

MOUNT ST. JOSEPH UNIVERSITY

Fieldwork II and Seminar: SWK 432-S7
5 credit hours Spring (S219)
Class meets in CL 19

PRE-ASSIGNMENT: Pre-assignment located at the end of the syllabus: Due: January 19th 2019- first day of seminar.

INSTRUCTOR: Beverly Massey, LISW-S, LICDC-CS, CMFSW Assistant
Professor/Field Coordinator

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

CLASS MEETS: 1/19/19; 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)

EMAIL: beverly.massey@msj.edu

PREREQUISITES: SWK 220, SWK 375, and senior class standing

COURSE DESCRIPTION:

The student works in the field at least 16 hrs. Per week in a social agency (224 hours for the term) under the supervision of an agency field instructor, who has been approved by the University of Mount Saint Joseph's Social Work Program Field Coordinator. The student holds (within the guidelines of the NASW Code of Ethics) advanced responsibility for the services to clients, by applying the intervention skills learned in the classroom and building upon the experience and practice from the Field placement I experience. The advanced seminars are presented within a guided discussion model. This model is designed to promote critical analysis by the student, support assistance with theory integration and field practice work, and to assist the student with the formulation of a senior thesis. This thesis should focused on the assessment of a particular mode of intervention, professional area of interest/research, problem analysis, or a proposed new or emerging program idea. The student must be prepared to discuss and to bring critical analysis to the seminars. The seminars are also designed to assist the student to prepare for professional licensure certification

(This course provides 224 hours of the 448 required by the program to fulfill the 400 hour minimum specified by the Council on Social Work Education.)

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 competences/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 be able to:

LEARNING OBJECTIVES	MSJ CORE LEARNING OUTCOMES AND PERFORMANCE INDICATORS
1. Act and communicate as a social work professional maintaining appropriate boundaries. (C2.1.1, PB #3; C2.1.1, PB #4)	
2. Assess and evaluate their own professional growth and development through reflective journaling, modeling, and guided discussions. (C2.1.1, PB #2)	
3. Recognize, discuss, and manage personal values, thoughts, and feelings in professional interactions (“use of self”). (C.2.1.2, PB #1; C2.1.4, PB #2))	
4. Understand the value base of the social work profession and its ethical standards and principals, and practice accordingly. (C2.1.2, PB #2; C2.1.2, PB #3; C2.1.2, PB #4)	LO/Ethics, 1, 2, 3
5. Analyze contemporary social problems in our society and the models of current social services designed to meet these problems. (C2.1.3, PB #2; C2.1.5, PB #1; C2.1.9, PB #1)	
6. Recognize and communicate their understanding of how racism, sexism, ageism, heterosexism, and classism	

affect social work clients and the practice of social work. (C2.1.4, PB #1; C2.1.4, PB #3; C2.1.5, PB #1)	
7. Advocate for justice by identifying needed changes in policies of the field agency and/or its environment that can enhance conditions for the client system. (C2.1.5, PB #3; C2.1.9, PB #2)	LO/Citizenship 1
8. Analyze and advocate for social policies that impact social service delivery systems, organizational and community structures by engaging in professional intra- and inter-agency relationships designed to benefit client goals and programmatic operations. (C2.1.8, PB #1; C2.1.8, PB #2)	LO/Citizenship 1
9. Understand the professional educational and credentialing process that supports the profession. (C2.1.1, PB #5)	
10. Apply bio/psycho/social/cultural/spiritual perspectives in generalist social work practice situations. (C2.1.7, PB #1)	LO/Interdisciplinary 1, 2
11. Use all steps of the planned change process in working with client systems of all sizes (individuals, families, groups, organizations, and communities). (C2.1.10a, PB #s 1-3; C2.1.10b, PB #s 1-4; C2.1.10c, PB #s 1-5; C2.1.10d, PB # 1)	

REQUIRED TEXT:

No text required; handouts provided in class.

COURSE FOUNDATION AT THIS ADVANCE LEVEL:

Seminar participation is mandatory (review this syllabus attendance policy listed below); the primary reason for verbal participation is to provides a foundation for the field coordinate 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.

COLLEGE ACADEMIC 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 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:
http://mymount.msj.edu/ICS/MSJAcademics/Catalogs.jnz?portlet=Semester_Policies

4. Incident 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/>

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

Course Requirements:

1. Attendance to all seven (7) classroom seminars is necessary. If an emergency should occur, the instructor should be contacted prior to the class session. Two (2) Absences will result in a lower grade. One (1) “not-reported” absence will result in loss of points (30) and a conference with the instructor and/or program director to determine if the grade will be lower One (1) letter grade and/or if the class should be **dropped during this term**. (Emergencies will be evaluated on a case by case basis). **This Program/academic policy will be enforced.**
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 unavailable 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. **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**
4. Blackboard: You are expected to regularly review Blackboard resource postings for this class. You will be responsible for reading to seek understanding of any Journal or resource materials posted on Blackboard and submitting work on Blackboard when requested.

SUPPLEMENTARY READINGS

Student will research and submit social work journal. A social Work Journal Packet will be provided at the beginning of seminar for seminar assignments (see course outline)

TEACHING METHODOLOGY

The class will be conducted via electronic course management services and on a “guided discussion” seminar basis. Students must come prepared to participate in discussions that regarding practice experience, journal experiences and/or emerging practice or policy issues that relate to the activities that effect the placement. The student should expect active participation in the electronic assignments, reflective journaling and in classroom group discussions.

COURSE/SEMINAR REQUIREMENTS

Typed instructions for assignments are attached at the end of 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, attendance and participation in the field seminar class and corresponding in-class exercises, process recording, field instructor thank you letter and the exit survey at course completion.

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

Agency Agreement (must be completed thoroughly and submitted timely 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.

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

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. Students are to actively participate in verbal discussions each seminar. This verbal participation is a component of the attendance grade.**

***ADDITIONAL ATTENDANCE REQUIREMENTS:**

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.**

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.

Pre-assignment (worth 50 points)

Licensure Application (50)

Culturally Responsive Approaches Assignment (50)

Eco Map (150)

Social Justice Assignment (50)

Reflective journals and Field Work Evaluation. Journal Logs are submitted and they are Due Weekly (according to the intern's specialized schedule) as a WORD DOCUMENT attachment to the class Blackboard site. Refer to the specific instructions for this assignment at the end of the syllabus. (Worth 600 points; included in these points (120) are seminar participation)

Process Recording (worth 200 points)

Thank you letter to the field instructor (worth 50 points)

Exit Surveys Completions are required to complete the seminar.

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, 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.

NOTE: Consistent late work and incomplete work assignments will result in a conference with the instructor and/or program director to initiate a student 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.

Course Outline

Session 1 January 19th 2019

1. Introduction
 - A. Discussion of Syllabus and electronic activities, Review of Pre-Assignment:
 - B. Discussion of Field Placement and Professional Seminar Guidelines.
 - C. Completion of Site Profile Data Forms
 - D. Distributed in Seminar: **Developing an Eco Map of the Agency**
 - E. **Assignments for Next Session: Handouts Distributed in Class: Read and Complete Handout 2.4 2.5 and 2.6: Review Application of the 2015 Core Competency (Discussion of new changes in Core Competencies; and/or reduction in the 2015 competencies).**
 - F. **HOMEWORK:** Research Licensure Application and Website: Bring in Application (download this document. You can save the portion of the download to your computer for documentation; or bring in a blank hard copy)
 - G. ***Submit Your Individualized Date(s) for Journal Submission; based on Your (personalized) start date at field placement agency during the first Seminar session. Documentation for Internal Journals is not required.**

Session 2 February 2nd 2019 DUE: Signed Agency Agreement.

- Skill Based Reflective Journaling: Journaling (mastery skill development)**
- A. Discussion of Completed Handouts 2.4, 2.5 and 2.6. Handout for Eco-Map instructional packet. **Completed Map Due March 2nd 2019**
 - B. **(*NOTE: Handouts 2.4, 2.5 and 2.6 is the instruction packet for the Eco Map assignment. The assignment data will follow the writing format guidelines)**
 - B. **DUE: Discussion of Licensure Application and Rules**
 - C. **Assignment for Next Session: Handouts Distributed in Seminar: Cultural Uniqueness Assessment and Diversity Dilemmas 3.1 and 3.2. Read and Completed for next seminar. (Note: All handouts as identified on syllabus may be substituted with prior notice)**

Session 3 February 16th 2019 DUE: Completed Learning Contract. (Late contracts will result in 10 deduction) Issues to Support Confirmation of Placement Completion at the End of the Term

A. ***DUE: Review Completed Handouts 3.1. And 3.2** Review of Culturally Responsive Approaches populations, Appalachian, Hispanic, Latin American and African American.

Specialty Populations: Elderly, Disability, Income Status, Gender/Identity Specific.

B. Reviewing upcoming assignment of **Eco-Map**.

Session 4 March 2nd 2019 DUE: A: Eco-Map and Diversity (Cultural Competency NASW Code 1.05) Discussions Combined. Licensure and Review

Session 5 March 23rd Guest Speaker (If available)

A. **Due: Professional Reading Packet: Discussion of Continuing Educational Requirements (CEU). Theme Social Justice (Change and Advocacy and Macro (Policy Discussions)**

B. ***Client and Placement Termination Process**

C. **Personalized Thank you letter to Supervisor: *Draft Due Next Session**

Session 6 April 6th 2019

DUE: Process Recording Assignment

A. **Self-Evaluation.**

B. **Formal Termination of Placement Planning, with clients, works loads and staff.**

C. **Professional Goals: Graduation Requirements Needs and Problem-solving Issues, Licensure process assessment and Career Planning**

Session 7 April 27th 2019

DUE: *Thank you letter to field instructor

DUE: All Exit Surveys Completed in Classroom setting: Social Work Program Outcomes and Individual. All SURVEYS must be completed before a final grade is submitted. Surveys not submitted will result in an incomplete in the course; until surveys are completed.

Discussion of Termination activities and preparation for overall evaluations.

Evaluation of placement site, seminar, and individual placement

Assessment and feedback for future program changes, needs and/or additional or (Excluded sites) and other evaluative concerns from all fieldwork students.

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.

ASSIGNMENTS

PRE- ASSIGNMENT INSTRUCTIONS: (worth 50 points)

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 wellbeing 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.

PREASSIGNMENT: DUE January 19th 2019

PREASSIGNMENT INSTRUCTIONS: Self Evaluation Assignment

The purpose of this pre-assignment is designed to provide the opportunity for the Student Interns to interpret the Council on Social Work Education (CSWE) Core Competencies entirely from a Self-Evaluation

perspective; during the same time that the Macro process is being implemented in All Social Work Academic programs both Nationally and Internationally.

There are Ten (10) Competencies listed for this assignment. Under Each Competency there is a listing of behavioral activities and skills called "Practice Behaviors". Please read and assess each competency and their practice behaviors.

1. You Select Only Two (2) practice behaviors under each of the Ten (10) Core Competencies; and rate yourself according to your Own performance evaluative criterion.
One of the practice behaviors that you selected should be one that you have assessed as being A Very high practice behavior that you have selected.
2. The other practice behavior that you select which will be also rated by yourself: as *Needing work for improvement.
A Scoring Guide is listed on the upcoming pages of this document; WHICH YOU DO NOT HAVE TO USE; IT'S PROVIDED FOR REFERENCE PURPOSES.
3. At the Completion of this assignment YOU will have a Total of Twenty examples FROM YOUR selected practice behaviors (i.e. two from each of the ten core competencies).

*The Scoring Guide has a rating scale that you "can use; BUT NOT required"; (due to the reading quality is low in this document) for the practice behaviors evaluative measurements in determining your own assessment level.

*You will need to provide a contextual (or a written description or example of an actual field placement site activity that you encountered during field I) that will represent the actual data source for your responses. Note: *If you did not have any activity under a specific competency listed; please provided your own insightful example of how "you think the activity" would present itself in a practice environment.

One copy of your completed pre-assignments should be electronically submitted in an attachment in a Word Document to Blackboard;

***IF Blackboard is not available to you, this assignment should be submitted as an attachment in a Word Document and sent to the instructor's college e-mail**

Account on or before by January 19th 2019. You should have access to a copy of your work during the first day of the seminar.

(Via laptop or hard copy) for the first class session for discussion purposes. Please be prepared to participate with a seminar discussion regarding your work.

EPAS Scoring

2.1.1 Identify as a professional social worker and conduct oneself accordingly

- A. advocate for client access to the services of social work;
- B. practice personal reflection & self correction to assure continual professional development;
- C. attend to professional roles and boundaries;
- D. demonstrate professional demeanor in behavior, appearance, and communication;
- E. engage in career long learning;
- F. use supervision and consultation.

Total Section Score — — —

2.1.2 Apply social work ethical principles to guide professional practice.

- A. recognize and manage personal values in a way that allows professional values to guide practice;
- B. make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable Statement of Principles
- C. tolerate ambiguity in resolving ethical conflicts;
- D. apply strategies of ethical reasoning to arrive at principled decisions.

Total Section Score _

2.1.3 Apply critical thinking to inform and communicate professional judgments

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

Total Section Score _

2.1.4 Engage diversity and difference in practice.

- A. recognize the extent to which culture's structures & values may oppress, marginalize, alienate, or create/ enhance privilege/ power;
- B. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- C. recognize and communicate their understanding of the importance of difference in shaping life experiences;
- D. view themselves as learners and engage those with whom they work as informants.

Total Section Score ___

2.1.5 Advance human rights and social and economic justice.

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

Total Section Score ___

2.1.6 Engage in research informed practice and practice informed research.

- A. use practice experience to inform scientific inquiry
- B. use research evidence to inform practice.

Total Section Score .—

2.1.7 Apply knowledge of human behavior and the social environment.

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

Total Section Score _

2.1.8 Engage in policy practice to advance social and economic wellbeing and to deliver effective social work services.

- A. analyze, formulate, and advocate for policies that advance social wellbeing;
- B. collaborate with colleagues and clients for effective policy action.

Total Section Score __

2.1.9 Respond to contexts that shape practice.

- A. continuously discover, appraise, and attend to changing locales, populations, scientific and technological relevant services;
- B. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Total Section Score __

2.1.10(a)-(d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

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

Total Section Score __ _

All Scores Were Tabulated Based on the Scoring Guide:**Scale Performance Measure Description : Definition :**

9 Mastered Performance The intern/student shows effective **Mastered:** "somebody highly skilled and innovative application of something." Mastered

knowledge, values, and skills performance is demonstration of related to the performance of the knowledge, values, and skills of the : practice behavior. practice behavior at high levels.

:8

7 Superior Performance The intern/student shows superior **Superior:** "surpasses competent in application of the knowledge, one or more ways." Superior

Values, and skills related to the performance is demonstration of performance of the practice knowledge, values, and skills where behavior. all components of the practice

behavior are included.

'6

5 Competent !The intern/student shows **Competent:** "having enough skill or Performance competent application of the ability to do something well." knowledge, values, and skills Competent performance is I related to the performance of the demonstration of knowledge, values, practice behavior. and skills where all components of the practice behavior are included, but at the beginning or rudimentary level.

4

3 Inadequate The intern/student shows beginning **Inadequate:** "failing to reach an Performance application of the knowledge, skills, expected or required level or or dispositions related to the standard." Inadequate performance i performance of the practice is demonstration of knowledge, behavior. values, and skills where one or more of the components of the practice behavior are missing.

12

1 Lacking Performance !The intern/student has not **Lacking:** "missing, not present or demonstrated application of the available." Lacking performance is knowledge, values and skills related the inability to demonstrate any of to the performance of the practice the components of the knowledge, behavior. values, or skills related to the practice behavior.

0 Not Observed !The intern/Student has not had the **Observed:** "to see or opportunity to demonstrate the notice something, especially while knowledge, values, and skills watching carefully." There was no related to the performance of the observation of the performance of practice behavior. the practice behavior.

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.

Reflective Journals and Field Evaluation, submitted weekly as a WORD DOCUMENT attachment on the class Blackboard site. (Worth 600 points)

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 feedback and follow-up recommendations 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.'

Process Recording (worth 200 points) – due April 6th 2019

Process Recordings

Process and Format Description of process recording: SEE AND USE

INSTRUCTIONS ON SYLLABUS FOR THIS ASSIGNMENT.

Process recording is the intern's verbatim recollection of the interaction. Preparation for process recording requires the intern to concentrate on the client(s) verbal and nonverbal behavior throughout the encounter. Documentation leads the intern to review the sequence of events and reassess the transaction. Interns also assess their practice behaviors, skills, attitudes, and values through process recordings. Process recordings are used to develop skills in engagement, assessment, intervention, self-awareness, and use of self in the client transaction. Process recordings, like any other forms of recording, serve as a basis for discussion in supervision and in the classroom.

Purpose of recordings:

- method for field instructor and faculty liaison to provide corrective feedback
- mechanism for evaluating interns practice behavior/skill level
- mechanism for evaluating interns professional development
- method for teaching interns to assess the client-situation and their own performance
- method for students to become aware of their emotional and cognitive responses during client interactions
- method used in combination with other learning approaches such as audio and video recordings of client transactions

- method for integrating theory with practice

Policies concerning confidentiality and ownership of recordings:

All intern educational recordings are to be treated confidentially. Client names and identifying information should be disguised, preferably by assigning pseudonyms. The intern, Field Instructor, and Field Coordinator/Liaison are the only people whom are privy to intern recordings. Process recordings are to be submitted to the Field Coordinator/Liaison for grading and may be destroyed after the assessment process with the approval of the Field Instructor and Field Coordinator/Liaison.

Outline for process recording

I. Purpose of interview/client contact

The purposes of the client(s) contacts will be concise, clear, specific to the client and the interview, and, preferably, measurable. The purpose of the contact shows the relatedness between this interview and previous interviews, when applicable. The purpose can also be personal.

- a. Professional: What are you interviewing for? Remember, an interview is a conversation with a purpose. Are you assessing, evaluation, updating, linking, negotiating, confronting, responding, etc. and for what?
- b. Personal: Why did you choose this particular interview for a process recording? Was this something you did well? Something you got stuck on? Something you wanted to practice? What do you want feedback on from your supervisor? For example, “This was a routine visit for . . . and I want to assess how well I did on. . .”

II. Observations

Record observations of the client’s appearance, demeanor, nonverbal communications, thought process, discrepancies between verbal statements, affect, etc. Record general impressions of the physical and emotional climate of the transaction. **AS EVIDENCED BY!!!** Use your five senses and get behavioral about the client and the environment.

III. Content

Record verbatim the content of the interview/transaction. At a minimum, the content section should include the following:

1. Description of how the interview began (introductions, clarification of purposes of interaction, planning task implementation, etc.)
2. Pertinent factual information and responses of both client and intern

3. Identification of specific social work practice behaviors/skills used - list in column headed “practice behavior/skill used”
4. Description of the apparent emotional content of the interview - identify intern’s emotional responses in column “your emotional reaction”
5. Description of thoughts that led to verbal response and/or assessment of that response/intervention - describe under column “your assessment”

IV. Post-interview assessment

The post interview assessment includes intern impressions based on the interactions and content of the interview. Was rapport established? Were the purposes attained? Why or why not? Was the focus maintained in the transaction? What are the barriers to change, if any? Were the client’s motivations and capacities a help or hindrance to the process? Are additional resources needed? How did the client respond to you, your intervention? Themes present in the interview?

V. Social worker’s practice behaviors, skills and roles

Practice behaviors under each competency are ALSO listed in your learning contract, with more in-depth descriptions of the knowledge, values and skills that makeup each competency being located in the final evaluation measure. As you list practice behaviors demonstrated, you may also specify the skill components of the competency. For example, if, in a sample process recording, you listed practice behavior 10.1, “use of empathy and other interpersonal skills,” you could also list “use of self,” as a skill for this particular practice behavior. The intern assesses the various roles (advocate, problem solver, resource broker, case manager, etc.), interview and engagement, assessment intervention skills, self-awareness, and use of self in the transaction. If the intern could do the interview over again, what would she/he do differently? What did you notice about your thoughts/feelings and how they impacted the interview?

VI. Plan

Summarize plans and goals for the next transaction, if another will occur. Ties in with the assessment. What will you and the client do next—what, when, where, why? If you do not plan to see this client again, what would you plan if you were to see them again?

Reference sources:

Dwyer, M. & Urbanowski, M. (1966). Student Process Recording: A Plea for Structure.

Social Casework. May issue.

Kagle, J.D. (1991). Social Work Records (2nd edition). Prospect Heights, IL: Waveland Press, Inc.

PROCESS RECORDING FORMAT

I. PURPOSE OF INTERVIEW/CLIENT CONTACT

II. OBSERVATIONS

III. CONTENT (SEE ATTACHED PAGE FOR FORMAT)

IV. POST-INTERVIEW ASSESSMENT (CLINICAL INTERNSHIP STUDENTS INCLUDE DSM-IV DIAGNOSIS WHEN APPROPRIATE)

V. ASSESSMENT OF SOCIAL WORKER'S PRACTICE BEHAVIORS, SKILLS AND ROLES

VI. PLAN FOR NEXT SESSION

III. Contents

Student/Client Interview (How Interview began, and then verbatim recording of interview)	Practice Behaviors/Skills Used	Feelings (Your emotional reaction)	Thoughts (Your assessment)	Supervisory Comments
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S219

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GRADING RUBRIC for BSW PROCESS RECORDING

Student Name: _____

I. Purpose of the interview or contact (25) _____

- Indicate what you, as the student social worker, consider to be the purpose of the contact.

II. Observations (35) _____

- Describe in general terms the client's physical and emotional status throughout the interview (appearance, posture, tone of voice, dress, mood, congruent thought content).
- Describe non-verbal communication
- Describe the physical environmental setting (barriers to communication, etc.)

III. Content (45) _____

- Engaging the client & establishing a rapport
- Utilized the facilitative qualities of effective helpers
- Expressing empathy to the client
- Beginning Statement and Role
- Explaining terms of confidentiality
- Utilizing verbal responses to clients (simple encouragement, clarification, setting boundaries with self-disclosure, etc.)
- Avoidance of advice giving or "preaching"
- Attentive listening skills (verbal & non-verbal)
- In touch with thoughts and feelings throughout interview
- Effectively adjusting to client differences

IV. Post Interview / Client Contact Assessment (25) _____

- Did you accomplish your purpose? Explain.
- What is your overall general impression of the client's needs and strengths?
- Will you do anything different in the future? Explain.

V. Social Work Practice Behaviors, Skills & Roles Performed. (40) _____

- CSWE EPAS Practice Behaviors
- Social Work Roles appropriate for a BSW student
- Social Work Skills, e.g., starting where the client is

VI. Plan _____

(20)

- Clarified with client next meeting or task
- Terminated with client effectively

Thank you letter to field instructor (worth 50 points) – due April 6th 2019

(acknowledgement to St. Catherine University and University of St. Thomas for this assignment)

This is an ‘ending well’ assignment. The objectives of this are:

- to demonstrate effective written communication with colleagues
- to demonstrate professional behavior through formal ending of the internship experience
- to engage in life long learning strategies (cultivating gratitude, honoring and building professional relationships and letter writing)
- to gain experience writing a professional thank you letter

The process:

- reflect and identify areas of personal and professional learning and growth you have experienced in field
- reflect on areas that you are grateful for in relationship to our field experience with special attention to your relationship with your supervisor and field agency (please don't worry if negative thoughts or feelings are also present – that is normal, but this is an opportunity to focus on the positive aspects and your learning – you may also find ways to turn a difficult situation into a positive)
- write a letter of closure to your field instructor highlighting areas of growth and gratitude for the learning opportunities you have had---areas to include:
 - professional letter form and structure (1-2 pages)
 - edit for spelling and proper grammar
 - your authentic voice – this is an opportunity to be both personable and professional
 - give concrete examples of opportunities given and/or areas of learning and gratitude
 - in addition to the time and energy your instructor offered you through the field placement experience, please give concrete examples of professional knowledge, values, and/or skills that your field instructor possesses and/or demonstrated to you

Rev. 1/23/19