

Sociology, Social Work, and Family Sciences



SWK 370 Practice 1
3 Units

Meeting days: M_W_F	Patricia Leslie, PhD, MSW
Meeting times: 11:00 -11:55	Phone: 619-849-2676
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Additional info: 2 Off-Campus Sessions per Semester	Office location and hours: Rohr Hall #103- Office Hours generally: Tues. 9:20 – 10:20; Fri 8:30 – 9:30 AM. or by appointment. Please see notices on office door.
Final Exam Week: Friday, 10:30 AM	Additional hours by appointment - Please email a request.

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 becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Student Outcomes

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 and Social work has established Departmental and Program Mission Statements, as follow:

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]

As a PLNU community our goal is to help you become the person you are called to be.

COURSE DESCRIPTION – SWK 370 - Practice 1

A study of the theories and methods of professional social work practice. Focus is upon generalist practice with individuals, families, and small groups. Offered fall.

Social Work is an applied profession that has its foundation in Judeo-Christian heritage. Over time, the profession has developed many theoretical orientations and techniques. This course studies the generalist practice orientation and the associated values, ethics and skills. The course seeks understanding of the process of intervention in human relations, and the transactional processes that occur with individuals, families and groups. Students entering SWK370 - Social Work Practice I (SWK370), have declared Social Work as their academic major and apply to the Social Work Program. SWK370 includes basic as well as developing curricular components which contribute to the array of professional competencies that must be achieved by program completion.

COURSE CREDIT HOUR INFORMATION

To 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. Course instruction time also includes class activity off-campus. Specific details about how the class meets the credit hour requirement can be provided upon request.

REQUIRED TEXT

Kirst-Ashman, Karen, and Hull, Grafton H., Jr., *Understanding Generalist Practice*, Sixth edition. Belmont, CA: Brooks Cole. ISBN 978-0-8400-3382-6. 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. Each student is also responsible for materials placed on reserve or distributed to the class. This includes information given during a student's absence.

COURSE CONTEXT /OVERVIEW

SWK370 is a practice class focused on the professional foundation of social work and generalist practice at the micro and mezzo-level groups. SWK371 will continue the classroom based education of generalist practice at the mezzo level (organizations) and macro level (communities and social institutions).

As you enter SWK 370, you join in the development of professional practice skills, values clarification, and the ability to engage in respectful, grace-filled relationships with others. Our interactions and behaviors should reflect the standards that govern the SWK profession. This course offers opportunities to practice key elements of the social work profession, such as the recognizing the value of human relationships, having a capacity to engage, and assess personal dynamics, the ability to tolerate ambiguity, and to respond with flexibility as needed.

Each section of the course includes material external to the text as well as one of more chapters of reading from the text. **It is important for you to independently read one chapter of the text each week in order to cover the full range of material.**

The pace of classroom discussion and activities may fluctuate based on factors such as student interest, comprehension, community events. The ability to be flexible and responsive to the needs of others and the capacity to tolerate ambiguity are important traits for the social work professional. Combining these traits while fostering progress toward completion of a general plan is a skill worthy of practice for the social work professional. We will practice this together during the course.

COURSE LEARNING OUTCOMES

Course Objectives: The objectives in PLNU social work practice courses work align with professional competences required by the Council on Social Work Education, referred to as “EPAS”.

Upon completion of the course you are expected to be able to:

1. EPAS 2.1.1 Identify with the social work profession and recognize professional roles and boundaries: Distinguish between helping professions and describe the use of the generalist perspective in a practice setting.
2. EPAS 2.1.4 Engage in Diversity Sensitive Practice:
Describe key elements of professionally sensitive practice in working with diverse populations, in a variety of environmental contexts, and addressing a myriad of issues of special needs populations.
3. EPAS 2.1.1 Promote professional conduct and career-long learning:
Demonstrate a commitment to personal growth through self- responsibility for learning in cooperative or team assignments and reflection on those activities.
4. EPAS 2.1.3 and 2.1.10 Apply critical thinking and assess and interpret client data.
Employ professional processes: Assess case examples using foundational knowledge, theory, professional values, tools, and techniques.
5. EPAS 2.1.1 and 2.1.5 Advance social and economic justice:
Identify key aspects of the professional use-of-self in promoting effective advocacy and practice.
6. EPAS 2.1.10 Engage in an intentional process for generalist practice:
Demonstrate practice behaviors associated with the phases of a planned process of change.
7. EPAS 2.1.3 and 2.1.9 Critical thinking to inform professional judgment and respond to contexts that shape practice:
Employ critical thinking to the evaluation of applied course community intervention.
8. PLNU EPAS 1.1.11 Describe the relationship between Christian principles and professional social work values and mechanisms for resolving ethical conflicts.

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.

REQUIREMENTS

1. Attendance and active participation in class in accordance with the PLNU attendance policy.
2. Reading of assigned and supplemental materials for comprehension and application.
3. Completion and timely submission of projects, written assignments, and exams.
4. Completion of interactive and group assignments.
5. Analysis of , case study analysis, group work evaluation.
6. Demonstration of applied techniques, skills. Video recording or in-class demonstration is required.
7. Course assignments may include off-campus activities with professional social workers.
8. Initiation of the Professional Portfolio
9. Providing opening moments that integrate faith, experience, and profession.

OFFICE HOURS and COMMUNICATIONS

Office Hours are listed on page 1 of this syllabus. *Appointments are recommended* because the schedule may change or other students may plan to visit on the same date. E-mail 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.* **It is important that students remember to use the PLNU e-mail system 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 demonstration of skill.***

Notice the emphasis on class participation and exercises in comparison with other courses.

Category	Value	Grade Determination			
Written assignments	30%	94 -100%	A	77 - 79.9%	C+
		90 - 93.9%	A-	74 - 76.9%	C
Class participation, exercises, Homework	35%	87 - 89.9%	B+	70- 73.9%	C-
		84 - 86.9%	B	67 - 69.9%	D+
Exams and Quizzes (note PLNU policy is 25% for final)	35%	80.0 - 83.9%	B-	Below 67, requires contact with instructor	

STANDARD UNIVERSITY POLICIES

A summary of policies that apply to every undergraduate course at PLNU is attached. The policies address issues of importance such as attendance, academic support, and final exams.

IMPORTANT NOTES

These notes are bolded to emphasize their importance. By the end of this course, the student is expected to evidence specified professional competencies.

- This is a **profession skills development course that involves active participation and demonstration of skills.**
- In addition to the traditional tests **some type of assessment - tests** (written, applied, or a combination of both); **exercises; homework, class activities for measuring progress will occur for each section.**

- Some assignments will require video or audio recording that are subject to peer and professional review.
- Select sessions may occur off-campus during times outside the normal class session.
- Be prepared to engage in a community-based service or research experience one or more times during the semester.
- Professional deportment is expected. We are expected to interact with each other in a manner that reflects the core values of the profession.
- Classroom discussion will proceed as student interest warrants, however, you will need to read approximately one chapter per week – even if classroom discussion focuses on another topic in order to be prepared for exercises and exams.
- We will be collectively responsible for “opening moments”. Members of the class will discuss and decide how to manage this responsibility during the first week of classes.

OPENING MOMENTS

Christian Social Work integrates and applies our understanding of scripture and faith, our experiences and traditions, and our knowledge as we work in our everyday world. PLNU is founded in the Wesleyan tradition. The bringing to gether of scripture and faithful practice, knowledge, experience and tradition parallels the general concept of the Wesleyan Quadrilateral.

SWK370 is a ‘practice’ class – so we are going to practice entering our class day with ‘opening moments’ that reflect on this integration.

Each person or group will participate in ‘opening moments’ which are brief (2-5) minute devotions, scripture references, current events , or reflections on your life. Each opening moment should describe a connection between faith, social work practice, and personal experience. The work schedule for opening moments may be organized using either a team or individual approach. This decision will be made by the class during week one.

HOMEWORK and ASSORTED ASSIGNMENTS

There are various types of homework assignments for this course:

Team assignments – members of established teams work together and each member earns the same grade.

Anonymous Reflection and Input – The Social Work Profession thrives on learning relationships and feedback. Certain assignments are required of each member of the class however, the work is submitted anonymously. The class receives points for the activity based on the percentage of students who complete and turn in the assignment. An example of this type of assignment is weekly feedback and lessons learned forms. Each Monday, each member of the class is responsible for completing an anonymous feedback form. If the total number of forms submitted equals the number of students, then each student gets 100% of the points available. If the number of forms equals 90%, then everyone gets 90% of repoints available, and so on.

Individual assignments – traditional assignments that are completed and submitted or presented by individual students.

Class assignments – There is a course ad=assignment that requires participation of all members of the class as a single team. Additional information is available in Canvas.

Modeling - You are joining a professional practice course, practicing skills and processes used in the SWK profession at the micro and mezzo level and grace-filled, professional interactions are a foundational expectation of this course. Our interactions are expected to model a faithful integration of the values and ethics of the professions with our Christian conduct.

STANDARD SYLLABI NOTICES

The University has established uniform standards for each of the syllabi offered at the undergraduate level. These standards include the following statements:

ATTENDANCE AND PARTICIPATION

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in 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. See [Academic Policies](#) in the Undergraduate Academic Catalog.

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 Class.

ACADEMIC HONESTY

All persons engaged in education at PLNU 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.

ACADEMIC ACCOMMODATIONS

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

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. No requests for early examinations or alternative days will be approved.

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.

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COURSE OUTLINE

SECTION I: THE PROFESSIONAL PRACTICE OF SOCIAL WORK

Week	Topics	Text Chapters	Exercises/Activities
Week 1 (3+sessions 1-4)	Course Introduction Social Work as a Profession and Generalist Practice	Chap.1 The Generalist Intervention Model	
8.29	Syllabus, Expectations, Building your Portfolio; Opening Moments Explained		Exercise: What is your working style? Clipboards, Beachballs, Puppies, Microscopes
8.29-30	Review of prerequisite knowledge: Major Concepts from Introduction to Social Work, SWK 303	Key concepts Values and ethics (See Chap 11)	Exercise: Gallery Walk
9.1	The Social Work Profession and the Mission of PLNU: PLNU Program Concepts Systems Theory, Ecosystems Model, Wesleyan Perspective, and Generalist Practice Competencies The Professional Foundation	Understanding the Generalist Practice Perspective	Exercise: Creation of Core teams
Week 2	History and Development of Professional Practice Approaches.		SWEAP Entrance Survey
9.6	<ul style="list-style-type: none"> Characteristics of the professional social work. Perspectives on Social Work Practice: Response to Human Need Concern vs. Need; Understanding Client Needs; Maslow, Socio-economic and Cultural context, Perceived, Normative, Felt, Expressed, Projected need 		Exercise: Welfare Mother – What does she need?
9.6 – 9.8	Theoretical Frameworks & Models of Social Work Practice <ul style="list-style-type: none"> Human development Erickson life stages; Human Diversity; Ecological Perspective; Strengths Approach Social Functioning 		Exercise: Skill-builder classes; 'Left' /'Right' Pockets; Applying principles and theories VIDEO: http://www.youtube.com/watch?v=xRiVw4gH4Oc
	Profession Practice of Social Work	Chapter 2: Micro Practice Working with Individuals	
9.8	Profession vs. Occupation Attributes; Art & Science; Changes over time: Medical model; transactional model; EBP; Additional Intervention Models		Johnson & Yanca Ch.16 / Appendix CNN Video (substituted UTube clip)

<p>Week 3</p> <p>9.11</p>	<p>Social Work as a Creative Blend of knowledge, values, skills-- the Professional Foundation - Values</p> <p>Values Clarification</p> <ul style="list-style-type: none"> • Global Perspective: Universal Human Rights • Professional Codes • NASW Code of Ethics • Code: National Association of Black Social Workers • International Social Work Codes & Selected European countries • Radical SWK Code & Bertha's Code 		<p>UN: Declaration of Human Rights</p> <p>Reading: American Values and International Social Work (Katherine Wormer)</p>
<p>9.11</p>	<p>Differences in Values with other Disciplines: Nursing, Sociology, Psychology, Human Services; Business</p>		<p>Exercise: Skill Builder: Values Flag:</p>
<p>9.13</p>	<p>Faith and Profession– Christianity and other foundations in faith</p> <ul style="list-style-type: none"> • Integration of religion and SWK: Catholic, Wesleyan, and Islamic teachings • Biblical indications; Wesley perspectives 		<p>Reading: Spiritually Oriented Social Work Practice (Derozetes)</p> <p>Exercise: Promoting Social Justice- Around the Globe: How does <i>LoveWorks</i> rate?</p> <p>Values flag debrief</p>
<p>9.15</p>	<p>Creative Blend- Professional Foundation - Skills</p> <ul style="list-style-type: none"> • Social Work as a Process – Strengths, Growth, and Change • Phases of the Change Process • Think-Feel-Act • Social Work as Intervention in Human Transactions • Critical Thinking and SWK Practice • Evidence-based Practice 		<p>TAF Wheel</p> <p>Exercise: The Think-Feel-Act game</p> <p>Handout: Stages of Change</p> <p>Reading: Paul & Elder: Miniature Guide to Critical Thinking</p>

Week	Topics	Text Chapters	Exercises/Activities
Week 4 9.22 – 9.25	Partners in Change: the Worker The Worker – Professional “use of self” <ul style="list-style-type: none"> • Characteristics of the effective helping professional • Worker roles and professional obligations • Recording and Accountability • Confidentiality, Anonymity – Overview 	Chap. 5-8 Cover the interactional process Chap 16 Recording Defining the Planned Change Process 7 Steps? 8 Steps? Generic & Planned	Skill builder: A Recipe for Me (Angelia Bryant, Lindsey Wilson College, Columbia KY) PPT: The Shape of the Social Worker Exercises: Self- Esteem; Social Supports Scales: Portfolio
9.27	<ul style="list-style-type: none"> • Understanding Interactions with Individuals • Responsibilities of the Worker 	Chap. 5 Engagement and Assessment	Case Reviews Communication Skills SWK Assignment: Practice Video (skills demonstrated)
<u>Week 5</u>	CHAPTERS TEST	CHAPTERS 1- 4 Plus Prerequisite Knowledge & Class	
<u>9.29</u>	Review Challenges	Summarize & practice activity	Review Test and Core Questions
<u>Week 6 -7</u>	The Client <ul style="list-style-type: none"> • Understanding the American Context • Who is the Client? • Marginalization and Populations at Risk • M-C-O Motivation Capacity Opportunity • Systems Perspective: Nurturing and Sustaining • Honoring the Uniqueness of the Client • Understanding Individual Development & Community Expectation • Understanding motivation The Beginning Phases of Process Engagement Information Gathering & Exchange Confidentiality – Details and Consent (Consent to treat - 2 different meanings) Interviewing Techniques	Part 1: Engagement	Case Examples: Mrs. Miller; Mr. Strewenski Personal Networks – Nurturing and Sustaining. Draining? Individual Assessment Exercise: Lines of Development – Music in Harmony or Discord MCO Practice Major Assignment: In Community Activity –Selection and Plan Due FEMA Case Management Standards for Interviewing: From Chaos to Quality Video: FEMA Case management Standards (Review Sheet)

<p><u>Week-8-9</u></p> <p>10.9 through 10.13</p>	<ul style="list-style-type: none"> • Assessment and Planning: • Self- Determination and Empowerment • Crisis and Imminent Risk – Mandates for Action • Strengths Perspective in action • The Resistant Client • Resistance vs Involuntary Clients • Implementation – direct practice action • Techniques and tools • Crisis vs chronic 	<p>Assessment tools: Strengths perspective; Ecosystems; P-I-E; Human Development; Diversity; SOAP Skill: Using Art in Relationship Building and Assessment Non-Verbal Assessment – Games and Play</p> <p>Part 2: Assessment</p>	<p>Case Example: Three-Strikes client</p> <p>Skill Builder: Communication Skills</p> <p>Skill: Understanding and Using Art and Play</p> <p>Handout: Legal Reporting Requirements PC 11160 (CA Medical Training Center) Reference: Recognizing the signs of Domestic Violence</p>
<p><u>10.18</u></p>	<p>MIDTERM EXAM</p>	<p>All information to date.</p>	<p>When preparing: Consider course outline, objectives, and review sheet</p>
<p><u>Week 9</u></p> <p><u>10.23 - 10.25</u></p>	<p>The Importance of Context in Planning and Action</p> <ul style="list-style-type: none"> • Environment: Agency, Community and Culture • Setting the stage for working together • ‘Rules of engagement’: assessing the context from the client perspective • Systems Models, Ecosystems, Organizations, structures and functions • Relationships • Action systems • Service Delivery Design & Its Impact 	<p>Chap 6: Planning</p>	<p>Handout: Domains and Structures of Oppression</p> <p>Activity: Community event with population at risk)</p> <p>Assignment: Community Engagement Event</p> <p>(Debrief)</p>

<p><u>10.27</u></p>	<p>Goal setting and Planning Empowerment & Self Determination It's not 'your goal' "To Fail to Plan is a Plan to Fail" What gets measured, gets done</p> <p>Planning Tools – MAST Goals – Creating a contract GAPS and Achievement Scales Factors effecting the plan – Age, diversity, strengths, resources, environment</p> <p>Deciding who to serve: Unit of Attention</p> <p>Choosing the action systems – Competency, Dependency, and Sustainability</p>	<p>Chap. 7: Implementation and Application</p>	<p>Handout: What goes wrong in goal setting</p> <p>Exercise: MAST Goals and GAPS chart</p>
<p>Week 10 10.30</p>	<p>Later Phases in Process</p> <ul style="list-style-type: none"> • Evaluation • Tools and techniques for evaluation • Learning In Every Case • Recycling & Re-contracting • Termination & Follow-up 	<p>Chap. 8: Evaluation, termination, and follow-up</p>	
	<p>Responsibilities of the Social Worker at termination; Rule of "no abandon</p>		<p>Exercise: The End- Changes i n Client Behavior, what does it mean?</p>

SECTION III: THE SOCIAL WORK PRACTICE with FAMILIES & SMALL GROUPS

<p><u>Week 10</u> 11.1</p>	<p>Families as Special Groups</p> <p>Assessment of Families</p> <p>Empowering families at risk to move out of poverty</p> <p>Resilience in Populations At Risk</p> <p>Practicing Family Assessment Strategic & Critical thinking</p> <p>Models for Continuing Practice</p>	<p>Chap 9-10</p> <p>Empowering families - skills</p>	<p>Reading: Assessing Families</p> <p>Assessing the Family Life Cycle Map or Genogram</p> <p>Handout: Seven Habits of Highly Effective Families-(Santee Schools)</p> <p>Reading: (McLeod: They Don't Let Trauma Define Them)</p> <p>Handout: Risk Matrix - Empowering Families</p> <p>Exercise: Case Assessment- Hawaiian Family (or current event family)</p>
<p>11.3</p>	<p>Tools for Family Assessment Family Mapping; Sociograms, Genograms, Life Maps, etc</p>	<p>Motivational engagement</p>	<p>Exercise: Zones of personal space</p> <p>Communication Skills Skill Builder: Motivational Interviewing</p> <p>Exercise - Skill: Use of one or more assessment recording tools</p>
	<p>Populations at Risk: Assessment in remote setting: (example: The Chapman Family of Dwight's Hollow)</p>	<p>(optional)</p>	<p>Using the ABC's to help guides SWK</p>
<p>11.8</p>	<p>CHAPTERS TEST</p>	<p>All information to date. Focus on Chap 5-10 plus readings and tools</p>	
<p><u>Week 12</u> 11.13</p>	<p>Ethics</p> <ul style="list-style-type: none"> • Ethical decision making • Ethics 4 U (Elaine Congress) 	<p>Chap 11</p>	<p><u>(Review Challenges)</u></p>
<p><u>Week 13</u></p>	<p>BRIDGES TO GROUP and MACRO PRACTICE</p>		

11.17 – 11.20	Use of Indirect practice during Implementation Phase Resource Identification, Development and allocation Influence, power, advocacy Program Planning Making changes in environment / social change	Chap 14-15	Reading: Sheafor & Horeski: Techniques and Guidelines for SWK Practice – Direct & Indirect Practice (Section A: Chapter 10)
11.27- 12.1	Practice with Small Groups Introduction Generalist Practice with different size systems Working with small groups Guidelines for working in groups Your Class as a Group Women in Group Leadership Family & Group Interactions with other Systems –Ecosystems, Complex and Multiplex Society		Working in Groups: Corey & Corey Family & Group Interactions with other Systems –Ecosystems, Complex and Multiplex Society Bormann and Bormann: Effective Small Group Communication, 4 th Ed. Selected pages in Chapters 2; 7 Group resistance, conflict, expectations and power. Reading: John Brillhart: Effective Group Discussion: 5 th Ed. p 24-33.

12.4	TEST #3	All, Focus on Chap. 10-13 plus exercises and tools	
12.6	Small Group & Macro Continued		
12.8	Stress Reduction		(Review Sheet)
12.8	REVIEW	Integration	
Friday 12.15.17 10:30 AM	FINAL EXAM	All course information – Integrated and Applied	SEE PLNU EXAM SCHEDULE (review course objectives, key concepts from prior review sheets, challenge questions)

Summary of major activities:

Tests:

Three Tests and two exams (midterm and final)

Off-Campus Activities:

Two community application activities

One Community activity the faculty chooses for the full group;

Second Community Activity is a service delivery project that the class members design, plan, implement.

Two reflection / analysis papers:

Each off-campus applied activity requires a reflection /analysis paper.

Other assignments are produced for class sessions or as homework.

CSWE COMPETENCIES - Social Work Bachelor's Degree

This section introduces you to the professional competencies you are expected to be able to demonstrate by the end of your SWK program. You will see them, engage in them, many times prior to graduation.

<u>PLNU COMPETENCY CATEGORY</u>	<u>EPAS COMPETENCY DESCRIPTION</u>	<u>Behavior</u>	<u>Behavior Number</u>	<u>SWK 370 Course Assignment or Measure</u>
Professionalism	EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly.	1. advocate for client access to the services of social work	1	
		2. practice personal reflection and self-correction to assure continual professional development	2	Reflection on Personal Scales
		3. attend to professional roles and boundaries	3	
		4. demonstrate professional demeanor in behavior, appearance, and communication;	4	Community Application (Event)
		5. engage in career-long learning	5	
		6. use supervision and consultation	6	
Ethical Practice	EP 2.1.2—Apply social work ethical principles to guide professional practice.	1. recognize and manage personal values in a way that allows professional values to guide practice	7	
		2. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles	8	
		3. tolerate ambiguity in resolving ethical conflicts	9	
		4. apply strategies of ethical reasoning to arrive at principled decisions.	10	

Critical thinking	EP 2.1.3—Apply critical thinking to inform and communicate professional judgments	1. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	11	
		2. analyze models of assessment, prevention, intervention, and evaluation	12	
		3. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	13	
Cultural Competence	EP 2.1.4—Engage diversity and difference in practice.	1. recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	14	
		2. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	15	
		3. recognize and communicate their understanding of the importance of difference in shaping life experiences	16	
		4. view themselves as learners and engage those with whom they work as informants	17	
Social Justice	EP 2.1.5—Advance human rights and social and economic justice.	1. understand the forms and mechanisms of oppression and discrimination	18	
		2. advocate for human rights and social and economic justice	19	
		3. engage in practices that advance social and economic justice.	20	

Evidence-based Practice	EP 2.1.6—Engage in research-informed practice and practice informed research.	1. use practice experience to inform scientific inquiry	21	
		2. use research evidence to inform practice.	22	
Systems Perspective	EP 2.1.7—Apply knowledge of human behavior and the social environment.	1. utilize conceptual frameworks to guide the processes of assessment, intervention, and Evaluation	23	Community Application and Response Paper
		2. critique and apply knowledge to understand person and environment	24	
Awareness of Policy and Macro Intervention	EP 2.1.8— Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	1. analyze, formulate, and advocate for policies that advance social well-being	25	
		2. collaborate with colleagues and clients for effective policy action	26	
Effective Service Delivery	EP 2.1.9—Respond to contexts that shape practice.	1. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	27	Group Community Service Plan Implementation and Community Events – Compare and Reflect
		2. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	28	Group Community Service Plan Implementation
Intentional Process for Generalist Practice Intervention and Evaluation	EP 2.1.10(a)-(d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.			
	2.1.10(a)—Engagement	1. substantively and affectively prepare for action with	29	

		individuals, families, groups, organizations, and communities		
		2. use empathy and other interpersonal skills	30	
		3. develop a mutually agreed-on focus of work and desired outcomes.	31	Group Community Service Plan Implementation – MAST Goal Statement
	2.1.10(b)— Assessment	1. collect, organize, and interpret client data	32	Case Study Example (Mysheda)
		2. assess client strengths and limitations	33	
		3. develop mutually agreed-on intervention goals and objectives; and	34	
		4. select appropriate intervention strategies	35	
	2.1.10(c)— Intervention	1. initiate actions to achieve organizational goals	36	
		2. implement prevention interventions that enhance client capacities;	37	
		3. help clients resolve problems;	38	
		4. negotiate, mediate, and advocate for clients	39	
		5. facilitate transitions and endings	40	
	2.1.10(d)— Evaluation	1. Social workers critically analyze, monitor, and evaluate interventions.	41	
Service as an Expression of Faith	In addition to the CSWE core competencies, in accord with the PLNU program mission, the program includes a practice competency for integration of faith and professionalism	Christians who are professional <i>social</i> workers are able to describe and model servant leadership	42	Student Process Recording and service reflection

UNIVERSITY POLICIES

ATTENDANCE AND PARTICIPATION

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

ACADEMIC HONESTY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, 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. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information.

ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may request academic accommodations. Students may request that academic accommodations by filing documentation with the academic support center located in Bond.

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

Once you documentation and give your permission, DRC can contact your instructors and provide written recommendations for reasonable and appropriate accommodations. See [Academic Policies](#) in the undergraduate academic catalog.

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FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination in accord with the final examination schedule as posted on the [Class Schedules](#) site. Please note this schedule and plan accordingly.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned during class on the date due—including assignments posted through E-mail or Canvas. Communication skills are core to social work use them in class and to alert the professor or group members in advance if you are unable to meet a due date.