



University of Michigan-Flint  
Department of Social Work  
Social Work 460  
Fall, 2009



Course Title: Social Work 460: Field Instruction Seminar I  
Pre-requisite Knowledge: SWR 360, Concurrent enrollment in SWR 440

Course Time: Tuesday 415-530 or Thursday 415-530

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Office Hours: E-mail contact or phone department office for an appointment

### Course Description

This course is part of a 220 hour field placement assignment. The weekly seminar meetings are designed to supplement the agency field placement activity by providing some cognitive structure. This is a four credit hour course although we will only meet one hour and fifteen minutes weekly. The majority of the time associated with this course is spent in your field agency.

This is part of a senior level series of courses taken concurrently with the advanced practice course (SWR 440). It is structured to provide a forum through which students may continue their exploration of practice and professional development issues. In addition students are afforded an opportunity to discuss future plans for employment and/or graduate education and other ideas.

### Course Objectives

The Social Work curriculum at the University of Michigan-Flint is accredited by the Council on Social Work Education to prepare students for a bachelor degree in social work. The BSW curriculum is structured by 4 goals and seventeen objectives to assure students who graduate with the accredited BSW degree are prepared for successful practice as a generalist social worker. Each core course in the curriculum is designed to provide particular content, socialization to social work values and ethics, and direct instruction in specific skills necessary for successful practice as a generalist social worker.

SWR 460 is the ninth course in the core curriculum and the second course in the field instruction sequence. Although students are likely to learn something about each of the seventeen program objectives, your primary focus of study will be on to begin the relationship between the social work student and the field instruction agency. Please notice how these expectations are also linked directly to the course calendar

### Program Objective 1.1: Effectively utilize critical thinking in practice settings. (CSWE 2001, EP3.0.1)

Upon successful completion of the course the student will be able to:

- a. Compare models derived from evidence based practice to choices available in decision making processes of assessment, planning and intervention with clients.

Program Objective 1.2: Embody the values and ethics of the social work profession. (CSWE 2001, EP3.0.2)

Upon successful completion of the course, the student will be able to:

- a. Demonstrate a higher level of self-awareness with regard to strengths and weaknesses, social work values, and basic practice principles.
- b. Articulate appropriate strategies for resolving ethical dilemmas within the standards of the NASW Code of Ethics.
- c. Conduct reflective practice on personal values, to assure advancement of social work professional values.
- d. In interactions with clients, the student will uphold the NASW Code of Ethics.
- e. Interacting within an agency context, the student will demonstrate adherence to the values with progressively less direct supervision.
- f. Interacting within an agency context the student will demonstrate increasing autonomous control and regulated behavior that complies with the NASW Code of Ethics.
- g. In a debriefing conversation following role play or client interaction, the student will assess the interaction according to the values.
- h. Given an ethical dilemma, the student will point to specific elements of the NASW Code of Ethics as guidelines for professional decisions.
- i. In interactions with clients, the student will exhibit all of the values of social work.

Program Objective 1.3: Exhibit a consistent sense of professionalism in interactions with others. (CSWE 2001, EP3.0.2)

Upon successful completion of the course, the student will be able to:

- a. Demonstrate the ability to integrate the values of social work in their practice with clients, peers, and supervisors in their field placement agency work.

Program Objective 1.4: Demonstrate an appreciation of the tradition and history of the social work profession as well as a working knowledge of important emerging professional trends. (CSWE 2001, EP3.0.5)

Upon successful completion of this course, the student will be able to:

- a. Implement the planned change process for an agency context.

Program Objective 1.5: Adapt the knowledge and skills of generalist social work to practice settings of varying sizes and approaches. (CSWE 2001, EP3.0.6)

Upon successful completion of the course, the student will be able to:

- a. Demonstrate the application of the Generalist Model of practice with individuals, families and groups in a social service setting.

- b. Demonstrate an ability to apply most of the basic social work skills to include: Interviewing, Problem identification and assessment, Recording, Interpersonal intervention, Data collection, and Evaluation.
- c. Demonstrate the ability to gather and assemble agency documents to analyze the agency as an organization.
- d. Demonstrate effective intervention skills which reflect planning based on a differential assessment.
- e. Have successfully completed a 220-clock hour reality based experience in a social service setting.

Objective 1.6: Utilize knowledge of bio-psycho-social characteristics as they apply to individual behavior as a means to understand interactions among and between individuals and the various social structures they encounter. (CSWE 2001, EP3.0.7)

- a. Demonstrate the ability to analyze macro contexts.
- b. Demonstrate the ability to write an analysis of the field placement agency as an organizational structure.

Objective 1.7: Demonstrate the ability to respond to appropriate supervision in the practice settings. . (CSWE 2001, EP3.0.11)

Upon successful completion of the course, the student will be able to:

- a. Demonstrate an ability to effectively use supervision and the supervisory relationship.
- b. Observe agency supervisor's effort to build community, beyond direct service of agency.

Program Objective 2.1: Demonstrate an understanding of and respect for the positive value of diversity. (CSWE 2001, EP3.0.3)

Upon successful completion of the course, the student will be able to:

- a. Demonstrate an enhanced understanding about ethnicity, race, gender handicapping conditions and related factors associated with social justice and functioning in a pluralistic society.
- b. Label client circumstances according to the program's definitions of diversity.
- c. Demonstrates respect for people from diverse backgrounds.
- d. Justify practice decisions based on a positive value of diversity.

Program Objective 2.2: Understand the origins and workings of oppression and discrimination and demonstrate the ability to implement change in order to advance social and economic justice. (CSWE 2001, EP3.0.4)

Upon successful completion of the course, the student will be able to:

- a. When confronted with institutional policies that are discriminatory or oppressive, the student will align their behavior to standards of social and economic justice.
- b. Identify populations at risk served by local agencies.
- c. Identify the multiple factors which contribute to the client's risk for oppression, discrimination or economic deprivation.
- d. Identify strategies used by the agency to advance social and economic justice.

- e. Justify practice decisions as most appropriate based on a defensible argument to advance social and economic justice.

Program Objective 2.3: Communicate appropriately and effectively with the variety of audiences regularly encountered in social work practice. (CSWE 2001, EP3.0.10)

Upon successful completion of this course, the student will be able to:

- a. Provide constructive criticism to peers with the intention of improving services to clients.

Program Objective 2.4: Exhibit the ability to differentially assess and apply appropriate interventions skills necessary to serve diverse populations. (CSWE 2001, EP3.0.3)

Upon successful completion of the course, the student will be able to:

- a. Commit to providing services to diverse clients based on results of differential assessment.
- b. Develop intervention plans that reflect responsiveness to results of differential assessments.

Program Objective 3.1: Exhibit the ability to operate successfully within a complex organization and to successfully utilize appropriate change strategies as necessary. (CSWE 2001, EP3.0.12)

Upon successful completion of the course, the student will be able to:

- a. Demonstrate a higher level of understanding about the social service delivery system and where their particular agency fits into the overall structure.
- b. Administer client services in ways that advance social and economic justice.

Program Objective 3.2: Demonstrate insight into the impact of social policies upon client systems. (CSWE 2001, EP3.0.8)

Upon successful completion of the course, the student will be able to:

- a. Demonstrate their ability to understand and deliver services at the meso and macro level of practice.

Program Objective 3.3: Engage in collaborative efforts to promote social justice. (CSWE 2001, EP3.0.8)

Upon successful completion of the course, the student will be able to:

- a. Collaborate with clients to plan interventions that are culturally competent.

Program Objective 4.1: Evaluation and apply current research findings to one's personal practice and the practice of other relevant professional systems. (CSWE 2001, EP3.0.9)

Upon successful completion of the course, the student will be able to:

- a. Demonstrate an ability to practice evaluation skills in relation to program effectiveness as well as one's own practice.

## **Syllabus Changes**

From time to time there may be changes made in the course calendar or other elements of the syllabus. All such changes will be announced in class. If a student is unable to attend a class, it is his/her responsibility to check with the instructor or a classmate to determine what announcement may have been made in the missed session.

## **Professional Expectations of Social Work**

### **Standards of Academic Integrity**

The fundamental value of your education and degree is based on the knowledge and skills you acquire from the learning process. The foundation of this value is the basic integrity of you as an individual and the integrity of the course of study. Without integrity, the degree has no meaning. Therefore, we have a professional obligation to uphold the strongest criteria of integrity, and you have a personal obligation to yourself to do likewise.

In light of this obligation, traditional standards of academic integrity are the minimum expectation of the course. Integrity is achieved when credit is given to the appropriate activities or plagiarism (copying another author without crediting the source). Violations of academic integrity will not be tolerated, and will be processed to the full extent. This process can include failure of the assignment, removal from the class, social work program, and/or University. Evidence of academic misconduct can inhibit your eligibility for further study.

### **College Level Report Writing**

All social work courses require papers written outside of class to conform to college level writing standards. Begin your professional career with a writing manual. APA is the standard manual in social work and the social sciences. Minimum expectations of written work include: typed, double spaced, appropriate margins, correct spelling, proper use of standard English vocabulary and grammar, good organization, appropriate structure and form (use of headings and subheadings). All written assignments must include a cover sheet containing the report writer's name, assignment name, assignment title, course name, date and instructor's name.

Assignments, which require references to text, course content, other literature (e.g. journals, books, movies) or interviews MUST include citations in the text and a reference section in the back of the paper. Refer to the style manual for details of appropriate citations & references. Please note that Wikipedia is not an acceptable resource for this course (and most others). If you need to refer to an encyclopedia, please use one that is juried by scholars.

### **Course Policy on Attendance & Professional Conduct**

As the fundamental course teaching social work field instruction, a gate keeping responsibility for the course will be maintained according to the following standards.

- Repeated (more than 2) absences or lateness will be identified to the department's field director as questionable for intern appropriateness, and professional responsibility, student's grade for this course will be lowered.
- Students are expected to act in ways that are consistent with and advance the NASW Code of Ethics at all times of professional study. Pre-majors in social work will be provided direct instruction to remediate behavior that violates the Code of Ethics, with the accompanying expectation of immediate and full compliance. The violation of the Code of Ethics by pre-majors will be recorded by faculty and incorporated in deliberations on decisions about admission to the program. Serious, significant, intentional and/or unresolved violations of the code of ethics will be considered in the deliberations of an admission to the program of a pre-social work candidate.

- Admitted students must maintain the NASW Code of Ethics. Violation of the NASW Code of Ethics by students admitted to the major, is considered as grounds for academic dismissal.
- Students will fully engage in class activities. Students are expected to be attentive, remain on task, and fully participate in discussions, group activities and assignments as directed by the faculty.
- Cell phones use, private conversation and texting are not acceptable activities during class. Students in urgent situations who need to be reached by phone, may request permission to receive calls during class.
- Student may use a lap-top computer to review lecture material or take notes from lecture. Checking e-mail, surfing the web, gaming, or otherwise miss-using computers during class will result in loss of computer privileges
- Professional Comportment – Students are expected to present themselves (i.e., appropriate dress), maintain professional behavior, demonstrate enthusiasm for the content, and maintain respectful and collegial interactions with clients, peers and faculty at all times. When challenging ideas or behaviors are presented by others, each student is expected to demonstrate personal composure and act in ways that advance social work values and maintain the NASW Code of Ethics.

### **Course Policy on Late Papers/Assignments**

Papers, exercises and assignments that are turned in late without authorization will not be accepted.

### **Diversity Statement**

It is my intention to honor and respect the diversity of students in attendance in this class. In developing the course, I may have overlooked events of significance to a student. In the event that a class lecture, exam or paper is due on a secular or religious holiday of significance to a student, I will make reasonable accommodations that maintain equity among students. In order to facilitate this action, the student must inform me by the end of the second week of class of the conflict. In this manner, reasonable accommodations can be planned and implemented.

### **ADA Statement**

It is my intention to support the full participation of all students in the learning process of this class. To this end, I have incorporated a variety of instruction techniques and evaluation methods in the course process. Despite these efforts, situations may occur in which the learning style of individual students is not met by the instructional climate.

It is my expectation that students who require specific or additional support in acquiring the course content or demonstrating their achievement of the objectives will inform me of such needs at the beginning of the semester. Anyone in this course who might be entitled to special accommodations must register with the Office of Accessibility Services, Student Development Center, 264 UCEN, 810-762-3456).

### **Course Assignments and Learning Evaluation**

There are two class assignments and your field evaluation. Your grade for the class will also include class participation and attendance. (There will be a sign in sheet for each class.

#### **1. Learning Contract (Not graded)**

Each student is expected to produce a draft of their Learning Contract. Please see syllabus for the date it is due. Chapter Three of the text provides some discussion about the purpose and function of this tool. You will have eleven goals in all. You will then take the Learning Contract to your Field Supervisor. The two of you will go over the contract and make any adjustments you find necessary.

You will turn in your final Learning Contract signed by both you and your Field Supervisor. If your Learning Contract is not turned in at a timely manner, your grade can drop by one-half grade at the end of the semester

2. Journal (worth 100 points, collected as Final Exam Paper)

You will be expected to keep a journal of your activities while at your field placement. Included in this journal should be your feelings and reactions to your experiences. You will use this journal in completing your Time and Activity Report. At the end of the semester you will hand in your journal for a grade as your Final Exam. Please make sure you write the date for each entry corresponding to the days you work, along with your hours that day. See detailed outline at the end of the syllabus,

3. Time and Activity Report (worth 100 points) collected as MidTerm Paper)

Each student is expected to keep track of his/her time and activities through the use of a standard journal of day to day activity. A formal report summarizing these activities should be extracted and turned in for review using the Time and Activity outline. See detailed outline at the end of syllabus.

4. Field Agency Evaluation (worth 100 points)

In order to pass this course a very high level of beginning professional behavior is expected. In order to make as objective as possible a very subjective process of measuring behavior, performance and productivity, we are going to rely on a point system. *Remember: Your field evaluation must be in before grades are due. Make an appointment with your field supervisor to complete these two weeks prior to the end of the class time. You must both sign the evaluation. Then you are expected to hand carry the evaluation to the office. If the evaluation is not in by the time grades are entered you will receive an "I" for the semester. You cannot go into SWR 461 in the winter term until you receive a passing grade for SWR 460.*

5. Class Participation

Regular Attendance (-5 points)

Students are expected to read course materials ahead of class, attend each class session, arrive on time, and remain until class is dismissed. Grades are reduced when these minimum expectations are not met.

Class Participation (-5 points)

Students are expected to remain attentive to lecture and class discussion. Students are expected to be prepared to respond to direct questions from faculty about pre-reading course materials and the content of the course as presented in class. Students are expected to remain attentive and respectful to classmates during class discussions, and spontaneous in class assignments. Grades are reduced when these minimum expectations are not met.

**Evaluating Learning**

In this class, evaluating learning is directly related to the determination of a letter grade at the end of the semester. Grades are assigned based on the accumulation of points.

Field Agency Evaluation	100
Time and Activity Report	100
Journal (Considered your final)	100
Total	<hr/> 300 divided by 3

A	100-95
A-	94-90
B+	89-85
B	84-80
B-	79-75
C+	74-70
C	69-65

Below 65 points is failing. You will not be allowed to enter SWK 461.

**You must receive a minimum of C to pass the class.**

\* Notes:

1. Social Work majors must receive a C or better to continue in the program. Students earning less than a C will need to repeat the course or consider a change in major.
2. This is a professional core course, and each assignment has been created to provide you with an opportunity to practice a pre-requisite skill and acquire foundational knowledge for a particular employment expectation. Successful completion of all assignments is a necessary indicator of your readiness to advance in your professional studies. To this end, it is expected that each student will earn a grade of C or better on each of the major assignments (paper, discussion boards, attendance and exams) to successfully complete the course with a C or better. Although it is technically possible to earn enough points on the scale for a C grade without attempting one or more of the major assignments, students who fail to complete all papers, group work, and exams will receive an "I" (incomplete grade) until all major assignments have been submitted reflecting a passable performance.

#### Text Book and Reference Materials

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

NASW Code of Ethics available at: <http://www.socialworkers.org/pubs/code/default.asp>

Thomlison, B. and Corcorian, K. (2007) *The Evidence Based Internship: A Field Manual*. Oxford Press: NY. ISBN 978-0-19-532350-4

#### Supplements

UM-Flint (2009) *Field Instruction Handbook*. Available in Blackboard Field Community Board.

Supplements and exercises will be distributed in class or put on BlackBoard and assigned as the course content warrants it.

Social Work 460 Course Calendar

Week Unit	Topic and Preparation	Class Activity	Objective	Assessment
Week 1	<p><u>Topic:</u> Orientation to Field Instruction</p> <p><u>Readings:</u> Thomlison and Corcoran</p>	<p><u>Poem</u> A Bargain Sale</p> <p><u>Poem Interpretation:</u> <i>Relationships in Social Work</i></p> <p><u>Field Week Debrief</u></p> <p><u>Lecture</u> Review Course Syllabus Review Learning Goals and Contract</p>	Review course materials.	Lecture Discussion
Week 2	<p><u>Topic:</u> <i>Learning Goal 2: Understand the problems and concerns of your client population.</i></p> <p><u>Readings:</u> Thomlison and Corcoran <i>Preface</i> <i>Ch. 1: What are Evidence-Based Practices and Evidence Based Internships?</i></p>	<p><u>Poem</u> A Smile</p> <p><u>Poem Interpretation:</u> <i>Building a relationship with the client</i></p> <p><u>Field Week Debrief</u></p> <p><u>Lecture</u> Keeping up with new developments in the profession.</p> <ul style="list-style-type: none"> <li>• New intervention strategies</li> <li>• Practice Frameworks</li> <li>• Accountability</li> <li>• Ethical Considerations</li> </ul>	<p>Collaborate with clients to plan interventions that are culturally competent.</p> <p>Demonstrate an enhanced understanding about ethnicity, race, gender handicapping conditions and related factors associated with social justice and functioning in a pluralistic society.</p>	<p>Field Evaluation</p> <p>Time &amp; Activity Report Discussion Field Evaluation</p>

Week 3	<p><u>Topic:</u></p> <p><i>Learning Goal 1: Understand the function and structure of your agency.</i></p> <p><u>Readings:</u> Thomlison and Corcoran</p>	<p><u>Poem</u> <i>If I knew you and you knew me.</i></p> <p><u>Poem Interpretation:</u> <i>The importance of Assessment</i></p> <p><u>Field Week Debrief</u></p> <p><u>Lecture</u> Learning the ropes of the internship setting.</p> <ul style="list-style-type: none"> <li>• Agency operations</li> <li>• Student expected roles</li> <li>• Assessing self</li> <li>• Assessing agency</li> <li>• Administrative Structure</li> </ul> <p>Role Play – client and social worker – rapport</p>	Conduct reflective practice on personal values, to assure advancement of social work professional values.	Field Evaluation
			Identify populations at risk served by local agencies.	Field Evaluation Journal
			Identify the multiple factors which contribute to the client’s risk for oppression, discrimination or economic deprivation.	Time & Activity Report
			Label client circumstances according to the program’s definitions of diversity.	Discussion
			When confronted with institutional policies that are discriminatory or oppressive, align their behavior to standards of social and economic justice.	Discussion Class participation
			Identify strategies used by the agency to advance social and economic justice.	Time & Activity Report Discussion
			Administer client services in ways that advance social and economic justice.	Field Evaluation Discussion
			Observe agency supervisor’s effort to build community, beyond direct service of agency.	Lecture Agency Analysis
			Demonstrate a higher level of understanding about the social service delivery system and where their particular agency fits into the overall structure.	Discussion
			Demonstrate the ability to analyze macro contexts.	Discussion
			Demonstrate their ability to understand and deliver services at the meso and macro level of practice.	Discussion Time & Activity Report
			Demonstrate the ability to write an analysis of the field placement agency as an organizational structure.	Time and Activity Report
			Demonstrate the ability to gather and assemble agency documents to analyze the agency as an organization.	Field Evaluation
Provide constructive criticism to peers with the intention of improving services to clients.	Learning Goals			

Week 4	<u>Topic:</u>  <u>Topic:</u> <i>Learning Goal 3: Learn about your own beliefs and behaviors. Gain insight into yourself.</i>	<u>Poem</u> <i>In which house do you live?</i> <u>Poem Interpretation:</u> <i>Importance of tone and voice.</i>  <u>Field Week Debrief</u>	Conduct reflective practice on personal values, to assure advancement of social work professional values. Implement the planned change process for an agency context. Provide constructive criticism to peers with the intention of improving services to clients.	Learning Goals Journal Journal Field Evaluation Discussion Discussion
	<u>Readings:</u> Thomlison and Corcoran Ch. 5 Evidence Based Skills for Interviewing (p. 129-138)	<u>Lecture</u> Focus on own beliefs and values Personal influences that shape client outcomes Intern's ability to communicate clearly.		
Week 5	<u>Topic:</u> <i>Learning Goal 5: Learn how to interview a client and write a professional assessment.</i>	<u>Poem</u> Little Lessons <u>Poem Interpretation:</u> <i>Learning in small steps.</i>  <u>Field Week Debrief</u>	Demonstrate a higher level of self-awareness with regard to strengths and weaknesses, social work values, and basic practice principles. Demonstrate an ability to apply most of the basic social work skills to include: Interviewing, Problem identification and assessment, Recording, Interpersonal intervention, Data collection, and Evaluation.	Journal Learning Goals Learning Goals Role Play-Discussion
	<u>Readings:</u> Thomlison and Corcoran Ch. 5 Evidence Based Skills for Interviewing (p. 138-147)	<u>Lecture</u> Discussion of Chapter Reading. Engagement with Clients	Implement the planned change process for an agency context.	Learning Goals Role Play Field evaluation
	Assignment: Learning Goals and Contract Due	<ul style="list-style-type: none"> <li>• Asking questions</li> <li>• Empathic listening</li> <li>• Critical thinking and listening</li> <li>• Self Disclosure</li> </ul>		
Week 6	<u>Topic:</u> <i>Learning Goal 5: Learn how to interview a client and write a professional assessment (continued)</i>	<u>Poem</u> Mistakes <u>Poem Interpretation:</u> <i>How we learn from mistakes</i>	Demonstrate an ability to apply most of the basic social work skills to include: Interviewing, Problem identification and assessment, Recording, Interpersonal intervention, Data collection, and Evaluation.	Role play Learning Goals Field Evaluation

Week 6	<u>Readings:</u> No specific reading assignment to prepare for this week  Assignment Due: Time and Activity Report	<u>Field Week Debrief</u>	Demonstrate the ability to integrate the values of social work in their practice with clients, peers, and supervisors in their field placement agency work.	Journal Field Evaluation
		<u>Lecture</u> Student led discussion on skill building for thinking and listening  Receiving feedback	Demonstrate an ability to practice evaluation skills in relation to program effectiveness as well as one's own practice.	Learning Goals Discussion
			Provide constructive criticism to peers with the intention of improving services to clients.	Discussion
Week 7	<u>Topic:</u> <i>Learning Goal 7: Learn how to develop intervention and strategy skills.</i>  <u>Readings:</u> No specific reading assignment to prepare for this week  Assignment Due: Time and Activity Report	<u>Poem</u> My Creed <u>Poem Interpretation:</u> <i>What are the values we live by?</i>	In interactions with clients, uphold the NASW Code of Ethics.	Learning Goals
			Justify practice decisions as most appropriate based on a defensible argument to advance social and economic justice.	Field Evaluation
		<u>Field Week Debrief</u>	Demonstrate the application of the Generalist Model of practice with individuals, families and groups in a social service setting.	Time and Activity Report Class Participation
		<u>Lecture</u> Role Play – skills in engaging and greeting clients  Recording notes on observations	Demonstrate a higher level of self-awareness with regard to strengths and weaknesses, social work values, and basic practice principles.	Journal Learning Goals
			Demonstrate the ability to integrate the values of social work in their practice with clients, peers, and supervisors in their field placement agency work.	Journal Field Evaluation Discussion
			Provide constructive criticism to peers with the intention of improving services to clients.	Discussion
Week 8	<u>Topic:</u> <i>Learning Goal 4: Understand and accept the Social Work Code of Ethics.</i>  <u>Readings:</u> Thomlison and Corcoran Ch. 3: Ethics, Values and Legal Issues for Internships  NASW Code of Ethics	<u>Poem</u> Only a Little Thing <u>Poem Interpretation:</u> <i>Issues relating to breaking confidentiality of another</i>	In interactions with clients, uphold the NASW Code of Ethics.	Learning Goals Class Discussion
			Interacting within an agency context, demonstrate adherence to the values with progressively less direct supervision.	Learning Goals Class Discussion
		<u>Field Week Debrief</u>	Interacting within an agency context, demonstrate increasing autonomous control and regulated behavior that complies with the NASW Code of Ethics.	Learning Goals Class Discussion Field Evaluation
		<u>Lecture</u> Discussion of Chapter reading.  Discussion of values,	In a debriefing conversation following role play or client interaction, assess the interaction according to the values.	Discussion
			Given an ethical dilemma, point to specific elements of	Discussion

Week 8		ethics and the law <ul style="list-style-type: none"> <li>• Confidentiality</li> <li>• Informed consent</li> <li>• Mandatory reporting</li> <li>• Dual relationship – conflict of interest</li> <li>• Sexuality and sexual harassment</li> <li>• Negligence and malpractice</li> <li>• Role of HIPPA</li> </ul> Case Study	the NASW Code of Ethics as guidelines for professional decisions. Demonstrate a higher level of self-awareness with regard to strengths and weaknesses, social work values, and basic practice principles. Articulate appropriate strategies for resolving ethical dilemmas within the standards of the NASW Code of Ethics. Implement the planned change process for an agency context.	 Journal Discussion Discussion Learning Goals Discussion
Week 9	<u>Topic:</u> <i>Learning Goal 7: Learn how to develop intervention and strategy skills. (continued).</i>  <i>Learning goal 6: Learn how to write a treatment plan/plan of action with a client.</i>  <u>Readings:</u> Thomlison and Corcoran Ch. 6: <i>Evidence-based skills for assessment.</i>	<u>Poem</u> Pain <u>Poem Interpretation:</u> <i>How do we or our clients grow without pain?</i>  <u>Field Week Debrief</u>  <u>Lecture</u> Discussion of chapter reading. Case Study: The Homecoming Forms to use Gathering data – What and Why Areas to be concerned About diversity, Populations at risk, Bio-psycho-social How to write a case study.	Develop intervention plans that reflect responsiveness to results of differential assessments. Demonstrate effective intervention skills which reflect planning based on a differential assessment. Commit to providing services to diverse clients based on results of differential assessment. Demonstrate an ability to apply most of the basic social work skills to include: Interviewing, Problem identification and assessment, Recording, Interpersonal intervention, Data collection, and Evaluation. Demonstrate an ability to effectively use supervision and the supervisory relationship. Demonstrate the ability to integrate the values of social work in their practice with clients, peers, and supervisors in their field placement agency work. Provide constructive criticism to peers with the intention of improving services to clients.	Case study/role play Journal Field Evaluation Discussion Learning Goals Field Evaluation Discussion Field Evaluation Discussion Discussion

Week 10	<p><u>Topic:</u> <i>Learning goal 6: Learn how to write a treatment plan/plan of action with a client.</i></p> <p><u>Readings:</u> No specific reading assignment to prepare for this week</p>	<p><u>Poem</u> Rest <u>Poem Interpretation:</u> <i>Self care</i> <u>Field Week Debrief</u></p> <p><u>Lecture</u> Role Play – starting an assessment – Receiving peer feedback</p>	Demonstrate a higher level of self-awareness with regard to strengths and weaknesses, social work values, and basic practice principles	Journal Discussion
			Demonstrate an ability to apply most of the basic social work skills to include: Interviewing, Problem identification and assessment, Recording, Interpersonal intervention, Data collection, and Evaluation.	Learning Goals Field Evaluation
			Demonstrate the ability to integrate the values of social work in their practice with clients, peers, and supervisors in their field placement agency work.	Field Evaluation
			Provide constructive criticism to peers with the intention of improving services to clients.	Discussion
Week 11	<p><u>Topic:</u> <i>Learning goal 1: Understand the function and structure of your agency.</i></p> <p><u>Readings:</u> Thomlison and Corcoran Ch. 4: <i>Evidence Based Practices for Supervision</i></p>	<p><u>Poem</u> Temper <u>Poem Interpretation:</u> <i>Negative aspects of losing professional comportment.</i></p> <p><u>Field Week Debrief</u></p> <p><u>Lecture</u> Discussion of chapter reading. Learning how you learn. Different learning styles What is good supervision? Case Study- The Patient in the Next Desk Critical thinking and reflection</p>	Demonstrate a higher level of understanding about the social service delivery system and where their particular agency fits into the overall structure.	Learning Goals Discussion
			Demonstrate an ability to effectively use supervision and the supervisory relationship.	Field Evaluation
			Demonstrate their ability to understand and deliver services at the meso and macro level of practice.	Learning Goals Discussion
Week 12	<p><u>Topic:</u> <i>Learning Goal 5: Learn how to interview a client and write a professional</i></p>	<p><u>Poem</u> The Bar <u>Poem Interpretation:</u> <i>Substance abuse in</i></p>	Demonstrate a higher level of self-awareness with regard to strengths and weaknesses, social work values, and basic practice principles.	Journal Field Evaluation
			Provide constructive criticism to peers with the	Discussion

	<p><i>assessment.</i></p> <p><u>Readings:</u> No specific reading assignment to prepare for this week</p>	<p><i>assessment.</i></p> <p><u>Field Week Debrief</u></p> <p><u>Lecture</u> Role Play How to conduct an Assessment How to look for substance abuse problems</p>	intention of improving services to clients.	
Week 13	<p><u>Topic:</u></p> <p><i>Learning Goal 8: Understand the agency's program outcome measures.</i></p> <p><u>Readings:</u> Thomlison and Corcoran <i>Ch. 13: Gathering Your Own Evidence.</i></p>	<p><u>Poem</u> The Beggar <u>Poem Interpretation:</u> <i>First Impressions</i></p> <p><u>Field Week Debrief</u></p> <p><u>Lecture</u> Case Study- It's My Pleasure Deciding if clients are changing. Gathering evidence of decreases or increases in client's problems, behaviors and evidence that change has occurred. Reflection on personal changes since September</p>	Develop intervention plans that reflect responsiveness to results of differential assessments.	Case study/role play Journal
			Demonstrate effective intervention skills which reflect planning based on a differential assessment.	Field Evaluation
			Demonstrate the ability to integrate the values of social work in their practice with clients, peers, and supervisors in their field placement agency work.	Journal Field Evaluation Discussion
Week 14	<p><u>Topic:</u></p> <p><i>Learning Goal 11: Demonstrate the ability to work with diverse client populations.</i></p> <p><u>Readings:</u></p>	<p><u>Poem</u> <i>The Blind Man</i> <u>Poem Interpretation:</u> <i>What do we close our eyes to?</i></p> <p><u>Field Week Debrief</u></p>	In interactions with clients, exhibit all of the values.	Field Evaluation
			Demonstrates respect for people from diverse backgrounds.	Field Evaluation
			Justify practice decisions based on a positive value of diversity.	Field Evaluation
			Label client circumstances according to the program's definitions of diversity.	Class Discussion Field Evaluation

<p>Thomlison and Corcoran <i>Ch. 14 Guidelines for Assessing Competencies: Preventing Good Placements From Going Bad.</i></p> <p>Assignment Due: <i>Journal</i></p>	<p><u>Lecture</u> Discussion of chapter reading. Case Study: The rehabilitative ideal and the dissimilarities in criminal Justice and Social Work practice. Student assessment –</p> <ul style="list-style-type: none"> <li>• What does it mean?</li> <li>• What is its purpose?</li> <li>• Performance feedback</li> <li>• Handling feedback constructively</li> </ul>	Collaborate with clients to plan interventions that are culturally competent.	Field Evaluation
		Have successfully completed a 220-clock hour reality based experience in a social service setting.	Journal Field Evaluation
		Demonstrate their ability to understand and deliver services at the meso and macro level of practice.	Learning Goals Field Evaluation Student Evaluation of Agency
		Provide constructive criticism to peers with the intention of improving services to clients.	Discussion