



Department of Sociology, Social Work, and Family Science - School of Social Work
College of Behavioral and Social Sciences

SWK4072 - Social Work Seminar

Number of Units- 2

Fall 2024

Meeting days/times (Tuesday mornings: 7:30-9:10am)

Meeting location (Rohr Hall 112)

Final Exam: (evaluation form from field instructor/task supervisor due during finals week)

Thanks to Dr. V for her assistance with some of the language in this syllabus.

Land Acknowledgement - this class takes place on land that is currently occupied. It is the ancestral home to the The Kumeyaay Nation: for more information about this group, please see [here](#)

INFORMATION	SPECIFICS FOR THE COURSE
Instructor title and name:	Colleen Jensen Cook, LCSW
Phone:	619-849-2471
Email:	ccook1@pointloma.edu I will answer e-mails between Monday-Friday (8 am-5 pm). Please allow up to 24 hours for a response, and plan accordingly.
Office location and hours:	Rohr Hall 102

Land Acknowledgement - this class takes place on land that is currently occupied. It is the ancestral home to the The Kumeyaay Nation: for more information about this group, please see [here](#)

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

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.

Course Overview - Importance of Practicum/Internship

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

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 nine 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 2024-25.

Course Objectives / Student Outcomes:

1. Develop skills in public speaking through the "Opening Moments" and presentations.
2. Process impressions/reflections about internship experience with PLNU colleagues.

3. Practice confidentiality when sharing with colleagues about internship.
4. Apply portfolio assignments to social work competence in class and at internship.
5. Demonstrate integration of knowledge with practice by implementing CSWE learning plan objectives and discussing with colleagues about how you're seeing these objectives applied in internship.
6. Support and promote professional social work values, ethics, and standards.
7. Demonstrate sensitivity to diverse populations in practice.
8. Demonstrate the ability to be responsible for your own learning/development and evaluate practice.
9. Identify with the profession of social work and function appropriately within this framework.
10. Understand how your Christianity influences and shapes your approach to social work practice.
11. Demonstrate competency in practice appropriate for a beginning professional.

CSWE COMPETENCY CATEGORY

Course Objectives: The objectives in PLNU social work practice course 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 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):

Course Description

From the PLNU 2024-2025 catalog; this class is: *Seminar for social work majors which integrates a liberal arts perspective with the professional social work foundation of knowledge, skills, and values. Students share field practicum experiences from the beginning phases of the social work process as a method of reinforcing their understanding of the professional social worker engaged in generalist practice.*

Program and Course Learning Outcomes

Upon graduation, social work students will know and be able to demonstrate the following program learning objectives (PLOs) in their chosen discipline of social work, which complement the course learning objectives. The PLOs are based on the 2022 CSWE EPA's:

1. Demonstrate ethical and professional behavior.
2. Advance human rights and social, racial, economic and environmental justice.
3. Engage anti-racism, diversity, equity, and inclusion (A DEI) in practice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Assess with individuals, families, groups, organizations, and communities.
7. Engage with individuals, families, groups, organizations, and communities.

8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.
10. Engage social work practice with faith.

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*

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. (If you haven't already read it).

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.

Portfolio list. See link [here](#)

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

On Canvas there are samplings of writings from diverse authors.

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 on Canvas.

Course Credit Hour Information Ⓢ

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 15 weeks.

Assessment and Grading

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	

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 [Traditional Undergraduate Records: Final Exam 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 Social Work Seminar, 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.

Sensitivity/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 Introduction to Social Work, we will cover a variety of topics, some of which you may find triggering. These topics include trauma, abuse, health conditions listed on the DSM-5, varying life experiences, etc. 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.

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 you 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 PLNU is approved to conduct activities regulated by that state. In certain states outside California, PLNU 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 PLNU 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

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

PLNU Recording Notification

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

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

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [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, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc.) in this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. Please use the following sources to guide your citations when using AI.

MLA Style Center: Citing Generative AI

APA Style: How to Cite ChatGPT

Chicago Manual of Style: Citing Content Developed or Generated by AI

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

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. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability 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. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

Language and Belonging

PLNU faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

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.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

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 withdrawal date or, after that date, receive an “F” grade.

PLNU Course Modality Definitions*

In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

In some courses, 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.

Use of Technology®

- There are **NO** laptops allowed for note-taking during class meetings unless at the approval of the professor. Please come to class with a notebook and a pen/pencil. You may use an iPad, but note that ONLY HARD COPIES of notes are allowed during quizzes/exams in Canvas with Honorlock. My policy before virtual learning due to COVID has always been notebooks-only. When I allowed it one semester, the general outcomes have been disengagement, distractedness, and lower exam scores. Other faculty feel similarly and below are reasons why. On the following page, I included links to scholarly research that support this policy.

Why do my fellow faculty and I feel so strongly about putting away electronics in class?

- Avoid zombie note-taking. Zombie note-taking does not equal learning. Instead of copying everything, synthesize what you are learning. Highlight what stands out to you.
<http://journals.sagepub.com/doi/abs/10.1177/0956797614524581>
- Avoid distracted note-taking. When you are on your laptop or phones, it is hard not to check other things. Notifications interrupt your learning process and sense-making.
http://www.slate.com/articles/health_and_science/science/2013/05/multitasking_while_studying_divided_attention_and_technological_gadgets.html
- Avoid distracting your peers. When your peers see your online activity, it interrupts learning.
<https://www.sciencedirect.com/science/article/pii/S0360131512002254>
- Avoid time wasted in class. Listening intently in class equates to less studying-cramming time before exams or paper deadlines.
<https://www.insidehighered.com/news/2018/07/27/class-cellphone-and-laptop-use-lowers-exam-scores-new-study-shows>

Covenant and Community Guidelines

- Consider this syllabus not as a contract but as a **covenant** among all of us. Let us build an environment that helps us all feel loved, welcomed, and challenged-supported, a balance of

understanding where we are coming from as well as extending our growth zones—hard but necessary. Toward this end, let’s keep in mind the following: RESPECT. What does this look like? How do we embody it?

- **Use inclusive language.** Our words have power, so let us be considerate of what we say and write and how they may impact others. Speak up/out as needed with courage, grace, and humility.
- **Give your full attention to the faculty and to your peers.** Some theologians describe prayer as attention. As we seek to become our best selves to serve God’s world, let us consider how we act and interact. Put away your phones, other electronic devices, and anything that takes attention away from the task at hand, while class is in session.
- **Come to class on time, participate actively, and do not pack your materials before dismissal.** Please plan ahead in terms of looking for parking spaces or printing materials before coming to class. We will take the entire class time, so schedule other activities around our class time.
- **Be honest with your work.** Do original work and give appropriate credit to the ideas of others. This includes proper citation formats on papers/projects.
- **Say “I’m sorry for my mistake. Please teach me.”** God created us to be interdependent beings—we cannot live alone. We grow to be “more perfect in God” when we learn from each other. Let’s acknowledge when we hurt others—even without the intent to—and be humble.
- If you have any questions or concerns or just want to chat, please feel free to contact me by e-mail or make an appointment with me to talk during office hours. I look forward to building this learning community with you.

Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research. Getting feedback from the Loma Writing Center while you’re in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: writingcenter@pointloma.edu

Grade Break Down

Attendance	5%
Discussion and Participation	30%
Reading Responses	10%

Portfolio	40%
Presentation	10%
Exams	10%
Total	100%

COURSE SCHEDULE AND ASSIGNMENTS

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 the list on Canvas. By the end of this class, you should have half of the portfolio list done. You will finish the rest of the portfolio by the end of SWK 4073 when you finish your 400-hour internship and/or your senior year.
2. Weekly discussion and debrief of professional experiences for yourself and your peers. This requires attendance and *active* participation in seminar sessions.
3. Opening Moments: 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 will be 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.***

Week and Date	Theme/Topics	Assignments
#1 - 9/3/24	Intro to Seminar class and internship Discuss Practicum class and book “Purpose and Expectations for Practicum” - chapter 1 - Garthwait	Sign up for opening moment
#2 - 9/10/24	CSWE Learning Plan and 2022 EPAS	Boundaries #1

	"Implementing a Learning Plan" chapter 2 - Garthwait	
#3 - 9/17/24	"Learning from Supervision" chapter 3 - Garthwait	Boundaries #2
#4 - 9/24/24	"Professional Growth" chapter 4 - Garthwait	Boundaries #3
#5 - 10/1/24	chapter 5 - Garthwait	Boundaries #4
#6 - 10/8/24	"The Social Problem Context of Practice" chapter 6 - Garthwait	Boundaries #5 Sign up for best practice presentation
#7 - 10/15/24	"The Social Policy Context of Practice" chapter 7 - Garthwait "Common Boundary Myths" chapter 6 - Boundaries "A Christian View of Suffering" chapter 6 - SYWTBSW	
#8 - 10/22/24	"Professional Social Work" chapter 8 - Garthwait	Boundaries #7 Turn in mid-point learning plan
#9 - 10/29/24	chapter 9 - Garthwait	Boundaries #8
#10 - 11/5/24	"Social Work Ethics" chapter 10 - Garthwait	Boundaries #9
#11 - 11/12/24	"Legal Issues" chapter 11 - Garthwait	Boundaries #10
#12 - 11/19/24	"Planned Change Process" chapter 12 - Garthwait	Boundaries #11
#13 - 11/26/24 (on-line)	Focus on self-care and macro barriers	
#14 - 12/3/24	chapter 13 - Garthwait	
#15 - 12/10/24	chapter 14 - Garthwait	
#16 - Finals Week		Portfolio list - Half way done Eval of 200 hours

