A College of Health Professions
School of Social Work
Semester Summer
Year 2016
Joy Lane, MSSA, LISW-S
Lakewood Campus
Phone: 330-972-5974
Fax: 330-972-5379
Email: **jlane@uakron.edu**
Office Hours: by appointment
Field Education Info : www.uakron.edu/socialwork/

I.   7750: 421-101   Field Experience Seminar I
                           Mondays, 7:00 p.m. - 9:50 p.m.
                           Lakewood Campus, DL112
                           May 23, 2016-August 21, 2016
                           7:00 p.m. -9:50 p.m.

II.   Course Rationale and Description

Field Seminar I is a required core course in the BA/BASW curriculum. It is the first of two seminars taken concurrently with, and are co-requisites to, the field experience.
Field Seminar I (7750:421) is a co-requisite for Field Experience: Social Agency I (7750:493).   Field Seminar II (6650:422) is a co-requisite for Field Experience: Social Agency II (7750:494). These courses were designed to be taken together. If a student fails EITHER seminar OR field, BOTH courses must be repeated. Please be attentive to this requirement.

This seminar provides students with guided opportunities to reflect upon and discuss their field experience with other social work students. It is designed to help students make the transition from classroom learning to experiential learning and to make use of the field experience for learning. Students learn that a range of strategies are available for experiential and integrative professional learning, as well as for achieving appropriate professional goals in social work practice. Engaging in seminar activities will provide students with an understanding of the transferable knowledge and skills in generalist social work practice. The seminar also provides a practical guide to the realities of the field work experience.

Students are expected to begin to apply and integrate classroom knowledge and skills in human behavior, social policy, ethics, research, and social work practice with their field experiences. Students are helped to synthesize and integrate field learning with current and previous knowledge gained in other courses in the curriculum in order to prepare them for entry level generalist practice.

This seminar emphasizes the development of student's capacities to conceptualize clearly, concisely, and constructively as well as to articulate these abilities orally and in writing. It requires students to identify, understand, critically analyze, integrate, and apply material from the social, biological, and behavioral sciences that are the basis for the ecological approach to social work practice.

III.   Mission and Goals of the Undergraduate Social Work Program

Mission of BA/BASW Program:

Consistent with the mission of the University of Akron and the College of Health Professions, the mission of the undergraduate social work program is to prepare students for competent and effective generalist practice. We are committed to empowerment and strengths-based practice through the application of critical thinking skills. We engage the diverse populations of Northeast Ohio to strengthen systemic well-being.

The goals of the undergraduate social work program are to:

1. Prepare students to integrate the knowledge, values, and skills of the social work profession for competent and effective generalist practice with diverse client systems in various practice settings.

2.   Prepare students to identify the strengths and abilities of diverse client systems to foster empowerment toward social justice and systemic well-being.

3.   Prepare students to utilize theoretically-based social work research, knowledge, and critical thinking skills for effective and ethical social work practice.

IV.   Social Work Core Competencies and Practice Behaviors

The School of Social Work is accredited by the Council on Social Work Education (CSWE). We support and abide by the CSWE Commission on Accreditation's Educational Policies for social work education, including an approach that is competency-based.

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core

competencies are listed below [EP 2.1.1 – EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods (CSWE Commission on Accreditation, 2008).

The University of Akron School of Social Work lists these competencies and practice behaviors in each syllabus to emphasize their importance in social work education. Each graduate of the School of Social Work is expected to demonstrate mastery of these competencies and practice behaviors. While not all competencies and practice behaviors are addressed in each course, all are listed in each syllabus. **Specific practice behaviors that are addressed in the course are in bold,** and *the practice behaviors that are assessed are in bold and italics*. By the time students complete the social work major, they will be assessed on each of the competencies and practice behaviors identified in the syllabi. This process is part of the overall assessment plan of the undergraduate social work program.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

• advocate for client access to the services of social work;

• **practice personal reflection and self-correction to assure continual professional development;**

• *attend to professional roles and boundaries;*

• *demonstrate professional demeanor in behavior, appearance, and communication;*

• **engage in career-long learning; and**

• *use supervision and consultation.*

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

• **recognize and manage personal values in a way that allows professional values to guide practice;**

• 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;

• **tolerate ambiguity in resolving ethical conflicts;** *and*

• apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;

• analyze models of assessment, prevention, intervention, and evaluation; and

• demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

• recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

• gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;

• **recognize and communicate their understanding of the importance of difference in shaping life experiences; and**

• **view themselves as learners and engage those with whom they work as informants.**

Educational Policy 2.1.5—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

• understand the forms and mechanisms of oppression and discrimination;

• advocate for human rights and social and economic justice; and

• engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and

ethical approaches to building knowledge. Social workers

• use practice experience to inform scientific inquiry and
• use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

• utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
• critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

• analyze, formulate, and advocate for policies that advance social well-being; and
• collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

• continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
• provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement
Social workers
• substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;

• **use empathy and other interpersonal skills; and**

• **develop a mutually agreed-on focus of work and desired outcomes.**

Educational Policy 2.1.10(b)—Assessment
Social workers
• collect, organize, and interpret client data;

• assess client strengths and limitations;

• develop mutually agreed-on intervention goals and objectives; and

• select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention
Social workers
• **initiate actions to achieve organizational goals;**

• implement prevention interventions that enhance client capacities;

• **help clients resolve problems;**

• negotiate, mediate, and advocate for clients; and

• facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation
Social workers critically analyze, monitor, and evaluate interventions.

The University of Akron Learning Outcomes
The University of Akron has developed four essential learning outcomes for students enrolled in undergraduate programs. These outcomes are broadly defined to reflect the wide range of academic disciplines across campus. As a professional program, the School of Social Work BA/BASW program has developed a comprehensive and holistic approach to competency-based social work education. Therefore, the four major learning outcomes listed below are already included in the competencies of the BA/BASW program. The specific social work competencies and practice behaviors that address The University of Akron's learning outcomes are listed below.

UA Learning Outcome 1: Communication Skills and Information Literacy - Students will demonstrate foundational competency in written communication, oral communication and information literacy.
Social Work Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly**.**
• demonstrate professional demeanor in behavior, appearance, and communication;

Social Work Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.
• demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

UA Learning Outcome 2: Critical Thinking and Complex Reasoning Skills - Students will demonstrate foundational competency in creating and evaluating reasoned arguments, and employing quantitative, qualitative, and normative information in such arguments.
Social Work Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.
• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;

Social Work Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.
• use practice experience to inform scientific inquiry and

• use research evidence to inform practice

UA Learning Outcome 3: The Arts, Humanities, Natural Sciences, and Social Sciences - Students will demonstrate foundational competency in knowledge of representative content and methods of inquiry of the arts, humanities, natural sciences, and social sciences.
Social Work Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.
• utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and

• critique and apply knowledge to understand person and environment.

Learning Outcome 4: Responsible Citizenship in an Interconnected World - Students will demonstrate foundational competency in knowledge and skills that promote personal, social and environmental responsibility. This foundational competency shall include an understanding of diversity, systemic relationships, and collateral effects and consequences within and across systems.
Social Work Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.
• make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics

Social Work Educational Policy 2.1.4—Engage diversity and difference in practice.
• recognize and communicate their understanding of the importance of difference in shaping life experiences

Social Work Educational Policy 2.1.5—Advance human rights and social and economic justice.
• engage in practices that advance social and economic justice
Social Work Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
• analyze, formulate, and advocate for policies that advance social well-being

Social Work Educational Policy 2.1.9—Respond to contexts that shape practice.
• continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

V.   Values and Ethics

The students of the School of Social Work are expected to become familiar with and follow the National Association of Social Workers' Code of Ethics (http://www.socialworkers.org/pubs/code/code.asp) and The University of Akron Sexual Harassment Policy (http://wayne.uakron.edu/dotAsset/552835.pdf) while a student in the school. Some subject matter may be controversial. While students may vary in strength of support for a certain position, it is expected that all students will be tolerant of other viewpoints and will develop an ability to listen and understand each other's perspectives. In addition, students are expected to develop the ability to help clients develop their own views and perspectives rather than the students imposing their values and opinions on clients.

VI.   Diversity

In Educational Policy 3.1, CSWE's Commission on Accreditation indicates that each social work program must demonstrate a commitment to diversity, including age, class, color, culture, disability, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. The University of Akron School of Social Work takes this commitment seriously, and infuses content on diverse populations in each social work course offered at the undergraduate level.

VII. Expectations for Students' Behavior

Students with Disabilities
Any student in this course who has a documented disability that prevents the fullest expression of abilities should contact the instructor personally as soon as possible so we can discuss the appropriate accommodations necessary to complete the course requirements. Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Accessibility at 330-972-7928. http://www.uakron.edu/access/

Responsibility for Learning
Students are expected to practice effective problem solving and effective communication skills by taking responsibility for approaching the instructor about any questions, concerns, or problems they may be experiencing in the course.

Plagiarism
Plagiarism of journal entries, and or any assignment will result in a failing grade and an offending student may be referred to the Dean of Students for further disciplinary action.
http://ul.uakron.edu/depts/tt/plagiarism/

Academic Integrity

Students are expected to honor the University of Akron's commitment to academic integrity. An understanding of academic integrity is an important aspect of your personal and professional growth. No matter the circumstances, there is no reason for an individual to resort to unethical practices in regard to assignments or exams. Plagiarism or other unethical practices carry heavy sanctions from the University – and are debilitating for an individual's self-concept. There is always an honorable way of resolving a problem or crisis as well as achieving important goals. (See http://www.uakron.edu/studentaff/osd/SJADiscPro.php)

Cell Phones

Cell, smart phones and pagers are to be turned off in the classroom. Please refrain from text messaging. Please discuss any emergency situations with your instructor prior to the beginning of class.

Grading Scale:

94-100	A		74-76	C
90-93	A-		70-73	C-
87-89	B+		67-69	D+
84-86	B		64-66	D
80-83	B-		60-63	D-
77-79	C+		<60	F

VIII. Required Text

Ward, K. & Mama, S. (2016). *Breaking Out of the Box Adventure-Based Field Instruction* (3rd Ed.). Chicago, IL: Lyceum Books, Inc.

This textbook is used for both Seminar I and II courses. It should only be purchased once.

Students are encouraged to read widely. Without a broad and critical examination of the literature, it may be difficult to grasp the course content, and/or to contribute to class discussions. A bibliography is included with this syllabus. For your own development, you are encouraged to independently review various social work journals, and search the Internet for websites. Following is a partial list of journals and websites to get you started.

Websites

All Psych Online –The Virtual Psychology classroom www.allpsych.com
Assistant Secretary of Planning and Evaluation   www.aspe.hhs.gov
British Broadcasting Corporation www.bbc.co.uk
Center for Law and Social Policy www.clasp.org
Children's Defense Fund   www.childrensdefense.org
Council on Social Work Education www.cswe.org
Institute on Race and Poverty www.irpumn.org
My Child Welfare Librarian info@childwelfare.gov
National Association of Social Workers www.socialworkers.org
National Gay & Lesbian Task Force www.thetaskforce.org
National Women's Law Center www.nwlc.org
New York Times   www.nytimes.com
Social Security Administration www.socialsecurity.gov
State of Ohio   www.ohio.gov
The New Social Worker Online- www.socialworker.com
The University of Akron Plagiarism and Academic Integrity http://ul.uakron.edu/depts/tt/plagiarism/
White House   www.whitehouse.gov
U.S. Dept of Health & Human Services www.hhs.gov
United States Government   **www.usa.gov**

Journals

- Child and Family Social Work
- Field Scholar
- Journal of Social Work
- Journal of Social Work Values and Ethics
- Clinical Social Work Journal
- Journal of Global Social Work Practice
- Child and Adolescent Social Work Journal
- The British Journal of Social Work
- Journal of Sociology and Social Welfare
- Social Policy
- Social Security Bulletin and Human Needs (for statistics)
- Social Service Review

Students should peruse the Encyclopedia of Social Work for articles on related topics such as poverty, child welfare, family and children's services, social policy, etc.   These sources provide a beginning place for your search.

IX. Course Requirements and Grading Criteria

The final grade for this course will be based on the following requirements:

Grading:
  A. Class Attendance 10%- 10 points
  B. Class Participation 10%- 10 points
  C. On-line Assignments 20%- 20 points
  D. Journal Record   40% - 40 points
        a. Journal Set #1 (10%)- 10 points
        b. Journal Set #2 (10%)- 10 points
        c. Journal Set #3 (10%)- 10 points
        d. Journal Set   #4 (10%) – 10 points
  E. Agency Experience Presentation 20%- 20 points

A. Class Attendance 10%- 10 points

This is a hybrid course. Six (6) of the thirteen (13) class sessions will be completed online using UA's Learning Management system- Springboard and the remainder seven (7) classes will take place in a Traditional classroom setting. Students are expected to attend all classes and notify the Instructor (*via email*) if he/she will be absent. Absences and tardiness will affect grade.

- Tardiness three times to traditional class = 1 absence;
- Three absences from attendance in traditional class = failure to pass course and referral to School Director
- Note failure to pass Seminar = an automatic repeat of your Field education experience (practicum/field placement). Seminar course & your field experience will need to be repeated.

B. Class Participation 10%- 10 points

Class Participation is required. Constructive class participation includes asking and responding to questions, participating in class discussions-all of which reflects the student's ongoing readings and demonstrating respect for the views and questions of other students.

Students are expected to be actively involved in class discussions and to share with other students their field experiences. Specific content themes include:

1. Each student's field agency, its organizational structure, policies, programs and staff, and how these components affect practice.
2. Student's field assignments, including analysis of cases, alternative strategies and exploration of opportunities for change to enhance service delivery and reduce social injustice.
3. Each student's growth in self-awareness and professional use of self.

Grading Criteria for Attendance and Participation

A= Regular and active contributions to class discussions of a quality that enhances one's own and others' learning. Thoughtful, interactive contributions to class discussions are important for knowledge building. Critical analysis of ideas often requires debate. However, monopolizing discussions, insistence on unexamined opinions or any disrespectful class conduct, have a negative impact on the learning process. Prompt arrival and consistent attendance are demonstrated.

B= Occasional contributions to class discussions of a quality that contribute to one's own and other's learning in the seminar. Avoidance of negative contributions as described above. Prompt arrival and consistent attendance are demonstrated.

C= Regular and active contributions to class discussions with the effect of contributing to at least one's own learning. Avoidance of negative contributions as described above. Prompt arrival and consistent attendance are demonstrated.

D= Negligible contributions either in quality or quantity to class discussions and/or frequent absences/lateness from class.

F= Frequent absences from class, or lateness, and lack of participation.

C. On-line Assignments   20%- 20 points

The course requires completion of textbook reading along with on-line assignments for each chapter noted in the schedule. All assignments in this category are required to be submitted through **Springboard's drop box**. Assignments will not be accepted outside of this learning management system.   Chapters, 2, 3, 4, 5, 6 & 12 are worth 3 points and Chapter 1 is worth 2 points for a total of 20 points.

All assignments are due on the date specified, unless noted differently on **Course Outline/Specific Assignments**; otherwise loss of one grade *per each day late* will occur.

Students will electronically complete and submit instructor assigned chapter assignments. No assignments will be accepted via email, only via Springboard.

All Springboard assignments are due by 11:00 p.m. on the scheduled submission date. All assignments are due on the date specified; otherwise loss of one grade *per each day late* will occur.

Grading Criteria for On-line Assignments
(Both written and presented in class)

A= Written material/oral presentation reflects the thinking through of ideas, synthesizing them, and then presenting them in a persuasive and coherent form. Written material deals with all aspects of the assignment completely and fully. Correct grammar, spelling, and punctuation are utilized. Material should reflect a creative and critical analysis of the content.

B= Written material/oral presentation reflects the thinking through of ideas, synthesizing them, and then presenting them in a persuasive and coherent form. Written material deals with all aspects of the assignment, with most aspects covered completely and fully, and a few dealt with superficially. Correct grammar, spelling, and punctuation is utilized. Material reflects a moderate creative and critical analysis.

C= Written material/oral presentation reflects the thinking through of ideas, synthesizing them, and then presenting them in a persuasive and coherent form. Written material deals with all aspects of the assignment, with most aspects covered completely and fully while others are dealt with superficially. Correct grammar, spelling, and punctuation is utilized. Material reflects no creative or critical analysis of the content.

D= Written material/oral presentation reflects, in part, the thinking through of ideas, synthesizing them, and then presenting them in a persuasive and coherent form. Written material deals with all aspects of the assignment in a superficial manner. Correct grammar, spelling, and punctuation are not utilized. Material reflects a descriptive presentation of content.

F= Assignments are not completed and guidelines are not followed.

D. Journal Record 40%- 40 points

a. Journal Set #1 (10%)- 10 points
b. Journal Set #2 (10%)- 10 points
c. Journal Set #3 (10%)- 10 points
d. Journal Set #4 (10%) -10 points

Each student is required to keep a journal record documenting your analysis of your learning in the field; this includes your perceptions, impressions, feelings, and critical analysis of your work. The log is aimed at helping you to integrate learning in field with knowledge gained from other courses you have taken in the social work program.

Submission of the journals will be required on specific dates throughout the duration of the course. Journals will be submitted using the learning management system of the university known as **Springboard**.

A drop box has been created allowing you to electronically submit your assignment. Your assignment will be graded and returned to you via the drop box.

Journals are due in Springboard by 11:00 p.m. on the scheduled submission date. All

assignments are due on the date specified; otherwise loss of one grade *per each day late* will occur.

Submission of the journal record is based on the following requirements:

1. Write entries on a regular basis throughout the semester

2. Ensure your full name and a date for each entry is on each journal entry. Points will be deducted for missing information.

3. Note full bibliographic references when appropriate, for your own reference purposes and those of the instructor. Include them in the text. Use APA style.

4. Journal records must be submitted using Microsoft Word. *It is not the instructor's responsibility to identify a way to open your document.*

5. Number your pages. Journals are to be a minimum of one page per week and a maximum of five pages per week.

6. Grading will take into account: following directions, caliber of content, spelling/grammar/punctuation, and organization.

The seminar instructor's review of your journal record will take the form of feedback left in your drop box. **Your entries will be assessed on your ability to critically analyze your experiences-not regurgitate your day**. Please remember that in writing your entries, confidentiality must be maintained. Do not use actual names of clients, other professionals, or anyone else you may write about. Journals do not need to be shared with your field instructor and/or any other agency personnel.

Journal Record Submission Schedule via Springboard
Four Sets

Journal Set #1 includes Weeks 1 & 2	*Due* **June 11, 2016**
Journal Set #2 includes Weeks 3 & 4	*Due* **June 25, 2016**
Journal Set #3 includes Weeks 5, 6, & 7	*Due* **July 16, 2016**
Journal Set #4 includes Weeks 8, 9, & 10	*Due* **August 6, 2016**

You will lose one letter grade per day for late submissions. **Journals are required to be in Springboard by 11:00 p.m. on the scheduled submission date.** Repeat -Journals do not need to be shared with your field instructor and/or other agency personnel. Journal entries should be written in narrative, summary form. Journals will not be accepted via e-mail, only via Springboard.

JOURNAL RECORD FORMAT <u>REQUIRED</u>**:** (*A blank journal record is located on Springboard and is also on the social work website. Please do not use the below.)*

Student Name:

Agency Name:

Field Instructor name @ field placement (name/title):
Task Supervisor, *if applicable* **(name/title):**
Faculty Field Liaison name:

Record Set # (*identify which Journal Set submitted- example Journal Set #1 includes Week #1, Week #2, & Week #3)*
Date/Week # (*identify the week you are writing about – example week of May 23rd)*

Section I: **What did you do this week?**
Provide specific examples of Engagement, Assessment, Intervention, & Evaluation (the foundational skills of the social work profession)

Section II: What did you learn this week?
Describe what you would have done differently? Why?
When thinking about how to answer this question, think about two areas: (1) the knowledge you gained and (2) the skill you learned.

Section III: Describe the process that occurred resulting in learning or not learning.

Section IV: Describe your supervisory experience.
Provide a list of the agenda items submitted to task supervisor and/or field instructor for weekly supervision.
When thinking about how to answer this
Weekly supervision is a requirement of participation in your field education experience. If you are not receiving weekly supervision, please inform your field instructor and/or your faculty field liaison. Supervision is a non-negotiable as an emerging social worker.

Section V: Emerging Systems Perspective
Insert here the wording of your field agency's mission statement. The mission statement should remain here to revisit and remind you of the purpose underlying decision within your organization.

      a. *Identify and describe how various systems in your field experience worked **effectively** to support the mission of the agency **or***
      b. *Identify and describe how various systems in your field experience worked **ineffectively***

to and did not support the mission of the agency.

Grading Criteria for Journals

A= Written material reflects the thinking through of ideas, synthesizing them, and then presenting them in a persuasive and coherent form. Written material deals with all aspects of the assignment completely and fully. Correct grammar, spelling, and punctuation are utilized. Material should reflect a creative and critical analysis of the content.

B= Written material reflects the thinking through of ideas, synthesizing them, and then presenting them in a persuasive and coherent form. Written material deals with all aspects of the assignment, with most aspects covered completely and fully, and a few dealt with superficially. Correct grammar, spelling, and punctuation is utilized. Material reflects a moderate creative and critical analysis.

C= Written material reflects the thinking through of ideas, synthesizing them, and then presenting them in a persuasive and coherent form. Written material deals with all aspects of the assignment, with most aspects covered completely and fully while others are dealt with superficially. Correct grammar, spelling, and punctuation is utilized. Material reflects no creative or critical analysis of the content.

D= Written material reflects, in part, the thinking through of ideas, synthesizing them, and then presenting them in a persuasive and coherent form. Written material deals with all aspects of the assignment in a superficial manner. Correct grammar, spelling, and punctuation are not utilized. Material reflects a descriptive presentation of content.

F= Assignments are not completed and guidelines are not followed.

E. Agency Experience Presentation 20% -20 points

This exercise offers students an opportunity to reflect on their initial impressions of their roles and responsibilities in their field placement. This exercise also provides students with an overview of the roles social workers assume in a wide variety of areas of social work practice. Students will develop an agency resource folder (*information on the various agencies that are students' practicum- increasing knowledge of resources available to help clientele and career options for students)* upon completion of the presentations that will be expanded upon in Field Seminar II. This electronic folder can be placed in students' social work tool bag as they continue their social work experiential development.

Each student will receive an individual grade for his/her performance. Each oral presentation will be 15 minutes in length and supported by a detailed written account of the outline points and placed in course **Drop box on Springboard** one day (24 hours) prior to scheduled presentation. Seminar Instructor will download presentation prior to student's presentation.

 Points will be deducted if:
- *Student does not provide a written, detailed outline via drop box to the instructor one day (24 hours) prior to the scheduled presentation.*
- *Student does not provide agency materials to the entire class on the scheduled date of*

the student's presentation.
- *Student does not cover all areas of the outline.*
- *Student goes over their 15 minute allocation.*

(See Grading Rubric distributed by Instructor)

In this oral presentation, students may be assigned to small groups based on the areas of practice at their assigned field placement (*i.e. gerontology, child welfare, medical social work, chemical abuse, mental health, school-based, etc.*).   Each student will provide their initial impression of the roles and responsibilities in their field placement as a field student.

The outline for the Agency Presentation should include responses to the following three sections:

Each presentation should begin with
Section I
a. A description of the agency;
b. A description of how the agency functions;
c. A description of the social work responsibilities within the agency;
d. An overview of agency services; and
e. A description of how agency services are interrelated with the other agencies represented in their assigned group;

Each student will continue with their presentation by addressing the following:
Section II
1. Student role in the agency setting (*Do you observe, have a caseload, client assessments, documentation, etc.*)
2. Describe how students are assigned to and involved with clients.
3. Describe in what way clients and agency personnel refer to field students.
4. Describe the similarities and differences of each student role within your assigned group.
5. Describe both personal and professional value conflicts in the practicum setting.
6. Identify and explain course work related to your effectiveness in field placement.

Section III
Students should ensure detailed agency/organization information is provided to each student prior to or after presentation using a minimum of the following two methods:
1. Distribute agency brochures to each student
2. Take class to agency website: show class both the content on the website and how to most effectively use the website

This section should be included in the overall ten minutes allocated for the agency presentation.

Grading Criteria for Agency Presentations

A= Oral presentation /written material reflects the thinking through of ideas, synthesizing them, and then presenting them in a persuasive and coherent form. Written material deals with all aspects of the assignment completely and fully. Correct grammar, spelling, and punctuation are utilized. Material should reflect a creative and critical analysis of the content.

B= Oral presentation/ Written material reflects the thinking through of ideas, synthesizing them, and then presenting them in a persuasive and coherent form. Written material deals with all aspects of the assignment, with most aspects covered completely and fully, and a few dealt with superficially. Correct grammar, spelling, and punctuation is utilized. Material reflects a moderate creative and critical analysis.

C= Oral presentation/ Written material reflects the thinking through of ideas, synthesizing them, and then presenting them in a persuasive and coherent form. Written material deals with all aspects of the assignment, with most aspects covered completely and fully while others are dealt with superficially. Correct grammar, spelling, and punctuation is utilized. Material reflects no creative or critical analysis of the content.

D= Oral presentation/ Written material reflects, in part, the thinking through of ideas, synthesizing them, and then presenting them in a persuasive and coherent form. Written material deals with all aspects of the assignment in a superficial manner. Correct grammar, spelling, and punctuation are not utilized. Material reflects a descriptive presentation of content.

F= Oral presentation/ Written material not completed and guidelines are not followed.

X. COURSE OUTLINE *and* SPECIFIC ASSIGNMENTS – Field Experience Seminar I [7750:421] – Lakewood Campus			
Date/Week	**Course Content**	**Classroom or On-line**	**Assignment Due**
Week #1 First Day of Class *Monday, 5/23/16*	Course Overview- Review Syllabus, walk-through website, Visit Field Documentation from Part II Field Orientation: Time/Task Log & Learning Contract	Classroom	Lecturette, Discussion and/or experiential activity
Week #2 *5/30/16*	Chapter 1 – *Getting Started* Chapter 2- *Building Professional Relationships*	On-line	Chapters Due in Drop box by Saturday, 6/4/16, 11:00 p.m.
Week #3 *6/6/16*	Chapter 1 Discussion Chapter 2 Discussion Field Feedback Review of Field Documentation: Time/Task Log, Learning Contract	Classroom	Lecturette, Discussion and/or experiential activity Journal Set #1 (Weeks #1 & 2) Due in Drop box by Saturday, 6/11/16, 11:00 p.m.
Week #4 *6/13/16*	Chapter 3-*Teamwork: Your Supervisor and You* Chapter 4 – *Developing the Professional Persona*	On-line	Chapters Due in Drop box by Saturday, 6/18/16, 11:00 p.m.
Week #5 *6/20/16* *Electronic submission of Learning Contract Due to field instructor*	Chapters 3 & 4 Discussion Field Feedback Field Documentation : Student Evaluation	Classroom	Lecturette, Discussion and/or experiential activity Journal Set #2 (Weeks 3 & 4) due in Drop box by Saturday 6/25/16 by 11:00 p.m.
Week #6 *6/27/16*	Chapter 5 – *Expectations and Stereotypes* Chapter 6 – *Communication: Building*	On-line	Chapters Due in Drop box due by Saturday, 7/2/16, 11:00 p.m.

	Bridges, Not Walls		Chapters 5 & 6 due
Week #7 7/4/16	Chapter 12-*Boundaries : The Invisible Lines of Trust*	On-line	Chapter Due in Drop box due by Saturday, 7/9/16, 11:00 p.m. Agency
Week #8 7/11/16	Chapters Discussion 5, 6, 7 & 12 Discussion Field Feedback	Classroom	Lecturette, Discussion and/or experiential activity Journal Set #3 due (Weeks 5, 6, & 7) due in Drop box by Saturday 7/16/16 by 11:00 p.m.
Week #9 7/18/16	Licensure Preparation	Classroom	Licensure Prep- with Dr. McCarragher
Week #10 7/25/16	Electronically complete Student Evaluation-Self Assessment- submit to Field Instructor	Online	
Week 11 8/1/16	Preparation for Seminar II Celebration- Almost there! Agency Preparation	Classroom	Journal Set #4 due (Weeks 8, 9, & 10) due in Drop box by Saturday 8/6/16 by 11:00 p.m. **Agency Presentations: 5 students**
Week 12 8/8/16 ***Electronic submission of Student Field Evaluations & Time & Task Logs to Field Instructor***	*Electronically complete A*ll "Other' evaluations	Online	
Week 13 8/15/16 ***Last Class***	Agency Preparation	Classroom	**Agency Presentations: 4 students**

Final Electronic Time/Task logs due to Field Instructor			
Note: This schedule is subject to revision by the instructor. Any changes will be announced.			

Classroom = Traditional Classroom- Students are expected to report to assigned classroom for class

Online– Students do not report to assigned classroom for class. On scheduled date, students complete assignments from remote location and submit electronically by 11:00 p.m. in Springboard/Learning Management System.

XI. Bibliography

Boitel, C. R., & Fromm, L. R. (2014). Defining signature pedagogy in social work education: Learning theory and the learning contract. *Journal of Social Work Education*, *50*(4), 608-622. doi:10.1080/10437797.2014.947161

Briere, J. N. & Scott, C. (2nd Ed.). (2013). *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment*. Thousand Oaks, CA: Sage Publications.

Cheng, L., Dai, Y., Zhu, Z., Xie, X., & Chen, L. (2012). Development and validation of a parenting assessment tool for chinese parents. *Child: Care, Health & Development*, *38*(4), 588-594. doi:10.1111/j.1365-2214.2011.01263.x

Chu, J., Floyd, R., Diep, H., Pardo, S., Goldblum, P., & Bongar, B. (2013). A tool for the culturally competent assessment of suicide: The cultural assessment of risk for suicide (CARS) measure. *Psychological Assessment*, *25*(2), 424-434. doi:10.1037/a0031264

Clemens, J. W. (2014). Client system assessment tools for social work practice. *NACSW Convention Proceedings*, 1-13.

Conahan, John. 2014. "Social welfare club a tool in leadership and social justice." *NACSW Convention Proceedings* 1-23.*SocINDEX with Full Text*, EBSCO*host*.

Edwards, B., & Addae, R. (2015). Ethical decision-making models in resolving ethical dilemmas in rural practice: Implications for social work practice and education. *Journal of Social Work Values & Ethics*, *12*(1), 88-92.

Enns, C. Z., Rice, J. K., & Nutt, R. L. (2015). Working with diverse women: Tools for assessment and conceptualization. In C. Zerbe Enns, J. K. Rice, R. L. Nutt, C. Zerbe Enns, J. K. Rice, R. L. Nutt (Eds.), *Psychological practice with women: Guidelines, diversity, empowerment* (pp. 31-51). Washington, DC, US: American Psychological Association. doi:10.1037/14460-002

Flynn, C., Kamasua, J., Brydon, K., Lawihin, D., Kornhauser, T., & Grimes, E. (2014). Preparedness for field education placement: Social work students' experiences in papua new guinea. *Social Work Education*, *33*(4), 435-450. doi:10.1080/02615479.2013.834884

Gaston, S., & Kruger, M. L. (2014). Students' perceptions of volunteering during the first two years of studying a social work degree. *International Journal for the Scholarship of Teaching & Learning*, *8*(2), 1-18.

Giffords, E.D. & Garber, K. R. (2014). N*ew perspectives on poverty: Policies, programs, and practice.* Chicago, IL: Lyceum Books.

Gillingham, P. (2011). Decision-making tools and the development of expertise in child protection practitioners: Are we 'just breeding workers who are good at ticking boxes'?. *Child & Family Social Work*, *16*(4), 412-421. doi:10.1111/j.1365-2206.2011.00756.x

Grobman, L. M. (2nd Ed.). (2011). *The field placement survival guide: What you need to know to get the most from your social work practicum*. Harrisburg, PA: White Hat Communications.

Guercio, G. F. (2015). Offender risk assessment: Tools & methodologies. *Corrections Forum*, *24*(1), 20-24.

Hodge, D. R., & Limb, G. E. (2011). Spiritual assessment and native americans: Establishing the social validity of a complementary set of assessment tools. *Social Work*, *56*(3), 213-223.

Høybye-Mortensen, M. (2015). Decision-making tools and their Influence on caseworkers' room for discretion. *British Journal of Social Work*, *45*(2), 600-615. doi:10.1093/bjsw/bct144

Hunt, J. (2014). Bio-psycho-social-spiritual Assessment? Teaching the skill of spiritual assessment. *Social Work & Christianity*, *41*(4), 373-384.

Lanktree, C. B. & Briere, J. N. (2017). *Treating complex trauma in children and their families: An integrative approach*. Thousand Oaks, CA: Sage Publications.

Lauffer, A. (3rd Ed.) (2011). *Understanding your social agency*. Thousand Oaks, CA: Sage Publications.

Leon, A. M., & Pepe, J. (2010). Utilizing a required documentation course to improve the recording skills of undergraduate social work students. *Journal of Social Service Research*, *36*(4), 362-376. doi:10.1080/01488376.2010.494086

Liu, M., Sun, F., & Anderson, S. G. (2013). Challenges in social work field education in china: Lessons from the western experience. *Social Work Education*, *32*(2), 179-196. doi:10.1080/02615479.2012.723682

Marsiglia, F. F. & Kulis, S. (2nd Ed.) (2015) *Diversity, oppression & change.* Chicago, IL: Lyceum Books.

McKinney, C., & Morse, M. (2012). Assessment of disruptive behavior disorders: Tools and recommendations. *Professional Psychology: Research and Practice*, *43*(6), 641-649. doi:10.1037/a0027324

McFarlane, J., Pennings, J., Symes, L., Maddoux, J., & Paulson, R. (2014). Predicting abused women with children who return to the abuser: Development of a risk assessment tool. *Journal of Threat Assessment and Management*, *1*(4), 274-290. doi:10.1037/tam0000025

Miller-Perrin, C. L. & Perrin, R. D. (3rd Ed.). (2013). *Child maltreatment: An introduction*. Thousand Oaks, CA: Sage Publications.

Morean, M. E., Corbin, W. R., & Treat, T. A. (2013). The subjective effects of alcohol scale: Development and psychometric evaluation of a novel assessment tool for measuring subjective response to alcohol. *Psychological Assessment*, *25*(3), 780-795. doi:10.1037/a0032542

Mustanski, B., Andrews, R., & Pucket, J. A. (2016). The effects of cumulative victimization on mental health among lesbian, gay, bisexual, and transgender adolescents and young adults. *American Journal Of Public Health*, *106*(3), 527-533. doi:10.2105/AJPH.2015.302976

Noam, G., Malti, T., & Guhn, M. (2012). From clinical-developmental theory to assessment: The holistic student assessment tool. *International Journal of Conflict & Violence*, *6*(2), 202-213

O'Neal, G. S. (2012). Self-assessment and dialogue as tools for appreciating diversity. *Journal of Social Work Education*, *48*(1), 159-166. doi:10.5175/JSWE.2011.201000007

Otters, R. V. (2013). Social work education: Systemic ethical implications. *Journal of Social Work Values & Ethics*, *10*(2), 58-69.

Ream, G. L., & Forge, N. R. (2014). Homeless lesbian, gay, bisexual, and transgender (LGBT) youth in new york city: Insights from the field. *Child Welfare*, *93*(2), 7-22.

Sossou, M., & Dubus, N. (2013). International social work field placement or volunteer tourism? Developing an asset-based justice-learning field experience. *Journal of Learning Design*, *6*(1), 10-19.

Stark, M. D., & Frels, R. K. (2014). Using sandtray as a collaborative assessment tool for counselor development. *Journal of Creativity in Mental Health*, *9*(4), 468-482. doi:10.1080/15401383.2014.897663

Sunirose, I. P. (2013). Fieldwork in social work education: Challenges, issues and best practices. *Rajagiri Journal Of Social Development*, *5*(1), 57-66.

Tham, P., & Lynch, D. (2014). Prepared for practice? Graduating social work students' reflections on their education, competence and skills. *Social Work Education*, *33*(6), 704-717. doi:10.1080/02615479.2014.881468

Thomas, K. A., & Marks, L. (2014). Action!: Student-generated videos in social work education. *Journal of Technology in Human Services*, *32*(4), 254-274. doi:10.1080/15228835.2014.9229

van der Put, C. E., & Stams, G. M. (2013). Youth offender care needs assessment tool (YO-CNAT): An actuarial risk assessment tool for predicting problematic child-rearing situations in juvenile offenders on the basis of police records. *Psychological Assessment*, *25*(4), 1167-1178. doi:10.1037/a0033453

Van Tran, K. (2016). Challenges for social work education in vietnam: Voice of social work students. *Social Work & Social Sciences Review*, *18*(2), 7-24.

Watson, J. (2012). "Driving Ms. Jane Addams": Students and instructors learn in field education. *Reflections: Narratives of Professional Helping*, *18*(2), 32-36.

Weber, J. G. (2011). *Individual and family stress and crises*. Thousand Oaks, CA: Sage Publications.

Zapolski, T. B., Pedersen, S. L., McCarthy, D. M., & Smith, G. T. (2014). Less drinking, yet more problems: Understanding african american drinking and related problems. *Psychological Bulletin*, *140*(1), 188-223. doi:10.1037/a0032113

Zeira, A., & Schiff, M. (2014). Field education: A comparison of students' and novice social workers' perspectives. *British Journal of Social Work*, *44*(7), 1950-1966.