

Field Education Seminar II
Spring Semester 2010

Course: **SWK 346 71/72**
Credits 3
Mondays – 4:00–6:30 pm

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Course Description

Course Domain:

This seminar is designed to be a capstone course for the reintegration of social work foundation courses. It creates a learning environment that encourages synthesis of what the students have learned and brings it to bear on social work issues. It will provide a structure for examining concepts and principles learned in other social science and social work courses and apply them to the student's experience in field placement. Social welfare, policy issues, research and continued skill development will be re-examined by faculty or guest lecturers who specialize in these areas. The seminar will also examine current issues in contemporary social work practice. At the end of each fall semester, students in SWK345 will pick course content for the following semester in SWK346. Each winter break the course is redesigned based on students identified areas of learning needs and special interests.

Course Objectives:

Weekly active participation in the Seminar is extremely important to ensure the student's integration of field practice with social work theory. Students will be able to:

Program Competency 2.1.3, 2.1.10

1. Use critical thinking skills in the application of generalist problem solving skills with the clients in the agency setting

Program Competency 2.1.2, 2.1.7

2. Understand and relate the theoretical base for intervention on all levels of systems (individual, family, group and community).
3. Apply social work knowledge, value and skills in direct work with clients and agencies in classroom discussions and journal entries. Classroom discussions and journal entries should reflect a higher level of integration than first semester.

4. Demonstrate an ability to engage and maintain therapeutic relationships in the field education experience.

Program Competency 2.1.4, 2.1.7

5. Develop further knowledge and intervention skills with clients at different developmental levels, as well as, varied cultural backgrounds. Develop an understanding of and respect for the value of diversity. To practice in the field education without discrimination based on age, class, color, culture, disability, ethnicity, family structure, marital status, nation of origin, race religion, sex and sexual orientation.

Program Competency 2.1.8

6. Understand and assess agency policies, practices, hierarchy, service delivery and how they impact on practice.
7. Write process recordings, journal entries with theoretical applications and clear case narratives while respecting client confidentiality.
8. Demonstrate an ability to understand the major theoretical approaches used in social work practice. Students will demonstrate evidence of baccalaureate-level beginning generalist skills.

Program Competency 2.1.9

9. Develop an understanding and ability to access community resources in diverse areas of social work practice.

Program Competency 2.1.1, 2.1.2

10. Continue self reflection and a congruent application of self to professional social work practice.
11. Understand and relate social work values and their ethical implications to professional practice.
12. Develop awareness to personal values and be responsible for ethical conduct in field practice. To demonstrate the professional use of self through practice based on social work values and ethics.
13. Use supervision in field practice in order to function effectively as a professional within the structure of the agency.
14. Communicate effectively with different populations, colleagues and members of a community.

Course Outcomes:

Students will demonstrate knowledge of generalist practice skills with individuals, groups, organizations and communities.

Assessment: Student journals that apply knowledge, values and skills in direct work with clients and agencies.

Student will demonstrate research skills by completing a major research paper.

Assessment: Students will write a scholarly paper on a topic of their choice that is related to social work practice. Research proficiency will be evaluated in the following areas: definition of topic, historical background, current literature review, relevant to social work, treatment interventions, solutions for future intervention and the student's personal views on the issue.

Students will communicate effectively with colleagues and members of the community.

Assessment: Students will give an oral presentation to the class on an assigned social work theory. The presentation will be peer and instructor evaluated based on clarity, comprehensiveness, creativity and class participation.

The course will integrate the 14 course objectives while giving special consideration to critical issues in contemporary social work practice. Guest lecturers who are professionals in the field will be used to exemplify current social work theory and alternative modes of practice.

Special issues may include: sexual abuse, psychopathology, self mutilation, documentation, family therapy, boundary violations/ethics, grant writing, feminist social work practice etc. Topics are chosen by students at the end of their senior fall semester. Students are encouraged to pick topics they feel were not fully addressed in other social work courses.

Textbook:

Turner, F. (1996). *Social work treatment: Interlocking theoretical approaches*. New York, NY: The Free Press.

Recommended Readings:

Aiken, L. (1991). *Dying, death and bereavement*, Boston, MA: Allyn Bacon.

Atchley, R. (2006). *Social forces and aging*, Belmont, CA: Wadsworth Publishing Co.

Becvar, D. & Becvar, R. (1996). *Family therapy: A systemic integration*. Boston, MA: Allyn and Bacon.

- Bell, M. (1998). *Women as elders: Images, visions and issues*, N.Y., NY: Haworth Press.
- Belsky, J. (2000). *The adult experience*. St. Paul, MN: West Publishing Co.
- Cox, G., & Fundis, R. (1992). *Spiritual, ethical and pastoral aspects of death And bereavement*. Amityville, NY: Baywood Publishing Co.
- Davidson, F. & Perlmutter (1994). *Women and social change*. Washington, DC: N.A.S.W. Press
- Despelder, L. & Despelder A. (1996). *The last dance; Encountering death and dying*. London, England: Mayfield Pub.
- Engstrom, D. Piedra, L. (2006). *Our diverse society: Race and ethnicity-implications for the 21st century*. Washington, DC: N.A.S.W. Press.
- Epstein, L. (1992). *Brief treatment and a new look at the task centered approach*. N.Y., NY: Macmillan Pub. Co.
- Feil, N. (1993). *Validation*. Cleveland, OH: Feil Productions.
- Franklin, C. & Jordan, C. (1999). *Family practice: Brief systems methods for social work*. Boston, MA: Brooks/Cole Pub. Co.
- Garner, D. & Mercer, S. (1998). *Women as they age*. N. Y., NY: Haworth Press.
- Ginsberg, L. (2001). *Careers in social work*. Boston, Mass.: Allyn & Bacon.
- Green, R. (2002). *Resiliency: An integrated approach to practice, policy and research*. Washington, D.C.: N.A.S.W. Press
- Hoff, L. (1998). *People in crisis: Understanding and helping*. Redwood City, CA: Addison-Wesley, Pub. Co.
- Hunter, S. & Hunter, J. (2003). *Affirmative practice*. Washington, D.C.: N.A.S.W. Press
- Jansen, C. & Harris, O. (1997). *Family treatment in social work practice*. Itasca, IL: F. E. Peacock Pub.
- Lowenberg, F. & Dolgoff, R. (1988). *Ethical decisions for social work practice*. Itasca, IL: F. E. Peacock.
- Martinez-Brawley, E. (2000). *Close to home: Human services and the small community*. Washington, DC: NASW Press.
- Miller, S., Humble, M., & Duncan, B. (1996). *Handbook of solutions focused brief therapy*. Washington, DC: N.A.S.W. Press.

- Nesslein-Doeling, D. (2005). *Social work career development: A handbook for job hunting and career planning*, Washington, D.C.: N.A.S.W. Press.
- Rapp, C. (1997). *The Strengths model: Case management with people suffering from severe and persistent mental illness*. Washington, DC: N.A.S.W. Press.
- Reamer, F. (2006). *Ethical standards in social work: A review of N.A.S.W. code of ethics*. Washington, D.C.: N.A.S.W. Press.
- Taylor, P. & Daly, C. (1995). *Gender dilemmas in social work practice*. Washington, DC: N.A.S.W. Press.
- Van Den Bergh, N. & Cooper, L. (1986). *Feminist visions in social work practice*. Washington, DC: N.A.S.W. Press.
- Van Den Bergh, N. (1995). *Feminist practice in the 21st century*. Washington, DC: N.A.S.W. Press.
- Williams, J. & Ell, K. (1998). *Advances in mental health research*. Washington, DC: N.A.S.W. Press.

Course Requirements:

1. Attendance at all classes prepared to discuss the material assigned.
2. Journal must be kept and submitted on February 15, 2010.
3. A paper on a topic of the student's choice is required. The student is asked to choose her topic early in the semester and spend the semester reading in her topic area. Students must choose a research topic that they have never explored in past social work courses. (See outline on page 9.)
4. Social Work treatment includes a vast array of theories, thought systems and intervention strategies. Students are required to choose a traditional or contemporary therapeutic approach and prepare a class lecture. The lecture should include how the theoretical system influences assessment, intervention and service delivery. A **twenty minute** class presentation is required. **An outline of the presentation and a reference page must be submitted at time of presentation, peer evaluation attached** (see page 9 & 10). You must use 8-10 references, journal articles, and relevant books.
5. Completion of Learning Agreement (see page 11).

Grading:

Class preparation and participation	10%
Journal	20%- Feb. 15 th
Paper	30%- April 26 th
Theoretical System Assignment/Oral Presentation	40%- April 12 – May 3

CLASSROOM PROTOCOL

Appropriate classroom behavior is implicit in the Cedar Crest College Honor code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.

Furthermore:

Students are expected to have prompt and regular classroom attendance in accordance with the policy stated on the syllabus.

Disclosure about personal issues is not appropriate for class discussions and presentations.

Faculty is expected to make clear on the first day of class reasons for specific classroom decorum and repercussions for non-compliance. Faculty should be aware of setting boundaries and procedures for exceptions to expectation stated in the syllabus.

HONOR PHILOSOPHY

The Cedar Crest College Honor Philosophy is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

Social Work Program Attendance Policy

Social work courses typically meet only fourteen sessions each semester. In the interests of your development as a professional social work practitioner as well as the interests of your future clients, it is vital for you to attend these class sessions. Therefore, the Social Work Program's Attendance Policy is as follows:

- 1) You may miss two class sessions for whatever reasons without penalty.
- 2) If you miss a third class session the highest overall grade you can receive for the course is a "B".

- 3) If you miss a fourth class session the highest overall grade you can receive for the course is a “C”.
- 4) Five or more class absences will result in your need to retake the course.

Note: Save your two accepted absences for unforeseen circumstances such as illness, transportation problems, work and child care responsibilities, etc. These will not be acceptable excuses for absence if you have already missed two class sessions.

Students representing the college in athletics will be excused from class for games/matches/meets only, not for practices. However, student athletes who are maintaining a less than “C” average in the course will not be excused from class.

In all cases of missed classes it is the student’s responsibility to do whatever is necessary to compensate for any missed assignments or lecture material.

***Late arrivals/early departures will cumulatively count toward your two accepted absences.**

Schedule of Classes:

Unit I	International Social Work
Unit II	Child Custody Evaluations
Unit III	Criminal Justice
Unit IV	Documentation
Unit V	Gangs
Unit VI	Personality Disorders
Unit VII	Mental Health
Unit VIII	Boundaries
Unit IX	Seminar Overview

Class Schedule:

Jan. 25	International Social Work: The Age of Aids Video: <i>Sand and Sorrow</i>
Feb. 1	Boundaries Video: <i>Subtle Boundary Dilemmas</i> VT 1743941b
Feb. 8	Child Custody Evaluations – Dr. Jane Ward
Feb. 15	Criminal Justice – Scott Hoke Journals Due
Feb. 22	Documentation
Mar. 1	ADHD Videos: <i>Children in Crisis</i> and <i>The Medicated Child</i>
Mar. 8	Spring Break
Mar. 15	Gangs – Wes, Valley Youth House
Mar. 22	Personality Disorders Video: <i>Recognizing the DSM-IV-TR</i>
Mar. 29	Roberta Kunkle – Mental Health & Psychotropics Video: <i>Depression Out of the Shadows</i>
Apr. 5	Break
Apr. 12	Student Presentations
Apr. 19	Student Presentations
Apr. 26	Student Presentations Final Paper Due
May 3	Student Presentations CSWE outcomes/focus groups/termination

Field Education Seminar II
Social Work 346 71 and 72
Profs; Kathleen Boland and Suzanne Weaver

Outline for final paper

Due: April 27, 2010

Length: **15 pages, double spaced**

APA format throughout paper and reference page

Reference page to be attached: **8-10** social work references from social work journals or books, no Internet or Wikipedia; only peer-reviewed journals and books.

Subject:

- A paper on a topic of your choice – one that has not been explored in past social work courses.
- Must be related to social work practice.
- Tie-in the social work component.
- Use headings to cover each section.

I. Topic Identification (25 points)

- Define the topic under discussion for the paper.
- Discuss any historical background, what is the background of the topic
- What does the current literature say about the topic? (use the current literature or research in the social work journals, all must be cited in text using APA).

II. Relevance to Social Work (25 points)

- How is this related to social work?
- What would be social work's involvement?
- What theory is applicable in term of treatment interventions?
- What practice skills would be utilized?
- What social work values are pertinent?
- What relevant ethical standards from the Code of Ethics apply?

III. Personal Perspective (25 points)

- Present your personal views of the topic or issue.
- What solutions are proposed for future intervention?

IV. Conclusions (25 points)

- Summarize the main findings and identify areas for further consideration.

Field Education Seminar II

Dr. Kathleen Boland
Professor Suzanne Weaver

Presentation of Theory: April 6-27

- 20 minute professional presentation
- An outline and reference page provided at time of presentation to class **and** to your professor
- 8-10 social work professional references are required

The following must be included in the presentation:

- Overview of the theory – what is the theory and principle concepts
- How the theory is applied in practice
- What types of clients would this theory be useful for?
- Apply the theory to a client case

Note:

- Be professionally dressed
- Use PowerPoint slides – use an outline for PowerPoint
- Use videos, DVD clips to make relevant connections to your theory (no U Tube)
- Develop something interactive to help illustrate your theory
- No reading of your material

You will be evaluated on:

- Clarity
- Comprehensiveness
- Creativity
- Class participation
- Overall presentation style

Field Practice Seminar II
Spring Semester 2010
Peer Evaluation of Oral Presentations

Name of Evaluator _____

Subject of Presentation _____

Rate the presentation on each element, on the following scale:

5 = Excellent 4 = Very Good 3 = Good 2 = Unsatisfactory 1 = Poor

I. Clarity

A.	Audibility	5	4	3	2	1
B.	Articulation	5	4	3	2	1
C.	Main Points	5	4	3	2	1
D.	Quality of Argument	5	4	3	2	1

Overall comments are clarity of presentation: _____

II. Comprehensiveness

A.	Coverage of topic	5	4	3	2	1
B.	Coverage of argument/ Supporting evidence	5	4	3	2	1

Overall comments on comprehensiveness of presentation: _____

III. Creativity

A. Creativity of topic	5	4	3	2	1
B. Creativity of presentation	5	4	3	2	1

Overall comments on creativity of presentation: _____

IV. Class Participation

A. Questions generated	5	4	3	2	1
B. Discussion generated	5	4	3	2	1

Overall comments on quality of class participation: _____

Grades Assigned: _____

Mitigating Factors? _____

In general, you should be able to take a straight numerical approach to the grade assigned.

Field Practice Seminar II
Spring Semester 2010
Learning Agreement

Name _____ Instructor _____

Date _____ Course _____

By (the end of the semester) I will have accomplished the following goals:

Goals of the Course

1. I will have mastered the course content.
2. I will have met the agreed-upon requirements of the syllabus.
3. I will have participated fully in class.
4. I will have come to every class fully prepared.

Personal Goals

1. I will have gained special mastery of one particular topic: _____

2. I will have improved the following academic skill(s):

- Writing
- Oral communications
- Reading comprehension
- Critical thinking and reasoning
- Research proficiency
- Test-taking skills
- Other skill _____

3. Other personal goals: _____

Student Signature

Date

Faculty Signature

Date