

ILLINOIS STATE UNIVERSITY		INSTRUCTOR:	Lisa Pieper
SCHOOL OF SOCIAL WORK		OFFICE:	310 Rachel Cooper
Semester:	FALL 2011	OFFICE HOURS:	By Appointment
Course:	SWK 394	OFFICE PHONE:	309-834-5228
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## **FIELD INSTRUCTION SEMINAR I**

### **CATALOG DESCRIPTION**

Integrates coursework with generalist social work practice in an approved agency. Concurrent registration required in SWK 398.10, SWK 315, and SWK 337. 2 semester hours.

Prerequisites: Completion of all BSW courses with the exception of those taken concurrently; senior standing and formal admission to the social work major.

### **COURSE DESCRIPTION**

SWK 394 (Field Instruction Seminar I) is required for all students taking SWK 398.10 (Field Instruction I). The weekly seminar is the university-based complement to the agency-based field course. The field practicum and the integrating seminar jointly enable students to integrate knowledge acquired across the social work curriculum with practice in an agency. Through analysis of their field experiences in the seminar, students' understanding of previously learned material is deepened and further knowledge acquired. Required readings provide additional content on specific practice topics addressed in the seminar.

### **RELATIONSHIP TO OTHER COURSES**

SWK 394 (Field Instruction Seminar I) has a unique position in the social work curriculum. The seminar provides both academic instruction and peer support to senior social work majors who must translate academic understanding into beginning professional practice competence.

### **COURSE GOALS**

The goals for this course are to:

1. Facilitate integration of coursework with field education.
2. Enhance the professional knowledge base for generalist social work practice.
3. Promote development of professional behavior.
4. Increase identification as a social work professional.
5. Introduce peer and self evaluation of practice.
6. Enhance perception of the values and ethical principles underlying practice.
7. Promote professional development through learning contracts, evaluation, supervision, and self care.
8. Promote understanding of agency mission and services.
9. Develop skills for establishing effective helping and professional relationships.
10. Increase knowledge of human behavior and practice theory.
11. Develop awareness of the factors that place specific populations at risk or pose barriers to equitable access to services.
12. Develop awareness of one's responses to diverse clients.

## **STUDENT LEARNING OBJECTIVES**

Upon completion of the course, students will have achieved the following outcomes. Students will be able to:

1. Articulate the values, ethical principles, and legal mandates for practice.
2. Evaluate the fit between personal and professional values.
3. Use self-reflection to evaluate professional behavior (e.g., confidentiality, professional boundaries, professional presentation of self, collegiality, reliability and diligence, giving and receiving constructive feedback).
4. Cite the professional literature relevant to agency cases.
5. Identify one's biases revealed in response to clients.
6. Articulate principles governing professional case recording and documentation.
7. Use APA guidelines for professional writing.
8. Describe the field agency's mission, client population, funding, programs and services.
9. Describe the casework/problem solving process with client cases.
10. Describe the use of human behavior theory with client cases.
11. Identify clients experiencing oppression and discrimination.
12. Describe the effects of social policy on clients and agency practice.
13. Use seminar and field instructors' feedback for self-reflection.
14. Contribute to peers' professional development.

## **REQUIRED READING(S) AND TEXTBOOK**

Main Texts:

- BSW Program Field Manual on the School of Social Work web site  
<http://www.socialwork.ilstu.edu/programs/bsw/field/manual/index.html>
- Berg-Weger, M., & Birkenmaier, J. (2011) *The practicum companion for integrating class and field work*. (3<sup>rd</sup> ed.). Boston: Allyn and Bacon.
- Cummins, L., Sevel, J., Pedrick, L. (2006) *Social work skills demonstrated*. (2<sup>nd</sup> ed.) Boston, MA: Allyn & Bacon.
- Sheafor, B. and Horejsi, C. (2008) *Techniques and guidelines for social work practice*. 8<sup>th</sup> ed.) Boston, MA: Allyn and Bacon.
- Summers, N, (2001) *Fundamentals for Practice with High Risk Populations*. Pacific Grove, CA: BrooksCole

Readings will be assigned by the field instructor and faculty liaison, or may be identified by the student. Students are expected to read in the field agency's field of practice. (See "BIBLIOGRAPHY AND FURTHER READINGS" below.)

The Social Work Reference Librarian, Vanette Schwartz, is available at Milner Library to help students locate resources:

Specific readings for each class session are listed in the "COURSE SCHEDULE" below.

## EXPECTATIONS OF STUDENTS

**Attendance and Participation:** Students are expected to attend and participate in all class sessions. A student should not be enrolled in a course if other obligations will interfere with getting to class regularly and punctually. More than 1 unexcused absence from class will result in a one lower letter grade.

**Additional Instructor Expectations:**

No cell phone and/or pagers during class time.

**Class Preparation:** You are expected to have prepared thoroughly for each class. Preparation includes reading the assigned readings *prior to* class, summarizing the content and being prepared to discuss it; listing questions or reactions to the material; and making connections between concepts in current reading and earlier readings. You are expected to contribute to class discussion. Informed disagreement is both anticipated and welcomed.

**Assignments:** Promptness in completing class assignments and required readings is a requirement. However, circumstances may arise which make it impossible to complete class requirements on time. When such circumstances occur, appropriate arrangements must be made in advance whenever possible.

**Written Work:** Your written work should show thoroughness, accuracy, clarity and professionalism. Such writing generally requires first writing, then review, then editing and rewriting.

- All work should be carefully proofread and corrected. Papers should be free of errors in spelling, grammar, and punctuation.
- All papers written from sources must include citations following the style requirements of the most recent *Publication Manual of the American Psychological Association*. This reference text also provides excellent information on the organization and writing of papers.
- All work must be typed, double-spaced, with numbered pages unless the professor instructs otherwise. Each assignment should be titled, dated, annotated with your name, and stapled or placed in a binder.
- Papers should use standard margins. The Microsoft Word default setting for margins is 1" top, 1" bottom, and 1" each left and right. The header and footer default setting is 0.5" from the edge.
- Papers should use standard fonts. The School standard font is Times New Roman 12 point.
- The Julia N. Visor Academic Center, a division of University College, provides *free* one-on-one writing assistance for any course. Students can receive help with brainstorming, outlining, drafting, revising, citations (APA/MLA/AP/Chicago), and grammar.  
Vrooman, Room 012 (between Manchester and Hewett dorms) 309-438-7100  
Mon-Thurs, 8:00 a.m.-9:00 p.m., Fri, 8:00 a.m.-4:30 p.m., Sun, 4:00 p.m.-8:00 p.m.  
[www.ucollege.illinoisState.edu/tutoring/writing](http://www.ucollege.illinoisState.edu/tutoring/writing)

**Missed or Late Work:** If you miss a class, you will be responsible for any missed class content. Missed in-class work generally cannot be made up. Only in extraordinary circumstances will such work be accepted.

**Nondiscriminatory Language:** Oral presentations and written work should use non-sexist, non-racist, and non-stigmatizing language. Faculty may return papers for revisions in language prior to grading. Be sensitive to your use of language.

**Special Needs:** Students with special needs should notify the instructor immediately so that available accommodations can be made. Any student needing to arrange a reasonable accommodation for a documented disability should contact Disability Concerns at 350 Fell Hall, 438-5853 (voice), 438-8620 (TTY) or <http://www.disabilityconcerns.ilstu.edu/>.

**Academic Misconduct:** Plagiarism, cheating, and all other forms of academic misconduct are not only considered a violation of university regulations, but are also a serious breach of the ethical code of conduct for the social work profession. Students are expected to abide by the ethical standards of the profession. The National Association of Social Workers (NASW) Code of Ethics is available on the Internet: <http://www.naswdc.org/>.

## **ASSIGNMENTS**

The following three assignments are designed to measure progress on the learning objectives for this course. Please see the BSW Program Field Manual regarding all assignments.

The field journal, participation in the seminar and Part I of the Integrative Paper are required.

### **Assignment #1: Field Journal (30%)**

Due: Weekly

The field journal is a professional diary that records your experience throughout the practicum and permits you to chart your professional development. Further discussion of log topics will be provided by your instructor. Please see the BSW Program Field Manual for detailed information regarding this assignment. Topic of the Week log assignments are listed in the "COURSE SCHEDULE" below. Additionally, you must electronically send your weekly logs to the ISU Faculty Liaison.

The journal is confidential and should be treated as such. Client and colleague identities should be altered. Journals are due no later than Midnight on the Friday following the close of your week. The ISU Faculty Liaison will review your weekly journal before class on Monday.

#### **Grading Scale for Field Journal:**

5= very thorough discussion of all questions and application to agency setting

4= good coverage of all questions, thorough discussion provided

3=average coverage of all questions, but more thorough discussion needed

2= minimal coverage of all questions, and not much insight provided

1= NC

### **Assignment # 2: Seminar contribution (20%)**

Due: Weekly

Each seminar session includes informal group discussion of learning experiences from the previous week in the agency. Through focused, professional discussion in the seminar, you will

learn about generalist social work practice in different settings and can assist each other in learning how knowledge gained in one setting applies to other types of agencies.

Before coming to seminar, give some thought to the important events of your week and be prepared to share at least one topic in class. You may share an experience from which you gained insight into social work practice or bring up unresolved concerns. Appropriate topics for discussion include: positive/negative experiences, your strengths and areas needing development, the implications of your field experience for your choice of social work practice, personal insights, and requests for ideas or assistance.

Each class session also will focus on a selected practice topic. Come to class prepared to discuss the topic listed in the "COURSE SCHEDULE" for that date.

In field courses, students have greater responsibility for guiding their own learning and developing their own skills than in any other social work classes. Class attendance and participation are essential. If you have to miss class for any reason, please notify the instructor prior to the class.

**Grading Criteria for Seminar Contribution:**

5= Contributes fully to class discussion. Asks questions, gives feedback to classmates, willingly shares ideas, thoughts and feelings. Takes initiative and responsibility for own learning.

4= Contributes to class discussion, generally asks questions and shares ideas, thoughts and feelings. Takes some initiative for own learning

3= Contributes to class discussion, usually only at instructor's request. Shares ideas, feelings and thoughts with some prompting.

2= Minimal contribution to class discussion. Student rarely shares ideas or thoughts. Appears hesitant to participate, even at instructor's request.

1= NC

The assigned readings increase your knowledge of social work practice and provide important preparation for class participation. You are encouraged to search for other readings to meet particular learning needs.

**Assignment #3: Integrative Thesis I (HBSE/Practice) (50%)**

Draft Due: October 17, 2011

Due: No later than December 5, 2011

Integrative Thesis Part I is designed to assess whether students are able at the conclusion of the BSW program to integrate content from the human behavior and practice courses and apply that knowledge in practice settings.

The outline for this assignment is available in the BSW Program Field Manual. Individual appointments with faculty will be arranged as needed for assistance in developing the paper. For future reference, Integrative Thesis II (research and policy) and an agency-based case /mezzo/macro assessment presentation will be combined in a final project at the conclusion of SWK 395 (Field Instruction Seminar II) and SWK 398.11 (Professional Practice: Field Instruction II).

**Grading Scale for content:**

5= very well covered/demonstrated, student thoroughly addressed each question and provided relevant information. Depth and breadth of paper indicated the student fully understands the topics presented and covered throughout the paper.

4 = good coverage of material/demonstrated, student covered most questions and provided depth and breadth in each topical area.

3= average coverage/demonstrated, but student did not provided much depth or breadth. More detail about topical areas was needed.

2= poorly covered/demonstrated, student did not cover material, many unanswered questions, minimal insight in to topics covered throughout the paper.

1= NC

**Grading Scale for mechanics of paper:**

5= well organized, no typographical/spelling errors, ideas are well thought out and presented and good flow and transitions from one section to the next.

4= well organized, few typographical/spelling errors, ideas flow from one section to the next.

3= somewhat organized, some typographical/spelling errors, some unifying ideas, some awkward transitions.

2= poorly organized, many typographical/spelling errors, very few unifying ideas, poor transitional statements.

1= NC

**GRADING**

Grades will be assigned in accord with the following scale. Students must achieve the full value of the lower end of each subscale to be awarded the corresponding letter grade.

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F 59% and below

**Grade Allocation:**

Grades for the course will be assigned using the following formula:

—	Field Logs	30%
—	Seminar Contribution	20%
—	Integrative Thesis Part I	50%
—	Total	100%

**Additional instructor information regarding grades:**

General criteria for grading are given below. Additional criteria may be provided by the instructor for specific assignments. The Criteria for Grading scale for each assignment is in the BSW Program Field Manual.

- Following directions in completing the assignment.
- Turning in assignments regularly and on time.
- Mastery of interviewing and other professional skills demonstrated.

- Thoroughness and depth of self-evaluations.
- Completeness, accuracy, organization, and clarity of written work.
- Use of practice principles, terms, and theories.
- Evidence of growth in knowledge and skill.

## COURSE SCHEDULE

<b>Session 1:</b>	<b>General topic: General overview of field learning and course assignments.</b>
Day and Date:	Monday, August 22, 2011 ALL STUDENTS MEET FOR A MANDATORY FIELD ORIENTATION IN ROOM 206 DEGARMO HALL, 4:00
Required Readings:	<b>Course text:</b> BSW Program Field Manual, Chapters 1, 2 & 3.  Berg-Weger & Birkenmaier (2011), Preface and Chapter 1, Getting Started on Your Social Work Practice Career, pages 1-27.
Class Assignment/ Activity	Introductions and Team building

<b>Session 2:</b>	<b>General topic: Discussion of student" and the ISU faculty liaison's expectations regarding field learning and the process of skill development, building self-confidence and assertiveness, and establishing personal learning goals. Review of self-directed learning and professional development opportunities in your field setting.</b>
Day and Date:	Monday, August 29, 2011
Required Readings:	<b>Course text:</b> BSW Program Field Manual. Review all forms and assignments.  Berg-Weger & Birkenmaier (2011), Chapter 2, Socialization into the Social Work Profession, pages 28-50.
Class Assignment/ Activity	Journal Entry:  Topic of the week: Write a short summary describing your agency and your field placement. Include the mission statement, what services are provided, client population served etc. Please make enough copies to distribute to each seminar member.

**LABOR DAY, September 5, 2011**

Session 3:	<b>General topic: Professional values and ethics in generalist practice; confidentiality practices in your agencies; overview of professional recording; agency policies, organizational structure and philosophy.</b>  <b>Safety issues in the field.</b>
Day and Date:	Monday, September 12, 2011
Required Readings:	<b>Course text:</b> Berg-Weger & Birkenmaier (2011), Chapter 3, Safety in Social Work Settings, pages 51-67.
Class Assignment/ Activity	Journal entry:  Topics of the week: Discuss your level of confidence in your abilities at this point. What anxieties/concerns do you have as you start your internship? What is your overall impression of your agency, co-workers and supervisor so far? Are there any areas of concern related to the policies, practices that you have observed up to this point?  Discuss what are the safety precautions used in your agency? Have there been any situations that have caused reason for concern among your coworkers? If so, provide a short summary of what happened and how it was handled.

Session 4:	<b>General topic continued: Professional values and ethics in generalist practice. Confidentiality practices in your agency, overview of professional documentation and practices. Review agency policies, organizational structure and philosophy.</b>
Day and Date:	Monday, September 19, 2011
Required Readings:	<b>Course text:</b> Internet resource:  Review NASW Code of Ethics on NASW web site, <a href="http://www.NASWdc.org">www.NASWdc.org</a>  Berg-Weger & Birkenmaier (2011), Chapter 5, Organizational Context, pages 87-106.

Class Assignment/ Activity	<p>Journal entry:</p> <p>Topic of the week: Prior to this class, discuss with your agency field instructor and other staff, the agency's guidelines for confidentiality (release of information, case records, clients' access to records, forms clients must sign, etc.) Include in your log a discussion of confidentiality practices within your agency. Comment on how the reality of confidentiality practices may differ from the "ideal". What are some "red flags" that you have observed? What did you do? What should you have done?</p> <p>Draft version for Fall, 2011 <b>Integrated Practicum Learning Contract and Evaluation</b> (Form A)</p>
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<b>Session 5:</b>	<b>General topic: Professional Writing Skills Workshop , Guest Lecturer: Josh Reid from the Julia Visor Learning Center</b>
Day and Date:	Monday, September 26, 2011
Required Readings:	<b>Course text:</b> Professional Writing Skills Handouts
Class Assignment/ Activity	<p>Journal entry:</p> <p>Topic of the week: How do you present yourself in a professional manner? What steps can you take to become more professional in the eyes of your coworkers, supervisor and clients?</p> <p>Bring to class, examples of the blank forms your agency uses for case notes, treatment plans etc. (We will discuss the similarities and differences of professional documentation and writing using these forms.)</p>

<b>Session 6:</b>	<b>General topic: The role of theory in social work practice, survey of interventive approaches, models, and techniques, behavioral interventions and social work practice.</b>
Day and Date:	Monday, October 3, 2011
Required Readings:	<b>Course text:</b> Berg-Weger & Birkenmaier (2011), Chapter 6, Working with Individuals and Families, pages 107-137.  Sheafor & Horejsi (2008), Chapter 6, Practice Frameworks for Social Work, pages 80-117

Class Assignment/ Activity	<p>Journal entry:</p> <p>Topic of the week: Discuss in your journal what theories, models and interventions are the foundations of practice at your agency (i.e.: problem solving theory, systems theory, behavioral theory and intervention, crisis management, case management etc.)</p> <p>Final Version for Fall, 2011 <b>Integrated Practicum Learning Contract and Evaluation</b> (Form A)</p>
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<b>Session 7:</b>	<b>General topic: Review the problem solving model: Intake and Engagement, Assessment, Treatment Planning and Contracting</b>
Day and Date:	Monday, October 10, 2011
Required Readings:	<p><b>Course text:</b> Sheafor &amp; Horejsi (2008), Chapter 10, Intake and Engagement. pages, 195-224</p> <p>Chapter 11, Data Collection and Assessment, pages 239-307</p> <p>Chapter 12, Planning and Contracting, pages 322-344</p>
Class Assignment/ Activity	<p>Journal entry:</p> <p>Topic of the week: Discuss the problem solving strategies your clients use in their daily life. Focus on the strengths perspective. What skills do your clients use in resolving issues and situations? What types of coping skills do your client's regularly utilize?</p>

<b>Session 8:</b>	<b>General topic: Review the basic interviewing skills and assessment.</b>
Day and Date:	Monday, October 17, 2011
Required Readings:	<p><b>Course text:</b> Cummins, L., Sevel, J. &amp; Pedrick, L. (2006). 2nd Edition. Social works skills demonstrated. Boston, MA: Allyn &amp; Bacon.</p> <p>Chapter 5 The Engagement Process, pages 71-98.</p> <p>Chapter 6, pages 101-133.</p> <p>Sheafor &amp; Horejsi (2008), Chapter 11, Data Collection and Assessment, pages 239-307</p>

Class Assignment/ Activity	<p>Journal entry:</p> <p>Topic of the week: Put yourself in one of your client's position (role reversal). Write down your feelings and thoughts, from your client's perspective, regarding how things are going in your life. Address major issues from the client's point of view. What steps are needed to resolve these issues?</p> <p>Outline for Part I of Integrative Thesis due</p>
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<b>Session 9:</b>	<b>General topic: Managing barriers to change, such as strategies for working with involuntary clients; mandated problems; social justice issues; ethical use of self and authority in practice; empowerment strategies; advocacy, and maximizing client self-determination.</b>
Day and Date:	Monday, October 24, 2011
Required Readings:	<p><b>Course text:</b></p> <p>Sheafor &amp; Horejsi (2008), Chapter 13, Section B, Techniques and Guidelines for Indirect Practice, pages 407-445</p>
Class Assignment/ Activity	<p>Journal entry:</p> <p>Topic of the week: Who holds the power in your agency? What is the basis of this power? What type of control does a person without "power" yield? What have you done, or observed, that has left the client feeling stripped of their power? What skills can you use to empower clients? How do agency practices and policies serve to empower or disempower clients? workers? Finally, what policy, procedure or rule would you like to change? Why and how would you go about making this change?</p>

<b>Session 10:</b>	<b>General topic: Understanding the needs of vulnerable/special populations.</b>
Day and Date:	Monday, October 31, 2011
Required Readings:	<p><b>Course text:</b></p> <p>Sheafor &amp; Horejsi (2008), Chapter 15, Guidelines for Working with Vulnerable Client Groups, pages 492-567</p> <p>Summers, N. (2001) Fundamentals for Practice with High Risk Populations, Chapters 1-8, pages 1-373</p>
Class Assignment/ Activity	<p>Journal Entry:</p> <p>Topic of the week: Describe a time in your life when you interacted with a person who you considered to be at "high risk". This can include a person</p>

	living in poverty, an elderly person, a person with mental illness etc. What was the experience like for you? If you were uncomfortable during the interaction, how did you manage your feelings, thoughts and behaviors? Looking back, what would you have done differently?
<b>Session 11:</b>	<b><i>General topic: The impact of trauma and loss on the clients, understanding loss and grief issues.</i></b>
Day and Date:	Monday, November 7, 2011
Class Assignment/ Activity	Journal entry:  Topic of the week: Discuss a client related situation where the issue of grief and loss has been addressed or needs to be addressed. Issues surrounding loss and grief encompass more than death, such as a child being removed from a foster home. How might unresolved grief “play out” in the client-worker relationship?

<b>Session 12:</b>	<b><i>General topic: Cultural diversity and cultural competence, racial/ethnic issues in generalist practice, practice approaches sensitive to minority groups and ethnic differences, natural helping networks within cultural groups and cultural patterns in seeking help, impact of institutional discrimination on minorities, women, the disabled, the elderly, and other oppressed groups; legal protections against discrimination and mechanisms for their enforcement. Practice issues related to gender and sexual orientation, exploration of personal and societal attitudes to gender roles and homosexuality, and practice issues in working with gay and lesbian youth and adults.</i></b>  <b><i>Develop student’s awareness of his or her attitudes towards and comfort with clients from culturally diverse backgrounds.</i></b>
Day and Date:	Monday, November 14, 2011
Required Readings:	<b><i>Course text:</i></b> Cummins, L., Sevel, J. & Pedrick, L. (2006). 2nd Edition. Social works skills demonstrated: Beginning direct practice. Needham, MA: Allyn & Bacon. Chapter 4, pages 49-70.
Class Assignment/ Activity	Journal entry:  Topic of the week: Address a time in your life when you would have benefitted from social work intervention. What could have been done at the time to make the situation better? Who did you turn to for help?

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**THANKSGIVING BREAK- Be thankful - November 21, 2011**

<b>Session 13:</b>	<p><b><i>General topic continued: Cultural diversity and cultural competence, racial/ethnic issues in generalist practice, practice approaches sensitive to minority groups and ethnic differences, natural helping networks within cultural groups and cultural patterns in seeking help, impact of institutional discrimination on minorities, women, the disabled, the elderly, and other oppressed groups; legal protections against discrimination and mechanisms for their enforcement. Practice issues related to gender and sexual orientation, exploration of personal and societal attitudes to gender roles and homosexuality, and practice issues in working with gay and lesbian youth and adults.</i></b></p> <p><b><i>Develop student's awareness of his or her attitudes towards and comfort with clients from culturally diverse backgrounds.</i></b></p>
Day and Date:	Monday, November 28, 2011
Required Readings:	<p><b>Course text:</b> Cummins, L. Sevel, J., Pedrick. Chapter 4, pages 49-70.</p> <p>Sheafor &amp; Horejsi (2008) Chapter 8, Basic Communication and Helping Skills, pages, 174-180.</p> <p>Sheafor &amp; Horejsi (2008), Chapter 15, Guidelines for Working with Vulnerable Client Groups, pages 492-567 (continued)</p> <p>Summers, N. (2001) Fundamentals for Practice with High Risk Populations, Chapters 1-8, pages 1-373 (continued)</p>
Class Assignment/ Activity	<p>Journal entry:</p> <p>Complete the Promoting Cultural Diversity and Cultural Competence Tool (To be handed out in class)</p> <p>Topic of the week: Discuss in your log your own socialization related to people from different ethnic or racial groups. What was the extent of your interactions with other groups and what attitudes were modeled in your family, peer group, community etc. What barriers do you feel you need to overcome in able to be comfortable with or accepting of human diversity?</p> <p>AND</p>

	<p>Have you interacted with other “professionals” who you believe to be impaired in some way? (i.e.: abrasive, judgmental, demeaning, burned out, inept, inability to develop a collaborative relationship with others?) Describe this person and his/her affect on coworkers, clients and other agency personnel.</p>
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<p><b>Session 14:</b></p>	<p><b><i>General topic continued: Cultural diversity and cultural competence, racial/ethnic issues in generalist practice, practice approaches sensitive to minority groups and ethnic differences, natural helping networks within cultural groups and cultural patterns in seeking help, impact of institutional discrimination on minorities, women, the disabled, the elderly, and other oppressed groups; legal protections against discrimination and mechanisms for their enforcement. Practice issues related to gender and sexual orientation, exploration of personal and societal attitudes to gender roles and homosexuality, and practice issues in working with gay and lesbian youth and adults.</i></b></p>
<p>Day and Date:</p>	<p>Monday, December 5, 2011</p>
<p>Required Readings:</p>	<p><b>Course text:</b>          Cummins, L. Sevel, J., Pedrick. Chapter 4, pages 49-70. (continued)</p> <p>Sheafor &amp; Horejsi (2008) Chapter 8, Basic Communication and Helping Skills, pages, 174-180. (continued)</p> <p>Sheafor &amp; Horejsi (2008), Chapter 15, Guidelines for Working with Vulnerable Client Groups, pages 492-567 (continued)</p> <p>Summers, N. (2001) Fundamentals for Practice with High Risk Populations, Chapters 1-8, pages 1-373 (continued)</p>
<p>Class Assignment/ Activity</p>	<p>Journal Entry:</p> <p>Topics of the Week: Discuss the importance of having a good professional relationship with you supervisor and other staff. What behaviors and characteristics promote both positive and negative working relationships? Address the issues that arise when there is conflict between coworkers? How might this animosity get played out in your work with clients? What can you do to insure a positive work environment?</p> <p>AND</p> <p>Provide a narrative summary of how you chose the goals that you decided to work on throughout the semester. Provide an update of where you are right now and your tentative goals for next semester.</p>

	Turn in: Integrative Thesis Part I, FORM N Interviewing Skills Checklist and Critique/Narrative Summary (2), FORM O Signed time sheets, FORM K Integrated Practicum Learning Contract and Evaluation, FORM A Student Mid-term Evaluation of Placement. FORM L
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## **BIBLIOGRAPHY AND FURTHER READINGS**

The readings below offer a beginning point for reading in your agency's field of practice.

Ames, N. (1999). Social work recording: A new look at an old issue. *Journal of Social Work Education*, 35, 227-237.

Boyle, S., Hull, G., Mather, J., Smith, L., Farley, O.W. (2006) *Direct Social Work Practice*. Boston: Pearson Education,

Brems, C. (2000). *Dealing with challenges in psychotherapy and counseling*. Belmont, CA: Wadsworth.

Caple, F.S., Salcido, R.M., & di Cecco, J. (1995). Engaging effectively with culturally diverse families and children. *Social Work in Education*, 17, 159-169.

Cochrane, S.F., & Hanley, M.M. (1999). *Learning through field: A developmental approach*. Boston: Allyn and Bacon.

Corey, G., & Corey, M.S. (1993). *Becoming a helper (2nd ed.)*. Pacific Grove, CA: Brooks/Cole.

Csiernik, R. (2001). The practice of field work: What social work students actually do in the field. *Canadian Social Work*, 3(2), 9-20.

Cummins, L., Sevel, J. & Pedrick, L. (2006). *Social work skills demonstrated: Beginning direct practice*. (2nd ed.) Needham, MA: Allyn & Bacon.

DiGiulio, J.F. (2002). Back to basics: Confidentiality in the field practicum. *Arete*, 25(2), 71-77.

Fortune, A.E. (1995). Termination in direct practice. In R. Edwards (Ed.), *Encyclopedia of Social Work (19th ed., pp. 2398-2404)*. Washington, DC: NASW Press.

Gibbs, L., & Gambrill, E. (1996). *Critical thinking for social workers: A workbook*. Thousand Oaks, CA: Pine Forge Press.

Gitterman, A. (1988). Teaching students to connect theory and practice. *Social work with groups*, 11, 33-41.

Glugoski, G., Reisch, M., & Rivera, F. (1994). A holistic ethno-cultural paradigm: A new model for community organization teaching and practice. *Journal of Community Practice*, 1, 81-98.

- Grow, G. (1991). Teaching learners to be self directed. *Adult Education Quarterly*, 41, 125-149.
- Hepworth, D., Rooney, R., Dewberry Rooney, G., Strom-Gottfried, K & Larsen, J. (2006). *Direct social work practice: Theory and skills*. (7th ed.), Pacific Grove CA: Brooks/Cole.
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