SCHOOL OF BEHAVIORAL AND APPLIED SCIENCES
DEPARTMENT OF SOCIAL WORK, MSW PROGRAM

SOCW 515: FIELD SEMINAR I Section A2
1 Unit

(Fall 2013)

Credit Hour Policy: Following the APU Credit Hour policy, to meet the identified student learning outcomes of this course, the expectations are that this one unit course, delivered over a 15 week term, will approximate one hour of weekly classroom or direct faculty instruction. Field I, the three unit co-requisite course, delivered over a 15 week term, will approximate 16 hours per week of field internship at an approved agency setting consistent with CSWE accreditation standards.

In addition, out of class student work for Field Seminar I will approximate a minimum of three hours per week.

Professor: Ellen Park-Nakashima, Adjunct Professor
Class Day/Time: Tuesday, 5:30-7:00 p.m.
Class Location: Wynn Academic Center, Room 6
Office Location: Wynn Academic Center, MSW Program Office, 208
Office Hours: Tuesdays, 4:00-5:00 and by appointment
Contact Information: (818) 447-3320 Email: eparknakashima@apu.edu
Emergency Phone #: (626) 857-2401 weekdays 8:30-4:30 p.m.

University Mission Statement: Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs in higher education that encourage students to develop a Christian perspective of truth and life.

MSW Mission Statement: The MSW Program in the Department of Social Work at Azusa Pacific University seeks to develop competent advanced social work practitioners who can integrate the knowledge, values, and skills of social work to advance social justice and provide services to assist individuals, families, groups, organizations, and communities. Grounded in the profession’s Code of Ethics and sensitivity to diversity, the MSW Program is committed to excellence in our teaching and scholarship, the integration of faith and learning, the development of professional leadership, and the strengthening of communities in local, national, and international contexts.

Course Description: The purpose of field internship is to provide a professional setting for students to practice generalist foundation practice skills and to provide an opportunity for the integration of knowledge, skills and social work values. Students complete a minimum of 480 hours by the end of semester 1 and semester 2 at an approved and designated social welfare agency. Prerequisite: Admission to MSW Program. Corequisite: Field Seminar I.
**Student Outcomes and Expected Competencies:** Upon successful completion of the course, class participants will be able to:

<table>
<thead>
<tr>
<th>Course Learning Objectives:</th>
<th>SLO/Competencies Outcome</th>
<th>Practice Behaviors</th>
<th>Assessment/Content</th>
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</table>
| Effectively articulate and demonstrate a professional social work identity and critically reflect upon the social work field experience | SLO 1 (EPAS 2.1.1) Identifies as a professional social worker and conducts her/himself accordingly | 1.1 Demonstrates professional social work roles and boundaries.  
1.2 Demonstrates professional demeanor in behavior, appearance and communication.  
1.3 Demonstrates professional time management skills and accountability: punctuality, attendance, paperwork and assignments.  
1.4 Uses supervision and consultation effectively. | a. Seminar participation  
b. Learning Agreement  
c. Agency Presentation  
d. Reflection Paper  
e. Post-Skills Assessment  
f. Final Integrative Assignment  
g. Comprehensive Skills Evaluation |
| Demonstrate knowledge of the professional code of ethics and how to apply principles of ethical decision making, including awareness of personal beliefs and biases in the field experience. | SLO 2 (EPAS 2.1.2) Applies social work ethical principles to guide her/his professional practice | 2.1 Is knowledgeable about the value base of the profession and makes ethical decisions by applying standards consistent with the NASW Code of ethics and other guidelines/ principals of the profession.  
2.2 Recognizes and manages personal values and biases in ways that allow professional values to guide practice  
2.3 Recognizes and tolerates ambiguity in resolving ethical conflicts | a. Seminar participation  
b. Reflection Paper  
c. Post-Skills Assessment  
d. Final Integrative Assignment  
e. Comprehensive Skills Evaluation |
| Demonstrates knowledge of the impact of diversity and environmental context in the field experience, including sensitivity to the needs of diverse, at-risk groups and commitment to social and economic justice. | SLO 4 (EPAS 2.1.4) Engage diversity and difference in practice.  
SLO 9 (EPAS 2.1.9) Respond to contexts that shape practice. | 4.2. Recognizes the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in shaping life experience.  
4.3 Demonstrates self-awareness in eliminating the influence of personal biases and values in working with diverse groups, including treating clients with dignity and respect.  
9.1 Seeks information, resources and is proactive in responding to evolving organizational, community and societal contexts of practice  
9.2 Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services | a. Seminar participation  
b. Learning Agreement  
c. Reflection Paper  
d. Agency Presentation  
e. Post-Skills Assessment  
f. Final Integrative Assignment  
g. Comprehensive Skills Evaluation (CSE) |
**SLO 10 (EPAS 2.1.10)**

Engages, assesses, intervenes and evaluates individuals, families, groups, organizations and communities.

1. Develops rapport and addresses confidentiality appropriately with individuals, families, groups, organizations and/or communities.
2. Uses empathy and other interpersonal skills (e.g. attending behaviors and basic interviewing skills).

**SLO 11 (EPAS 2.1.11)**

Articulates how Christian beliefs and values can be ethically integrated in professional social work practice.

11.2 Critically analyze how Christian, spiritual or religious traditions assist or hinder the helping process.

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<th>Required Textbook and Study Resources:</th>
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Additional Recommended Readings:
To be determined

Other Required Course Resources:
Three ring binder with section dividers for Field Portfolio.

Course Schedule
***Course schedule, topics, evaluation and assignments may be changed at the instructor’s discretion.

Field I and Field Seminar I are required to be completed concurrently. Students will spend 16 hours a week in Field I over a 15 week semester. Some field internships may begin before the start of the semester or extend beyond the semester, as specified by the field instructor and approved by the field faculty. Students should be clear on attendance expectations prior to beginning fieldwork.

Field Seminar I meets for 1.5 hours every week, unless otherwise noted on the course schedule. The primary method of teaching for field seminar will be interactive and experiential. Field Seminar provides students with the opportunity to discuss practice situations, professional development issues, the relationship of field to classroom learning, and skills necessary for effective practice. All students in seminar are required to actively participate in discussions and the learning process.

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<thead>
<tr>
<th>Dates</th>
<th>Activity</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>9/4</td>
<td>Field Orientation /Training Day, 12:30-8:00PM LAPCC (East Campus)</td>
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<tr>
<td>9/6</td>
<td>Field Orientation /Training Day, 12:30-8:00PM LAPC (East Campus)</td>
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<tr>
<td>9/10</td>
<td>Competency #1: Professionalism: Intern identifies as a professional social worker and conducts her/himself accordingly</td>
<td>Ward &amp; Mama, CH 1 “Getting Started” &amp; CH 2 Building Professional Relationships</td>
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<tr>
<td></td>
<td>Purpose of Field Seminar</td>
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<td></td>
<td>Getting started, roles &amp; expectations</td>
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<td>Sign up for Agency Presentations</td>
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<tr>
<td>9/17</td>
<td>Competency #1: Professionalism: Intern identifies as a professional social worker and conducts her/himself accordingly</td>
<td>Ward &amp; Mama, CH 5 “Expectations and</td>
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<td>Your Learning Agreement:</td>
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Updated: 9/2/13
# FIELD SEMINAR I COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Dates</th>
<th>Activity</th>
<th>Assignment</th>
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| 9/24  | Competency #1: Professionalism: Intern identifies as a professional social worker and conducts her/himself accordingly | **Identifying responsibilities as a learner**  
Knowledge of fieldwork agency, the treatment team, and the community  
Stereotypes” and CH 11 “Finding Your Place in the Agency” |
| 10/1  | Competency #4: Cultural Competency: Intern engages diversity and difference in practice | **Self-Awareness: Personality and Professionalism**  
Agency Presentations begin  
Take Pre Skills Assessment  
Ward & Mama, CH 4 “Developing the Professional Persona”  
Suggest taking personality test: [http://www.humanmetrics.com/cgi-win/jtypes1.htm](http://www.humanmetrics.com/cgi-win/jtypes1.htm) |
| 10/8  | Competency #2: Intern applies social work ethical principles to guide his/her professional practice | **Ethics and Social Work**  
- Confidentiality issues in social work practice  
- Maintaining Boundaries  
- Self-awareness and personal values/worldview  
Ward and Mama, CH 12 Boundaries: The Invisible Lines of Trust  
Learning Agreement Due |
| 10/15 | Competency #1: Professionalism: Intern identifies as a professional social worker and conducts her/himself accordingly  
Competency #2: Intern applies social work ethical principles to guide his/her professional practice | **Documentation in Social Work**  
Professional responsibility, HIPAA & Code of Ethics  
Ward & Mama, CH 8 “Put It In Writing”  
Bring a Process Recording to share |
| 10/22 | Competency #10: Intern engages, assesses, intervenes and evaluates individuals, families, groups, organizations and communities | **Micro social work practice:**  
Building initial rapport: engaging clients, attending behaviors, listening skills, communication (verbal and non-verbal)  
Ward & Mama, CH 6 “Communication: Building Bridges, Not Walls”  
CH 7 “Insight into Your Client’s Perceptions” |
| 10/29 | Competency #4: Cultural Competency: Intern engages diversity and difference in practice | **Learning Agreement Due** |
## FIELD SEMINAR I COURSE SCHEDULE

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<tr>
<th>Dates</th>
<th>Activity</th>
<th>Assignment</th>
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<tr>
<td></td>
<td><strong>Competency #9 Current Trends: Intern respond to contexts that shape practice</strong></td>
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<td></td>
<td>Strengths Perspective</td>
<td>Mid Semester Progress Reports Due From Field Instructors</td>
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<td>Cultural and Environmental considerations</td>
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<tr>
<td>11/5</td>
<td><strong>Competency #10: Intern engages, assesses, intervenes and evaluates individuals, families, groups, organizations and communities</strong></td>
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<td><strong>Competency #11: Intern articulates how Christian beliefs and values can be ethically integrated in professional social work practice.</strong></td>
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<td>Micro practice skills:</td>
<td><strong>Ward &amp; Mama CH 9 “Pick A Theory”</strong></td>
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<td>Bio-psycho-social-spiritual assessment</td>
<td><strong>Reflection Paper Due</strong></td>
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<td>Diagnosis &amp; Treatment Planning</td>
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<tr>
<td>11/12</td>
<td><strong>Competency #10: Intern engages, assess, intervenes and evaluates individuals, families, groups, organizations and communities</strong></td>
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<td></td>
<td>Micro practice skills:</td>
<td>Bring DSM-V to class</td>
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<td></td>
<td>Application of Theory</td>
<td>Read DSM V Introduction</td>
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<td>Ward &amp; Mama, CH 10 “Treatment Planning”</td>
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<tr>
<td>11/19</td>
<td>Interventions</td>
<td>Bring DSM-V to class</td>
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<td>Managing Clinical Crisis</td>
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<td>11/26</td>
<td>Using the DSM to make a 5 axis Diagnosis</td>
<td>Bring DSM-V to class</td>
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<td>12/3</td>
<td>Review of DSM Mood Disorders</td>
<td>Bring DSM-V to class</td>
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<td>Read DSM-V Mood Disorders</td>
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<td>12/10</td>
<td>Last Day of Class</td>
<td>Integrative Macro Proposal Paper Due</td>
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<td>Friday</td>
<td>Last Day of Fall Semester</td>
<td>Field Portfolio Due</td>
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<td>12/13</td>
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<td>Comprehensive Skills Evaluation Due, Signed by Student &amp; Field Instructor</td>
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<td>See Portfolio Checklist: <strong>Must include Field Time Log, Process Recording Log, Process Recordings (12).</strong></td>
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**Assignments:**
**Complete two components of Field I:** 16 hours per week in a designated field setting (off-campus fieldwork) and weekly field seminar (on-campus fieldwork). Attendance and participation in both field components will be reflected in the student’s professional conduct & participation grade. Will require completion of assigned course readings and participation in weekly field seminar discussions.

**Field Portfolio** will be maintained in Fall and Spring Semesters, and will include field-related documents and assignments. The Field Portfolio will be submitted throughout the academic year, as specific in course schedule, and evaluated based on timeliness as well as completeness and accuracy of documentation. The Portfolio is part of the written assignments grade. Will require use of Field Portfolio outline, timeliness, and organizational skills.

**Learning Agreement** – to be completed at the beginning of the Fall Semester, which will be developed by student, in collaboration with field instructor. Learning agreement will be reviewed and approved by both field instructor and field faculty. It will serve as a tool to guide completion of goals and objectives and should be reviewed periodically to reflect current learning goals. Will require use of program approved form, course discussions, and supervisory signatures.

**Field Time Log** to be maintained in Field Portfolio and submitted, at minimum, each semester, and as requested by field seminar instructor. Will require program approved form, accuracy, and supervisory signatures.

**Process Recordings** – to be submitted weekly to agency field instructor. A total of 12 is required per semester. Field seminar instructors may request that students submit process recordings at different intervals during the semester and at the end of the semester. For Foundation year students, a minimum of six micro recordings are required, and the remaining should be any combination of macro, group, or meeting recordings. **Failure to complete the minimum required process recordings will result in a grade reduction.** Students will maintain a Process Recording Log that will be included in Field Portfolio as verification that student has completed the minimum number of process recordings. Will require program approved recording forms, a reflection of field experiences, and supervisory signatures.

**Mid-year Comprehensive Evaluation** will be completed by the field instructor to evaluate student performance in field internship. The evaluation will be reviewed and signed by both the student and field instructor, and turned in to the field seminar instructor by the date specified on the Field Seminar I Syllabus. Will require program approved form and receptiveness to evaluative feedback.

**Pre/Post Skills Assessment** - to evaluate development and application of field competencies. The pre skills assessment will be administered at the beginning of the academic year, followed by the post skills assessment at the end of the academic year. Assessments are scored on a 4-point rubric. Foundation year students are expected to score a 2.0 average in Field I. Will require course texts, course notes, integration of material from other courses.

**Agency Presentation** will be given by student during the Fall Semester. Student is required to demonstrate a well-organized presentation incorporating knowledge of agency in a social work context, including the agency’s mission, how agency is viewed by the community, organizational structure, and demographics. Assignment will require use of Learning Agreement: Section II as reference, use of agency presentation format provided by field seminar instructor. Expected length: maximum of 10 minutes. APA format NOT required.

Updated: 9/2/13
Reflection Paper. Reflection paper to assess student’s field experience, including professional growth and self-awareness, skill development, challenges, diversity and ethical considerations and Christian faith. Assignment will require use of critical thinking skills and field experiences. Paper instructions will be provided in class. Expected length: 3-4 pages. APA format NOT required.

The Integrative Macro Project Proposal
This assignment is due at the end of the Fall Semester. Student will assess their agency and community and propose a project that will demonstrate knowledge of the following competencies: #1) Professionalism: Intern identifies as a professional social worker and conducts her/himself accordingly; #2) Ethics: Intern applies social work ethical principles to guide her/his professional practice; #9) Responds to contexts that shape practice. You will be required to submit the project proposal to your field instructor or agency representative (if applicable) and field seminar instructor for approval. Your field instructor should have a clear understanding of what you would like to accomplish by reading this proposal. The purpose of your macro assignment is to give you exposure to Social Work on a macro-level at your field internship. Please be reminded that your macro assignment should be realistic and can be implemented in the time frame that you will be at your field internships. The macro assignment should require no more than 25% of your total field hours. Expected length: 5-6 pages. Will require use of seminar content and field competencies. APA format NOT required. See attached assignment.

Information Literacy and Use of the Library

Information literacy is defined as “a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (American Library Association, 1989). In this course, teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:

- determine the nature and extent of the information needed.
- access needed information effectively and efficiently.
- evaluate information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- individually or as a member of a group, use information effectively to accomplish a specific purpose.
- understand many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

In this course, students are expected to make occasional use of the University Libraries and their resources for the completion of written field assignments requiring application of practice content. Research assistance and subject guides for this course are available at http://apu.libguides.com/

Evaluation/Assessment Rationale for Grade Determination
The field faculty will assign a field grade for both Field I and Field Seminar I using the following formula:
20%  Field instructor feedback from Comprehensive Skills Evaluation
15%  Professional conduct: including the development of social work roles and boundaries, professional demeanor in behavior, appearance and communication and classroom participation as evaluated by field faculty, field instructor, and preceptor.
65%  Written field assignments (Including field portfolio 20%, agency presentation 10%, reflection paper 15%, and final integrative macro proposal assignment 20%)

100%  Criteria for Letter Grade

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>95-100</td>
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<tr>
<td>A-</td>
<td>92-94</td>
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<tr>
<td>B+</td>
<td>89-91</td>
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<tr>
<td>B</td>
<td>84-88</td>
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<tr>
<td>B-</td>
<td>81-83</td>
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<tr>
<td>C</td>
<td>78-80</td>
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<tr>
<td>C-</td>
<td>73-77</td>
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<tr>
<td>D</td>
<td>65-69</td>
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<tr>
<td>F</td>
<td>60-64</td>
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A minimum grade of “B” is required to continue in field internship each semester. Students who earn a grade below “B” at the end of the any semester in the field internship will be required to attend a conference with the Field Director to discuss field internship status and a field support plan if applicable. The field faculty shall review the student’s Comprehensive Skills Evaluation (CSE) and pre/post skills assessment results in order to determine if the student met minimum skill expectations, as described in the CSE Evaluation Key.

**Definition of Work Quality**

A: excellent; clearly exceeds expectations; especially strong performance

A-: exceeds expectations, less strong than “A”

B+: meets expectations very well but does not exceed them

B: meets expectations

B-: does not meet MSW field education requirements/expectations

**Participation**  credit will be based on punctuality, participation in exercises and discussions, and demonstrated commitment to distraction-free class environments (in-seat other than during breaks, no cell/laptop use, appropriate questions and attention to content).

**Professional Conduct:**  Students completing fieldwork requirements are expected to demonstrate professional conduct both off-campus and on-campus. Professional conduct codes are referenced in the Code of Ethics of the National Association of Social Workers (http://www.socialworkers.org/pubs/code/default.asp), the APU MSW Program Student Handbook (p. 32), and the APU MSW Field Manual. Professional conduct include appropriate verbal and written communication with all encountered, including clients, peers, professors, supervisors, and other agency representatives. In addition, it includes, but is not limited to, proper professional dress, provision of appropriate services within one's scope of practice and competence, and abiding by confidentiality laws. Violations of the standards of professional conduct may result in removal and/or termination from one’s field agency and a failing grade in Field I and Field Seminar I. Students who are cited for professional conduct violations will meet with the field faculty and MSW Program's conduct board.
**Course Policies**

**Attendance:** Arriving promptly to class, coming fully prepared, and participating actively in the discussions and activities are important components of the learning experience. The following standards are intended to clarify expectations and policies regarding missed class time.

1. A sign-in sheet will be used to record attendance at the beginning of each class session. Missing any part of class may be considered an absence; communication in advance of missed time in class is to be reported to the instructor.

2. No more than one absence* is expected per semester (for any reason). A second absence results in a 10% reduction in the overall course grade (including illnesses** and emergencies). At faculty discretion, students may be given the option of making up the 10% for missed class content by submitting a 10-page paper on an assigned topic. A third absence or missing an additional 3 hour period of class will result in an automatic 10% grade reduction without option for make-up.

3. Students missing more than 20% of the course—more than 9 hours for 3 unit course, or 6 hours for 2 unit course—will not be allowed to pass the course (resulting in an F).

*Note: For Saturday courses: 3 hours = one absence; for Three, Two or One Hour classes: one class (3 or 2 hours) = one absence.

**If a student determines they have a medical condition that necessitates missing more than two consecutive coursework days or two consecutive field internship days, please see the Student Handbook policy: Request for Medical Leave.

**On-campus fieldwork attendance:** Students will attend a weekly field seminar for the purpose of processing field experience in a small group setting. Practice-related didactic teaching and skill-building assignments will be incorporated in the seminar. Attendance and participation are mandatory. All written field assignments will be submitted in seminar.

**Off-campus fieldwork attendance:** Students will spend a minimum of 480 hours in the assigned agency during the academic year (a minimum of 224 hours in the Fall Semester; and a minimum of 256 hours in the Spring Semester), which will be recorded in the field time log. Students and field instructors should establish the field schedule accordingly so that there is sufficient time to complete all required hours. Students are required to log in 16 field hours per week. Note: It is highly likely that students will exceed the minimum required hours in the Fall Semester. As such, students may adjust the number of required hours in Spring Semester accordingly. Students will receive field credit for university observed holidays that fall on a regularly scheduled field day, specifically the following: Thanksgiving, Christmas, New Year’s, Martin Luther King Jr. Day, Presidents’ Day, and Good Friday. Students are required to make up field hours during agency observed holidays (other than the ones noted) and if absent due to illness.

Students must complete all field hours by the end of each semester, but no earlier than the week prior to final exams.

In the event of an emergency, the student must notify the agency field instructor in advance should the student find it necessary to miss a day at the agency. Sick and vacation time are not granted. Arrangements must be made with the agency field instructor to make up time missed. All make up time must be completed prior to semester's end.

**Professional Behavior in Classroom:** In preparation for advanced professional careers, students are expected to utilize class time well by conducting themselves as professionals.
throughout the education and training process. Students must come to class on time, fully prepared, and participate actively in discussions and exercises. Given class size, private conversations and moving around can be distracting. The use of cell phones or other electronic devices is not allowed in MSW courses; they must be turned off (or silenced) prior to class. Laptop computers and tablets may not be utilized in class unless required for specific activities, such as note taking, or in situations involving physical accommodations.

**Policy on Exams:** Exams must be completed at the assigned times. A late exam may be given to individuals who have an urgent medical excuse or a university petition. In special circumstances a make-up exam may be given with a ten-point deduction. Any evidence of cheating will result in a failing exam grade.

**Policy on Late Papers:** Five percentage points will be deducted each day a paper is late. Exceptions will be granted only under emergency circumstances, and require written student documentation of the need for an extension and identification of an alternate due date. Computer/printer problems do **not** constitute an acceptable excuse for lateness. Written instructor approval of extension requests is required to avoid point deductions. No credit will be given for assignments turned in following the date identified on an extension request unless further documentation of emergency circumstances can be provided by the student and their physician or another emergency service provider.

**Policy on E-mailed papers and papers submitted by mail or after-hours:** Instructors may choose whether or not to accept e-mailed papers. Students accept all risks related to computer, server, and attachment problems. Papers received by e-mail following the due date are subject to the late paper policy. Likewise, papers submitted by mail or after hours (under the instructor’s office door or other locations) require instructor permission and are subject to the late paper policy. Students accept all risks related to delayed mail delivery, custodian actions and other circumstances of misplacement.

**Policy on Incompletes:** Incompletes will only be assigned in medical emergency situations involving the student or a person with a close personal relationship to the student. Formal, signed documentation from a physician, nurse, or other emergency service provider will be required, and may be faxed if necessary. Both student and instructor must also fully complete and sign a contract for incomplete grade assignments; this may also be done by fax if necessary. Both formal documentation of the emergency situation and the contract must be provided by the date the final assignment is due for the student to receive an incomplete. If signed documents are not received, then the student will be graded according to assignments previously completed in the course. Assignments of failing grades will be permanent. In order to avoid this situation, students are strongly encouraged to complete assignments well in advance of due dates.

**Policies on Alternative Assignments and Extra Credit:** In unique circumstances, instructors may contract with students to complete alternative assignments. Such circumstances will typically focus on specific student interests and opportunities unlikely to be shared by other class members. Alternative assignments require instructor-student contracts to assure that relevant learning objectives will be met. Instructors may also offer extra credit opportunities for all class members, and are responsible for clearly communicating expectations and the amount of credit students may anticipate receiving.
**Academic Integrity:** The practice of academic integrity to ensure the quality of education is the responsibility of each member of the educational community at Azusa Pacific University. It is the policy of the university that academic work should represent the independent thought and activity of the individual student, and work that is borrowed from another source without attribution or used in an unauthorized way in an academic exercise is considered to be academic dishonesty that defrauds the work of others and the educational system. Engaging in academic dishonesty in serious offense for which a student may be disciplined or dismissed from a program. The full academic integrity policy is available in the graduate catalog.

**Use of Turnitin.com:** If, as your instructor, I receive a paper that you have written and I suspect it may not be your original work I will submit the paper for review by Turnitin.com. Upon receipt of the Originality Report you may be asked to meet with me to discuss the findings as reported by this system.

**Department and University Policies:** All university and departmental policies affecting student work, appeals, and grievances, as outlined in the Graduate Catalog and/or Department Handbook will apply, unless otherwise indicated in this syllabus.

**Support Services:** There are many available support services for graduate students including the Graduate Center, Regional Centers, Libraries, Computer Center, Media Center, Writing Center, Counseling Center, and International Center. See the Graduate Catalog for more details.

In addition to these there is the Learning Enrichment Center. Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

**Required Field Portfolio documents:**

**The Field Portfolio Checklist** and field forms will be provided and discussed at the field orientation and training on 9/4/13 and 9/6/13. All field documents shall be kept in the student’s professional Field Portfolio, which will be turned in on designated dates to the field seminar faculty for review.

Documents required at the beginning of the academic year:

- Statement that NASW Code of Ethics has been read - signed by student
- Criteria for Termination - signed by student
- Statement of Student Understanding - signed by student
- Learning Agreement - signed by student, agency field instructor, and field seminar instructor

Documents to be given by student to the agency field instructor at the beginning of the semester:

- A copy of Practice I and Field I syllabi

Documents required at the end of the Fall semester:

- Comprehensive Skills Evaluation
- Macro Project Proposal – Foundation Year Students
- Field Time Log
- Process Recording Log
- Process Recordings (if requested by field seminar instructor)
SOCW 515 FIELD SEMINAR I
Signature Assignment: Integrative Macro Project Proposal

The following social work practice behavior is assessed in this assignment:

<table>
<thead>
<tr>
<th>EPAS 2.1.9: Respond to contexts that shape practice.</th>
<th>Practice Behaviors:</th>
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</thead>
<tbody>
<tr>
<td>1. Seeks information, resources and is proactive in responding to evolving organizational, community and societal contexts of practice.</td>
<td></td>
</tr>
<tr>
<td>2. Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services.</td>
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The Integrative Macro Project Proposal

This assignment is due at the end of the Fall Semester. You will be required to submit it to your field instructor, agency representative (if applicable), and field seminar instructor for approval. Your field instructor should have a clear understanding of what you would like to accomplish by reading this proposal. The purpose of your macro assignment is to give you exposure to Social Work on a macro-level at your field internship. Please be reminded that your macro assignment should be realistic and can be implemented in the timeframe that you will be at your field internships. The macro assignment should require no more than 25% of your total field hours.

Student will apply the following three field competencies:

I. Professionalism: Intern identifies as a professional social worker and conducts her/himself accordingly.
II. Ethics: Intern applies social work ethical principles to guide her/his professional practice.
IX. Current Trends: Intern responds to contexts that shape practice.

1. Student will begin by reviewing the following Seminar written assignments: The Learning Agreement and Agency Presentation. Reflect on and discuss your observations of the client population and community context, and identify needs and environmental factors that impact your client population.

2. Reflect on your agency. Identify and describe external environmental factors and current trends that impact your agency. How is your agency responding to community needs to provide relevant services? How is your agency utilizing technology?

3. Next, identify a macro project that will address one identified need, for either the organization, a group of clients, or the community. Describe your macro project goals, anticipated macro practice interventions, and anticipated outcomes. Make mention of how you will incorporate technology. Provide a Task Outline/ Timeline for implementation of tasks in the Spring semester.

   Example: I started the project in 10/13 and will continue through 4/13 when the Healthy Parenting Summit will be held. Overall, I expect that this will be a 6 month project. I will devote 25% of my weekly field hours toward the assignment.
Example of a Timeline:
10/1/13 – Send survey out to all clinical staff to assess agency group needs
10/15/13 – Develop macro assignment proposal – Parent/Child ADHD Group
11/4/13 – Research group models for children with ADHD
11/18/13 – Develop group model based on literature findings, recruit a co-facilitator
12/1/13 – Recruit group members utilizing flyers, email announcements and social media
1/13/13 to 3/3/10 – Implement Group with five parent/child pairs (8 group sessions total)
3/4/13 – Send out Evaluations

4. Discuss how you have and will continue to identify and conduct yourself as a professional social worker. Give a specific example of how you have practiced this competency in clinical (micro) practice and an example of how you will apply this in macro practice as you implement your macro project. In addition, discuss any ethical or cultural considerations that may come up during your macro project implementation. Give a specific example and discuss how you would plan to address the potential ethical dilemma referencing the NASW Code of Ethics.

Example: I have conducting myself as a professional social worker by always introducing myself to clients as a social work intern under the supervision of an LCSW at the agency. In my macro project I anticipate I will practice professional communication skills as I write letters and speak to various community groups over the phone in order to recruit participants for our “Mental Health Awareness Fair”. I will translate flyers and letters into Spanish in order to more effectively engage Latino families in the community. I anticipate one ethical dilemma may be if an individual from a particular ethnic group approaches us for mental health services, and we do not have a culturally and linguistically competent therapist. According to the Code of Ethics we would need to refer this person to another provider who can competently conduct therapy in this individual’s native language. NASW Section 1.05 (b)” Social workers should have a knowledge base of their clients’ cultures and be able to demonstrate competence in the provision of services”.

Expected length of paper is a minimum of 6 pages. Student will be required to use seminar content, including prior written assignments and examples for their field experience in the application of field competencies.

This macro project proposal was reviewed and approved by the field agency:

_____________________________________________________
Field Instructor

_____________________________________________________
Date
SLO/Competency 9 (EPAS 2.1.9) Respond to Contexts that Shape Practice

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Does not meet Expectation (0)</th>
<th>Beginning level of skill (1)</th>
<th>Competent (2)</th>
<th>Advanced (3)</th>
<th>Mastered (4)</th>
<th>Score/Level</th>
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<tr>
<td>9.1 Seeks information, resources and is proactive in responding to evolving organizational, community and societal contexts of practice</td>
<td>Unable to demonstrate skill in acquiring information, resources and responding proactively to evolving organizational, community and societal contexts.</td>
<td>Some beginning demonstration of skill in acquiring information, resources and responding proactively to evolving organizational, community and societal contexts.</td>
<td>Demonstrates adequate skill in acquiring information, resources and responding proactively to evolving organizational, community and societal contexts.</td>
<td>Above average demonstration of skill in acquiring information, resources and responding proactively to evolving organizational, community and societal contexts.</td>
<td>Excellent demonstration of skill in acquiring information, resources and responding proactively to evolving organizational, community and societal contexts.</td>
<td>Score/Level</td>
</tr>
<tr>
<td>9.2 Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services</td>
<td>Unable to critically appraise and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services.</td>
<td>Some beginning level ability to critically appraise and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services.</td>
<td>Demonstrates adequate ability to critically appraise and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services.</td>
<td>Above average ability to critically appraise and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services.</td>
<td>Excellent ability to critically appraise and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services.</td>
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Bibliography


