	Sociology, Social Work, and Family Sciences **Social Work Seminar - SWK - 4072 and 4073** **2 units for each class**
Spring 2023	

Meeting days: Tuesday AM	**Instructor title and name: Colleen Jensen Cook, LCSW**
Meeting times: 7:30-9:00A	**Phone: 619-849-2471**
Meeting location: Rohr 112	**Email: ccook1@pointloma.edu**
Final Exam: December 14, 2023 07:30 AM - 10:00 AM	**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. As a PLNU community, our goal is to help you become the person you are called to be.

COURSE LEARNING OUTCOMES

Social Work 4072 and 4073 is a two-course study designed for upper-division Social Work majors only. Course activities integrate liberal arts education with the generalist practice professional foundation (concepts, values, knowledge, attitudes and skills) with direct practice experiences from field education. *The Social Work seminar courses (SWK4072 and SWK4073) and must be taken concurrently with Social Work Practicum (SWK4070 and SWK4071). Exceptions must be approved by the Program Director in advance.*

Social Work Seminar intentionally works to transition you as a social work senior to the status of a colleague with social work faculty and other professionals. This transition is marked by a blend of personal responsibility for independent learning; greater autonomy through the development of a customized learning plan; and heightened accountability to other seminar members. Each person in the course can expect to be treated with respect and in a manner honoring the core principles of the profession. Interactions in seminar sessions should reflect the personal characteristics associated with effective social work professionals: displaying warmth, genuineness, empathy, and concern.

Together, we will examine issues encountered in various social service settings that represent different fields of practice. As a seminar participant, you are expected to share and reflect on field education experiences; discuss problems and issues arising from professional use of self, and actively participate in discussion and evaluation of practice. During the course, each person will be asked to engage in behaviors that enrich each other's capacity to competently practice in the profession

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. You will find these referenced as competencies or "EPAS".

Course Objectives: The objectives in PLNU social work practice courses work align with professional competences 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

Upon completion of the course sequence you are expected to achieve the following components of the core competencies:

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.*

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.

REQUIRED TEXTS AND STUDY RESOURCES

Cloud, H. and Townsend, J. (1992). Boundaries. Zondervan: Grand Rapids, MI.

Keith-Lucas, A., Gregory, L., and Bauer, S. (2021). So you want to be a social worker. NACSW.

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 CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes (CLO), this class meets the PLNU credit hour policy for a 2-unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. Specific details about how the class meets the credit hour requirement can be provided upon request. (Based on 37.5 hours of student engagement per credit hour.) For this course, students will spend an estimated 75 total hours meeting the CLO. The time estimations are provided in the Canvas modules.

COURSE SCHEDULE AND ASSIGNMENTS

1. <u>Portfolio:</u> Completion of items for the student portfolio in accordance with the portfolio check list. This includes a significant number of products. Please see list on Canvas.
2. <u>Weekly discussion and debrief</u> of professional experiences for yourself and your peers. This requires attendance and *active* participation in seminar sessions.
3. <u>Opening Moments:</u> Contribute to discussion of core ideas from life and selected works of John Wesley and his family by leading 'opening moments' as scheduled.

4. Oral presentation and written assignments from seminar topics. In SWK 4072 the presentation may on a service, an issue, or an intervention and integrates a faith perspective. In SWK4073, the presentation must focus on research and an evidence-based practice.
5. Preparation of resources and tools for professional use and demonstration of skills are basic to the course.
6. Reading and response on Canvas: Follow the assigned reading and respond on Canvas. The intent of these assignments is for your overall growth and self-awareness.
7. Final exam scheduled on Tuesday from 7:30- 10:30 AM during finals week.
8. Highly consider joining a professional association, subscribing to a professional journal during SWK4073, or purchasing liability insurance.

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.

OFFICE HOURS and COMMUNICATIONS

Office Hours: *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	

Grading

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.

Point Percentages

Discussion and Participation/Portfolio Work - 40%

Reading Responses - 30%

Presentation - 15%

Final - 15%

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(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.

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.

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

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.

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

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.

(When you see text in italics and with asterisks, this information is for the Social Work Practicum course - yet the professor is including them on this agenda for the sake of clarification and due to the nature of the in person meetings in case questions arise.)
Please check updated schedule on Canvas.