

MOUNT ST. JOSEPH UNIVERSITY

Field Work I: SWK 330-S7

5 credit hours – Spring 2019 (S219)

Class meets in CL 19

PRE-ASSIGNMENT: Pre-assignment located with this syllabus:
Due January 19th 2019- First day of Seminar.

INSTRUCTOR: Beverly Massey, LISW-S, LICDC-CS, CMFSW, MAC (NCC AP) Assistant Prof / Field Cord.

CLASS TIME: Saturdays, 1:00 p.m. – 3:50 p.m.

CLASS MEETS: 1/19 2/2; 2/16; 3/2 3/23; 4/6; 4/27

OFFICE: CL 12

OFFICE HOURS: Plan C1 Mondays: by appointment
Tuesdays: After Trad. Wk. hours: 6:00pm to 8:00pm
Wednesdays: by appointment
Thursdays: by appointment
Fridays: 12 pm to 6:00 pm
Saturdays: Noon - 1:00 p.m. and 4:30 p.m. to 7:00 p.m.

PHONE: 317-8640 (Cell)

E-mail: beverly.massey@msj.edu

PREREQUISITES: SWK 220, 221, SOC. 202: Admission to the program and junior level status.

COURSE DESCRIPTION:

The student will meet for seven (7) sessions, “guided-discussion” seminars which will facilitate discussions and dialogue, problem-solving techniques, reflection, collaboration and evaluation of learning goals and practice techniques that are utilized within the field practicum experience. The focus of the seminar will be to assist the student in developing their verbal skills by articulating and demonstrating the generalist practice applications that are used in the practicum field placement. The student will be able to identify the theoretical frameworks, the application of the conceptual meanings and interventions, by applying the professional skills that are incorporated within a generalist social work model. Students will be able to use critical thinking and problem-solving skills to impact on social issues and social delivery systems. The seminar will also assist the social work student to begin to integrate these generalist social work theories and skills in their actual practicum/work experience.

COURSE OBJECTIVES:

The University of Mount St. Joseph learning outcomes and performance indicators associated with this course are provided in the table below in the right-hand column.

Graduates of the Social Work Program are expected to demonstrate the integration and application of the CSWE 2008 EPAS ten core competencies. Listed below (left column) are the course objectives that are associated with some of these core competencies and their associated practice behaviors.

Upon successful completion of this course, students should be able to demonstrate achievement of the expected knowledge, skills, and values-based learning outcomes associated with these selected core competencies/practice behaviors. Course content and assignments are designed to introduce, reinforce and/or emphasize those practice behaviors associated with this course, and to assist social work students in developing the social work core competencies.

At the end of the course assignments, (seminar sessions, and field experience), students will give evidence of growth in their ability to:

LEARNING OBJECTIVES	MSJ CORE LEARNING OUTCOMES AND PERFORMANCE INDICATORS
1. Develop knowledge of the identity of professional social work and how to conduct oneself accordingly. (C2.1.1, PB #1)	.
2. Identify and explain in writing the distinguishing characteristics of social work as a profession as well as the multitude of professional roles in the field of social work. (C2.1.1, PB #3)	
3 Assess and evaluate their own professional growth and development through reflective journaling, modeling, and guided discussions. (C2.1.1, PB #2)	
4. Recognize, discuss, and manage personal values, thoughts, and feelings in professional interactions (“use of self”). (C.2.1.2, PB #1)	
5. Communicate effectively, both orally and in writing, in working with systems of all sizes (individuals, families, groups, organizations, and communities, and colleagues). (C2.1.3, PB #3)	LO/Communication 1, 2
6. Use knowledge of self and one’s own culture to challenge biases and personal values. (C2.1.1, PB #2; C2.1.4, PB #2)	LO/Socio-Cultural Relationships 1, 2

7. Increase one's knowledge of diversity and difference by learning from clients and identifying client strengths. (C2.1.4, PB #4)	
8. Identify the forms and mechanisms of oppression and discrimination in organizations, institutions, and society and how these forms and mechanisms change. (C2.1.5, PB #1)	
9. Understand social work's historic and current role in working at-risk populations and working towards social and economic justice. (C2.1.5, PB#2)	
10. Recognize the connection between research and evidence-based best practice with systems of all sizes (individuals, families, groups, organizations, and communities). (C2.1.3, PB #1; C2.1.6, PB #1; C2.1.6, PB #2).	
11. Identify gaps in service and use methods to improve service access, efficiency and effectiveness at all levels of practice. (C2.1.9, PB #2)	

REQUIRED TEXT: The Social Work Practicum: A guide and Workbook for Students, 7thED, Author: Cynthia L Garthwait. Boston: Allyn and Bacon.

College of Mount St. Joseph Field Work Manual

COURSE FORMAT:

The class meetings will be conducted in a “guided- discussion” seminar model. This will require each student to be prepared for discussion and to bring a critically analytical view and professional discourse regarding their professional experiences, cases, journal discussions and actual practice from their agencies. Role playing and practice exercises will also be utilized in each seminar. (*Note: **Seminar participation is mandatory; the primary reason provides a foundation for the field coordinate to evaluate how well the student has the ability to verbalize their conception how knowledge is applied to practice creating the process of developing a skill (s) set).**

Course Policies:

1. Academic Honest Policy: Undergraduate <http://registrar.msj.edu/undergraduate-catalog/rights-policies/academic-policies/academic-honesty/> Graduate <http://registrar.msj.edu/graduate-catalog/rights-policies1/academic-policies1/academic-honesty1/>

2. Disability Policy: In compliance with Section 504 of the Rehabilitation Act of 1973, University of Mount St. Joseph University provides academic adjustments and auxiliary aids for students with physical or mental impairments that substantially limit or restrict one or more major life activities such as walking, seeing, hearing, or learning. Students with disabilities should contact Meghann Littrell, the Director of Learning Center & Disability Services, to present documentation and develop individualized accommodation plans (244-4524, Meghann.Littrell@msj.edu , Learning Center, and Room 156 Seton). Students who have already registered with MSJ Disability Services are encouraged to discuss their accommodations with their course faculty at the beginning of each semester. Additional information can be found at <http://www.msj.edu/academics/disability-services/>.

3. Dropping Dates for Semester:
[https://mymount.msj.edu/ICS/MSJAcademics/Catalogs.jnz?portlet=Semester Policies](https://mymount.msj.edu/ICS/MSJAcademics/Catalogs.jnz?portlet=Semester_Policies)

4. Inclement Weather: Please check the Mount's homepage and listen to the radio/TV for information regarding class cancellation due to poor weather conditions.

5. Incomplete Grade: Undergraduate: <http://registrar.msj.edu/undergraduate-catalog/rights-policies/academic-policies/incomplete-grades/> Graduate: <http://registrar.msj.edu/graduate-catalog/rights-policies1/academic-policies1/incomplete-grades1/>

Course Requirements:

1. Attendance at all seven (7) guided-discussions, classroom seminars are necessary and required. If the student will not be attending a particular seminar, the instructor should be contacted prior to seminar session. All work should be submitted electronically unless otherwise indicated on the syllabus. More than one (1) absence (excused), THE STUDENT will require a conference with the instructor, and the STUDENT WILL initiate the request to

make up the seminar hours. All non-reported absences will result in a loss of 40 points OR a lower-grade level for the final course grade. Emergencies will be evaluated on a case by case basis with documentation. Also, SEE ADDITIONAL ATTENDANCE POLICY LISTED BELOW

2. Satisfactory completion of all written homework and project assignments is required. All written work should be submitted electronically unless otherwise indicated. All assignments due dates are indicated on the syllabus schedule. All written assignments are to be submitted in APA 5th or 6th edition via Blackboard (or if Blackboard is 'down, or NOT AVAILABLE TO YOU' emailed to the instructor's email account) as an attached Word Document.

3. All assignments must be word processed using Microsoft Word with double line spacing unless otherwise instructed and no larger than 12-point font.

4. Blackboard: **You are expected to submit to Blackboard when assignment portal is available; if not available submit assignment to instructor's email.**

5. **All late work and Journals will receive 10 points deduction from your assignment's final grade. No late assignments will be accepted after 48 hrs. Any usual exceptions requires a conference with the field instructor to approve an agreed upon alternate plan.**

ASSIGNMENTS AND GRADING:

Typed instructions for assignments are attached in this syllabus.

Evaluations will be based on a variety of criteria designed to allow the student to demonstrate mastery of course objectives, competencies, and practice behaviors. These include accomplishing the Learning Agreement tasks, the BSW Field Instructor's field placement evaluation, the reflective journal, confirmation of the completion of 224 hours in the field placement setting, REQUIRED attendance and participation in the field seminar class and corresponding in-class exercises, journal article assignment, agency analysis, and two workbook topic activities (from the textbook).

Grading Criteria:

A. Performance in the agency and related paperwork requirements (worth 600 points):

Completion of 224 hours in the fieldwork agency during the semester confirmed by time logs maintained by the field instructor.

Field Forms Required

Agency Agreement must be completed thoroughly and submitted timely as indicated in the syllabus with appropriate signatures in order to continue with the course and field placement.

Learning Contract must be completed thoroughly and submitted timely with appropriate signatures in order to continue with the course and field placement.

Field Instructor Evaluation of Student Performance: based on evidence of increasing ability in core competencies and practice behaviors.

Field and Course Evaluations as identified in the field work packet.

B. Field Seminar requirements and assignments (worth 600 points):

PARTICIPATION POLICY: Attendance at the seven (7) “guided discussion” seminars is required as well as verbal participation in the seminars by sharing agency experiences to facilitate discussions is required for the evaluation of field learning competency. **Students must actively participate in verbal discussions each seminar.**

Seminar participation is mandatory (review this syllabus attendance policy listed below); the primary reason for verbal participation is to provide a foundation for the field coordinator to evaluate how well the student has the ability to verbalize their conception of how knowledge is applied to practice creating the process of developing a skill (s) set for professional practice. *Please note if you have a need to demonstrate this skill in written form (as opposed to seminar participation when requested in the seminar setting); please see the instructor for available accommodations.

Attendance at all seven (7) guided-discussions, classroom seminars are necessary and required. If the student will not be attending a particular seminar, the instructor should be contacted prior to seminar session. All work should be submitted electronically unless otherwise indicated on the syllabus. **More than one (1) absence (excused), THE STUDENT will require a conference with the field coordinator, and the STUDENT WILL initiate this request in order to make up the seminar hours. If no request is made, the student will be deducted 20 points for the absence.** All non-reported absences will result in a loss of 40 points OR a lower-grade level for the final course grade. Emergencies will be evaluated on a case by case basis with documentation.

All late work and Journals will receive 10 points deduction from your assignment’s final grade. No late assignments will be accepted after 48 hrs. Any usual exceptions requires a conference with the field instructor to approve an agreed upon alternate plan

Pre-assignment (worth 50 points)

Reflective journals, submitted and are DUE weekly (according to the intern’s specialized schedule) as a WORD DOCUMENT (templates) attachments on the Blackboard site. Refer to

the specific instructions for this assignment at the end of the syllabus. **(Worth 300 POINTS included in these points (120) are seminar participation)**
Late Journals will follow the late work policy.

Written summary and presentation in class of two (2) journal articles from a Social Work Journal or from social service literature (academic text, peer-reviewed journal articles addressing current issues, research and/or other “approved” professional journal articles). Refer to the specific instructions for this assignment at the end of the syllabus. **(Worth 100 points)**

Two (2) Workbook Activity Topic Assignments (homework #1 and homework #2). Worth 50 points each, for a total of 100 points. Refer to the instructions for these assignments within the syllabus.

Agency Analysis - Refer to the specific instructions for this assignment at the end of the syllabus. **(Worth 50 points)**

Evaluation and Grading Scale:

Point Value: (89.5% - 100% = A, 79.5% to 89.4% = B, etc.)

1074 – 1200 = A

954 - 1073 = B

834 - 953 = C

714 - 833 = D

Below 714 = F

1. Performance in the agency will determine **50 percent of the course grade (or earned point system)**, i.e. accountability, accuracy, social work ethical behavior and actions, attendance at on-site field work, and attendance and participation in weekly supervisory conferences. Included also in this 50% is the timely submission of all field work forms. The field instructor’s evaluation is part of this).

2. Timely submission of the weekly reflective journal, and seminar attendance in addition to course assignments and electronic course work participation will determine the remaining 50 percent of the grade (or earned point system).

NOTE: Rigorously Enforced: Consistent late work (more than two incidents) and incomplete work assignments (more than two incidents) will result in a conference with the instructor and/or program director to initiate a student academic contract. It can/will also decrease your earned points and will lower your final letter grade. Case by case exceptions must be discussed with mutual agreement obtained (the student and instructor) well before due dates or class seminars. See breakdown of work load assignment below.

^You must receive a grade of “C” or better in this course in order for it to count as meeting the requirement for the major.

Accreditation Standard and Professional Objectives:

The Council on Social Work Education EPAS 2008 defines field education as the Signature pedagogy. 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 classroom and field are of equal importance within the curriculum, and each contributes to the development to the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies. All graduates of the program are expected to demonstrate proficiency in the following core competencies:

- 2.1.1-Identify as a professional social worker and conduct oneself accordingly
- 2.1.2-Apply social work ethical principles to guide professional practice
- 2.1.3-Apply critical thinking to inform and communicate professional judgments
- 2.1.4-Engage diversity and difference in practice
- 2.1.5-Advance human rights and social and economic justice
- 2.1.6-Engage in research-informed practice and practice-informed research
- 2.1.7-Apply knowledge of human behavior and the social environment
- 2.1.8-Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- 2.1.9-Respond to contexts that shape practice
- 2.1.10-Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

TENTATIVE COURSE OUTLINE *subject to change

DATE & TOPIC	READINGS	DUE
January 19th 2019 A. Reading of syllabus and pre-assignment. B. Discussion of journal format. Site Profile Sheets completed in class. C. Discussion of field placements. Identify differences between class sessions and professional seminars. D. NASW Code of Ethic/Professionalism – Review pgs. 142-15 E NEW CSWE 2015 Competency Discussion (both field I and II)	Chapters 1, 2,	Pre-assignment submitted on Blackboard or instructor's MSJ email account before class begins at 1:00 p.m. Be prepared to discuss assignment in class, therefore have access to your work for class discussion or bring your laptop with pre-assignment saved on it. Review of Reading assignment.
February 2nd 2019 Each student will present journals A. Discussion of journals: Recording the story; use of supervision B. Discussion of Core Competency Standards/ Roles of generalist social worker a) Broker b) Counselor c) Advocate/Educator d) Referral Liaison/Community Organizer e) Case manager f) Social Change Agent (Social Justice) g) Researcher h) QA/ Survey Development (continuous quality assurance) i) Population Profile/Marketing Developer j) *Technology Specialist and/or web-based consultant k) Intake Specialist (assessor) C. Personal safety	Review Chapter 1 and 2. Read Chapters 3, 4, and 5.	Homework #1 DUE: (p. 49- 50; questions 1-9 and Also Answer questions 8-13 on Syllabus description page for Homework #1 Completed and submitted to Blackboard before class begins at 1:00 p.m. Signed Agency Agreement is DUE: Bring this to class and turn in to instructor.

D. Discussion of Field Manual		
February 16th 2019 A. Discussion of journals B. Discussion of the use of Supervision/weekly documentation. C. Problem-solving approaches with Supervisor D. Review of interviewing techniques, assessment techniques, documentation E. Review and discussion culturally responsive approaches with: Appalachian, Hispanic, Latin American and African American Clients. F. How to focus interviews of clients on problem solving approaches. FIELD II PLACEMENT CONFIRMATION FORMS MAILED TO INTERN (See Email Message from Department Chair for Due Date of Return to Field Coordinator)	Read Chapters 9 & 10	Completed Learning Contract DUE
March 2nd 2019 Discuss Field II pre-conference schedule. A. Discussion of journals. Review of electronic submissions B. Ethical guidelines for clients in electronic communications, phones, photographs and other forms of releases of information. C. Review roles, process, Confidentiality (HIPPA) and NASW Code of Ethics *Bring a Blank copy of a HIPPA form from your agency (if applicable). D. Use of supervision and role in staff meetings, case conferences, etc.	Read Chapters 11, 12, 13, & 14	Homework Assignment #2 DUE; SEE INSTRUCTIONS ON SYLLUBUS INSTRUCTIONS SECTION FOR HOMEWORK ASSIGNMENT. (pp. 156-157) Question: 1-9. Also Answer on Syllabus Instructions Section: 9-12). Submit to Blackboard by 1:00 pm Instructor: Show or Post in Blackboard PowerPoint TITLE: On-line Counseling.

March 23rd 2019 GUEST SPEAKER (If Available) A. Summation of areas of strengths and area for growth for student by student and instructor. Environmental stressors: i.e. study life, work life, etc. B. Working with clients using multi-services. C. Dealing with involuntary and resistant clients: D. Use of brokering and how to advocate for client in the interface between agency and other social systems	Read Chapter 6, 7,8	Agency Analysis DUE (in your textbook Pages 74-75: Questions 1-5) See Syllabus Instructions. Submit on Blackboard by 1:00 p.m. *Field II placement confirmation forms: Review with Interns and Assess if these documents are Completed and Submitted.
April 6th 2019 Field II discussion for next semester. A. Discussion of journals. Prepare for client transitions for Field II B. Review of field placement activities assessed in theoretical views. C. Discussion of generalist social worker roles a) Recognition of generalist vs. graduate social work b) Discussion regarding the use of social work research to enhance generalist practice (Best Practice) D. Use of supervisor: Identify termination phase (for identified interns if needed) discussion with supervisor. E. Importance of professional social work organization (NASW)	Chapter 15 and 16	Article summaries and presentations are DUE. See Instructions in Syllabus Section. Submit to Blackboard by 1:00 p.m., but bring notes to class to use for your presentation.
April 27th 2019 Self- reflection discussion of chapter 18	Chapters 17	Submission of all outstanding reflective journals and/or other assignments

<p>Assessment of social policy in practice. Review of personal/professional strengths.</p> <p>A. Assessment and feedback for future program changes, needs and/or additional information from all fieldwork students.</p> <p>B. Discussion of Self Reflections and Change Agent (Macro Views)</p> <p>C. Discussion questions regarding Field II placements.</p>		<p>Field Instructor Evaluation of Student is due today (and/or before Finals week). See Instructor for Exceptions made in advance pending a meeting with instructor.</p>
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Bibliography

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Assignments

PRE-ASSIGNMENT (worth 50 points)

Pre- Assignment: Due January 19th 2019. Submit a Word document copy of this pre-assignment to Blackboard or If Blackboard is NOT available to you, submit your homework to the instructor's MSJ email account on or before the due date.

NOTE*: Have access to your pre-assignment with you to the first seminar for discussion.

PART I.

A) Research and bring to the first class/seminar a copy of the National Association of Social Workers Code of Ethic.

B) Write a four (4) - five (5) page paper (longer is needed) which will include..... **THE EXACT WORDING and DEFINITION FROM THE NASW CODE OF ETHICS:** For The meaning of the Following Professional Ethical Standards.

1. Self Determination 2. Supervision 3. Social Justice 4. Informed Consent 5. Confidentially 6. Conflict of Interest

PART I-A. Now, Provide **YOUR OWN UNDERSTANDING AND ALSO PROVIDE AN EXAMPLE** (i.e. A PRACTICE EXAMPLE FROM AN AGENCY SETTING) for those same identified standards listed above in Part I. **THAT MAY BE APPLIED IN THE PROFESSIONAL SOCIAL WORK PRACTICE SETTING.**

PART II. READ IN YOUR REQUIRED TEXT “The Social Work Practicum, A guide and Workbook for Students 7th ed. Author Cynthia L. Garthwait: Chapters ONE, TWO

PART III. Answer the following: 1. Provide an example of an Ethical Dilemma and how would you preform your work or provide your service IF such a dilemma existed in a practice setting. 2. Most actions, services or agency policies have a political component involved, how would you perform your job in a politically charged environment when working in the field of social work? You can provide your own scenario when addressing this question.

Remember: An electronic copy of the assignment is to be sent to the instructor via Blackboard as a **WORD DOCUMENT *OR IF BLACKBOARD IS NOT ACCESSIBLE TO YOU;*** access the instructor's Mount E-mail account within an attached Word document. Have access to your work for **THE FIRST DAY OF CLASS/SEMINAR.** Due Date for Pre-Assignment is Sept. 1ST 2018: First Day of Class.

Late assignments will be deducted 10 points.

Homework Assignment #1 – Due February 2nd TH, 2019, worth 50 points

Homework #1 DUE: (p. 49- 50; questions 1-9 in your Text Book.

ALSO, ANSWER THESE ADDITIONAL QUESTIONS

Here are those questions:

8. What are you to do if you are sick or for some other good reason cannot be at the practicum agency when scheduled and expected to be there? Whom do you contact? Who will fill in for you when you are absent? How much notice are you required to give?
9. How are you expected to dress when at the agency? Is there a dress code? What types of clothing, jewelry, or attire are considered inappropriate?
10. How do the regular staff members want to be addressed? Do they prefer to be called Ms., Mrs., Mr., or Dr.? Is it appropriate to use first names?
11. What term is used to refer to the people who make use of your agency's programs and services (e.g., clients, consumers, members, patients, customers, recipients)? How are they to be addressed (e.g., Mr., Mrs., or Ms. J)? Is the use of first names permitted?
12. Do you need to obtain an agency staff identification card, name badge, keys, cell phone, or security code? If so, how is this to be done?
13. Are you permitted to make personal phone calls, use the Internet, or send and receive personal e-mail while in your practicum agency? What rules apply?

Completed and submitted to Blackboard before class begins at 1:00 p.m.

Have access to your work for Class discussion

Type and double-space work in a Word Document with the required writing style.

Homework Assignment #2, Due March 2nd 2019, worth 50 points

Answer questions # (pp. 156-157 Question: 1-9). Submit to Blackboard by 1:00 pm

Here are Additional Questions to Answer:

9. In what ways does your agency make accommodations for clients or consumers who have a physical or mental disability or limitation or who are not fluent in or comfortable with the English language?

10. What culturally sensitive assessment instruments or practice techniques, if any, does your agency use with clients who are members of minority groups?

11. Is there anything about your agency that might discourage minorities from using its services (e.g., the racial, ethnic, or gender makeup of staff; location; office hours and days of operation; reputation in community; costs; perceived attitude toward minorities)?

12. Where on the cross-cultural continuum described by Cross (see Background and Context section) would you place your agency? Why?

Type and double-space work in a Word Document

Agency Analysis (worth 50 points)

(Text Book Page: 74--75. answer questions 1- 5). Also, complete one of the suggested Activities on page 75

Type and double-space your answers to these questions. Submit on Blackboard by 1:00 p.m. on March 23rd 2019.

Reflective Journals, submitted weekly as a WORD DOCUMENT attachment on the class Blackboard site. (Worth 300 points)

NOTE: Rigorously Enforced: These journals should include dates, and students should follow a consistent content style provided for journaling or one that has been approved for submission. The actual journal will be reviewed by the instructor only; these journals are not submitted to the field instructor. Seminar discussion topics will be formulated from the issues raised by the students or instructor based on journals and/or practical experiences. Journals not submitted on due dates are considered late. Three (3) late journals will result in a letter grade decrease. One late journal will result a 5 point deduction from the final grade. Two late journals will result in 10 points deducted from the final grade. The instructor will provide on-going feedback and follow-up recommendations regarding late to the student.

All journal entries are to be typed using double-spacing in Microsoft Word and submitted on the Blackboard site under 'reflective journals.'

Written summary and presentation in class of two (2) journal articles from a Social Work Journal or from social service literature (academic text, peer-reviewed journal articles addressing current issues, research and/or other "approved" professional journal articles).

Please note this assignment is self- directed, and the topic or subject area can be selected from one's field practicum population of interest or professional interest. A two page descriptive

summary of the article (along with a copy of the article) describing its relevance and/or its practical application should be included in this summary. Also describe why you selected the article, (ex. policy implications, practice implications, emerging issues, etc.) In the summary, discuss what social work competencies, practice behaviors, knowledge, values, and skills are referred to and how you might use the information in your current field placement and/or your future career.

Written summary: The expected page length is at least two (2) pages using double-spacing, APA 5th or 6th formatting, and critical reflections. Use Microsoft Word. *Electronic Submission:* Scan the articles into a pdf file and submit those electronically along with the summaries. Due April 6th 2019.

Class presentation of the articles requires that you address why you selected the articles and how you might use the information (competencies, practice behaviors, knowledge, values, and skills) in your current field placement and/or your future career. The presentation should not be longer than 10 minutes with an additional 5 minutes of questions/answers permitted (thus 15 minutes per student presentation). Due April 6th 2019.

The written summaries and the class presentation of these are worth a total of 100 points.

Note: The instructor reserves the right to modify topics and/or scheduling timeframes or requirements within this document. All modification will be made with full disclosure and appropriate notification to all students.