

LETTER OF NOTIFICATION – 13

EXISTING CERTIFICATE or DEGREE OFFERED via DISTANCE TECHNOLOGY

Institutions with at least one certificate or degree program approved for distance technology by the Arkansas Higher Education Coordinating Board must submit Letter of Notification-13 to request approval to offer additional existing (on-campus) certificates or degrees via distance technology. The institution must submit to ADHE a copy of the e-mail notification to the Higher Learning Commission (HLC) about the proposed distance technology program. If HLC requires a focused visit for the proposed distance technology program, please submit the scheduled review date.

Definitions

Distance technology (e-learning) – When technology is the primary mode of instruction for the course (50% of the course content is delivered electronically).

Distance instruction – When a course does not have any significant site attendance, but less than 50% of the course is delivered electronically, e.g., correspondence courses.

Distance program – When at least 50% of the major courses are delivered via distance technology.

1. Institution submitting request: University of Arkansas Fayetteville
2. Contact person/title: Dr. Sharon L. Gaber, Provost and Vice Chancellor for Academic Affairs
3. Phone number/e-mail address: (479) 575-5459/sgaber@uark.edu
4. Name of Existing Certificate or Degree: Master of Social Work (MSW)
5. Proposed Effective Date for distance technology delivery: May 2016
6. CIP Code/Degree Code: 44.0701/7100

PROGRAM INFORMATION

7. Reason for offering program by distance technology:

There are currently eight undergraduate and three graduate social work programs offered in Arkansas, with no online program options available. Providing an online Master of Social Work (MSW), specifically for the Advanced Standing Program option will potentially increase significantly to the diversity and number of students able to complete this valuable degree in the most affordable way possible. Residents in our rural state will benefit from increased access to our graduate social work program, which allows the MSW student the flexibility to continue working while studying for a master's degree in social work and also

allows learning in place, all across Arkansas. In many small communities a Licensed Master Social Worker is a valuable asset that is often inaccessible for low to moderate income individuals and families, those with unreliable transportation, those who are mentally or physically ill, and others who experience pain and loss.

MSW Advanced Standing Programs are specifically designed for students who have successfully completed a Bachelor's Degree in Social Work from an accredited program within the last six years. This one-year program provides advanced level courses to social workers with a bachelor's degree, allowing these individuals to quickly begin serving their communities at a higher level, while earning a better living for their families. With a master's degree in social work, students could see an estimated increase in salary of \$15,000 per year. As of November 2014, there were 507 licensed BSW level social workers residing in Arkansas who could immediately apply to take advantage of this opportunity for advancement.

This online degree option will become even more valuable going forward. With eight undergraduate programs in the state, the number of new BSW graduates continues to grow. There are only three MSW programs in Arkansas to serve this expanding pool of BSW graduates potentially seeking a master's degree. The real limits of "bricks and mortar" resources at the three universities offering MSW degrees makes an online program a feasible and cost effective way to serve the growing demand for admission.

An online program will not only be cost effective for the University of Arkansas, but will benefit students as well. Students live and attend Universities all across the state. Many BSW graduates are living and working in areas not close to any of the three Arkansas graduate programs. Working BSW social workers are often non-traditional students who have jobs and families to support. These circumstances mean that moving to attend graduate school is often cost prohibitive for many students. Continuing to live and work in current hometowns while attending graduate school online is an innovative way to help students progress in their careers in an affordable way.

8. Provide the list of courses (course number/title) in the certificate or degree listed above currently offered by distance technology. Indicate which existing distance technology courses are taught by adjunct faculty.

SCWK 405V: Special Topics in Social Work (Ethics and Aging)
SCWK 5173: Advanced Practice with Families and Couples
SCWK 5183: Advanced Practice with Individuals
SCWK 5213: Advanced Practice in Behavioral and Mental Health
SCWK 5253: Spirituality in Social Work

Note: None of these courses are currently taught by adjunct professors.

9. List of new courses and course descriptions for distance technology courses for the degree listed above. Indicate which new distance technology courses will be taught by adjunct faculty.

SCWK 5013: Bridge Course: Evidenced Based Social Work

This course prepares MSW students to transition from the foundation course to the advanced concentration courses. Students will become familiar with the mission and conceptual framework underlying the advanced concentration and develop beginning knowledge of traditional and alternative approaches to client system assessment. Prerequisite: Admission into the advanced standing MSW program or completion of foundation courses.

SCWK 5073: Social Work Research and Technology II

This course is intended to build the advanced research skills necessary to develop a research proposal and complete a thesis or capstone project. Students will plan the project, collect and analyze data and write a research report of their findings. Projects will focus on systematic evaluation of service delivery and personal professional practice. Corequisite: 6000L. Prerequisite: Completion of year one for two-year students or summer semester for advanced standing students.

SCWK 5442: Field Seminar III

This seminar is required of all graduate students entering the MSW program with advanced standing. Students integrate classroom content with experiences in the field, learn peer supervision and consultation, and learn from the experience of other students in the field.

SCWK 5444: Field Internship III

This course is required of all graduate students entering the MSW program with advanced standing. A minimum of 240 clock hours of agency-based professional social work practicum experience, supervised by a licensed MSW, is required. Corequisite: SCWK 5442. Prerequisite: Admission to graduate program with advanced standing.

SCWK 6000L Thesis Laboratory: This laboratory is required for completion of the thesis, which is developed through components of the graduate Research & Technology sequence. Other courses in the graduate curriculum provide support for the conceptualization and development of the thesis.

SCWK 6003: Advanced Social Work Practice Using the MSLC Perspective

Advanced Social Work Practice Using the Multi-Systems Life Course (MSLC) perspective teaches advanced practice behaviors with individuals, families, groups, organizations, and communities. This course focuses on integrating the arenas of advanced theory, research, policy practice, direct practice, required competencies and advanced practice behaviors using the MSLC perspective.

SCWK 6233 Advanced Social Work Practice With Children And Youth Using the MSLC Perspective

This course focuses on the development, revision, and impact of practice with children and youth from a Multi-Systems Life Course (MSLC) perspective. Historical trends as well as current practices will be examined with a focus on learning and improving social work practice skills.

Prerequisite(s) SCWK 6003. (Note: this course may be taught by an adjunct professor)

SCWK 6243 Advanced Social Work Practice With Adults Using the MSLC Perspective
This course focuses on the development, revision, and impact of practice with adults from a Multi-Systems Life Course (MSLC) perspective. Historical trends as well as current practices will be examined with a focus on learning and improving social work practice skills.

Prerequisite(s) SCWK 6003.

(Note: this course may be taught by an adjunct professor)

SCWK 6442: Advanced Field Seminar I

The first of two advanced field seminars required of all students in the MSW program. The purpose of the seminar is to allow students to integrate classroom content with experiences in the field, to practice peer supervision and consultation, and to learn from the experiences of other students in the field.

SCWK 6444 Advanced Field Internship I

This is the first of two advanced field internships required of all graduate students in the MSW program. A minimum of 330 clock hours of agency-based professional social work practicum experience, supervised by a licensed MSW, is required. Co-req: SCWK 6442

SCWK 6452: Advanced Field Seminar II

This is the first of two advanced field internships required of all graduate students in the MSW program. A minimum of 330 clock hours of agency-based professional social work practicum experience, supervised by a licensed MSW, is required.

SCWK 6454 Advanced Field Internship II

This is the second of two advanced Field Internship courses required of all graduate students in the MSW program. A minimum of 330 clock hours of agency-based professional social work practicum experience supervised by a licensed MSW is required. Co-req: SCWK 6452

10. Provide the course syllabus for each distance technology course for the program listed above and indicate the maximum class size for each distance course. Indicate the course delivery mode(s) and class interaction mode(s) for each distance technology course.

Syllabi for all courses listed in item 10 are located in Appendix A of this document.

Required Courses:

SCWK 5013: Bridge Course: Evidence-Based Social Work; Course delivery online through Blackboard; interactions through online activities, Collaborate Sessions and emails (20 students)

SCWK 5444: Field Internship III (240 hours, 3 days per week). Students will serve in field agencies for the required number of hours per week. (20 students)

SCWK 5442: Field Seminar III; Course Delivery online through Blackboard; interactions through with Collaborate Sessions (20 students)

SCWK 6003: Advanced Social Work Practice from a MSLC Perspective; Course delivery online through Blackboard; interactions through online activities, Collaborate Sessions and emails (20 students)

SCWK 5073: Social Work Research & Technology II; Course delivery online through Blackboard; interactions through online activities, Collaborate Sessions and emails (20 students)

SCWK6000L: Thesis Lab (20 students). Students enroll in this course for administrative purposes only. There is no content delivery in this course. There is no syllabus for this course.

SCWK 6444: Advanced Field Internship I (330 Hrs, 3 days/week) Students will serve in field agencies for the required number of hours per week. (20 students).

SCWK 6442: Advanced Field Seminar I; Course delivery online through Blackboard; interactions through online activities, Collaborate Sessions and emails (20 students)

SCWK 6454: Advanced Field Internship II (330 Hrs, 3 days/week) Students will serve in field agencies for the required number of hours per week. (20 students).

SCWK 6452: Advanced Field Seminar II; Course delivery online through Blackboard; interactions through online activities, Collaborate Sessions and emails (20 students)

Electives:

SCWK 405V: Special Topics in Social Work (Ethics and Aging) Course delivery online through Blackboard; interactions through online activities, Collaborate Sessions and emails (20 students)

SCWK 5173: Advanced Practice with Families and Couples; Course delivery online through Blackboard; interactions through online activities, Collaborate Sessions and emails (20 students)

SCWK 5183: Advanced Practice with Individuals; Course delivery online through Blackboard; interactions through online activities, Collaborate Sessions and emails (20 students)

SCWK 5213: Advanced Practice in Behavioral and Mental Health; Course delivery online through Blackboard; interactions through online activities, Collaborate Sessions and emails (20 students)

SCWK 5253: Spirituality in Social Work; Course delivery online through Blackboard; interactions through online activities, Collaborate Sessions and emails (20 students)

SCWK 6233: Advanced Social Work Practice With Children And Youth Using the MSLC Perspective; Course delivery online through Blackboard; interactions through online activities, Collaborate Sessions and emails (20 students)

SCWK 6243: Advanced Social Work Practice with Adults Using the MSLC perspective; Course delivery online through Blackboard; interactions through online activities, Collaborate Sessions and emails (20 students)

11. Discuss the provisions for instructor-student and student-student interaction that are included in the program design and the course syllabus.

Blackboard learning tools available through the University of Arkansas learning management system will be used to provide instructor-student and student-student interaction in the classroom. Discussion boards, blogs, journals and screencast will provide a platform for students to discuss material or present material as a class or in small groups. Because social work practice classes require skill acquisition, the Collaborate platform will be used to provide synchronous sessions for the courses in this sequence (3 to 4 times per semester minimum) so that the instructor can present material and ideas in real time and demonstrate skills necessary for social work practice.

The School of Social Work will provide faculty advising and support to students in the online program by using Collaborate from the Blackboard System for advising appointments and office hours. We will supplement this activity through email and phone when necessary.

12. Provide a semester-by-semester degree plan/course schedule for student access to all courses necessary to complete the program.

The course sequence will follow the same plan as the existing Advanced Standing Program. The courses are listed below.

MSW Curriculum Plan: Advanced Standing Program (online)	
Summer Semester	
SCWK 5013: Bridge Course: Evidence-Based Social Work	3
SCWK 5444: Field Internship III (240 hours, 3 days per week)	4
SCWK 5442: Field Seminar III	2
Total semester hours	9
Fall Semester	
SCWK 6003: Advanced Social Work Practice from an MSLC perspective	3
SCWK 5073: Social Work Research & Technology II	3
SCWK6000L: Thesis Lab	0
SCWK 6444: Advanced Field Internship I (330 Hrs, 3 days/week)	4
SCWK 6442: Advanced Field Seminar I	2

Elective	3
Total semester hours	15
Spring Semester	
SCWK6000L: Thesis Lab	0
SCWK 6454: Advanced Field Internship II (330 Hrs, 3 days/week)	4
SCWK 6452: Advanced Field Seminar II	2
Population Specific Course (choose from Advanced Practice with Adults-MSLC; or Advanced Practice with Children and Youth-MSLC)	3
Elective	6
Total semester hours	15
Total Credit Hours	39

13. Provide a list of services that will be supplied by consortia partners or outsourced to another organization (faculty/instructional support, course materials, course management and delivery, library-related services, bookstore services, services providing information to students, technical services, administrative services, online payment arrangements, student privacy consideration, services related to orientation, advising, counseling or tutoring, etc.) **Include the draft contract/Memorandum of Understanding (MOU) for each partner/organization offering faculty/instructional support for the program.** Submit final contract/MOU signed by partner institutions or organizations upon completion of ADHE proposal review.

No services are supplied by consortia partners or outsources to outside organizations.

14. Estimate costs for the proposed distance technology program for the first 3 years. Include faculty release time costs for course/program planning and delivery.

See budget in Appendix B of this document.

15. Provide institutional curriculum committee review/approval date for proposed distance technology program.

16. Provide documentation that proposed program has been reviewed/approved for distance technology delivery by licensure/certification board/agency, if required. [HLC review must follow ADHE review and AHECB program approval.]

17. Provide additional program information if requested by ADHE staff.

INSTITUTIONAL APPROVAL

President/Chancellor Approval Date:

Board of Trustees Notification Date:

Chief Academic Officer:

Date:

LON-13

Appendix A

Ethics and Aging

A Course for Undergraduates and Graduate Students SCWK 405V

Alishia Ferguson, PhD LMSW
Assistant Professor Room 106B ASUP
ajfergus@uark.edu
479-575-6417

Class Location and Time: Online Only

Professor Contact Info: Alishia Ferguson, PhD LMSW
Assistant Professor
School of Social Work Room 106B in ASUP
ajfergus@uark.edu (best contact method)
479-575-6417

Contacting Me:

9-10:30 a.m. Tuesdays; 3:00 to 4:30 Wednesdays or by appointment. Call my office phone at any time, however I am not always in my office. An email is the fastest way to reach me. Note: When emailing, please make sure to ALWAYS include a subject line and sign your name at the end of the email.

Course Purpose

By the year 2030, 1 in 4 Americans will be over the age of 65. As this segment of the population grows, a well-trained workforce will be needed to serve the needs of the older population and their families. Along with the population shift, Americans are seeing advances in medical technology and changes in the way healthcare is financed and delivered. This will create new and more complex ethical challenges for professionals in the field of Aging. The ability to analyze these issues in the context of patient care, administration and public policy will become increasingly important. This course will prepare students to recognize and address ethical issues at various levels of care for older adults.

The goal of this course is to prepare students to work with the older population by helping them recognize the complexities of ethical decision making with the older population and their families. A secondary goal of this course is for students to recognize ethical dilemmas and to appreciate structured ethical decision making, generalizing the information learned in this course across all populations served in the helping professions.

Topics:

- Lesson 1 – Intro – Ethics in the Context of Aging
- Lesson 2 – Ethics – Foundation
- Lesson 3 – Personal Values, Professional Responsibilities
- Lesson 4 – Aging Policies and Elder Law
- Lesson 5 – The Ethics of Aging at Home
- Lesson 6 – The Ethics of Aging in a Facility
- Lesson 7 – The Ethics @ End of Life

Lesson 8 – The Ethics of Dementia

Lesson 9 – The Ethics of Research and Futuristic Ideas

Course Objectives

Upon successful completion of this course, students will:

1. Establish a foundational knowledge of various ethical ideologies/theories/principles.
2. Utilize ethical frameworks to analyze ethical issues common to older adults.
3. Recognize the impact of personal and societal stereotypes and biases related to older adults.
4. Explain your professional social work stance in regards to ethics and aging.
5. Explain the intersection between ethics, aging and public policy.
6. Recognize ethical concerns specific to the older population including care settings, prominent health conditions and end of life issues.

At the end of the syllabus and inside each lesson on Bb, there is an explanation of how course goals align with learning activities and assignments.

Required Text

Readings for this course will be found on Bb or in E-Reserves for the course. There is NO textbook to purchase for this course.

Course Structure:

This course is set up as a series of 9 lessons with a mid-term and final exam. Each Lesson will open and close at noon on a Tuesday. You will have 7 days to complete each lesson and all due dates will be on Tuesday noon. The mid-term exam will be open for a 2 week period during Lesson 5 & 6; and will cover material through Lesson 5.

All Activities and Assignments included in each Lesson will be due at NOON the Tuesday that the Lesson is scheduled to close. Your readings are listed on the home page of each lesson.

Teaching/Learning Strategies

Online courses are designed to provide instructions and activities comparable to 45 hours of classroom time and homework, reading and assignments that would be associated with the 45 hours of classroom time. This course was designed thoughtfully to meet these requirements. Online lessons will include lectures, videos, outside readings, blogs, journals, discussion boards and quizzes. For help with how to employ these tools, go to the Software & Support tab in Blackboard.

WHAT TO DO IF A QUIZ, EXAM OR ASSIGNMENT FREEZES OR LOCKS UP

Students with technical difficulties should contact the instructor IMMEDIATELY or risk not being able to submit assignment at all.

Classroom Behaviors & Netiquette

Students and instructors are expected to treat each other with respect during classroom activities, using thoughtful dialogue, and keeping disruptive behaviors to a minimum. This course will be

interactive, and diverse opinions will be shared. Please be thoughtful in sharing your perspectives and responses with one another. Be wary of injecting comments that are not related to the topic at hand. Please contact the instructor if you have any concerns regarding interactions during this course.

Netiquette is a set of rules for behaving properly online. It is important that all participants in online courses be aware of proper online behavior and respect each other.

Use appropriate language for an educational environment:

- Use complete sentences.
- Use proper spelling and grammar.
- Avoid idioms and slang.
- Do not use obscene or threatening language.

Remember that the university values diversity and encourages discourse. Be respectful of differences while engaging in online discussions. For more information about Netiquette, see [The Core Rules for Netiquette](#) by Virginia Shea.

Respect for Diversity in Written and Oral Communication

The UA School of Social Work uses the "NASW Guidelines for Describing People" to assist students in ensuring their written and oral communication is free of bias and respectful of the persons being described. In the interest of accurate and unbiased communication, social work students and faculty should not use language that may imply ethnic, racial, sexual, or other kinds of discrimination, stereotyping, or bias.

Class Participation/Discussion

Class participation includes:

1. Having read/viewed the assigned material *in advance* to participating in activities
2. providing thoughtful discussion
3. following activity directions
4. taking part in activities before deadline.

Descriptions and Grading for ALL Papers

Students must type and submit all papers via Blackboard before noon of the due date. Correct grammar, punctuation and spelling are required for all assignments. Students are expected to use Arial or Times New Roman font, size 12, for all written coursework. All written assignments must be double spaced with standard, one inch margins. Be sure to have a clear Introduction to describe the goal(s) of your paper. Have a clear Conclusion to summarize the content of your paper. References should be provided in accordance with APA format. A grading feedback sheet (rubric) will be available at least 2 weeks before the assignment is due). You can see the prompt and instructions along with the rubric behind the tab labeled General Instructions, Assignments and Grading.

Descriptions and Grading for ALL PowerPoint Presentations (Grad students only)

Correct grammar, punctuation and spelling are required. Students are expected to use a font, size no smaller than 24 for all slides (the References slide may be an exception to this rule). Do not

overcrowd your slide with excessive text or graphics. If there is extra information that you wish to convey, type it in the Notes section below the slide. Be sure to have a clear Introduction slide that describes the goal(s) of your presentation. Have a clear Conclusion slide to summarize the content of your presentation. References should be provided on a separate slide, in either APA format. A grading feedback sheet (rubric) will be available at least 2 weeks before the assignment is due). You can see the prompt and instructions along with the rubric behind the tab labeled General Instructions, Assignments and Grading.

Descriptions and Grading Rubrics for ALL Discussion Boards

To earn points for discussion posts, please meet all the following criteria. THERE IS NO PARTIAL CREDIT FOR DISCUSSION POSTS.

- Be sure to address the question(s) identified in the prompt.
- Correct grammar should be used; more than 3 errors and you will forfeit the points for the assignment.
- In addition to an original post, be sure to comment on two classmates' posts
- Each post should be *at minimum* 75 words
- Substantiate your post with information from an outside source (website, academic article, book, etc.). Be sure to provide a reference for this source within your post as specified by APA that provides sufficient information for readers to easily access the source. Put the full citation below the post in accordance with APA.

WHAT TO DO IF A QUIZ, EXAM OR ASSIGNMENT FREEZES OR LOCKS UP

Students with technical difficulties should contact the instructor IMMEDIATELY or risk not being able to submit assignment at all.

Grading:

Assignment Category	Points	% of Total Grade
Exams (midterm & final exam for undergrads or midterm and final presentation for grads)	200	43%
Papers (Ethical Decision Making Tool & End of Life Decision Making)	50	10%
Weekly Assignments	220	47%
Totals	470	100%

Grading Scale:

A	470-423
B	422-375
C	374-327
D	326-279
F	<279

Extra Credit: There will be 5 points extra credit (roughly 1%) offered in this course. Extra credit is offered to allow for a possible 1% margin of error in grading and push up a letter grade when the student is shy by 5 points or less. Extra credit is NOT designed to allow students to skip required work with no penalty. Therefore, in order to qualify to earn extra credit in this course, students must first complete the extra credit assignments AND do the following.

Complete ALL major assignments including exams and the paper.

AND Complete AT LEAST:

18 of the weekly assignments and activities (e.g. quizzes, discussions, blogs or weekly assignments)

Late/Missed Assignments/Exams

Each Lesson will close at noon on a TUESDAY. All Activities and Assignments included in each Lesson will be due at noon the TUESDAY that the Lesson is scheduled to close. There will be no late work accepted for minor assignments. You may make up ONE major assignment during this semester. A late major assignment will be accepted up to one week after the due date with 10% taken off for each day late.

When you are taking a quiz or exam, you only have the amount of time specified in the instructions to complete the quiz or exam (Ex. 30 minutes for quizzes or 2 hours for the midterm).

Academic Honesty

Questions about academic responsibility, plagiarism, cheating, etc. will be resolved in accordance with established University regulations. Academic dishonesty is taken very seriously and will not be tolerated in any fashion and all observed and suspected instances will be reported in accordance with university policy.

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.

Each University of Arkansas student is required to be familiar with and abide by the University's [Academic Integrity Policy](#). Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

The following are examples of cheating on an exam:

- Collaborating or completing the exam as a group (2 or more people).
- Having someone else take your exam for you.
- Copying in any way.
- Using a copy of an exam from a past semester to complete the exam.
- Printing or copying questions in any way to give to a fellow student or to file away for students in the future. This includes cameras, screen shots, etc.
- Any other behavior listed in the University Academic Integrity policy.

The following are examples of cheating on an activity, paper or presentation:

- Use anyone else's work as your own.
- Using your own work from a past semester or from another class.
- Plagiarize by copy/paste off the web or typing directly out of the book.
- Having someone else write your discussion post.
- Any other behavior listed in the University Academic Integrity Policy.

Religious Observances

Although Christian religious holidays are reflected to some extent in the academic calendar of the University, holidays of other religious groups are not. If you are a member of another religion and you wish to request accommodations for religious reasons, please inform the instructor ahead of time.

Accommodations

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or [visit the CEA website](#) for more information on registration procedures). The Quality Writing Center (479-575-6747) offers assistance and resources for papers, grammar, and style. The Counseling and Psychological Services Center (479-575-4451) offers counseling.

Inclement Weather Policy

For information regarding whether the university is closed or an inclement weather day is declared, use the following sources:

- Find out about inclement weather information on the [UARK home page](#).
- Call 479-575-7000 or the university switchboard at 479-575-2000 for recorded announcements about closings.
- Check voice mail for announcements.
- Listen to KUAF Radio, 91.3 FM, or other local radio and television stations for announcements.
- If the university remains open, no announcement will be made.

Computer Access Policy

Because this is an online class, students will be expected to check their email regularly (several times per week) for important notices, scheduling changes, or any other course revisions. This course is offered as an online course and it is assumed that you have the minimum system requirements and computing skills to participate.

Computing skills required:

- You should have an understanding of basic computer usage (creating folders/directories, switching between programs, formatting and backing up media, accessing the Internet).
- You must be able to use a word processing program such as Microsoft Word to create, edit, save, and retrieve documents.
- You must be able to create a basic slideshow presentation with a presentation tool such as Microsoft PowerPoint.
- You must be able to use a Web browser to open Web pages, open PDF files, manage a list of Web pages (bookmarks/favorites), and search the Internet.
- You must be able to use an e-mail program to send, receive, store, and retrieve messages.
- You must be able to download and install programs from the Internet.

Hardware required:

- You should have a reliable computer with sound card and high speed internet connection to submit assignments, create products, participate in online activities, and view Internet resources.
- Your computer should have sufficient space and processor speeds required by any software used in this course (will vary depending on your software version and operating system, but usually 10 GB hard disk space, 1 GHz processor and 1 GB memory will be sufficient).

Care has been taken to ensure that the software that is used for this course does not require any out of the ordinary system set-ups. But, if your system does not meet the minimum requirements then it is your responsibility to maintain your system to meet the requirements so that you may participate in this course. Technical difficulties on your part will not excuse you from the timely completion of assignments.

If you do experience technical difficulties please make sure that you refer to the Software & Support tab at learn.uark.edu immediately so that proper assistance might be provided. There are telephone numbers and email contact information to the Bb help line located here along with hours of operation.

Computer Downtime

Blackboard occasionally schedules "down time." Users will be notified in advance through a system-wide announcement so schedule your online work accordingly. If you are experiencing difficulties with the operation or navigation of Blackboard you can visit the UA Blackboard Help website. Please note that personal technical issues (i.e. computer crashes or lack of knowledge of Blackboard) are considered to be the responsibility of the student and will not excuse the student

from assignments or other course responsibilities. While we will do our best to provide technical assistance, it is highly recommended that the student develop a local back-up plan to assist in the event that technical difficulties are experienced during the course.

**UNIVERSITY OF ARKANSAS
SCHOOL OF SOCIAL WORK
SCWK 5013: Bridge Course: Evidence Based Social Work**

THIS ONLINE COURSE WILL UTILIZE AN ONLINE DELIVERY METHOD THAT INCLUDES SYNCHRONOUS SESSIONS THROUGH BLACKBOARD COLLABORATE. COLLABORATE, EMAIL AND TELEPHONE WILL BE USED TO COMMUNICATE WITH STUDENTS WHEN NEEDED.

COURSE PURPOSE

This bridge course prepares advanced standing MSW students for graduate study. Students will become familiar with the mission and conceptual framework under-girding the School of Social Work, become familiar with and begin to develop expert knowledge in their area of emphasis, and develop beginning knowledge of differing perspectives regarding diagnosis.

COMPETENCIES, COURSE OBJECTIVES AND PROFESSIONAL PRACTICE BEHAVIORS

Competencies

Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills (CSWE EPAS, 2008:3). University of Arkansas School of Social Work courses includes both a primary competency and a set of collateral competencies.

Primary Competency:

The primary competency to be achieved in this course is:

Apply critical thinking to inform and communicate professional judgments.

Course Objectives:

Course objectives describe the knowledge, values and skills necessary to achieve competency.

The course objectives associated with the primary competency for are:

1. Use critical thinking, along with creativity and curiosity, to begin applying various perspectives on diagnosis and assessment.
2. Review and begin integrating knowledge of the principles of logic, scientific inquiry, and reasoned discernment to create practice models and culturally competent interventions.
3. Use critical thinking to begin learning the process of synthesizing relevant information from theory, policy, research and direct practice in order to communicate this information to colleagues and to determine culturally competent best practices in working with individuals, families, groups, organizations, and communities.

Linked CSWE Educational Policy and Accreditation Standards (EPAS) Knowledge, Values, and Skills

- Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment.
- They use critical thinking augmented by creativity and curiosity.
- Critical thinking also requires the synthesis and communication of relevant information.

Practice Behaviors:

Achievement of the primary competency will be measured by the degree to which students are able to demonstrate/display associated practice behaviors:

Practice Behaviors:

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
- Analyze models of assessment, prevention, intervention, and evaluation.
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

The following collateral competencies will be addressed in the context of the primary competency. Their achievement will be measured by the degree to which students are able to demonstrate/display relevant practice behaviors in the context of the primary competency:

Collateral Competencies, Course Objectives, and Associated Practice Behaviors:

Collateral Competencies are additional to and supportive of achievement of the primary competency for each required social work course and reflect the integration across the curriculum of the core competencies required of professional social workers by the Council on Social Work Education.

Competency: *Identify as a professional social worker and conduct oneself accordingly*

Course Objectives:

4. Use technology and critical thinking to begin developing strategies for life-long professional learning.
5. Use knowledge obtained from life-long learning to begin enhancing own professional development and the profession's growth.
6. Continue to demonstrate professional demeanor in behavior and appearance, and improve professional communication skills.

Linked CSWE Educational Policy and Accreditation Standards (EPAS) Knowledge, Values, and Skills

- Represent profession, mission, and goals.
- Know profession's history.
- Commit to own professional conduct and growth.

Practice Behaviors:

- Engage in career-long learning.
- Demonstrate professional demeanor in behavior, appearance, and communication.

Competency: *Engage diversity and difference in practice.*

Course Objectives:

7. Build on knowledge regarding how diversity characterizes and shapes the human experience and is critical to the formation of identity.
8. Demonstrate an understanding that the dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.
9. Demonstrate an understanding that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Linked CSWE Educational Policy and Accreditation Standards (EPAS) Knowledge, Values, and Skills

- Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity.
- The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.
- Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Practice Behaviors:

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- Recognize and communicate their understanding of the importance of difference in shaping life experiences.

Competency: *Advance human rights and social and economic justice.*

Course Objectives:

10. Incorporate the strengths perspective to demonstrate the understanding that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education.
11. Begin to integrate social justice and economic justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice across the life course.

Linked CSWE Educational Policy and Accreditation Standards (EPAS) Knowledge, Values, and Skills

- Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education.
- Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights.
- Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Practice Behaviors:

- Understand the forms and mechanisms of oppression and discrimination.
- Advocate for human rights and social and economic justice.

Competency: *Engage in research-informed practice and practice-informed research.*

Course Objectives:

12. Build on research skills to conduct an analytic literature review on outcome-based research for a specific population in an area of emphasis to improve practice, policy, and social service delivery.
13. Begin discovering which models of practice are evidenced-based and use that knowledge to inform practice, policy, and social service delivery.

Linked CSWE Educational Policy and Accreditation Standards (EPAS) Knowledge, Values, and Skills

- Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice,

policy, and social service delivery.

- Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Practice Behaviors:

- Use research evidence to inform practice.

Competency: *Apply knowledge of human behavior and the social environment.*

Course Objectives:

14. Apply knowledge of traditional and alternative theories across the life course to understanding the processes of assessment, intervention, and evaluation.
15. Use a liberal arts perspective to contextualize how biological, social, cultural, psychological, and spiritual development interacts with social systems to promote or deter people in maintaining or achieving health and well-being.

Linked CSWE Educational Policy and Accreditation Standards (EPAS) Knowledge, Values, and Skills

- The range of social systems in which people live.
- The ways social systems promote or deter people in maintaining or achieving health and well-being.
- Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Practice Behaviors:

- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
- Critique and apply knowledge to understand person and environment.

Competency: *Respond to contexts that shape practice.*

Course Objectives:

16. Begin building a knowledge base of empirically based practice interventions that can be used with multiple systems across the life course that addresses all dimensions of human experience: biopsychosocial and spiritual.
17. Demonstrate awareness that the context of practice is dynamic, and use knowledge and skill to respond proactively to context.
18. Increase knowledge and skills in developing proactive responses to evolving organizational, community, and societal contexts at all levels of practice.

Linked CSWE Educational Policy and Accreditation Standards (EPAS) Knowledge, Values, and Skills

- Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

Practice Behaviors:

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

REQUIRED READINGS

Found on Blackboard

Additional readings may be assigned during the semester.

Recommended texts:

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders (DSM-IV-TR)*. (4th ed., Text Revision). Washington, D.C.: American Psychiatric Association.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th Ed.). Washington, DC: Author.

Roberts, A. R. (Ed in chief 2009) *Social Workers Desk Reference* 2nd Ed. Lyceum, Chicago, IL.

Chapters assigned out the DSM IV-TR are on reserve at Mullins Library. If possible, the student should buy this manual, however, and have it available for reference in other classes and in preparation for the licensing exam, and for use in practice as a social worker.

It is also advisable to purchase the APA manual because you will need it for all your classes in the MSW program. However, most of it is also available online at:
<http://www.docstyles.com/apacrib.htm>

ACADEMIC INTEGRITY

Social work students are expected to be members of the National Association of Social Workers (NASW). In addition, the student is expected to adhere to the NASW Code of Ethics. Students should be familiar with this Code of Ethics, as well as University policies on academic integrity.

All assignments should be prepared specifically for this course, and should not have been used in any other course. **All paraphrasing or quoting of others' work should be properly referenced.** All student contributions to class discussions should be considered confidential, and should not be revealed outside the confines of the classroom.

Questions about academic responsibility, **plagiarism**, cheating, etc. will be resolved in accordance with established University policy as determined by the . **Cases in which there is evidence of cheating will result in penalties ranging from zero on an exam, paper or assignment to University disciplinary action.** Academic dishonesty is taken very seriously and will not be tolerated in any fashion. More specific the academic integrity policy of the University can be found at this link (<http://provost.uark.edu/245.php>).

Course work should not be discussed through electronic media.

TEACHING/LEARNING STRATEGIES

The School of Social Work uses a problem-based, service learning approach to teaching, combined with lectures on factual content. One of our goals is to promote student responsibility and engagement through a collaborative approach. A cohesive, respectful, and supportive atmosphere helps students to feel safe in asking questions and contributing actively to discussions. Another goal is to help students understand the relevance of theory, policy, research, and other academic material to social work practice.

Material for this course will be provided on Blackboard through recorded lecture and readings along with weekly activities. Professional social work practice demands a high degree of personal commitment and use of self. To begin to achieve this end, students are expected to demonstrate their understanding of concepts and the ability to use self by regular log in to blackboard, completion of all activities weekly and constructive discussion posts as assigned.

Information regarding participation by students with disabilities, accommodations for religious observances, academic conduct, complaint procedures, grade appeals procedures, sexual harassment policy, safety policies and other standing policies/procedures is available in the Social Work Student Handbook.

COURSE EVALUATION AND GRADING

Class Format:

Each week one student will summarize one of the assigned readings in a short blog post (which counts toward the participation grade). Consider the courses multicultural content as a frame work to observe, think, review and construct informed opinions to share in the class discussion.

Students will be expected to reflect on their personal experiences in the context of how these experiences may be framed to generate opportunities for expanding counseling/social work skills in a multicultural environment.

There will be an emphasis on critical discussion and blackboard activities. Students are expected to be responsible for their own learning and demonstrate mastery of the weekly readings by raising pertinent issues in discussion posts. Therefore, students are expected to read and critically discuss assigned readings for the week. Reading content is meant to accentuate weekly activities. Students are encouraged to ask questions whenever confusion about material from readings or within the recorded presentations.

Assignments:

Blackboard Discussions	100 points
Diversity blackboard discussion 1	
DSM blackboard discussion 2	
Podcast Discussion 3	
Blackboard Discussion 4 EBP	
Blackboard Discussion 5 of Video Neurological Basis of Behavior The Mind, The Brain, and Human Relationships	
Case Study/Analysis	100 points
Application of Theory and Intervention to social issue/mental health	100 points
Research Paper	100 points
Participation	<u>50 points</u>
Total possible points	450 points

Grading Scale:

90%-100% = A

80%-89% = B

70%-79% = C

0 %- 69% = F

Grading Criteria:

Assignment guides, with expectations for both papers are attached at the end of the syllabus. A grading sheet for each assignment will be located on the Bb site.

For the papers, the quality of writing as well as the content is important, so students should check spelling and grammar as well as sentence and paragraph construction. It is a very good idea to write a draft of your papers and then make an outline of your draft before preparing final versions. This helps assure that your paper is flowing in a coherent manner and that you are effectively making and supporting your main points.

Written assignments will be graded on clarity, cohesiveness of material presented, and evidence that student has integrated information learned through research into a thoughtful presentation of the material. Correct grammar, spelling, and sentence structure will be expected, and will be considered when assignments are graded. Students will follow APA (American Psychological Association) guidelines when preparing written assignments.

NOTE: All assignments are to be turned in via blackboard on the due date. No late papers will be accepted. Therefore, students may want to start working on their assignments at least 2 weeks prior to their due date. Student will receive a "0" for her or his grade on that assignment and will receive an "F" for the course.

CLASSROOM POLICIES

Religious Observances:

Although Christian religious holidays are reflected to some extent in the academic calendar of the University, holidays of other religious groups are not. If you are a member of another religion and you wish to be excused from class for religious reasons, you are expected to provide me with a schedule of religious holidays you intend to miss in writing before the end of the first week of classes.

Emergencies and Inclement Weather Policy:

If I must cancel class due to family emergencies or inclement weather, I will leave a message at the main office. In addition, students are expected to use their best judgment in deciding whether they can safely make it to class or not because of weather conditions.

Accommodations:

If you have a need, for which you will request reasonable accommodation, please contact the Center for Students with Disabilities at 479-575-3104 (Voice) - 479-575-3646 (TTY) or on the web at <http://www.uark.edu/ua/csd/>.

Self- Disclosure Statement:

The social worker uses the self as a tool in the helping process and must constantly examine the self to identify barriers to effectiveness. Self-awareness (the accurate perception of one's own actions and feelings, and the effects of one's behavior on others) is emphasized throughout the social work curriculum. Students may be called upon, through exercises, written assignments, and in discussions, to identify and explore their values, beliefs, and life experiences in order to assess their effect on future worker/client interactions.

Although students are encouraged, assisted, and expected to engage in the process of self-exploration and personal growth, no student will be required to disclose information beyond what is considered by the student to be comfortable and appropriate.

Note on Fee Structure:

According to a new fee structure by the Board of Trustees, students are now charged per credit hour for each hour taken; there is no cap on the per credit 15 hours. If the student drops the class after the first week of classes, the tuition for that class is canceled. You are encouraged to check the deadline for dropping a class and receiving a 100% adjustment.

Electronic Devices:

Some students carry cell phones and/or pagers. Please set pagers so that the "beeper" is not audible and turn off all cell phones. The noise is distracting and it is impolite to take phone calls during class. Texting is not appropriate during class and may result in dismissal of participant/class attendance points.

Available Help:

The Enhanced Learning Center is a campus-wide academic support service for ALL students enrolled at the University of Arkansas. The ELC provides many services, including tutoring, academic success workshops, academic consultation, and supplemental instruction. All of their services are free. The ELC is located in Gregson Hall, garden level. Visit their facilities or their website at <http://elc.uark.edu> to learn more about the ELC's programs and services. The Counseling and Psychological Clinic (CAPS) at 575-2277 offers a range of mental health services.

Contact Between the Instructor and Students: I check my email frequently, and try to respond to students within 48 hours. At the same time, I frequently email students with information, questions, assignments, it is expected that students check their emails on a regular basis to be able to follow-up with the emails they receive. Blackboard should be reviewed for class announcements, etc.

COURSE OUTLINE BY UNITS (WEEKS)

Week 1 Introduction, Overview,

May 29

Course overview – Review of syllabus
Mission of the School of Social Work
Cultural Competency

Readings:

<http://www.naswdc.org/practice/standards/NAswculturalstandards.pdf>

Abrams, L. S., & Moio, J. A. (2009). Critical race theory and the cultural competence dilemma in social work education. Journal of Social Work Education, 45(2), 245-261.

Podcast

<http://socialworkpodcast.blogspot.com/p/categories.html>

From the section on Diversity on practice, listen to a podcast of your choosing. Post to blackboard a brief synopsis of what you learned and ask at least two questions or comments to a fellow student regarding a different podcast that they listened to.

June 3 and 5 Week 2 Medical Model of diagnosis: Strengths and Limitations

History Lecture

DSM IV-TR

- Overview of the DSM IV-TR
 - Use of manual (pp.1-12)
 - DSM-IV-TR Classification (pp.13-26)
 - Multi-axial assessment (pp. 27-37)
- Defining psychopathology and mental illness
- Theoretical and value perspectives on diagnosis
- Strengths perspective and resilience-based models vs. deficit-based models
- Policy implications of diagnosis
- Use of diagnosis in social work practice

Cultural Biases in DSM and diagnosis

DSM V Fact or Fallacy

DSM IV-TR (1-37)

Readings:

Williams, J.B. (2009) Using the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision. In Albert R. Roberts (Ed in chief) *Social Workers Desk Reference* (pp. 325-334). Oxford: New York.

Munson, C.E. (2009) Guidelines for the Diagnostic and Statistical Manual (DSM IV-TR) Multiaxial System Diagnosis. In Albert R. Roberts (Ed in chief) *Social Workers Desk Reference* (pp. 334-342).

Assignment 2: Choose an article or perspective on the DSM V. Discuss your findings with your peers on the discussion board.

June 10 and 12 Week 3 Strengths-based assessment

Readings:

Gilbert D. J. (2011). Multicultural Assessment. In Jordan, C, & Franklin, C. *Clinical Assessment for Social Workers Quantitative and Qualitative Methods*. (pp. 359-392). Lyceum, Chicago, IL.

Rapp, C. A. (2009). A Strengths Approach to Case Management with Clients with Psychiatric Disabilities. In Albert R. Roberts (Ed in chief) *Social Workers Desk Reference*. (pp. 778-782). Lyceum, Chicago, IL.

Franklin, C. & Sanchez, K. (2011). Quantitative Clinical Assessment Methods. (pp. 51-80). In Jordan, C, & Franklin, C. *Clinical Assessment for Social Workers Quantitative and Qualitative Methods*. (pp. 359-392). Lyceum, Chicago, IL.

Saleebey, D. (1996). The strengths perspective in social work practice: Extensions and cautions. *Social work, 41*(3), 296-305.

Suggested Readings:

Glicken, M.D. (2004). A strengths model of diagnosis (pp. 18-35).

De Jong, P. & Miller, S.D. (1995). How to interview for client strengths.

Swenson (1998). Clinical social work's contribution to a social justice perspective

Assignment 3 From the social work podcast, choose a podcast under assessment, listen to it and report your findings on blackboard.

June 17 and 19 Week 4 Review of Important Research Concepts

Evidenced Based Practice

Readings

Thyer, B. A., (2009). Evidence-Based Practice, Science and Social Work. In Albert R. Roberts (Ed in chief) *Social Workers Desk Reference*, (pp. 1115-1119). Lyceum, Chicago, IL.

Thyer, B. A. (2008). The quest for evidence-based practice?: we are all positivists!. *Research on*

Social Work Practice, 18(4), 339-345.

Rubin, A., & Parrish, D. (2007). Challenges to the future of evidence-based practice in social work education. *Journal of Social Work Education*, 43(3), 405-428.

Rubin, A. & Parrish, D. (2009). Locating Credible Studies for Evidence-Based Practice. . In Albert R. Roberts (Ed in chief) *Social Workers Desk Reference*. (pp. 1127-1136). Lyceum, Chicago, IL.

Bronson, D. (2009). Critically Appraising Studies for Evidence-Based Practice

Blackboard Assignment 4:

Find an evidence based article of your choosing. Create a visual display of your work and post it to blackboard. This may be done in PowerPoint, a poster format, etc. You are encouraged to be creative.

June 24 and 26 Week 5 Cutting Edge Research in Mental Health

Human Genome Project.

http://www.ornl.gov/sci/techresources/Human_Genome/home.shtml This is the primary web site for the Human Genome Project. Please explore.

U.S. Department of Energy Genome Programs. Genomics and Its Impact on Science and Society: The Human Genome Project and Beyond. (PowerPoint slides).

Champagne, F.A. & Curley, J.P. (2005). How social experiences influence the brain. *Current Opinion in Neurobiology* 15, 704–709.

Carroll, G. (1998). Mundane extreme environmental stress and African American families: A case for recognizing different realities. *Journal of Comparative Family Studies*, 29(2), 271-284.

Hall, M. T., Scheyett, A., & Strom-Gottfried, K. (2008). No gain, no pain: Ethics in the genomic revolution. *Families in Society*, 89(4), 562-570.

Strohman, R. C. (2003). Genetic determinism as a failing paradigm in biology and medicine: Implications for health and wellness. *Journal of Social Work Education*, 39(2), 169-191.

DiPietro, J.A. (2000). Baby and the brain: Advances in child development. *Annual Review of Public Health*, 21, 455–471.

Schore, J. R., & Schore, A. N. (2008). Modern attachment theory: The central role of affect regulation in development and treatment. *Clinical Social Work Journal*, 36, 9 – 20.

Siegel, D.L. (2001). Toward an interpersonal neurobiology of the developing mind: Attachment relationships, “mindsight,” and neural integration. *Infant Mental Health Journal*, 22(1-2), 67-94.

Assignment 5: View the video http://www.youtube.com/watch?v=JOrOw8L_Gb4. Discuss what you found of most interest.

Cutting Edge Research Paper Due

REFERENCES

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- Abramovitz (2001). Everyone Is Still on Welfare: The Role of Redistribution in Social Policy. *Social Work* 46(4), 297-308.
- Bakken, T. & Bransford, C. (1996). The role of human agency in the creation of normative influences within individuals and groups. *Journal of Behavior in the Social Environment*, 5 (2).
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- Corcoran, J., Franklin, C. (2002). Multi-Systemic risk factors predicting depression, self-esteem, and stress in low SES and culturally diverse adolescents, *Journal of Behavior in the Social Environment*, 5 (2).
- Crenshaw, K.W. (1994). Mapping the margins: Intersectionality, identity politics, and violence against women of color. In M.A. Fineman and R. Mykitiuk (Eds.) *The Public Nature of Private Violence: The Discovery of Domestic Abuse* (pp. 93-118). New York: Routledge.

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- Gondolf, E.W. (1988). The effect of batter counseling on shelter outcome. *Journal of Interpersonal Violence, 3* (3), 275-289.
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& Bacon.

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DESCRIPTION OF ASSIGNMENTS

LATE ASSIGNMENTS WILL NOT BE ACCEPTED. Any assignment not turned in on the due date will receive a grade of “0” points.

Blackboard Discussions 100 points

Each week you will have a blackboard assignment/discussion board. Please contribute to the discussion in a manner that demonstrates critical thinking, and professional behavior. You should demonstrate professional courtesy, thought and behavior accordingly as a professional social worker. Blackboard discussions should be completed by Saturday at midnight of the assigned week.

Case Study/analysis 100 points Due June 16, 2013

From your field placements, write an assessment of the case and provide a diagnosis based upon your readings and learning of DSM. You should clearly identify client strengths, behaviors, history and current factors. No personable identifiable information should be included in your case study.

Your assessment should be comprehensive.

Theory and Intervention Analysis Paper – 100 points Due June 23, 2013

Students will discuss a particular intervention model, based on the previous studies analyzed.
LATE ASSIGNMENTS WILL NOT BE ACCEPTED.

Purpose of this assignment is to allow students the opportunity to:

1. Demonstrate their skill at assessing the evidence of the research effectiveness of the selected intervention.
2. Obtain knowledge of current models of practice for various areas of emphasis, along with evidence of their research effectiveness.
3. Demonstrate their commitment to a strengths and resiliency-based perspective.
4. Demonstrate their skills in assessing empirical evidence for theories and practice models, their ability to design a plan for further testing, and their ability to apply this knowledge to culturally competent intervention with cases.
5. Expand upon their knowledge of various traditional and alternative theories.
6. Demonstrate their skills at drawing from research articles to determine implications for future research, direct practice and policy practice.

Paper guidelines: Paper length: 7 – 9 pages.

- I. Introduction

- II. Briefly explain the specific individual, group, family or community intervention model.
- III. Discuss and critique the theory to which this intervention is tied.
 - A. Major assumptions of the theory
 - B. Primary goals/tasks outlined by the theory
 - C. Applicability of the theory to various disenfranchised groups
 - D. Strengths of theory to practice
 - E. Limitations of theory to practice
- IV. Provide a critique of the intervention that includes:
 - A. Hypothesis/ goal of the studies
 - B. Degree that the model is strengths and resilience-based
 - C. Degree to which it addresses all dimensions of human experience (who's included and who's excluded?)
 - D. Discuss those cultural groups for which this intervention is appropriate.
 - E. Degree model considers life circumstance of economically and socially vulnerable populations.
 - F. Support of findings to the theory
 - G. Summarize/review the evidence of effectiveness
- V. Conclusion. Based on the articles, discuss implications for:
 - A. Direct practice
 - B. Policy practice
 - C. Research recommendations for any further testing of the model

All papers should be well-organized, concise, with the text being double-spaced, and having 12 inch font. There should be no spelling or grammatical errors. Papers should be written in the APA format 6th Ed, with separate title and reference pages.

Cutting Edge Research Paper 100 points Due June 28, 2013 noon

Choose a topic you find of interest with cutting edge technology/intervention. Review the scholarly literature regarding the topic. You should have a minimum of ten sources. Discuss your findings in a paper of a 10-12 pages utilizing APA 6th Ed. Discuss its relevance to social work practice. Include in your discussion relevance for social work practice, values, intervention, policy, etc. Critical thinking should be employed.

**UNIVERSITY OF ARKANSAS
SCHOOL OF SOCIAL WORK
SCWK 5073 SOCIAL WORK RESEARCH AND TECHNOLOGY II
Online**

Instructor:
E-mail:
Telephone:
Office:
Office Hours:

COURSE INFORMATION

Class Format: This class will be held online using the Blackboard Learning Platform. All materials and

All materials for this course will be delivered via Blackboard. Students are expected to regularly check Blackboard for announcements and complete all work in Bb.

2) Corequisites: SCWK 6000L

Prerequisite: Completion of foundation year for two-year students or summer semester for advanced standing students

COURSE PURPOSE

This course teaches students to apply scientific methods and practice wisdom to social work practice, and to become critical consumers of research by developing advanced research and technology skills and thus critically evaluating published research. Students also continue to build their skills as producers of research to ethically evaluate own practice and social service programs. Specifically, students draw on their practice wisdom, theory and the literature to develop and implement a research project, which serves as the final capstone project. Students may also opt for a full master thesis. As part of the course, students also serve as research/evaluation consultants to each other.

COMPETENCIES AND PROFESSIONAL PRACTICE BEHAVIORS

Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills (CSWE EPAS, 2008:3). University of Arkansas School of Social Work courses include both a primary competency and a set of collateral competencies.

Primary Competency

The primary competency to be achieved in this course is:

EPAS Competency #6: Engage in research-informed practice and practice-informed research.

Practice Behaviors

Achievement of the primary competency will be measured by the degree to which students are able to demonstrate/display associated practice behaviors:

- 1) Demonstrate grammatically strong writing skills and evidence-based research skills in all phases of professional practice from a MSLC perspective.
- 2) Demonstrate the ability to present and justify arguments or positions using quantitative or qualitative research or knowledge and/or logical, rational models of thinking based on knowledge from practice experience (wisdom) that are consistent with a MSLC perspective and with social work ethic.

Collateral Competencies

The following collateral competencies will be addressed in the context of the primary competency. Their achievement will be measured by the degree to which students are able to demonstrate/display relevant practice behaviors in the context of the primary competency:

EPAS Competency #1: Identify as a professional social worker and conduct oneself accordingly.

Practice Behaviors

- 1) Demonstrate the achievement of overall competency, including the capacity for continuous self-reflection, monitoring and evaluation, and consultation and supervision from others, resulting in professional and autonomous practice from a MSLC perspective.
- 2) Demonstrate professional demeanor in behavior, appearance, and communication consistent with the advanced practice context at multiple system levels, with persons across the life course, with multiple constituencies, and with colleagues across disciplines.
- 3) Demonstrate the incorporation of and skills for a life-long learning approach to advanced practice from a MSLC perspective.

EPAS Competency #2: Apply social work ethical principles to guide professional practice.

Practice Behaviors

- 1) Demonstrate understanding and integration of the values and principles of ethical social work practice at an advanced level of practice, including the ability to independently resolve ethical dilemmas consistent with the relevant Codes of Ethics.
- 2) Demonstrate the capacity to advocate for and influence change in a manner that is consistent with a MSLC perspective and social work values and ethics.

EPAS Competency #3: Apply critical thinking to inform and communicate professional judgments.

Practice Behaviors

- 1) Demonstrate the ability to creatively analyze, raise critical questions about, and evaluate (e.g. diversity related or fit with social work values) existing research, literature, intervention/models, policies, and theories and in formulating new research, literature, interventions/models, policies, and theories.
- 2) Demonstrate the ability to distinguish, appraise, and integrate multiple sources of knowledge necessary to effectively present and justify arguments or positions, both orally

and in written form, using evidenced-based research and/or logical, rational models of thinking based on practice experience (wisdom) that are consistent with a MSLC perspective.

3) Present and justify arguments or positions, both orally and in written form, using evidenced-based research and/or logical, rational models of thinking based on practice experience (wisdom) that are consistent with a MSLC perspective.

EPAS Competency #4: Engage diversity and difference in practice.

Practice Behaviors

1) Demonstrate knowledge about and the ability to think in terms of diverse developing systems or organisms, institutions, systems of beliefs, cultural patterns, identity formation, social structures, and political structures of society and how these are all interrelated factors in individual and collective identity formation.

2) Demonstrate the ability to use a MSLC perspective and intersectionality theory, to communicate understanding of the complex interrelationships of multiple diversities including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, geographic location, political ideology, race, religion, sex, and sexual orientation.

5) The ability to assume the role of learner and engage those diverse systems with whom they work as informants (teachers), consistent with a MSLC perspective.

EPAS Competency #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Practice Behaviors

1) Demonstrate advanced skills in social work policy practice including research, analysis, formulation, influence, and advocacy for policies consistent with social work values.

3) Demonstrate advanced skills in social work practice including the ability to link theory, policy-practice, and research/evaluation, and to employ leadership skills to demonstrate and promote such a linkage.

EPAS Competency #9: Respond to contexts that shape practice.

Practice Behaviors

1) Display advanced knowledge of empirically based traditional and alternative theories about behavior, development, and functioning with regard to developing organisms in various contexts and across system levels (micro, mezzo and macro).

EPAS Competency #10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Practice Behaviors

2) Demonstrate knowledge of the ways in which technology can aid in advanced social work practice and skills in using technology in advanced social work practice.

5) Demonstrate the ability to use a MSLC perspective, along with related and relevant theories of justice and social change, to understand, synthesize and address issues that

impede the exercise of basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education across all system levels and throughout the life course.

8) Demonstrate advanced practice skills, knowledge, and values consistent with the mission, goals, and objectives of social work and the MSW program and the ability to transfer knowledge at an advanced level and from a MSLC perspective between the classroom and the field education experiences and to perform effectively in field.

10) Demonstrate advanced skills that are suitable to delivering MSLC-based efforts to 1) promote change and social justice; 2) work with and advocate on behalf of developing organisms; and 3) incorporate principles of social justice, empowerment, across systems.

11) Demonstrate advanced social change and leadership skills at all levels (direct practice, education, research, policy practice, administration) of their work.

13) Demonstrate the ability to creatively analyze, raise critical questions about and evaluate (e.g. diversity related or fit with social work values) existing research, literature, intervention/ models, policies, and theories and in formulating new research, literature, interventions/models, policies, and theories.

14) Demonstrate an understanding of the impact of research on individual and intersecting diversities including, age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation, including an understanding of the effect of human diversity on research techniques, and the role of research in achieving or impeding social and economic justice.

TEXTBOOK & COURSE READINGS

Assigned readings are required of all students. Students are expected to be prepared for class by reading the assigned chapters or articles prior to each class session. Students should be prepared to utilize the readings to initiate and participate in class discussions. In addition, students are expected to demonstrate understanding, integration, and application of the required readings in the assignments. Students should be familiar with the content of the required readings even if the material is not discussed in class, and additional readings may be assigned throughout the semester.

Required Textbook

Rubin, A., & Babbie, E. (2012). *Brooks/Cole empowerment series: Essential research methods for social work* (3rd Ed.). Belmont, CA: Brooks/Cole.

Recommended Textbooks

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th Ed.). Washington, DC: Author.

Vogt, W. P. (2005). *Dictionary of statistics & methodology: A nontechnical guide for the social sciences* (4th Ed.). Thousand Oaks, CA: Sage Publications, Inc.

Additional Required Readings

Corcoran, J., & Stephenson, M. (2000). The effectiveness of solution-focused therapy with child behavior problems: A preliminary report. *Families in Society: The Journal of Contemporary Social Services*, 81(15), 468-474.

- Franklin, C., & Kelly, M. S. (2009). Becoming evidence-informed in the real world of school social work practice. *Children & Schools, 31*(1), 46-56.
- Furman, R. (2009). Ethical considerations of evidenced-based practice. *Social Work, 54*(1), 82-84.
- Jensen, C. (1994). Psychosocial treatment of depression in women: Nine single-subject evaluations. *Research on Social Work Practice, 4*(3), 267-282.
- Jenson, J. M. (2005). Connecting science to intervention: Advances, challenges, and the promise of evidenced-based practice. *Social Work Research, 29*(3), 131-135.
- Mancoske, R. J., Standifer, D., & Cauley, C. (1994). The effectiveness of brief counseling services for battered women. *Research on Social Work, 4*(1), 53-63.
- Reid, W. J., Kenaley, B. D., & Colvin, J. (2004). Do some interventions work better than others? A review of comparative social work experiments. *Social Work Research, 28*(2), 71-81.
- Rubin, A. (1991). The effectiveness of outreach counseling and support groups for battered women: A preliminary analysis. *Research on Social Work Practice, 1*(4), 332-357.
- Solimon, H. H. (1999). Post-traumatic stress disorder: Treatment outcomes for a Kuwaiti child. *International Social Work, 42*(2), 163-175.
- Wade, K., & Neuman, K. (2007). Practice-based research: Changing the professional cultural and language of social work, *Social Work in Health Care, 44*(4), 49 – 64.

COURSE POLICIES

Academic Integrity

Students are expected to adhere to the National Association of Social Workers (NASW) Code of Ethics as well as University policies on academic integrity. Students should be familiar with this Code of Ethics and University policies on academic integrity.

All assignments should be prepared specifically for this course, and should not have been used in any other course. **No direct quotes are allowed in any paper assignments - all paraphrasing of others' work should be properly referenced.** All student contributions to class discussions should be considered confidential, and should not be revealed outside the confines of the classroom.

Questions about academic responsibility, plagiarism, cheating, etc. will be resolved in accordance with established University regulations. Academic dishonesty is taken very seriously and will not be tolerated in any fashion. All observed and suspected instances will be reported in accordance with university policy. Please visit <http://provost.uark.edu> to familiarize yourself with expectations and policies on academic integrity.

Accommodations

Students who have a special need for accommodations or support to facilitate full inclusion of all aspects of the course should make an appointment with the instructor during the first week of the semester so that necessary classroom adjustments can be made. University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. Please note, you must first verify your eligibility for these through the Center for Educational Access (call 575-3104 or visit <http://cea.uark.edu> for more information on registration procedures).

Available Support

The Enhanced Learning Center (ELC) is a campus-wide academic support service for ALL students enrolled at the University of Arkansas. The ELC provides many services, including tutoring, academic success workshops, academic consultation, and supplemental instruction. All of their services are free. The ELC is located in Gregson Hall, garden level. Visit their facilities or their website at <http://elc.uark.edu> to learn more about their programs and services.

Also, the Counseling and Psychological Clinic (CAPS) offers a range of mental health services (575-2277).

Note on Fee Structure

According to a new fee structure approved by the Board of Trustees, students are now charged per credit hour for each hour taken: There is no cap on the per credit hour rate. If a student drops a class in the first week of the classes, the tuition for that class is canceled. Students are encouraged to check the deadline for dropping a class and receiving a 100 % adjustment (for details on the drop/withdrawal deadlines, see the UA Registrar's academic semester calendar at <http://registrar.uark.edu/2249.php>).

Inclement Weather Policy & Class Cancellation

If the university is closed due to inclement weather, we will not have class. Please call the university weather "hotline" at 575-7000 or access the university main webpage (www.uark.edu) for university closing or delay information. Students are expected to use their best judgment in deciding whether they can safely make it to class or not because of weather conditions.

Emergency Procedures

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.

Severe Weather (Tornado Warning):

- Follow the directions of the instructor or emergency personnel
- Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
- Stay in the center of the room, away from exterior walls, windows, and doors

Violence / Active Shooter (CADD):

- CALL: 9-1-1
- AVOID: If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- DENY: Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.
- DEFEND: Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Self-Disclosure Statement

The social worker uses the self as a tool in the helping process and must constantly examine the self to identify barriers to effectiveness. Self-awareness (the accurate perception of one's own actions and feelings, and the effects of one's behavior on others) is emphasized throughout the social work curriculum. Students may be called upon, through exercises, written assignments, and in discussions, to identify and explore their values, beliefs, and life experiences in order to assess their effect on future worker/client interactions. Although students are encouraged, assisted, and expected to engage in the process of self-exploration and personal growth, no student will be required to disclose information beyond what is considered by the student to be comfortable and appropriate.

Professional & Respectful Conduct

Students are expected to maintain professional and respectful conduct at all times. This includes respecting the opinions of others when communicating through Bb or email.

TEACHING/LEARNING STRATEGIES

The School of Social Work uses a problem-based, active learning approach to teaching, combined with lectures on factual content. One of our goals is to promote student responsibility and engagement through a collaborative approach. A cohesive, respectful, and supportive atmosphere helps students to feel safe in asking questions and contributing actively to online discussions. Another goal is to help students understand the relevance of theory and academic material to social work practice. Instructors approach this goal through the use of real practice examples or student projects in the practice world that illustrate academic content. Bb information may include recorded lecture/discussion, films, activities, group work through Bb and/or problem solving and analysis through assignments and discussion forums. Professional social work practice demands a high degree of personal commitment and use of self. To begin to achieve this end, students are expected to demonstrate their understanding of concepts and ability to use self by regular participation.

COURSE ASSIGNMENT & EVALUATION/GRADING

Final course grades for each semester are determined by the points earned for several assignments (see table below). All assignments/tasks have an assignment/grading guideline on Blackboard to provide further guidance regarding expectations for each assignment/task.

<i>Assignment/Task</i>	<i>Due Date</i>
Practice Evaluation Interviews (10%)	Week 4
Standardized Measurement Report (10%)	Week 5
Small Group Oral Presentation on Collaborate: Research Proposal (5%)	Week 7
Paper: Research Proposal (35%)	Week 8
Small Group Oral Presentation Collaborate: Findings & Implications (5%)	Week 13
Paper: Findings & Implications (20%)	Week 15

Poster Presentation (10%)	Week 16
Participation (5%)	All semester

Practice Evaluation Interviews (10% of grade)

Through an interview with a practitioner at your field placement or other social service agencies, students will prepare a report describing how the interviewee scientifically evaluate their practice or program.

Standardized Measurement Report (10% of grade)

Standardized measures or scales are evaluation/assessment tools developed and tested by researchers. For this assignment students will identify one that is useful in their area of practice, investigate the measure's psychometric properties (i.e., validity and reliability), and complete a handy, one-page *Standardized Measure Review Sheet*. Students will then turn in a hard copy of the review sheet, source of the information used for the review and the instrument itself, as well as post this information on blackboard.

Small Group Oral Presentation: Research Proposal (5% of grade)

Students participate in a small group exercise intended to provide them with the opportunity not only to make *a professional*, oral presentation of their proposed project, but also, to serve as a research consultant to the other members of their group. Through Collaborate and using appropriate technology, students present a brief overview of their research proposal. Students will use the feedback they receive to make appropriate revisions, in preparation for the final version of their research proposal paper.

Paper: Research Proposal (35% of grade)

In this assignment, students introduce the practice area and population upon which their research project will focus. This include a discussion of the general client, client system and/or program that is the focus of the evaluation; review of relevant theory, policies and previous research/literature; incorporation of the Multi-Systems Life Course perspective, and; a rationale for the study and the introduction of the research question. Students then discuss *in detail* their proposed evaluation project, giving an explanation of the selected research and sampling designs, variable measurement and data collection.

Small Group Oral Presentation: Findings & Implications (5% of grade)

Students participate in a small group exercise intended to provide them with the opportunity not only to make *a professional*, oral presentation of their proposed project, but also, to serve as a research consultant to the other members of their group. Through Collaborate and using appropriate technology, students present a brief overview of the project findings and their implications. Students will use the feedback they receive to make appropriate revisions, in preparation for the final version of their research proposal paper.

Paper: Findings & Implications (20% of grade)

In this assignment, students report the findings of the data they have collected, and discuss the implications of the reported findings.

Poster Presentation (10% of grade)

For this assignment, students are to create and present an academic conference quality poster on their research project. This presentation will be recorded via screen capture and turned in on Bb.

Participation (5% of grade)

This will include participation in short assignments on Bb each week. These assignments are designed to enhance engagement with the material and with each other during the course of the semester.

COURSE SCHEDULE & DEADLINES

Date	Topics	Reading & Assignments
WEEK 1	<ul style="list-style-type: none"> • Course overview • Review of syllabus • Review of key research concepts • Evidence-based practice 	<ul style="list-style-type: none"> • Reading <u>Rubin & Babbie (2012) Chapter 1 & 2</u> <u>Franklin & Kelly (2009)</u> <u>Furman (2009)</u> <u>Jenson (2005)</u> <u>Wade & Neuman (2007)</u>
WEEK 2	<ul style="list-style-type: none"> • Interrelatedness of assessment, treatment planning, goal setting, action plans, & evaluation • Conceptualization & operationalization 	<ul style="list-style-type: none"> • Reading <u>Rubin & Babbie (2012) Chapter 4 & 5</u> <u>Corcoran & Stephenson (2000)</u> <u>Jensen (1994)</u> <u>Mancoske, Standifer, & Cauley (1994)</u> <u>Rubin (1991)</u> <u>Solimon (1999)</u>
WEEK 3	<ul style="list-style-type: none"> • Measurement 	<ul style="list-style-type: none"> • Reading <u>Rubin & Babbie (2012) Chapter 6, 7, 8 & 9</u>
WEEK 4	<ul style="list-style-type: none"> • Sampling design 	<ul style="list-style-type: none"> • Reading <u>Rubin & Babbie (2012) Chapter 10</u> • Practice Evaluation Interviews Due
WEEK 5	<ul style="list-style-type: none"> • Research design • Procedures of data collection 	<ul style="list-style-type: none"> • Reading <u>Rubin & Babbie (2012) Chapter 11, 12, 13 & 15</u> • Standardized Measurement Report Due
WEEK 6	<ul style="list-style-type: none"> • Research design • Procedures of data collection 	<ul style="list-style-type: none"> • Reading <u>Rubin & Babbie (2012) Chapter 11, 12, 13 & 15</u>
WEEK 7	Oral presentation: Research Proposal	
WEEK 8	<ul style="list-style-type: none"> • Research ethics & IRB 	<ul style="list-style-type: none"> • Reading <u>Rubin & Babbie (2012) Chapter 16 & 17</u> • Paper: Research Proposal Due
Week 9	<ul style="list-style-type: none"> • Data management, entry, & analysis 	<ul style="list-style-type: none"> • Reading <u>Rubin & Babbie (2012) Chapter 18</u>
WEEK 10	<ul style="list-style-type: none"> • Continue on univariate analysis 	<ul style="list-style-type: none"> • Reading <u>Rubin & Babbie (2010) Chapter 18</u>
WEEK 11	<ul style="list-style-type: none"> • Inferential analysis 	<ul style="list-style-type: none"> • Reading <u>Rubin & Babbie (2010) Chapter 18</u>
WEEK 12	<ul style="list-style-type: none"> • Discussion & interpretation of statistical findings • Drawing implications for social work practice and policy 	<ul style="list-style-type: none"> • Reading <u>Reid, Kenaley & Colvin (2004)</u>

WEEK13	Oral presentation: Findings & Implications	
WEEK 14	Thanksgiving break	
WEEK 15	<ul style="list-style-type: none"> • Overview of qualitative research 	<ul style="list-style-type: none"> • Reading <u>Rubin & Babbie (2010) Chapter 14 & 19</u> • Paper: Findings & Implications Due
Week 16	Poster Presentation Due	

**UNIVERSITY OF ARKANSAS
SCHOOL OF SOCIAL WORK
FAMILY AND COUPLES THERAPY
SCWK 5173**

Course Purpose

This course develops advanced skills in social work practice on a micro level with families and couples. Students will learn to analyze and compare practice models and will gain skills in selecting a practice model and integrating multiple models based on client needs.

Course Objectives

Upon successful completion of Families and Couples Therapy and you will be able to demonstrate achievement of the following educational objectives:

Knowledge

1. Knowledge of the conceptual and skill components of major traditional and alternative family and couples practice models relevant across the life course.
2. Knowledge of the research on effectiveness of family and couples therapy.
3. Knowledge of theory and interventions for use in family and couples therapy.
4. Knowledge of cultural considerations in practice with families and couples.

Skills

Ability to compare/contrast models in terms of their:

- value assumptions
- theoretical assumptions
- approaches to the assessment of the family/couples situation
- potential goals
- processes of intervention
- applicability for work in different family and couple situations, including those who differ in terms of age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Demonstration of practice skills based on models addressed in class.
- Ability to collaborate effectively across disciplines in work with families and couples.
- Ability to select and integrate appropriate models based on evidence of effectiveness and application to a specific case situation.

Values

- Understanding of the relationship of micro level practice to the profession of social work and to multi-system issues.
- Understanding of the effects of race, sex, ethnicity, class, sexual orientation, and culture on the intervention process with families and couples.
- Commitment to accountability, evaluating one's own practice, and life-long learning for professional development.
- Understanding of major ethical and value conflicts in practice.
- Commitment to an assets and resiliency-based perspective for social work practice.

Textbooks

Required Texts:

- Family Therapy- Concepts and Methods, (2010) 9th edition, Nichols, Allyn and Bacon.
- Integrative Couples Therapy articles and tools

Teaching/Learning Strategies

The School of Social Work uses a problem-based, active learning approach to teaching, combined with lectures on factual content. One of our goals is to promote student responsibility and engagement through a collaborative approach. A cohesive, respectful, and supportive classroom atmosphere helps students to feel safe in asking questions and contributing actively to discussions. Another goal is to help students understand the relevance of theory and academic material to social work practice. Instructors approach this goal through the use of real practice examples, classroom/online experiences, or student projects in the practice world that illustrate academic content. This course utilizes cognitive (didactic/lecture presentations), affective (experiential exercises), and personal/small group discussion learning styles to enhance the student's active participation and provide opportunities for translating knowledge into applications.

Professional social work practice demands a high degree of personal commitment and use of self. To begin to achieve this end, students are expected to demonstrate their understanding of concepts and the ability to use self by regular and constructive class attendance and participation. Consider the course's multicultural content as a frame work to observe, think, review and construct informed opinions to share in the class discussion. Students will be expected to reflect on their personal experiences and talk with others in the context of how these experiences may be framed to generate opportunities for expanding social work skills in a multicultural environment.

There will be an emphasis on critical discussion and class activities. Students are expected to be responsible for their own learning and demonstrate mastery of the weekly readings by raising pertinent issues and active class participation. Therefore, students are expected to read and critically discuss assigned readings for the week. Students are not allowed to take any pictures, do any audio or video recording of me, my class or any meetings, and share information I provide in my classes or post on the web with others without my expressed written consent.

Evaluation Procedures

Final grades will be assigned based on the following point system:

- A= 90-100% (650-585 pts.)
- B= 80-89% (584-520 pts.)
- C= 70-79% (519-455 pts.)
- D= 60-69% (454-390 pts.)
- F < 60% (389 and below)

Assignments

1. 5 Reading Assessment Quizzes-20 points each for a total of 100 points.
2. Video Responses-20 points each for a total of 100 points.
3. Mid-term Exam 100 pts.
The Mid-term exam will cover all material from the first 9 classes. The format will be true/false and multiple choice.
4. Family/Couples Therapy Treatment Project or Custom Project 200 pts.
This paper will be based on either observing/participating in family therapy through internship or use of extensive case studies. The case is to be analyzed utilizing one of the theoretical models studied in class. The paper needs to be 9-11 pages excluding title page and reference section with at least 6 references from professional literature.
5. Class Participation-50 points

Turning in Assignments:

For the papers, the quality of writing as well as the content is important, so students should check spelling and grammar as well as sentence and paragraph construction. It is a very good idea to write a draft of your papers and then make an outline of your draft before preparing final versions. This helps assure that your paper is flowing in a coherent manner and that you are effectively making and supporting your main points.

Written assignments will be graded on clarity, cohesiveness of material presented, and evidence that student has integrated information learned through research into a thoughtful presentation of the material. Correct grammar, spelling, and sentence structure will be expected, and will be considered when assignments are graded. Students will follow APA (American Psychological Association) guidelines when preparing written assignments. **1 point will be taken per grammar or spelling error.**

Academic Honesty

Questions about academic responsibility, plagiarism, cheating, etc. will be resolved in accordance with established University regulations. Cases in which there is evidence of cheating will result in penalties ranging from zero on an exam, paper, or assignment to University disciplinary action. Academic dishonesty is taken very seriously and will not be tolerated in any fashion.

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's [Academic Integrity Policy](#). Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

Religious Holidays

Although Christian religious holidays are reflected to some extent in the academic calendar of the University, holidays of other religious groups are not. If you are a member of another religion and you wish to be excused from class for religious reasons, you are expected to provide

me in writing before the end of the first week of classes with a schedule of religious holidays you intend to observe.

Inclement Weather Policy

For information regarding whether the university is closed or an inclement weather day is declared, use the following sources:

- Find out about inclement weather information on the [UARK home page](#).
- Call 479-575-7000 or the university switchboard at 479-575-2000 for recorded announcements about closings.
- Check voice mail for announcements.
- Listen to KUAF Radio, 91.3 FM, or other local radio and television stations for announcements.
- If the university remains open, no announcement will be made.

Accommodations

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access. Contact 479-575-3104 or visit the [CEA online](#) for more information on registration procedures.

Student Responsibilities

Students are expected to demonstrate professional behavior in this class, as measured by such behaviors as: regular class attendance, arriving to class on time, remaining the entire class period, completing the assigned reading for each class **prior** to the class, participating actively in class discussions and activities and turning in all assignments on time. Students are expected to discontinue use of cell phones, texting, emailing and surfing the web while in class.

ATTENDANCE- 1 Class no issue, 2 classes drop a letter grade, 3 classes drop 2 letter grades, 4 classes "F"

Assignments: All written assignments are due on the specified date and time on Blackboard. Late assignments will not be accepted. Some assignments will be submitted in Blackboard and some will be submitted in class. If you happen to be absent on the date an assignment is due you should email the assignment to me PRIOR to the beginning of class in which the assignment is due. Remember that unless specified as a group assignment, assignments are to be completed individually. To effectively assess student learning, I reserve the right to give pop-quizzes if it appears that: students are not reading, coming to class, leaving class early or if class participation is low. The pop quizzes which will count as 10 pts each, will be factored in as additional points and students not in attendance on the day that pop quizzes are given will not be allowed to make them up. Finally, I may occasionally offer opportunities for bonus points. The points will be factored in as additional points.

Grading Scale

- **A= 90% or Greater**
- **B= 80% - 89%**
- **C= 70% - 79%**
- **D= 60% - 69%**
- **F= < 60%**

An incomplete grade for the course will be given if any assignments are not completed by the end of the course.

Instructor Response Time

I understand that receiving prompt feedback is important to students. I will generally respond to emails within 24 hours during the week, or 48 hours on the weekend. If I plan to be out of town, I will inform you ahead of time.

For graded activities, I make an effort to have grades posted for those activities within one week, 2 weeks for the large paper.

Computer Access Policy

Computing skills required:

- You should have an understanding of basic computer usage (creating folders/directories, switching between programs, formatting and backing up media, accessing the Internet).
- You must be able to use a word processing program such as Microsoft Word to create, edit, save, and retrieve documents.
- You must be able to use a Web browser to open Web pages, open PDF files, manage a list of Web pages (bookmarks/favorites), and search the Internet.
- You must be able to use an e-mail program to send, receive, store, and retrieve messages.
- You must be able to download and install programs from the Internet.

Hardware required:

- You should have access to a reliable computer with sound card and high speed internet connection to submit assignments, create products, participate in online activities, and view Internet resources.
- Your computer should have sufficient space and processor speeds required by any software used in this course (will vary depending on your software version and operating system, but usually 10 GB hard disk space, 1 GHz processor and 1 GB memory will be sufficient).

Care has been taken to ensure that the software that is used for this course does not require any out of the ordinary system set-ups. But, if your system does not meet the minimum requirements then it is your responsibility to maintain your system to meet the requirements so that you may participate in this course. Technical difficulties on your part will not excuse you from the timely completion of assignments. If you do experience technical difficulties please make sure that you refer to the Software & Support tab immediately so that proper assistance might be provided.

Computer Downtime

Blackboard occasionally schedules "down time." Users will be notified in advance through a system-wide announcement so schedule your online work accordingly. If you are experiencing difficulties with the operation or navigation of Blackboard you can visit the UA Blackboard Help website. Please note that personal technical issues (i.e. computer crashes or lack of knowledge of Blackboard) are considered to be the responsibility of the student and will not excuse the student from assignments or other course responsibilities. While we will do our best to provide technical assistance, it is highly recommended that the student develop a local back-up plan to assist in the event that technical difficulties are experienced during the course.

Classroom Behaviors & Netiquette

Students and instructors are expected to treat each other with respect during classroom activities, using thoughtful dialogue, and keeping disruptive behaviors to a minimum. This course will be interactive, and diverse opinions will be shared. Please be thoughtful in sharing your perspectives and responses with one another. Be wary of injecting comments that are not related to the topic at hand. Please contact the instructor if you have any concerns regarding interactions during this course.

Netiquette is a set of rules for behaving properly online. It is important that all participants in online courses be aware of proper online behavior and respect each other.

Use appropriate language for an educational environment:

- Use complete sentences.
- Use proper spelling and grammar.
- Avoid idioms and slang.
- Do not use obscene or threatening language.

Remember that the university values diversity and encourages discourse. Be respectful of differences while engaging in online discussions. For more information about Netiquette, see [The Core Rules for Netiquette](#) by Virginia Shea.

SCWK 5173 – FALL 2013
FAMILY THERAPY RESEARCH PAPER – GRADING SHEET
200 POINTS

Name: _____

Format: (40 points)

APA style references:

In the text

On the reference pages

Well organized and written clearly:

Use of headings and subheadings

Introduction

Conclusion

Correct spelling/grammar (will lose 1 point per error)

Title page

Adhere

to requirements regarding length (10-13 pages)

Inclusion of at least 5 outside professional references- 3 empirical at a minimum

Content: (80 points)

Research Question

Theoretical Formulation including perspective on:

- Family Development
- Understanding of Development and maintenance of Behavior Disorders in Families

Literature Review

Case Study: (80 points)

Description of family system:

Reason for therapy:

Family Therapy:

- Assessment
- Treatment Plan
- Therapeutic Techniques
- Interventions
- Length of treatment
- Evaluation of therapy and results

Conclusion: Include strengths and weaknesses of approach

Comments:

UNIVERSITY OF ARKANSAS SCHOOL OF SOCIAL WORK
Advanced Practice with Individuals
SCWK 5183

Prerequisite(s):

Graduate standing and SCWK 5003 or 5013 or instructor permission

COURSE PURPOSE

This course develops advanced skills in social work practice on a micro level. Students will learn to analyze and compare practice models and will gain skills in selecting a practice model and integrating multiple models based on client needs.

COURSE OBJECTIVES

Upon successful completion of Advanced Practice with individuals and its pre-requisites the student will be able to demonstrate achievement of the following educational objectives:

Knowledge

1. Knowledge of the conceptual and skill components of major traditional and alternative individual practice models relevant across the life course.
2. Knowledge of the research on effectiveness of individual intervention.
3. Knowledge of techniques for the use of individual intervention in prevention of social problems.
4. Knowledge of techniques for addressing spirituality in social work practice.
5. Knowledge of techniques for the use of technology in practice with individuals

Skills

- Ability to compare/contrast models in terms of their:
 - value assumptions
 - theoretical assumptions
 - approaches to the assessment of the client-situation
 - potential goals
 - processes of intervention
- applicability for work in different client-situations, including clients who differ in terms of age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Demonstration of practice skills based on models addressed in class
- Ability to design a plan for evaluation of one's own practice
- Ability to collaborate effectively across disciplines in work with individual clients
- Ability to select and integrate appropriate models based on evidence of effectiveness and application to a specific case situation

Values

- Understanding of the relationship of micro level practice to the profession of social work and to multi-system issues
- Understanding of the effects of race, sex, ethnicity, class, sexual orientation, and culture on the intervention process with individuals

- Commitment to accountability, evaluating one's own practice, and life-long learning for professional development
- Understanding of major ethical and value conflicts in practice
- Commitment to an assets and resiliency-based perspective for social work practice

TEXTBOOKS

Required Texts:

Sharf, Richard S., (2012). *Theories of Psychotherapy and counseling* (5th edition) Brooks/Cole, CENGAGE Learning.

Highly Encouraged:

American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders - Fourth Edition - Text Revised* (DSM-IV-TR). ISBN: 0-89042-025-4

ACADEMIC INTERGRITY

Students are strongly encouraged to join the National Association of Social Workers (NASW). Whether or not the student is a member of NASW, the student is expected to adhere to the NASW Code of Ethics. Students should be familiar with this Code of Ethics, as well as the University policies on academic integrity, which are outlined in the *School of Social Work MSW Student Handbook*.

All paraphrasing or quoting of others' work should be properly referenced. All student contributions to class discussions should be considered confidential, and should not be revealed outside the confines of the classroom. Questions about academic responsibility, plagiarism, cheating, etc. will be resolved in accordance with established University regulations. Cases in which there is evidence of cheating will result in penalties ranging from zero on an exam, paper, or assignment to University disciplinary action. Academic dishonesty is taken very seriously and will not be tolerated in any fashion.

TEACHING/LEARNING STRATEGIES

The School of Social Work uses a problem-based, active learning approach to teaching, combined with lectures on factual content. One of our goals is to promote student responsibility and engagement through a collaborative approach. A cohesive, respectful, and supportive classroom atmosphere helps students to feel safe in asking questions and contributing actively to discussions. Another goal is to help students understand the relevance of theory and academic material to social work practice. Instructors approach this goal through the use of real practice examples, classroom/online experiences, or student projects in the practice world that illustrate academic content. This course utilizes cognitive (didactic/lecture presentations), affective (experiential exercises), and personal/small group discussion learning styles to enhance the student's active participation and provide opportunities for translating knowledge into applications.

Professional social work practice demands a high degree of personal commitment and use of self. To begin to achieve this end, students are expected to demonstrate their understanding of concepts and the ability to use self by regular participation and constructive feedback during

Blackboard Collaborate sessions (formerly known as Blackboard Collaborate sessions), discussion board posts and reading assessments. Consider the course's individual therapy practice content as a frame work to observe, think, review and construct informed opinions to share in the class discussion. Students will be expected to reflect on their personal experiences and talk with others in the context of how these experiences may be framed to generate opportunities for expanding social work skills in working with individuals.

There will be an emphasis on critical discussion and class activities. Students are expected to be responsible for their own learning and demonstrate mastery of the weekly readings by raising pertinent issues and active class participation. Therefore, students are expected to read and critically discuss assigned readings for the week.

STUDENT RESPONSIBILITIES

Online Responsibilities- The schedule for this online class will be as follows:

1. Reading Assessments/Quizzes will be due per weekly activities and course schedule. They are combined with Video Lecture Discussion Posts in some of the weekly activities as seen in course schedule.
2. Echo 360 Video Lecture and any assignments must be viewed and done by Wednesday of the week the material is being discussed unless notified by professor.
3. Blackboard Collaborate sessions are participatory in nature and are required. They are recorded if students are unable to attend.
4. Comments on discussion board each week will be due by Friday at noon unless notified by professor.
5. Blackboard Collaborate session times may be changed and sessions added at discretion of professor.
6. There will be 2 modules within the class that will include professionals who are working in the field who need Continuing Education for their professional development. These will be on the schedule and in weekly activities. They will take place on a Tuesday and Thursday evening in March and April per the schedule. This will be a dynamic class where you can network with other professionals for possible jobs and gain insight from professionals working in the field. More details will follow.

An incomplete grade for the course will be given if any assignments are not completed by the end of the course.

EVALUATION PROCEDURES

Final grades will be assigned based on the following point system:

- 90-100 (600-540) = A
- 80-89 (539-480) = B
- 70-79 (479-420) = C
- 60-69 (419-360) = D
- 0-59 (359-0) = F

Assignments

1. 10 Reading or Video Assessments (will either be through a Quiz or Discussion Post) 100 pts.
2. Discussion Board 100 pts. Students will be expected to respond weekly to Discussion Board assignments such as "respond to Echo 360 Video Lecture" would mean you need to post what you learned from a specific lecture you viewed.
3. Mid-term exam-100 pts.
4. Research paper or Custom Treatment Project-200 pts.
5. Most of the Discussion Posts and Blogs will combine Video Lecture and Readings. The combination of Discussion Posts, Blogs, and Reading Assessment quizzes will be worth 200 pts. These points are included in #1 and #3 above.

The Mid-term exam will cover all material from the first 9 classes. The format will be true/false and multiple choice. This exam will have questions similar to questions you will see on your LMSW test.

Individual Therapy Treatment Project or Custom Project 200 pts.

This paper will be based on either observing/participating in individual therapy through internship or use of extensive case studies. The case is to be analyzed utilizing one of the theoretical models studied in class. The paper needs to be 10-13 pages with at least 5 references from professional literature, 3 of which need to be empirical.

Your active participation will be noted for each week of class through viewing Echo 360 Lectures, attendance and participation in Blackboard Collaborate sessions, Blogs and on Discussion Board. Students are expected to read **ALL** articles and chapters assigned for each week per online schedule.

Individual Therapy Research paper – Grading Rubric

200 points

Format: (40 points)

APA style references:

- In the text
- On the reference pages

Well organized and written clearly:

- Use of headings and subheadings
- Introduction
- Conclusion
- Correct spelling/grammar (-1 point per error)
- Title page Adhere to requirements regarding length (10-13 pages)
- Inclusion of at least 5 outside professional references- 3 empirical at a minimum

Content: (80 points)

Research Question

Theoretical Formulation including perspective on:

- Individual Development

- Understanding of Development and maintenance of disorders with an individual.
- Literature Review

Case Study: (80 points)

Description of the person in their environment:

Reason for therapy:

Individual Therapy:

- Assessment
- Diagnosis or Diagnoses (5 axial)
- Treatment Plan
- Therapeutic Techniques
- Interventions
- Length of treatment
- Evaluation of therapy and results
- Conclusion: Include strengths and weaknesses of approach

Alternative Treatment Project:

Experiencing what it's like to be a client is remarkably useful for social work clinicians. In this assignment, students will seek individual therapy from an experienced clinical social worker for no less than 6 sessions. Students will keep a detailed journal of their experience and write a final paper analyzing their therapy, between 8-10 pages. If you choose this option you will need to talk with the professor about the project for further direction. This assignment cannot be done on past treatment you may have received. **200 points**

Turning in Assignments:

For the papers, the quality of writing as well as the content is important, so students should check spelling and grammar as well as sentence and paragraph construction. It is a very good idea to write a draft of your papers and then make an outline of your draft before preparing final versions. This helps assure that your paper is flowing in a coherent manner and that you are effectively making and supporting your main points.

Written assignments will be graded on clarity, cohesiveness of material presented, and evidence that student has integrated information learned through research into a thoughtful presentation of the material. Correct grammar, spelling, and sentence structure will be expected, and will be considered when assignments are graded. You will lose 1 point per grammar error outside of the grading rubric. Students will follow APA (American Psychological Association) guidelines when preparing written assignments.

Assignments should be turned in when they are due. If extenuating circumstances make this impossible, students should notify the instructor and negotiate alternative arrangements **well in advance**. Papers turned in late are subject to grade reductions of 2 points per day. Papers more than one week late WILL NOT be accepted (except in cases of documented emergency), and will result in a grade of "0" points being given to that assignment.

CLASSROOM POLICIES

Religious Observances:

Although Christian religious holidays are reflected to some extent in the academic calendar of the University, holidays of other religious groups are not. If you are a member of another religion and you wish to be excused from class for religious reasons, you are expected to provide me in writing before the end of the first week of classes with a schedule of religious holidays you intend to observe.

Inclement Weather Policy:

If I must cancel class due to inclement weather, I will leave a message on my e-mail by 8:00 a. m. on the day in question. In addition, students are expected to use their best judgment in deciding whether they can safely make it to class or not because of weather conditions if they are coming to a live class rather than a Blackboard Collaborate session.

Self-disclosure statement:

The social worker uses the self as a tool in the helping process and must constantly examine the self to identify barriers to effectiveness. Self-awareness (the accurate perception of one's own actions and feelings, and the effects of one's behavior on others) is emphasized throughout the social work curriculum. Students may be called upon, through exercises, written assignments, and in discussions, to identify and explore their values, beliefs, and life experiences in order to assess their effects on future worker/client interactions. Although students are encouraged, assisted, and expected to engage in the process of self-exploration and personal growth, no student will be required to disclose information beyond what is considered by the student to be comfortable and appropriate.

Note on fee structure:

According to a new fee structure approved by the Board of Trustees, students are now charged the per credit hour rate for each hour taken; there is no cap on the per credit hour rate. For example, a student enrolled in 18 hours will pay more than a student enrolled in 15 hours. If the student drops a class in the first week of classes, the tuition for that class is canceled. If the student drops the class after the first week of classes, there is no fee adjustment.

Electronic devices:

Some students carry cell phones and/or pagers. Please set pagers so the "beeper" is not audible and turn off all cell phones. The noise is distracting and it is impolite to take phone calls during class.

Accommodations:

If you have a need for which you will request reasonable accommodation, please see the Catalog of Studies (pg. 82 in the 1997-98 Catalog), and contact Campus Access.

Available help:

The Student Development Center (479-575-3546) offers various workshops in test taking, time and stress management, as well as study skills. The Writing Center (479-575-6747) offers

assistance in essay and report writing as well as grammar and sentence structure. The Psychological Clinic (479-575-4258) offers counseling to students for \$5 per session.

References:

Turner, F. (2011). *Social work treatment*. (5th Ed.). New York: Free Press.

American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders - Fourth Edition - Text Revised* (DSM-IV-TR). ISBN: 0-89042-025-4

**UNIVERSITY OF ARKANSAS
SCHOOL OF SOCIAL WORK
Advanced Practice Mental Health
SCWK 5213**

Instructor:
Office: Phone:
E-mail:
Office Hours:

Prerequisite(s): Graduate standing and SCWK 5003 or 5013, or instructor permission.

COURSE DESCRIPTION

This advanced course prepares students to identify mental disorders, plan intervention strategies with clients from a strengths perspective, and understand mental health programs and policies through which services are delivered. Differential diagnosis and the impact of socioeconomic status, gender, race, and sexual orientation on diagnosis and treatment decisions are addressed.

COURSE OBJECTIVES

Upon successful completion of Advanced Mental Health Practice and Policy and its pre-requisites you will be able to demonstrate achievement of the following educational objectives:

Objectives

1. The ability to make a differential diagnosis of the psychopathologies studied.
2. The ability to plan long-term and short-term social work practice goals appropriate to disorders, based on an assessment.
3. The ability to select an appropriate practice modality and plan social work intervention strategies that respond to client need and desired outcome.
4. Skills in assessing: a) environmental and sociocultural contexts in which behavior occurs; b) the impact of human diversity (gender, age, class, race, ethnicity, sexual orientation, and ability) in evaluating whether behavior is deviant, and; c) societal and individual social worker bias in formulating a diagnosis and developing treatment plans with members of vulnerable populations.
5. The ability to critically evaluate and use current evidence and research in planning and implementing interventions with individuals and families.
6. Understanding of the multiple systems within which individuals and their families interact in order to receive public and proprietary behavioral health care. The ability to assess, advocate for, and change policies and systems to improve access and outcomes for consumers of mental health services.

Academic Honesty

Questions about academic responsibility, plagiarism, cheating, etc. will be resolved in accordance with established University regulations. Cases in which there is evidence of cheating will result in penalties ranging from zero on an exam, paper, or assignment to University disciplinary action. Academic dishonesty is taken very seriously and will not be tolerated in any fashion.

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.

Each University of Arkansas student is required to be familiar with and abide by the University's [Academic Integrity Policy](#). Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

Religious Holidays

Although Christian religious holidays are reflected to some extent in the academic calendar of the University, holidays of other religious groups are not. If you are a member of another religion and you wish to be excused from class for religious reasons, you are expected to provide me in writing before the end of the first week of classes with a schedule of religious holidays you intend to observe.

Inclement Weather Policy

For information regarding whether the university is closed or an inclement weather day is declared, use the following sources:

- Find out about inclement weather information on the [UARK home page](#).
- Call 479-575-7000 or the university switchboard at 479-575-2000 for recorded announcements about closings.
- Check voice mail for announcements.
- Listen to KUAF Radio, 91.3 FM, or other local radio and television stations for announcements.
- If the university remains open, no announcement will be made.

Accommodations

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access. Contact 479-575-3104 or visit the [CEA online](#) for more information on registration procedures.

Writing Expectations

Correct grammar, punctuation, and spelling are required for ALL written assignments. Although each grading rubric may not incorporate points for writing, punctuation and spelling, I reserve the right to deduct points from any assignment for poor quality and issues in these areas. I will take 1 point per grammar error. **Type or word-process all written assignments. Handwritten assignments will not be accepted.** Students will use APA Style formatting for written papers.

Available Help

For assistance with course content, contact your instructor.

For technical assistance with Blackboard, contact the Global Campus Student Support at (479)575-4481 or (479)575-6510 during regular business hours (M-F 8:00 a.m. - 4:30 p.m.).

Refer to the **Software & Support** tab in Blackboard for more support options.

The Student Development Center (479-575-3546) offers various workshops in test taking, time and stress management, as well as study skills. The Writing Center (479-575-6747) offers assistance in essay and report writing as well as grammar and sentence structure (available for students who have courses on campus). You may also contact the [Enhanced Learning Center](#), which now offers online tutoring for some courses (available to students taking on courses on campus).

The Psychological Clinic (479-575-4258) offers counseling to students for \$5 per session.

Class Format

Material is presented through readings, lecture, video case studies, and websites.

Instructor Response Time

I understand that receiving prompt feedback is important to students. I will generally respond to emails within 24 hours during the week, or 48 hours on the weekend. If I plan to be out of town, I will inform you ahead of time.

For graded activities, I make an effort to have grades posted for those activities within one week. The research paper may take 2 weeks to grade.

If class is going to be cancelled you will receive an e-mail by noon of the Thursday in question. Staff at the School of Social Work will also have the information.

Student Responsibilities

Students are expected to demonstrate professional behavior in this class, as measured by such behaviors as: regular class attendance, arriving to class on time, remaining the entire class period, completing the assigned reading for each class **prior** to the class, participating actively in class discussions and activities and turning in all assignments on time. Students are expected to discontinue use of cell phones, texting, emailing and surfing the web while in class.

ATTENDANCE- 1 Class no issue, 2 classes (highest grade is a B), 3 classes (highest grade is "C"), 4 classes "F"

Assignments: All written assignments are due on the specified date and time on Blackboard. Late assignments will not be accepted. It is preferred that assignments be turned in on Blackboard unless there is a valid reason you cannot do so.

If you happen to be absent on the date an assignment is due you should email the assignment to me PRIOR to the beginning of class in which the assignment is due.

Remember that unless specified as a group assignment, assignments are to be completed individually.

To effectively assess student learning, I reserve the right to give pop-quizzes if it appears that: students are not reading, coming to class, leaving class early or if class participation is low. The pop quizzes which will count as 10 pts each, will be factored in as additional

points and students not in attendance on the day that pop quizzes are given will not be allowed to make them up. Finally, I may occasionally offer opportunities for bonus points. The points will be factored in as additional points.

Grading Scale

- **A= 90% or Greater**
- **B= 80% - 89%**
- **C= 70% - 79%**
- **D= 60% - 69%**
- **F= < 60%**

REQUIRED TEXTS

1. Sadock, Benjamin J. and Sadock, Virginia A. 2004. Concise Textbook of Clinical Psychiatry (third edition): Baltimore: Williams and Wilkins.
2. APA. (2000). *Diagnostic and Statistical Manual of Mental Disorders Text Revision: DSM-IV-TR*. Washington: American Psychiatric Association

Suggested Readings:

- Surgeon General's Report on Mental Health. Available online at: <http://www.surgeongeneral.gov/library/mentalhealth/home.html>
- Surgeon General's Report on Mental Health Supplement: Culture, Race and Ethnicity. <http://www.mentalhealth.org/cre/default.asp> (culture and race supplement)

EVALUATION PROCEDURES

1. Diagnostic Vignettes and Role Plays will ask the student to develop plausible diagnostic impressions and decipher mental status elements from written or video vignettes and will be worth 15 points. (135) points total)
2. Final Exam will consist of application of diagnostic knowledge to case studies (100 points)
3. Research paper will study one diagnosis in particular focusing either on etiology, treatment, and socio/cultural issues impacting the diagnosis or other issues as integrated into the students' thesis if applicable. (150 points)
4. Class Participation will consist of the student participating in discussions concerning the diagnostic vignettes and class material-(50 points)

Assignments -- General (Rubrics will be made available)

- A. Diagnostic Vignettes and role plays are created to provide additional experience identifying symptoms and generating diagnostic impressions. Accuracy in identifying symptoms is more important than being completely accurate in your diagnosis. Vignettes are brief and a fully correct diagnosis is not possible. These assignments are similar to activities you can expect on the final exam. Rub
- B. Research Paper Papers must be typed, double-spaced and conform to APA format, 4th edition. Papers should be between 12-15 pages (not including title or references page) to include a one-page reference list (12 point font size). Please number your pages.
 1. Select a topic from your area of interest with instructor approval.

2. Come up with a specific question you would like to explore. The question should be narrow enough to provide some direction for where to look in the literature.
3. You will then review the literature to come up with some response/answers to the question.
4. You will need 3 empirical references and 2 non-empirical references.
5. Write up your findings in 12-15 page paper using the following format:
 - Introduction and purpose (question you are exploring).
 - Demonstrate your understanding of a disorder by providing the clinical description, assessment patterns, and treatment options.
 - Brief literature review and analysis of information on your question. This includes what the literature says, the strengths and weaknesses of the information and the gaps in the knowledge base.
 - Implications for social work practice.
 - Conclusion References (**written within the last 5-10 years**)
 - Self-evaluation (What percent of the total available points does your effort reflect based on your understanding of the assignment? Did you achieve your purpose? What might have improved your paper?).

PAPER TOPIC SUGGESTIONS (topics abound, they are only some suggestions)

1. Anxiety Disorder with Spiritual Confusion
2. Depressive Disorder among women
3. Eating Disorders and childhood sexual abuse
4. Self-Mutilation in Borderline Personality Disorder
5. Combat induced PTSD
6. Acute Stress Disorder and Debriefing
7. Cognitive Approaches to Anxiety Disorders
8. Relationship between ADHD and Conduct Disorder
9. Schizophrenia and community support
10. AIDS and chemical dependency

Selected References

Aarts, P., & Op den Velde W. (1996). Prior traumatization and the process of aging. In B. A. van der Kolk, A. C. McFarlane, & L. Weisath (Eds.), *Traumatic stress: The effects of overwhelming experience on mind, body and society* (pp. 359–377). New York: Guilford Press.

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Acosta, F. X., Yamamoto, J., & Evans, L. A. (1982). *Effective psychotherapy for low-income and minority patients*. New York: Plenum Press. Adams, W. L., Garry, P. J., Rhyne, R., Hunt, W. C., & Goodwin, J. S. (1990). Alcohol intake in the healthy elderly. Changes with age in a cross-sectional and longitudinal study. *Journal of the American Geriatrics*

Adolphs, R., Tranel, D., & Damasio, A. R. (1998). The human amygdala in social judgment. *Nature*, *393*, 470–474. Agency for Healthcare Research and Quality (AHRQ). (1993). *Depression*

in primary care. Vol. 2: Treatment of major depression (Clinical Practice Guideline No. 5; AHRQ Publication No. 93-0551). Washington, DC: Author.

Agency for Healthcare Research and Quality (AHRQ). (1999). *Treatment of depression—newer pharmacotherapies* (Evidence Report/Technology Assessment, Number 7, Pub. No. 99-E014). Rockville, MD: Author.

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Alexopoulos, G. S., & Salzman, C. (1998). Treatment of depression with heterocyclic antidepressants, monoamine oxidase inhibitors, and psychomotor stimulants. In C. Salzman (Ed.), *Clinical geriatric psychopharmacology* (pp. 184–244). Baltimore: Williams & Wilkins.

Alexopoulos, G. S., Meyers, B. S., Young, R. C., Campbell, S., Silbersweig, D., & Charlson, M. (1997). “Vascular depression” hypothesis. *Archives of General Psychiatry, 54*, 915–922.

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**UNIVERSITY OF ARKANSAS
SCHOOL OF SOCIAL WORK
Spirituality in Social Work Practice**

Prerequisites:

SCWK 3103 or SCWK 5003 or 5013 or instructor permission

COURSE PURPOSE

This course provides a framework of knowledge, values, skills and experiences for spiritually sensitive social work practice. It prepares students to respond competently and ethically to diverse spiritual and religious perspectives by using a comparative, critically reflective approach to content.

COURSE OBJECTIVES

Upon successful completion of SCWK Spirituality in Social Work Practice and its prerequisites, you will be able to demonstrate achievement of the following educational objectives:

A. Knowledge

- Ability to identify and critically reflect on diverse spiritual perspectives, locally, nationally, and globally, across the life course, and as evidenced in multiple systems, and their implications for social work practice, prevention of social problems, work with diverse populations, and social and economic justice.
- Ability to understand and analyze the history of the relationship between religion and social work as well as the current state-of-the-art for spiritually-sensitive social work practice.
- Ability to understand and critically evaluate guidelines for spiritually-sensitive assessment of human development and well being.
- Ability to identify and critically evaluate practical and ethical guidelines for utilizing religiously derived social work practice activities, such as religious symbolism, prayer, meditation, and ritual.
- Ability to understand the supportive and oppressive aspects of religious and spiritual perspectives concerning issues of human diversity, such as gender, ethnicity and culture, age, sexual orientation, ability, and social class.
- Understanding of the theoretical and empirical body of literature undergirding social work practice with spirituality.

B. Skills

- Ability to understand and formulate qualities of a spiritually-sensitive helping relationship and evaluate your own practice accordingly.
- Ability to apply to practice a framework of knowledge, values, and skills for spiritually—sensitive social work.
- Ability to apply theory of spiritual development to multi-system social work practice across the life course, including prevention of social problems.

- Ability to identify and address spiritual issues in practice with clients.
- Ability to address spirituality collaboratively across professional discipline boundaries, including identifying strategies for effective cooperation with religious and nonreligious spiritual support systems of clients.

C. Values

- Respect and acceptance of diverse spiritual perspectives, regardless of one's own belief system.
- Commitment to practice within the paradigm of the client rather than one's own.
- Commitment to holistic social work practice, recognition of the importance of the spiritual dimension of human experience and its implications for assets and resilience in clients, and commitment to provide leadership to the field in the development of this area.
- Commitment to evaluation of practice approaches without empirical evidence of effectiveness in the area of spirituality in social work.
- Ability to resolve ethical dilemmas occurring in the area of spiritually-sensitive practice, in accordance with the NASW Code of Ethics.

D. Self-Awareness

- Begin the process of a spiritual/religious self-examination through online discussions and assigned written exercises.
- Recognition of how one's own belief system and experiences with religion and spirituality influence one's ability to provide spiritually-sensitive practice.
- Develop a plan for lifelong learning, supervision, and consultation in the area of spirituality in social work practice.

TEXTBOOKS

Required Texts:

Canda, E.R. & Furman, L. (2009). *Spiritual Diversity in Social Work Practice*. New York: The Free Press.

COURSE POLICIES

Academic integrity: Whether or not the student is a member of the National Association of Social Workers (NASW), the student is expected to adhere to the NASW Code of Ethics. Students should be familiar with this Code of Ethics, as well as University policies on academic integrity. All assignments should be prepared specifically for this course, and should not have been used in any other course. All paraphrasing or quoting of others' work should be properly referenced. All student contributions to class discussions should be considered confidential, and should not be revealed outside the confines of the classroom.

Questions about academic responsibility, plagiarism, cheating, etc. will be resolved in accordance with established University regulations. Cases in which there is evidence of cheating will result in penalties ranging from zero on an exam, paper or assignment to University

disciplinary action. Academic dishonesty is taken very seriously and will not be tolerated in any fashion. See the [Graduate School Handbook](#) or the [Undergraduate Catalog of Studies](#).

Accommodations:

If you have a need, for which you will request reasonable accommodation, please contact the Center for Students with Disabilities at 479-575-3104 (Voice) - 479-575-3646 (TTY) or on the web at <http://www.uark.edu/ua/csd>.

Available help:

The Enhanced Learning Center is a campus-wide academic support service for ALL students enrolled at the University of Arkansas. The ELC provides many services, including tutoring, academic success workshops, academic consultation, and supplemental instruction. All of their services are free. The ELC is located in Gregson Hall, garden level. Visit their facilities or their website at <http://elc.uark.edu> to learn more about the ELC's programs and services. The Counseling and Psychological Clinic (CAPS) at 575-2277 offers a range of mental health services.

Note on fee structure:

According to a new fee structure approved by the Board of Trustees, students are now charged the per credit hour rate for each hour taken, there is no cap on the per credit hour rate. For example, a student enrolled in 18 hours will pay more than a student enrolled in 15 hours. If the student drops a class in the first week of classes, the tuition for that class is canceled. The deadline for dropping a class and receiving a 90% adjustment is September 3 for this Fall. If the student drops the class after the first week of classes there is no fee adjustment (for details on the drop/withdrawal deadlines see the [UA Registrar's semester academic calendars](#)).

Class cancellation:

In the event of bad weather (ice, snow, floods, Godzilla), I will e-mail the class regarding cancellation of a Collaborate Session. As backup, you may call my office, and the message on my voicemail will indicate if class has been cancelled.

Self-disclosure statement:

The social worker uses herself/himself as a tool in the helping process and must constantly examine one's self to identify barriers to effectiveness. Self-awareness (the accurate perception of one's own actions and feelings and the effects of one's behavior on others) is emphasized throughout the social work curriculum. Students may be called upon, through exercises, written assignments, and in discussions, to identify and explore their values, beliefs, and life experiences in order to assess their effects on future worker/client interactions. Although students are encouraged, assisted, and expected to engage in the process of self-exploration and personal growth, no student will be required to disclose information beyond what is considered by the student to be comfortable and appropriate.

Professional and respectful conduct:

Students are expected to maintain professional and respectful conduct while in the classroom and group meeting/activities outside of the classroom. This includes respecting the opinions of others

and avoidance of: derogatory or "cutting" statements and body gestures, talking while others are talking and working on other assignments while the instructor or others are presenting.

Electronic devices: Please turn cell phones or pagers off, or set to vibrate. Show appropriate etiquette and respect to your colleagues in class.

TEACHING/LEARNING STRATEGIES

The School of Social Work uses a problem-based, active learning approach to teaching, combined with lectures on factual content. One of our goals is to promote student responsibility and engagement through a collaborative approach. A cohesive, respectful, and supportive online classroom atmosphere helps students to feel safe in asking questions and contributing actively to discussions. Another goal is to help students understand the relevance of theory and academic material to social work practice. Instructors approach this goal through the use of real practice examples, classroom experiences, or student projects in the practice world that illustrate academic content. The Weekly Lessons include video lecture/discussion, videos, activities, and problem-solving and analysis. Professional social work practice demands a high degree of personal commitment and use of self. To begin to achieve this end, students are expected to demonstrate their understanding of concepts and the ability to use self through regular online participation.

COURSE EVALUATION AND GRADING

Grading Scale

Final grades will be based on a percentage of the 600 possible points.

- A - 90-100%(600-540)
- B - 80-89%(539-480)
- C - 70-79%(479-420)
- D - 60-69%(419-360)
- F - < 60%(0-359)

Assignments

- Discussion Board - 100
- Blogs - 50
- Quizzes - 100
- Exercises - 100
- Paper - 150
- Final Exam - 100

Total points = 600

Online Responsibilities- The schedule for this online class will be as follows:

1. Quizzes will be due per class schedule
2. Video Lectures and any posted videos must be viewed and/or done by Wednesday of the week the material is being discussed.
3. Bb Collaborate Sessions will be scheduled as I get a sense of the majority of your schedules. Bb Collaborate Sessions are participatory in nature. If you cannot attend you

may watch the video for full credit. Bb Collaborate Session times may be changed at the discretion of the professor.

4. Comments on discussion board will be due by Thursday at 7:00 P.M.
5. Exercises will be due on Sundays on-line or if due to the nature of the exercise, you may turn them in to my box in the Social Work mail room.
6. Special readings or videos may be posted throughout the semester, but will be minimal.
7. An incomplete grade for the course will be given if any assignments are not completed by the end of the course.

All assignments will be graded on the following criteria:

- a. Completeness and thoroughness - covering all aspects of the assignment.
- b. Accuracy of content - correct use of terminology, theory, knowledge of current events, etc.
- c. Style-
 - i. If a written assignment, APA style, spelling, grammar, and nice transitions between elements of paper. Typed or word-processed assignments are expected,
 - ii. If an oral assignment, organization, clarity, nice transitions between elements of presentation.
 - iii. for papers or oral presentations: well-reasoned arguments backing up statements made - including a reference, logical argument, or an example demonstrating the justification for the statement.

Due dates: Assignments must be completed by the due date. Late assignments will not be accepted unless a reason acceptable to the professor is given in advance.

---DESCRIPTION OF ASSIGNMENTS ---

DISCUSSION BOARD AND BLOGS: Discussion Board and Blogs will be graded on depth, breadth, thoughtfulness and thoroughness of your response to the assigned topic of discussion. They are worth 10 points each for a total of 150 points throughout the semester.

EXERCISES:

Choose one of the exercises at the end of the chapters in Canda and Furman that is assigned for that class session. Exercises must be typed, must be 3 pages long for Bachelor's level students and 5 pages for Master's students depending on nature of assignment chosen, and must address all aspects of the assignment, referring to the assigned readings for that week. Exercises are due during per class schedule. Exercises are worth a total of 20 points each, or 100 points over the course of the semester.

PAPER:

Complete an academic paper about an area of religion and spirituality in social work practice that is relevant to your area of emphasis. The paper should be 8-10 pages long for Master's level students and 6-8 pages for Bachelor's level students with at least 6 references in APA format for Master's students and 4 references for Bachelor's students. References should be from scholarly sources and empirical studies, rather than popular publications. The paper must include a section

on implications for social work practice. In other words, how would social workers use the information you have presented in their work with clients? Papers are worth 150 points.

**SPIRITUALITY RESEARCH PAPER – GRADING SHEET
150 POINTS**

Name: _____

Format: (35 points)

APA style references:

- In the text
- On the reference pages

Well organized and written clearly:

- of headings and subheadings
- Introduction
- Conclusion
- Correct spelling/grammar- 1 point will be taken off for any grammar errors up to 40 points
- Title page
- Adhere to requirements regarding length (10 pages not including title page or references)
- Inclusion of at least 6 outside professional references- 3 empirical at a minimum Master's
- Inclusion of at least 4 outside professional references-2 empirical at a minimum-Bachelor's

Content:(65 points)

- Research Question- Relate to your area of emphasis
- Area of religion and spirituality covered/History and Practice
- Issues related to particular spirituality
- Literature Review

Social Work Implications: (50 points)

Working with people who have this spirituality:

1. Social Worker's role
2. Client roles
3. Social worker's responsibilities
4. Methods of addressing client's spirituality
5. How does this change:
 - Assessment
 - Diagnosis-for Master's students
 - Treatment Plan-for Master's students
 - Therapeutic Techniques-for Master's students
 - Intervention
 - Length of treatment
 - Evaluation of therapy and results
6. Conclusion: Include strengths and weaknesses of approach as well as how this relates to your area of emphasis. How would a social worker use what you have learned.

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**UNIVERSITY OF ARKANSAS
SCHOOL OF SOCIAL WORK, MASTERS PROGRAM
(BRIDGE) FIELD III SEMINAR/INTERNSHIP
SCWK 5442/5444**

INSTRUCTOR:

Office:

E mail:

Office hours:

Corequisite: SCWK 5442/5444

Prerequisite: Admission to MSW program

1. COURSE PURPOSE

The Bridge Field experience is designed to provide students with an opportunity to learn and demonstrate competencies correlated with the knowledge, values and skills consistent with the mission, goals and objectives of the school of social work and the MSW program. Special expectations include demonstration of the ability to engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities.

2. COMPETENCIES, COURSE OBJECTIVES, AND PROFESSIONAL PRACTICE BEHAVIORS

Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills (CSWE EPAS, 2008:3). University of Arkansas School of Social Work courses include both a Primary Competency and a set of Collateral Competencies. Field education is considered the primary means for socializing students to the profession of social work. As such, all competencies considered essential for a social worker are considered with each student in field. As such, unlike other courses, all competencies are primary; however, the Bridge Field experience will focus on the culmination of these primary competencies into the application of Competency 1 and Competency 10. Students will be expected to engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

COMPETENCY FOCUS FOR BRIDGE FIELD EXPERIENCE

Competency 1: *Identify as a professional social worker and conduct oneself accordingly.*

Course Objectives:

1. Represent profession, mission, values;
2. Commit to profession's enhancement;
3. Commit to own professional conduct and growth.

Practice Behaviors:

1. Advocate for client access to the services of social work;
2. Practice personal reflection and self-correction to assure continual professional development;
3. Attend to professional roles and boundaries;
4. Demonstrate professional demeanor in behavior, appearance, and communication;

5. Engage in career-long learning; and
6. Use supervision and consultation.

Competency 10: Engage assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Course Objectives:

1. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels
2. Social workers have the knowledge and skills to practice with individual, families, groups, organizations and communities.
3. Practice knowledge includes:
 - a. Identifying, analyzing and implementing evidence-based interventions designed to achieve client goals
 - b. Using research and technological advances
 - c. Evaluating program outcomes and practice effectiveness
 - d. Developing, analyzing, advocating, and providing leadership for policies and services and
 - e. Promoting social and economic justice.

Practice Behaviors

Achievement of the primary competency will be measured by the degree to which students are able to demonstrate/display associated practice behaviors:

Engagement:

28. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
29. Use empathy and other interpersonal skills; and
30. Develop a mutually agreed-on focus of work and desired outcomes.

Assessment:

31. Collect, organize, and interpret client data;
32. Assess client strengths and limitations;
33. Develop mutually agreed-on intervention goals and objectives; and
34. Select appropriate intervention strategies.

Intervention:

35. Initiate actions to achieve organizational goals;
36. Implement prevention interventions that enhance client capacities;
37. Help clients resolve problems;
38. Negotiate, mediate, and advocate for clients; and
39. Facilitate transitions and endings.

Evaluation:

41. Social Workers critically analyze, monitor and evaluation interventions.

3. TEXTBOOKS

Required Text:

A current copy of the University of Arkansas Graduate Field Manual is required and is available for download

at the school's web site: <https://sharepoint.uark.edu/sites/SCSW/field/default.aspx>.

4. ACADEMIC INTEGRITY

Whether or not the student is a member of the National Association of Social Workers (NASW), the student is expected to adhere to the NASW Code of Ethics. Students should be familiar with this Code of Ethics, as well as University policies on academic integrity.

All assignments should be prepared specifically for this course, and should not have been used in any other course. All paraphrasing or quoting of others' work should be properly referenced. All student contributions to class discussions should be considered confidential, and should not be revealed outside the confines of the classroom.

Questions about academic responsibility, plagiarism, cheating, or other issues related to academic integrity and student conduct will be resolved in accordance with established University regulations. Students are encouraged to visit <http://provost.uark.edu> for details regarding academic integrity expectations and policies. Academic dishonesty is taken very seriously and will not be tolerated.

8. CLASSROOM POLICIES

Classroom Behaviors

Students and instructors are expected to treat each other with respect during class, using thoughtful dialogue, and keeping disruptive behaviors to a minimum. This class will be interactive, and diverse opinions will be shared. Please be thoughtful in sharing your perspectives and responses with one another. Other behaviors that can be disruptive are chatting and whispering during class, use of electronic equipment, reading the paper during class, preparing to leave before class is over, and regularly arriving late to class, and disrupting class lectures, discussion or activities by injecting comments that are not related to the topic at hand. Please keep these disruptions to a minimum.

Religious Observances: Although Christian religious holidays are reflected to some extent in the academic calendar of the University, holidays of other religious groups are not. If you are a member of another religion and you wish to be excused from class for religious reasons, you are expected to provide in writing before the end of the first week of classes a schedule of religious holidays you intend to observe.

Inclement Weather Policy: The University makes public announcements through local television and radio stations. In addition, students are expected to use their best judgment in deciding whether they can safely make it to class or not because of weather conditions. In the event of bad weather, please check your emails and Blackboard prior to coming to class, as notification will be given in that way.

Self-Disclosure Statement: The social worker uses the self as a tool in the helping process and must constantly examine the self to identify barriers to effectiveness. Self-awareness (the accurate perception of one's own actions and feelings, and the effects of one's behavior on others) is emphasized throughout the social work curriculum. Students may be called upon, through exercises, written assignments, and in discussions, to identify and explore their values, beliefs, and life experiences in order to assess their effects on future worker/client interactions. Although students are encouraged, assisted, and expected to engage in the process of self-exploration and personal growth, no student will be required to disclose information beyond what is considered by the student to be comfortable and appropriate.

Accommodations: University of Arkansas Academic Policy Series 1520.10 requires that students with

disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit <http://cea.uark.edu> for more information on registration procedures).

Fee structure: The deadline for dropping a class and receiving a **90% adjustment is June 2, 2014** for this semester. If the student drops the class after the first week of classes there is no fee adjustment (for details on the drop/withdrawal deadlines see the [UA Registrar's semester academic calendars](#)).

Electronic devices: Cell phones and/or pagers should not be audible. Cell phones should be put away. Texting and phone calls are not permitted.

Available Supports: The Student Development Center (575-3546) offers various workshops in test taking, time and stress management, as well as study skills. The Writing Center (575-6747) offers assistance in essay and report writing as well as grammar and sentence structure. The Psychological Clinic (575-4258) offers counseling to students at a reduced rate.

5. TEACHING/LEARNING STRATEGIES

The seminar sessions include discussion, activities, problem solving and analysis. Professional social work practice demands a high degree of personal and professional self-reflection. Field students are expected to demonstrate their understanding of concepts and the ability to use self-reflection with consistent, constructive class participation.

Field is an educationally directed learning experience that utilizes experience in an agency setting as a tool for learning about social work practice. Emphasis is on the integration of theory into practice. Students are expected to demonstrate the knowledge and skills learned in the classroom through supervised activities in the agency, as well as, in the Seminar. Attendance and participation are mandatory. All required hours and assignments must be completed in order to receive a final grade.

Students are expected to engage in active learning with the goal of promoting student responsibility and engagement through a collaborative academic and experiential environment. A cohesive, respectful, and supportive atmosphere helps students to feel safe in asking questions and contributing actively to discussions. Field provides students the opportunity to integrate the relevance of theory and academic material to social work practice. Instructors approach this goal through the use of real practice examples, classroom experiences, or student projects in the practice environment that illustrate academic content.

7. COURSE EVALUATION AND GRADING

Students are required to work in an agency/organization under the supervision of an MSW social worker for a minimum of 240 hours and attend a weekly two-hour seminar throughout the Foundation Field experience. Demonstration of mandated competencies will occur both in the Field Internship and in the Field Seminar. Graded activities are separated by Seminar and Internship since each has a separate grade.

SEMINAR ASSIGNMENTS AND GRADING

Attendance/participation

This class will be held each week at the scheduled time via Collaborate on the Blackboard Learning System. The Field Seminar is a highly interactive educational format that relies on consistent student attendance and active participation. Students are expected to bring Field issues and topics into Seminar for discussion. Students are also expected to facilitate discussion by asking questions of other students and the Field Liaison and by sharing opinions about material being discussed. Group dynamics are greatly affected by tardiness, early departures and missed sessions, so students are strongly encouraged to be on time for class. Participation grade is based on the student presenting material and participating actively in discussion of material presented by other students. This includes efforts to utilize a social work perspective in discussing problematic situations and the dynamics of Internship practice.

Grading:

Participation: It is possible for students to earn 5 points each seminar for participation, including discussion during group process and 3 scheduled skills lab activities. If a student is late for Seminar, or leaves early, points will be deducted at the discretion of the Field Liaison. If the student misses more than half of the scheduled Seminar time, that will count as an absence.

5 points per seminar x 10 seminars = 50 points possible

Attendance: Students' final grade will be deducted one letter grade for each additional absence from Seminar in excess of two absences, per the signed attendance agreement.

Competencies Addressed in Seminar Attendance/Participation

Seminar serves to develop the student's identification with the profession of social work providing dialogue and feedback regarding presentation of oneself as a social worker

Competency 1, 2, 3, 6, 7, and 10

Skills Lab Reflections

Skills Lab activities are designed to help students develop skills which will be useful to them in

their development as professional social workers. Students will engage in discussion and reflection on the Skills Lab which will include the following:

- Identification of skills developed
- Identification of the competencies addressed
- Reflection on experience related to activity
 - How did the activity affect the student?
 - How will the skills/insights impact the student's practice?

Competencies addressed: 1, 2, 3, 4, 5, 6, 7, 8, and 9.

Grading: 5 participation points possible x 2 skills lab = 10 points possible (included in the attendance/participation points total).

Journal Entries

Please protect the confidentiality of clients and others in journal content. Journal entries are not explicitly restricted as confidential, as the content is an academic submission reviewed for grading and submitted via a learning website. Efforts are made to keep journal content confidential between Field Liaison and student, however, occasionally circumstances arise which require consultation outside of the Field Liaison/student academic relationship regarding journal content.

Students are required to keep a weekly journal of their activities in Field. Throughout the Field sequence, expectation of journal content will increase with the expectation of increased skill development. In addition to documentation of activity purposes, the journal should aid the student in the development of critical thinking skills, written communication skills, and provide a source of information to be utilized in supervisory conferences, as well as a forum for expression. **Over the course of the semester, the student is expected to address all aspects of Core Competency 1 & 10; referencing the practice behaviors specifically, in their journal.** This journal is to be kept current at all times and is to be submitted electronically on the class Blackboard site.

Journal Format

Data-1 point

- ❖ Field journal number
- ❖ Name
- ❖ Date
- ❖ Hours this week
- ❖ Total hours

Activities – 1 point

- ❖ Date/Day

Document activities in list format

Processing and Critical Thinking– 5 points

- ❖ Feelings, opinions and interpretation or analysis of activities

- ❖ Examine responses to practice situations or work environment (supervisor, staff, or clients)
- ❖ Reflection on tasks and use of self in activities and interactions
- ❖ Reflect on **how** you are thinking (in contrast to **what** you are thinking) about experiences/situations at internship, and if a shift in **how** you are thinking could impact your interventions/experience.

Competencies – 3 points

- ❖ Identify at least **2 competencies/practice behaviors** addressed this week in Field
- ❖ Reflect on the impact on your professional development as a social worker

Grading: 150 points possible

15 journals x 10 points = 150 points possible

SUPERVISION FORM

To be documented in supervision signature form completed during weekly supervision and signed by supervisor and student. Form is provided and submitted on IPT site.

Supervision form is due at the same time as journal.

- ❖ Date of supervision
- ❖ Length of supervision
- ❖ Type of supervision (individual or group)
- ❖ Summarize supervision issues discussed: Focusing on 3 essential components
 1. Review of Cases, Notes, or Projects in Progress or Completed (include review of progress on identified tasks from previous week's supervision)
 2. Professional Development (student will identify areas of professional development, attending to competencies and practice behaviors, including any areas where growth is needed)
 3. Feedback on Performance (student will synthesize supervisory feedback on performance, this may include supervisory plan of action if there are performance concerns, and/or identify tasks on projects/assignments for the upcoming week.)

Grading: 50 points possible

10 journals x 5 points = 50 points

Supervision forms are due each week. Supervision form from week one will be turned in on week 2. Supervision form from week 2 will be due on week 3, and so on for the semester.

PERSONAL PRACTICE EVALUATION (Case Study and Plan)

Protect client confidentiality. Do not reveal identifying information.

The purpose of the PPE assignment is to demonstrate, in writing, your ability to:

- ❖ Assess and articulate a client problem
- ❖ Gain a basic understanding of the general problem or area of concern.

- ❖ Identify intervention applied and provide literature to support this intervention.
- ❖ Describe intervention implementation.
- ❖ Evaluate the effectiveness of the intervention.

The PPE is similar to a traditional case plan with emphasis on two added features: research and evaluation. The paper should be 6-8 pages in length, and double-spaced with a font size of 12 pt.

Please use the following headings to organize the PPE:

- Assessment
- Review of Literature/Plan Methodology
- Evaluation

Assessment

1. Identify a specific client issue.
2. Create a description of a fictional client and the issue. Include (in 3 or 4 paragraphs) intake interview information.
3. The client is motivated to work on the problem and doesn't have complicated co-existing problems and barriers to change.
4. Show in this section that you have thoroughly assessed the client problem, and identify the appropriate intervention. This should be an intervention provided by the internship agency. (20 points possible)

Review of Literature/Plan Methodology

1. Identify literature that supports the identified intervention.
2. Utilize the literature to support the justification for the intervention. Show consideration to special circumstances of the client: cultural considerations, developmental disabilities, literacy issues, etc. Describe what is necessary to provide the intervention effectively (training, resources, etc.).
3. Describe, in detail, how the intervention is implemented. How often will the client be seen, and in what setting? Will other professionals be involved? Are special materials or equipment needed?
4. Demonstrate understanding of the theoretical underpinnings of the intervention. (25 points possible)

Evaluation

1. Describe methods utilized to evaluate the effectiveness of the intervention. Recommendations for evaluation may be difficult to find in the review of the literature. If so, identify/design a method of evaluation.
2. Discuss potential problems or barriers to evaluation.
3. Analyze chosen intervention. How effective was the intervention? Did it have the expected outcome?
Could something have been done differently to enhance the effectiveness of the intervention? (15 points possible)

Grammar

Sections are clearly introduced, and information is presented in a concise manner, demonstrating an educated approach to the topic. Grammar is indicative of a professional document. (10 points)

Presentation

You will use screen capture to record your presentation. You will post your presentation to the appropriate location on the Blackboard site and participate in viewing presentations for others in your small group. Presentation should be no more than 10 minutes. The presentation will summarize the plan outlined succinctly. (30 points possible)

Due

Late assignments will not be accepted.

Grading: 100 points possible

Competencies addressed: 1 and 10.

*****A failing grade is assigned if students do not:**

- **complete internship hours**
- **complete and submit work log**
- **pay professional liability insurance**
- **complete learning contract**
- **complete mid-term and final evaluations**

Seminar Grading Scale

A=270-300 points

B=240-269 points

C=210-239 points

F=less than 210 points*

INTERNSHIP ASSIGNMENTS AND GRADING

Learning Contract

The completed Learning Contract should be submitted on **June 10, 2013** during the second Seminar of the semester. The student will discuss with the Field Instructor the learning activities to be concentrated on during the semester which will provide the opportunity for students to demonstrate competencies via specific practice behaviors. The Field Liaison is available for consultation and input. The Learning contract will serve as a guide for obtaining the necessary experiences and exposures to learning in Field. This Contract is to be signed by the student, Field Instructor and Field Liaison. This contract should be reviewed periodically by the student and Field Instructor to ensure that learning objectives are met. The Learning Contract is a living document that may be altered during the course of the internship for additions and/or deletions.

The Learning Contract will address Core Competency 1 and 10, necessary knowledge, values and skills.

Grading: 100 points possible

Learning Contract must be completed in a timely manner to receive a passing grade in internship. Completed and signed Learning Contracts that are not submitted by the due date will result in a grade reduction of 2 points for each late day, including non-class days, weekends and holidays.

Evaluations

The student is expected to participate in on-going evaluation of their performance in Field. In addition, the student is expected to schedule and participate in both mid-term and final written evaluations via Collaborate Meeting with the Field Instructor and the Field Liaison and by completing the student self-evaluation form. The formal and the informal evaluation should be a three-way process involving the student, the Field Instructor, and the Field Liaison. **It is crucial that the student see that all evaluation documents are completed prior to the visit by the Field Liaison.**

Mid-term evaluations will occur via Collaborate. Points will be awarded for on-time and thorough completion of evaluation, as well as student ability to reflect on experience during mid-term site visit. Student will be expected to run the evaluation meeting in a timely and efficient manner, allowing for appropriate discussion of student progress in placement. Following the evaluation, the Field Instructor and Field Liaison will each assess the student's ability to professionally run the evaluation meeting. The student will receive points based on the average of the two assessments.

Final evaluation points will be awarded as evaluated by Field Instructor in evaluation of student's mastery of skills at placement.

The Field Evaluation will cover all aspects of the 10 Competencies.

Mid-Term Evaluation

Due at time of mid-term evaluation site visit

Grading: **50 points possible**

Final Evaluation

Due at time of final evaluation site visit

Grading: **95 points possible**

These points are based on progress in Field as noted on evaluations.

Field Evaluations must be completed to receive a passing grade in Field. Field Evaluations that are not submitted by the due date will result in a grade reduction of 2 points for each late day including non-class days, weekends and holidays.

Student Self- Evaluations

Mid-Term Student Self-Evaluation

Due at time of mid-term evaluation site visit

Grading: **25 points possible**

Final Student Self-Evaluation

Due at time of final evaluation site visit

Grading: **25 points possible**

Student Self-Evaluations must be completed to receive a passing grade in field. Student Self-

Evaluations that are not submitted by the due date will result in a grade reduction of 2 points for each late day including non-class days, weekends and holidays.

Field Hours

240 hours must be completed by August 2, 2013 to receive a passing grade in field. The Council on Social Work Education (CSWE) mandates required field hours and no exceptions can be made.

Student Field Internship Work Log

The student is expected to complete the Student Field Internship Work Log and to have it initialed by their Field Instructor on a weekly basis. This log will be reviewed at mid-semester and submitted at the end of the semester. Failure to submit this log, or failure to complete required hours in internship, will result in a failing grade.

Mid-Term Student Work Log Review

Due at mid-term evaluation site visit

Grading: 10 points possible

Final Student Work Log Due

Due by last day of classes

Grading: 10 points possible

Student Professional Liability Insurance

Prior to beginning field experience, each student is required to arrange for Professional Liability insurance. This is needed to protect the student against possible lawsuits brought by clientele. Professional Liability insurance is available through the School of Social Work. This insurance must be arranged for by the end of the first week of internship.

Due May 30, 2013

*****A failing grade is assigned if students do not:**

- **complete internship hours**
- **complete and submit work log**
- **pay professional liability insurance**
- **complete learning contract**
- **complete mid-term and final evaluations**

Internship Grading Scale

A=283-315 points

B=252-282 points

C=220-251 points

D=189-219 points

F=188 points or less*

9. BIBLIOGRAPHY

Bogo, M., & Power, R. (1994). Educational methodologies and group elements in field instructor training. *The Clinical Supervisor*, 12 (2), 9-25.

Collins, P., Kayser, K., & Tourse, R. C. (1994, Spring/Summer). Bridging the gaps: An interdependent model for educating accountable practitioners. *Journal of Social Work Education*, 30 (2), 241-251.

Compher, J. V., Meyers, R. C., & Mauro, L. (1994). Agency-based student support groups and the relationship between field instructor and student: Essential learning modes in public child welfare. *The Clinical Supervisor*, 12 (1), 73-90.

Gibbs, L. & Gambrill, E. (1999). Critical Thinking For Social Workers. City and State: Pine Forge

Horejsi, C. & Garthwait, C. (1999). *The Social Work Practicum*. City and State: Allyn and Bacon.

Kilpatrick, A. C., Turner, J. B., & Holland, T. P. (1994). Quality control in field education: Monitoring students' performance. *Journal of Teaching in Social Work*, 9 (1/2), 107- 120.

Long, V. O. (1996). *Facilitating personal growth in self and others*. Pacific Grove, CA: Brooks/Cole Publishing Co.

Matorin, S., Monaco, G., & Kerson, T. S. (1994). Field instruction in a psychiatric setting. *The Clinical Supervisor*, 12 (1), 159-180.

O'Hare, T. (2009), *Essential Skills of Social Work Practice: Assessment, Intervention, and Evaluation*. Chicago, Ill., Lyceum

Rothman, J. (2000). *Stepping Out Into The Field*. City and State: Allyn and Bacon

Royse, D., Dhooper, S. S., & Rompf, E. L. (1996). *Field instruction: A guide for social work students (2nd Ed.)*. New York: Longma

PERSONAL PRACTICE EVALUATION RUBRIC			
	Points	Points Possible	Comments
Assessment		20	
-description of client		5	
-clear identification of issue		5	
-assessment of client/situation		10	
Review of Literature/Plan Methodology		25	
-describe intervention		5	
-literature review justifying intervention		10	
-describe implementation		5	
-relate to theoretical Foundation		5	
Evaluation		15	
-method of evaluation of intervention		5	
-discussion of barriers to evaluation		5	
-analysis of intervention		5	
Grammar		10	
-spelling/sentence structure		3	
-organization/flow of paper		4	
-professional documentation/references		3	
Presentation		30	
-professional demeanor/dress/articulation		5	
-flow of presentation		5	
content, clarity		20	
Total		100	

**UNIVERSITY OF ARKANSAS
SCHOOL OF SOCIAL WORK
ADVANCED SOCIAL WORK PRACTICE FROM A
MULTI-SYSTEMS LIFE COURSE PERSPECTIVE**

Instructor:
Office:
Telephone:
Office Hrs:
E-mail:

COURSE PURPOSE

Advanced Social Work Practice from a Multi-Systems Life Course (MSLC) perspective teaches advanced practice behaviors with individuals, families, groups, organizations, and communities. This course focuses on integrating the arenas of advanced theory, research, policy-practice, direct practice, required competencies and advanced practice behaviors included in the MSLC perspective.

COURSE OBJECTIVES/GOALS

Our goal is to prepare students for success in a complex and globalizing society by incorporating social work values, knowledge, and advanced practice skills from a multi-systems life course perspective (MSLC). Students will be able to work across systems, from individuals to families to groups, to organizations, to communities. Integrating at an advanced level, the arenas of theory, research, policy-practice, direct practice, and leadership this course prepares students for:

Synthesizing and expanding upon previously acquired knowledge, this course will give students the opportunities for self-reflection, insight, and self and peer evaluation along with the opportunity to “try-on”, experience and test out, theories and principles that are necessary to effectively working with and promoting positive change within, among and on behalf of individuals, families, communities and organizations.

After completing this course, students will have obtained the following **competencies** and *advanced practice behaviors*:

1. Identify as a professional social worker and conduct oneself accordingly.
 - a. *Demonstrate the achievement of overall competency, including the capacity for continuous self-reflection, monitoring and evaluation, and consultation and supervision from others, resulting in professional and autonomous practice from a MSLC perspective.*
 - b. *Demonstrate the incorporation of and skills for a life-long learning approach to advanced practice from a MSLC perspective.*
 - c. *Demonstrate advanced social change and leadership skills at all levels (direct practice, education, research, policy practice, administration) of their work.*
2. Apply social work ethical principles to guide professional practice.
 - a. *Recognize and manage personal values in a way that allows professional values to guide practice consistent with the MSLC perspective.*
3. Apply critical thinking to inform and communicate professional judgments.
 - a. *Demonstrate the ability to distinguish, appraise, and integrate multiple sources of knowledge necessary to effectively present and justify arguments or positions,*

- both orally and in written form, using evidenced-based research and/or logical, rational models of thinking based on practice experience (wisdom) that are consistent with a MSLC perspective.*
- b. *Present and justify arguments or positions, both orally and in written form, using evidenced-based research and/or logical, rational models of thinking based on practice experience (wisdom) that are consistent with a MSLC perspective.*
4. Engage diversity and difference in practice.
 - a. *Demonstrate knowledge about and the ability to think in terms of diverse developing systems or organisms, institutions, systems of beliefs, cultural patterns, identity formation, social structures, and political structures of society and how these are all interrelated factors in individual and collective identity formation.*
 - b. *Demonstrate the ability to use a MSLC perspective and intersectionality theory, to communicate understanding of the complex interrelationships of multiple diversities including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, geographic location, political ideology, race, religion, sex, and sexual orientation.*
 - c. *Demonstrate the ability to use the dimensions of traditional and alternative paradigms, to demonstrate that difference can have a variety of significant influences on how and whether persons experience oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.*
 5. Advance human rights and social and economic justice.
 - a. *Demonstrate the ability to recognize, understand, synthesize, and articulate the complex global interconnections of oppression and, based on theories of justice, use social change and leadership skills from a MSLC perspective to promote social justice and human rights.*
 6. Engage in research-informed practice and practice-informed research.
 - a. *Demonstrate grammatically strong writing skills and evidence-based research skills in all phases of professional practice from a MSLC perspective.*
 7. Apply knowledge of human behavior and the social environment.
 - a. *The ability to use a critical approach to demonstrate advanced knowledge of traditional and alternative theories from a variety of disciplines about the behavior, development, and functioning of the range of social systems (individuals, families, groups, institutions, organizations, communities, and cultures) across the life course.*
 - b. *Demonstrate the ability to use the dimensions of traditional and alternative paradigms, to demonstrate that difference can have a variety of significant influences on how and whether persons experience oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.*
 - c. *Demonstrate knowledge of the ideas and concepts related to the notions of social justice, advocacy, leadership, social change, social support, social networks, and social capital consistent with a MSLC perspective.*
 - d. *Demonstrate advanced skills in assessment and development of appropriate client system relationships from a MSLC perspective.*
 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
 - a. *Demonstrate advanced knowledge, based in a MSLC perspective, of policy*

practice grounded in historical and emerging strategies and tactics for poverty reduction including assets development across system levels (organizational, local, state, national, and international) with attention to financial, organizational, administrative, technological, and planning processes required to deliver services across the life course.

9. Respond to contexts that shape practice.
 - a. *Display advanced knowledge of empirically based traditional and alternative theories about behavior, development, and functioning with regard to developing organisms in various contexts and across system levels (micro, mezzo and macro).*
 - b. *Demonstrate the ability, consistent with a MSLC perspective, to understand and appreciate how the historical context influences and brings about change in values, ideas, customs, institutions, political and economic systems, and the social work profession*
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Engage:

- a. *Demonstrate advanced skills the development of appropriate client system relationships from a MSLC perspective*
- b. *Demonstrate knowledge of the ways in which technology can aid in advanced social work practice and skills in using technology in advanced social work practice.*
- c. *Demonstrate the ability to assume the role of learner and engage those diverse systems with whom they work as informants (teachers), consistent with a MSLC perspective.*

Assessment:

- a. *Demonstrate advanced skills in assessment of appropriate client system relationships from a MSLC perspective.*
- b. *Demonstrate the ability to use a MSLC perspective to understand, synthesize and assess issues that impede the exercise of basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education across all system levels and throughout the life course.*
- c. *Demonstrate the acquisition of advanced knowledge grounded in historical and emerging strategies and tactics for assessment across system levels (organizational, local, state, national, and international)*

Intervention:

- a. *Display an integrated and advanced approach to the delivery of direct services/practice, social justice services/practices and policy services/practices to ensure that basic human rights are distributed equitably and without prejudice.*
- b. *Demonstrate advanced practice skills, knowledge, and values consistent with the mission, goals, and objectives of social work and the MSW program and the ability to transfer knowledge at an advanced level and from a MSLC perspective between the classroom and the field education experiences and to perform effectively in field*
- c. *Demonstrate the ability to identify which therapeutic strategies are appropriate for a given situation and to employ the advanced therapy strategies and skills.*
- d. *Demonstrate advanced skills that are suitable to delivering MSLC-based efforts to*

1) promote change and social justice; 2) work with and advocate on behalf of developing organisms; and 3) incorporate principles of social justice, empowerment, across systems.

- e. Demonstrate advanced social change and leadership skills at all levels (direct practice, education, research, policy practice, administration) of their work.

Evaluation:

- a. Demonstrate the use of a MSLC perspective to analyze models of assessment, prevention, intervention and evaluation.
- b. Demonstrate the ability to creatively analyze, raise critical questions about and evaluate (e.g. diversity related or fit with social work values) existing research, literature, intervention/ models, policies, and theories and in formulating new research, literature, interventions/models, policies, and theories.
- c. Demonstrate an understanding of the impact of research on individual and intersecting diversities including, age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation, including an understanding of the effect of human diversity on research techniques, and the role of research in achieving or impeding social and economic justice.

REQUIRED READING

Coley, S. & Schienberg, C. (2000). *Proposal writing* (2nd Ed). Thousand Oaks: Sage Publications

Homan, Mark (2004). *Promoting Community Change: Making it Happen in the Real World* (5th Ed). Belmont, CA: Thomson Learning.

Sharf, Richard (2004). *Theories of psychotherapy and counseling: Concepts and cases* (3rd Ed.). Pacific Grove, CA: Brooks/Cole.

Turner, Francis J. (1996) *Social work treatment: Interlocking theoretical approaches*. (4th Ed.). New York, NY: The Free Press.

Yalom, I. (2005). *The theory and practice of group psychotherapy* (5th Ed.). New York: Basic Books.

COURSE EVALUATION AND GRADING

Final course grades are determined by the points earned for several assignments. You will need a **93%** or better of the total points to receive an “A”, 92-80% to receive “B”, and 79-70 to receive a “C”. Students with final scores of 69% or lower will receive an “F”. **Remember, an “A” denotes excellence in your work not and are typically those students that stand out academically and in class.**

ASSIGNMENTS:

Online Assignments	25
Group Presentation	25
Case Presentation	25
Self-Reflection and Learning Paper (due week 12)	25

LEARNING FORMAT:

This course will be taught through the Blackboard Learning System at the University of Arkansas. At the prescheduled time, there will be meetings held on line through the Collaborate application on Blackboard. These synchronous sessions will be focused on skill building and in-depth discussion. Students will present their case presentations through Collaborate as well. Course content, discussions and assignments will be presented on Blackboard and students will be expected to participate in discussion forums online. Students will be asked to work in groups through Bb (wiki, email, Collaborate) to create a presentation and will present these presentations during scheduled synchronous sessions.

WEEKLY COURSE CONTENT:

1. Program, Course, & MSLC overview (*online assignment*)
2. MSLC - Leadership; Life Course Theory; Symbolic Interactionism
3. MSLC – Social Change; Systems Theory (*online assignment*)
4. Ethics Review & Application of SW Practice (*online assignment*)
5. Review & Application of Social Work Practice (record keeping, cultural competency, & research/evaluation) (*online assignment*)
6. Review & Application of Social Work Practice (assessment, and tx & action planning) (*online assignment*)
7. Incorporating Theories Within the MSLC Perspective & Applying Interventions (2 group presentations)
8. Incorporating Other Theories & Perspectives With the MSLC Perspective & Applying Micro, Mezzo, & Macro Interventions (group presentations)
9. Incorporating Other Theories & Perspectives With the MSLC Perspective & Applying Micro, Mezzo, & Macro Interventions (group presentations)
10. Incorporating Other Theories & Perspectives With the MSLC Perspective & Applying Micro, Mezzo, & Macro Interventions (group presentations)
11. Incorporating Other Theories & Perspectives With the MSLC Perspective & Applying Micro, Mezzo, & Macro Interventions (group presentations)
12. Case Presentations from Internship (Micro, Mezzo, & Macro) (Case Presentations, and Paper)
13. Case Presentations from Internship (Micro, Mezzo, & Macro) (Case Presentations)
14. Case Presentations from Internship (Micro, Mezzo, & Macro) (Case Presentations)
15. Case Presentations from Internship (Micro, Mezzo, & Macro) (*online assignment*)

**ADVANCED PRACTICE WITH CHILDREN AND YOUTH
USING THE MSLC PERSPECTIVE
Master Syllabus**

Instructor:

Office:

Telephone:

Office Hrs:

E-mail:

Classroom:

Class Meeting Times:

Prerequisite(s): SCWK 6003

COURSE PURPOSE

This course focuses on the development, revision, and impact of practice with children and youth using the Multi-System Life Course (MSLC) perspective. Historical trends as well as current practices will be examined. Students will interact with community agencies and utilize class assignments to advocate for improvements in practice.

COURSE OBJECTIVES:

Upon successful completion of Advanced Practice with Children and Youth from an MSLC Perspective, the student will be able to demonstrate achievement of the following educational objectives:

Skills:

1. Students will demonstrate the ability to apply knowledge of developmental theory to practice issues across the life course of children and youth.
2. Students will demonstrate advanced knowledge of the historical, philosophical, theoretical and policy context of direct practice in children and youth.
3. Students will demonstrate advanced knowledge in the development of children and youth service policies, including (a) how policy drive direct practice; (b); strategies for advancing social and economic justice across systems and across the life course, locally and nationally and (c) strategies to prevent a continuing decline in conditions for children and youth.
4. Students will demonstrate advanced knowledge of empirically-based direct and policy practice in services to children and youth, including building appropriate client system relationships, collaboration across professional disciplines, assessment, treatment and action planning, and evaluation.
5. Students will demonstrate an advanced knowledge of social work values and ethics that inform responsible practice with children and youth.
6. Students will demonstrate life-long learning skills, including use of technology, ability to

research and develop materials suitable for presentation to the community and/or for publication, and use of supervision and consultation.

Values:

1. Students will demonstrate values for diversity and advocacy for the oppressed through oral and written assignments. These assignments will reflect the student's awareness of multicultural issues and biases such as age, race, gender, economic, and disability discrimination, and will exhibit respect for the unique characteristics of diverse populations.
2. Students will exhibit respect for alternative family structures and alternative family development, and an ability to develop goals for family achievements that are relevant to the culture and life view of the family rather than of traditional society.
3. Students will demonstrate dedication to strengths and resiliency perspectives derived from human resources including personal, social, cultural, and spiritual resources, and demonstrate an orientation toward client self-determination and involvement of clients in goal-setting, solutions, and treatment plans.
4. Students will exhibit dedication to the social work responsibility of advocacy for policies consistent with social work values, working not only to help clients comply with child welfare system requirements, but working as advocates for clients in helping the system become more responsive to their needs.

TEXTBOOKS

Required Text:

Dworkin J. (2005). *Advanced Social Work Practice: An Integrative, Multilevel Approach*. Boston: Pearson Education, Inc.

Cooper, M.G., & Lesser, J.G. (2005). *Clinical Social Work Practice: An Integrated Approach*. (2nd Ed.). Boston: Pearson Education, Inc.

Additional Readings:

+Antle, B.J., Wells, L.M., Goldie, R.S., DeMatteo, D. & King, S.M. (2001). Challenges of parenting for families living with HIV/AIDS. *Social Work, 46*(2), 159-169.

+Briar-Lawson, K. (1998). Capacity Building for integrated family-centered practice. *Social Work, 43*(6), 539-549.

+Brooks, D. & Goldberg, S. (2001). Gay and lesbian adoptive and foster care placements: Can they meet the needs of waiting children? *Social Work, 46*(2), 147-157.

+Carten, A.J. (1996). Mothers in recovery: Rebuilding families in the aftermath of addiction.

Social Work, 41(2), 214-223.

*Corcoran, J. (2002). An integrative framework for solution-focused and cognitive-behavioral therapy: Case application of adolescent depression and suicide. (pp. 591-598). In A. R. Roberts & G.J. Greene (Eds.) *Social workers' desk reference*. New York: Oxford University Press.

*Gil, E. (1991). *The healing power of play: Working with abused children*. (pp. 26-36 and 52-82). New York: The Guilford Press.

*Gordon, L. (1988). Introduction. (pp.1-26). *Heroes of their own lives: The politics and history of family violence, Boston 1880-1960*. New York: Penguin Books.

*Heller, N.R. (2002). Eating disorders and treatment planning. (pp. 328-333). In A. R. Roberts & G.J. Greene (Eds.) *Social workers' desk reference*. New York: Oxford University Press.

+Matheson, L. (1996). The politics of the Indian Child Welfare Act. *Social Work*, 41(2), 232-235.

*Newsome, W.S. (2004). Solution-focused brief therapy groupwork with at-risk junior high school students: Enhancing the bottom line. *Research on Social Work Practice*, 14 (5), 336-343.

*Springer, D.W. (2002). Treatment planning with adolescents: ADHD case application. (pp. 324-328). In A. R. Roberts & G.J. Greene (Eds.) *Social workers' desk reference*. New York: Oxford University Press.

*Stein, T.J. (2004). Legal research. (pp. 74-95). In *The role of law in social work practice and administration*. New York, Columbia University Press.

*Stein, T.J. (2004). Care and protection of children (pp. 229-259). In *The role of law in social work practice and administration*. New York, Columbia University Press.

*Walton, E. (2002). Family-centered services in child welfare. (pp. 285-289). In A. R. Roberts & G.J. Greene (Eds.) *Social workers' desk reference*. New York: Oxford University Press.

* These articles are on reserve at the Mullins Library.

+ These articles are available through EBSCO

** Additional readings may be assigned during the semester. Students will also be encouraged to research and share articles relating to topics of discussion.

ACADEMIC INTEGRITY

Social work students are expected to be members of the National Association of Social Workers (NASW). In addition, the student is expected to adhere to the NASW Code of Ethics. Students should be familiar with this Code of Ethics, as well as University policies on academic integrity.

All assignments should be prepared specifically for this course, and should not have been used in any other course. All paraphrasing or quoting of others' work should be properly referenced. All student contributions to class discussions should be considered confidential, and should not be revealed outside the confines of the classroom.

Questions about academic responsibility, plagiarism, cheating, etc. will be resolved in accordance with established University regulations. Cases in which there is evidence of cheating will result in penalties ranging from zero on an exam, paper or assignment to University disciplinary action. Academic dishonesty is taken very seriously and will not be tolerated in any fashion.

TEACHING/LEARNING STRATEGIES

The School of Social Work uses a problem-based, service learning approach to teaching, combined with lectures on factual content. One of our goals is to promote student responsibility and engagement through a collaborative approach. A cohesive, respectful, and supportive classroom atmosphere helps students to feel safe in asking questions and contributing actively to discussions. Another goal is to help students understand the relevance of theory and the interconnectedness policy, direct and research practice. Instructors approach this goal through the use of real practice examples, classroom experiences, and student projects in the practice world that illustrate academic content.

This class will be taught online and during previously scheduled Collaborate Sessions. Blackboard lessons may include recorded lecture/discussion, films, activities, group discussions, skills labs, oral presentations, and problem-solving and analysis. Professional social work practice demands a high degree of personal commitment and use of self. To begin to achieve this end, students are expected to demonstrate their understanding of concepts and the ability to use self by regular and constructive class participation.

COURSE EVALUATION AND GRADING

Point values of assignments are as follows:

Advanced Policy Practice Project	
Legal/Policy Research Summary	12 points
Advanced Policy Analysis and Action Plan	23 points
Process recording #1	10 points
Process recording #2	15 points
Research Evaluation Oral Report	15 points
Attendance & class participation, including role-playing & case studies	20 points
Participation activities	5 points
TOTAL:	100 points

Extra Credit	2 points

Grading Scale

Students will be graded on the following scale:

90% – 100%	A
80% – 89%	B
70% – 79%	C
0% – 69%	F

1. Minimum grade requirements for graduate social work majors: A grade of B or better is required in order for social work majors to advance to the next social work core course for which this course serves as a prerequisite.
2. Any core social work course in which the student receives a grade of “I” (Incomplete) must be satisfactorily completed (with a grade of B or better) prior to entering the course for which the course receiving the Incomplete is a prerequisite.

Turning in Assignments: For all written assignments, the quality of writing as well as the content is important, so students should check spelling and grammar as well as sentence and paragraph construction. It is a very good idea to write a draft of your papers and then make an outline of your draft before preparing final versions. This helps assure that your paper is flowing in a coherent manner and that you are effectively making and supporting your main points.

Written assignments will be graded on clarity, cohesiveness of material presented, inclusion of all required material, and evidence that student has integrated information learned through research into a thoughtful presentation of the material. Correct grammar, spelling, and sentence structure will be expected, and will be considered when assignments are graded. Students will follow APA (American Psychological Association) guidelines when preparing written assignments.

Papers should be turned in when they are due. If extenuating circumstances make this impossible, students should notify the instructor and negotiate alternative arrangements **well in advance**. Papers will be considered late after the first 5 minutes of class and are subject to grade reductions of 2 percentage points per day. Papers more than seven (7) days late **WILL NOT** be accepted, and will result in a grade of “0” points being given to that assignment.

Extra Credit. Students will be given the opportunity to make an oral presentation (15-20 minutes) on a topic that mutually agreed upon by the student and instructor (2 points).

CLASSROOM POLICIES

- a. Religious Observances: Although Christian religious holidays are reflected to some extent in the academic calendar of the University, holidays of other religious groups are not. If you are a member of another religion and you wish to be excused from class for religious reasons, you are expected to provide me in writing before the end of the first week of classes with a schedule of religious

holidays you intend to observe.

- b. Inclement Weather Policy: If I must cancel class due to inclement weather, I will email the class by 11:00 a. m. on the day in question. In addition, students are expected to use their best judgment in deciding whether they can safely make it to class or not because of weather conditions.
- c. Self-disclosure statement: The social worker uses the self as a tool in the helping process and must constantly examine the self to identify barriers to effectiveness. Self-awareness (the accurate perception of one's own actions and feelings, and the effects of one's behavior on others) is emphasized throughout the social work curriculum. Students may be called upon, through exercises, written assignments, and in discussions, to identify and explore their values, beliefs, and life experiences in order to assess their effects on future worker/client interactions. Although students are encouraged, assisted, and expected to engage in the process of self-exploration and personal growth, no student will be required to disclose information beyond what is considered by the student to be comfortable and appropriate.
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- e. Accommodations: If you have a need, for which you will request reasonable accommodation, please contact the Center for Students with Disabilities at 479-575-3104 (Voice) - 479-575-3646 (TTY) or on the web at <http://www.uark.edu/ua/csd/>.
- f. Available help: The Enhanced Learning Center is a campus-wide academic support service for ALL students enrolled at the University of Arkansas. The ELC provides many services, including tutoring, academic success workshops, academic consultation, and supplemental instruction. All of their services are free. The ELC is located in Gregson Hall, garden level. Visit their facilities or their website at <http://elc.uark.edu> to learn more about the ELC's programs and services. The Counseling and Psychological Clinic (CAPS) at 575-2277 offers a range of mental health services.
- g. Contact between the instructor and students: I check my email frequently, and try to respond to students within 48 hours. At the same time, I frequently email students with information, questions, assignments, opportunities for extra credit, etc. It is expected that students check their emails on a regular basis to be able to follow-up with the emails they receive.

COURSE OUTLINE BY UNITS

All course readings are to be read before the class sessions in which they are assigned, in order that the student will be able to apply the information in class discussions and exercises. Assignments from the textbooks are in **bold** type.

UNIT 1: INTRODUCTION TO THE COURSE, HISTORICAL CONTEXT OF PRACTICE WITH CHILDREN AND YOUTH

Review class expectations & syllabus
Review of the history and impact of direct services to **and** policies
Types of practice and their interrelatedness
An integrated, multi-systems approach to practice

Required readings:

Cooper & Lesser (2005) – Ch. 1 “An integrated approach to clinical practice”
Gordon (1988) – Ch.1 “Introduction”

UNIT 2: OVER-ARCHING FRAMEWORKS/PERSPECTIVES FOR SW PRACTICE

: Strengths perspective
Feminism
Empowerment

Culturally sensitive practice
Multi-Systems Life Course

Required readings:

Recommended reading:

Cooper & Lesser (2005) – Ch. 5 “Cross-cultural practice”

UNIT 3: ETHICS, VALUES, AND POLICY ISSUES

Ethics and boundaries
Ethical dilemmas under managed care
Confidentiality
Cornerstone policies
Policy impact on individuals, families, communities, and interventions
Advanced policy practice skills

Required readings:

Cooper & Lesser (2005) – Ch. 2 “Key issues in clinical practice”
Dworkin (2005) – Case 2.5 “The impact of agency policy on intervention with a family affected by ADHD and/or ODD”
Case 4.1 “Multilevel solutions to violence with an African American family using oppression and feminist theories”
Stein (2004): “Legal research”

Recommended reading:

Stein (2004): “Care and protection of children”

PROCESS RECORDING #1 DUE JAN. 29th (based largely on model presented in Cooper & Lesser, Ch. 1)

UNIT 4: DEVELOPING AND IMPLEMENTING TREATMENT/ACTION PLANS

Direct, Policy and Research Practice:

Assessment, including psychosocial studies and DSM-IV
Goal setting/Action plans
Interventions
Termination
Evaluation

Required readings:

Cooper & Lesser (2005) – Ch. 3 “The clinical interview: The process of assessment”
Ch. 4 “The psychosocial study: The product of assessment”
Corcoran (2002) – “An integrative framework for solution-focused and cognitive-behavioral therapy: Case application of adolescent depression and suicide”
Dworkin (2005) – Case 7.2 “Integrated services in American Indian country”
Heller (2002) – “Eating disorders and treatment planning”
Matheson (1996) – “The politics of the Indian Child Welfare Act”
Springer (2002) – “Treatment planning with adolescents: ADHD application”

Computer Skills Lab

LEGAL/POLICY RESEARCH SUMMARY DUE

UNIT 5: TREATMENT MODALITIES

Solution-focused
Reality
Feminist
Play/art therapy
Narrative therapy

Required readings: (specific weeks each reading is due is to be announced)

Cooper & Lesser (2005) –
Ch. 11 “Narrative therapy: A postmodern approach”
Ch. 12 “Solution-focused therapy: A postmodern approach”
Ch. 13 “Clinical practice with children and adolescents”
Dworkin (2005) – Case 2.2 “Strengths-based and solution-focused narrative intervention”
Gil (1991) – “The Healing Power of Play: Working with Abused Children” pp. 26-36 and 52-82

Date: PROCESS RECORDING #2 DUE

Date – ADVANCED POLICY ANALYSIS AND ACTION PLAN DUE

UNIT 6: TREATMENT ISSUES AT MULTIPLE LEVELS OF SERVICE

Teen parenting
Juvenile justice
Anxiety
Depression
Abuse and trauma
Homelessness

Gangs
Special Education

Required readings:

- Dworkin (2005)** – Case 3.1 “A school-based program for teen parents”
Case 3.2 “Outreach to homeless youth at risk”
Case 3.4 “Community-based services for youth released on parole”
Case 4.2 “A Cambodian woman with severe psychological and social trauma”
Case 5.1 “A Bosnian family’s struggle with severe mental illness”

UNIT 7: FUTURE ISSUES AND INTEGRATING RESEARCH INTO PRACTICE

- Development of a personal plan for lifelong learning
- Development of prevention programs
- Being consumers of research
- Becoming researchers of your own practice
 - Qualitative methods
 - Quantitative methods

Required readings:

- **Brooks & Goldberg* (2001) – “Gay and lesbian adoptive and foster care placements: Can they meet the needs of waiting children? (Qualitative)”
*Carten (1996) – “Mothers in recovery: Rebuilding families in the aftermath of addiction” (Descriptive)
Cooper & Lesser (2005) – Ch. 14 “Integrating research and practice”

**Newsome* (2004) – “Solution-focused brief therapy groupwork with at-risk junior high school students: Enhancing the bottom line” (Quasi-experimental)

* Options for the Research Evaluation Oral Report.

Date: Research Evaluation Oral Report Due

UNIT 8: INTERDISCIPLINARY COLLABORATION

- Forming partnerships across disciplines
- Integration of micro, mezzo and macro practice

Required readings:

Antle, B.J., Wells, L.M., Goldie, R.S., DeMatteo, D. & King, S.M. (2001). Challenges of parenting for families living with HIV/AIDS.

Dworkin (2005) – Case 4.3 “Saving STOP: A community-based program to reduce jail recidivism among the mentally ill”

REFERENCES

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- Anonymous. (2001). Witnessing child abuse. *Journal of Family and Consumer Sciences*, 93(1), 20-22.
- Beatty, C. (1997). *Parents in prison: Children in crisis: An issue in brief*. Washington, DC: CWLA.
- Beitchman, J. H., Zucker, K.J., Hood, J.E., Dacosta, G.R., Akman, D., & Cassavia, E. (1992). A review of the long-term effects of child sexual abuse. *Child Abuse and Neglect*, 14, 207-217.
- Benedict, M.I., White, R.B., Wulff, L.M., & Hall, B.J. (1990). Reported maltreatment in children with multiple disabilities. *Child Abuse and Neglect*, 14, 207-217.
- Blacker, J. (1994). *When there's no place like home*. Baltimore: Paul H. Brooks Publishing.
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- Brohl, K. (1996). *Working with traumatized children: A handbook for healing*. Washington, DC: CWLA.
- Brooks, D. & Goldberg, S. (2001). Gay and lesbian adoptive and foster care placements: Can they meet the needs of waiting children? *Social Work*, 46(2), 147-157.
- Campbell, L. (1997). Child neglect and intensive family preservation practice. *Families in Society*, 78(3).
- Carlson, D. (1998). Uncovering the clues of child abuse. *Nursing*, 28(11), 10-12.
- Carter, C. S. (1997). Using African-centered principles in family preservation services, 78(5), 531-539.
- Chicca, E. M. (1998). Documenting symptoms of child abuse, part II. *Nursing*, 28(9), 5-26.
- Clark, W. H. (2001). Residential substance abuse treatment for pregnant women and their children: Treatment and policy implications. *Child Welfare*, 80(2), 179-195.
- Connelly, C. D. & Strauss, M. (1992). Mother's age and risk for physical abuse. *Child Abuse and Neglect*, 16(5), 709-718.
- Cookey, C. & Braun, N. (1997). Toward an integrated framework for understanding child physical abuse. *Child Abuse and Neglect*, 21(11), 1081-1093.

Corcoran, J. (1999). Solution focused interviewing with child protective services clients. *Child Welfare*, 78(4), 461-478.

Cross, T. A. & Earle, K.A. (2000). Child abuse and neglect in Indian country: Policy issues. *Families in Society*, 81(1), 49-58.

Crumbley, J., & Little, R. L. (Eds.). (1997). *Relatives raising children: An overview of kinship care*. Washington, DC: CWLA.

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DiLorenzo, P., Johnson, R., & Bussey A. (2001). The role of spirituality in the recovery process. *Child Welfare*, 80(2), 257-271.

Doueck, H. J., English, D. J., Depanfilis, D., & Moore, G. T. (1993). Decision-making in child protective services: A comparison of selected risk-assessment systems. *Child Welfare*, 72(5), 441-452.

Elrod, J. M. & Rubin, R. H. (1993). Parental involvement in sexual abuse prevention education. *Child Abuse and Neglect*, 17(4), 527-538.

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Gordon, L. (1988). *Heroes of their own lives: The politics and history of family violence, Boston 1880-1960*. New York: Penguin Books.

Gray, S.S., & Nybell, L. (1990). Issues in African American family preservation. *Child Welfare*, 69(6), 513-523.

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Haley, N., & Allard-Dansereau, C. (1997). Pattern of child sexual abuse by aggressors. *Child Abuse and Neglect*, 21(10), 965-973.

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- Richards, K. (1998). *Tender mercies: Inside the world of a child abuse investigator*. Washington DC: CWLA.
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- Sapolsky, R.M. (1999). Nursery crimes. *Sciences*, 39(3), 20-26.
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- Spinelli, M.G. (2001). A systematic investigation of 16 cases of neoanticide. *The American Journal of Psychiatry*, 158(5), 811-814.
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**ADVANCED PRACTICE WITH ADULTS
USING THE MSLC PERSPECTIVE
Master Syllabus DRAFT**

Instructor:

Office:

Telephone:

Office Hrs:

E-mail:

Classroom:

Class Meeting Times:

Prerequisite(s): SCWK 6003

COURSE PURPOSE

This course focuses on the development, revision, and impact of practice with adults using the Multi-Systems Life Course (MSLC) perspective. Historical trends as well as current practices will be examined. Students will interact with community agencies and utilize class assignments to advocate for improvements in practice.

COURSE OBJECTIVES:

Upon successful completion of Advanced Practice with Adults using the Multi-Systems Life Course Perspective, the student will be able to demonstrate achievement of the following educational objectives:

Skills:

1. Students will demonstrate the ability to apply knowledge of developmental theory to practice issues across the life course of adults.
2. Students will demonstrate advanced knowledge of the historical, philosophical, theoretical and policy context of direct practice in adults.
3. Students will demonstrate advanced knowledge in the development of adult service policies, including (a) how policy drive direct practice; (b) strategies for advancing social and economic justice across systems and across the life course, locally and nationally and (c) strategies to prevent a continuing decline in conditions for adults.
4. Students will demonstrate advanced knowledge of empirically-based direct and policy practice in services to adults, including building appropriate client system relationships, collaboration across professional disciplines, assessment, treatment and action planning, and evaluation.
5. Students will demonstrate an advanced knowledge of social work values and ethics that inform responsible practice with adults.
6. Students will demonstrate life-long learning skills, including use of technology, ability to

research and develop materials suitable for presentation to the community and/or for publication, and use of supervision and consultation.

Values:

1. Students will demonstrate values for diversity and advocacy for the oppressed through oral and written assignments. These assignments will reflect the student's awareness of multicultural issues and biases such as age, race, gender, economic, and disability discrimination, and will exhibit respect for the unique characteristics of diverse populations.
2. Students will exhibit respect for alternative family structures and alternative family development, and an ability to develop goals for family achievements that are relevant to the culture and life view of the family rather than of traditional society.
3. Students will demonstrate dedication to strengths and resiliency perspectives derived from human resources including personal, social, cultural, and spiritual resources, and demonstrate an orientation toward client self-determination and involvement of clients in goal-setting, solutions, and treatment plans.
4. Students will exhibit dedication to the social work responsibility of advocacy for policies consistent with social work values.

TEXTBOOKS

Required Text:

Allen-Meares, P. & Garvin, C. (2000). *The handbook of social work direct practice*: Sage: Thousand Oaks, CA

Additional Readings in Course Reserve (referenced in course schedule below)

TEACHING/LEARNING STRATEGIES

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use self by regular and constructive class participation.

Assignment Descriptions:

Case Study Analysis: Choosing from several case studies provided via Blackboard, students will write a short paper to reflect upon the chosen case utilizing a MSLC perspective. In this paper, students must reflect on the context of practice including policy and ethical considerations that are at play in this case. The student should also write a brief treatment plan for the client in the case based on information provided.

Treatment Approach Analysis: Social Work utilizes an evidence based approach to selecting a “change approach” or “treatment modality”. Students will choose an approach to change or treatment modality as the focus for this paper. Students should clearly define the approach or modality; explaining concepts and components and describe when the approach or modality is commonly used. Include available information on how widespread the use of the treatment modality or approach is for social workers. Students will thoroughly discuss the research behind the approach or modality, utilizing appropriate scholarly literature and empirical research and make a recommendation about the use of this approach or modality based on the empirical evidence behind its use.

Final Presentation: This presentation will focus on a treatment issue related to adults. Students should develop a presentation to cover the scope, causes, consequences, systems impacted, treatment issues and practice implications for this issue. Make sure to include an analysis of the issue using the MSLC perspective.

Class Participation: During most class periods, students will be asked to participate in classroom activities and will receive points for doing so. Students may also be asked to participate in Bb discussions and receive points in this category.

COURSE EVALUATION AND GRADING

Point values of assignments are as follows:

Assignment	Points	Due Date
Case Study Reflection	50	Week 5
Treatment Approach Analysis	100	Week 10
Final Presentation	125	Finals Week
Class Participation	100	Throughout Semester

Grading Scale

Students will be graded on the following scale:

90% – 100%	A
80% – 89%	B
70% – 79%	C
0% – 69%	F

Turning in Assignments: For all written assignments, the quality of writing as well as the content is important, so students should check spelling and grammar as well as sentence and paragraph construction. It is a very good idea to write a draft of your papers and then make an outline of your draft before preparing final versions. This helps assure that your paper is flowing in a coherent manner and that you are effectively making and supporting your main points.

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100% adjustment.

- d. Accommodations: If you have a need, for which you will request reasonable accommodation, please contact the Center for Students with Disabilities at 479-575-3104 (Voice) - 479-575-3646 (TTY) or on the web at <http://www.uark.edu/ua/csd/>.
- e. Available help: The Enhanced Learning Center is a campus-wide academic support service for ALL students enrolled at the University of Arkansas. The ELC provides many services, including tutoring, academic success workshops, academic consultation, and supplemental instruction. All of their services are free. The ELC is located in Gregson Hall, garden level. Visit their facilities or their website at <http://elc.uark.edu> to learn more about the ELC's programs and services. The Counseling and Psychological Clinic (CAPS) at 575-2277 offers a range of mental health services.

COURSE OUTLINE

Week 1: Introduction to the Course
Syllabus Review
Overview of Assignments and Grading

Week 2: The Context of Practice
Historical Context
The Practice Environment
Politics and Policy
Legal Issues around Practice
Creating Social Change
Social Work Ethics

Read: Allen-Meares and Garvin Part 1 & Part 5 (selected readings)

Week 3: Framework for Practice
Multi-Systems Life Course Perspective
Systems Theory
Life Course Theory
Change Models
Empowerment Models
Prevention Models
Multicultural Perspectives
Feminist Social Work Practice
Strengths Perspective
Symbolic Interactionism

Read: Allen-Meares and Garvin Part 2

Week 4: Developing Assessment Skills
Psychosocial History
Social Histories
DSM V (review)

From Course Reserves:

Cooper, M.G., & Lesser, J.G. (2005). *Clinical Social Work Practice: An Integrated Approach*. (2nd Ed.). Boston: Pearson Education, Inc. Chapters 3 and 4

Week 5: Treatment Plans

Week 6: Practice Evaluation

Read: Allen-Meares and Garvin Part 5, Chapters 25 & 26

Week 7 & 8 Approaches to Change & Treatment Modalities

Read: Allen-Meares and Garvin Part 3, Chapters 9, 10, 12, 17

Week 9 & 10: Treatment Issues of Mid-Life and Aging

Read: Allen-Meares and Garvin Part IV, Chapter 20, 23

Read in Course Reserve:

McInnis-Dittrich. (2005). The context of social work practice with elders. In *Social Work with Elders: A Biopsychosocial Approach to Assessment and Intervention* (2nd Ed.)
Pearson: New York. Page 10-18.

Yaffe, M. & Stewart, M. (1984). The problems and concerns of middle age. *Canadian Family Physician*, 30, 1089-1093. Note – old article; will look for newer material.

Week 11 & 12 Treatment Issues of Couples & Families

Allen-Meares & Garvin, Part III, Chapter 15

Read in Course Reserve

Nichols, M. (2013). Part 1: The Context of Family Therapy. In *Family Therapy- Concepts and Methods* 10 ed. Pearson: New York.

Week 13 Treatment Issues in Special Populations

Read: Allen-Meares and Garvin Part IV, Chapter 22, 24

Week 14: Treatment Issues of Mental Health, Addiction, & Dual Diagnosis

Read: Allen-Meares and Garvin Part IV, Chapter 11

Week 15: Final Presentations

**UNIVERSITY OF ARKANSAS
SCHOOL OF SOCIAL WORK
ADVANCED GRADUATE FIELD INTERNSHIP I/SEMINAR I
SCWK 6442/6444**

Instructor:

Office:

Telephone:

Office Hours:

E-mail: @uark.edu

Co-requisite(s): SCWK 6442/6444

Prerequisite(s): Admitted to the graduate MSW program and enrolled in Advanced Year Course Work

1. COURSE PURPOSE

This is a Field Internship and Field Seminar course required of all graduate students in the advanced year of graduate studies. These students will have completed a foundation level internship and are beginning advanced level experience. This course provides students with the opportunity to demonstrate advanced practice skills, knowledge, and values consistent with the mission, goals, and objectives of the MSW program through effective performance in field internship and achievement of 10 core competencies. The application of social work knowledge to a practice setting is facilitated by field instruction and weekly Seminars. Field Internships and co-requisite Seminars are educationally directed, agency-based learning experiences enabling students to demonstrate social work knowledge, skills, and values. Students are expected to demonstrate advanced skill levels as they progress through the Field curriculum. A minimum of 330 clock hours of agency-based professional social work practicum experience supervised by a licensed MSW (or comparably licensed professional as outlined by the Field Manual) is required per semester for two semesters.

2. COMPETENCIES, COURSE OBJECTIVES, AND PROFESSIONAL PRACTICE BEHAVIORS

Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills (CSWE EPAS, 2008:3). University of Arkansas School of Social Work courses includes both a primary competency and a set of collateral competencies. Field education is considered the primary means for socializing students to the profession of social work. As such, all competencies considered essential for a social worker are considered with each student in field. Unlike other courses, in Field, all competencies are primary. All competencies, objectives and practice behaviors are included here and the syllabus is the guide for completing student learning contracts as well.

Competency 2.1.1: Identify as a professional social worker and conduct oneself accordingly

1. Advanced Knowledge, Values, & Skills (Advance Objective) Overall competency that, along with continuous self-reflection, monitoring and evaluation, and consultation and supervision from others, results in professional and autonomous practice from a MSLC perspective.

Advanced Operational Practice Behavior Definition: Demonstrate the achievement of overall competency, including the capacity for continuous self-reflection, monitoring and evaluation, and consultation and supervision from others, resulting in professional and autonomous practice from a MSLC perspective.

2. Advanced Knowledge, Values, & Skills (Advance Objective) Professional demeanor in behavior, appearance, and communication consistent with the advanced practice context at multiple system levels, with persons across the life course, with multiple constituencies, and with colleagues across disciplines.

Advanced Operational Practice Behavior Definition: Demonstrate professional demeanor in behavior, appearance, and communication consistent with the advanced practice context at multiple system levels, with persons across the life course, with multiple constituencies, and with colleagues across disciplines.

3. Advanced Knowledge, Values, & Skills (Advance Objective) A life-long learning approach to advanced practice from a MSLC perspective.

Advanced Operational Practice Behavior Definition: Demonstrate the incorporation of and skills for a life-long learning approach to advanced practice from a MSLC perspective.

Competency 2.1.2. Apply social work ethical principles to guide professional practice.

1. Advanced Knowledge, Values, & Skills (Advance Objective) Integrate the values and principles of ethical social work practice at an advanced level of practice, including the ability to independently resolve ethical dilemmas consistent with the Codes of Ethics.

Advanced Operational Practice Behavior Definition: Demonstrate understanding and integration of the values and principles of ethical social work practice at an advanced level of practice, including the ability to independently resolve ethical dilemmas consistent with the relevant Codes of Ethics.

2. Advanced Knowledge, Values, & Skills (Advance Objective) Advocate for and influence change in a manner that is consistent with a MSLC perspective and social work values and ethics.

Advanced Operational Practice Behavior Definition: Demonstrate the capacity to advocate for and influence change in a manner that is consistent with a MSLC perspective and social work values and ethics.

3. Advanced Knowledge, Values, & Skills (Advance Objective) Recognize and manage personal values in a way that allows professional values to guide practice consistent with the MSLC perspective.

Advanced Operational Practice Behavior Definition: Be able to recognize and manage personal values in a way that allows professional values to guide practice consistent with the MSLC perspective

Competency 2.1.3. Apply critical thinking to inform and communicate professional judgments.

1. Advanced Knowledge, Values, & Skills (Advance Objective) Creatively analyze, raise critical questions about, and evaluate (e.g. diversity related or fit with social work values) existing research, literature, intervention/ models, policies, and theories and in formulating new research, literature, interventions/models, policies, and theories.

Advanced Operational Practice Behavior Definitions: Demonstrate the ability to creatively analyze, raise critical questions about, and evaluate (e.g. diversity related or fit with social work values) existing research, literature, intervention/models, policies, and theories and in formulating new research, literature, interventions/models, policies, and theories

2. Advanced Knowledge, Values, & Skills (Advance Objective) Distinguish, appraise, and integrate multiple sources of knowledge necessary to effectively present and justify arguments or positions, both orally and in written form, using evidenced-based research and/or logical, rational models of thinking based on practice experience (wisdom) that are consistent with a MSLC perspective.

Advanced Operational Practice Behavior Definition: Demonstrate the ability to distinguish, appraise, and integrate multiple sources of knowledge necessary to effectively present and justify arguments or positions, both orally and in written form, using evidenced-based research and/or logical, rational models of thinking based on practice experience (wisdom) that are consistent with a MSLC perspective.

3. Advanced Knowledge, Values, & Skills (Advance Objective) Present and justify arguments or positions, both orally and in written form, using evidenced-based research and/or logical, rational models of thinking based on practice experience (wisdom) that are consistent with a MSLC perspective.

Advanced Operational Practice Behavior Definition: Present and justify arguments or positions, both orally and in written form, using evidenced-based research and/or logical, rational models of thinking based on practice experience (wisdom) that are consistent with a MSLC perspective

4. Advanced Knowledge, Values, & Skills (Advanced Objective) Use a MSLC perspective to analyze models of assessment, prevention, intervention, and evaluation.

Advanced Operational Practice Behavior Definition: Demonstrate the ability to critically analyze models of assessment, prevention, intervention, and evaluation using an MSLC perspective.

Competency 2.1.4. Engage diversity and difference in practice.

1. Advanced Knowledge, Values, & Skills (Advanced Objective) Knowledgeable about and be able to think in terms of diverse developing systems or organisms, institutions, systems of beliefs, cultural patterns, identity formation, social structures, and political structures of society

and how these are all interrelated factors in individual and collective identity formation.

Advanced Operational Practice Behavior Definitions: Demonstrate knowledge about and the ability to think in terms of diverse developing systems or organisms, institutions, systems of beliefs, cultural patterns, identity formation, social structures, and political structures of society and how these are all interrelated factors in individual and collective identity formation.

2. Advanced Knowledge, Values, & Skills (Advanced Objective) Use a MSLC perspective and intersectionality theory, to demonstrate understanding of the complex interrelationships of multiple diversities including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, geographic location, political ideology, race, religion, sex, and sexual orientation.

Advanced Operational Practice Behavior Definition: Demonstrate the ability to use a MSLC perspective and intersectionality theory, to communicate understanding of the complex interrelationships of multiple diversities including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, geographic location, political ideology, race, religion, sex, and sexual orientation

3. Advanced Knowledge, Values, & Skills (Advanced Objective) Use the dimensions of traditional and alternative paradigms, to demonstrate that difference can have a variety of significant influences on how and whether persons experience oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Advanced Operational Practice Behavior Definition: Demonstrate the ability to use the dimensions of traditional and alternative paradigms, to demonstrate that difference can have a variety of significant influences on how and whether persons experience oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

4. Advanced Knowledge, Values, & Skills (Advanced Objective) Use a MSLC perspective to recognize and communicate understanding of the importance of difference in shaping the life course.

Advanced Operational Practice Behavior Definition: Demonstrate the ability to use a MSLC perspective to recognize and communicate understanding of the importance of difference in shaping the life course.

5. Advanced Knowledge, Values, & Skills (Advanced Objective) View themselves (students/social workers) as learners and engage those systems with whom they work as informants, consistent with a MSLC perspective.

Advanced Operational Practice Behavior Definition: The ability to assume the role of learner and engage those diverse systems with whom they work as informants (teachers), consistent with a MSLC perspective.

Competency 2.1.5. Advance human rights and social and economic justice.

1. Advanced Knowledge, Values, & Skills (Advanced Objective) Using a MSLC perspective, along with related and relevant theories of justice and social change, understand, synthesize and address issues that impede the exercise of basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education across all system levels and throughout the life course.

Advanced Operational Practice Behavior Definition: Demonstrate the ability to use a MSLC perspective, along with related and relevant theories of justice and social change, to understand, synthesize and address issues that impede the exercise of basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education across all system levels and throughout the life course.

2. Advanced Knowledge, Values, & Skills (Advanced Objective) Recognize, understand, synthesize, and articulate the complex global interconnections of oppression and, based on theories of justice, use social change and leadership skills from a MSLC perspective to promote social justice and human rights.

Advanced Operational Practice Behavior Definition: Demonstrate the ability to recognize, understand, synthesize, and articulate the complex global interconnections of oppression and, based on theories of justice, use social change and leadership skills from a MSLC perspective to promote social justice and human rights.

3. Advanced Knowledge, Values, & Skills (Advanced Objective) Advanced knowledge grounded in historical and emerging strategies and tactics for interventions across system levels (organizational, local, state, national, and international) and display an integrated and advanced approach to the delivery of direct services/practice, social justice services/practices and policy services/practices to ensure that these basic human rights are distributed equitably and without prejudice.

Advanced Operational Practice Behavior Definition: Demonstrate the acquisition of advanced knowledge grounded in historical and emerging strategies and tactics for interventions across system levels (organizational, local, state, national, and international) and display an integrated and advanced approach to the delivery of direct services/practice, social justice services/practices and policy services/practices to ensure that basic human rights are distributed equitably and without prejudice.

Competency 2.1.6. Engage in research-informed practice and practice-informed research.

1. Advanced Knowledge, Values, & Skills (Advanced Objective) Grammatically strong writing skills, skills in use of technology, and evidence-based research skills in all phases of their (students') work and practice from a MSLC perspective.

Advanced Operational Practice Behavior Definition: Demonstrate grammatically strong writing skills and evidence-based research skills in all phases of professional practice from a MSLC perspective.

2. Advanced Knowledge, Values, & Skills (Advanced Objective) Understand the impact of research on individual and intersecting diversities including, age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation, including an understanding of the effect of human diversity on research techniques, and the role of research in achieving or impeding social and economic justice.

Advanced Operational Practice Behavior Definition: Demonstrate understanding of the impact of research on individual and intersecting diversities including, age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation, including an understanding of the effect of human diversity on research techniques, and the role of research in achieving or impeding social and economic justice.

3. Advanced Knowledge, Values, & Skills (Advanced Objective) Present and justify arguments or positions using quantitative or qualitative research or knowledge and/or logical, rational models of thinking that are consistent with a MSLC perspective and with social work ethics.

Advanced Operational Practice Behavior Definition: Demonstrate the ability to present and justify arguments or positions using quantitative or qualitative research or knowledge and/or logical, rational models of thinking based on knowledge from practice experience (wisdom) that are consistent with a MSLC perspective and with social work ethics

4. Advanced Knowledge, Values, & Skills (Advanced Objective) Knowledge and skills of advanced social work practice including advanced skill in engagement, assessment, intervention, and evaluation (particularly program & practice evaluation) and in the development of appropriate client system relationships across multi-systems and throughout the life course.

Advanced Operational Practice Behavior Definition: Demonstrate knowledge and skills of advanced social work practice in prevention, engagement, assessment, intervention, and evaluation and ability to develop relationships and engage the appropriate client system across multi-systems and throughout the life course.

Competency 2.1.7. Apply knowledge of human behavior and the social environment.

1. Advanced Knowledge, Values, & Skills (Advanced Objective) Advanced knowledge of traditional and alternative theories about the behavior, development, and functioning of the range of social systems (individuals, families, groups, institutions, organizations, communities, and cultures) across the life course.

Advanced Operational Practice Behavior Definition: The ability to use a critical approach to demonstrate advanced knowledge of traditional and alternative theories from a variety of disciplines about the behavior, development, and functioning of the range of social systems (individuals, families, groups, institutions, organizations, communities, and cultures) across the life course

2. Advanced Knowledge, Values, & Skills (Advanced Objective) Use the dimensions of

traditional and alternative paradigms, to demonstrate that difference can have a variety of significant influences on how and whether persons experience oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Advanced Operational Practice Behavior Definition: Demonstrate the ability to use the dimensions of traditional and alternative paradigms, to demonstrate that difference can have a variety of significant influences on how and whether persons experience oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

3. Advanced Knowledge, Values, & Skills (Advanced Objective) Knowledge of the ideas and concepts related to the notions of social justice, advocacy, social change, social support, social networks, and social capital consistent with a MSLC perspective.

Advanced Operational Practice Behavior Definition: Demonstrate knowledge of the ideas and concepts related to the notions of social justice, advocacy, leadership, social change, social support, social networks, and social capital consistent with a MSLC perspective.

4. Advanced Knowledge, Values, & Skills (Advanced Objective) Advanced skills in assessment and development of appropriate client system relationships from a MSLC perspective.

Advanced Operational Practice Behavior Definition: Demonstrate advanced skills in assessment and development of appropriate client system relationships from a MSLC perspective.

Competency 2.1.8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

1. Advanced Knowledge, Values, & Skills (Advanced Objective) Advanced skills in social work policy practice including research, analysis, formulation, influence, and advocacy for policies consistent with social work values.

Advanced Operational Practice Behavior Definition: Demonstrate advanced skills in social work policy practice including research, analysis, formulation, influence, and advocacy for policies consistent with social work values.

2. Advanced Knowledge, Values, & Skills (Advanced Objective) Advanced knowledge, based in a MSLC perspective, of policy practice grounded in historical and emerging strategies and tactics for poverty reduction including assets development across system levels (organizational, local, state, national, and international) with attention to financial, organizational, administrative, technological, and planning processes required to deliver services across the life course.

Advanced Operational Practice Behavior Definition: Demonstrate advanced knowledge, based in a MSLC perspective, of policy practice grounded in historical and emerging strategies and tactics for poverty reduction including assets development across system levels (organizational, local, state, national, and international) with attention to financial, organizational, administrative, technological, and planning processes required to deliver services across the life course.

3. Advanced Knowledge, Values, & Skills (Advanced Objective) Advanced skills in social work practice including the ability to link theory, policy-practice, and research/evaluation, and to employ leadership skills to demonstrate and promote such a linkage.

Advanced Operational Practice Behavior Definition: Demonstrate advanced skills in social work practice including the ability to link theory, policy-practice, and research/evaluation, and to employ leadership skills to demonstrate and promote such a linkage.

Competency 2.1.9. Respond to contexts that shape practice.

1. Advanced Knowledge, Values, & Skills (Advanced Objective) Advanced knowledge of empirically based traditional and alternative theories about behavior, development, and functioning with regard to developing organisms in various contexts and across system levels (micro, mezzo and macro).

Advanced Operational Practice Behavior Definition: Display advanced knowledge of empirically based traditional and alternative theories about behavior, development, and functioning with regard to developing organisms in various contexts and across system levels (micro, mezzo and macro).

2. Advanced Knowledge, Values, & Skills (Advanced Objective) Distinguish, appraise, and integrate multiple sources of knowledge, evidence based and practice wisdom, to understand and respond to a wide range of rapidly changing contexts using a MSLC perspective.

Advanced Operational Practice Behavior Definition: Demonstrate the ability to distinguish, appraise, and integrate multiple sources of knowledge, evidence based and practice wisdom, to understand, respond to, and provide leadership for a wide range of rapidly changing contexts using a MSLC perspective

3. Advanced Knowledge, Values, & Skills (Advanced Objective) Consistent with a MSLC perspective, understand and appreciate how the historical context influences and brings about change in values, ideas, customs, institutions, political and economic systems, and the social work profession.

Advanced Operational Practice Behavior Definition: Demonstrate the ability, consistent with a MSLC perspective, to understand and appreciate how the historical context influences and brings about change in values, ideas, customs, institutions, political and economic systems, and the social work profession.

Competency 2.1.10

1. Advanced Knowledge, Values, & Skills (Advanced Objective) Knowledge and skills of advanced social work practice including advanced skill is **engagement, assessment, intervention, and evaluation** and in the development of appropriate client system relationships across multi-systems and throughout the life course.

Advanced Operational Practice Behavior Definition: Demonstrate knowledge and skills of

advanced social work practice including advanced skill is **engagement, assessment, intervention, and evaluation** and in the development of appropriate client system relationships across multi-systems and throughout the life course.

2. Advanced Knowledge, Values, & Skills (Advanced Objective) Knowledge of the ways in which technology can aid in advanced social work practice and skills in using technology in advanced social work practice.

Advanced Operational Practice Behavior Definition: Demonstrate knowledge of the ways in which technology can aid in advanced social work practice and skills in using technology in advanced social work practice.

Engagement

3. Advanced Knowledge, Values, & Skills (Advanced Objective) Advocate for and influence change in a manner that is consistent with a MSLC perspective and social work values and ethics.

Advanced Operational Practice Behavior Definition: Demonstrate the capacity to advocate for and influence change in a manner that is consistent with a MSLC perspective and social work values and ethics.

4. Advanced Knowledge, Values, & Skills (Advanced Objective) Use a MSLC perspective to recognize and communicate understanding of the importance of difference in shaping the life course

Advanced Operational Practice Behavior Definition: Demonstrate the ability to use a MSLC perspective to recognize and communicate understanding of the importance of difference in shaping the life course.

5. Advanced Knowledge, Values, & Skills (Advanced Objective) View themselves (students/social workers) as learners and engage those systems with whom they work as informants, consistent with a MSLC perspective.

Advanced Operational Practice Behavior Definition: Demonstrate the ability to assume the role of learner and engage those diverse systems with whom they work as informants (teachers), consistent with a MSLC perspective.

Assessment

6. Advanced Knowledge, Values, & Skills (Advanced Objective) Using a MSLC perspective, along with related and relevant theories of justice and social change, understand, synthesize and address issues that impede the exercise of basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education across all system levels and throughout the life course.

Advanced Operational Practice Behavior Definition: Demonstrate the ability to use a MSLC

perspective, along with related and relevant theories of justice and social change, to understand, synthesize and address issues that impede the exercise of basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education across all system levels and throughout the life course.

7. Advanced Knowledge, Values, & Skills (Advanced Objective) Advanced knowledge grounded in historical and emerging strategies and tactics for interventions across system levels (organizational, local, state, national, and international) and skills for an integrated and advanced approach to the delivery of direct services/practice, social justice services/practices and policy services/practices to ensure that these basic human rights are distributed equitably and without prejudice.

Advanced Operational Practice Behavior Definition: Demonstrate the acquisition of advanced knowledge grounded in historical and emerging strategies and tactics for interventions across system levels (organizational, local, state, national, and international) and display an integrated and advanced approach to the delivery of direct services/practice, social justice services/practices and policy services/practices to ensure that basic human rights are distributed equitably and without prejudice.

8. Advanced Knowledge, Values, & Skills (Advanced Objective) Distinguish, appraise, and integrate multiple sources of knowledge, evidence based and practice wisdom, to understand and respond to a wide range of rapidly changing contexts using a MSLC perspective.

Advanced Operational Practice Behavior Definition: Demonstrate the ability to distinguish, appraise, and integrate multiple sources of knowledge, evidence based and practice wisdom, to understand, respond to, and provide leadership for a wide range of rapidly changing contexts using a MSLC perspective.

Intervention

9. Advanced Knowledge, Values, & Skills (Advanced Objective) Overall competency that, along with continuous self-reflection, monitoring, evaluation, consultation, and supervision from others, results in professional and autonomous practice from a MSLC perspective.

Advanced Operational Practice Behavior Definition: Demonstrate the achievement of overall competency, including the capacity for continuous self-reflection, monitoring and evaluation, and consultation and supervision from others, resulting in professional and autonomous practice from a MSLC.

10. Advanced Knowledge, Values, & Skills (Advanced Objective) Advanced practice skills, knowledge, and values consistent with the mission, goals, and objectives of social work and the MSW program by demonstrating the ability to transfer knowledge at an advanced level and from a MSLC perspective between the classroom and the field education experiences and to perform effectively in the field.

Advanced Operational Practice Behavior Definition: Demonstrate advanced practice skills, knowledge, and values consistent with the mission, goals, and objectives of social work and

the MSW program and the ability to transfer knowledge at an advanced level and from a MSLC perspective between the classroom and the field education experiences and to perform effectively in field.

11. Advanced Knowledge, Values, & Skills (Advanced Objective) Identify which therapeutic strategies are appropriate for a given situation and employ the advanced therapy strategies and skills.

Advanced Operational Practice Behavior Definition: Demonstrate the ability to identify which therapeutic strategies are appropriate for a given situation and to employ the advanced therapy strategies and skills.

12. Advanced Knowledge, Values, & Skills (Advanced Objective) Advanced skills that are suitable to delivering MSLC-based efforts to 1) promote change and social justice; 2) work with and advocate on behalf of developing organisms; and 3) incorporate principles of social justice and empowerment across systems.

Advanced Operational Practice Behavior Definition: Demonstrate advanced skills that are suitable to delivering MSLC-based efforts to 1) promote change and social justice; 2) work with and advocate on behalf of developing organisms; and 3) incorporate principles of social justice, empowerment, across systems.

13. Advanced Knowledge, Values, & Skills (Advanced Objective) Advanced skills in social work practice including the ability to link theory, policy-practice, and research/evaluation, and to employ leadership skills to demonstrate and promote such a linkage.

Advanced Operational Practice Behavior Definition: Demonstrate advanced skills in social work practice including the ability to link theory, policy-practice, and research/evaluation, and to employ leadership skills to demonstrate and promote such a linkage.

14. Advanced Knowledge, Values, & Skills (Advanced Objective) Advanced skills in social work policy-practice including research, analysis, formulation, influence, and advocacy for policies consistent with social work values.

Advanced Operational Practice Behavior Definition: Demonstrate advanced skills in social work policy-practice including research, analysis, formulation, influence, and advocacy for policies consistent with social work values.

15. Advanced Knowledge, Values, & Skills (Advanced Objective) Advanced social change and leadership skills at all levels (direct practice, education, research, policy practice, administration) of their work.

Advanced Operational Practice Behavior Definition: Demonstrate advanced social change and leadership skills at all levels (direct practice, education, research, policy practice, administration) of their work.

16. Advanced Knowledge, Values, & Skills (Advanced Objective) Advanced level skills in

collaboration, team development, and leadership, delivery of technology assisted presentations, advocacy, resource development, planning and evaluation, training and education.

Advanced Operational Practice Behavior Definition: Demonstrate advanced level skills in collaboration, team development, and leadership, delivery of technology assisted presentations, advocacy, resource development, planning and evaluation, training and education.

Evaluation

17. Advanced Knowledge, Values, & Skills (Advanced Objective) Use a MSLC perspective to analyze models of assessment, prevention, intervention, and evaluation.

Advanced Operational Practice Behavior Definition: Demonstrate the use of a MSLC perspective to analyze models of assessment, prevention, intervention and evaluation.

18. Advanced Knowledge, Values, & Skills (Advanced Objective) Creatively analyze, raise critical questions about, and evaluate (e.g. diversity related or fit with social work values) existing research, literature, intervention/ models, policies, and theories and in formulating new research, literature, interventions/models, policies, and theories.

Advanced Operational Practice Behavior Definition: Demonstrate the ability to creatively analyze, raise critical questions about and evaluate (e.g. diversity related or fit with social work values) existing research, literature, intervention/ models, policies, and theories and in formulating new research, literature, interventions/models, policies, and theories.

19. Advanced Knowledge, Values, & Skills (Advanced Objective) Understand the impact of research on individual and intersecting diversities including, age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation, including an understanding of the effect of human diversity on research techniques, and the role of research in achieving or impeding social and economic justice.

Advanced Operational Practice Behavior Definition: Demonstrate an understanding of the impact of research on individual and intersecting diversities including, age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation, including an understanding of the effect of human diversity on research techniques, and the role of research in achieving or impeding social and economic justice.

20. Advanced Knowledge, Values, & Skills (Advanced Objective) Advanced knowledge and skills in using quantitative and qualitative approaches to evaluate practices and programs from a MSLC perspective.

Advanced Operational Practice Behavior Definition: Demonstrate advanced knowledge and skills in using quantitative and qualitative approaches to evaluate practices and programs from a MSLC perspective.

3. TEXTBOOKS

Required Text:

A current copy of the University of Arkansas Graduate Field Manual is required and is available for download at the school's web site: <https://sharepoint.uark.edu/sites/SCSW/field/default.aspx>.

4. ACADEMIC INTEGRITY

Whether or not the student is a member of the National Association of Social Workers (NASW), the student is expected to adhere to the NASW Code of Ethics. Students should be familiar with this Code of Ethics, as well as University policies on academic integrity.

All assignments should be prepared specifically for this course, and should not have been used in any other course. All paraphrasing or quoting of others' work should be properly referenced. All student contributions to class discussions should be considered confidential, and should not be revealed outside the confines of the classroom.

Questions about academic responsibility, plagiarism, cheating, or other issues related to academic integrity and student conduct will be resolved in accordance with established University regulations. Students are encouraged to visit <http://provost.uark.ed> for details regarding academic integrity expectations and policies. Academic dishonesty is taken very seriously and will not be tolerated.

5. TEACHING/LEARNING STRATEGIES

The seminar sessions include discussion, activities, problem solving and analysis. Professional social work practice demands a high degree of personal and professional self-reflection. Field students are expected to demonstrate their understanding of concepts and the ability to use self-reflection with consistent, constructive class participation.

Field is an educationally directed learning experience that utilizes experience in an agency setting as a tool for learning about social work practice. Emphasis is on the integration of theory into practice. Students are expected to demonstrate the knowledge and skills learned in the classroom through supervised activities in the agency, as well as, in the Seminar. Attendance and participation are mandatory. All required hours and assignments must be completed in order to receive a final grade.

Students are expected to engage in active learning with the goal of promoting student responsibility and engagement through a collaborative academic and experiential environment. A cohesive, respectful, and supportive atmosphere helps students to feel safe in asking questions and contributing actively to discussions. Field provides students the opportunity to integrate the relevance of theory and academic material to social work practice. Instructors approach this goal through the use of real practice examples, classroom experiences, or student projects in the practice environment that illustrate academic content.

6. COURSE CONTENT

The Advanced Field course content reflects the progression from student to Social Work professional. Advanced Field helps the student to develop greater specificity of methodology and practice areas, as well as greater depth and breadth of understanding of the connection between field and academic course work. Seminar and Internship integrate:

- A Multi-System Life Course context for Field learning and experience
- The relationship of area of emphasis choice to Field experience
- Field as a context for thesis/Capstone project development
- Values and ethics
- Diversity
- Populations at risk and social and economic justice
- Human behavior and social environment
- Social welfare policy and services
- Social work practice
- Research and the Field experience

Advanced Field students are expected to demonstrate leadership skills within their internship; practicing with greater independence, expanding their knowledge base independently and in the context of the Field organization and community. Students will develop individual learning contracts that will take them to greater depth, breadth, and specificity as they begin to choose an area of emphasis and prepare for independent social work practice. Students are expected to attain higher skill levels as they progress through the field curriculum, preparing students for life-long and interdisciplinary learning.

Students will utilize the Blackboard Site established for the class to submit journals and other written assignments.

7. COURSE ASSIGNMENTS/EVALUATION

In order to earn an MSW degree, students are required to work in an organization/agency under the supervision of a MSW (or other comparably credentialed mentor) for a total minimum of 900 hours for the Advanced Standing students and 990 hours for 2- Year or Extended Program students, and to attend a weekly Seminar throughout the Field sequence. Students will commit to an internship 330 hours per semester during the advanced year, or roughly 21 hours per week. Graded activities are separated by Seminar and Internship courses since each has a separate grade.

Attendance/participation

Field seminar will be held using Blackboard Collaborate at the prearranged time each week. The Field Seminar is a highly interactive educational format that relies on consistent student attendance and active participation. Students are expected to bring Field issues and topics into Seminar for discussion. Students are also expected to facilitate discussion by asking questions of other students and the Field Liaison and by sharing opinions about material being discussed.

Group dynamics are greatly affected by tardiness, early departures and missed sessions, so students are strongly encouraged to log in on time and remain in class for the full classroom session. Participation grade is based on the student presenting material and participating actively in discussion of material presented by other students. This includes efforts to utilize a social work perspective in discussing problematic situations and the dynamics of Internship practice.

Grading: It is possible for students to earn 5 points each seminar for participation, including discussion during group process and skills lab activities. If a student is late for Seminar, or leaves early, points will be deducted at the discretion of the Field Liaison. If the student misses more than half of the scheduled Seminar time, that will count as an absence.

5 points per seminar x 15 seminars = 75 points possible

Students' final grade will be deducted one letter grade for each additional absence from Seminar in excess of two absences, per the signed attendance agreement.

Competencies addressed: 1, 2, 3, 6, 7, and 10

Competencies Addressed in Seminar Attendance/Participation

Seminar serves to develop the student's identification with the profession of social work providing dialogue and feedback regarding presentation of oneself as a social worker

Competency 1, 2, 3, 6, 7, and 10

Skills Lab Reflections

Skills Lab activities are designed to help students develop skills which will be useful to them in their development as professional social workers. Students will engage in discussion and reflection on the Skills Lab which will include the following:

- Identification of skills developed
- Identification of the competencies addressed
- Reflection on experience related to activity
 - How did the activity affect the student?
 - How will the skills/insights impact the student's practice?

Competencies addressed: 1, 2, 3, 4, 5, 6, 7, 8, and 9.

Grading: 5 participation points possible x 3 skills labs = 15 points possible (included in the attendance/participation points total).

Skills Lab dates here:

Journal Entries

Please protect the confidentiality of clients and others in journal content. Journal entries

are not explicitly restricted as confidential, as the content is an academic submission reviewed for grading and submitted via a learning website. Efforts are made to keep journal content confidential between Field Liaison and student, however, occasionally circumstances arise which require consultation outside of the Field Liaison/student academic relationship regarding journal content.

Students are required to keep a weekly journal of their activities in Field. Throughout the Field sequence, expectation of journal content will increase with the expectation of increased skill development. In addition to documentation of activity purposes, the journal should aid the student in the development of critical thinking skills, written communication skills, and provide a source of information to be utilized in supervisory conferences, as well as a forum for expression. **Over the course of the semester, the student is expected to address all 10 competencies; referencing the practice behaviors specifically, in their journal.** This journal is to be kept current at all times and is to be submitted electronically on the class Blackboard site.

Late journals will not earn class credit.

Journal Format

Data-1 point

- ❖ Field journal number
- ❖ Name
- ❖ Date
- ❖ Hours this week
- ❖ Total hours

Activities – 3 points

- ❖ Date/Day
 - Document activities in list format

Processing – 4 points

- ❖ Feelings, opinions and interpretation or analysis of activities
- ❖ Reaction to supervisor, staff, or clients
- ❖ Reflection on tasks
- ❖ Connection between activities in Field and theory or other material learned in class

Competencies – 3 points

- ❖ Identify at least **2 competencies/practice behaviors** addressed this week in Field
- ❖ Reflect on how it was addressed in Internship

Supervision – 4 points

- ❖ Date of supervision
- ❖ Length of supervision
- ❖ Type of supervision (individual or group)
- ❖ Summarize supervision issues discussed
- ❖ Reflect on supervisor/intern relationship

Grading: 210 points possible

14 journals x 15 points = 210 points possible

Process Recording

Students are required to submit one verbatim process recording during the semester. Format is available on the class Blackboard site. This verbatim reporting of a student-client (or co-worker) interaction includes charting the interaction verbatim as well as reflections on the interaction, competencies demonstrated (competencies 1-10), and Field Instructor comment/feedback.

Competencies addressed: 1, 3, 4, 5, 7, and 10.

Purpose/Goals 10 points
Verbatim recording 45 points
Assessment (Part II) 10 points

Due

Late Process Recordings will not be accepted.

Grading: 65 points possible

Best Practices Presentation

Each student is expected to prepare and present material regarding his or her practice during the Seminar. This presentation should offer insights into what specific methods your agency uses in serving their clients. The logic of this presentation should follow from the agency's purpose and should focus on a target population it serves. This paper should offer a brief review of the literature (3 articles) that informs the agency's approach. Utilize the headings provided. Paper should be 6-8 pages in length. Utilize APA format.

Best Practices Paper Format

- I. **Introduction:** Discuss organization name and purpose, program name and population served.
- II. **Methodology:** Review one approach utilized in the organization with reference to at least three articles that describe this approach. Clearly describe the methodology and how it is utilized.
- III. **Application of Methodology:** Discuss students' use of this methodology in practice or intervention at Field placement. Describe specifically how the student has, or could employ this methodology in practice/intervention. Provide example of how methodology could be implemented. For example, provide example of Socratic questions utilized in Cognitive-Behavioral Therapy.
- IV. **Evaluation:** Discuss ways to evaluate effectiveness of this methodology. Address current evaluation of its effectiveness at placement, and evaluation methods which could be implemented.
- V. **Implications for further research:** Based on research and observations of the use of this methodology at placement, discuss research questions to be proposed for further study.
- VI. **Presentation:** Presentations will be done through Collaborate. Present overview of

paper to peers. Presentation should demonstrate professionalism, and articulate clearly key information to shape intervention. Presentation should be 5-10 minutes.

Due

Late papers/presentations not accepted.

Grading: 100 points possible

Professional Meeting

Students will attend at least one professional meeting per semester. The intent is to foster the student's growth as a professional both within their organization and the professional community at large. Professional meetings may include N.A.S.W., Hospital Social Worker Meetings, or any meeting in which students are given opportunity to network with other social workers. Students are expected to submit a 2 page written summary which includes:

- Identify at least two competencies and describe how they were demonstrated in the meeting
- Describe the purpose and focus of the meeting (attach meeting agenda)
- Analyze the meeting, include assessment of the effectiveness of the meeting, professionalism, completion of identified goals
- Make recommendations regarding enhancing the effectiveness of the meeting
- Identify future implications for direct practice or policy practice

Due Date:

Late Professional Meeting assignments will not be accepted.

Grading: 25 points possible – Community Meeting

Competencies addressed: 1, 8, and 9.

Seminar Grading Scale

A=429-475 points

B=383-428 points

C=337-382 points

D=291-336 points

F=290 points or less*

INTERNSHIP

Internship allows students the opportunity to expand their repertoire of competencies in relationship to social work practice, policy, and research. Students will be evaluated collaboratively via self-evaluation, and evaluation from Field Instructor and Field Liaison.

Learning Contract

The completed Learning Contract should be submitted on _____ during the second Seminar of the semester. The student will discuss with the Field Instructor the learning activities to be concentrated on during the semester which will provide the opportunity for students to demonstrate competencies via specific practice behaviors. The Field Liaison is available for consultation and input. The Learning contract will serve as a guide for obtaining the necessary experiences and exposures to learning in Field. This Contract is to be signed by the student, Field Instructor and Field Liaison. This contract should be reviewed periodically by the student and Field Instructor to ensure that learning objectives are met. The Learning Contract is a living document that may be altered during the course of the internship for additions and/or deletions.

The Learning Contract will address Core Competencies 1 and 10, necessary knowledge, values and skills.

Criteria for earning points for Learning Contract:

- Completion by due date
- 3 activities for each competency

Activities:

- Creative
- Specific
- Time limited
- Responsibilities clearly identified
- Measureable goals

****Please do not use IE (Insufficient Evidence) if at all possible. If a competency cannot be demonstrated at current placement, consult with Field Liaison to determine how the competency can be demonstrated.

Grading: 100 points possible

Learning Contract must be completed in a timely manner to receive a passing grade in internship. Completed and signed Learning Contracts that are not submitted by the due date will result in a grade reduction of 5 points for each late day, including non-class days, weekends and holidays.

Evaluations

The student is expected to participate in on-going evaluation of their performance in Field. In addition, the student is expected to schedule and participate in both mid-term and final written evaluations via Collaborate with the Field Instructor and the Field Liaison and by completing the student self-evaluation form. The formal and the informal evaluation should be a three-way process involving the student, the Field Instructor, and the Field Liaison. It is crucial that the student see that all evaluation documents are completed **prior** to the visit by the Field Liaison.

Mid-term evaluations will be awarded points for on-time and thorough completion of evaluation, as well as student ability to reflect on experience during mid-term meeting. Meetings will be

held on Collaborate. Student will be expected to run the evaluation meeting in a timely and efficient manner, allowing for appropriate discussion of student progress in placement. Following the evaluation, the Field Instructor and Field Liaison will each assess the student's ability to professionally run the evaluation meeting. The student will receive points based on the average of the two assessments.

Final evaluation points will be awarded as evaluated by Field Instructor in evaluation of student's mastery of skills at placement.

The Field Evaluation will cover all aspects of the 10 Competencies.

Mid-Term Evaluation

Due at time of mid-term evaluation Grading: 50 points possible

Final Evaluation

Due at time of final evaluation

Grading: 270 points possible

These points are based on progress in Field as noted on evaluations.

Field Evaluations must be completed to receive a passing grade in Field. Field Evaluations that are not submitted by the due date will result in a grade reduction of 2 points for each late day including non-class days, weekends and holidays.

Student Self- Evaluations

Mid-Term Student Self-Evaluation

Due at time of mid-term evaluation

Grading: 25 points possible

Final Student Self-Evaluation

Due at time of final evaluation

Grading: 25 points possible

Student Self-Evaluations must be completed to receive a passing grade in field. Student Self-Evaluations that are not submitted by the due date will result in a grade reduction of 2 points for each late day including non-class days, weekends and holidays.

Field Hours

330 hours must be completed by _____ to receive a passing grade in field. The Council on Social Work Education (CSWE) mandates required field hours and no exceptions can be made.

Student Field Internship Work Log

The student is expected to complete the Student Field Internship Work Log and to have it initialed by their Field Instructor on a weekly basis. This log will be reviewed at mid-semester

and submitted at the end of the semester. Failure to submit this log, or failure to complete required hours in internship, will result in a failing grade.

Mid-Term Student Work Log Review

Due at mid-term evaluation

Grading: 10 points possible

Final Student Work Log Due

Due by last day of classes

Grading: 10 points possible

Student Professional Liability Insurance

Prior to beginning field experience, each student is required to arrange for Professional Liability insurance. This is needed to protect the student against possible lawsuits brought by clientele.

Professional Liability insurance is available through the School of Social Work. This insurance must be arranged for by the end of the first week of internship.

Due August 27, 2013

490 points possible for Internship.

Internship Grading Scale

A=441-490

B=392-440

C=343-391

342 points or less is a failing grade

*****A failing grade is assigned if students do not:**

- complete internship hours
- complete and submit work log
- pay professional liability insurance
- complete learning contract
- complete mid-term and final evaluations

6. CLASSROOM POLICIES

Online Classroom Behaviors

Students and instructors are expected to treat each other with respect during class, using thoughtful dialogue. This class will be interactive, and diverse opinions will be shared. Please be thoughtful in sharing your perspectives and responses with one another.

Religious Observances: Although Christian religious holidays are reflected to some extent in the academic calendar of the University, holidays of other religious groups are not. If you are a member of another religion and you wish to be excused from class for religious reasons, you are expected to provide in writing before the end of the first week of classes a schedule of religious

holidays you intend to observe.

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Fee structure: The deadline for dropping a class and receiving a 100% adjustment is August 30, 2013 for this semester. For details on the drop/withdrawal deadlines see the UA Registrar's semester academic calendars.

Available Supports: The Student Development Center (575-3546) offers various workshops in test taking, time and stress management, as well as study skills. The Writing Center (575-6747) offers assistance in essay and report writing as well as grammar and sentence structure. The Psychological Clinic (575-4258) offers counseling to students at a reduced rate.

EMERGENCY PROCEDURES

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.

Severe Weather (Tornado Warning):

- Follow the directions of the instructor or emergency personnel
- Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
- Stay in the center of the room, away from exterior walls, windows, and doors

Violence / Active Shooter (CADD):

- **CALL-** 9-1-1
- **AVOID-** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.

- **DENY**- Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.
- **DEFEND**- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

BEST PRACTICES PAPER/PRESENTATION RUBRIC

	Points Possible	Points	Comments
Introduction	10		
-name of agency, population served	5		
-purpose of organization/program	5		
Methodology	25		
-describe methodology	5		
-literature review justifying methodology (3 articles)	15		
-describe implementation of methodology	5		
-specific implementation of methodology	5		
Application	15		
-application of methodology	5		
-specific implementation of methodology	5		
-example of methodology	5		
Evaluation	10		
-evaluate effectiveness of methodology	3		
-current evaluation of methodology effectiveness at placement	3		
-evaluation methods which could be implemented	4		
Implications	5		
-discuss research questions for further study	5		
Grammar	10		
-spelling/sentence structure	3		
-organization/flow of paper			

	4		
-professional documentation/references	3		
Presentation	30		
-professional demeanor/dress	5		
-flow of presentation	5		
-content, clarity	20		
Total	100		

**UNIVERSITY OF ARKANSAS
SCHOOL OF SOCIAL WORK
ADVANCED GRADUATE FIELD INTERNSHIP II/SEMINAR II
SCWK 6452/6454**

Instructor:
Office:
Telephone:
Office Hours:
E-mail: @uark.edu

Co-requisite(s): SCWK 6452/6454

Prerequisite(s): Admitted to the graduate MSW program and enrolled in Advanced Year Course Work

1. COURSE PURPOSE

This is a Field Internship and Field Seminar course required of all graduate students in the advanced year of graduate studies. These students will have completed a foundation level internship and are beginning advanced level experience. This course provides students with the opportunity to demonstrate advanced practice skills, knowledge, and values consistent with the mission, goals, and objectives of the MSW program through effective performance in field internship and achievement of 10 core competencies. The application of social work knowledge to a practice setting is facilitated by field instruction and weekly Seminars. Field Internships and co-requisite Seminars are educationally directed, agency-based learning experiences enabling students to demonstrate social work knowledge, skills, and values. Students are expected to demonstrate advanced skill levels as they progress through the Field curriculum. A minimum of 330 clock hours of agency-based professional social work practicum experience supervised by a licensed MSW (or comparably licensed professional as outlined by the Field Manual) is required per semester for two semesters.

2. COMPETENCIES, COURSE OBJECTIVES, AND PROFESSIONAL PRACTICE BEHAVIORS

The Field curriculum is designed to allow students to accomplish advanced practice skills, knowledge, and values consistent with the mission, goals, and objectives of social work and the MSW program through effective performance in field internship. Special expectations include demonstration of leadership skills and ability for independent practice, preparation for intervention with global issues, use of current technology for practice, and successful interdisciplinary collaboration.

The educational objectives of the field sequence are consistent with the program's overall education objectives. Upon successful completion of all courses in the field sequence, students must demonstrate accomplishment of each MSW program educational objective.

Competencies are measurable practice behaviors that are comprised of knowledge, values, and

skills (CSWE EPAS, 2008:3). University of Arkansas School of Social Work courses includes both a primary competency and a set of collateral competencies. Field education is considered the primary means for socializing students to the profession of social work. As such, all competencies considered essential for a social worker are considered with each student in field. Unlike other courses, in Field, all competencies are primary. All competencies, objectives and practice behaviors are included here and the syllabus is the guide for completing student learning contracts as well.

Competency 2.1.1: Identify as a professional social worker and conduct oneself accordingly

Professional Identity:

1. Advanced Operational Practice Behavior Definition: Demonstrate the achievement of overall competency, including the capacity for continuous self-reflection, monitoring and evaluation, and consultation and supervision from others, resulting in professional and autonomous practice from a MSLC perspective.
2. Advanced Operational Practice Behavior Definition: Demonstrate professional demeanor in behavior, appearance, and communication consistent with the advanced practice context at multiple system levels, with persons across the life course, with multiple constituencies, and with colleagues across disciplines.
3. Advanced Operational Practice Behavior Definition: Demonstrate the incorporation of and skills for a life-long learning approach to advanced practice from a MSLC perspective.

Competency 2.1.2. Apply social work ethical principles to guide professional practice.

Ethics:

1. Advanced Operational Practice Behavior Definition: Demonstrate understanding and integration of the values and principles of ethical social work practice at an advanced level of practice, including the ability to independently resolve ethical dilemmas consistent with the relevant Codes of Ethics.
2. Advanced Operational Practice Behavior Definition: Be able to recognize and manage personal values in a way that allows professional values to guide practice consistent with the MSLC perspective

Competency 2.1.3. Apply critical thinking to inform and communicate professional judgments.

Critical Thinking:

1. Advanced Operational Practice Behavior Definition: Demonstrate the ability to distinguish, appraise, and integrate multiple sources of knowledge necessary to effectively present and justify arguments or positions, both orally and in written form, using evidenced-based research and/or logical, rational models of thinking based on practice experience (wisdom) that are consistent with a MSLC perspective.
2. Advanced Operational Practice Behavior Definition: Present and justify arguments or positions, both orally and in written form, using evidenced-based research and/or logical, rational models of thinking based on practice experience (wisdom) that are consistent with a MSLC perspective.

Competency 2.1.4. Engage diversity and difference in practice.

Diversity:

1. Advanced Operational Practice Behavior Definitions: Demonstrate knowledge about and the ability to think in terms of diverse developing systems or organisms, institutions, systems of beliefs, cultural patterns, identity formation, social structures, and political structures of society and how these are all interrelated factors in individual and collective identity formation.
2. Advanced Operational Practice Behavior Definition: Demonstrate the ability to use a MSLC perspective and intersectionality theory, to communicate understanding of the complex interrelationships of multiple diversities including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, geographic location, political ideology, race, religion, and sexual orientation.
3. Advanced Operational Practice Behavior Definition: Demonstrate the ability to use the dimensions of traditional and alternative paradigms, to demonstrate that difference can have a variety of significant influences on how and whether persons experience oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Competency 2.1.5. Advance human rights and social and economic justice.

Human Rights and Social Justice:

1. Advanced Operational Practice Behavior Definition: Demonstrate the ability to recognize, understand, synthesize, and articulate the complex global interconnections of oppression and, based on theories of justice, use social change and leadership skills from a MSLC perspective to promote

social justice and human rights.

2. Advanced Operational Practice Behavior Definition: Demonstrate the capacity to advocate for and influence change in a manner that is consistent with a MSLC perspective and social work values and ethics.

Competency 2.1.6. Engage in research-informed practice and practice-informed research.

Research:

1. Advanced Operational Practice Behavior Definition: Demonstrate grammatically strong writing skills and evidence-based research skills in all phases of professional practice from a MSLC perspective.

2. Advanced Operational Practice Behavior Definition: Demonstrate the ability to present and justify arguments or positions using quantitative or qualitative research or knowledge and/or logical, rational models of thinking based on knowledge from practice experience (wisdom) that are consistent with a MSLC perspective and with social work ethics.

Competency 2.1.7. Apply knowledge of human behavior and the social environment.

Human Behavior in the Social Environment:

1. Advanced Operational Practice Behavior Definition: The ability to use a critical approach to demonstrate advanced knowledge of traditional and alternative theories from a variety of disciplines about the behavior, development, and functioning of the range of social systems (individuals, families, groups, institutions, organizations, communities, and cultures) across the life course

2. Advanced Operational Practice Behavior Definition: Demonstrate the ability to use the dimensions of traditional and alternative paradigms, to demonstrate that difference can have a variety of significant influences on how and whether persons experience oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

3. Advanced Operational Practice Behavior Definition: Demonstrate knowledge of the ideas and concepts related to the notions of social justice, advocacy, leadership, social change, social support, social networks, and social capital consistent with a MSLC perspective.

Competency 2.1.8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Policy Practice:

1. Advanced Operational Practice Behavior Definition: Demonstrate advanced skills in social work policy practice including research, analysis, formulation, influence, and advocacy for policies consistent with social work values.
2. Advanced Operational Practice Behavior Definition: Demonstrate advanced knowledge, based in a MSLC perspective, of policy practice grounded in historical and emerging strategies and tactics for poverty reduction including assets development across system levels (organizational, local, state, national, and international) with attention to financial, organizational, administrative, technological, and planning processes required to deliver services across the life course.
3. Advanced Operational Practice Behavior Definition: Demonstrate advanced skills in social work practice including the ability to link theory, policy-practice, and research/evaluation, and to employ leadership skills to demonstrate and promote such a linkage.

Competency 2.1.9. Respond to contexts that shape practice.

Contexts that shape practice:

1. Advanced Operational Practice Behavior Definition: Display advanced knowledge of empirically based traditional and alternative theories about behavior, development, and functioning with regard to developing organisms in various contexts and across system levels (micro, mezzo and macro).
2. Advanced Operational Practice Behavior Definition: Demonstrate the ability, consistent with a MSLC perspective, to understand and appreciate how the historical context influences and brings about change in values, ideas, customs, institutions, political and economic systems, and the social work profession.

Competency 2.1.10 Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities.

Engagement:

1. Advanced Operational Practice Behavior Definition: Demonstrate advanced skills in the development of appropriate client system relationships from a MSLC perspective.
2. Advanced Operational Practice Behavior Definition: Demonstrate knowledge of the ways in which technology can aid in advanced social

work practice and skills in using technology in advanced social work practice.

3. Advanced Operational Practice Behavior Definition: Demonstrate the ability to assume the role of learner and engage those diverse systems with whom they work as informants (teachers), consistent with a MSLC perspective.

Assessment:

4. Advanced Operational practice Behavior Definition: Demonstrate advanced skills in assessment of appropriate client system relationships from a MSLC perspective.

5. Advanced Operational Practice Behavior Definition: Demonstrate the ability to use a MSLC perspective, to understand, synthesize and assess issues that impede the exercise of basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education across all system levels and throughout the life course.

6. Advanced Operational Practice Behavior Definition: Demonstrate the acquisition of advanced knowledge grounded in historical and emerging strategies and tactics for interventions across system levels (organizational, local, state, national, and international).

Intervention:

7. Advanced Operational Practice Behavior Definition: Display an integrated and advanced approach to the delivery of direct services/practices, social justice services/practices, and policy services/practices to ensure that basic human rights are distributed equitably and without prejudice.

8. Advanced Operational Practice Behavior Definition: Demonstrate advanced practice skills, knowledge, and values consistent with the mission, goals, and objectives of social work and the MSW program and the ability to transfer knowledge at an advanced level and from a MSLC perspective between the classroom and the field education experiences and to perform effectively in field.

9. Advanced Operational Practice Behavior Definition: Demonstrate the ability to identify which therapeutic strategies are appropriate for a given situation and to employ the advanced therapy strategies and skills.

10. Advanced Operational Practice Behavior Definition: Demonstrate advanced skills that are suitable to delivering MSLC-based efforts to 1) promote change and social justice; 2) work with and advocate on behalf of

developing organisms; and 3) incorporate principles of social justice, empowerment, across systems.

11. Advanced Operational Practice Behavior Definition: Demonstrate advanced social change and leadership skills at all levels (direct practice, education, research, policy practice, administration) of their work.

Evaluation:

12. Advanced Operational Practice Behavior Definition: Demonstrate the use of a MSLC perspective to analyze models of assessment, prevention, intervention and evaluation.

13. Advanced Operational Practice Behavior Definition: Demonstrate the ability to creatively analyze, raise critical questions about and evaluate (e.g. diversity related or fit with social work values) existing research, literature, intervention/ models, policies, and theories and in formulating new research, literature, interventions/models, policies, and theories.

14. Advanced Operational Practice Behavior Definition: Demonstrate an understanding of the impact of research on individual and intersecting diversities including, age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation, including an understanding of the effect of human diversity on research techniques, and the role of research in achieving or impeding social and economic justice.

FIELD GLOSSARY

Field Education Program Director: The Field Education Program Director provides overall management of the Field Education Program. The Field Education Program Director assesses student readiness for field and collaborates with the student to determine the best placement “fit” based on student skills and interests as well as agency resources and availability.

Assistant Field Education Program Director: The Assistant Field Education Program Director provides administrative support to the Field Education Program Director. This includes assessing student readiness for field and working with the student to determine the best placement “fit” (based on student skills and interests as well as agency resources and availability).

Field Liaison: The field liaison is the faculty member whose primary responsibility is to see that the student’s internship experiences are educational and meet the established learning objectives. This is achieved by integrating curriculum content in Field seminar, monitoring educational opportunities offered by the agency, connecting CSWE competencies and skill development, and evaluating the student’s progress.

Field Instructor: The field instructor is a social worker that has received an MSW degree from a CSWE-accredited program. The field instructor provides a minimum of one hour of supervision per week to the student. In most cases, the field instructor will be on site at the assigned field placement; however when a master's level social worker is not available at placement, this role will be filled by a master's level social worker who is not on staff at the agency, and who has been approved by the Field Education Program. Frequently, this master's level social worker will be responsible for assigning learning tasks for the student at placement.

Task Supervisor: The task supervisor is the agency employee that assigns tasks to the student and who assists in evaluating the daily performance of the student. The task supervisor maintains regular contact with the field instructor and field liaison regarding the student's progress in field placement.

Field Placement/Internship: The Field placement or internship is a part of the social work student's formal educational requirements, consisting of an ongoing work assignment at an organization which allows the student to apply social work theory, values, ethics, and competencies to practice. This work assignment is directly supervised by a field instructor and/or task supervisor.

Field Seminar: Field Seminar is the academic component of the social work student's field experience. In addition to working in an agency setting, the student is required to concurrently attend a weekly, two-hour seminar designed to integrate curriculum content with direct practice knowledge and experiences.

3. TEXTBOOKS

Required Text:

A current copy of the University of Arkansas MSW Field Handbook is required and is available for download at the school's web site: <https://sharepoint.uark.edu/sites/SCSW/field/default.aspx>.

4. ACADEMIC INTEGRITY

Whether or not the student is a member of the National Association of Social Workers (NASW), the student is expected to adhere to the NASW Code of Ethics. Students should be familiar with this Code of Ethics, as well as University policies on academic integrity.

All assignments should be prepared specifically for this course, and should not have been used in any other course. All paraphrasing or quoting of others' work should be properly referenced. All student contributions to class discussions should be considered confidential, and should not be revealed outside the confines of the classroom.

Questions about academic responsibility, plagiarism, cheating, or other issues related to academic integrity and student conduct will be resolved in accordance with established University regulations. Students are encouraged to visit <http://provost.uark.edu> for details regarding academic integrity expectations and policies. Academic dishonesty is taken very seriously and will not be tolerated.

5. TEACHING/LEARNING STRATEGIES

The seminar sessions will occur at the prearranged time through Collaborate. These sessions will include discussion, activities, problem solving and analysis. Professional social work practice demands a high degree of personal and professional self-reflection. Field students are expected to demonstrate their understanding of concepts and the ability to use self-reflection with consistent, constructive class participation.

Field is an educationally directed learning experience that utilizes experience in an agency setting as a tool for learning about social work practice. Emphasis is on the integration of theory into practice. Students are expected to demonstrate the knowledge and skills learned in the classroom through supervised activities in the agency, as well as, in the Seminar. Attendance and participation in the Collaborate sessions are mandatory. All required hours and assignments must be completed in order to receive a final grade.

Students are expected to engage in active learning with the goal of promoting student responsibility and engagement through a collaborative academic and experiential environment. A cohesive, respectful, and supportive atmosphere helps students to feel safe in asking questions and contributing actively to discussions. Field provides students the opportunity to integrate the relevance of theory and academic material to social work practice. Instructors approach this goal through the use of real practice examples, classroom experiences, or student projects in the practice environment that illustrate academic content.

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Online Classroom Behaviors

Students and instructors are expected to treat each other with respect during class, using thoughtful dialogue. This class will be interactive, and diverse opinions will be shared. Please be thoughtful in sharing your perspectives and responses with one another.

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Fee structure: The deadline for dropping a class and receiving a 90% adjustment is January 22, 2015 for this semester. If the student drops the class after the first week of classes there is no fee adjustment (for details on the drop/withdrawal deadlines see the UA Registrar's semester academic calendars).

Available Supports: The Student Development Center (575-3546) offers various workshops in test taking, time and stress management, as well as study skills. The Writing Center (575-6747) offers assistance in essay and report writing as well as grammar and sentence structure. The Psychological Clinic (575-4258) offers counseling to students at a reduced rate.

Emergency Procedures:

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.

Severe Weather (Tornado Warning):

- Follow the directions of the instructor or emergency personnel
- Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
- Stay in the center of the room, away from exterior walls, windows, and doors

Violence / Active Shooter (CADD):

- **CALL-** 9-1-1
- **AVOID-** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY-** Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.
- **DEFEND-** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

7. COURSE CONTENT

The Advanced Field course content reflects the progression from student to Social Work professional. Advanced Field helps the student to develop greater specificity of methodology and

practice areas, as well as greater depth and breadth of understanding of the connection between field and academic course work. Seminar and Internship integrate:

- A Multi-System Life Course context for Field learning and experience
- The relationship of area of emphasis choice to Field experience
- Field as a context for thesis/Capstone project development
- Values and ethics
- Diversity
- Populations at risk and social and economic justice
- Human behavior and social environment
- Social welfare policy and services
- Social work practice
- Research and the Field experience

Advanced Field students are expected to demonstrate leadership skills within their internship; practicing with greater independence, expanding their knowledge base independently and in the context of the Field organization and community. Students will develop individual learning contracts that will take them to greater depth, breadth, and specificity as they begin to choose an area of emphasis and prepare for independent social work practice. Students are expected to attain higher skill levels as they progress through the field curriculum, preparing students for life-long and interdisciplinary learning.

Students will utilize the Blackboard Site established for the class to submit journals and other written assignments.

8. COURSE ASSIGNMENTS/EVALUATION

In order to earn an MSW degree, students are required to work in an organization/agency under the supervision of a MSW (or other comparably credentialed mentor) for a total minimum of 900 hours for the Advanced Standing students and 990 hours for 2- Year or Extended Program students, and to attend a weekly Seminar throughout the Field sequence. Students will commit to an internship 330 hours per semester during the advanced year. Graded activities are separated by Seminar and Internship courses since each has a separate grade.

Participation

The Field Seminar is a highly interactive educational format that relies on consistent student attendance and active participation through Blackboard Collaborate. Students are expected to bring Field issues and topics into Seminar for discussion. Students are also expected to facilitate discussion by asking questions of other students and the Field Liaison and by sharing opinions about material being discussed. Group dynamics are greatly affected by tardiness, early departures and missed sessions, so students are strongly encouraged log in on time and remain online in Collaborate for the length of the class. Participation grade is based on the student presenting material and participating actively in discussion of material presented by other students. This includes efforts to utilize a social work perspective in discussing problematic situations and the dynamics of Internship practice.

Grading:

Participation: It is possible for students to earn 5 points each seminar for participation, including discussion during group process and 3 scheduled skills lab activities. If a student is late for Seminar or logs out early, points will be deducted at the discretion of the Field Liaison. If the student misses more than half of the scheduled Seminar time, that will count as an absence.

5 points per seminar x 15 seminars = 75 points possible

Attendance: Students' final grade will be deducted one letter grade for each additional absence from Seminar in excess of two absences, per the signed attendance agreement.

Competencies addressed: 1, 2, 3, 6, 7, and 10

Competencies Addressed in Seminar Attendance/Participation

Seminar serves to develop the student's identification with the profession of social work providing dialogue and feedback regarding presentation of oneself as a social worker

Competency 1, 2, 3, 6, 7, and 10

Skills Lab Reflections

Skills Lab activities are designed to help students develop skills which will be useful to them in their development as professional social workers. Students will engage in discussion and reflection on the Skills Lab which will include the following:

- Identification of skills developed
- Identification of the competencies addressed
- Reflection on experience related to activity
 - How did the activity affect the student?
 - How will the skills/insights impact the student's practice?

Competencies addressed: 1, 2, 3, 4, 5, 6, 7, 8, and 9.

Grading: 5 participation points possible x 3 skills labs = 15 points possible (included in the attendance/participation points total).

Journal Entries

Please protect the confidentiality of clients and others in journal content. Journal entries are not explicitly restricted as confidential, as the content is an academic submission reviewed for grading and submitted via a learning website. Efforts are made to keep journal content confidential between Field Liaison and student, however, occasionally circumstances arise which require consultation outside of the Field Liaison/student

academic relationship regarding journal content.

Students are required to keep a weekly journal of their activities in Field. Throughout the Field sequence, expectation of journal content will increase with the expectation of increased skill development. In addition to documentation of activity purposes, the journal should aid the student in the development of critical thinking skills, written communication skills, and provide a source of information to be utilized in supervisory conferences, as well as a forum for expression. **Over the course of the semester, the student is expected to address all 10 competencies; referencing the practice behaviors specifically, in their journal.** This journal is to be kept current at all times and is to be submitted electronically on the class Blackboard site.

Late journals will not earn class credit.

Journal Format (Journals 1-14)

Data-1 point

- ❖ Field journal number
- ❖ Name
- ❖ Date
- ❖ Hours this week
- ❖ Total hours

Activities – 1 point

- ❖ Date/Day
- ❖ Document activities in list format

Processing – 5 points

- ❖ Feelings, opinions and interpretation or analysis of activities
- ❖ Examine responses to practice situations or work environment (supervisor, staff, or clients)
- ❖ Reflection on tasks
- ❖ Evaluate effectiveness of interventions or interactions and indicate if, in reflection, alternate intervention would be more effective. Discuss relationship between intervention and larger client, agency, or sociocultural context.

Competencies – 3 points

- ❖ Identify at least **2 competencies/practice behaviors** addressed this week in field, and the context in which they occurred.
- ❖ Reflect on how this impacted client or agency goals

Journal Format (Journal 15)

- ❖ Review previous 14 journals and identify recurring themes, attending to connections and relationships. **(5 points)**
- ❖ Analyze the meaning of the recurring themes, and discuss impact on the effectiveness of services provided and implications for the larger context. **(5 points)**

Grading: **150 points possible**

15 journals x 10 points = 150 points possible

Supervision Form

The supervision form is documented by the student in supervision during weekly supervision and signed by supervisor and student. Form is provided and submitted on IPT site. Supervision form is due at the same time as journal.

- ❖ Date of supervision
- ❖ Length of supervision
- ❖ Type of supervision (individual or group)
- ❖ Summarize supervision issues discussed: Focusing on 3 essential components
 4. Review of Cases, Notes, or Projects in Progress or Completed (include review of progress on identified tasks from previous week's supervision)
 5. Professional Development (student will identify areas of professional development, attending to competencies and practice behaviors, including any areas where growth is needed)
 6. Feedback on Performance (student will synthesize supervisory feedback on performance, this may include supervisory plan of action if there are performance concerns, and/or identify tasks on projects/assignments for the upcoming week.)

Grading: 75 points possible

15 Supervision Forms x 5 points =75 points

PERSONAL PRACTICE EVALUATION (Case Study)

Protect client confidentiality. Do not reveal identifying information.

The purpose of the PPE assignment is to demonstrate, in writing, your ability to:

- ❖ Assess and articulate a client problem
- ❖ Gain a basic understanding of the general problem or area of concern.
- ❖ Identify (through research) current best practices and interventions.
- ❖ Develop a plan for implementing your chosen intervention.
- ❖ Evaluate the effectiveness of your intervention.

The PPE is similar to a traditional case plan with emphasis on two added features: research and evaluation. The paper should be 6-8 pages in length, and double-spaced with a font size of 12 pt. Utilize APA format.

Please use the following headings to organize the PPE:

- Assessment
- Review of Literature/Plan Methodology
- Evaluation

Assessment

1. Choose a specific issue a client at your organization might face.
2. Describe a fictional client with the identified issue. Include intake information (3-4 paragraphs).
3. The client has complicated co-existing issues or barriers to change.

4. Include MSLC perspective in assessment. (20 points possible)

Review of Literature/Plan Methodology

1. Describe the intervention employed by internship placement to address identified issue.
2. Review the literature to support the identified internship intervention. Provide three evidence-based references. Show consideration to special circumstances of the client: cultural considerations, developmental disabilities, literacy issues, etc.
3. Describe, in detail, how the intervention is implemented. How often will the client be seen, and in what setting? Will other professionals be involved? Are special materials or equipment needed?
4. Demonstrate your understanding of the theoretical underpinnings of the intervention. (25 points possible)

Evaluation

1. Describe methods of evaluation of the effectiveness of the intervention. Recommendations for evaluation may be difficult to find in the literature review. If so, design a method of evaluation.
2. Discuss potential problems or barriers to evaluation.
3. Analyze chosen intervention. How effective was the intervention? Did it have the expected outcome?
Could something have been done differently to enhance the effectiveness of the intervention?
4. Synthesize entire client picture from assessment to evaluation. (15 points possible)

Grammar

Sections are clearly introduced, and information is presented in a concise manner, demonstrating an educated approach to the topic. Grammar is indicative of a professional document. (10 points)

Presentation

Presentations will occur during regularly scheduled Collaborate Sessions. Presentation should be no more than 10 minutes. Presenters should be professional in dress and demeanor. The presentation will summarize the plan outlined succinctly. (30 points possible)

Late assignments will not be accepted.

Grading: 100 points possible

Competencies addressed: 1, 2, 3, 4, 5, 6, 7, 9, and 10.

Process Recording

Students are required to submit one verbatim process recording during the semester. Format is available on the class Blackboard site. This verbatim reporting of a student-client (or co-worker) interaction includes charting the interaction verbatim as well as reflections on the interaction, competencies demonstrated (competencies 1-10), and Field Instructor comment/feedback.

Competencies addressed: 1, 3, 4, 5, 7, and 10.

Purpose/Goals 10 points

Verbatim recording 45 points

Assessment (Part II) 10 points

Late Process Recordings will not be accepted.

Grading: 65 points possible

Professional Meeting

Students will attend one professional. The intent is to foster the student's growth as a professional both within their organization and the professional community at large. Professional meetings may include N.A.S.W., Hospital Social Worker Meetings, or any meeting in which students are given opportunity to network with other social workers. Students are expected to submit a 2 page written summary that includes:

- Identify at least two competencies and describe how they were demonstrated in the meeting, reflect on demonstration of social work knowledge, values, and ethics
- Describe the purpose and focus of the meeting (attach meeting agenda)
- Analyze the meeting, include assessment of the effectiveness of the meeting, professionalism, completion of identified goals
- Make recommendations regarding enhancing the effectiveness of the meeting
- Identify future implications for direct practice or policy practice, identifying how the meeting expanded student understanding of issues addressed

Late Professional Meeting assignments will not be accepted.

Grading: 25 points possible – Professional Meeting

Competencies addressed: 1, 8, and 9.

*****A failing grade is assigned if students do not:**

- **complete internship hours**
- **complete and submit work log**
- **pay professional liability insurance**
- **complete learning contract**
- **complete mid-term and final evaluations**

Seminar Grading Scale

A=441-490 points

B=392-440 points

C=343-391 points

342 points or less is a failing grade

INTERNSHIP

Internship allows students the opportunity to expand their repertoire of competencies in

relationship to social work practice, policy, and research. Students will be evaluated collaboratively via self-evaluation, and evaluation from Field Instructor and Field Liaison.

Learning Contract

The completed Learning Contract should be submitted on February 3, 2015 during the second Seminar of the semester. The student will discuss with the Field Instructor the learning activities to be concentrated on during the semester which will provide the opportunity for students to demonstrate competencies via specific practice behaviors. The Field Liaison is available for consultation and input. The Learning contract will serve as a guide for obtaining the necessary experiences and exposures to learning in Field. This Contract is to be signed by the student, Field Instructor and Field Liaison. This contract should be reviewed periodically by the student and Field Instructor to ensure that learning objectives are met. The Learning Contract is a living document that may be altered during the course of the internship for additions and/or deletions.

The Learning Contract will address Core Competencies 1 and 10, necessary knowledge, values and skills.

Criteria for earning points for Learning Contract:

- Completion by due date
- 3 activities for each competency

Activities:

- Creative
- Specific
- Time limited
- Responsibilities clearly identified
- Measureable goals

Grading: **100 points possible**

Learning Contract must be completed in a timely manner to receive a passing grade in internship. Completed and signed Learning Contracts that are not submitted by the due date will result in a grade reduction of 5 points for each late day, including non-class days, weekends and holidays.

Evaluations

The student is expected to participate in on-going evaluation of their performance in Field. In addition, the student is expected to schedule and participate in both mid-term and final written evaluations via Collaborate. The Field Instructor and the Field Liaison should be present. You should also complete the student self-evaluation form. The formal and the informal evaluation should be a three-way process involving the student, the Field Instructor, and the Field Liaison. It is crucial that the student see that all evaluation documents are completed **prior** to the meeting with the Field Liaison.

Mid-term evaluations will be awarded points for on-time and thorough completion of evaluation, as well as student ability to reflect on experience during mid-term meeting. Student will be expected to run the evaluation meeting in a timely and efficient manner, allowing for appropriate

discussion of student progress in placement. Following the evaluation, the Field Instructor and Field Liaison will each assess the student's ability to professionally run the evaluation meeting. The student will receive points based on the average of the two assessments.

Final evaluation points will be awarded as evaluated by Field Instructor in evaluation of student's mastery of skills at placement.

The Field Evaluation will cover all aspects of the 10 Competencies.

Mid-Term Evaluation

Due at time of mid-term evaluation

Grading: **50 points possible**

Final Evaluation

Due at time of final evaluation

Grading: **180 points possible**

These points are based on progress in Field as noted on evaluations.

Field Evaluations must be completed to receive a passing grade in Field. Field Evaluations that are not submitted by the due date will result in a grade reduction of 2 points for each late day including non-class days, weekends and holidays.

Student Self- Evaluations

Mid-Term Student Self-Evaluation

Due at time of mid-term evaluation

Grading: **25 points possible**

Final Student Self-Evaluation

Due at time of final evaluation

Grading: **25 points possible**

Student Self-Evaluations must be completed to receive a passing grade in field. Student Self-Evaluations that are not submitted by the due date will result in a grade reduction of 2 points for each late day including non-class days, weekends and holidays.

Field Hours

330 hours must be completed by _____ to receive a passing grade in field. The Council on Social Work Education (CSWE) mandates required field hours and no exceptions will be made.

Student Field Internship Work Log

The student is expected to complete the Student Field Internship Work Log and to have it initialed by their Field Instructor on a weekly basis. This log will be reviewed at mid-semester and submitted at the end of the semester. Failure to submit this log, or failure to complete required hours in internship, will result in a failing grade.

Mid-Term Student Work Log Review

Due at mid-term evaluation

Grading: **10 points possible**

Final Student Work Log Due

Due by last day of classes

Grading: **10 points possible**

490 points possible for Internship.

Internship Grading Scale

A=360-400

B=320-359

C=280-319

279 points or less is a failing grade

Internship Grading Scale

*****A failing grade is assigned if students do not:**

- **complete internship hours**
- **complete and submit work log**
- **pay professional liability insurance**
- **complete learning contract**
- **complete mid-term and final evaluation**

Appendix B

SCWK Online MSW Advanced Standing Program

FY16 Summer 2016									
<i>Course</i>	<i>Course Name</i>	<i>Enrollment</i>	<i>Course Credit Hours</i>	<i>Cr. Hr. Production</i>	<i>Gross Tuition Revenue</i>	<i>Inload Instructional Credit Hours</i>	<i>Faculty</i>	<i>TT Graduate</i>	<i>Clinical Graduate</i>
SCWK 5013	Bridge: Evidence-Based SW	10	3	40	\$15,600.00	3	Rand	3	3
SCWK 5444	Field Internship III	10	4	40	\$15,600.00	4	Council		4
SCWK 5442	Field Seminar III	10	2	20	\$7,800.00	2	Council		2
SCWK 5173	Elective - Practice with Families & Couples	10	3	30	\$11,700.00	3	Collie		3
TOTAL		60	12	130	\$50,700.00	12			
FY16 Fall 2016									
SCWK 6003	Advanced Practice I	10	3	30	\$11,700.00	3	Collie		3
SCWK 5073	Social Work Research & Technology II	10	3	30	\$11,700.00	3	Rand	3	
SCWK 6444	Advanced Field Internship I	10	4	40	\$15,600.00	4	Council		4
SCWK 6442	Advanced Field Seminar II	10	2	20	\$7,800.00	2	Council		2
SCWK 5143	Elective - Global Social and Economic Justice	10	3	30	\$11,700.00	3	Valandra	3	
TOTAL		50	15	150	\$58,500.00	15			
FY16 Spring 2017									
SCWK 6454	Advanced Field Internship II	10	4	40	\$15,600.00	4	Council		4
SCWK 6452	Advanced Field Seminar II	10	2	20	\$7,800.00	2	Council		2
SCWK 5XXX	Advanced Elective - TBD	10	3	30	\$11,700.00	3	Christy	3	
SCWK 5XXX	Advanced Elective - TBD	10	3	30	\$11,700.00	3	Collie		3
TOTAL		40	12	120	\$46,800.00	12			

SCWK Online MSW Advanced Standing Program

FY17 Summer 2017										
<i>Course</i>	<i>Course Name</i>	<i>Enrollment</i>	<i>Course Credit Hours</i>	<i>Cr. Hr. Production</i>	<i>Gross Tuition Revenue</i>	<i>Instructional Credit Hours</i>	<i>Faculty</i>	<i>TT Graduate</i>	<i>Clinical Graduate</i>	
SCWK 5013	Bridge: Evidence-Based SW	15	3	45	\$17,550.00	3	Rand	3	3	
SCWK 5444	Field Internship III	15	4	60	\$23,400.00	4	Council		4	
SCWK 5442	Field Seminar III	15	2	30	\$11,700.00	2	Council		2	
SCWK 5173	Elective - Practice with Families & Couples	15	3	45	\$17,550.00	3	Collie		3	
TOTAL		60	12	180	\$70,200.00	12				
FY17 Fall 2017										
SCWK 6003	Advanced Practice I	15	3	45	\$17,550.00	3	Collie		3	
SCWK 5073	Social Work Research & Technology II	15	3	45	\$17,550.00	3	Rand	3		
SCWK 6444	Advanced Field Internship I	15	4	60	\$23,400.00	4	Council		4	
SCWK 6442	Advanced Field Seminar II	15	2	30	\$11,700.00	2	Council		2	
SCWK 5143	Elective - Global Social and Economic Justice	15	3	45	\$17,550.00	3	Valandra	3		
TOTAL		75	15	225	\$87,750.00	15				
FY17 Spring 2018										
SCWK 6454	Advanced Field Internship II	15	4	60	\$23,400.00	4	Council		4	
SCWK 6452	Advanced Field Seminar II	15	2	30	\$11,700.00	2	Council		2	
SCWK 5XXX	Advanced Elective - TBD	15	3	45	\$17,550.00	3	Christy	3		
SCWK 5XXX	Advanced Elective - TBD	15	3	45	\$17,550.00	3	Collie		3	
TOTAL		60	12	180	\$70,200.00	12				

SCWK Online MSW Advanced Standing Program

FY18 Summer 2018										
Course	Course Name	Enrollment	Course Credit Hours	Cr. Hr. Production	Gross Tuition Revenue	Instructional Credit Hours	Faculty	TT Graduate	Clinical Graduate	
SCWK 5013	Bridge: Evidence-Based SW	20	3	60	\$23,400.00	3	Rand	3	3	
SCWK 5444	Field Internship III	20	4	80	\$31,200.00	4	Council		4	
SCWK 5442	Field Seminar III	20	2	40	\$15,600.00	2	Council		2	
SCWK 5173	Elective - Practice with Families & Couples	20	3	60	\$23,400.00	3	Collie		3	
TOTAL		80	12	240	\$93,600.00	12				
FY18 Fall 2018										
SCWK 6003	Advanced Practice I	20	3	60	\$23,400.00	3	Collie		3	
SCWK 5073	Social Work Research & Technology II	20	3	60	\$23,400.00	3	Rand	3		
SCWK 6444	Advanced Field Internship I	20	4	80	\$31,200.00	4	Council		4	
SCWK 6442	Advanced Field Seminar II	20	2	40	\$15,600.00	2	Council		2	
SCWK 5143	Elective - Global Social and Economic Justice	20	3	60	\$23,400.00	3	Valandra	3		
TOTAL		100	15	300	\$117,000.00	15				
FY18 Spring 2019										
SCWK 6454	Advanced Field Internship II	20	4	80	\$31,200.00	4	Council		4	
SCWK 6452	Advanced Field Seminar II	20	2	40	\$15,600.00	2	Council		2	
SCWK 5XXX	Advanced Elective - TBD	20	3	60	\$23,400.00	3	Christy	3		
SCWK 5XXX	Advanced Elective - TBD	20	3	60	\$23,400.00	3	Collie		3	
TOTAL		80	12	240	\$93,600.00	12				

School of Social Work
ONLINE MSW ADVANCED STANDING PROGRAM BUDGET

PHASE 1 EXPENSES (May 2015 - May 2016) – MSW ONLINE ADVANCED STANDING PROGRAM DEVELOPMENT										
TASKS	ITEMIZED EXPENSES	FRINGE	TOTAL SALARY	Instructional Costs	Fulbright	SCWK	GLOBAL CAMPUS	EXPLANATION		
Search - 1 tenure-track Faculty (FY14)	\$7,000	\$0	\$7,000	\$0	\$0	\$7,000	\$0	Search Committee expenses		
Hire Part-Time 12-month Support Staff (November 1, 2015 - May 1, 2016)	\$14,000	\$3,710	\$17,710	\$0	\$0	\$0	\$17,710	Hire 6 months prior to enrollment; will help with online curriculum development; advising support; website information;		
Hire Full-Time 12-month Field Assistant (July 1, 2015-May 15, 2016)	\$46,550	\$12,336	\$58,886	\$19,052	\$28,336	\$11,498	\$19,052	Will develop 3 field seminar and 3 field internship courses; develop contracts with field agencies; develop all field evaluation documents online		
Field Program Director Summer Salary (May 15, 2015-August 15, 2016)	\$16,693	\$2,504	\$19,197	\$19,197	\$0	\$0	\$19,197	Will arrange field placements; train and orient field instructors; develop new field placements and contracts; oversee field seminars and IPT electronic field document storage and updates		
Hire 6 adjuncts to develop online courses (May 2015-May 2016)	\$24,000	\$0	\$24,000	\$24,000	\$0	\$0	\$0	Will develop 6 online courses		
TOTAL EXPENSES	\$108,243	\$18,550	\$126,793	\$62,249	\$28,336	\$18,498	\$55,959			

Fringe for support staff = 25.6%

Fringe for summer = 15%

School of Social Work
ONLINE MSW ADVANCED STANDING PROGRAM BUDGET

PHASE 2 EXPENSES (May 2016-May 2017) – MSW ONLINE ADVANCED STANDING PROGRAM IMPLEMENTATION (10 students)									
TASKS	ITEMIZED EXPENSES	FRINGE	TOTAL EXPENSES	Instructional Costs	Fulbright	SCWK EXPENSES	GLOBAL CAMPUS	EXPLANATION	
Part-Time 12-month Support Staff	\$14,240	\$3,774	\$18,014	\$15,000	\$0	\$3,014	\$0	Support online curriculum; student advising; PT faculty hires; recruitment; marketing; website information; etc.	
Full-Time 12-month Field Assistant	\$46,550	\$12,336	\$58,886	\$40,000	\$7,388	\$11,498	\$0	Will teach 3 field seminar courses and supervise 10 online placements	
Field Program Director Summer Salary	\$16,693	\$2,504	\$19,197	\$19,197	\$0	\$0	\$0	Will arrange 10 field placements; train and orient field instructors; develop new field placements and contracts; oversee field seminars and IPT electronic field document storage and updates	
Hire adjuncts to teach 6 online courses	\$24,000		\$24,000	\$24,000	\$0	\$0	\$0	Will teach 6 online courses	
2 Graduate Assistants	\$13,300		\$26,600	\$26,600	\$0	\$0	\$0		
Field travel costs	\$5,000		\$5,000	\$5,000	\$0	\$0	\$0		
TOTAL EXPENSES			\$151,696	\$129,797	\$7,388	\$14,512	\$0		

PHASE 2 REVENUE (May 2016-May 2017) – MSW ONLINE ADVANCED STANDING PROGRAM IMPLEMENTATION (10 students)									
PHASE 2 REVENUE									
GRADUATE CREDIT HOURS			FULBRIGHT	UA	SCWK	GLOBAL CAMPUS			
	390	\$390	0.1	0.3	0.4	0.2			
Gross revenue		\$152,100							
Net Revenue after instructional costs		\$22,303	\$2,230	\$6,691	\$8,921	\$4,461			
Unit expenses			\$7,388	\$0	\$14,512	\$0			
TOTAL PROFIT			-\$5,158	\$6,691	-\$5,591	\$4,461			

School of Social Work
ONLINE MSW ADVANCED STANDING PROGRAM BUDGET

PHASE 3 EXPENSES (May 2017-May 2018) – MSW ONLINE ADVANCED STANDING PROGRAM (10 students)									
TASKS	ITEMIZED EXPENSES	FRINGE	TOTAL EXPENSES	Instructional Costs	Fulbright	SCWK EXPENSES	GLOBAL CAMPUS	EXPLANATION	
Part-Time 12-month Support Staff	\$14,667	\$3,887	\$18,554	\$15,000	\$0	\$3,554	\$0	Support online curriculum; student advising; PT faculty hires; recruitment; marketing; website information; etc.	
Full-Time 12-month Field Assistant	\$47,947	\$12,706	\$60,652	\$40,000	\$8,652	\$12,000	\$0	Will teach 6 field seminar courses and supervise 10 online placements	
Field Program Director Summer Salary	\$17,194	\$2,579	\$19,773	\$19,773	\$0	\$0	\$0	Will arrange 10 field placements; train and orient field instructors; develop new field placements and contracts; oversee field seminars and IPT electronic field document storage and updates	
Hire adjuncts to teach 6 online courses	\$24,000	\$0	\$24,000	\$24,000	\$0	\$0	\$0	Will teach 6 online courses	
2 Graduate Assistants	\$13,300		\$26,600	\$26,600	\$0	\$0	\$0		
Field travel costs	\$5,000		\$5,000	\$5,000	\$0	\$0	\$0		
TOTAL EXPENSES			\$154,579	\$130,373	\$8,652	\$15,554	\$0		

PHASE 3 REVENUE (May 2017-May 2018) – MSW ONLINE ADVANCED STANDING PROGRAM (10 students)									
PHASE 3 REVENUE			FULBRIGHT	UA	SCWK	GLOBAL CAMPUS			
GRADUATE CREDIT HOURS	\$390	\$152,100	0.1	0.3	0.4	0.2			
Gross revenue		\$152,100							
Net Revenue after instructional costs		\$21,727		\$6,518	\$8,691	\$4,345			
unit expenses				\$0	\$15,554	\$0			
TOTAL PROFIT			-\$6,479	\$6,518	-\$6,863	\$4,345			

School of Social Work
ONLINE MSW ADVANCED STANDING PROGRAM BUDGET

PHASE 1 EXPENSES (May 2015 - May 2016) – MSW ONLINE ADVANCED STANDING PROGRAM DEVELOPMENT									
TASKS	ITEMIZED EXPENSES	FRINGE	TOTAL SALARY	Instructional Costs	Fulbright	SCWK	GLOBAL CAMPUS	EXPLANATION	
Search - 1 tenure-track Faculty (FY14)	\$7,000	\$0	\$7,000	\$0	\$0	\$7,000	\$0	Search Committee expenses	
Hire Part-Time 12-month Support Staff (November 1, 2015 - May 1, 2016)	\$14,000	\$3,710	\$17,710	\$0	\$0	\$0	\$17,710	Hire 6 months prior to enrollment; will help with online curriculum development; advising support; website information;	
Hire Full-Time 12-month Field Assistant (July 1, 2015-May 15, 2016)	\$46,550	\$12,336	\$58,886	\$19,052	\$28,336	\$11,498	\$19,052	Will develop 3 field seminar and 3 field internship courses; develop contracts with field agencies; develop all field evaluation documents online	
Field Program Director Summer Salary (May 15, 2015-August 15, 2016)	\$16,693	\$2,504	\$19,197	\$19,197	\$0	\$0	\$19,197	Will arrange field placements; train and orient field instructors; develop new field placements and contracts; oversee field seminars and IPT electronic field document storage and updates	
Hire 6 adjuncts to develop online courses (May 2015-May 2016)	\$24,000	\$0	\$24,000	\$24,000	\$0	\$0	\$0	Will develop 6 online courses	
TOTAL EXPENSES	\$108,243	\$18,550	\$126,793	\$62,249	\$28,336	\$18,498	\$55,959		

Fringe for support staff = 25.6%

Fringe for summer = 15%

School of Social Work
ONLINE MSW ADVANCED STANDING PROGRAM BUDGET

PHASE 2 EXPENSES (May 2016-May 2017) – MSW ONLINE ADVANCED STANDING PROGRAM IMPLEMENTATION (12 students)									
TASKS	ITEMIZED EXPENSES	FRINGE	TOTAL EXPENSES	Instructional Costs	Fulbright	SCWK EXPENSES	GLOBAL CAMPUS	EXPLANATION	
Part-Time 12-month Support Staff	\$14,240	\$3,774	\$18,014	\$15,000	\$0	\$3,014	\$0	Support online curriculum; student advising; PT faculty hires; recruitment; marketing; website information; etc.	
Full-Time 12-month Field Assistant	\$46,550	\$12,336	\$58,886	\$40,000	\$7,388	\$11,498	\$0	Will teach 3 field seminar courses and supervise 12 online placements	
Field Program Director Summer Salary	\$16,693	\$2,504	\$19,197	\$19,197	\$0	\$0	\$0	Will arrange 12 field placements; train and orient field instructors; develop new field placements and contracts; oversee field seminars and IPT electronic field document storage and updates	
Hire adjuncts to teach 6 online courses	\$24,000		\$24,000	\$24,000	\$0	\$0	\$0	Will teach 6 online courses	
2 Graduate Assistants	\$13,300		\$26,600	\$26,600	\$0	\$0	\$0		
Field travel costs	\$5,000		\$5,000	\$5,000	\$0	\$0	\$0		
TOTAL EXPENSES			\$151,696	\$129,797	\$7,388	\$14,512	\$0		

PHASE 2 REVENUE (May 2016-May 2017) – MSW ONLINE ADVANCED STANDING PROGRAM IMPLEMENTATION (12 students)									
PHASE 2 REVENUE									
GRADUATE CREDIT HOURS			FULBRIGHT	UA	SCWK	GLOBAL CAMPUS			
	\$390		0.1	0.3	0.4	0.2			
Gross revenue	\$182,520								
Net Revenue after instructional costs	\$52,723		\$5,272	\$15,817	\$21,089	\$10,545			
unit expenses			\$7,388	\$0	\$14,512	\$0			
TOTAL PROFIT			-\$2,116	\$15,817	\$6,577	\$10,545			

School of Social Work
ONLINE MSW ADVANCED STANDING PROGRAM BUDGET

PHASE 3 EXPENSES (May 2017-May 2018) – MSW ONLINE ADVANCED STANDING PROGRAM (12 students)									
TASKS	ITEMIZED EXPENSES	FRINGE	TOTAL EXPENSES	Instructional Costs	Fulbright	SCWK EXPENSES	GLOBAL CAMPUS	EXPLANATION	
Part-Time 12-month Support Staff	\$14,667	\$3,887	\$18,554	\$15,000	\$0	\$3,554	\$0	Support online curriculum; student advising; PT faculty hires; recruitment; marketing; website information; etc.	
Full-Time 12-month Field Assistant	\$47,947	\$12,706	\$60,652	\$40,000	\$8,652	\$12,000	\$0	Will teach 6 field seminar courses and supervise 12 online placements	
Field Program Director Summer Salary	\$17,194	\$2,579	\$19,773	\$19,773	\$0	\$0	\$0	Will arrange 12 field placements; train and orient field instructors; develop new field placements and contracts; oversee field seminars and IPT electronic field document storage and updates	
Hire adjuncts to teach 6 online courses	\$24,000	\$0	\$24,000	\$24,000	\$0	\$0	\$0	Will teach 6 online courses	
2 Graduate Assistants	\$13,300		\$26,600	\$26,600	\$0	\$0	\$0		
Field travel costs	\$5,000		\$5,000	\$5,000	\$0	\$0	\$0		
TOTAL EXPENSES			\$154,579	\$130,373	\$8,652	\$15,554	\$0		

PHASE 3 REVENUE (May 2017-May 2018) – MSW ONLINE ADVANCED STANDING PROGRAM (12 students)									
PHASE 3 REVENUE									
GRADUATE CREDIT HOURS			FULBRIGHT	UA	SCWK	GLOBAL CAMPUS			
	\$390		0.1	0.3	0.4	0.2			
468	\$182,520								
Gross revenue	\$182,520								
Net Revenue after instructional costs	\$52,147		\$5,215	\$15,644	\$20,859	\$10,429			
unit expenses			\$8,652	\$0	\$15,554	\$0			
TOTAL PROFIT			-\$3,437	\$15,644	\$5,305	\$10,429			

School of Social Work
ONLINE MSW ADVANCED STANDING PROGRAM BUDGET

PHASE 1 EXPENSES (May 2015 - May 2016) – MSW ONLINE ADVANCED STANDING PROGRAM DEVELOPMENT									
TASKS	ITEMIZED EXPENSES	FRINGE	TOTAL SALARY	Instructional Costs	Fulbright	SCWK	GLOBAL CAMPUS	EXPLANATION	
Search - 1 tenure-track Faculty (FY14)	\$7,000	\$0	\$7,000	\$0	\$0	\$7,000	\$0	Search Committee expenses	
Hire Part-Time 12-month Support Staff (November 1, 2015 - May 1, 2016)	\$14,000	\$3,710	\$17,710	\$0	\$0	\$0	\$17,710	Hire 6 months prior to enrollment; will help with online curriculum development; advising support; website information;	
Hire Full-Time 12-month Field Assistant (July 1, 2015-May 15, 2016)	\$46,550	\$12,336	\$58,886	\$19,052	\$28,336	\$11,498	\$19,052	Will develop 3 field seminar and 3 field internship courses; develop contracts with field agencies; develop all field evaluation documents online	
Field Program Director Summer Salary (May 15, 2015-August 15, 2016)	\$16,693	\$2,504	\$19,197	\$19,197	\$0	\$0	\$19,197	Will arrange field placements; train and orient field instructors; develop new field placements and contracts; oversee field seminars and IPT electronic field document storage and updates	
Hire 6 adjuncts to develop online courses (May 2015-May 2016)	\$24,000	\$0	\$24,000	\$24,000	\$0	\$0	\$0	Will develop 6 online courses	
TOTAL EXPENSES	\$108,243	\$18,550	\$126,793	\$62,249	\$28,336	\$18,498	\$55,959		

Fringe for support staff = 25.69%

Fringe for summer = 15%

School of Social Work
ONLINE MSW ADVANCED STANDING PROGRAM BUDGET

PHASE 2 EXPENSES (May 2016-May 2017) – MSW ONLINE ADVANCED STANDING PROGRAM IMPLEMENTATION (15 students)									
TASKS	ITEMIZED EXPENSES	FRINGE	TOTAL EXPENSES	Instructional Costs	Fulbright	SCWK EXPENSES	GLOBAL CAMPUS	EXPLANATION	
Part-Time 12-month Support Staff	\$14,240	\$3,774	\$18,014	\$15,000	\$0	\$3,014		\$0 Support online curriculum; student advising; PT faculty hires; recruitment; marketing; website information; etc.	
Full-Time 12-month Field Assistant	\$46,550	\$12,336	\$58,886	\$40,000	\$7,388	\$11,498		\$0 Will teach 3 field seminar courses and supervise 15 online placements	
Field Program Director Summer Salary	\$16,693	\$2,504	\$19,197	\$19,197	\$0	\$0		\$0 Will arrange 15 field placements; train and orient field instructors; develop new field placements and contracts; oversee field seminars and IPT electronic field document storage and updates	
Hire adjuncts to teach 6 online courses	\$24,000		\$24,000	\$24,000	\$0	\$0		\$0 Will teach 6 online courses	
2 Graduate Assistants	\$13,300		\$26,600	\$26,600	\$0	\$0		\$0	
Field travel costs	\$5,000		\$5,000	\$5,000	\$0	\$0		\$0	
TOTAL EXPENSES			\$151,696	\$129,797	\$7,388	\$14,512		\$0	

PHASE 2 REVENUE (May 2016-May 2017) – MSW ONLINE ADVANCED STANDING PROGRAM IMPLEMENTATION (15 students)						
PHASE 2 REVENUE						
GRADUATE CREDIT HOURS		FULBRIGHT	UA	SCWK	GLOBAL CAMPUS	
	\$390	0.1	0.3	0.4	0.2	
Gross revenue	\$228,150					
Net Revenue after instructional costs	\$98,353		\$29,506	\$39,341	\$19,671	
unit expenses	\$7,388		\$0	\$14,512	\$0	
TOTAL PROFIT		\$2,447	\$29,506	\$24,829	\$19,671	

School of Social Work
ONLINE MSW ADVANCED STANDING PROGRAM BUDGET

PHASE 3 EXPENSES (May 2017-May 2018) – MSW ONLINE ADVANCED STANDING PROGRAM (15 students)									
TASKS	ITEMIZED EXPENSES	FRINGE	TOTAL EXPENSES	Instructional Costs	Fulbright	SCWK EXPENSES	GLOBAL CAMPUS	EXPLANATION	
Part-Time 12-month Support Staff	\$14,667	\$3,887	\$18,554	\$15,000	\$0	\$3,554	\$0	Support online curriculum; student advising; PT faculty hires; recruitment; marketing; website information, etc.	
Full-Time 12-month Field Assistant	\$47,947	\$12,706	\$60,652	\$40,000	\$8,652	\$12,000	\$0	Will teach 6 field seminar courses and supervise 15 online placements	
Field Program Director Summer Salary	\$17,194	\$2,579	\$19,773	\$19,773	\$0	\$0	\$0	Will arrange 15 field placements; train and orient field instructors; develop new field placements and contracts; oversee field seminars and IPT electronic field document storage and updates	
Hire adjuncts to teach 6 online courses	\$24,000	\$0	\$24,000	\$24,000	\$0	\$0	\$0	Will teach 6 online courses	
2 Graduate Assistants	\$13,300		\$26,600	\$26,600	\$0	\$0	\$0		
Field travel costs	\$5,000		\$5,000	\$5,000	\$0	\$0	\$0		
TOTAL EXPENSES			\$154,579	\$130,373	\$8,652	\$15,554	\$0		

PHASE 3 REVENUE (May 2017-May 2018) – MSW ONLINE ADVANCED STANDING PROGRAM (15 students)						
PHASE 3 REVENUE						
GRADUATE CREDIT HOURS			FULBRIGHT	UA	SCWK	GLOBAL CAMPUS
	\$390		0.1		0.4	0.2
	\$228,150			0.3		
Gross revenue	\$228,150					
Net Revenue after instructional costs	\$97,777		\$9,778	\$29,333	\$39,111	\$19,555
unit expenses			\$8,652	\$0	\$15,554	\$0
TOTAL PROFIT			\$1,126	\$29,333	\$23,557	\$19,555

School of Social Work
ONLINE MSW ADVANCED STANDING PROGRAM BUDGET

PHASE 1 EXPENSES (May 2015 - May 2016) – MSW ONLINE ADVANCED STANDING PROGRAM DEVELOPMENT									
TASKS	ITEMIZED EXPENSES	FRINGE	TOTAL SALARY	Instructional Costs	Fulbright	SCWK	GLOBAL CAMPUS	EXPLANATION	
Search - 1 tenure-track Faculty (FY14)	\$7,000	\$0	\$7,000	\$0	\$0	\$7,000	\$0	Search Committee expenses	
Hire Part-Time 12-month Support Staff (November 1, 2015 - May 1, 2016)	\$14,000	\$3,710	\$17,710	\$0	\$0	\$0	\$17,710	Hire 6 months prior to enrollment; will help with online curriculum development; advising support; website information;	
Hire Full-Time 12-month Field Assistant (July 1, 2015-May 15, 2016)	\$46,550	\$12,336	\$58,886	\$19,052	\$28,336	\$11,498	\$19,052	Will develop 3 field seminar and 3 field internship courses; develop contracts with field agencies; develop all field evaluation documents online	
Field Program Director Summer Salary (May 15, 2015-August 15, 2016)	\$16,693	\$2,504	\$19,197	\$19,197	\$0	\$0	\$19,197	Will arrange field placements; train and orient field instructors; develop new field placements and contracts; oversee field seminars and IPT electronic field document storage and updates	
Hire 6 adjuncts to develop online courses (May 2015-May 2016)	\$24,000	\$0	\$24,000	\$24,000	\$0	\$0	\$0	Will develop 6 online courses	
TOTAL EXPENSES	\$108,243	\$18,550	\$126,793	\$62,249	\$28,336	\$18,498	\$55,959		

Fringe for support staff = 25.6%

Fringe for summer = 15%

School of Social Work
ONLINE MSW ADVANCED STANDING PROGRAM BUDGET

PHASE 2 EXPENSES (May 2016-May 2017) – MSW ONLINE ADVANCED STANDING PROGRAM IMPLEMENTATION (20 students)									
TASKS	ITEMIZED EXPENSES	FRINGE	TOTAL EXPENSES	Instructional Costs	Fulbright	SCWK EXPENSES	GLOBAL CAMPUS	EXPLANATION	
Part-Time 12-month Support Staff	\$14,240	\$3,774	\$18,014	\$15,000	\$0	\$3,014		\$0 Support online curriculum; student advising; PT faculty hires; recruitment; marketing; website information; etc.	
Full-Time 12-month Field Assistant	\$46,550	\$12,336	\$58,886	\$40,000	\$7,388	\$11,498		\$0 Will teach 3 field seminar courses and supervise 20 online placements	
Field Program Director Summer Salary	\$16,693	\$2,504	\$19,197	\$19,197	\$0	\$0		\$0 Will arrange 20 field placements; train and orient field instructors; develop new field placements and contracts; oversee field seminars and IPT electronic field document storage and updates	
Hire adjuncts to teach 6 online courses	\$24,000		\$24,000	\$24,000	\$0	\$0		\$0 Will teach 6 online courses	
2 Graduate Assistants	\$13,300		\$26,600	\$26,600	\$0	\$0		\$0	
Field travel costs	\$5,000		\$5,000	\$5,000	\$0	\$0		\$0	
TOTAL EXPENSES			\$151,696	\$129,797	\$7,388	\$14,512		\$0	

PHASE 2 REVENUE (May 2016-May 2017) – MSW ONLINE ADVANCED STANDING PROGRAM IMPLEMENTATION (20 students)									
PHASE 2 REVENUE									
GRADUATE CREDIT HOURS			FULBRIGHT	UA	SCWK	GLOBAL CAMPUS			
	\$390		0.1	0.3	0.4	0.2			
Gross revenue	\$304,200								
	780								
	\$304,200								
Net Revenue after instructional costs			\$17,440	\$52,321	\$69,761	\$34,881			
Unit expenses			\$7,388	\$0	\$14,512	\$0			
TOTAL PROFIT			\$10,052	\$52,321	\$55,249	\$34,881			

School of Social Work
ONLINE MSW ADVANCED STANDING PROGRAM BUDGET

PHASE 3 EXPENSES (May 2017-May 2018) – MSW ONLINE ADVANCED STANDING PROGRAM (20 students)									
TASKS	ITEMIZED EXPENSES	FRINGE	TOTAL EXPENSES	Instructional Costs	Fulbright	SCWK EXPENSES	GLOBAL CAMPUS	EXPLANATION	
Part-Time 12-month Support Staff	\$14,667	\$3,887	\$18,554	\$15,000	\$0	\$3,554	\$0	Support online curriculum; student advising; PT faculty hires; recruitment; marketing; website information; etc.	
Full-Time 12-month Field Assistant	\$47,947	\$12,706	\$60,652	\$40,000	\$8,652	\$12,000	\$0	Will teach 6 field seminar courses and supervise 20 online placements	
Field Program Director Summer Salary	\$17,194	\$2,579	\$19,773	\$19,773	\$0	\$0	\$0	Will arrange 20 field placements; train and orient field instructors; develop new field placements and contracts; oversee field seminars and IPT electronic field document storage and updates	
Hire adjuncts to teach 6 online courses	\$24,000	\$0	\$24,000	\$24,000	\$0	\$0	\$0	Will teach 6 online courses	
2 Graduate Assistants	\$13,300		\$26,600	\$26,600	\$0	\$0	\$0		
Field travel costs	\$5,000		\$5,000	\$5,000	\$0	\$0	\$0		
TOTAL EXPENSES			\$154,579	\$130,373	\$8,652	\$15,554	\$0		

PHASE 3 REVENUE (May 2017-May 2018) – MSW ONLINE ADVANCED STANDING PROGRAM (20 students)									
PHASE 3 REVENUE									
GRADUATE CREDIT HOURS			FULBRIGHT	UA	SCWK	GLOBAL CAMPUS			
780	\$390		0.1	0.3	0.4	0.2			
Gross revenue	\$304,200								
Net Revenue after instructional costs	\$173,827		\$17,383	\$52,148	\$69,531	\$34,765			
unit expenses			\$8,652	\$0	\$15,554	\$0			
TOTAL PROFIT			\$8,731	\$52,148	\$53,977	\$34,765			