discuss this in class.</p>	<p>Canvas Assign.</p>
WK 4	<p>Values and Ethics</p>	<p>Read:</p> <p>Carlton-LaNey</p> <p>Dolgoff and Feldstein, pp. 39-57</p> <p>Modesto (2004)</p> <p>Chapter 4</p> <p>Flexner Report</p> <p>Johnson (1899)</p>	<p>SYWTBSW chapter 1</p> <p>Select a pioneer</p>

		<p>Abrams (2000)</p> <p>Listen to:</p> <p>The podcast on SNAP and Walmart</p> <p>Compare what you listened to actions in Speenhamland.</p> <p>Explore: The National Association of Social Workers Foundation Social Work Pioneers website</p>	
WK 5	Values and Ethics	<p>Chapter 8</p> <p>http://www.socialworkers.org/pubs/code/code.asp</p> <p>http://www.nacsw.org/statement.html</p> <p>Sherwood, D. (2007). Moral, believing, social workers: Philosophical and Theological Foundations of Moral Obligation in Social Work Ethics. <i>Social Work and Christianity</i>, 34 (2), pp. 122-145</p>	SYWTBSW chapter 1
WK 5	<p>Settings for Social Work Practice</p> <p>Fields of Social Work Practice</p>	<p>Read: Chapters 5, 6, 7</p> <p>Assignment: Oral Reports Field of practice</p>	
WK 6	<p>Theories and Perspectives for Practice</p> <p>Ecosystems theory</p>	<p>Morales and Sheafor, pp. 250-253</p> <p>Make Way for the Ducklings</p> <p>Corcoran & Vandiver (2004) <i>Implementing best practice and expert consensus procedures</i> in Roberts and Yeager Evidence-based practice manual</p> <p>Bruce Thyer, Ph.D. – The History of Evidenced Based Practice</p> <p>Danielle Parrish, Ph.D. -- The Process of Evidenced Base Practice</p>	

		Explore the California Evidenced-Based Clearinghouse for Child Welfare	
WK 7	Evidenced based practice	<p>Chapters 9 & 11</p> <p>The Guardian Prevention In England -- http://www.theguardian.com/society/2013/oct/16/social-work-preventive-community</p> <p>Article overview of prevention -- http://advancesinsocialwork.iupui.edu/index.php/advancesinsocialwork/article/view/1444/1874</p> <p>Strengths Perspective overview -- http://sustainingcommunity.wordpress.com/2012/05/30/what-is-the-strengths-perspective/ http://en.wikibooks.org/wiki/Strengths-Based_Social_Work_Practice</p>	
WK 8	Immigrants and Refugees Global Social Work	<p>Chapters 11, 12, 13, & 14</p> <p>http://www.wmich.edu/hhs/newsletters_journals/jssw_institutional/institutional_subscribers/39.1.Furman.pdf</p>	Midterm
WK 9	Women LGBT	Chapters 16 & 17	
WK 10	Children and Youth	<p>Chapter 18</p> <p>Daniel, B. & Wassell, S. (2002) Assessing and Promoting Resilience in Vulnerable Children. Pp. 9-16</p> <p>http://0-search.ebscohost.com.phineas.pointloma.edu/login.aspx?direct=true&db=nlebk&AN=91760&site=ehost-live&ebv=1&ppid=pp_16</p>	
WK 11	Older Adults	Chapters 19 & 20	

	Disabilities		
WK 12	Religion and Spirituality Muslims	Chapters 10 & 21 Hodge, David http://www.nacsw.org/Download/CSW/SpiritualAssess.pdf	
WK 13	Asian Americans Indigenous People	Chapters 22 & 23 Presentation of Social Work Pioneer	
WK 14	Mexican Americans African Americans	Chapters 24 & 25 Presentation of Social Work Pioneer	
Wk 15		Group action reflection due Final Exam	