

APPROVED RECEIVED ✓✓

The University Of Toledo

Existing Course Modification Form

Administrative Use Only (rev. 9/2011) ^{APP 27 2012}	
Code:	CM
Date Received:	/ COLLEGE OF (mm/dd/yyyy)
Date Effective:	GRADUATE STUDIES (mm/dd/yyyy)
CIP Code (If changed):	
Subsidy (If changed):	

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

Criminal Justice & Social Work/D.G.

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

PRESENT	PROPOSED
Course Alpha/Numeric: SOCW 6910	Course Alpha/Numeric: SOCW 6910
Course Title: Advanced Field Experience and Integrative Seminar II	Course Title: Advanced Field Experience and Integrative Seminar II
Credit Hours: 5-6	Credit Hours: 5
Cross Listings:	Cross Listings:
Prerequisites: Permission of Field Director; SOCW 6900 with B or better and overall GPA of B or better; 5.000 TO 6.000 Credit hours	Prerequisites: Permission of Field Director; SOCW 6900 with a Satisfactory grade and overall GPA of B or better. Corequisites or prerequisites: SOCW 6120; SOCW 6130; SOCW 6430 or SOCW 6530; SOCW 6470 or SOCW 6570.
Catalog Description: Students continue placement in the field agency assigned in SOCW 6900 and participate in a weekly integrative seminar. The student 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 6 hours and complete 432 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 continue in the field agency assigned in SOCW 6900; complete 360 field hours; and participate in same weekly integrative field seminar section. SOCW 6900 and 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
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Reason for Change: Change variable credit hours to fix number of credit hours.

Has course content changed? Yes No

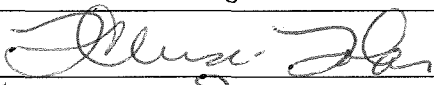



If Yes, give a brief topical outline of the revised course:

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

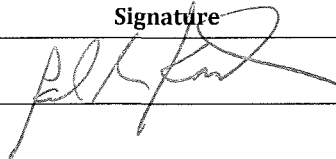
Has the course changed from a non-core curriculum course to a core curriculum course?
 Yes No


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
Faculty Senate Core Curriculum Committee Chair:		
Office of the Provost:		
Registrar's Office:		

<p>Instructor: Martha Delgado</p> <p>Office: HSHS 2628</p> <p>Office Phone: 419-530-4663</p> <p>Email: Martha.Delgado@utoledo.edu</p> <p>Web: http://utoledo.edu/hshs/socialwork/grad+program.html</p>	 <p>COLLEGE OF HEALTH SCIENCE AND HUMAN SERVICE</p> <hr/> <p>THE UNIVERSITY OF TOLEDO</p> <p>M SW Program</p> <p>Semester: Spring</p>	<p>Office Hours:</p> <p>Thursday 1:00 - 3:30pm</p> <p>Friday 2:30 - 3:30pm</p> <p>Other times available by appointment</p>
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I. Course Title, Time, Location:

Advanced Field Experience and Integrated Seminar II SOCW 6910

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 # 2603

II. Prerequisites:

The student must have completed Advanced Field Experience and Integrative Seminar I course with a "Satisfactory" grade which is equivalent to a grade of B or better; and is concurrently taking or has completed Advanced Generalist Practice II, Advanced Generalist Practice III, Field of Practice – Policy, and Journal Seminar II. The four year part-time students will have taken Advanced Generalist Practice II and Advanced Generalist Practice III prior to taking Advanced Field Placement II.

III. Course Descriptions:

This field course is a continuation of Advanced Field Experience and Integrated Seminar I. The student continues his/her internship in the same field agency and remains in the same course section with the same course instructor. The student is to complete 360 hour internship for an accumulated total of 720 field hours. The student is to complete a total of 24 field hours per week which includes the 1.5 hour weekly field seminar.

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. To attain this end the student is to use his/her field education plan developed in the fall semester to guide his/her learning. If necessary the student may revise the plan to better meet his/her learning needs and opportunities. The student is also required to maintain an Advanced Field Portfolio, which documents the student's progress throughout the field experience. The Field Seminar Portfolio is to be maintained on the flash drive which was given to the student in the SOCW 6900 field course.

Toward the end of the semester the field instructor will use the Advanced MSW Field Education Plan and Evaluation Form to evaluate the student's performance and share the results with the student. Martha Delgado, the field liaison, will visit the agency within the last four weeks of the spring semester to meet with the field instructor and the student. At the time of this agency visit the field instructor will give a signed copy of the evaluation form to the field liaison and student's performance will be discussed. The discussion will be based on the results of the field placement evaluation of student by the field instructor and the student's fulfillment of the terms of the advanced field educational plan. The field liaison will use the field visit to determine the student's final grade. The student will receive a letter grade and must earn a B or better to pass this course.

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)
<p>(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.</p>
<p>10(a)—Engagement</p>
<p>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</p>
<p>10(b)—Assessment</p>
<p>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.</p>
<p>10(c)—Intervention</p>
<p>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</p>
<p>10(d)—Evaluation</p>
<p>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.</p>

Advanced Competencies 11 - 15
<p>11. Apply knowledge and skills in the student's area of concentration</p>
<p>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 area of specialization</p>
<p>12. Engage in ethical practice in situations with competing values and interests</p>

<p>Advanced Practice Behaviors:</p> <ol style="list-style-type: none"> 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
<p>13. Exhibits advanced skills in the critical analysis of how the interaction of complex factors and multiple systems affect the client systems' well being.</p>
<p>Advanced Practice Behaviors:</p> <ol style="list-style-type: none"> 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
<p>14. Integrate eco-systems, strengths perspective, and empowerment perspectives into advanced practice theories and interventions.</p>
<p>Advanced Practice Behaviors:</p> <ol style="list-style-type: none"> 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.
<p>15. Demonstrate advanced knowledge and skills in social and economic justice.</p>
<p>Advanced Practice Behaviors: Social Workers</p> <ol style="list-style-type: none"> 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 Texts:

University of Toledo Social Work Program Graduate Field Education Manual

VI. Teaching and 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. 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. Students who want to communicate with the course instructor must use the Black Board email to do so.

3. 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>.

4. Advanced Field Education Plan and Revisions: The student will continue to work on the achieving the List of Learning Activities, Advanced Competencies, Practice Behaviors, and Strategies as listed in his/her field education plan. The plan can be revised early in the spring semester to better meet the learning needs of the student. Each student is required to complete an **Addendum to the Field Placement Education Plan Form** within the first two weeks of the spring semester.

5. Advanced Field Evaluation of the Student: The student's evaluation will be based on his/her achievement of the terms of his /her field education plan. The student is required to participate in the field placement evaluation process and meeting with field instructor and field liaison. **The field instructor is to use the same Advanced Field Education Plan and Evaluation form that he/she completed for the fall evaluation of the student.** Therefore the points and comments for the fall and spring evaluation will recorded on one final form. Field instructors are encouraged to keep an electronic copy of the completed **Advanced Field Education Plan and Evaluation**. A hard copy containing the field instructor's completed evaluation and signatures is to be made available to the field liaison at the field visit. The field instructor is also requested to send a completed electronic copy of the plan/evaluation to the field liaison at the end of each semester.

6. 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.

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 12 specified weeks the students 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. 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 the Black Board course email.

9. Strategic Journals: Students are required to complete the following 2 Strategic Journals which are listed as Strategies in their field plans. The Strategic Journals are as follows:

✓ **Adv. Competency 10(a) – (d): Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

Write a journal in which I will demonstrate my understanding of the helping relationship on a micro, mezzo, macro level. I will use examples from field that demonstrate the practice behaviors described in Advanced Competency 10(a) –(d): Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

(Yes, this is the same assignment that was required in SOCW 6900. Please use different examples from field and exhibit increased and deeper understanding of this advanced competency and practice behavior.)

✓ **Adv. Competency 10 (a) Engagement: Practice Behavior 2 – Strategy 2:**

Write journal in which I will use specific internship experiences to demonstrate and analyze the process of my professional development with particular emphasis on my growth in self-awareness and positive use of self.

10. Class Participation and Individual Presentations

A. **Class participation:** Students will use the field seminar to informally process, discuss and share and seek advice related to their field experiences. The topics could include professional growth issues, practice issues, social justice issues, diversity issues, policy and legislation issues, ethical issues and agency and client system issues and cases, dealing with difficult situations. Students can use the time to share information, announce community and agency events, recruit fellow students for advocacy events, etc.

B. Individual Class Presentations:

Each student is to make one formal in-depth PowerPoint case presentation that is related to the student's field experience and that presents professional challenges and questions related to practice skills in such areas as engagement and assessment, goal setting, interventions, identifying resources and services, monitoring and evaluation, advocacy, resolving ethical dilemmas, policy and legislation issues, self-awareness, diversity, social justice and agency or supervisory issues etc.

It is important that the discussions integrate theory, practice, ethics and social work values that have been taught in the social work courses. The case presentation can be on a micro, mezzo or macro level. Students are required to preface presentations with an in depth description of the student's client system.

Further Guidelines for the Content of the Class Presentation will be posted on the Black Board and reviewed in class. Due to the nature of the presentation and discussions, the content is to remain confidential and is not to be discussed out of class if requested by the student or the class professor.

- 11. Advanced Competency 12: Practice Behavior 1 – Strategy 1:** Each student will facilitate an in-class discussion about an ethical dilemma encountered in field and will inform the class of policies used to guide practice when ethical conflicts arise. A written summary of the presentation written according to guidelines is to be turned at the following class.
- 12. Advanced Competency 15: Practice Behavior 1 – Strategy 1** Each student will contribute to a wiki in field seminar gathering advocacy agency information for the benefit of the class as a comprehensive advocacy resource guide.
- 13. Professional Resume:**
The student will prepare and submit an up to date and Social Work Professional Resume that includes social work related experiences including the student's internships.

VII. Evaluation and Grading

Advanced Field Placement Evaluation of Student	500
Completion of the all terms of Advanced Field Placement Education Plan: Student Responsibilities, learning activities and strategies	75
Advanced Field Education Plan Addendum	10
Case Presentation	150
Fifteen Weekly Field Activity Logs	75
Twelve Weekly Journals	60
Strategic Journal for A C 10(a) – (d)	25
Strategic Journal for .C 10 (a) Engagement: PB 2	25
Ethics discussion (AC 12 PB 1)	25
Contribution to Advocacy Resource Guide (AC 15 PB1)	25
Advanced MSW Field Seminar Portfolio on Flash Drive	15
Professional Resume	15
Total Points Possible	1000*

*Additional points will be reduced from the final points for the following:

For each absence from the field seminar beyond one absence will result in the student's final grade being lowered to the next lowest letter grade. .

Points will be deducted for poor grammar, misspellings and late assignments.

Students who do not complete the 360 field hours will not pass the course.

Grading Scale

For the spring semester SOCW 6910 will be graded with a letter grade. Please note that in order to Pass the grade the student must earn a B or better.

A =	930 - 1000	A- =	900 - 929.9	B+ =	870 - 899.9	B =	830 - 869.9
B- =	800 - 829.9	C+ =	770 - 799.9	C =	730 - 769.9	C- =	700 - 729.9
D+ =	670 - 699.9	D =	630 - 669.9	D- =	600 - 629.9	F =	Below 600

In an effort to help students succeed, the social work program 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>

VIII. 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.

IX. 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://www.utoledo.edu/utlc/accessibility/>

Contact Information:

Main Campus

Rocket Hall: Room 1820

Phone: 419.530.4981 TTY: 419.530.2612 Fax: 419.530.6137

X. 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.

XI. 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:

1. All assignments are to be submitted on a weekly basis on the day the seminar class meets and a copy of all your assignment is to be saved on the Flash Drive Field Seminar Portfolio. If you are absent from class you are still responsible to turn in your assignments by the Tuesday of the following week.
2. Please note that points will be deducted for poor grammar, misspellings and late assignments.

Week 1: January 9 – 14 24 accumulated hours

Field Seminar Agenda: Review syllabus

Sign up Class Presentation

Sign up for Team presentations on Ethics

Field Education Plan Cover Page and Addendum which is due week 2

Student connecting, sharing and updates

Assignments Due: None

Week 2: January 1 -21 24/48 accumulated hours

Field Seminar Agenda: Field experience processing,

Review requirements for Class Presentation

Review requirements for Team Presentation of an Ethical Dilemma in field:

AC 12 PB 1 Strategy1

Increasing self awareness in social work practice

Assignments Due:

_____ Log for Week #1 (this week and every week hereafter a signed hard copy is to be turned in during field seminar). Save a copy on the Flash Drive Field Seminar Portfolio

_____ Journal for Week #1 (this week and every week hereafter a hard is turned in during field seminar). Save a copy of essay on the Flash Drive Field Seminar Portfolio

_____ 2 copies of an updated cover page of the **Advanced Field Education Plan and Evaluation form.**

_____ turn in Flash Drive Field Seminar Portfolio with the assignments from Fall semester SOCW 6900.

It will be returned to you next week

Week 3: January 22 – 28 24/72 accumulated hours

Field Seminar Agenda: Field experience processing

Topic to be announced

Assignments Due:

_____ Log for Week #2

_____ Journal for Week #2

____ 2 copies of a completed signed Spring Addendum to the Field Education Plan. One copy will be returned to you. The recently updated form can be found on the Course Black Board.

Week 4: January 29 – February 4 24/96 accumulated hours

Field Seminar Agenda: Field experience processing

Review requirements for the development of a comprehensive advocacy resource guide (AC 15- PB 1-Strategy1)

Team #1 presents Ethical Dilemma Presentation (AC12 PB1)

Assignments Due:

____ Log for Week #3

____ Journal for Week #3

Week 5: February 5 -11 24/120 accumulated hours

Field Seminar Agenda: Field experience processing

1st Student Case Presentations begins this week.

Assignments Due:

____ Log for Week #4

____ Journal for Week #4

Week 6: February 12 - 18 24/144 accumulated hours

Field Seminar Agenda: Field experience processing

2nd Student Case Presentation

Team #2 presents Ethical Dilemma Presentation

Assignments Due:

____ Log for Week #5

____ Journal for Week #5

Week 7: February 19 – 25 24/168 accumulated hours

Field Seminar Agenda: Field experience processing

3rd Student Case Presentations

Assignments Due:

____ Log for Week #6

____ No journal for Week #6

____ **Stategic Journal for Adv. Competency 10(a) – (d): Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

A journal in which I will demonstrate my understanding of the helping relationship on a micro, mezzo, macro level. I will use examples from field that demonstrate the practice behaviors described in Advanced Competency 10(a) –(d): Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

(Yes, this is the same assignment that was required in SOCW 6900. Please use different examples from field and exhibit increased and deeper understanding of this advanced competency and practice behavior.)

Week 8: February 26 – March 3 24/192 accumulated hours

Field Seminar Agenda: Field experience processing

4th Student Case Presentations

Team 3: Ethical Dilemma Presentation

Assignments Due:

_____ Log for Week #7

_____ Journal for Week #7

Spring Break March 4 - 10 Spring Break

Week 9: March 11 - 17 24/216 accumulated hours

Field Seminar Agenda: Field experience processing

5th Student Case Presentations

Assignments Due:

_____ Log for Week #8.

_____ Journal for Week #8

Week 10: March 18 – 24 24/ 240 accumulated hours

Field Seminar Agenda: Field experience processing

6th Student Case Presentations

Team #4: Ethical Dilemma Presentation

Assignments Due:

_____ Log for Week #9

_____ Journal for Week #9

Week 11: March 25 –31 24/264 accumulated hours

Field Seminar Agenda: Field experience processing

7th Student Case Presentations

Assignments Due:

_____ final contributions to a wiki Comprehensive Advocacy Resource Guide (AC15 PB1)

_____ Log for Week #10

_____ Journal for Week #10:

Week 12: April 1– 7 24/288 accumulated hours

Field Seminar Agenda: Field experience processing

8th Student Case Presentations**Team #5: Ethical Dilemma Presentation****Assignments Due:**

_____ Log for Week #11

_____ No journal for Week #11

_____ Strategic Journal for **AC 10 (a) Engagement: PB 2:**

A journal in which I will use specific internship experiences to demonstrate and analyze the process of my professional development with particular emphasis on my growth in self-awareness and positive use of self.

_____ Submit current Professional Resume to include Field Experience and save a copy of essay on the Flash Drive Field Seminar Portfolio.

Week 13: April 8 – 14 24/312 accumulated hours

Field Seminar Agenda: Field experience processing

9th Student Case Presentations

Assignments Due:

_____ Log for Week #12

_____ **Journal for Week #11**

Week 14: April 15 - 21 24/336 accumulated hours

Field Seminar Agenda: Field experience processing

10th Student Case Presentations

Team #5: Ethical Dilemma Presentation

Assignments Due:

_____ Log for Week #13

_____ Journal for week 13

_____ Current Professional Resume to include Field Experience

Week 15: April 22 – 28 24/360 accumulated hours

Field Seminar Agenda: Field experience processing

11th Student Case Presentations

Assignments Due:

_____ Log for Week #14

_____ Journal for Week #14

_____ turn in Flash Drive Field Seminar Portfolio with all assignments for SOCW 6910.

You can pick it up on Wednesday of exam week.

Week 16: May 29 – 5 Exam Week

Assignments Due:

_____ Logs for Week #15 & 16 due no later than Wednesday May 2 at 5pm.

No Journal due for week 15

XII. Bibliography:

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