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| ILLINOIS STATE UNIVERSITY |                          | INSTRUCTOR:   | Kathryn Conley<br>Wehrmann, PhD, LSW |
| SCHOOL OF SOCIAL WORK     |                          | OFFICE:       | RC 315                               |
| Semester:                 | Fall 2011                | OFFICE HOURS: | Thursdays by<br>appointment          |
| Course:                   | SWK 491<br>Fairchild 301 | OFFICE PHONE: | 438-5903, cell: 217 898<br>2686      |
| Section:                  | 001                      | EMAIL:        | kcwehrm@ilstu.edu                    |

## **ADVANCED PRACTICUM SEMINAR I**

### **CATALOG DESCRIPTION**

Integrates advanced coursework with advanced practice in an approved agency. Concurrent registration required in SWK 498.03 and SWK 445. 1 semester hour.

Prerequisites: Satisfaction of all MSW foundation requirements; satisfaction of all advanced courses taken; and graduate standing.

### **COURSE DESCRIPTION**

The advanced practicum seminars are complementary to the advanced practicum courses and are taken concurrently. The seminars focus on integration of knowledge, values, and skills for advanced practice. Issues related to serving diverse client populations, factors of risk and resilience, policy and social justice perspectives are interwoven throughout the courses. The seminars involve students as advanced adult learners in selecting the specific learning goals and content for each session, and in presenting course material. Agency-based field instructors who have special expertise in the practice domains selected may be invited to participate in specific seminar sessions. The courses focuses heavily on accessing the most current knowledge and research on selected practice issues in order to enhance students' knowledge and their motivation to use research findings in their current and future practices.

### **RELATIONSHIP TO OTHER COURSES**

SWK 491 Advanced Practicum Seminar I and its associated course, SWK 498.03 Advanced Practicum I, are two of the four capstone courses for the MSW curriculum; they facilitate students' integration and application of all previous course work. Integration and application also is facilitated by students' concurrent registration the first advanced research seminar, SWK 445 Practice Evaluation I. This arrangement allows students to develop a research proposal for practice research while in their practicum agencies that will be implemented under faculty instruction and supervision in SWK 448 Practice Evaluation II and SWK 498.04 Advanced Practicum II.

## **COURSE GOALS**

The goals for this course are to:

1. Integrate advanced coursework with practice in the field.
2. Expand professional knowledge and skill for advanced social work practice.
3. Foster an expanded professional identity.
4. Foster use of the NASW Code of Ethics to determine ethical practice.
5. Develop responsibility for self-evaluation.
6. Develop understanding of how to use supervision, consultation, collaboration, and continuing education to develop professionally.
7. Increase responsiveness to diverse clients.

## **STUDENT LEARNING OBJECTIVES**

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

1. Apply specific NASW Code of Ethics principles to client cases.
2. Apply agency policies and procedures.
3. Assess one's own and the agency's cultural competence.
4. Conduct a comprehensive self-assessment.
5. Develop a learning contract based on a comprehensive self-assessment and cultural competence assessment.
6. Demonstrate advanced practice skills with client cases.
7. Describe the impact of federal, state, and local policy on agency practice.
8. Adapt practice approaches in response to culturally diverse clients.

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

Professional Reading. Students are expected to read professional literature about practice and policy issues relevant to their practicum setting. We will be focused on implementing an evidence based approach to practice.

**Reading(s)** (*Available at Milner Library – locate by title*):

Altshuler, S.J. (2006). (One hundred and) ten years later, students in foster care still need our help! *School Social Work Journal*, 31(3), 79-93.

Berger, L. M., McDaniel, M., & Paxson, C. (2005). Assessing parenting behaviors across racial groups: Implications for the child welfare system. *Social Services Review*, 79(4), 653-688.

Bollenbacher, V., & Sakagawa, T. (2006). Justice, therapeutic, and hybrids and implications for children's rights: A review of state policy. *Children & Youth Services Review*, 28(6), 682-703.

- Coohy, C. (2006). Physically abusive fathers and risk assessment. *Child Abuse and Neglect*, 30(5), 467-480.
- Hawkins, J.D. (2006). Science, social work, prevention: Finding the intersections. *Social Work Research*, 30(3), 137-152.
- Hyde, C. A., & Hopkins, K. (2004). Diversity climates in human services agencies: An exploratory assessment. *Journal of Ethnic & Cultural Diversity in Social Work*, 13(2), 25-43.
- Kelly, S., & Blythe, B.J. (2000). Family preservation: A potential not yet realized. *Child Welfare*, 79(1), 29-42.
- Leos-Urbel, J., Bess, R., & Geen, R. (2002). The evolution of federal and state policies for assessing and supporting kinship caregivers. *Children & Youth Services Review*, 24(1/2), 37-52.
- Mann, E. A., & Reynolds, A. J. (2006). Early intervention and juvenile delinquency prevention: Evidence from the Chicago longitudinal study. *Social Work Research*, 30(3), 153-167
- Mennen, F.E., & O'Keefe, M. (2005). Informed decisions in child welfare: The use of attachment theory. *Families in Society*, 27(6), 577-593.
- Orenstein, E.D., & Ganzer, C. (2005). Relational social work: A model for the future. *Families in Society*, 86(4), 565-572.
- Owens-Kane, S., Smith, L.A., & Brinson, R. (2005). Transfer of child welfare research findings to the field: An internet-based training series. *Professional Development*, 8(1), 27-37.
- Palusci, V.J., Cox, E.O., Shatz, E. M., & Schultze, J.M. (2006). Urgent medical assessment after child sexual abuse. *Child Abuse & Neglect*, 30(4), 367-380.
- Portes, P., Brown, J.H., Saylor, K., Sekhon, M. (2005). Assessing children's adjustment to divorce stress: A validation of the Divorce Adjustment Inventory-Revised scales through family functioning and child adjustment standard measures. *Journal of Divorce & Remarriage*, 44(1/2), 47-89.
- Rosenthal, M.G. (2000). Public or private children's services? Privatization in retrospect. *Social Service Review*, 74(2), 281-305.
- Smith, B.D. (2005). Job retention in child welfare: Effects of perceived organizational support, supervisor support, and intrinsic job value. *Child & Youth Services Review*, 27(2), 153-169.
- Strand, V.C., Sarmiento, T.L., & Pasquale, L.E. (2005). Assessment and screening tools for trauma in children and adolescents: A review. *Trauma, Violence, and Abuse*, 6(1), 55-78.
- Surko, M., Peake, K., Epstein, I., & Medeiros, D. (2005). Multiple risks, multiple worries, and adolescent coping: What clinicians need to ask about. *Social Work in Mental Health*, 3(3), 261-285.

**Recommended Reading(s):**

A recommended reading list will be generated through seminar discussion and participant presentations over the course of the semester.

**EXPECTATIONS OF STUDENTS**

**Self-directed Learning:** Throughout this seminar, students are expected to take charge of their own learning within acceptable curricular parameters. Students are expected to identify their educational goals, find the resources needed to complete the seminar requirements, and to ask for assistance when they need it.

**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.

Additional Instructor Expectations:

This section of 491 will be presented in a blended format (combination in-person and online). Most of our work will be completed online. For this format to be successful, it is of the utmost importance that each seminar member participate to the fullest extent. We will not meet each week as a group—specific dates for meeting over the course of the semester are as follows: August 27, September 24, October 29, and December 3 are tentatively scheduled for full seminar meeting times.

**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.

Additional Instructor Expectations:

You will be expected to participate fully in online discussion opportunities.

**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.

**Missed or Late Work:** Since our seminar will be conducted primarily online, missing a class should not be an issue. What is key, however, is that you insure that you complete your work on time. Only in extraordinary circumstances will late 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 assignments are designed to measure progress on the learning objectives for this course. Please see instructor's handout for writing guidelines and grading criteria.

Assignment 1: Weekly Electronic Logs (40%)  
Due: Sundays by 10:00 PM

Each entry should reflect on both the experiences of the week and integrate them into a

personal perspective. Please note that there are special topics and short readings identified for many of the weeks that you will be expected to address as a part of the journal entry. Entries will be due to the instructor no later than Sunday at 10:00 PM. Logs will cover the time period from the previous Friday-Friday. Please note that each journal should include the following elements:

1. The date and the number of hours worked in your practicum this past week.
2. A summarization of activities completed in the field this week. Include specific learning experiences you had at the micro, mezzo and macro levels of practice.
3. Discussion of challenges faced in field this week and strategies taken (or might be taken) to master the challenges.
4. Identification of a success in the field this week and explain why you consider it a success.
5. Description/discussion of issues (administrative and clinical) covered in supervision this week.
6. Any questions or concerns for the Concentration Practicum seminar class or instructor? (If it is a question that you think that your seminar colleagues could help you with, please also post on the Discussion Board.)

Journal entries will be submitted via BlackBoard.

Assignment 2: Agency PowerPoint Presentation (30%)

Due: September 22, 2011

This assignment is intended to support your efforts to become familiar with your agency. The more you know about your agency, the more effective you can be in identifying opportunities to improve services and programs, identify funding opportunities and advocate for changes in policy. In addition, your knowledge of your agency makes you a more effective advocate for the work it does in the community. Your efforts in the project will also contribute to your colleagues' knowledge of your agency. Since we are operating in a virtual seminar--this assignment will be created as a PowerPoint presentation that will be posted on this class site. Please also include the notes you would use to accompany the PowerPoint--your script if you were to present it to an influential community group. In addition to the PPT, you may also prepare supplemental handouts that can be downloaded by your colleagues. Please think of this presentation as one that you would feel confident about presenting to community groups that might also be potential funders. You should not assume that your audiences have knowledge about your agency and its programs.

Instructions:

Your presentation should include content related to the following:

1. Agency history--how did it come into existence?
2. How the agency is governed?
3. Where does the agency's funding come from?

4. What are the relevant laws that shape the practice within the agency?
5. What programs are offered by the agency? In addition to serving the clients' well-being, how do these services advance social and economic justice?
6. How is the agency staffed (number, professional qualifications)?
7. How do consumers access services? What recommendations could you make to enhance clients' access to services? How could greater access promote greater social and economic justice?
8. Future direction of the agency? Concerns?

Your presentation will be evaluated based on organization, thoroughness, and clarity. Creativity will also be a factor. Please avoid placing too much text on the slides--this should not be a "paper" plugged into a PPT format. It should really be something that you would be proud to take out into the community. In addition to the development of the PPT and any additional handouts you develop to support your presentation, you should also be prepared to respond to questions that your colleagues will post. Seminar colleagues will view each other's PowerPoint presentations as community group or school board members. The presenter will be expected to handle the group in the way they would in an actual community situation. Members of the seminar will be expected to post the types of questions that a potential funder might have about human service agencies or human services within a host agency. The presenter will need to be prepared to post answers in a way that would best represent the agency. Preparation of this assignment is expected to take the presenter into the realm of agency history, governance, funding, relevant law, programming, staffing, access to services, future direction of the agency in the current political and economic climate (economy of social services).

Assignment #3: Seminar Contribution and Participation ongoing throughout the semester (30%)

Students are expected to attend and participate in on-site seminars when scheduled and participate fully in technology assisted on-line discussions via BlackBoard. Students will also be expected to make a minimum of 10 substantial posts in response to instructor initiated discussion questions or questions posted by seminar colleagues over the course of the semester. In addition, students will be expected to be responsive to colleague's requests for information regarding resources and assistance in working with cases. To the extent possible the online portion of this seminar is intended to provide an ongoing forum for group supervision and consultation in addition to the formal supervision that seminar members receive in their practicum settings. Seminar members will learn as much from each other's questions and ideas as they do from the instructor, therefore any absence or lack of participation online represents the loss of your contribution to the success of the class.

**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:

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| — | Weekly Electronic Logs               | 40%  |
| — | Agency Presentation                  | 30%  |
| — | Seminar Contribution & Participation | 30%  |
|   | Total                                | 100% |

## COURSE SCHEDULE

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| Session 1:                 | <p><b>General topic: Orientation to the advanced practicum seminar that will be conducted via Blackboard, development of learning contracts, and planning of future sessions.</b></p> <p><b><i>This seminar meeting will be devoted to student discussion of their placements. Each member of the seminar will be asked to describe their setting and the orientation to the agency that they have received. Time will also be spent discussing the learning contract on to assist members in developing their individual approach to field study activity that addresses the formal learning objectives identified for the field practicum. Future assignments will be thoroughly discussed and schedules will be adjusted as necessary.</i></b></p> |
| Date:                      | Thursday, August 25, 2011   |
| Required Readings:         | <b>Reserve Readings:</b><br>Student directed based on placement setting.  |
| Class Assignment/ Activity | Journal entry due by Sunday at 10:00 PM.  |

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| Session 2:                 | <b>General topic: School, Agency, and Student Expectations of Practicum</b>        |
| Date:                      | Thursday, September 1, 2011  |
| Required Readings:         | <b>Reserve Readings:</b><br>Student directed based on placement setting.           |
| Class Assignment/ Activity | Journal entry and Comprehensive Professional Development Assessment due by 10:00PM |

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| <b>Session 3:</b>          | <b>General topic: Social work values and ethics</b>   |
| Date:                      | Thursday, September 8, 2011   |
| Required Readings:         | <p><b>Reserve Readings:</b><br/>Student directed based on placement setting.</p> <p><b>Recommended Readings:</b><br/>NASW Code of Ethics. (Available on-line at <a href="http://www.socialworkers.org">www.socialworkers.org</a>)</p> |
| Class Assignment/ Activity | Journal entry with special topic due by Sunday at 10:00 PM<br>Special topic: Description of agency.   |

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| <b>Session 4:</b>          | <b>General topic: Learning Contract and Supervision</b>                          |
| Date:                      | Thursday, September 15, 2011   |
| Required Readings:         | <p><b>Reserve Readings:</b><br/>Student directed based on placement setting.</p> |
| Class Assignment/ Activity | Journal Entry due by Sunday at 10:00 PM.   |

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| <b>Session 5:</b>          | <b>General topic: General Topic: Communication in Social Work</b>                          |
| Date:                      | Thursday, September 22, 2011   |
| Required Readings:         | <p><b>Reserve Readings:</b><br/>Student directed based on placement setting.</p>           |
| Class Assignment/ Activity | Journal Entry and Learning Contract due by Sunday at 10:00 PM.<br>Agency Presentation due. |

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| <b>Session 6:</b>             | <b>General topic: Influence of Social Policy on Agency Practice</b>   |
| Date:                         | Thursday, September 29, 2011  |
| Required Readings:            | <b>Reserve Readings:</b><br>Student directed based on placement setting.  |
| Class Assignment/<br>Activity | Journal entry with special topic assignment due by Sunday at 10:00 PM.<br>Special Topic: <i>Provide a description of how social policy influences practice within your agency. Please identify a particular piece of legislation in your description.</i> |

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| <b>Session 7:</b>             | <b>General topic: Community Context of Practice</b>                      |
| Date:                         | Thursday, October 6, 2011  |
| Required Readings:            | <b>Reserve Readings:</b><br>Student directed based on placement setting. |
| Class Assignment/<br>Activity | Journal entry due by Sunday at 10:00 PM.                                 |

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| <b>Session 8:</b>             | <b>General topic: How Are Things Going at Mid Term?</b>   |
| Date:                         | Thursday, October 13, 2011  |
| Required Readings:            | <b>Reserve Readings:</b><br>Student directed based on placement setting.  |
| Class Assignment/<br>Activity | Journal entry due by Sunday at 10:00 PM.<br>with special topic.<br>Special Topic: <i>How are things going at midterm? What is going well? What would you change? Do you have a strategy for making changes? Please describe them if you do.</i> |



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| <b>Session 9:</b>             | <b>General topic: Social Work as Planned Change</b>                      |
| Date:                         | Thursday, October 20, 2011   |
| Required Readings:            | <b>Reserve Readings:</b><br>Student directed based on placement setting. |
| Class Assignment/<br>Activity | Journal Entry due by Sunday at 10:00 PM.                                 |

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| <b>Session 10:</b>            | <b>General topic: Ethics, Values and Legal Concerns</b>  |
| Date:                         | Thursday, October 27, 2011   |
| Required Readings:            | <b>Reserve Readings:</b><br>Student directed based on placement setting.   |
| Class Assignment/<br>Activity | Journal Entry with special topic assignment due by Sunday at 10:00 PM.<br><i>Special topic: How do social work core values conflict with your agency's mission and the day to day reality of providing services?</i> |

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| <b>Session 11:</b>            | <b>General topic: Diversity Issues</b>   |
| Date:                         | Thursday, November 3, 2011   |
| Required Readings:            | <b>Reserve Readings:</b><br>Student directed based on placement setting.                               |
| Class Assignment/<br>Activity | Journal entry due by Sunday at 10:00 PM<br><i>Special topic: How does your agency honor diversity?</i> |

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| <b>Session 12:</b>            | <b>General topic: Merging Self and Profession</b>                       |
| Date:                         | Thursday, November 10, 2011   |
| Required Readings:            | <b>Reserve Readings:</b><br>Student directed based on placement setting |
| Class Assignment/<br>Activity | Journal entry due by Sunday at 10:00PM                                  |

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| <b>Session 13:</b>            | <b>General topic: Evaluating Practice</b>  |
| Date:                         | Thursday, November 17, 2011  |
| Required Readings:            | <b>Reserve Readings:</b><br>Student directed based on placement setting.   |
| Class Assignment/<br>Activity | Journal entry due by Sunday at 5:00PM<br>Special Topic: <i>Describe how your agency strives to practice in an evidence based manner.</i> |

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| <b>Session 14:</b>            | <b>Fall Break</b>  |
| Date:                         | Thursday, November 24, 2011  |
| Required Readings:            | <b>Reserve Readings:</b><br>Student directed based on placement setting. |
| Class Assignment/<br>Activity | No Journal entry due this week. Have a great break!                      |

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| <b>Session 15:</b>         | <b>General topic: Professional Affiliations. Planning for next semester.</b>   |
| Date:                      | Thursday, December 1, 2011   |
| Required Readings:         | <b>Readings:</b><br>Student directed based on placement setting.   |
| Class Assignment/ Activity | Journal Entry due by Sunday at 10:00 PM.<br><br>Special Topic: <i>Looking back over your practicum experiences for this semester, describe the most significant learning experience you had.</i> |

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| <b>Session 16:</b>         | <b>General topic: Wrap-Up and Reflection (In-person meeting)</b>   |
| Date:                      | Thursday, December 8, 2011   |
| Required Readings:         | <b>Readings:</b><br>Student directed based on placement setting.   |
| Class Assignment/ Activity | Journal Entry with Special Topic Assignment due by Sunday at 5:00 PM.<br><br>Special Topic: <i>Describe your plan for professional development in the upcoming semester. Identify particular areas that you would like to work on in the upcoming semester to hone your skills</i> |

## **BIBLIOGRAPHY AND FURTHER READINGS**

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