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The University Of Toledo

Existing Course Modification Form

Administrative Use Only (rev. 9/2011)	
Code:	CM
Date Received:	/ / (mm/dd/yyyy)
Date Effective:	/ / (mm/dd/yyyy)
CIP Code (If changed):	
Subsidy (If changed):	

COLLEGE OF GRADUATE STUDIES

Please enter the changes below to each existing course. If changes are too extensive for this format, attach a page with all information.

College: Judith Herb College of Education, Health Science and Human Service.	Dept: Criminal Justice and Social Work
Contact Person: Martha Delgado	Phone: 419-530-4663
Email: martha.delgado@utoledo.edu	

PRESENT	PROPOSED
Course Alpha/Numeric: SOCW 6900	Course Alpha/Numeric: SOCW 6900
Course Title: Advanced Field Experience and Integrative Seminar I	Course Title: Advanced Field Experience and Integrative Seminar I
Credit Hours: 4-5	Credit Hours: 5
Cross Listings:	Cross Listings:
Prerequisites: Permission of Field Director; Advanced Standing or SOCW 5900 with B or better and overall GPA of B or better for 5900 level courses; pre or co-requisite SOCW 6410 or SOCW 6510 Prerequisites: Permission of Field Director; Advanced Standing or SOCW 5900 with B or better and overall GPA of B or better for 5900 level courses; Pre or co-requisite SOCW 6410 or SOCW 6510 Credit hours 4-5	Prerequisites: Permission of Field Director SOCW 6140; Advanced Standing or 5910 with B or better and overall GPA of B or better; pre or co-requisite, SOCW 6410 and SOCW 6460 or SOCW 6510 and SOCW 6560
Catalog Description: Students are placed in a social work field agency and participate in a weekly integrative seminar. Students registered for 5 hours must complete 360 field hours at 24 hours per week. Students who have been approved to participate in the extended field experience plan must register for 4 hours and complete 288 field hours. SOCW 6900 and 6910 must be taken in consecutive semesters during which students complete a cumulative total of 720 field hours.	Catalog Description: Students are assigned to a field agency; complete 360 field hours; and attend a weekly seminar to integrate classroom learning to the field experience. SOCW 6900 and SOCW 6910 must be taken in consecutive semesters.

UNIV CORE: <input type="checkbox"/> Engl <input type="checkbox"/> Hum <input type="checkbox"/> Math <input type="checkbox"/> Sci <input type="checkbox"/> Soc Sci <input type="checkbox"/> US Culture <input type="checkbox"/> Non-US Culture	UNIV CORE: <input type="checkbox"/> Engl <input type="checkbox"/> Hum <input type="checkbox"/> Math <input type="checkbox"/> Sci <input type="checkbox"/> Soc Sci <input type="checkbox"/> US Culture <input type="checkbox"/> Non-US Culture
TRANSFER MODULE: <input type="checkbox"/> Arts & Humanity <input type="checkbox"/> Engl <input type="checkbox"/> Math <input type="checkbox"/> Soc Sci <input type="checkbox"/> Natural Sci & Physics	TRANSFER MODULE: <input type="checkbox"/> Arts & Humanity <input type="checkbox"/> Engl <input type="checkbox"/> Math <input type="checkbox"/> Soc Sci <input type="checkbox"/> Natural Sci & Physics

Reason for Change: To change variable credit hours to fix number of credit hours





Has course content changed? Yes No
 If Yes, give a brief topical outline of the revised course:

NOTE: Please attach a copy of the syllabus or course outline.

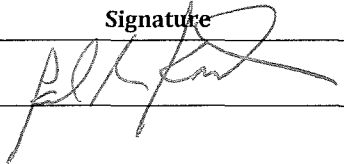
Has the course changed from a non-core curriculum course to a core curriculum course?
 Yes No


List any course or courses to be dropped:

APPROVAL:

	Signature	Date
Department Curriculum Authority:		4/4/12
Department Chairperson:		4-4-12
College Curriculum Authority:		4-23-12
College Dean:		4-24-12

After college approval, submit the original signed form to the Faculty Senate (UH3320) for undergraduate-level courses; for graduate-level courses submit the original signed form to the Graduate School (UH3240). For undergraduate/graduate dual-level courses, submit the proposals to each office.

	Signature	Date
UUCG or Graduate Council Curriculum Chair:		10-16-2012
Faulty Senate Core Curriculum Committee Chair:		
Office of the Provost:		
Registrar's Office:		

<p>Instructor: Martha Delgado Office: HSHS 2628 Office Phone: 419-530- 4663 Email: Martha.delgado@utoledo.edu Web: http://utoledo.edu/hshs/socialwork/grad+program.html</p>	 COLLEGE OF HEALTH SCIENCE AND HUMAN SERVICE <hr/> <small>THE UNIVERSITY OF TOLEDO</small> M SW Program Semester: Fall	<p>Office Hours: Thursday 1:00 - 3:30pm Friday 1:30 – 3:30 am Other times available by appointment.</p>
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I. Course Title, Time, Location:

Advanced Experience and Integrated Seminar I SOCW 6900

This is a web assisted course; the primary location is the student’s field agency and is supplemented by weekly field seminar meetings with the field liaison/course instructor.

Section 002 seminar meets: Thursdays, 3:45 – 5:15 pm HHS #3320

Section 004 meets Fridays, 3:45 – 5:15 pm in HHS #2601

II. Prerequisites:

The student must have successfully completed the foundation level courses including the Foundation Field Experience and Integrative Seminar I and II courses with a grade of B or better; be in good standing according to the MSW program academic standards; and is concurrently taking Advanced Generalist Practice I, Research Elective, Field of Practice-Practice, and Journal Club I. The four year part-time student will have completed Advanced Generalist Practice I and Research elective prior to taking Advanced Field Placement I. Students admitted as Advanced Standing students do not take foundation level courses.

III. Course Descriptions:

This field course is **web assisted and** provides the student a 360 hour internship in a field agency in the student’s area of specialization and under the supervision of a qualified field instructor. The student is to attend a 1.5 hours weekly field seminar on the university campus. This course is designed to facilitate the student’s integration and mastery of content taught in the classroom which includes the advanced level social work theory, the 6 advanced competencies and practice behaviors, and the broad and in-depth advanced generalist practice skills in the student’s area of specialization either in child and family or mental health..The student is also required to maintain an Advanced MSW Field Portfolio, which documents the student’s progress throughout the field experience. This course will be graded as a Pass/No Credit course. In order to earn a Pass grade the student must earn an equivalent of a B or better. Students who pass the course will in the following spring semester \take advanced field course and seminar, SOCW 6910.

The Advanced MSW Field Education Plan and Evaluation Form is a major tool used to plan and evaluate the student’s field experience in this field course, SOCW 6900, and field course SOCW 6910. The student will use this form to develop a field education plan which

is to include strategies/activities in the field agency setting. Designed to master the advanced competencies and practice behaviors The field instructor will use the Advanced MSW Field Education Plan and Evaluation Form to evaluate the student's performance at the end of the fall and spring semesters. During the last four weeks of the semester, Martha Delgado, the course instructor and field liaison will meet with the field student and field instructor to review the student's progress on completing the field education plan strategies and to review and discuss the field instructor's evaluation of the student's performance. The field liaison will use the field visit and field seminar assignments to determine the student's final grade.

IV. Course Objectives:

The primary objective of the 360 hours per semester field placement is to provide the student with a controlled and professionally supervised internship in an agency setting in which the student will be given the opportunity to develop in-depth advanced generalist practice skills at micro, mezzo and/or macro levels and to master the 6 Advanced MSW Competencies and Practice Behaviors within the student's area of specialization: Child and Family or Mental Health.

The 6 Advanced Competencies and their Practice Behaviors are as follows:

Foundation (Core) and Advanced Competencies 10(a)-(d)
(These competencies (10(a) –(d) apply to both the foundation (core) and advanced level competencies. However the Practice Behaviors listed under each competency are differentiated into Foundation level and the Advanced level Practice Behaviors) Only the Advanced practice behaviors are listed below.
10(a)—Engagement
Advanced Practice Behaviors: A 1. Develop informed and effective relationships with diverse client populations A 2. Exhibit self-awareness and positive use of self in the engagement process
10(b)—Assessment
Advanced Practice Behaviors: A 1. Demonstrate the ability to conduct accurate diagnostic assessments that reflect a recognition of strengths and an understanding of diversity A 2. Demonstrate knowledge of multiple assessment techniques used at various systems levels.
10(c)—Intervention
Advanced Practice Behaviors: A 1. Demonstrate knowledge of theoretical perspectives and paradigms related to intervention strategies for social work practice at various systems levels A 2. Apply multidimensional intervention strategies to address complex issues at various systems levels
10(d)—Evaluation

Advanced Practice Behaviors: Social Workers

- A 1. Identify and develop effective monitoring and evaluation strategies and tools for use at various systems levels
- A 2. Implement evaluation strategies at various systems levels
- A 3. Analyze and apply results of evaluations to inform practice.

Advanced Competencies 11 - 15

11. Apply knowledge and skills in the student's area of concentration

Advanced Practice Behaviors:

- 1. Demonstrate knowledge of area of specialization (Child and Family or Mental Health) population and service delivery systems.
- 2. Demonstrate assessment skills appropriate to client systems served in the concentration area.
- 3. Exhibit intervention skills appropriate to client systems served in the concentration area.
- 4. Recognize evidence-based and emerging intervention strategies appropriate for serving populations in the concentration area.

12. Engage in ethical practice in situations with competing values and interests

Advanced Practice Behaviors:

- 1. Analyze ethical practice through the lens of social and economic justice
- 2. Demonstrate awareness of ethical dilemmas and competing values in practice settings
- 3. Exhibit ethical behaviors in practice

13. Exhibits advanced skills in the critical analysis of how the interaction of complex factors and multiple systems affect the client systems' well being.

Advanced Practice Behaviors:

- 1. Identify complex factors and their interactions at various system levels and their effects on clients' lives
- 2. Critically analyze and assess the effects of such factors in client's lives.
- 3. Demonstrate how the assessment and analysis of such factors informs practice

14. Integrate eco-systems, strengths perspective, and empowerment perspectives into advanced practice theories and interventions.

Advanced Practice Behaviors:

- 1. Understand the eco-systems, strengths perspective, and empowerment perspectives in social work practice situations.
- 2. Utilize the ecosystems, strengths perspective, and empowerment perspective in the process of assessment, interventions, and evaluation.
- 3. Apply advanced practice theories that are relevant to particular client systems through the lens of ecosystems, strengths, and empowerment perspectives.

15. Demonstrate advanced knowledge and skills in social and economic justice.

Advanced Practice Behaviors: Social Workers

- 1. Identify and assess social issues and situations creating social and economic injustice.

2. Demonstrate advanced knowledge of social change theories that advance social and economic justice across client systems
3. Analyze, formulate, and advocate for practices and policies that advance equal and equitable access to resources and opportunities

V. **Required Text:**

Graduate Field Manual and the Advanced MSW Field Education Plan and Evaluation

VI. **Teaching Methodology and Philosophy:**

Through this course the instructor provides a fair and equitable course structure to guide, support, monitor and evaluate the progress of each student's internship and growth as professional social work practitioners. This is not a course in which new social work content is taught. Rather it is a live and participatory integration of the students' week to week field experiences to the the course content studied in the other social work courses. This occurs not through lectures, but through class processing of the field experiences, class discussions, journaling, class presentations related to the field experience and the development of the field education plan. In this seminar we are all to work together as teachers and learners. It is the philosophy of this course instructor to know the students and build upon each student's strengths and to be proactive in helping the students meet and address their challenges to become competent, self-aware, culturally sensitive and ethical social workers. Thus the field seminar is to provide the students with a safe, open and supportive environment to process and critically analyze their field experiences, to learn from each others experiences, encourage self awareness and to develop peer support and professional consultation skills. While the student's success in this field course is a primary goal, the course instructor is also very cognizant of her ethical responsibility to serve as a gate keeper to the social work profession and thus to pass only those students who have met all the course requirements.

The course instructor also strives to maintain communication and to be readily available to the the students' agency based field instructors and gives them the support, guidance and the necessary tools and information to supervise and evaluate their field students.

VII. **Course Requirements:**

1. **Attendance** is required and will be taken at the beginning of each seminar. The student counts the time in class as field time and records the time on the weekly Field Activity Log. The student is allowed one missed class during the semester without consequence. Each absence thereafter will result in the student's final grade being lowered to the next lowest grade. If class time conflicts with a field related event or trainings in the field it is suggested that the student use their allowed one missed class to attend such an event. The student may request in writing to the course instructor approval for one additional excused absence. The request must be submitted at least two weeks before the proposed missed class The student must explain the nature of the absence, how it relates to field course and how the student will make up for the missed class. A request does not automatically mean it will be approved.

2. **Class Participation:** Students are expected to be engaged and be verbally active in class discussions related to their field experience, process their field experiences with the class, give presentations, work together in smaller groups and given and ask for constructive and respectful feedback to classmates. At times students will be asked to complete in-class writing about topics highlighted in class.
3. **Black Board Site:** Students are expected to look at communication on the Black Board course site at least twice weekly. Instructor will make announcements and send emails through the Black Board course site.
4. **Advanced MSW Field Seminar Portfolio:** Each student is given a flash drive that contains a folder titled Advanced MSW Field Seminar Portfolio which hereafter will be referred to as the Flash Drive Field Seminar Portfolio. The student is to save all of his/her field course assignments in this folder within the appropriate sub folders as the assignments are due. The course instructor will ask students to turn in their flash driver at the end of the semester for the instructor to make a copy and the flash drive will be returned for the spring semester. The student is also encouraged to develop an ePortfolio which can be used to show potential employers their field experience and social work knowledge and assignments. To learn more about creating an ePortfolio and an account go to the following University of Toledo link: <http://www.epsilen.com/LandingSite/index.aspx>.
5. **Field Hours: Students** are to complete 360 field hours within the scheduled fall semester and an additional 360 hours in the spring semester for a total of 720 hours. Students are required to consistently complete 24 field hours per week unless otherwise approved by the course instructor.
6. **Field Placement Safety Review Form:** Students are to complete this form, review it with their field instructor and submit a signed hard copy to the course instructor and save a completed copy to the Flash Drive Field Seminar Portfolio. The purpose of this exercise is to help the student, with the field instructor, assess his/her field agency environment for safety and to adequately address areas of concern. Addressing student's physical safety and health in the field agency setting is of utmost importance thus failure to complete this form may result in suspension from field agency until you do so. If this occurs you will still be responsible to complete the total internship hours before the end of the semester.
7. **Weekly Field Activity Logs:** Students are required to complete and submit a typed activity log, one for each week of the semester. If a student misses a whole week of field the student must submit a signed log and record 0 hours for that week and write on the log a reason for the absence. **A hard copy of the activity log must be reviewed and signed by the field instructor and submitted to the course instructor on a weekly basis during the field seminar.** In order to give the student ample time to obtain the field instructor's signature, the logs are due the Friday after the documented field time is completed. **The signed copy will be graded and returned to the student and the student is to save all signed hard copies in a folder and a save a copy on their flash drive.** A reduction in points will be made for logs that are late, incomplete, inadequate,

inaccurate, unsigned or that do not reflect an average of 24 hours per week or as agreed to in writing by the course instructor.

The saved signed activity logs will be used as documentation of the student's work and may be called upon at any moment should a student have difficulty in field. This history of documentation is helpful if a student should have to go before the (APRC) Academic Performance and Review Committee at any point within the fall and spring semesters that the student is in field.

Activity Log Content Requirements:

On the activity log the student is required to list in chronological order the specific activities the student engaged in during his/her day at the field agency. The student is also to type in the date of the activity and the beginning time and end time spent on each type of activity. Each entry should contain a verb and be descriptive of the activities and not be vague. In the last two columns of the activity log the student is to specify the Advanced Competency and Practice Behavior that relates directly to the activity described. The Advanced Competencies and Practice Behaviors are listed in this syllabus and in the Advanced Field Education Plan and Evaluation form. The weekly activity log forms are located on the Flash Drive Field Seminar Portfolio and on the course Black Board

- 8. Weekly Journals:** For Each week the students are in field they are required to write a Journal of their field experience and submit a signed hard copy during the Field Seminar, and save a copy on their Flash Drive Field Seminar Portfolio. The journal entries are to be one page in length, typed using 12 point font and written according to The Journal Writing Guidelines for Social Work Interns. Some journals will have assigned topics and thus will need to be longer than one page in order to complete the required content of the assignment. During the semester the students may be required to write about specific topics that are not listed on this syllabus. Any additional topics will be communicated to the students in class and through Black Board course email.

The hard copies will be graded and returned to the students. The student will be advised if his/her journal entry does not meet the guideline requirements. The student may be permitted to submit revisions, but will not be able to earn full grade points for revised journals. The journal writing guidelines are located on Flash Drive Field Seminar Portfolio.

- 9. List of Student's Projected Learning Activities in the Field Agency Form:** Together the student and field instructor will use this form to brainstorm and freely explore the student's learning interests and to list activities and learning opportunities that the MSW intern can accomplish as part his/her internship within the field agency during the fall and spring semesters. This list will be used to complete the student's Field Education Plan.

The list of activities can include agency orientations and trainings, social work practice skills such as assessments, planning and goal development, treatment plans, interventions, therapy sessions, group facilitation, monitoring and evaluation of practice, micro and macro advocacy activities, community education, community organizing, program development, documentations, research projects, grant writing,

participation within and out of agency meetings, staffings, committees, and community task forces. These activities can include Micro through Macro level social work practice with individuals, families, groups, organizations, communities and institutions. For each activity identify the setting and /or program in which the activity will occur and identify the target client system or purpose of the activity.

10. Advanced Field Education Plan and Evaluation: The student will find the Field Education Plan/Evaluation form on the Black Board and the Flash Drive Field Seminar Portfolio. The student is to develop a field education that will help the student master the Advanced Competencies and Practice Behaviors in their field agency throughout the fall and spring semesters. The plan must be reviewed, approved and signed by the student, the field instructor and the field liaison. The field plan is a dynamic working document that will be revised early in the spring semester to include experiences in field that were not predicted in the fall semester. The student will be evaluated on the learning plan developed with their field instructor in the fall and the spring semesters. The student is required to participate in the field placement evaluation process with field instructor and field liaison. A hard copy containing the field instructor's written evaluation and signatures will be made available to the field liaison at the field visit. The field instructor will receive an electronic blank copy of the plan/evaluation prior to the field visit. Field instructors are encouraged to keep an electronic version of the plan/evaluation since the same document will be used to evaluate the student both semesters. The field instructor is requested to send a completed electronic copy of the plan/evaluation to the field liaison each semester.

11. Strategic Journals: Students are required to complete the following 4 Strategic Journals which are listed as Strategies in their field plans. A Rubric for each of the following journals will be made available to the students. The Strategic Journals are as follows:

AC 10(a-d) Strategy #1: A journal that demonstrates the student's understanding of the helping relationship on a micro, mezzo, macro level. The student will use examples from field demonstrating the practice behaviors described in competency 10(a)-(d).

AC 11-PB 1 Strategy #1: A journal describing the interaction of complex factors in the student's clients lives and in their environment that affect their well-being. Such factors to be addressed include stages of the life cycle, cognitive, social, emotional and physical stages of development, cultural backgrounds, spiritual beliefs, biological and psychological conditions, social and economic issues, discrimination, oppression, social policies and legislation. The student will give specific examples from his/her field experience and conclude the journal with his /her analysis and feelings about how these factor affect the agency's client population and present ideas as to how to address these issues to improve clients lives and their environments.

AC 14 – PB 1 Strategy #1: A journal demonstrating how eco-systems, strengths perspective and empowerment perspective are integrated into the agency's policies, interventions and practices.

12. A Power Point Presentation: AC 13- PB 1 Strategy #1: The student will create a Power Point presentation that teaches fellow students about their field agency and the community it serves

The information about the agency in the power point should cover the following areas:

1. A description of the client systems served by the agency and by the program/department the student is assigned to.
2. A description and discussion of the agency's mission, purpose, programs, services and organizational structure. This description also includes the roles and functions of social workers and other professionals working within the agency.
3. A description and discussion of the agency's planning, policy development and decision making process including the identification and role of those involved.
4. An identification and discussion of the agency's funding sources
5. A description and opinion of the various tools and procedures used by the agency to monitor the provision of services and to evaluate the effectiveness of services to clients especially those of diverse backgrounds.
6. Identification of complex systems within the agency and in the community that impact the clients.
7. The Agency's Table of Organization

13. Evaluation of the student Responsibilities by the Field Instructor.

During the week of October 2 the Field instructor will evaluate the student's progress on fulfilling the Students Responsibilities to the agency. This evaluation is found on the Advanced MSW Field Education Plan and Evaluation form. The Field Liaison will email the evaluation form before Oct. 2nd.

VII. Evaluation and Grading

Field Education Plan	125
Field Evaluation	400
Progress on Field Learning Plan	100
Power Point Presentation & discussion (AC 13-PB 1-Strategy 1)	100
Journals used as Learning Strategies in Field Plan	
1. Eco-systems, Strengths and Empowerment Perspectives (AC 14 PB1 Strategy 1)	25
2. Understanding the Helping Relationship (AC10 (a-d) Strategy 1)	25

3. Interaction of Complex Factors and Affect on Client Well-Being (AC 11 –PB 1 Strategy 1)	25
12 Journals	60
16 Activity Logs	80
Fulfillment of Student Responsibilities in Agency	60

Total Points = 1000

Failure to complete 360 hours within the scheduled semester will result in not passing the class.

Papers will be graded on content and writing skill e.g. grammar, spelling, sentence structure.

Grading Scale: In a graduate class a passing grade is an A or B. If a C or lower is earned department policy must be followed.

During the fall semester Advanced Field Placement I (SOCW 6900) will be graded as a Pass/no credit course. Please note that in order to earn a Pass grade the student must earn an equivalent of a B or better.

A = 1000-940	A- = 900 – 939.9	B+ = 899.9-870	B = 869.9-840
B- = 839.9 -800	C+ = 799.9-770	C = 769.9-740	C- = 739.9-700
D+ = 699.9-670	D = 669.9-650	D- = 649.9- 600	F = Below 600

In an effort to help students succeed, the social work department has an Academic Performance and Review Committee (APRC) to assist “at risk” students. For more information refer to the MSW Student Handbook or visit:

<http://hhs.utoledo.edu/socialwork/documents/MSWStudentHandbookrev1-25-07.pdf>

IX. Academic Dishonesty:

Academic dishonesty includes, but is not limited to, cheating and plagiarism. Examples of cheating include looking on another student’s paper or answer key communicating with another student during a test. Plagiarism is defined as using someone else’s work as one’s own. This includes copying assignments from current or formerly enrolled students and copying or replicating material written by another person without giving them credit for the work. Breaches of academic and professional integrity are grave and serious acts. When the instructor becomes aware of academic dishonesty, she will investigate the allegation and follow the University’s policy on academic dishonesty (see current catalog for a copy of the policy statement). Cheating or plagiarizing may result in penalties ranging from receiving a zero on an assignment or an F in the course to expulsion from the University.

X. Disability Policy:

Any student in this course who has a disability that may prevent her/him from fully demonstrating her/his abilities should contact the Office of Accessibility who will relay specific needs to the instructor.

Website: http://studentservices2.utoledo.edu/accessibility/docs/office_accessibility_t.html

Contact Information:

Bancroft Campus
Rocket Hall, Room 1820
419.530.4981
TDD: 419.530.2612

XI. Miscellaneous:

Individual issues: Please take advantage of opportunities to visit with the instructor after class, during office hours or scheduled appointment times, and by e-mail and phone to discuss class assignments/performance and other pertinent issues.

Syllabus modifications: This syllabus is subject to change with reasonable notice from the instructor.

Instructor Withdrawals have been eliminated by the University. Unless *you* drop the class, I will assign a final grade based on the points you have earned in the class.

General recommendation: For this and other courses, I advise keeping an electronic or hard copy of all assignments you hand in until the graded paper is returned to you.

Course Incomplete will be granted only under exceptional circumstances. Discuss problem situations with the instructor prior to the end of the semester.

Electronic devices: Students may record lectures with the instructor's permission. Cell phones and pagers must be turned off as a courtesy to others and to reduce distractions to learning. Students using such devices during an exam may be assigned a grade of zero. Laptops will be allowed during certain class times but are not to be brought to class without the permission of instructor.

XII. Course Outline and Assignment Schedule

Below find the class schedule and a list of assignments due for each week of the semester and please note that:

- **All assignments are to be submitted on a weekly basis on the day the seminar class meets and a copy of your assignment is to be saved on the Flash Drive Field Seminar Portfolio.**
- Please note that points will be deducted for poor grammar, misspellings and late assignments. .

Week 1: August 22 – 27 24/ 24 accumulated hours
Field Lab Agenda: Review syllabus and assignments
Assignments Due: None

Week 2: August 28 – Sept. 3 24/48 accumulated hours
Field Lab Agenda: Field experience processing, agency safety,

Signup for Power Point Presentation

Assignments Due:

- _____ Log for Week #1 (this week and every week hereafter a signed hard copy turned in during field seminar)
- _____ Journal for Week #1 (this week and every week hereafter hard copy only turned in during field seminar)
- _____ List of Student's Projected Learning Activities in Field Agency
- _____ Safety Review Form signed hard copy
- _____ Field Placement Education Contract Cover Page 2 copies
- _____ List of Student's Projected Learning Activities in the Field Agency

Week 3: Sept. 4 -10 24/72 accumulated hours

Field Lab Agenda: Field experience processing, review field education plan

Assignments Due:

- _____ Log for Week #2
- _____ Journal for Week #2
- _____ Complete the Strategies for Advanced Competencies 10(a)-(d). Please type in this assignment on the Advanced Field Education Plan and Evaluation form and hand in a hard copy signed by your field instructor indicating he/she has read your draft. Your draft with feedback will be returned to you for you to make the appropriate revisions for the final copy

Week 4: Sept. 11 – 17 24/96 accumulated hours

Field Lab Agenda: Field Experience processing, review field education plan

Assignments Due::

- _____ Log for Week #3
- _____ Journal for Week #
- _____ Complete the Strategies for Advanced Competency 11. Please complete this assignment on the Advanced Field Education Plan and Evaluation form and hand in a hard copy signed by your field instructor indicating he/she has read your draft. Your draft with feedback will be returned to you for you to make the appropriate revisions for the final copy

Week 5: Sept. 18 – 24 24/120 accumulated hours

Field Lab Agenda: Field Experience processing, review field education plan,

Student Presentations begin this week.

Assignments Due:

- _____ Log for Week #4
- _____ Journal for Week #4

_____ Complete the Strategies for Advanced Competency 12 and 13. Please complete this assignment on the Advanced Field Education Plan and Evaluation form and hand in a hard copy signed by your field instructor indicating he/she has read your draft. Your draft with feedback will be returned to you for you to make the appropriate revisions for the final copy.

Week 6: Sept. 25 – Oct. 1 24/144 accumulated hours

Field Lab Agenda: Field Experience processing, review field education plan

Assignments Due:

_____ Log for Week #5

_____ Journal for Week #5

_____ Complete the Strategies for Advanced Competency 14 and 15. Please complete this assignment on the Advanced Field Education Plan and Evaluation form and hand in a hard copy signed by your field instructor indicating he/she has read your draft. Your draft with feedback will be returned to you for you to make the appropriate revisions for the final copy.

Week 7: Oct. 2 -8 24 /168 accumulated hours

At next week's seminar the students are to turn in the original drafts of the Advanced Field Education Field Plan and Evaluation Form with written comments **and 2 signed hard copies** (student and field Instructors signatures) of the final version of Field Education Plan . A copy of Field Education Plan is also to be submitted to the Blackboard email and saved on the student's Flash Drive Field Seminar Portfolio

Assignments Due:

_____ Log for Week #6

_____ Journal for Week #6

Week 8: Oct. 9 – 15 24/192\

Assignments Due:

_____ Log for Week #7

_____ Journal for Week #7

_____ turn in the original drafts of the Advanced Field Education Field Plan and Evaluation Form with written comments **and 2 signed hard copies** (student and field Instructors signatures) of the final version of Field Education Plan . A copy of Field Education Plan is also to be submitted to the Blackboard email and saved on the student's Flash Drive Field Seminar Portfolio

Week 9: Oct. 16– 22 12/204 accumulated hours

Fall Break, Monday October 17 & Tuesday October 18. You are not required to go to your Field Agency the on the two fall break days. However, you may choose to do so in order to maintain continuity in your learning experience and complete the required

360 field hours by the end of the fall semester. Please work this out with your Field Instructor.

Assignments Due:

_____ Log for Week #8

_____ **AC 14 – PB 1 Strategy #1:** A journal demonstrating how eco-systems, strengths perspective and empowerment perspective are integrated into the agency's policies, interventions and practices. Length of journal should certainly be more than one page and should be long enough to adequately cover the topic requirements.

Week 10 : Oct. 23 - 29 24/228 accumulated hours

I will be at the CSWE annual conference. Therefore there will be no this week.. Turn in your assignments at Deb Gossert's office. . Please put your assignment in a marked envelope and sig your name on the envelop..

Assignments Due:

_____ Log for Week #9

_____ Journal for Week #9

Week 11: Oct.30 - Nov. 5 24/252 accumulated hours

Field Lab Agenda: Field experience processing,

Assignments Due:

_____ Log for Week #10

_____ Journal for Week #10

_____ **AC 10(a-d) Strategy #1:** A journal that demonstrates the student's understanding of the helping relationship on a micro, mezzo, macro level. The student will use examples from field demonstrating the practice behaviors described in competency 10(a)-(d).

Week 12: Nov. 6 – Nov. 12 24/276 accumulated hour

Veterans day on Friday, November. 11 and thus no class.for the Friday class. Students are to turn in assignments due at next week's seminar

Field Lab Agenda:

Field experience processing, Student Presentations for Thursday's class

Assignments Due:

_____ Log for Week #11
_____ Journal for Week #11

Week 13: November 13 – 19 24/300 accumulated hours

Field Lab Agenda: Field experience processing, Student Presentations

Assignments Due:

_____ Log for Week #12

_____ **AC 11-PB 1 Strategy #1:** A journal describing the interaction of complex factors in the student's and agency clients lives and in their environment that affect their well-being. Such factors to be addressed include stages of the life cycle, cognitive, social, emotional and physical stages of development, cultural backgrounds, spiritual beliefs, biological and psychological conditions, social and economic issues, discrimination, oppression, social policies and legislation. The student will give specific examples from his/her field experience and conclude the journal with his /her analysis and feelings about how these factor affect the agency's client population and present ideas as to how to address these issues to improve clients lives and their environments.

Length of journal should certainly be more than one page and should be long enough to adequately cover the topic requirements

Week 14: Nov.20 – 26 12/312 accumulated hours

Thanksgiving Week a half week due to 3 days off)

Field Lab Agenda: Field experience processing, Student Presentations

Assignments Due:

_____ Log for Week #13

_____ Journal for Week #13

Week 15: November 27 – Dec. 3 24/336 accumulated hours

Field Lab Agenda: Field Experience processing, Student Presentations

Assignments Due:

_____ Log for Week #14

_____ Journal for Week #14

Week 16: Dec. 4 - 10

252/360 accumulated hours

Field Lab Agenda: Field Experience processing, Student Presentations

Assignments Due:

_____ Log for Week# 15

_____ Journal for Week #15

EXAM WEEK: Dec. 11 - 17 24/360 accumulated hours

Field Lab Agenda: Field experience processing, Student Presentations

Assignments Due no later than Friday 12 noon on Dec. 16th

_____ Log for Week #16 and exam week

_____ Journal for Week #16 and exam week

XII: Bibliography

VIII. Bibliography:

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- Mental Health
- Bigelow, R.R., & Johnson, W. B. (2001). Promoting mentor-protégé relationship formation in graduate school. *Clinical Supervisor*. 20(1), 1-23.
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- Mason, S.E., Beckerman, N., & Auerbach, C. (2002). Disclosure of student status to clients: Where do MSW Programs Stand? *The New Social Worker*. 9(1), 10-11/16.
- Storm-Gottfried, K., & Corcoran, K. (1998). Confronting ethical dilemmas in managed care: Guidelines for Students and Faculty. *Journal of Social Work Education*, 34(1), 109-119.