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Generalist Field Work I & II

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Generalist Field Work I & II
SW6081 and SW6082, Section TBD
Fall/Spring, 2020-2021

Instructor:

Office:

Phone:

Office Hours:

Email and response policy:

Classroom and course meeting times:

I. School of Social Work Mission

CSUSB'S School of Social Work offers accessible, dynamic, and rigorous academic programs that prepare students with the professional values, knowledge, and practice skills to effectively enhance the well-being of the diverse populations and communities of our region, state, and world.

II. Course Catalog Description

Orient students to social work profession, define core areas of competent practice, and discuss application of theory to micro and macro practice within the context of field practicum and field seminar. Attain generalist practice experience in social service agencies with diverse populations of individuals, families, groups, organizations and communities. Field placement-hours (240) and monthly seminar. Graded Credit/No credit. Formerly offered as SW 608A, SW 608B, and SW 608C.

III. Course Overview and/or Rationale

The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice (2015, CSWE).

IV. Student Learning Outcomes and EPAS Coverage

The student learning outcomes incorporate the overall program goals of the School of Social at CSUSB. Field Practicum, Field Seminar, and Field Events are structured to meet the Accreditation Standards of the Council on Social Work Education (2015, CSWE), in particular, Standard 2.2-Field Education and incorporates the nine Social Work Competencies.

Upon completion of the course students will be able to:

1. Demonstrate ethical and professional behavior
 - a. Covered in Seminar 1, 2, 5, and 7, course material, and practiced in field placement (internship)
 - b. Assessed through Discussion Board posts, seminar discussions, and the Comprehensive Skills Evaluation
 - c. EPAS Competency and Dimension #1, Ethical and Professional Behavior, knowledge, values, skills, and cognitive and affective processes
2. Engage Diversity and Difference in Practice
 - a. Covered in Seminar 2 and 4, course material, and practiced in field placement (internship)
 - b. Assessed through Discussion Board posts, seminar discussions, and the Comprehensive Skills Evaluation
 - c. EPAS Competency and Dimension #2, knowledge, values, skills, and cognitive and affective processes
3. Demonstrate an understanding of Advance Human Rights and Social, Economic, and Environmental Justice
 - a. Covered in Seminar 2, 3, 4,5, course material, and practiced in field placement (internship)
 - b. Assessed through Discussion Board posts, seminar discussions, and the Comprehensive Skills Evaluation
 - c. EPAS Competency and Dimension #3, knowledge, values, skills, and cognitive and affective processes
4. Engage in Practice-Informed Research and Research Informed Practice (Competency #4)
 - a. Covered in Seminar 5 and 7, course material, and practiced in field placement (internship)
 - b. Assessed through Discussion Board posts, seminar discussions, and the Comprehensive Skills Evaluation
 - c. EPAS Competency and Dimension #4, knowledge, values, skills, and cognitive and affective processes
5. Engage in Policy Practice (Competency #5)
 - a. Covered in Seminar 3 and 5, course material, and practiced in field placement (internship)
 - b. Assessed through Discussion Board posts, seminar discussions, and the Comprehensive Skills Evaluation
 - c. EPAS Competency and Dimension #5, knowledge, values, skills, and cognitive and affective processes
6. Engage with Individual, Families, Groups, Organizations, and Communities (Competency #6)

- a. Covered in Seminar 1, 3, 5, course material, and practiced in field placement (internship)
 - b. Assessed through Discussion Board posts, seminar discussions, and the Comprehensive Skills Evaluation
 - c. EPAS Competency and Dimension #6, knowledge, values, skills, and cognitive and affective processes

7. Assess Individuals, Families, Groups, Organizations, and Communities (Competency #7)
 - a. Covered in Seminar 3, 4, 5, course material, and practiced in field placement (internship)
 - b. Assessed through Discussion Board posts, seminar discussions, and the Comprehensive Skills Evaluation
 - c. EPAS Competency and Dimension #7, knowledge, values, skills, and cognitive and affective processes

8. Intervene with Individuals, Families, Groups, Organizations, and Communities (Competency #8)
 - a. Covered in Seminar 3, 4, 5, course material, and practiced in field placement (internship)
 - b. Assessed through Discussion Board posts, seminar discussions, and the Comprehensive Skills Evaluation
 - c. EPAS Competency and Dimension #8, knowledge, values, skills, and cognitive and affective processes

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (Competency #9)
 - a. Covered in Seminar 5 and 7, course material, and practiced in field placement (internship)
 - b. Assessed through Discussion Board posts, seminar discussions, and the Comprehensive Skills Evaluation
 - c. EPAS Competency and Dimension #9, knowledge, values, skills, and cognitive and affective processes

V. Required Texts/Readings

Texts:

There is no required text for this course. However, students will have required readings found on the Field Seminar Blackboard site, which is referred to as “Seminar Notes.”

Additional Required Readings:

Students may also receive additional assigned readings such as journal articles, from Field Seminar Liaison / instructor.

VII. Course Requirements and Expectations

Attendance/Participation:

Attendance and participation at Field Practicum and Field Seminar are **required** to receive a CREDIT for the course. Participation will be monitored by the field liaison.

1. Field Practicum

- Students are expected to maintain the agreed upon schedule of 16 hours per week.
- Any changes in scheduled internship days need to be approved by both the field instructor and field liaison.
- Students cannot miss more than 1 day per semester without notifying their assigned field liaison; whether the hours are being completed remotely or in-person. Cases of excessive absences will be handled on a case by case basis and may require verifiable documentation.
- Please see Field Manual for further detail.
- Please see Field Manual for further detail.

2. Field Events

- Field events are incorporated into the course seminar, and are held in-person, when deemed safe. However, during the 2020-21 academic year, all field events will be held remotely, due to the COVID-19 pandemic.
- Students are required to participate all field events, whether in-person or remote. If remote, students will be provided assignments through the course seminar.

3. Field Seminar

- Students are required to attend all eight seminars for the year. During the 2020-2021 academic year, seminars will be held via zoom online.
- Any unavoidable absences should be discussed ahead of time or as soon as possible with assigned faculty field liaison. The faculty field liaison will discuss options and require an additional assignment. For example, a 3-5 page typed double-spaced paper with references and reflection on the topic missed will be required.
- It should be noted, students who miss more than **one seminar** for the year, **with the completion of a makeup assignment**, risk receiving a NO CREDIT for the course.

Absences and/or Late Arrivals:

Students are required to arrive on time to field placement and to seminar. “On time” is defined as being ready to participate in internship or in seminar at the designated start time. If on a ZOOM meeting / session, students will be clothed appropriately, be in a private, quiet space, have a working camera, and microphone, and be fully present throughout the session.

Cellphone/computer Use:

Cell phones should be silent during seminar class time, during internship hours and should not be used for communication purposes. If use of the cell phone is absolutely necessary, students are asked to step out of the room to briefly take a call or send a message. **Laptops (and similar devices) may be used for educational purposes only (such as taking personal notes, accessing material related to this class, etc.).** They are not to be used during lectures and class

presentations unless it is for an educational purpose. If you use your phone and or laptop for reasons other than educational purpose, you will be given a verbal warning in person or via e-mail. Please determine the internship policy regarding cell phone and personal computer use while onsite or providing remote services.

Late Submission of Assignments:

Assignments and Discussion Board posts must be turned in prior to or by date listed in the course syllabus, unless it is announced otherwise in class. Please contact the instructor if you are going to submit an assignment late. Late assignments will only be accepted if prior arrangements have been made with the instructor.

Discussion Board responses to peers should also be submitted by the due date. Due to the interactive nature of the assignment and, online course environment, additional time will not be extended for responses to peers. There are no exceptions to the policy for late Discussion Board responses unless a student has an emergency. If an emergency occurs, the student should contact the instructor immediately.

VIII. Assignments and Grade Policy

Assignments for this course fall under three categories: 1) Field Practicum, 2) Field Events, and 3) Field Seminar. Below will list the overall assignments and objective for each assignment.

1. Field Practicum

- a. Students are responsible for reading the MSW Field Practicum Manual.
Objective: To understand the requirements, policies, and procedures, the NASW Code of Ethics, CSWE Core Competencies, and other important information related to the field experience.
- b. Learning Plan Agreement (LPA)
Objective: To develop an individualized plan for the field experience based on specific goals and learning needs.
 - The completed Learning Plan Agreement (LPA) should be completed by the 3rd week of placement but no later than *the end of the 5th week of field*. Seminar liaison will review electronically.
- c. Educationally Based Process Recordings
Objective: To develop and enhance self-awareness skills and advanced practice and interviewing skills by evaluating specific interactions in the field placement.
 - Students are required to complete and submit at least six process recordings per year. This requirement is a minimum and the field instructor may require additional process recordings. One process recording is to be submitted in Seminar 2-7.
- d. IPT Field Forms
Objective: To develop and follow professional guidelines for written communication and documentation.

- Students are required to complete required forms based on deadlines listed on Master Field Calendar.

2. Field Events

Attend three field events during the year

Objective: To adjunct core curriculum by focusing on professional development in specific areas of practice and to increase community engagement and interprofessional learning.

- *MSW Field Orientation–July 14, 2020 (required to begin field placement)*
- *DSM-5 Training- Online to be completed by October Seminar*
- *Professional/Career Development Day- Online interviewing and information sessions-TBA*

3. Field Seminar

a. Attend 2-hour monthly online seminar

Objective: To provide an opportunity to discuss field experience in a professional environment.

- Held one Friday a month. Schedule of seminar will be provided at Annual Field Orientation.

b. Students are responsible for being prepared to discuss required readings and assignments during seminar

Objective: To integrate principles from seminar notes, seminar activities, and any additional assigned readings (i.e. journal articles) into field work.

- Assignments are listed per month in the Course Calendar section of the syllabus and on the Blackboard site.

c. Complete and submit monthly journal entry

Objective: To develop critical thinking and writing skills.

- Respond to monthly journal question and peer post on the Blackboard site.
- Refer to Course syllabus “Assignments” for specific dates
- Initial Discussion Board posts should be submitted by the due date. Discussion Board responses to peers should also be submitted within the week they are due. Due to the interactive nature of the course, online course environment, additional time will not be extended for responses to peers after the week ends. There are no exceptions to the policy for late Discussion Board responses unless a student has an emergency. If an emergency occurs, the student should contact the instructor immediately.

d. Complete Educationally Based Process Recordings

Objective: To develop and enhance self-awareness skills and advanced practice and interviewing skills by evaluating specific interactions in the field placement.

- Students are required to submit one process recording per seminar to the faculty liaison/seminar leader. Process Recording must be reviewed and signed by their Agency Field Instructor. This will be submitted submit through Black Board 4 days prior to each seminar.

*****It is strongly recommended that field instructor provide written comments on reviewed process recordings before signing, to allow student’s future reflection and reference.***

Grading Policy

Field education is a year-long course (two semesters) graded on satisfactory progress/credit-no credit; at the close of each semester. The contribution of the Agency Field Instructor is to meet with the student mid-semester to provide oral feedback about student's progress, documenting the progress in the Learning Plan Agreement (LPA) in the Intern Placement Tracking (IPT) System. At the close of each semester, the Agency Field Instructor will also complete a written evaluation, which will monitor and document the student's progress in field. Although the Agency Field Instructor will provide a Grade Recommendation on the Learning Plan Agreement (LPA), the grade is assigned by the Field Liaison, taking into consideration three areas:

1. Outcomes of the Learning Plan Agreement Evaluation
2. Completion of the minimum number of field hours per quarter
3. Attendance and participation in all field seminars
4. Completion of seminar assignments (Black Board, process recordings, and assignments)
5. Attendance at field events, as listed on the Master Field Calendar

An INCOMPLETE (I) grade is given when course requirements identified by the agency field instructor or faculty liaison/seminar leader have not been completed by the close of the grading period. In this case, in order to continue in the current year of Field Work, these requirements must be completed no later than the eighth week of the next semester of field work. When required work has been successfully completed, the grade will be changed to CREDIT. If the student fails to complete the requirements by the eighth week of the next semester, they may be required to take a Leave of Absence, or receive a No Credit grade.

Refer to [Field Manual](#) for policies related to No Credit grade.

End of Field Program Evaluations

- Field Evaluation -- Students will complete a field evaluation at the close of Spring semester.
- Field Instructor Evaluation – Students will complete a field instructor evaluation at the close of Spring semester.
- Field Liaison Evaluation – Students will complete a field liaison evaluation at the close of Spring semester.

Writing Coach: Writing Coach

The School of Social Work has a writing coach especially for its students. Our coach, Francesca Astiazaran, will help you identify problems you might have with your writing and assist you in finding solutions. You can visit the writing coach at any stage in your writing: as early as brainstorming and/or understanding your prompt to the final stages of your paper (and, of course, everything in between). Francesca can meet with you on campus during her available hours, online (Via Google Hangouts), or by email. While she is not an editor and cannot simply go through your paper and "fix" things, she can help you with issues such as grammar, sentence structure, and word choice as well. All contact information for Francesca is at <http://socialwork.csusb.edu/tutor/index.htm>.

IX. University Policies

Plagiarism and Cheating

Students are expected to be familiar with the University's definition of and consequences for plagiarism and cheating (Under "Academic Regulations" in the [Bulletin of Courses](#)). Among the possible consequences for plagiarism and/or cheating is expulsion.

Support for Students with Disabilities

The School of Social Work supports the University commitment to diversity and the Americans with Disabilities Act (ADA). Faculty will provide reasonable accommodations to any student with a disability who is registered with the Office of Services to Students with Disabilities that needs and requests accommodations as recommended by that office. If you are in need of an accommodation for a disability in order to participate in this class, please contact Services to Students with Disabilities at (909) 537-5238.

Cal State San Bernardino Statement of Commitment to Diversity Excerpt

"In our commitment to the furthering of knowledge and fulfilling our educational mission, this campus seeks a climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds and we seek to include knowledge and values from many cultures in the curriculum and extra-curricular life of the campus community...Dimensions of diversity shall include, but are not limited to the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age". (From the CSU San Bernardino [University Diversity committee Statement of Commitment to Diversity](#), 2010)

Dropping and Adding

It is the student's responsibility to ensure that they have enrolled in their classes, or officially dropped them if they do not intend to attend, by Census Date.

Emergency Event Procedures

The CSUSB campus is typically a very safe place. However, unforeseen events can happen anywhere. The purpose of this section of the syllabus to review different types of emergencies together to have a plan in mind. 911 can be called any time there is a need for an emergency response. The non-emergency phone number for campus police is 537-5165. (On campus phone the number is 75165). The campus escort service for company walking to your car is 909-537-5165.

If a class is canceled due to campus closing, please go to your course Blackboard site to see if there is an alternative assignment for that class session or for other updates.

The list below cannot cover every aspect of every possible situation, but it should cover some basics and provide some initial preparedness.

Emergency Preparedness Checklist for First Class Session Discussion

- Building Alarm goes off (fire or other). Evacuate building calmly. Only use stairs. Proceed as a group to the grass area beyond Parking Lot M (in front of Visual Arts Building). Stay there until building Marshall (wearing reflective vest) indicates all clear. There may be no Marshall in the evening, so go to the grassy area beyond parking lot M and wait for instructions. If someone in your class cannot use the stairs, assist the person

to the safest place in the building and inform the police/ fire department of their whereabouts so they can be safely evacuated. Please make sure you have familiarized yourself with where the nearest exit is, how to use stairs to get to the ground floor, and where Parking Lot M is.

- Earthquake. Building phones should sound alarm and give instructions, generally to duck under a desk, table, doorway to up against a wall. It is ok to hold on to a secure object. Make sure the door is open to your classroom if possible. Cover the back of your neck with your hands. Stay away from unsecured furniture. Once the shaking has stopped, proceed as quickly as possible to the stairs and evacuate. Do not use the elevators.
- Medical Emergency: Call 911 and report. Use any first aid available if trained.
- Dangerous person: Leave the area as soon as possible and let others know there is a dangerous person in the area. Call 911 and report.
- Shots fired/active shooter: Move away from the immediate path of danger, If possible, exit the building. Otherwise, SHELTER IN PLACE (definition below). Notify anyone you may encounter to avoid the location of gunshots. After evacuating the area of the shooting, seek shelter and stay there until emergency responders arrive and advise you what to do.
 - Definition of “Shelter in Place” and alternative safe locations. Go to the nearest room or office, close and lock the door. If the door has an interior lock, please lock, Turn off the lights. Seek protective cover. Stay away from doors and windows. Keep quiet and act as if no one is in the room. Do not answer the door. Wait for police to assist you out of the building. Call 911 from an on-campus phone. Faculty may suggest alternative safe locations.
- Identify who in the class has training in the following areas: CPR, other first aid, shots fired/active shooter training.
- Discuss helping mobility, hearing, or sight impaired classmates.
- Look at the following websites and bookmark on phone:
 - <http://riskmanagement.csusb.edu/emergencymanagement/preparednessReferenceGuide.html>
 - <http://www.bucks.edu/resources/security/activeshooterprotocol/>
 - <https://www.dhs.gov/options-consideration-active-shooter-preparedness-video>

X. Course Calendar

Subject to change with fair notice

Seminar	Focus	Topics	Assignment Due
#1	Integrating into Field Practicum Field Supervision Self-Care	<ul style="list-style-type: none"> • Terminology, Roles, Getting Started, and Agency Mission • Field Supervision • Supervisor's Role and Enhancing Field Success 	1. Readings: <ul style="list-style-type: none"> • Read Foundation Year Seminar Notes • Read Foundation Year Core Practice Model Information 2. Videos: <ul style="list-style-type: none"> • Watch TED Talk video: Laura Van der Noot-Lipsky “Beyond the Cliff”

		<ul style="list-style-type: none"> Recognizing Stress & Self-Care 	<ul style="list-style-type: none"> Watch TED Talk video: Chimamanda Ngozi Adichie: The Danger of the Single Story <p>3. Assignments:</p> <ul style="list-style-type: none"> Complete Journal Reflection Entry Read and comment on at least one of your classmate's reflection post <p>*Note: Initial Reflection Journal Post is due no later than 11:59pm on _____. Response Post to a least one classmate is due no later than 11:59pm on _____.</p> <p>4. IPT Reminders:</p> <ul style="list-style-type: none"> Electronically submit the Student Professional Field Commitment Form Electronically submit the Agency Orientation Checklist
#2	<p>Ethical and Legal Issues</p> <p>Importance of Diversity</p>	<ul style="list-style-type: none"> Personal safety and communication within the agency Legal & Ethical Issues 	<p>1. Readings:</p> <ul style="list-style-type: none"> Read Foundation Year Seminar Notes Read Foundation Year Core Practice Model Information Read the 2015 NASW Cultural Standards Indicators <p>2. Videos:</p> <ul style="list-style-type: none"> Watch TED Talk video: Brene Brown - Boundaries, Empathy, and Compassion <p>3. Assignments:</p> <ul style="list-style-type: none"> Complete Journal Reflection Entry Read and comment on at least one of your classmate's reflection post <p>*Note: Initial Reflection Journal Post is due no later than 11:59pm on _____. Response Post to a least one classmate is due no later than 11:59pm on _____.</p>

			<ul style="list-style-type: none"> • Submit Process Recording (reviewed & signed by FI). <p>4. IPT Reminders:</p> <ul style="list-style-type: none"> • Complete & finalize the Learning Tasks for each of the competency areas in your Learning Plan Agreement. • Once completed & approved by your Field Instructor, please go into the “Collaborative Notes” section of the LPA, and write a small note indicating that you have completed & received FI approval for the Learning Tasks for each competency in your LPA. Make sure that have the message sent to both your Field Liaison & Field Instructor.
#3	Micro Practice & Critical Thinking	<ul style="list-style-type: none"> • Understanding the agency in which you are providing services • Working with individuals and families • Working in a group environment 	<p>1. Readings:</p> <ul style="list-style-type: none"> • Read Foundation Year Seminar Notes • Read Foundation Year Core Practice Model Information • Read Journal Article: Student Theoretical Beliefs at the Beginning and End of a Counseling Theories Course <p>2. Videos:</p> <ul style="list-style-type: none"> • Watch TED Talk video: Justin Ford "Pedagogy of Privilege" <p>3. Assignments:</p> <ul style="list-style-type: none"> • Complete “Theoretical Orientation Scale” • Complete Journal Reflection Entry • Read and comment on at least one of your classmate's reflection post <p>*Note: Initial Reflection Journal Post is due no later than 11:59pm on _____. Response Post to a least one classmate is due no later than 11:59pm on _____.</p>

			<ul style="list-style-type: none"> • Submit Process Recording (reviewed & signed by FI). • Complete DSM 5 Online Training Due <p>4. IPT Reminders:</p> <ul style="list-style-type: none"> • Remember to keep your time log updated
#4	Importance of Culture and Diversity	<ul style="list-style-type: none"> • Recognizing & Addressing Diversity within yourself & with clients • Cultural Competence, Your Agency, & Your Field Instructor • 	<p>1. Readings:</p> <ul style="list-style-type: none"> • Read Foundation Year Seminar Notes • Read Foundation Year Core Practice Model Information <p>2. Videos:</p> <ul style="list-style-type: none"> • Watch TED Talk video: Peggy McIntosh: "How Studying Privilege Systems Can Strengthen Compassion" <p>3. Assignments:</p> <ul style="list-style-type: none"> • Complete Journal Reflection Entry • Read and comment on at least one of your classmate's reflection post • Submit Process Recording (reviewed & signed by FI). <p>*Note: Initial Reflection Journal Post is due no later than 11:59pm on _____. Response Post to a least one classmate is due no later than 11:59pm on _____.</p> <p>4. IPT Reminders: Electronically submit Time Log and LPA Evaluation (scoring) by 15th week of quarter</p>
#5	Macro Practice	<ul style="list-style-type: none"> • Macro Practice & the Generalist Model • Macro Practice, Research and Creating Change Skill Development and Supervision 	<p>1. Readings:</p> <ul style="list-style-type: none"> • Read Foundation Year Seminar Notes • Read Foundation Year Core Practice Model Information <p>2. Videos:</p>

			<ul style="list-style-type: none"> • Watch TED Talk video: Brene Brown The Power of Vulnerability <p>3. Assignments:</p> <ul style="list-style-type: none"> • Complete Journal Reflection Entry • Read and comment on at least one of your classmate's reflection post • Submit Process Recording (reviewed & signed by FI). <p>*Note: Initial Reflection Journal Post is due no later than 11:59pm on _____. Response Post to a least one classmate is due no later than 11:59pm on _____. </p> <p>4. IPT Reminders: Remember to keep your time log updated</p>
#6	Professional Career Development	<ul style="list-style-type: none"> • Resume Building, Interviewing Skills, & Dressing for Success • Creating a Portfolio 	<p>1. Readings:</p> <ul style="list-style-type: none"> • Read Foundation Year Seminar Notes <p>2. Videos:</p> <ul style="list-style-type: none"> • Watch video: “A Millennial Job Interview” • Watch Video: “MSW Intern Interview” <p>3. Assignments:</p> <ul style="list-style-type: none"> • Complete Activity: Submit updated & current professional social work resume • Complete Journal Reflection Entry • Read and comment on at least one of your classmate's reflection post <p>*Note: Initial Reflection Journal Post is due no later than 11:59pm on _____. Response Post to a least one classmate is due no later than 11:59pm on _____. </p> <ul style="list-style-type: none"> • Submit Process Recording (reviewed & signed by FI)

			<p>4. IPT Reminders:</p> <ul style="list-style-type: none"> Remember to keep your time log updated
#7	<p>Professional Evaluation, Ethical Termination, & Assessing Burnout</p>	<ul style="list-style-type: none"> Self-Care, Burnout, & Social Work Evaluating Practice Beginning the Termination Process 	<p>1. Readings:</p> <ul style="list-style-type: none"> Read Foundation Year Seminar Notes Read Foundation Year Core Practice Model Information <p>2. Videos:</p> <ul style="list-style-type: none"> Watch TED Talk video: Brene Brown: Listening to Shame <p>A. Consider the following:</p> <ul style="list-style-type: none"> How do your beliefs about vulnerability and shame impact your services? What things do you notice about yourself that are different since starting this work? Do you see the world differently? Do you feel less balanced? <p>3. Assignments:</p> <ul style="list-style-type: none"> Complete Journal Reflection Entry Read and comment on at least one of your classmate's reflection post <p>*Note: Initial Reflection Journal Post is due no later than 11:59pm on _____. Response Post to a least one classmate is due no later than 11:59pm on _____.</p> <ul style="list-style-type: none"> Submit Process Recording (reviewed & signed by FI). <p>4. IPT Reminders:</p> <ul style="list-style-type: none"> Remember to keep your time log updated
#8	<p>Bringing the Year to a Close</p>	<ul style="list-style-type: none"> Reflections for the year & Closure 	<p>1. Readings:</p> <ul style="list-style-type: none"> Read Foundation Year Seminar Notes <p>2. Videos:</p> <ul style="list-style-type: none"> NONE

			<p>3. Assignments:</p> <ul style="list-style-type: none"> • Complete Journal Reflection Entry • Read and comment on at least one of your classmate's reflection post <p>*Note: Initial Reflection Journal Post is due no later than 11:59pm on _____. Response Post to a least one classmate is due no later than 11:59pm on _____.</p> <p>4. IPT Reminders:</p> <ul style="list-style-type: none"> • Complete all IPT Field Forms (Time Log & LPA Evaluation Scoring) by the 10th week of the quarter. Please be careful to ensure that all fields in the LPA have appropriate content and be sure to add time log hours for each quarter into your LPA, along with a final total.
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XI. Course Assignment Detailed Instructions

Reading Reflections

Discussion Board post and peer responses will be **due on the assigned dates.** The purpose of the discussion board is to provide an opportunity for reflection and critical thinking and to reflect on responses to peers. **LATE REFLECTIONS WILL NOT BE ACCEPTED** (*unless this has been previously arranged with the instructor*).

Submission: Please submit your reflective discussion posts via Black Board.

Formatting: The reading reflections do not require references or APA formatting.

Reflection Journal & Response Due Dates

Each liaison must fill in specific dates according to their own seminar schedule.

Due Dates for Initial Reflection Journal Posts & Peer Response posts are listed below. Posts are due no later than 11:59pm on dates listed.

Seminar	Seminar Date	Due Date: Initial Reflection Journal Post	Due Date: Peer Response
1			
2			
3			
4			
5			
6			
7			
8			

Overview of 2015 Educational Policy and Accreditation Standards Purpose of the Social Work Profession:

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally. (CSWE EPAS, 2015)

Social Work Competence:

Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.

Assessing Competence:

A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. (CSWE EPAS, 2015)

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. (CSWE EPAS, 2015)

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. (CSWE EPAS, 2015)

Competencies

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Engage Diversity and Difference in Practice
- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
- Competency 4: Engage in Practice-informed Research and Research-informed Practice
- Competency 5: Engage in Policy Practice
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities