

OHIO DOMINICAN UNIVERSITY

SOCIAL WORK PROGRAM

FIELD WORK MANUAL



Revised August 2011

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Introduction

The senior social work field placement and accompanying seminar represent the capstone of the Ohio Dominican University social work program. Throughout the placement students are encouraged to assume increasing levels of responsibility with the expectation that at completion of placement they demonstrate readiness for entry level professional employment as baccalaureate degreed social work practitioners.

In selecting potential placements we are able to draw upon the resources of social service agencies located in central Ohio that represent varied settings serving a wide range of client populations confronting diverse life challenges. The social work program is indebted to the Agency field instructors and field placement Agencies for contributing a vital component of our students' professional and academic preparation.

Social service agencies in central Ohio are welcoming of baccalaureate degreed social workers and employment opportunities are normally abundant. Upon graduation our students frequently receive offers of entry level social work employment within their field placement settings.

Martha Armstrong, Ph.D.
Social Work Program Director

JoNataye Prather, Ph.D.
Field Work Director

Social Work Program Mission Statement

The Ohio Dominican University Social Work Program prepares students for competent entry-level professional practice at the baccalaureate degree level. Integrated with a liberal arts base, the curriculum encompasses both art and science in the creative integration of a body of foundation knowledge, professional values and skills that prepares students for contemporary and future social work practice and education. Within the social work major students are prepared through a person and environment perspective to be of service to people in coping with environmental demands, strengthening their social relationships and enriching their ways of living. The program emphasizes the historical roots of social work with its concern for effecting social and economic justice with and on behalf of vulnerable persons and groups. The curriculum mirrors the ideals of the University in the strong emphasis placed upon knowledge and sensitivity concerning global diversity.

Revised January 2010

Social Work Program Goals

A. KNOWLEDGE

Goal 1.0 Students will acquire foundational knowledge of the social work profession within a generalist, ecological-life span perspective.

B. SKILLS

Goal 2.0 Students will cultivate generic social work skills appropriate to competent entry-level professional social work practice across diverse settings, client populations and life challenges.

C. VALUES

Goal 3.0 Students will integrate the core values of social work with the foundational knowledge and skills of the profession giving particular attention to issues of social and economic justice.

***Social Work Program
Competencies and Practice Behaviors***

Competency: Identify as a professional social worker and conduct oneself accordingly

Practice Behaviors:

- 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
- use supervision and consultation

Competency: Apply social work ethical principles to guide professional practice

Practice Behaviors:

- 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
- apply strategies of ethical reasoning to arrive at principled decisions

Competency: Apply critical thinking to inform and communicate professional judgments

Practice Behaviors:

- distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom
- analyze models of assessment, prevention, intervention and evaluation
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues

Competency: Engage diversity and difference in practice

Practice Behaviors:

- 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
- view themselves as learners and engage those with whom they work as informants

Competency: Advance human rights and social and economic justice

Practice Behaviors:

- understand the forms and mechanisms of oppression and discrimination
- advocate for human rights and social justice
- engage in practices that advance social and economic justice

Competency: Engage in research-informed practice and practice-informed research

Practice Behaviors:

- use practice experience to inform scientific inquiry
- use research evidence to inform practice

Competency: Apply knowledge of human behavior and the social environment

Practice Behaviors:

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

Competency: Engage in policy practice to advance social and economic well-being and to deliver effective social work services

Practice Behaviors:

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

Competency: Respond to contexts that shape practice

Practice Behaviors:

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

Competency: Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities

Practice Behaviors:

- substantively and affectively prepare for action with individuals, families, groups, organizations and communities
- use empathy and other interpersonal skills
- develop a mutually agreed-on focus of work and desired outcomes
- collect, organize and interpret client data
- assess client strengths and limitations
- develop mutually agreed-on intervention goals and objectives
- select appropriate intervention strategies
- initiate actions to achieve organizational goals
- implement prevention interventions that enhance client capacities
- help clients resolve problems
- negotiate, mediate and advocate for clients
- facilitate transitions and endings
- critically analyze, monitor and evaluate interventions

SOCIAL WORK CURRICULUM

COURSE DESCRIPTIONS

SWK 100 Social Problems and Social Policies

3 credits

An introduction to social policy of the American welfare state drawing upon historical background and analytical approaches in making the connections between social problems and social policies. Highlights concerns of the social work profession within the social policy process particularly as these relate to issues of social justice regarding vulnerable population groups and the global interconnections of oppression.

SWK 120 Theory and Practice I: Introduction to the Profession

3 credits

Origin and development of the profession of social work: opportunities for practice including methods and fields with attention to special issues and populations; relationships with other disciplines and contemporary society; intraprofessional and interprofessional issues. Prerequisite: Social Work major or consent of instructor.

SWK 220 Human Behavior in the Social Environment I

3 credits

A survey of theory and research concerning continuities and changes from conception through adolescence as a function of biological, psychological, socio-cultural, and spiritual dimensions of human behavior. Contemporary perspectives central to the practice of social work are incorporated. Content includes ways in which social systems promote or deter people in maintaining or achieving health and well-being. Pre-requisite: PSY 100.

SWK 222 Human Behavior in the Social Environment II **3 credits**

A survey of theory and research concerning continuities and changes that occur during the adult life cycle as a function of biological, psychological, socio-cultural, and spiritual dimensions of human behavior. Contemporary perspectives central to the practice of social work are incorporated. Content includes ways in which social systems promote or deter people in maintaining or achieving health and well-being. Pre-requisite: PY 100.

SWK 320 Theory and Practice II: Direct Services in Social Work **3 credits**

Social science foundations and practice paradigms for direct services: the integration of knowledge, professional values, and skills within a generalist-ecological perspective for direct service at various levels of human systems. Prerequisites: SWK 120 and Social Work major or consent of instructor.

SWK 321 Theory and Practice III: Macro Practice in Social Work **3 credits**

Social science foundations and practice paradigms for macro practice: the integration of knowledge, professional values, and skills within a generalist- ecological perspective for work with organizations and communities. Some sections may include a service-learning component. Prerequisites: SWK 120 and Social Work major or consent of instructor.

SWK 341 Integrating Human Behavior Theories and Social Work Practice **3 credits**

This course examines the utility of a select number of human behavior theories for generalist social work practice in various helping situations. Prerequisites: SWK 220 and SWK 222; junior standing or consent of instructor.

SWK 342 Policy Advocacy Practice **3 credits**

To promote human rights and social and economic justice, social workers are required to engage in policy advocacy practice. This course is skills based, involving students in collaborating for effective policy action by analyzing, formulating and demonstrating leadership in advocating for policies that advance social well-being.

SWK 352 Research Methods **3 credits**

A study of social research procedures including problem definition, formulation of research design, sampling, questionnaire construction, interviewing, experimental design, data tabulation and analysis, and writing a research report. Prerequisite: MTH 140; junior standing or consent of instructor.

SWK/SOC 379B Global Ethnic Relations **3 credits**

This course seeks to empower students to become knowledgeable, caring, and active citizens in a diverse and often ethnically polarized world. The course examines multiple dimensions of global diversity (race, ethnicity, religion); common responses to differences including prejudice, discrimination, segregation, colonization, genocide and positive alternatives such as assimilation and egalitarian pluralism. We will examine ethnic relations in the U.S. and around the world through the lens of history. The course concludes with the ethical basis for seeking social justice via anti-discrimination work and strategies for dismantling discrimination and repairing strained ethnic divides at the individual, institutional, and societal levels. Students will have the

opportunity to translate knowledge into action for social justice through a bridging cultures project. Prerequisite: Core 279 or appropriate transfer status. This course fulfills the diversity, global, and multicultural requirement. This course partially fulfills the Social and Behavioral Science requirement. Not open to students with credit in SOC/SWK 346 or 279D.

SWK 480 Field Work I

6 credits

First semester of year-long field placement under supervision in a local human service agency. The student will spend, at minimum, 200 clock hours in the field. Grades for Field Work will be on a Pass/Fail basis. Prerequisites: senior standing; 2.5 GPA; successful completion of application requirements for field work. (Specific requirements are available in printed form from the division.) A grade of P must be earned to proceed to SWK 481. Corequisite: enrollment in SWK 479A.

SWK 481 Field Work II

6 credits

The second semester of field placement and weekly seminar. The student will spend, at minimum, 200 hours in the field. Grades for field work will be on a Pass/Fail basis. Prerequisite: completion of SWK 480 with a grade of P. Corequisite: enrollment in SWK 483.

SWK 479A Social Work Seminar I

3 credits

The capstone Fieldwork Seminar provides a systematic opportunity to connect the undergraduate senior field work practice experience with the academic program. The purpose of the Seminar is to provide students with an opportunity to share their field work experiences and to explore in some depth competencies in practice (“What have we learned?”). The Seminar will extend the discussion of self in the context of identifying as a professional social worker and conducting oneself accordingly. The discussion of the common good will be extended in the context of engaging, assessing, intervening, and evaluating with individuals, families, groups, organizations and communities. The seminar will extend the discussion of justice in the context of advancing human rights and social and economic justice. Corequisite: Enrollment in SWK 480.

SWK 483 Social Work Seminar II

3 credits

Building upon entry-level competencies acquired during the first semester of this two semester Seminar, capstone fieldwork Seminar II provides a systematic opportunity to connect the undergraduate senior field work practice experience with the academic program. The purpose of the Seminar is to provide students with an opportunity to share their field work experiences and to explore in some depth competencies in practice (“What have we learned?”). The Seminar will extend the discussion of self in the context of identifying as a professional social worker and conducting oneself accordingly. The discussion of the common good will be extended in the context of engaging, assessing, intervening, and evaluating with individuals, families, groups, organizations and communities. The seminar will extend the discussion of justice in the context of advancing human rights and social and economic justice. Corequisite: Enrollment in SWK 481.

BIO 105 Principles of Human Anatomy and Physiology

3 credits

A survey of the morphology and function of the human body. The intent of this course is to provide each student with the intellectual competence to manage his/her own health concerns; laboratory included.

or

BIO 107 Principles of Biology**4 credits**

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A survey of the basic concepts of biology including cell physiology, classical and molecular genetics, ecology, evolution, and plant anatomy and physiology; laboratory included.

MTH 140 Introduction to Statistics**3 credits**

An introduction to the basic concepts and computations used in statistical analysis as well as their application to problems in other disciplines, especially biology, business, education, and social sciences. Topics include the description of data graphically and numerically, the collection of data via samples and experiments, and the process of drawing inferences or conclusions from data. The laboratory component of the course emphasizes conceptual understanding, interpretation of statistical quantities, and written/oral communication and will require the use of mathematical software. Prerequisite: MTH 125 or placement.

PSY 100 Introduction to Psychology**3 credits**

A survey course on the basic principles of psychology and their applications to human behavior and social problems. Multiple perspectives emerging from different philosophical and socio-historical contexts are used to examine domains of human thought and behavior. Topics include research methods, human development, gender differences, learning and cognition, psychobiology, motivation, personality, abnormal behavior, methods of treatment, and the impact of social situations and culture on behavior.

SOC 101 Introduction to Sociology**3 credits**

A survey of the basic concepts of sociological analysis of human behavior. Topics include culture and socialization; deviance and social control; stratification and social class; inequalities of gender, race, ethnicity, and class; collective behavior and social change; and the role of social institutions in society including family, health care, education, religion, politics, and the economy. Some sections may include a service-learning component. This course fulfills the diversity, global, and multicultural requirement.

Field Work Education Goals Statement

The undergraduate field placement experience contributes to social work education by providing a setting in which entry level competencies can be mastered and where performance can be judged against organizational, educational and professional standards.

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of

equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students

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demonstrate the achievement of program competencies (Council on Social Work Education, 2008 EPAS).

Responsibilities of Field Agencies and Field Instructors

As articulated within the *Field Work Placement Agreement* (Appendix A) between the community social service Agency and the Ohio Dominican University Social Work Program for the provision of field placement experiences on behalf of social work students, agencies and field instructors are selected based upon their ability and willingness to:

1. Provide field work learning opportunities appropriate for entry-level social work practitioners and which meet the Social Work Program Instructional Objectives;
2. Identify a Field Instructor who holds a CSWE-accredited MSW degree and has a minimum of two years post BSW or post MSW practice experience, and who will have primary responsibility for orienting the student, assigning and monitoring the student's learning activities, maintaining regular supervisory conference time, providing instruction to integrate theory and practice, and evaluating the student's field work performance.
3. Support the student's position as a potential social worker by promoting appropriate relationships with other Agency staff and arranging for suitable student work space.

Responsibilities of the Social Work Program Faculty

The Ohio Dominican University Social Work Program agrees to:

1. Apply as effectively as possible screening criteria in order to insure that students are adequately prepared for placement.
2. Recommend the placement of students on the basis of the suitability of the Agency's program to meet the educational needs and interests of the students.
3. Provide field instruction materials including general information about the field work program, its educational objectives, and evaluative materials.
4. Ensure adequate communication through the University faculty liaison so that the Social Work Program Instructional Objectives and expectations can be understood and any concerns or problems addressed promptly.
5. Work with the students in a weekly seminar to connect the field work experience with the academic program.

6. Withdraw any student from field placement for reasons of health, performance, or other reasonable cause upon the concurrence of the Agency field work instructor and the University faculty liaison.
7. Make available to the Agency any opportunities developed to increase the skills of those participating in the field work placement program.

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8. Issue to the Agency a fee waiver certificate for each 400 hours of placement by an ODU student, valid for one year from June 30 following the date of issue. Each certificate (excepting partial certificates) will be accepted by the University as payment in full for the regular tuition charges for one full four (or fewer) semester hour undergraduate course exclusive of LEAD program courses taken at the University.
Partial certificates will be prorated in the case of field placements of fewer than 400 student clock hours (e.g., a partial certificate to be accepted as payment for two semester credits of coursework will be issued for 200 clock hours of placement).
9. Provide a field instructor with a CSWE-accredited MSW degree and a minimum of two years post BSW or post MSW practice experience in the event that the assigned field instructor with the requisite qualifications leaves the Agency in which the student is placed, and an alternate field instructor with the same qualifications is not available within the Agency.

Policy Regarding Social Work Credit for Life or Work Experience

In keeping with the educational standards of the Council on Social Work Education, the Ohio Dominican University social work program does not grant social work course credit for previous life or work experience in whole or part, in lieu of field practicum or for courses in the professional foundation areas as specified in the Curriculum Policy Statement of CSWE. Social work courses include all courses identified in the Ohio Dominican University Course Catalog as SWK requirements for the baccalaureate degree in social work.

Policies Regarding Social Work Field Placement in Agency in Which Student Is Employed

Requirements for all social work field placements in an Agency in which a student is employed are as follows:

The assigned Agency field instructor must be a master's degreed social worker who is not the student's employment supervisor.

Student learning opportunities including assigned tasks must be appropriate to undergraduate social work field work education and demonstrably distinct from the student's employment functions.

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If, with the employer's approval, the student's scheduled hours of field work placement are part of the student's employment work schedule, these field placement hours must be in blocks of no less than three hours at a time and cannot be carried out concurrently with employment duties.

Prerequisites to Enrolling in Field Placement Courses

Prerequisites for enrollment in SWK 480 *Field Work I* include: senior standing and 2.5 GPA. A grade of P (passing) must be earned to proceed to SWK 481 *Field Work II*. Corequisites include enrollment in SWK 479A *Social Work Seminar I* and SWK 483 *Social Work Seminar II* (Appendix B).

Responsibilities of Students in Field Placement

The social work curriculum includes a requirement that students complete a minimum of 400 clock hours under supervision in a local human service agency within a yearlong social work field placement beginning in the Fall semester. The student, in consultation with the field work instructor, is responsible for setting up a regular field schedule, i.e., the days and hours each week when he/she is to be in the placement setting. The student is expected to spend at least 14 hours each week in the field agency in blocks of no less than 3 or 4 hours.

As indicated within the syllabi for *Field Work I* and *Field Work II*, the student is expected to fulfill all required assignments in the field agency as conscientiously and expeditiously as possible. During the initial weeks of each semester, a written *Field Learning Agreement* (Appendix C) is to be completed by the student and his/her field instructor. This serves as an instrument to facilitate the projection of learning activities related to the educational objectives of field work. This document can serve as a companion to the evaluation.

Accompanying the field placement is a weekly Seminar that provides a systematic opportunity to connect the field work practice experience with the academic program. The purpose of the seminar is to provide students with an opportunity to share their field

work experience and to explore in some depth topics and issues as these are related to the objectives of the field work program.

Placement of Field Work Students

Following completion of the *Field Work Application* (Appendix D), students who will be enrolling in Field Work and Seminar the following Fall semester meet with The Field Work Director during the Spring semester to discuss potential placements. Effort is made

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to accommodate appropriate requests on the part of the student concerning placement settings and client populations. The Field Work Director then contacts one or more Agencies to determine interest in discussing placement of the student in light of the Program's requirements for field work provider agencies. Normally the Field Work Director accompanies the student to the initial interview with prospective field agency gatekeepers and the potential field instructor. A social work Faculty member is assigned to monitor the placement by means of periodic telephone contact and, at a minimum, one Agency meeting to include the field instructor, the liaison, and the student during each semester. Additional meetings are scheduled whenever a need is identified by any of the parties to the placement. Students normally spend both semesters in the same placement.

Safety

Field work students have a right and responsibility to exercise precautions in order to reduce risks to their own safety. Students are expected to strictly follow field agency policies and procedures designed to ensure personal safety and reduce risk to agency employees, students and clients. Certain practice settings present more risk than others, the potential sources of harm including infectious diseases, biohazards, and contact with persons who have tendencies toward the use of violence, and/or are dealing with emotionally charged situations and concerns. Students are expected to make any concerns regarding safety known to agency staff and field work faculty and should decline to engage in an activity, e.g., making an unaccompanied home visit to a client, that the student does not consider safe.

ODU Sexual Violence And Harassment Policy

Ohio Dominican reaffirms the principle that students, faculty, and staff have a right to be free from discrimination in any form. Actions, words, jokes, or comments based on an individual's sex, race, national origin, age, sexual orientation, disability, religion, or any other legally protected characteristic will not be tolerated. Refer to the *ODU 2011-2012 Student Handbook* for the Sexual Violence And Harassment Policy and Procedures).

Student Schedule in Field Placement

The student, in consultation with the field work instructor, is responsible for setting up a regular field schedule, i.e., the days and hours each week when he/she is to be in the placement setting. The student is expected to spend at least 14 hours each week in the field agency in blocks of no less than 3 or 4 hours. The student is also responsible for keeping a count of the cumulative number of field hours completed, and for completing the *Monthly Documentation of Field Work Hours* form (Appendix F), to be signed by both the field instructor and the student, and forwarded by the student to the field liaison no later than the fifth day of the following month.

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Monitoring of Field Placements

A social work faculty liaison is assigned to monitor each field placement by means of periodic telephone contact and, at a minimum, one Agency meeting to include the field instructor, the liaison, and the student during each semester. Additional meetings are scheduled whenever a need is identified by any of the parties to the placement.

Premature Termination of Field Placement

As articulated within the *Field Work Placement Agreement* (Appendix A), the Social Work Program agrees to withdraw any student from field placement for reasons of health, performance, or other reasonable cause upon the concurrence of the Agency field work director and the faculty liaison.

Evaluation Procedures

Grading Policy

Student learning in field work is evaluated from a developmental perspective with consistent progress across two semesters in moving toward integrating foundational knowledge, professional values and skills required for entry-level baccalaureate practice. A formal written evaluation of the field work student's performance is scheduled toward the end of each of the two semesters of placement. The student's performance is compared with a norm of other (potential) entry-level social work practitioners according to the following scale:

Letter Grade

P (Pass)

Level of Performance

Demonstration of a minimum of 70% (115 of 164 possible points earned) overall performance specific to the the student competencies delineated

within the *End of Semester Social Work Field Placement Evaluation form* (Appendix E).

F (Fail)

Demonstration of less than 70% (115 of 164 possible points earned) overall performance specific to the student competencies delineated within the *End of Semester Social Work Field Placement Evaluation form*.

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The final grade for the semester is based upon the collaborative judgment of the field instructor, the field work liaison and the Field Work Director. The student is required to complete a self-evaluation of field work performance at the end of the semester using the *End of Semester Social Work Field Placement Evaluation* and to submit this to the field work instructor prior to the evaluation conference. This self-evaluation can provide one basis for discussion in terms of agreement or disagreement about the quality of performance. The field work instructor is responsible for preparing the final report. In addition to participating in the evaluation conference, each student is required to review and sign the evaluation before it is submitted to the field work liaison. The student's signature does not denote agreement concerning content but rather affirms that the student has had an opportunity to read and discuss the evaluation with the field instructor. The student may submit a written addendum to the evaluation. The addendum must be reviewed and signed by the field instructor. Completion of SWK 480 *Field Work I* with a grade of P is required to proceed to SWK 481 *Field Work II*.

University Academic Calendar

Refer to Appendix G.

APPENDIX A



FIELD WORK PLACEMENT AGREEMENT

This is an agreement between

(hereinafter referred to as "Agency") and the Ohio Dominican University Social Work Program for the provision of field placement experiences for social work students. This agreement shall be in effect for the period of

_____ to _____.

**THE OHIO DOMINICAN UNIVERSITY SOCIAL WORK PROGRAM
AGREES TO:**

1. Apply as effectively as possible screening criteria in order to insure that students are adequately prepared for placement.
2. Recommend the placement of students on the basis of the suitability of the Agency's program to meet the educational needs and interests of the students.
3. Provide field instruction materials including general information about the field work program, its educational objectives, and evaluative materials.
4. Ensure adequate communication through the University faculty liaison so that the Social Work Program Instructional Objectives and expectations can be understood and any concerns or problems addressed promptly.
5. Work with the students in a weekly seminar to connect the field work Experience with the academic program.
6. Withdraw any student from field placement for reasons of health,

- performance, or other reasonable cause upon the concurrence of the Agency field work instructor and the University faculty liaison.
7. Make available to the Agency any opportunities developed to increase the skills of those participating in the field work placement program.
 8. Issue to the Agency a fee waiver certificate for each 400 hours of Placement by an ODC student, valid for one year from June 30 following the date of issue. Each certificate (excepting partial certificates) will be accepted by the University as payment in full for the regular tuition charges for one full four (or fewer) semester hour undergraduate course exclusive of Lead program courses taken at the University. Partial certificates will be prorated in the case of field placements of fewer than 400 student clock hours (e.g., a partial certificate to be accepted as payment for two semester credits of coursework will be issued for 200 clock hours of placement).

2.

9. Provide a field instructor with a CSWE-accredited MSW degree and a minimum of two years post BSW or post MSW practice experience in the event that the assigned field instructor with the requisite qualifications leaves the Agency in which in which the student is placed, and an alternate field instructor with the same qualifications is not available within the Agency.

THE AGENCY AGREES TO:

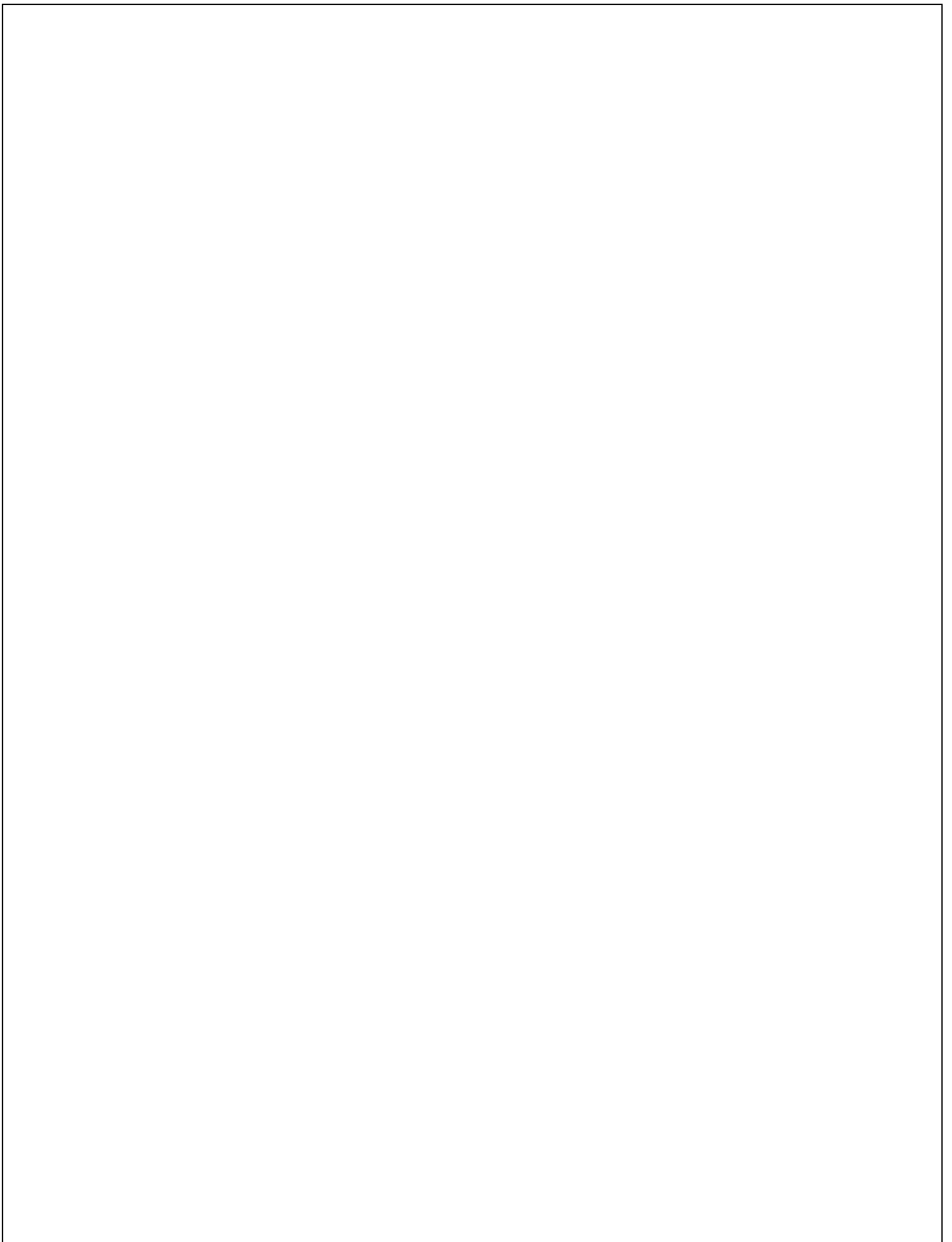
1. Provide field work learning opportunities appropriate for entry-level social work practitioners and which meet the Social Work Program Instructional Objectives;
2. Identify a Field Instructor who holds a CSWE-accredited MSW degree and has a minimum of two years post BSW or post MSW practice experience, and who will have primary responsibility for orienting the student, assigning and monitoring the student's learning activities, maintaining regular supervisory conference time, providing instruction to integrate theory and practice, and evaluating the student's field work performance.
3. Support the student's position as a potential social worker by promoting appropriate relationships with other Agency staff and arranging for suitable student work space.

The terms of this agreement are accepted by:

Authorizing Agency Representative
Date

Field Work Director, Ohio Dominican University Social Work
Program
Date

APPENDIX B



SWK 480

FIELD WORK I

FALL 2011

Field Work Director: Dr. JoNataye Prather

Office: 308C Erskine Hall

Phone: 614/251-4739

Office Hours: Tuesday, 10:00 a.m.-11:30 a.m.

Thursday, 10:00 a.m.-12:00 p.m.

Available by appointment

I. COURSE GOALS STATEMENT

The undergraduate field placement experience contributes to social work education by providing a setting in which entry level competencies can be mastered and where performance can be judged against organizational, educational and professional standards.

II. INSTRUCTIONAL GOALS AND OBJECTIVES

A. Knowledge

Goal 1.0: Students will acquire foundation knowledge of the social work profession within a generalist, ecological-life-span perspective.

Learning Objectives:

The student will:

- 1.1 recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, create or enhance privilege and power;
- 1.2 recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- 1.3 understand the forms and mechanisms of oppression and discrimination; and
- 1.4 continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

B. Skills

Goal 2.0: Students will cultivate generic social work skills appropriate to competent entry-level professional social work practice across diverse settings, client populations and life challenges.

Learning Objectives:

The student will:

- 2.1 learn to apply course material to improve thinking, problem solving and decisions (IDEA outcome)
- 2.2 develop specific skills and competencies needed by professionals in social work (IDEA outcome);
- 2.3 acquire skills in working with others as a member of a team (IDEA outcome);
- 2.4 advocate for client access to the services of social work;
- 2.5 distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom;
- 2.6 analyze models of assessment, prevention, intervention, and evaluation;
- 2.7 demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues;
- 2.8 view themselves as learners and engage those with whom they work as informants;
- 2.9 advocate for human rights and social and economic justice;
- 2.10 engage in practices that advance social and economic justice;

- 2.11 use practice experience to inform scientific inquiry;
- 2.12 use research evidence to inform practice;
- 2.13 utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation;
- 2.14 critique and apply knowledge to understand person and environment;
- 2.15 analyze, formulate, and advocate for policies that advance social well-being;
- 2.16 collaborate with colleagues and clients for effective policy action;
- 2.17 continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services;
- 2.18 provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services;
- 2.19 substantively and affectively prepare for action with individuals, families, groups, organizations and communities;
- 2.20 use empathy and other interpersonal skills;
- 2.21 develop a mutually agreed-on focus of work and desired outcomes;
- 2.22 collect, organize and interpret client data;
- 2.23 assess client strengths and limitations;
- 2.24 develop mutually agreed-on intervention goals and objectives;
- 2.25 select appropriate intervention strategies;
- 2.26 initiate actions to achieve organizational goals;
- 2.27 implement prevention interventions that enhance client capacities;
- 2.28 help clients resolve problems;
- 2.29 negotiate, mediate and advocate for clients;
- 2.30 facilitate transitions and endings; and

2.31 critically analyze, monitor and evaluate interventions.

C. Values

Goal 3.0 Students will integrate the core values of social work with the foundational knowledge and skills of the profession giving particular attention to issues of social and economic justice.

Learning Objectives:

The student will:

- 3.1 develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course (IDEA outcome);
- 3.2 practice personal reflection and self-correction to assure continual professional development;
- 3.3 attend to professional roles and boundaries;
- 3.4 demonstrate professional demeanor in behavior, appearance and communications;
- 3.5 engage in career-long learning;
- 3.6 use supervision and consultation;
- 3.7 recognize and manage personal values in a way that allows professional values to guide practice;
- 3.8 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;
- 3.9 tolerate ambiguity in resolving ethical conflicts;
- 3.10 apply strategies of ethical reasoning to arrive at principled decisions; and
- 3.11 gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

III. INSTRUCTIONAL PROCEDURES

A. BASIC METHODOLOGY

The student will spend, at minimum, 200 hours in an agency field placement pursuing field learning activities under the supervision of a designated field work instructor.

B. DISABILITY SERVICES

Students with a documented disability who wish to request reasonable accommodations should contact the Disability Services Office first to request accommodations, and then meet with their instructors. Accommodation arrangements should be made during the first two weeks of the semester. Please note: accommodations are not retroactive. Students must contact the Disability Services Office prior to every semester that accommodations are needed. The Disability Services Office is located in the Advising Center, 105 Erskine Hall, 614.251.4233; email disabilityservices@ohiodominican.edu

C. GRADING CRITERIA, DEADLINE POLICY

1. Preparation and participation: The student is expected to fulfill all required assignments in the field agency as conscientiously and expeditiously as possible.
2. Grading Scale: This course will be graded on a Pass/Fail basis.
3. Point Scale: The student's performance will be compared with a norm of other (potential) entry-level social work practitioners according to the following scale:

<u>Letter Grade</u>	<u>Level of Performance</u>
P	Demonstration of a minimum of 70% (115 out of 164 possible points) or above overall performance points specific to the student competencies delineated within the <i>End of Semester Social Work Field Placement Evaluation</i> form.
F	Demonstration of less than 70% (fewer than 115 out of 164 possible points) overall performance points specific to the student competencies delineated within the <i>End of Semester Social Work Field Placement</i> form.

The final grade for the semester will be based upon the collaborative judgment of the field instructor and the field work director. The student is required to complete a self-evaluation of field work performance at the end of the semester using the attached *End of Semester Social Work Field Placement Evaluation* and to submit this to the field work instructor prior to the evaluation conference. This self-evaluation can provide one basis for discussion in terms of agreement or disagreement about the quality of performance. The field work instructor is responsible for preparing the final report. In addition to participating in the evaluation conference, each student is required to review and sign the evaluation before it is submitted to the field work liaison. The student's signature does not denote agreement concerning content but rather affirms that the student has had an opportunity to read and discuss the

evaluation with the field instructor. The student may submit a written addendum to the evaluation. The addendum must be reviewed and signed by the field instructor.

IV. STUDENT REQUIREMENTS

A. ATTENDANCE

The student, in consultation with the field work instructor, is responsible for setting up a regular field schedule, i.e., the days and hours each week when he/she is to be in the placement setting. The student should plan to spend at least 14 hours each week in the field agency in blocks of no less than 3 or 4 hours. The student is also responsible for keeping a count of the cumulative number of field hours completed, and for completing the *Monthly Documentation of Field Work Hours* form, to be signed by both the field instructor and the student, and forwarded by the student to the field director no later than the fifth day of the following month.

B. ASSIGNMENTS

The attached sample *Field Learning Agreement* is to be completed by the student and his/her field instructor and can serve as an instrument to facilitate the projection of learning activities related to the educational objectives of field work. This document can be referred to during the semester and can serve as a companion to the evaluation outline. Normally the completed field learning agreement must be submitted to the Field Work Director no later than the beginning of the fifth week of the semester in order for the student to continue in field placement.

V. REQUIRED TEXTS

There are no required texts for this course. Students are encouraged to read selections of their choice from Section VII. SUPPLEMENTAL BIBLIOGRAPHY.

VI. TENTATIVE SCHEDULE

August 22 - field placement begins

November 23 - Thanksgiving break begins

November 28 - weekday classes resume

December 9 - last day of weekday classes
end of semester evaluation due

VII. SUPPLEMENTAL BIBLIOGRAPHY

- Abbot, A. A. "Professional Conduct." In Mizrahi, Terry and Davis, Larry E., Eds. *The Encyclopedia of Social Work*. 20th Edition. Washington, DC: NASW Press/Oxford University Press, 2008.
- Child Welfare League of America. *CWLA Best Practice Guidelines: Behavior Management*. Washington, DC: Author, 2002.
- _____. *CWLA Best Practice Guidelines: Child Maltreatment in Foster Care*. Author, 2003.
- Danowski, William. *In the Field: A Real-Life Survival Guide for the Social Work Internship*. New York: Allyn & Bacon, 2005.
- Grobman, Linda May, Ed. *The Field Placement Survival Guide: What You Need To Know To Get The Most From Your Social Work Practicum*. Harrisburg, PA: White Hat Communications, 2002.
- Horejsi, Charles R., and Garthwait, Cynthia L. *The Social Work Practicum*. Second edition. Boston: Allyn and Bacon, 2002.
- Loewenberg, F. M., and Dolgoff, R. *Ethical Decisions for Social Work Practice*. Pacific Grove, California: Thomson, 2000.
- Newhill, Christina E. *Client Violence In Social Work Practice: Prevention, Intervention, And Research*. New York: Guilford Press, 2003.
- Madden, Robert G. *Essential Law For Social Workers*. New York: Columbia University Press, 2003.
- National Association of Social Workers. *Code of Ethics*. Washington, DC: NASW Press, 1997.
- Newhill, Christina. *Client Violence In Social Work Practice: Prevention, Intervention, And Research*. New York: Guilford Press, 2003.
- Pollack, Daniel. *Social Work and the Courts*. New York: Brunner-Routledge, 2003.
- Reamer, Frederic G. *Tangled Relationships: Managing Boundary Issues in the Human Services*. New York: Columbia University Press, 2001.
- Rothman, Juliet Cassuto. *Stepping Out Into The Field*. Boston: Allyn and Bacon, 2000.
- Royse, David, Dhooper, Surjit Singh, and Rompf, Elizabeth Lewis. *Field*

Instruction: A Guide For Social Work Students. 4th edition. New York: Allyn and Bacon, 2003.

Westerfelt, Alex, and Dietz, Tracy. *Planning And Conducting Agency-Based Research.* 3rd edition. Boston: Allyn and Bacon, 2005.

_____. *The Field Placement Survival Guide: What You Need To Know To Get The Most From Your Social Work Practicum.* Harrisburg, PA: White Hat Communications, 2002.

SWK 481

FIELD WORK II

SPRING 2012

Field Work Director: Dr. JoNataye Prather

Office: 308B Erskine Hall

Phone: 614/251-4739

Office Hours: Monday, 1:30-2:30 p.m.

Tuesday, 10:00-11:30 a.m.

Thursday, 10:00-11:30 a.m.

I. COURSE GOALS STATEMENT

The undergraduate field placement experience contributes to social work education by providing a setting in which entry level competencies can be mastered and where performance can be judged against organizational, educational and professional standards.

II. INSTRUCTIONAL GOALS AND OBJECTIVES

A. KNOWLEDGE

Goal 1.0: Students will acquire foundational knowledge of the social work profession within a generalist, ecological-life span perspective.

Learning Objectives:

Building upon the competencies acquired during the first semester of this two-semester field placement, the student will:

- 1.1 recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, create or enhance privilege and power;
- 1.2 recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- 1.3 understand the forms and mechanisms of oppression and discrimination; and
- 1.4 continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

B. SKILLS

Goal 2.0: Students will cultivate generic social work skills appropriate to competent entry-level professional social work practice across diverse settings, client populations and life challenges.

Learning Objectives:

Building upon the competencies acquired during the first semester of this two-semester field placement, the student will:

- 2.1 learn to apply course material to improve thinking, problem solving and decisions (IDEA outcome);
- 2.2 develop specific skills and competencies needed by professionals in social work (IDEA outcome);
- 2.3 acquire skills in working with others as a member of a team (IDEA outcome);
- 2.4 advocate for client access to the services of social work;
- 2.5 distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom;

- 2.6 analyze models of assessment, prevention, intervention and evaluation;
- 2.7 demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues;
- 2.8 view themselves as learners and engage those with whom they work as informants;
- 2.9 advocate for human rights and social and economic justice;
- 2.10 engage in practices that advance social and economic justice;
- 2.11 use practice experience to inform scientific inquiry;
- 2.12 use research evidence to inform practice;
- 2.13 utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation;
- 2.14 critique and apply knowledge to understand person and environment;
- 2.15 analyze, formulate and advocate for policies that advance social well-being;
- 2.16 collaborate with colleagues and clients for effective policy action;
- 2.17 continuously discover, appraise and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services;
- 2.18 provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services;
- 2.19 substantively and affectively prepare for action with individuals, families, groups, organizations and communities;
- 2.20 use empathy and other interpersonal skills;
- 2.21 develop a mutually agreed-on focus of work and desired outcomes;
- 2.22 collect, organize and interpret client data;
- 2.23 assess client strengths and limitations;
- 2.24 develop mutually agreed-on intervention goals and objectives;
- 2.25 select appropriate intervention strategies;

- 2.26 initiate actions to achieve organizational goals;
- 2.27 implement prevention interventions that enhance client capacities;
- 2.28 help clients resolve problems;
- 2.29 negotiate, mediate and advocate for clients;
- 2.30 facilitate transitions and endings; and
- 2.31 critically analyze, monitor and evaluate interventions.

C. VALUES

Goal 3.0: Students will integrate the core values of social work with the foundational knowledge and skills of the profession giving particular attention to issues of social and economic justice.

Learning Objectives:

Building upon the competencies acquired during the first semester of this two-semester field placement, the student will:

- 3.1 develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course (IDEA outcome);
- 3.2 practice personal reflection and self-correction to assure continual professional development;
- 3.3 attend to professional roles and boundaries;
- 3.4 demonstrate professional demeanor in behavior, appearance and communications;
- 3.5 engage in career-long learning;
- 3.6 use supervision and consultation;
- 3.7 recognize and manage personal values in a way that allows professional values to guide practice;
- 3.8 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;

- 3.9 tolerate ambiguity in resolving ethical conflicts;
- 3.10 apply strategies of ethical reasoning to arrive at principled decisions; and
- 3.11 gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

III. INSTRUCTIONAL PROCEDURES

A. BASIC METHODOLOGY

The student will spend, at minimum, 200 hours in an agency field placement pursuing field learning activities under the supervision of a designated field work instructor.

B. DISABILITY SERVICES

Students with a documented disability who wish to request reasonable accommodations should contact the Disability Services Office first to request accommodations, and then meet with their instructors. Accommodation arrangements should be made during the first two weeks of the semester. Please note: accommodations are not retroactive. Students must contact the Disability Services Office prior to every semester that accommodations are needed. The Disability Services Office is located in the Advising Center, 105 Erskine Hall, 614.251.4233, and the e-mail is disabilityservices@ohiodominican.edu

C. GRADING CRITERIA, DEADLINE POLICY

1. Preparation and participation: The student is expected to fulfill all required assignments in the field agency as conscientiously and expeditiously as possible.
2. Grading Scale: This course will be graded on a Pass/Fail basis.
3. Point Scale: The student's performance will be compared with a norm of other (potential) entry-level social work practitioners according to the following scale:

<u>Letter Grade</u>	<u>Level of Performance</u>
P	Demonstration of a minimum of 70% (115 out of 164 possible points) or above overall performance specific to the student competencies delineated within the <i>End of Semester Social Work Field Placement Evaluation</i> form.
F	Demonstration of less than 70% (fewer than 115 out of

164 possible points) overall performance specific to the student competencies delineated within the *End of Semester Social Work Field Placement* form.

The final grade for the semester will be based upon the collaborative judgment of the field instructor and the field work director. The student is required to complete a self-evaluation of field work performance at the end of the semester using the attached *End of Semester Social Work Field Placement Evaluation* and to submit this to the field work instructor prior to the evaluation conference. This self-evaluation can provide one basis for discussion in terms of agreement or disagreement about the quality of performance. The field work instructor is responsible for preparing the final report. In addition to participating in the evaluation conference, each student is required to review and sign the evaluation before it is submitted to the field work liaison. The student's signature does not denote agreement concerning content but rather affirms that the student has had an opportunity to read and discuss the evaluation with the field instructor. The student may submit a written addendum to the evaluation. The addendum must be reviewed and signed by the field instructor.

IV. STUDENT REQUIREMENTS

A. ATTENDANCE

The student, in consultation with the field work instructor, is responsible for setting up a regular field schedule, i.e., the days and hours each week when he/she is to be in the placement setting. The student should plan to spend at least 14 hours each week in the field agency in blocks of no less than 3 or 4 hours. The student is also responsible for keeping a count of the cumulative number of field hours completed, and for completing the *Monthly Documentation of Field Work Hours* form, to be signed by both the field instructor and the student, and forwarded by the student to the field director no later than the fifth day of the following month.

B. ASSIGNMENTS

At the beginning of the semester the *Field Learning Agreement* completed during the first semester of field placement is to be reviewed by the student and his/her field instructor to facilitate further development of previously agreed upon learning activities and to identify additional learning activities that permit the student to demonstrate practice behaviors for each social work competency. This document can be referred to during the semester and can serve as a companion to the *End of Semester Evaluation*. Normally the completed *Field Learning Agreement* must be submitted to the field director no later than the beginning of the fifth week of the semester in order for the student to continue in placement.

V. REQUIRED TEXTS

There are no required texts for this course. Students are encouraged to read selections of their choice from section VII. SUPPLEMENTAL BIBLIOGRAPHY.

VI. TENTATIVE SCHEDULE

January 17 - field placement begins

March 11 - Spring break begins

March 16 - evening classes resume

April 5 - Easter break begins

April 9 - evening classes resume

May 4 - last day of weekday classes, end of semester evaluation due

VII. SUPPLEMENTAL BIBLIOGRAPHY

Abbot, A. A. "Professional Conduct." In Mizrahi, Terry and Davis, Larry E., Eds. *The Encyclopedia of Social Work*. 20th Edition. Washington, DC: NASW Press/Oxford University Press, 2008.

Child Welfare League of America. *CWLA Best Practice Guidelines: Behavior Management*. Washington, DC: Author, 2002.

_____. *CWLA Best Practice Guidelines: Child Maltreatment in Foster Care*. Author, 2003.

Danowski, William. *In the Field: A Real-Life Survival Guide for the Social Work Internship*. New York: Allyn & Bacon, 2005.

Grobman, Linda May, Ed. *The Field Placement Survival Guide: What You Need To Know To Get The Most From Your Social Work Practicum*. Harrisburg, PA: White Hat Communications, 2002.

Horejsi, Charles R., and Garthwait, Cynthia L. *The Social Work Practicum*. Second edition. Boston: Allyn and Bacon, 2002.

Loewenberg, F. M., and Dolgoff, R. *Ethical Decisions for Social Work Practice*. Pacific Grove, California: Thomson, 2000.

- Newhill, Christina E. *Client Violence In Social Work Practice: Prevention, Intervention, And Research*. New York: Guilford Press, 2003.
- Madden, Robert G. *Essential Law For Social Workers*. New York: Columbia University Press, 2003.
- National Association of Social Workers. *Code of Ethics*. Washington, DC: NASW Press, 1997.
- Newhill, Christina. *Client Violence In Social Work Practice: Prevention, Intervention, And Research*. New York: Guilford Press, 2003.
- Pollack, Daniel. *Social Work and the Courts*. New York: Brunner-Routledge, 2003.
- Reamer, Frederic G. *Tangled Relationships: Managing Boundary Issues in the Human Services*. New York: Columbia University Press, 2001.
- Rothman, Juliet Cassuto. *Stepping Out Into The Field*. Boston: Allyn and Bacon, 2000.
- Royse, David, Dhooper, Surjit Singh, and Rompf, Elizabeth Lewis. *Field Instruction: A Guide For Social Work Students*. 4th edition. New York: Allyn and Bacon, 2003.
- Westerfelt, Alex, and Dietz, Tracy. *Planning And Conducting Agency-Based Research*. 3rd edition. Boston: Allyn and Bacon, 2005.
- _____. *The Field Placement Survival Guide: What You Need To Know To Get The Most From Your Social Work Practicum*. Harrisburg, PA: White Hat Communications, 2002.

SWK 479A

SOCIAL WORK SEMINAR I

FALL 2011

Instructor: Dr. Martha Armstrong

Office: 229 Erskine Hall

Phone: 614/251-4631

Office Hours: Monday, 9:00-11:30 a.m.

Tuesday, 10:00-11:30 a.m.

Other times by appointment

I. COURSE GOALS STATEMENT

The capstone fieldwork seminar provides a systematic opportunity to connect the undergraduate senior field work practice experience with the academic program. The undergraduate field placement experience contributes to social work education by providing a setting in which the integration and application of entry level competencies can be demonstrated in practice with individuals, families, groups, organizations and communities. The purpose of the seminar is to provide students with an opportunity to share their field work experiences and to explore in some depth competencies in practice ('What have we learned?').

The seminar will extend the discussion of self in the context of identifying as a professional social worker and conducting oneself accordingly. The discussion of the common good will be extended in the context of engaging, assessing, intervening, and evaluating with individuals, families, groups, organizations and communities. The seminar will extend the discussion of justice in the context of advancing human rights and social and economic justice.

II. INSTRUCTIONAL GOALS AND OBJECTIVES

A. Knowledge

Goal 1.0: Students will acquire foundational knowledge of the social work profession within a generalist, ecological-life span perspective.

Learning Objectives:

The student will:

- 1.1 Relate questions raised in the Core Seminars to the search for knowledge in the social work profession;
- 1.2 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, create or enhance privilege and power;
- 1.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences;
- 1.4 Understand the forms and mechanisms of oppression and discrimination; and
- 1.5 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

B. Skills

Goal 2.0: Students will cultivate generic social work skills appropriate to competent entry-level professional social work practice across diverse settings, client populations and life challenges.

Learning Objectives:

The student will:

- 2.1 Learn to apply course material to improve thinking, problem solving, and decisions (IDEA outcome);
- 2.2 Develop specific skills and competencies needed by professionals in social work (IDEA outcome);
- 2.3 Learn to analyze and critically evaluate ideas, arguments, and points of view (IDEA outcome);
- 2.4 Advocate for client access to the services of social work;
- 2.5 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom;
- 2.6 Analyze models of assessment, prevention, intervention, and evaluation;
- 2.7 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues;
- 2.8 View themselves as learners and engage those with whom they work as informants;
- 2.9 Advocate for human rights and social and economic justice;
- 2.10 Engage in practices that advance social and economic justice;
- 2.11 Use practice experience to inform scientific inquiry;
- 2.12 Use research evidence to inform practice;
- 2.13 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;
- 2.14 Critique and apply knowledge to understand person and environment;
- 2.15 Analyze, formulate, and advocate for policies that advance social well-being;
- 2.16 Collaborate with colleagues and clients for effective policy action;
- 2.17 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services;

- 2.18 Substantively and affectively prepare for action with individuals, families, groups, organizations and communities;
- 2.19 Use empathy and other interpersonal skills;
- 2.20 Develop a mutually agreed-on focus of work and desired outcomes;
- 2.21 Collect, organize, and interpret client data;
- 2.22 Assess client strengths and limitations;
- 2.23 Develop mutually agreed-on intervention goals and objectives;
- 2.24 Select appropriate intervention strategies;
- 2.25 Initiate actions to achieve organizational goals;
- 2.26 Implement prevention interventions that enhance client capacities;
- 2.27 Help clients resolve problems;
- 2.28 Negotiate, mediate, and advocate for clients;
- 2.29 Facilitate transitions and endings; and
- 2.30 Critically analyze, monitor, and evaluate interventions.

C. Values

Goal 3.0 Students will integrate the core values of social work with the foundational knowledge and skills of the profession giving particular attention to issues of social and economic justice.

Learning Objectives:

The student will:

- 3.1 Recognize the value of using multiple methods for exploring significant questions;
- 3.2 Develop points of view needed by professionals in social work (IDEA outcome);
- 3.3 Practice personal reflection and self-correction to assure continual professional development;
- 3.4 Attend to professional roles and boundaries;

- 3.5 Demonstrate professional demeanor in behavior, appearance and communications;
- 3.6 Engage in career-long learning;
- 3.7 Use supervision and consultation;
- 3.8 Recognize and manage personal values in a way that allows professional values to guide practice;
- 3.9 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;
- 3.10. Tolerate ambiguity in resolving ethical conflicts;
- 3.11 Apply strategies of ethical reasoning to arrive at principled decisions; and
- 3.12 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

III. INSTRUCTIONAL PROCEDURES

A. BASIC METHODOLOGY

The faculty-led integrative field seminar will be conducted in a small group setting and will focus to a high degree upon a developmental curriculum in a climate of mutual aid. An evolving social work portfolio will be used as a teaching and learning tool within Seminar I and II.

B. DISABILITY SERVICES

Students with a documented disability who wish to request reasonable accommodations should contact the Disability Services Office first to request accommodations, and then meet with their instructors. Accommodation arrangements should be made during the first two weeks of the semester. Please note: accommodations are not retroactive. Students must contact the Disability Services Office prior to every semester that accommodations are needed. The Disability Services Office is located in the Advising Center, 105 Erskine Hall, 614.251.4233; e-mail disabilityservices@ohiodominican.edu

C. GRADING CRITERIA, DEADLINE POLICY

Preparation and Participation: Timely completion of seminar assignments is required. Students are expected to come to the seminar prepared to make contributions either as discussants or as seminar leader.

Papers for this course should be formatted according to the MLA guidelines. Information on how to document quotes and set up a work cited page can be found in the *MLA Handbook for Writers of Research Papers*, seventh edition. Plagiarism is a serious university and moral offense. Students are encouraged to become familiar with the definition of plagiarism (*MLA Handbook*; *ODU Student Handbook*; or *Universal Keys to Successful Writing*). Consideration will be given to the quality of presentation, i.e., grammar, spelling, etc., in the grading of written assignments.

Point Values:

Seminar Attendance and Participation	75	
Journal	75	
Evidence-based practice project	100	
Résumé	40	
Rothman		40
Reamer Discussion		45
Career long learning assignment		25
Final Summary Paper	100	

Grading Scale:

Letter Grade	Point Value	Percentages
A	465-500	93-100
A-	460-464	92
B+	445-459	89-91
B	425-444	85-88
B-	420-424	84
C+	410-419	82-83
C	390-409	78-81
C-	385-389	77
D+	380-384	76
D	360-379	72-75
D-	350-359	70-71
F	0-349	0-69

LATE PAPERS WILL BE SEVERELY PENALIZED IF ACCEPTED AT ALL.

IV. STUDENT REQUIREMENTS

A. ATTENDANCE

The student is expected to attend each seminar session in its entirety.

B. ASSIGNMENTS

1. Required reading

See attached schedule.

2. Social Work Portfolio

A social work portfolio will be utilized to plan, assess and document student learning throughout the two semester long field placement and seminar, and to prepare for effective professional service and lifelong learning. Major components and functions of this portfolio are identified within materials to be distributed during the Seminar. This project will not be graded.

3. Field Work Journal

The student will maintain a field work journal with entries required for each week of placement to be clearly marked according to the format provided in the attached *Sample Field Placement Journal*. These are to be submitted to the instructor electronically by means of the Angel course (private) mail and are due by 6:00 p.m. each Monday of the semester. At a minimum, the journal entry is to include clearly identified content encompassing the topics outlined in the *Sample Field Placement Journal* form. Journal entries will be treated as confidential material and will not be shared with the field work instructors or with student colleagues without the author's express permission.

4. Evidence-based practice project

Following guidelines to be distributed in Seminar, each student will demonstrate through completion of a written assignment the use of empirical research to inform the student's social work practice in field placement; each student will share his/her project with the other seminar participants.

5. Rothman Discussions

Each student will take responsibility for leading seminar discussion (20-30 minutes) of several assigned cases in the Rothman text. A schedule for leading these discussions will be developed during the first seminar session. The discussion leader will present a minimum of three (3) substantive questions and/or discussion topics (exclusive of those prepared by the case author) pertaining to the assigned case study of import to social work practitioners. These are to be submitted in electronic form in the Angel course discussion room by 5:00 p.m. on the Wednesday prior to the scheduled discussion. All students are expected to read the chapter, and to respond electronically to at least one of the posted questions/discussion topics prior to the class discussion.

Among the skills needed to be an effective social worker is skill in teaching. The Rothman discussion will serve as a teaching exercise with attention to be given to content and organization as well as presentation. A written form for use in

evaluating this exercise will be provided.

6. Résumé

Writing a résumé is one component of developing career search strategies. This process can likewise serve a productive function in the career development process regarding knowledge of self and decision making. After consulting reference materials pertaining to résumé writing (available through the course web site), each seminar participant will prepare a résumé as a tool for a job search in the field of social work. A first draft of the résumé is due during the seminar of WEEK XI and will be returned to the student with comments the following week. The résumé may be revised in light of these comments and resubmitted no later than WEEK XIII.

7. Reamer Discussions

Each student will bring to seminar, at minimum, two questions (computer print) pertinent to the content of the Reamer text assigned to be read in preparation for that week of seminar (see Schedule).

8. Career Long Learning Assignment

Following directions to be provided within the seminar, each student will complete a written assignment in which the student will reflect upon his/her anticipated approach to career long learning. This assignment, due in seminar on September 19th, will be informed in part by reading selections from the 479 core seminar common reading authored by Sertillanges.

9. Final Summary Paper

A narrative summary paper - a self evaluation - is due during the seminar of Week XV. The content of this paper reflects the student's self assessment of progress toward demonstrating mastery of each practice behavior required for entry-level social work practice. The format for this assignment will be provided within the seminar.

V. REQUIRED TEXTS

Cournoyer, Barry. *Evidence-Based Social Work Skills Book*. Boston: Allyn and Bacon, 2004.

Reamer, Frederic G. *Social Work Malpractice And Liability*. Second edition. New York: Columbia University Press, 2003.

Rothman, Juliet Cassuto. *From the Front Lines, Student Cases in Social Work Ethics*. Third edition. Boston: Allyn and Bacon, 2011.

Sertillanges, A. C. *The Intellectual Life*. Washington, D.C.: Catholic University of America, 1998.

VI. TENTATIVE SCHEDULE

WEEK I August 22	Seminar Overview
WEEK II August 29	Licensing Required Reading: Reamer, "Forward," "Preface" and Chapter 1 Rothman, "Introduction"
WEEK III September 5 Labor Day, no classes	
WEEK IV September 12	Required Reading: Reamer, Chapter 2 Rothman, Case Study 3.4
WEEK V September 19	Required Reading: Reamer, Chapter 3 Rothman, Case Study 6.3 Career Long Learning Assignment due in Seminar
WEEK VI September 26	Required Reading: Reamer, Chapter 4 Rothman, Case Study 3.3
WEEK VII October 3	Required Reading: Reamer, Chapter 5 Rothman, Case Study 4.1
WEEK VIII October 10	Required Reading: Reamer, Chapter 6 Rothman, Case Study 3.2
WEEK IX October 17 Midterm Break	Seminar does not meet
WEEK X October 24	Required Reading: Reamer, Chapter 7 Rothman, Case Study 2.2

WEEK XI
October 31

Required Reading:
Reamer, Chapter 8
Rothman, Case Study 5.1

Résumé Draft Due in Seminar

WEEK XII
November 7

Required Reading:
Reamer, Chapter 9
Rothman, Case Study 1.2

WEEK XIII
November 14

Required Reading:
Rothman, Case Study 1.5

Résumé Revision Due in Seminar

Final written Evidence-Based Practice Project Due in Seminar

WEEK XIV
November 21

Required Reading:
Rothman, Case Study 6.6

WEEK XV
November 28

Required Reading:
Rothman, Case Study 7.2

Final Summary Paper Due

WEEK XVI
December 5

Required Reading:
Rothman, Case Study 1.6

Portfolio

VII. *SUPPLEMENTAL BIBLIOGRAPHY

Association For Advanced Training in the Behavioral Sciences. *Preparatory Course For The Social Work Written Examination*. Ventura, California: Author, 2011.

Child Welfare League of America. *CWLA Best Practice Guidelines: Behavior Management*. Washington, DC: Author, 2002.

Child Welfare League of America. *CWLA Best Practice Guidelines: Child Maltreatment In Foster Care*. Washington, DC: Author, 2003.

Dolgoff, Ralph, Loewenberg, F. M., and Harrington, Donna. *Ethical Decisions For Social Work Practice*. 8th edition. Pacific Grove: California: Thomson, 2009.

Madden, Robert G. *Essential Law For Social Workers*. New York: Columbia

University Press, 2003.

National Association of Social Workers. *Code of Ethics*. Washington, DC: Author, 1996.

Nesslein, Carol. *Social Work Career Development: A Handbook For Job Hunting And Career Planning*. Washington, D.C.: NASW Press, 2005.

Newhill, Christina. *Client Violence In Social Work Practice: Prevention, Intervention, And Research*. New York: Guilford Press, 2003.

Pollack, Daniel. *Social Work And The Courts: A Casebook*. New York: Brunner-Routledge, 2003.

Reamer, Frederic. *Ethical Dilemmas In Social Service*. New York: Oxford University Press, 1994.

_____. *Tangled Relationships: Managing Boundary Issues In The Human Services*. New York: Columbia University Press, 2001.

Reyes, Jesús. *The Social Work Graduate School Applicant's Handbook: The Complete Guide To Selecting And Applying*. Harrisburg, Pennsylvania: White Hat Communications, 2005.

Saltzman, Andrea, and David Furman. *Law In Social Work Practice*. 2nd edition. Chicago: Nelson-Hall, 1999.

Sowers, Karen and Thyer, Bruce. *Getting Your MSW: How To Survive And Thrive In A Social Work Program*. Chicago: Lyceum Books, 2006.

Westerfelt, Alex J, and Dietz, Tracy J. *Planning and Conducting Agency Based Research*. 3rd edition. Boston: Allyn & Bacon, 2005.

*See also *References* and *Bibliography* sections of required texts.

Instructor: Dr. Martha Armstrong
Office: 229 Erskine Hall
Phone: 614/251-4631
Office Hours: Monday, 9:00-11:30 a.m.
Tuesday, 10:00-11:30 a.m.
Other times by appointment

I. COURSE GOALS STATEMENT

Building upon entry-level competencies acquired during the first semester of this two semester seminar, the capstone fieldwork seminar provides a systematic opportunity to connect the undergraduate senior field work practice experience with the academic program. The undergraduate field placement experience contributes to social work education by providing a setting in which the integration and application of entry level competencies can be demonstrated in practice with individuals, families, groups, organizations and communities. The purpose of the seminar is to provide students with an opportunity to share their field work experiences and to explore in some depth competencies in practice ('What have we learned?').

The seminar will extend the discussion of self in the context of identifying as a professional social worker and conducting oneself accordingly. The discussion of the common good will be extended in the context of engaging, assessing, intervening, and evaluating with individuals, families, groups, organizations and communities. The seminar will extend the discussion of justice in the context of advancing human rights and social and economic justice.

II. INSTRUCTIONAL GOALS AND OBJECTIVES

A. KNOWLEDGE

A. Knowledge

Goal 1.0: Students will acquire foundational knowledge of the social work profession with a generalist, ecological-life span perspective.

Learning Objectives:

Building upon entry-level competencies acquired during the first semester of this two semester seminar, and upon successful completion of this course, the student will:

- 1.1 Relate questions raised in the Core Seminars to the search for knowledge in the social work profession;
- 1.2 Recognize the extent to which a culture's structures and values may oppress,

marginalize, alienate, create or enhance privilege and power;

1.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences;

1.4 Understand the forms and mechanisms of oppression and discrimination; and

1.5 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

B. Skills

Goal 2.0: Students will cultivate generic social work skills appropriate to competent entry-level professional social work practice across diverse settings and populations.

Learning Objectives:

Building upon entry-level competencies acquired during the first semester of this two-semester seminar, and upon successful completion of this course, the student will:

2.1 Demonstrate strengths in critical thinking, reading, oral and written expression, and scholarly research;

2.2 Learn to apply course material (to improve thinking, problem solving, and decisions) (IDEA outcome);

2.3 Develop specific skills and competencies needed by professionals in social work (IDEA outcome);

2.4 Learn to analyze and critically evaluate ideas, arguments, and points of view (IDEA outcome);

2.5 Advocate for client access to the services of social work;

2.6 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom;

2.7 Analyze models of assessment, prevention, intervention, and evaluation;

2.8 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues;

2.9 View themselves as learners and engage those with whom they work as informants;

2.10 Advocate for human rights and social and economic justice;

- 2.11 Engage in practices that advance social and economic justice;
- 2.12 Use practice experience to inform scientific inquiry;
- 2.13 Use research evidence to inform practice;
- 2.14 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;
- 2.15 Critique and apply knowledge to understand person and environment;
- 2.16 Analyze, formulate, and advocate for policies that advance social well-being;
- 2.17 Collaborate with colleagues and clients for effective policy action;
- 2.18 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services;
- 2.19. Substantively and affectively prepare for action with individuals, families, groups, organizations and communities;
- 2.20 Use empathy and other interpersonal skills;
- 2.21 Develop a mutually agreed-on focus of work and desired outcomes;
- 2.22 Collect, organize, and interpret client data;
- 2.23 Assess client strengths and limitations;
- 2.24. Develop mutually agreed-on intervention goals and objectives;
- 2.25 Select appropriate intervention strategies;
- 2.26 Initiate actions to achieve organizational goals;
- 2.27 Implement prevention interventions that enhance client capacities;
- 2.28 Help clients resolve problems;
- 2.29 Negotiate, mediate, and advocate for clients;
- 2.30 Facilitate transitions and endings; and
- 2.31 Critically analyze, monitor, and evaluate interventions.

C. Values

Goal 3.0 Students will integrate the core values of social work with the foundational knowledge and skills of the profession giving particular attention to issues of social and economic justice.

Learning Objectives:

Building upon entry-level competencies acquired during the first semester of this two-semester seminar, and upon successful completion of this course, the student will:

- 3.1 Recognize the value of using multiple methods for exploring significant questions;
- 3.2 Develop points of view needed by professionals in social work (IDEA outcome);
- 3.3 Practice personal reflection and self-correction to assure continual professional development;
- 3.4 Attend to professional roles and boundaries;
- 3.5 Demonstrate professional demeanor in behavior, appearance and communications;
- 3.6 Engage in career-long learning;
- 3.7 Use supervision and consultation;
- 3.8 Recognize and manage personal values in a way that allows professional values to guide practice;
- 3.9 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;
- 3.10. Tolerate ambiguity in resolving ethical conflicts;
- 3.11 Apply strategies of ethical reasoning to arrive at principled decisions; and
- 3.12 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

III. INSTRUCTIONAL PROCEDURES

A. BASIC METHODOLOGY

The faculty-led integrative field seminar will be conducted in a small group setting and will focus to a high degree upon a developmental curriculum in a climate of mutual aid.

B. DISABILITY SERVICES

Students with a documented disability who wish to request reasonable accommodations should contact the Disability Services Office first to request accommodations, and then meet with their instructors. Accommodation arrangements should be made during the first two weeks of the semester. Please note: accommodations are not retroactive. The student must contact the Disability Services Office prior to every semester that accommodations are needed. The Disability Services Office is located in the Advising Center, 105 Erskine Hall, 614.251.4633; email disabilityservices@ohiodominican.edu

C. GRADING CRITERIA, DEADLINE POLICY

Preparation and Participation: Timely completion of seminar assignments is required. Students are expected to come to the seminar prepared to make contributions either as discussants or as seminar leader. In preparing written assignments, students are expected to consult the *MLA Handbook for Writers of Research Papers*, seventh edition, which is available for reference at Spangler Library. Consideration will be given to the quality of presentation, i.e., grammar, spelling, etc., in the grading of written assignments.

Point Values:

Seminar Attendance and Participation	75
Journal	75
Evaluation of Practice Project	100
Bentley/Walsh Discussions	60
DSM-IV-TR assignment	30
Three (3) Rothman Response Papers	60
Final Summary Paper	100

Grading Scale:

Letter Grade	Point Value	Percentages
A	465-500	93-100
A-	460-464	92
B+	445-459	89-91
B	425-444	85-88
B-	420-424	84
C+	410-419	82-83
C	390-409	78-81
C-	385-389	77
D+	380-384	76
D	360-379	72-75

D-
F

350-359
0-349

70-71
0-69

LATE PAPERS WILL BE SEVERELY PENALIZED IF ACCEPTED AT ALL.

IV. STUDENT REQUIREMENTS

ATTENDANCE

The student is expected to attend each seminar session in its entirety.

B. ASSIGNMENTS

1. Required reading

See attached schedule.

2. Field Work Journal

The student will maintain a field work journal with entries required for each week of placement to be clearly marked according to the format provided in the attached *Sample Field Placement Journal*. These are to be submitted electronically by means of the course (private) mail to the instructor and are due by 6:00 p.m. each Monday of the semester. At a minimum, the journal entry is to include clearly identified content encompassing the topics outlined in the *Sample Field Placement Journal* form. Journal entries will be treated as confidential material and will not be shared with the field work instructors or with student colleagues without the author's express permission.

3. Evaluation of Practice Project

Following guidelines to be distributed in Seminar, each student will demonstrate through completion of a written assignment the ability to evaluate the student's own social work practice (due April 16th in Seminar). Each student will share his/her project with the other seminar participants.

4. Bentley/Walsh Discussions

Each student will take responsibility for leading seminar discussion (20-30 minutes) of an assigned chapter of the Bentley and Walsh text. A schedule for leading these discussions will be developed during the first seminar session. The discussion leader will present a minimum of three (3) substantive questions and/or discussion topics pertaining to the assigned case study of import to social work practitioners. These are

to be submitted in electronic form in the course discussion room by 6:00 p.m. on the Wednesday prior to the scheduled discussion. All students are expected to read the chapter and to respond electronically to at least one of the posted questions/discussion topics prior to the class discussion.

Among the skills needed to be an effective social worker is skill in teaching. The Bentley and Walsh discussions will serve as a teaching exercise with attention to be given to content and organization as well as presentation (to include communication, posture, and the use of visual aids where appropriate). A written form for use in evaluating this exercise will be distributed in the seminar.

5. DSM-IV-TR Assignment

Each student will complete, and be prepared to share with the other seminar participants, a brief analysis of the use of the DSM-IV-TR within their field placement setting. The format for this assignment, due during the seminar of Week XI, will be distributed within seminar.

6. Rothman Response Papers

Three (3) brief response papers (minimum of two pages computer print double space, Times New Roman, font size standard #12) addressing ideas contained in three of the six debates listed below to be found in the Rothman text will be due during seminar according to the following schedule:

- Response to Debate #1.4 due February 6
- Response to Debate #5.3 due February 20
- Response to Debate #4.4 due February 27
- Response to Debate #3.1 due March 5
- Response to Debate #6.4 due March 19
- Response to Debate #1.1 due March 26

For each response paper, the student is to interview a practicing (professionally prepared) social worker concerning the issue under discussion and to incorporate the practitioner's viewpoint within the written response along with the student's personal viewpoint. Careful attention is to be given to protecting confidentiality where appropriate.

7. Final Summary Paper

A narrative summary paper - a self evaluation - is due during the seminar of Week XV. The content of this paper reflects the student's self assessment of progress toward demonstrating mastery of each practice behavior required for entry-level social work practice. The format for this assignment will be provided within the Angel seminar course.

V. REQUIRED TEXTS

Bentley, Kia J., and Joseph Walsh. *The Social Worker & Psychotropic Medication*. Third edition. Belmont, CA: Thomson, 2006.

Cournoyer, Barry. *Evidence-Based Social Work Skills Book*. Boston: Allyn and Bacon, 2004.

Rothman, Juliet Cassuto. *From the Front Lines, Student Cases in Social Work Ethics*. Second edition. Boston: Allyn and Bacon, 2005.

Thyer, Bruce and Laura Myers. *Evaluating practice outcomes*. Alexandria, VA: CSWE Press, 2007.

VI. TENTATIVE SCHEDULE

WEEK I January 23	Seminar Overview
WEEK II January 30	Seeking Employment Required Reading: Bentley and Walsh, chapter 1
WEEK III February 6	Required Reading: Bentley and Walsh, chapter 2 Rothman, debate #1.4 due
WEEK IV February 13	Required Reading: Bentley and Walsh, chapter 3 Cournoyer, chapters 4 and 5
WEEK V February 20	Required Reading: Bentley and Walsh, chapter 4 Response to Rothman Debate #5.3 due
WEEK VI February 27	Required Reading: Bentley and Walsh, chapter 5 Response to Rothman Debate #4.4 due DSM-IV-TR Assignment due
WEEK VII March 5	Response to Rothman Debate #3.1 due

WEEK VIII March 12	Spring Break
WEEK IX March 19	Required Reading: Bentley and Walsh, chapter 6 Response to Rothman Debate #6.4 due
WEEK X March 26	Required Reading: Bentley and Walsh, chapter 7 Response to Rothman Debate #1.1 due
WEEK XI April 2	Required Reading: Bentley and Walsh, chapter 8 DSM-IV-TR Assignment due in Seminar
WEEK XII April 9	Easter Weekend; Seminar does not meet
WEEK XIII April 16	Required Reading: Bentley and Walsh, chapter 9 Evaluation of practice final project due in Seminar Student evaluation of practice presentations
WEEK XIV April 23	Student evaluation of practice presentations
WEEK XV April 30	Student evaluation of practice presentations Final Summary Paper due in Seminar
WEEK XVI May 7	Student evaluation of practice presentations
WEEK XVII May 14	Student evaluation of practice presentations

VII. *SUPPLEMENTAL BIBLIOGRAPHY

- Association For Advanced Training in the Behavioral Sciences. *Preparatory Course For The Social Work Written Examination*. Ventura, California: Author, 2011.
- Child Welfare League of America. *CWLA Best Practice Guidelines: Behavior Management*. Washington, DC: Author, 2002.
- Child Welfare League of America. *CWLA Best Practice Guidelines: Child Maltreatment In Foster Care*. Washington, DC: Author, 2003.
- Dolgoff, Ralph, Loewenberg, F. M., and Harrington, Donna. *Ethical Decisions For Social Work Practice*. 8th edition. Pacific Grove: California: Thomson, 2009.
- Madden, Robert G. *Essential Law For Social Workers*. New York: Columbia University Press, 2003.
- National Association of Social Workers. *Code of Ethics*. Washington, DC: Author, 1996.
- Nesslein, Carol. *Social Work Career Development: A Handbook For Job Hunting And Career Planning*. Washington, D.C.: NASW Press, 2005.
- Newhill, Christina. *Client Violence In Social Work Practice: Prevention, Intervention, And Research*. New York: Guilford Press, 2003.
- Pollack, Daniel. *Social Work And The Courts: A Casebook*. New York: Brunner-Routledge, 2003.
- Reamer, Frederic. *Ethical Dilemmas In Social Service*. New York: Oxford University Press, 1994.
- _____. *Tangled Relationships: Managing Boundary Issues In The Human Services*. New York: Columbia University Press, 2001.
- Reyes, Jesús. *The Social Work Graduate School Applicant's Handbook: The Complete Guide To Selecting And Applying*. Harrisburg, Pennsylvania: White Hat Communications, 2005.
- Saltzman, Andrea, and David Furman. *Law In Social Work Practice*. 2nd edition. Chicago: Nelson-Hall, 1999.
- Sowers, Karen and Thyer, Bruce. *Getting Your MSW: How To Survive And Thrive In A Social Work Program*. Chicago: Lyceum Books, 2006.
- Westerfelt, Alex J, and Dietz, Tracy J. *Planning and Conducting Agency Based Research*. 3rd edition. Boston: Allyn & Bacon, 2005.

*See also *References* and *Bibliography* sections of required texts.

APPENDIX C



CSWE Competency Standards

Competency One	<p>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.</p>
Competency Two	<p>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.</p>
Competency Three	<p>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.</p>
Competency Four	<p>Engage in 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.</p>
Competency Five	<p>Advance human rights and social 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 practice in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.</p>
Competency Six	<p>Engage in research-informed practice and practice-informed research Social workers utilize 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.</p>
Competency Seven	<p>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 with an emphasis on rural and small communities; 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.</p>

Competency Eight	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.
Competency Nine	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.
Competency Ten	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.

Competency One	Identify as a professional social worker and conduct oneself accordingly	
Social work values identified	Competence; Integrity; Service	
Competency practice behaviors and course learning objectives:	Describe how internship learning activities demonstrate competency practice behaviors and course learning objectives.	Completion Date
Advocate for client access to the services of social work	Fall Semester: Spring Semester:	
Practice personal reflection and self-correction to assure continual professional development	Fall Semester: Spring Semester:	
Attend to professional roles and boundaries	Fall Semester: Spring Semester:	
Demonstrate professional demeanor in behavior, appearance and communication	Fall Semester: Spring Semester:	
Engage in career-long learning	Fall Semester: Spring Semester:	
Use supervision and consultation	Fall Semester: Spring Semester:	

Competency Two	Apply social work ethical principles to guide professional practice	
Social work values identified	Dignity and worth of person; importance of human relationships; competence; social justice; human rights; scientific inquiry	
Competency practice behaviors and course learning objectives:	Describe how internship learning activities demonstrate competency practice behaviors and course learning objectives.	Completion Date
Recognize and manage personal values in a way that allows professional values to guide practice	Fall Semester: Spring Semester:	
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	Fall Semester: Spring Semester:	
Tolerate ambiguity in resolving ethical conflicts	Fall Semester: Spring Semester:	
Apply strategies of ethical reasoning to arrive at principled decisions	Fall Semester: Spring Semester:	

Competency Three	Apply critical thinking to inform and communicate professional judgments.	
Social work values identified	Dignity and worth of person; importance of human relationships; competence; service; integrity	
Competency practice behaviors and course learning objectives:	Describe how internship learning activities demonstrate competency practice behaviors and course learning objectives.	Completion Date
Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom	Fall Semester: Spring Semester:	
Analyze models of assessment, prevention, intervention and evaluation	Fall Semester: Spring Semester:	
Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and colleagues	Fall Semester: Spring Semester:	

Competency Four	Engage diversity and difference in practice.	
Social work values identified	Dignity and worth of person; social justice; competence human rights	
Competency practice behaviors and course learning objectives:	Describe how internship learning activities demonstrate competency practice behaviors and course learning objectives.	Completion Date
Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	Fall Semester: Spring Semester:	
Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	Fall Semester: Spring Semester:	
Recognize and communicate their understanding of the importance of difference in shaping life experiences	Fall Semester: Spring Semester:	
View themselves as learners and engage those with whom they work as informants	Fall Semester: Spring Semester:	

Competency Five	Advance human rights and social economic justice	
Social work values identified	Dignity and worth of person; social justice; human rights	
Competency practice behaviors and course learning objectives:	Describe how internship learning activities demonstrate competency practice behaviors and course learning objectives.	Completion Date
Understand the forms and mechanisms of oppression and discrimination	Fall Semester: Spring Semester:	
Advocate for human rights and social and economic justice	Fall Semester: Spring Semester:	
Engage in practices that advance social and economic justice	Fall Semester: Spring Semester:	

Competency Six	Engage in research-informed practice and practice-informed research.	
Social work values identified	Competency; scientific inquiry	
Competency practice behaviors and course learning objectives:	Describe how internship learning activities demonstrate competency practice behaviors and course learning objectives.	Completion Date
Use practice experience to inform scientific inquiry	Fall Semester: Spring Semester:	
Use research evidence to inform practice	Fall Semester: Spring Semester:	
Competency Seven	Apply knowledge of human behavior and the social environment	
Social work values identified	Importance of human relationships; dignity and worth of the individual; competence; scientific inquiry	
Competency practice behaviors and course learning objectives:	Describe how internship learning activities demonstrate competency practice behaviors and course learning objectives.	Completion Date
Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation	Fall Semester: Spring Semester:	
Critique and apply knowledge to understand person and environment	Fall Semester: Spring Semester:	

Competency Eight	Engage in policy practice to advance social and economic well-being and to deliver effective social work services	
Social work values identified	Dignity and worth of person; importance of human relationships; competence; service; integrity	
Competency practice behaviors and course learning objectives:	Describe how internship learning activities demonstrates competency practice behaviors and course learning objectives.	Completion Date
Analyze, formulate and advocate for policies that advance social well-being	Fall Semester: Spring Semester:	
Collaborate with colleagues and clients for effective policy action	Fall Semester: Spring Semester:	
Competency Nine	Respond to contexts that shape practice	
Social work values identified	Competence; social justice; service	
Competency practice behaviors and course learning objectives:	Describe how internship learning activities demonstrate competency practice behaviors and course learning objectives.	Completion Date
Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant service	Fall Semester: Spring Semester:	
Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	Fall Semester: Spring Semester:	

Competency Ten	Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities	
Social work values identified	Dignity and worth of person; importance of human relationships; competence; service; integrity; social justice	
Competency practice behaviors and course learning objectives:	Describe how internship learning activities demonstrate competency practice behaviors and course learning objectives.	Completion Date
Substantively and affectively prepare for action with individuals, families, groups, organizations and communities	Fall Semester: Spring Semester:	
Use empathy and other interpersonal skills	Fall Semester: Spring Semester:	
Develop a mutually agreed-on focus of work and desired outcomes	Fall Semester: Spring Semester:	
Collect, organize and interpret client data	Fall Semester: Spring Semester:	
Assess client strengths and limitations	Fall Semester: Spring Semester:	

Develop mutually agree-on intervention goals and objectives	Fall Semester: Spring Semester:	
Select appropriate intervention strategies	Fall Semester: Spring Semester:	
Initiate actions to achieve organizational goals	Fall Semester: Spring Semester:	
Implement prevention interventions that enhance client capacities	Fall Semester: Spring Semester:	
Help clients resolve problems	Fall Semester: Spring Semester:	
Negotiate, mediate and advocate for clients	Fall Semester: Spring Semester:	

Facilitate transitions and endings	Fall Semester: Spring Semester:	
Critically analyze, monitor and evaluate interventions	Fall Semester: Spring Semester:	

APPENDIX D

**Ohio Dominican University
Senior Social Work Field Placement Application**

Name _____

Address _____

City _____ Zip Code _____

Telephone (day) _____ (evening) _____

E-mail _____

FIELD PLACEMENT PREFERENCES

Please use the space below to indicate any preferences concerning the type of field placement you would like. For example, do you have special interest in working with a specific client population such as adolescents, fragile older adults or persons with developmental challenges? Is there a setting or field of practice such as child welfare or mental health, among others, that is of particular interest?

Please provide any information about career and educational goals that should be taken into consideration in planning your field placement assignment.

Do you have family responsibilities or work commitments which require special consideration?

Do you anticipate any problems in scheduling or completing your field work? If so, please explain.

Please state anything of a personal nature that should be taken into consideration in planning for your field agency assignment (for example, past felony or other police records, substance abuse, learning disabilities, mental or physical illness, physical needs). Note: Having been charged with or convicted (including a no contest plea or guilty plea) of a felony (or other criminal offense) in any court whether or not sentence was imposed or suspended may prevent state social work licensure.

Do you have a vehicle that can be used for transportation to your field placement?
 Yes No

Many field placement sites require that the student has a vehicle that can be used for transportation to home interviews or to meetings outside of the agency. Could you use your vehicle for these purposes? Yes No

Would you be able to consider a field placement assignment that necessitated your paying for parking? ___ Yes ___ No

Do you prefer a field placement assignment outside Franklin County? If so, specify the location.

PREVIOUS FIELD PLACEMENTS

1. Agency _____

Learning experiences _____

Which educational program required this placement _____

2. Agency _____

Learning experiences _____

Which education program required this placement _____

CURRENT EMPLOYMENT

1. Employer_____

Position/Title_____

Duties_____

2. Employer_____

Position/title_____

Duties_____

PREVIOUS HUMAN SERVICES EMPLOYMENT

1. Organization_____

Position/Title_____

Duties_____

2. Organization_____

Position/Title_____

Duties_____

HUMAN SERVICES VOLUNTEER EXPERIENCE

1. Organization_____

Position_____

Duties_____

2. Organization_____

Position_____

Duties_____

3. Organization_____

Position_____

Duties_____

Note: Pre-requisites for enrollment in SWK 480 *Field Work I* include: senior standing; 2.5 GPA; and successful completion of application requirements for fieldwork.

Student Signature_____

Date_____

Application for Senior Social Work Field Placement is to be submitted no later than February 15th to

***Dr. JoNataye Prather
Social Work Field Work Director
Erskine Hall room 308C***

At that time the student should request a field placement interview with Dr. Prather

Dr. Prather can be contacted by phone at 614/251-4739, or by e-mail at pratherj@ohiodominican.edu concerning any questions about this form or other aspects of the application process.

APPENDIX E

END OF SEMESTER SOCIAL WORK FIELD PLACEMENT EVALUATION

Student: _____ Field Setting: _____

Field Instructor: _____

Semester: Fall (due December 9th) _____ *Spring (due May 4th) _____

Building upon entry-level competencies acquired during the first semester of this year-long field placement, the student's performance in the second semester is to be compared with the norm of (potential) entry-level practitioners in terms of ongoing development and increasing levels of responsibility.

Scale: 0.0 unacceptable progress – never demonstrates awareness, knowledge and skills
1.0 insufficient progress – rarely demonstrates awareness, knowledge and skills
2.0 emerging competence – inconsistently demonstrates awareness, knowledge and skills
3.0 competence – consistently demonstrates awareness, knowledge and skills
4.0 advanced competence – expertly demonstrates awareness, knowledge and skills

Competency:

1.1 The student identifies as a professional social worker and conduct oneself accordingly.

Practice Behaviors:

The student:

advocates for client access to the services of social work;

**0.0 1.0 2.0 3.0 4.0

practices personal reflection and self-correction to assure continual professional development;

0.0 1.0 2.0 3.0 4.0

attends to professional roles and boundaries;

0.0 1.0 2.0 3.0 4.0

demonstrates professional demeanor in behavior, appearance and communication;

0.0 1.0 2.0 3.0 4.0

engages in career-long learning; and

0.0 1.0 2.0 3.0 4.0

uses supervision and consultation.

0.0 1.0 2.0 3.0 4.0

Supporting Comments:

Competency:

1.2 The student applies social work ethical principles to guide professional practice.

Practice Behaviors:

The student:

recognizes and manages personal values in a way that allows professional values to guide practice;

0.0 1.0 2.0 3.0 4.0

makes 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;

0.0 1.0 2.0 3.0 4.0

tolerates ambiguity in resolving ethical conflicts; and

0.0 1.0 2.0 3.0 4.0

applies strategies of ethical reasoning to arrive at principled decisions.

0.0 1.0 2.0 3.0 4.0

Supporting Comments:

Competency:

1.3 The student applies critical thinking to inform and communicate professional judgments.

Practice Behaviors:

The student:

distinguishes, appraises and integrates multiple sources of knowledge, including research-based knowledge and practice wisdom;

0.0 1.0 2.0 3.0 4.0

analyzes models of assessment, prevention, intervention and evaluation.; and

0.0 1.0 2.0 3.0 4.0

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

0.0 1.0 2.0 3.0 4.0

Supporting Comments:**Competency:**

1.4 The student engages diversity and difference in practice.

Practice Behaviors:

The student:

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

0.0 1.0 2.0 3.0 4.0

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

0.0 1.0 2.0 3.0 4.0

recognizes and communicates their understanding of the importance of difference in shaping life experiences; and

0.0 1.0 2.0 3.0 4.0

views self as a learner and engages those with whom they work as informants.

0.0 1.0 2.0 3.0 4.0

Supporting Comments:**Competency:**

1.5 The student advances human rights and social and economic justice.

Practice Behaviors:

The student:

understands the forms and mechanisms of oppression and discrimination;

0.0 1.0 2.0 3.0 4.0

advocates for human rights and social and economic justice; and

0.0 1.0 2.0 3.0 4.0

engages in practices that advance social and economic justice.

Supporting Comments:

Competency:

1.6 The student engages in research-informed practice and practice-informed research.

Practice Behaviors:

The student:

uses practice experience to inform scientific inquiry; and

0.0 1.0 2.0 3.0 4.0

uses research evidence to inform practice.

0.0 1.0 2.0 3.0 4.0

Supporting Comments:

Competency:

1.7 The student applies knowledge of human behavior and the social environment.

Practice Behaviors:

The student:

utilizes conceptual frameworks to guide the processes of assessment, intervention and evaluation; and

0.0 1.0 2.0 3.0 4.0

critiques and applies knowledge to understand person and environment.

0.0 1.0 2.0 3.0 4.0

Supporting Comments:

Competency:

1.8 The student engages in policy practice to advance social and economic well-being and to deliver effective social work services.

Practice Behaviors:

The student:

analyzes, formulates and advocates for policies that advance social well-being; and

0.0 1.0 2.0 3.0 4.0

collaborates with colleagues and clients for effective policy action.

0.0 1.0 2.0 3.0 4.0

Supporting Comments:

Competency:

1.9 The student responds to contexts that shape practice.

Practice Behaviors:

The student:

continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and

0.0 1.0 2.0 3.0 4.0

provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

0.0 1.0 2.0 3.0 4.0

Supporting Comments:

Competency:

1.10(a)-(d) The student engages, assesses, intervenes, and evaluates with individuals, families, groups, organizations, and communities.

Practice Behaviors:

The student:

substantively and affectively prepares for action with individuals, families, groups, organizations and communities;

0.0 1.0 2.0 3.0 4.0

uses empathy and other interpersonal skills;

0.0 1.0 2.0 3.0 4.0

develops a mutually agreed-on focus of work and desired outcomes;

0.0 1.0 2.0 3.0 4.0

collects, organizes and interprets client data;

0.0 1.0 2.0 3.0 4.0

assesses client strengths and limitations;

0.0 1.0 2.0 3.0 4.0

develops mutually agreed-on intervention goals and objectives;

0.0 1.0 2.0 3.0 4.0

selects appropriate intervention strategies;

0.0 1.0 2.0 3.0 4.0

initiates actions to achieve organizational goals;

0.0 1.0 2.0 3.0 4.0

implements prevention interventions that enhance client capacities;

0.0 1.0 2.0 3.0 4.0

helps clients resolve problems;

0.0 1.0 2.0 3.0 4.0

negotiates, mediates and advocates for clients;

0.0 1.0 2.0 3.0 4.0

facilitates transitions and endings; and

0.0 1.0 2.0 3.0 4.0

critically analyzes, monitors and evaluates interventions.

0.0 1.0 2.0 3.0 4.0

Supporting Comments:

Field Instructor

Student

Date

Date

APPENDIX F

APPENDIX G

OHIO DOMINICAN UNIVERSITY

UNIVERSITY CALENDAR 2011-2012 Academic Year

First Semester

August 22 – Weekday classes begin

September 5 – Labor Day

October 16 – Midterm break begins

October 19 – Classes resume

November 23 – Thanksgiving break begins

November 28 – Classes resume

December 9 – Weekday classes end

End of semester evaluation due

December 12 – Final examinations begin

Second Semester

January 17 – Weekday classes begin

March 11– Spring break begins

March 19 – Weekday classes resume

April 5– Easter break begins; evening classes will not meet

April 9– Evening classes resume

May 4 – Weekday classes end

End of semester evaluation due

May 7– Final examinations begin

May 12-- Commencement

APPENDIX H: NOTES