

**SOW 4522
SOW 4510
Summer 2008**

**SENIOR SEMINAR
FIELD INSTRUCTION**

INSTRUCTOR: DEBORAH M. ROUGAS, M.S.W., L.C.S.W.
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Class Meeting: Thursdays 9:00 a.m.-12:30 p.m. Bldg. 86/ Room 134

**Office Hours: Thursdays 1:00 p.m. -5:00 p.m.
Wednesdays 9:00 a.m. -3:00 p.m.
& by appointment**

Prerequisites/Co-requisites:

SOW 3103, 3113, 3203, 3313, 3322, 3350, 3503, 3620, 4332, 4403 with a grade of "C" or better in both academic and practice components, have an overall minimum GPA of 2.0, and a minimum GPA of 2.5 in the major, and receive faculty approval to enter field instruction. **Students may not take more than one course, either Social Justice or a Social Work Elective in addition to senior seminar and field instruction, and may not enter field instruction with an incomplete "I" in any course.**

SOW 4522 COURSE DESCRIPTION: SENIOR SEMINAR

This course is designed to integrate previously learned beginning generalist practice concepts, values, knowledge, attitudes and skills with practice. Prerequisites are SOW3103, 3203, 3313, 3322, 3503, and 4332. Students must be of senior status, and have a GPA of 2.5 in the major and receive faculty approval. Co requisite course is SOW4510.

SOW 4510 COURSE DESCRIPTION: FIELD INSTRUCTION

This course provides a field education experience in a social service agency with a qualified professional supervisor. A minimum of 400 hours is required. This course is restricted to social work majors. Prerequisites are: SOW 3103, 3203, 3313, 3322, 3503, and 4332. Students must be of senior status, and have a GPA of 2.5 in the major and faculty approval. Co requisite course is SOW4522. This course will provide the opportunity for the student to integrate beginning generalist practice concepts, values, knowledge, attitudes and skills with purposeful application in a professional setting. **The course is designed to be an educational experience, not job training.** Course objectives are found in the Field Instruction Manual

TEXTS:

Field Instruction Manual - 2 copies. The Social Work Field Instruction Manual is available online at: <http://www.cops.uwf.edu/socwork/socworkfield/fieldmanual.htm>

Students are required to read the field manual in entirety **prior to their first day at the agency**. Students are required to download a copy of the field manual to a CD or provide a paper copy for usage by their agency field supervisor.

All evaluation forms are available in the field manual for printing. The student is responsible for ensuring that the evaluations are turned in to the field instructor by the deadline specified.

SOW 4522 STUDENT LEARNIG OBJECTIVES: SENIOR SEMINAR

Students are placed in wide variety of social service settings - public, private and military - which represent many different fields of practice. In this seminar, students are expected to share and reflect on these field education experiences, to discuss problems and issues from the field education experience, and actively participate in discussion and evaluation of practice. Course objectives are to:

- * integrate previously learned beginning generalist practice concepts, values, knowledge, attitudes and skills with practice
- * develop habits of life long learning through continuing education
- * evaluate professional generalist practice skills
- * develop a beginning understanding of program evaluation and outcome measures as related to a practice setting
- * demonstrate multilevel assessment problem solving and intervention skills
- * address diversity, oppression, and discrimination issues in practice
- * articulate the integration of theory with practice experience with individuals, families, groups, and community
- * analyze social policy as it relates to service provision
- * develop an awareness of self in the process of assessment and intervention with clients
- * recognize ethical dilemmas that are common in different practice settings and demonstrate an understanding of how to apply an ethical decision-making model.
- * demonstrate respect for diverse opinions and viewpoints in professional discussions

SOW 4510 STUDENT LEARNING OBJECTIVES: FIELD INSTRUCTION:

This course will provide the opportunity for the student to integrate beginning generalist practice concepts, values, knowledge, attitudes and skills with purposeful application in a professional setting. The course is designed to be an educational experience, not job training. Students are expected to:

- experience a variety of practice settings and programs through planned agency visits and through attendance at professional meetings and workshops
- assess practice methods through observation and discussion with the field supervisor
- assess personal practice skills through process recording and field supervisor feedback
- apply multi-level assessment and intervention techniques
- consciously address issues of diversity, oppression, and discrimination in a practice setting
- demonstrate beginning generalist knowledge and skills through direct practice with individuals, families, and groups and through community intervention
- analyze social service policy as it relates to program
- develop habits of life long learning and practice evaluation
- develop a professional image and identity

For this course, the agency supervisor is responsible for:

- providing an orientation to agency, policy and procedures, and the service community
- assisting the student to develop a learning contract
- making day to day and long term assignments
- monitoring the schedule
- evaluating performance

The University Field Coordinator ensures that the agency and UWF's Social Work Program's learning expectations are clearly delineated. The Field Coordinator orients new placement supervisors, and makes at least one mid-semester visit to each placement site. The Field Coordinator arbitrates any conflicting expectations, and negotiates any placement changes or terminations. The Field Coordinator is available to the student or to the agency supervisor at any time for consultation.

Student Learning Outcomes: Through readings, discussions, presentations, experiential activities, and written assignments, students will demonstrate knowledge or skills of the following:

- 1. Apply, within an agency setting, knowledge and skills that develop, demonstrate and promote the basic values of the social work profession, requiring students to analyze ethical dilemmas and ways such dilemmas impact the field education practice, service and clients, and identifying how personal values impact such systems.**

Outcome: critical thinking, communication, values/integrity, project management

Outcome measures: case presentations, student evaluations, field reports, field instructor evaluations, seminar discussion, peer feedback

- 2. Define, design and demonstrate strategies for effective practice with persons from diverse backgrounds in the field education experience; including populations-at-risk, groups that have experienced social and economic injustice, including women and children, new immigrant groups, minorities, gay, lesbian, & trans-gendered persons, and the aged.**

Outcome: critical thinking, communication, values/integrity, project management

Outcome measures: case presentations, student evaluations, field reports, field instructor evaluations, seminar discussion.

- 3. Define, design and demonstrate strategies to reduce discrimination, oppression, and economic deprivation and to promote social and economic justice in the field education experience.**

Outcome: critical thinking, communication, values/integrity, project management

Outcome measures: case presentations, student evaluations, field reports, field instructor evaluations, seminar discussion, peer feedback.

- 4. Understand and apply theories and knowledge concerning the reciprocal relationships between human behavior and social environment across the life span in terms of biological, sociological, cultural, psychological, and spiritual development; requiring students within their field education experience to**

identify and describe ways such social systems promote or deter people in maintaining or achieving health and well being.

Outcome: critical thinking, communication, values/integrity, project management

Outcome measures: case presentations, student evaluations, field reports, field instructor evaluations.

5. Analyze policy issues, apply policy research, and identify and demonstrate policy skills necessary to influence, formulate, and advocate for policies consistent with social work values within the field education experience.

Outcome: critical thinking, communication,

Outcome measures: presentations, field reports, seminar discussions

6. Identify and apply knowledge and skills necessary for successful generalist practice in field education, applying and integrating theories/models of social justice, empowerment, strengths and systems theory to generalist practice.

Outcome: critical thinking, communication, values/integrity

Outcome measures: case presentations, student evaluations, field reports, field instructor evaluations, written assignments.

7. Develop, conduct, apply and effectively communicate empirically based knowledge to improve field education practice, policy and social service delivery as well as evaluating one's own practice.

Outcome: critical thinking, communication, values/integrity

Outcome measures: case presentations, student evaluations, field reports, field instructor evaluations, written assignments.

8. Demonstrate the ability for disciplined and ethical use of self and the appropriate use of supervision in the process of generalist social work interventions.

Outcome: critical thinking, communication, values/integrity, project management

Outcome measures: student evaluations, field reports, field instructor evaluations, written assignments.

9. Demonstrate competence in professional writing and documentation.

Outcome: communication

Outcome measures: student evaluations, field reports, field instructor evaluations, written assignments.

10. Demonstrate responsibility for one's own learning experience by taking initiative in identifying learning needs in the learning contract and weekly field supervision.

Outcome: **communication, critical thinking**

Outcome measures: **field instructor evaluations, written assignments.**

Class Participation/Decorum:

Senior Seminar affords the opportunity for the exchange of student experiences in different practice settings, mutual collaboration in assessment and intervention strategies and the exchange of community resources. Student sharing of experiences involves some risk taking and therefore requires an environment of mutual respect and support. Students are expected to demonstrate professional behavior, attitudes and values:

Confidentiality regarding client information presented in seminar is required.

On time attendance is required. Punctuality and professionalism are expected.

Absences: Students are required to notify the field coordinator and the field agency supervisor of any absences as soon as possible. Only illness, emergencies, or similarly serious circumstances will be excused. More than two absences from seminar will result in failure of this course. Filling in for sick or vacationing agency staff members is not cause for an absence in seminar.

Students are expected to be major contributors to each class session. This is a seminar; the expectation is that students will participate in discussion of assigned topics and share agency experiences.

IN-CLASS ASSIGNMENTS/EXERCISES:

1. **Case Presentation:** verbally present a psychosocial history/evaluation following the **handout**
2. Be prepared to discuss **field agency experiences related to weekly class topics.**
3. Prepare an **ethical dilemma case vignette** for group exercise during the ethics lecture.
4. Bring to seminar any **agency policy statements which relate to the class discussion.**

COURSE ASSIGNMENTS: SENIOR SEMINAR

Senior Seminar is designed as a comprehensive, capstone course which seeks to integrate material learned in all required social work courses. Course assignments therefore endeavor to relate theoretical knowledge gained in the classroom to direct social work practice within an agency setting.

1. **STUDENT CONTRACT:**

Refer to the Field Instruction Manual. **DUE: May 29th**

2. **AGENCY OVERVIEW:**

Student will complete a comprehensive overview of the placement agency.
(refer to assignment outline) **DUE: June 12th**

3. **PSYCHOSOCIAL EVALUATION:**

Student will complete a comprehensive psychosocial evaluation and ecomap on a diverse client. This client must differ from the student in ethnicity, culture, gender, or sexual preference. The student is to identify and list three community resources available to this client. The student is to complete three one page abstracts of professional journal articles that relate to the client. Student should submit this assignment to the agency field supervisor for corrections prior to submission to the instructor. **DUE: July 3rd**

Note: This paper must be reviewed by your supervisor prior to turning in. Please allow two weeks for the supervisor to review and make comments and for you to make revisions. Turn in both papers.

4. **THEORY BASED PRACTICE PAPER:**

Student will complete a comprehensive overview of the theoretical framework used by the student in the agency setting and directly relate this theoretical framework to their assessment and intervention with a specific client. **DUE: July 17th**

5. **MACRO PROJECT:**

Students will complete a macro project benefiting the agency, clients served by the agency and on some level involving the community. Typically macro projects involve 25-35 hours to complete. Hours spent on the macro project outside of the agency may be counted toward the 400 hour requirement, with approval of the agency field supervisor.

PROPOSAL DUE: May 29th

PROJECT DUE: July 24th

GRADES:

Senior Seminar, SOW 4522, is a competency based course. The objective of the assignments is to help students acquire skills and use knowledge in an agency setting. Work should be submitted on time. Students may revise and resubmit work to produce a highly professional product. NOTE: All written assignments **must be graded C or higher in order to satisfactorily complete this course.**

ASSIGNMENT GRADES: SENIOR SEMINAR

<u>Contract:</u>	No Grade assigned
<u>Agency Overview:</u>	25%
<u>Theory Based Practice:</u>	25%
<u>Psychosocial Evaluation:</u>	25%
<u>Macro Project:</u>	25%

GRADING SCALE:

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	66-69
B	83-86	D	60-65
B-	80-82	F	0 -59
C+	77-79		

COURSE GRADES: FIELD INSTRUCTION

The field instruction course, SOW 4510, is graded S/U. The agency supervisor will provide a written evaluation of student performance at mid-semester and at the end of the term.

PLEASE NOTE: Grades for this course will not be assigned until all written assignments and evaluations are submitted. All written assignments must be graded "C" or higher in order to satisfactorily complete this course. Should the student receive a "U" for the Field Instruction course, they will have to reapply for Field Instruction, receive faculty approval, retake the Senior Seminar course and complete an additional 400 hour field internship.

ETHICAL CONDUCT:

Students are expected to demonstrate professional ethical behavior and practice as outlined in the Professional Code of Ethics and The Student's Code of Ethical Conduct. Students may review these codes online.

National Association of Social Workers Code of Ethics. The NASW Code of Ethics will be followed. Students will especially honor client confidentiality when involved in agency based assignments. The NASW Code of Ethics is found at the following website:

<https://www.socialworkers.org/pubs/code/default.asp>

Student Code of Ethics The University of West Florida Student Academic Conduct and Code of Ethics can be found at the following site:

<http://nautical.uwf.edu/unitapp/publication/Pub.cfm?PubFormatID=759>

Expectations for Academic Conduct:

Plagiarism. Students are expected to abide by the University of West Florida Plagiarism Policy. Those found plagiarizing the work of others will receive an F in the course and may be subject to suspension from the university. The Plagiarism Policy may be found at the following website:

<http://uwf.edu/StudentAffairs/division/publications/PlagBroch.pdf>

Students with Special Needs Students with special needs regarding access and completion of exams and assignments should inform the professor the first week of class and make arrangements as necessary with Student Services and your professor. Information for students with special needs is available on page 14 from the Student Handbook at

<http://nautical.uwf.edu/unitapp/publication/Pub.cfm?PubFormatID=759>

Special Technology Utilized by Students. Students will use technology including email, word processing and they will learn to conduct scholarly research in electronic databases and searches within the library system.

CLASS PARTICIPATION/RESPONSIBILITY FOR LEARNING:

Teachers, through course requirements, presentations and activities, provide opportunities for students to learn. Students have the responsibility to participate, complete requirements and expend the energy necessary to learn information and master skills. Grades are used as a measure of the knowledge and skill level a student is able and/or chooses to demonstrate during a class. Getting grades is not the sole purpose of a course, learning is. Learning requires the learner to stretch, grow and change behavior in some manner. Thus learning will involve some stress and exertion of energy.

USE OF APA STYLE:

The American Psychological Association's style manual will be followed for all written assignments in the Department of Social Work

GENERALIST PRACTICE: Generalist practice means that social workers must be able to work with systems of various sizes: individual, small group, community, organization. Generalist practitioners use an eclectic theoretical base. This means that they are comfortable with several different research based theories of practice and can apply these to best meet the needs of the client system. Generalist practices uses a problem solving approach (assessment, planning, intervention, evaluation, termination and follow-up) and it is driven by systems on behalf of the client. Generalist practice knowledge and skills are transferable from one field of practice to another. Generalist practitioners use critical thinking skills, and practice life long learning

COURSE SCHEDULE: (Schedule may change due to class needs)

- | | |
|---------|---|
| May 02 | Mandatory Field Orientation Meeting
Note: bring a copy of the syllabus to the meeting |
| May 15 | Confidentiality Issues
Note: bring a copy of the confidentiality policy for your agency.
* Register with Volunteer UWF / Obtain time log |
| May 22 | Safety Issues
Note: bring a copy of the safety policy for your agency |
| May 29 | Characteristics of a Bureaucracy.
*Macro Proposal due
*Contract due |
| June 05 | “What Type of Animal Are You?”
The Influence of Temperament Styles in the Workplace |
| June 12 | Ethical Issues Part 1
* Agency Overview due |
| June 19 | Ethical Issues Part 2
* Ethical Dilemma in class assignment due. See outline for format and directions.
* Midterm Evaluations due: may be brought to class or mailed to the instructor. |

- June 26 Cultural Diversity: Religion as a form of cultural diversity
 Spirituality in Social Work Practice
***Please bring two journal articles to class that address spirituality/religion in social work practice. Be prepared to discuss the content of the articles. Prepared means that you have read & highlighted the article before class.**
****Midterm Field Visits Begin; Prepare using "Typical Questions Asked" handout**
- July 03** Characteristics of Resilient People
***Psychosocial due**
- July 10 Preparation for the World of Professional Work:
 Resumes, cover letters, job search, and interviewing
 Speaker: Nathan Ford
 UWF Career Development Center
- July 17 Dynamics of Domestic Violence
 Speaker: Fred Sulzbach, MSW
*** Theory Based Paper Due**
- July 24 Case Presentations: Refer to Outline
*** Macro Project Paper due**
- July 31 **Case Presentations**
 Course Evaluations
*** All revisions due**
- August 07 **Supervisor Appreciation Luncheon**
 *Students are responsible for the planning of event including cost of meals, invitations, decorations, entertainment, door prizes and etc. To help with the cost of this event the instructor does not require a text for the course.

All Student Evaluations and the Certification of Contact Hours form are due no later than Friday, August 8, 2008 at noon.

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Field Internship/Senior Seminar Assignments:

Learning Contract:

Each intern will develop a learning contract following the format provided in the field internship manual. The contract should reflect learning experiences on the micro, mezzo and macro levels and delineate specific tasks to achieve each goal listed. The contract should be dated and provide signature lines for the intern, agency supervisor and field coordinator. The contract should be reviewed periodically in supervision to gauge the intern's learning experiences and in preparation for the midterm and final evaluations.

Agency Overview Assignment:

This assignment is designed to enable the intern to learn about the history, power and decision-making structure, and funding sources of the agency. Most interns will need to go beyond their immediate supervisors to fully answer the questions, increasing the intern's familiarity with key agency personnel and varied sources of information (i.e., Annual Reports).

I. Historical Overview:

Provide a brief **narrative** overview of the history of your agency including dates of any significant changes.

II. Mission Statement:

What is the mission statement of the agency?

III. Funding:

What are the sources of income for your agency/program? What is the operating budget? **Use latest current budget available.** What percentage of the overall funding comes from which sources? How do the funding sources determine agency policy, procedure and record keeping? (i.e. timeframes, eligibility for services, specific language used in case documentation.)

What are the client needs that cannot be met because of a lack of funding or because of funding guidelines?

IV. Sources of Sanction:

What gives the agency its right to operate (i.e. certificate of need, state/federal statutes, etc.)? What organizations, if any, accredit the agency/program?

Which external and internal sources review documentation, policy and procedure, and services provided to ensure compliance with regulations and quality service?

- V. **Authority Structure:**
What are the **vertical**, **horizontal** and **diagonal** authority structures evident in the agency/program? How does organizational change occur? Who has input about organizational change? How is information communicated within the agency? How would you characterize the morale or satisfaction of workers within this agency? Attach a flow chart of the agency's organizational structure. Attach a flow chart of the organizational structure of the **particular program in which you are interning**, indicating the names of key personnel.
- VI. **Program Overview:**
Describe the **mission and function** of the program in which you are interning. How are clients referred to the program? What are the eligibility requirements? Describe the role of the social worker from the point of client entry until client termination. How many social workers are employed in the program? What are the educational and/or professional requirements for workers to be hired at your agency? What is the typical caseload? Etc.
Please note that you must cite sources, APA format, within the body of your paper and provide a reference page.

Comprehensive Psychosocial Evaluation:

Please Note: This assignment must be submitted to your agency supervisor for comments and revisions. The student intern will then revise the paper prior to turning it in to the course instructor along with the original.

The intern will complete **one (1) comprehensive** psychosocial evaluation involving a **diverse client** using the format provided. The intern will complete an **eco-map** of the client and **identify three (3) community resources*** available to the client and **three (3) journal abstracts****.

Psychosocial Evaluation Format:

- I. **Identifying Information:**
Name, age, race, gender of client, source of referral, date of evaluation and source(s) of information (generally 2-3 lines) *Ms. Best Client is a 46 year old Hispanic female referred to the Fontana agency on August 12, 2009 by her primary physician, Dr. Macon Well. Information was obtained via an interview with Ms. Fontana on August 14, 2009 and from her clinical case file.*
- II. **Presenting Problem:**
Provides a brief overview of the problem(s) and challenges faced by the client and the reason for the client was referred. (generally 1-3 paragraphs in length)

- III. **History of presenting Problem:**
This section provides detailed information about the history of each problem identified in section II (generally 2 or more paragraphs).
- IV. **Family background:**
Provides an overview of the names and ages of significant family members and interactional dynamics. Significant family transitions, such as marriages/divorces etc., should be detailed.
Provide an overview of the client's family of origin (generally 2 or more paragraphs).
- V. **Educational/Employment History:**
Adult client: highest grade completed, current employment, work history (if significant) and source of income if unemployed.
Child client: current grade level, name of school, any significant educational or behavioral difficulties, and interaction with peers, history of suspensions or expulsions. May also include brief information regarding educational attainment and employment of the child's parents. (generally 1 or more paragraphs in length).
- VI. **Hobbies and Interests:**
(Generally 1 paragraph or less)
- VII. **Religion/Cultural Background:**
Details any religious affiliation of client and any significant cultural information. (generally 1 paragraph or less).
- VIII. **Legal History:**
Details any significant legal history impacting the client. Legal information noted will vary dependent on the client's situation and the function of the agency (i.e., in a medical setting: may refer to health care surrogate, living will, DNR etc. In a correctional setting: may be lengthy detailing dates of arrests/convictions/probation/parole information (length varies)
- IX. **Medical History:**
Note any significant medical conditions of the client or family members. Information may include information regarding medical diagnosis, medications, attending physicians, and insurance. (varies in length). *Please do not state that the client does not have a medical history. If they are alive, they have a medical history. Client may report that they have no significant medical conditions.*

X. **Counseling/Psychiatric History:**

Provide information regarding counseling including: dates, name of counselor, and agency name. .

Provide any significant information regarding psychiatric hospitalizations, medications, and psychiatric diagnosis. Any reference to diagnosis must specify the professional making the diagnosis and the date of evaluation.(length varies). If relevant, may note history of psychiatric diagnosis in extended family.

XI. **Impressions/Recommendations:**

Provide a very brief summary of the most important information and focus on recommendations for case treatment /service plan, discharge planning, or referrals.

(length is generally 1-2 paragraphs)

B.S.W. intern

Date

*** Community Resources: The community resources listed should be outside of your agency. Please list the name of the agency; address & contact number; and a few sentences about the services provided.**

**** Professional Journal Abstracts: Guidelines: 1. from a professional journal (usually articles contain information about empirical research findings); 2. current within three years 3. length of five pages or more.**

Format for abstracts: one page per article; reference at the top of the page; three paragraph format with the first two paragraphs summarizing the key points of the article and the third paragraph directly relating the article to your assessment or intervention with the client in your psychosocial. Articles should vary on topics related to the presenting problems of the client; diversity of the client; intervention approaches and the effectiveness of these approaches.

Theory Based Practice Paper:

Papers are to be a minimum of twelve pages in length, including cover page and references, and conform to APA style. The paper will explore the following:

- A) Background on how the theory was developed including information on the primary theorist
- B) Key concepts of the theory
- C) Specific counseling techniques
- D) Strengths/limitations of the specific theory including results of empirical research (2-4 research studies should be referenced)
- E) Student's opinion of the validity and/or usefulness of this theory in social work practice
- F) Case Example : The student will then choose a specific client that they have worked with at the agency and explain in detail how they applied this theory in their assessment and intervention with that specific client. Case example should clearly illustrate key concepts of the theory and the application of techniques /strategies based on the chosen theory.

Students must use a minimum of seven references.

Macro Project Paper:

Your macro project paper is a written overview of your macro project. Information provided should detail the project, provide a timeline of dates/tasks/time spent on tasks, include any materials generated as a result of the project, and present the outcome of the project. Be as specific as possible. For example, if you contact businesses for donations, provide a listing of the businesses contacted. There is a difference between contacting five businesses and fifty. If you researched a particular topic, include information about that research. If you developed a six week group, show the research you accessed, handouts developed, pre & post tests, provide an overview of your experience doing the group, etc. If you host a community event or refurbish an interview room, include before & after pictures. Each of your papers will be different depending on the project you choose.

In Class Assignment: Ethical Dilemma Case Vignette

“An ethical dilemma is a situation where professional duties and obligations, rooted in core values, clash. These are the instances when social workers must decide which values - as expressed in various duties and obligations - will take precedence”. (Reamer, 1999)

Students are required to identify a **real example** of an ethical dilemma experienced at their field agency. This may be a situation that the student was directly involved in or an example of a situation that occurred involving another worker at the agency.

The student should write a brief, **one** page summary of the ethical dilemma explaining the situation and identifying the two competing ethics involved in the situation. (cite the reference number and description).

Students should review the NASW Code of Ethics available online (refer to syllabus).

Students are to make five copies of their one page summary to use in the group exercise and turn in the original to the class instructor.

Case Presentation Handout

The in-class case presentation assignment is an opportunity for students to practice the skill of presenting a case in a concise and comprehensive manner. Case presentations are designed to give a brief overview of the most pertinent information involved in a case. In most situations the time allotted is limited to ten minutes for the presentation followed by an opportunity for other attendees to ask questions about the case dynamics, diagnoses and interventions utilized.

Students are to choose a case from their internship that they **know well** and provide an overview of that case before the class. Students should be prepared to answer questions about the case. Students are not required to turn in a written copy of their presentation however it is **strongly recommended** that the student prepare notes to focus their presentation and to reduce the tendency to ramble on or forget information.

This is an experiential exercise and is **not** graded.

Suggested format:

- 1. Identifying Information about the client**
- 2. Referral source and reason for the referral**
- 3. Presenting problems including: severity, frequency, duration and impact.**
- 4. History of presenting problems**
- 5. Relevant background of the client including family, work history, relevant medical, psychiatric, & legal history.**
- 6. Current status of the case including interventions, referrals made, case plan, etc.**
- 7. Expected date of termination**

Typical Questions at Midterm Field Visit

- 1) In reviewing your contract, which tasks have been completed? Which remain?
- 2) Tell me about the diversity of the clients you have worked with. May include (age range, gender, sexual orientation, cultural practice, racial group, member of a subculture group, problem areas, rural/urban, family forms, disabilities, etc.)
- 3) Tell me about the client situation that you found, personally, to be most challenging.
- 4) What has surprised you most about working in this setting?
- 5) What have you learned about yourself from this experience?
- 6) Tell me about your group experience.
- 7) Tell me the types of documentation you have done. Is there any documentation that you have not had an opportunity to do?
- 8) Tell me about a resource you have learned about since starting your placement.
- 9) Tell me about a time that you used research to either better understand, or intervene on behalf of a client.
- 10) What types of issues have you examined in supervision?
- 11) Related to your placement, what do you think are your strengths and weaknesses? What plan do you have to work on identified weaknesses?
- 12) How do you evaluate the effectiveness of your practice with clients?

Your supervisor is typically asked questions regarding:

- Your ability to develop rapport with clients
- Your level of interviewing and communication skills
- Your level of professionalism and how you are perceived by other staff.
- Your documentation skills
- Your use of supervision time and preparedness for supervision.
- Your strengths/weaknesses related to your performance in the agency.
- Any specific questions that may arise from ratings/comments contained in the midterm evaluation.