

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: SOCIAL WORK	COLLEGE: COLLEGE FOR DESIGN AND SOCIAL INQUIRY
COURSE PREFIX AND NUMBER: SOW6533	CURRENT COURSE TITLE: FOUNDATION FIELD INSTRUCTION & SEMINAR II
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM):	TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO: CHANGE PREFIX FROM: TO: CHANGE COURSE NO. FROM: TO: CHANGE CREDITS ² FROM: TO: CHANGE GRADING FROM: TO: CHANGE DESCRIPTION TO: 2 ND SEMESTER SEMINAR AND SUPERVISION OF INTEGRATION AND APPLICATION OF COURSE WORK WITH THE FIELD EXPERIENCE.	CHANGE PREREQUISITES/MINIMUM GRADES TO*: CHANGE COREQUISITES TO*: CHANGE REGISTRATION CONTROLS TO: *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
Attach syllabus for ANY changes to current course information.	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Please consult and list departments that might be affected by the change(s) and attach comments. ³
N/A	N/A

Faculty contact, email and complete phone number:
 Elwood Hamlin, ehamlin@fau.edu 561-297-2864

Approved by: Department Chair: _____ College Curriculum Chair: _____ College Dean: _____ UGPC Chair: _____ Graduate College Dean: _____ UFS President: _____ Provost: _____	Date: _____ _____ _____ _____ _____	<ol style="list-style-type: none"> 1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf 2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf 3. Consent from affected departments (attach if necessary)
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Email this form and syllabus to UGPC@fau.edu **one week before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

FLORIDA ATLANTIC UNIVERSITY
SCHOOL OF SOCIAL WORK
SOW 6533/Section 001/CRN 10170
Field Instruction/Integrative Seminar II
3 Credits

Semester: Spring 2013
Semester Dates: 1/5/13 – 5/13/13

Classroom: SO 318 (Boca Campus)
Class Times: Tues. 7:10pm – 10:00pm

Instructor:
Everiste Ambris, MSW
Phone: (954) 236-1165
Fax: (954) 236-1065
Email: eambris@fau.edu

Office Hours: Mon. 2:00pm - 4:00 pm
Weds. 12:00pm – 2:00 pm
Office Location: ES 287 (Boca Campus)
Web: www.fau.edu/ssw
Blackboard: <http://blackboard.fau.edu>

COURSE DESCRIPTION

The purpose of the Field Education in Social Work course is to facilitate the integration of the skills and knowledge learned throughout the Social Work program and provides the student with the opportunity to demonstrate competencies in generalist social work practice. The main objective of the integrative seminar is to help in the integration of theory and classroom content with actual generalist social work practice. In addition, it is also meant to be a sounding board for discussing problems in working as a professional social worker. In some sessions the focus will be on a review and enhancement of topics already covered in the classroom curriculum such as generalist practice behaviors, confidentiality, social work processes and methods, special intervention techniques, documentation and understanding of at-risk vulnerable populations of South Florida. Through group discussion, assignments and student presentations, the focus is consistently on individuals' personal and professional growth as well as demonstration of competencies of social work practice as they prepare to become beginning professional social workers.

RELEVANCE TO EDUCATIONAL PROGRAM

The Council on Social Work Education (2008) describes field education in the total social work curriculum to be the “signature pedagogy” of social work education. This term indicates that field education is intrinsic to social work education and where the student is able to transform and demonstrate that he or she is a “professional social worker”. Following the academic model, students will be required to apply and demonstrate the core CSWE (2008) competencies of generalist social work practice. This integration of theory and practice will be further facilitated by work done as part of this Foundation Field Education Integrative Seminar. Students must successfully complete a minimum of 400 hours of field education.

COURSE COMPETENCIES

The Council on Social Work Education's Educational Policy and Accreditation Standards (2008) identify 10 core competencies for social work programs. Upon successful completion of this course, students will be able to demonstrate these competencies and practice behaviors:

Identify as a professional social worker and conduct oneself accordingly.

- Advocate for individual clients access to the services of social work (PB 1a).¹
- Demonstrate personal reflection and self-correction in reflection to assure continual professional growth. (PB 1b).
- Function within clearly defined professional roles and boundaries (PB 1c)
- Demonstrate professional demeanor in behavior, appearance, and communication with clients and professional colleagues (PB 1d).
- Engage in professional development opportunities that set the stage for career-long learning e.g. agency seminars, professional conferences, workshops, online courses (PB 1e)
- Use supervision and consultation in social work practice (PB 1f).

Apply social work ethical principles to guide professional practice.

- Recognize and manage personal values in a way that allows professional values to guide practice. (PB 2a).
- Make ethical decisions by applying the NASW Code of Ethics, and as applicable, the IFSW/IASSW Ethics in Social Work, Statement of Principles (with particular emphasis on client self-determination, confidentiality, informed consent, and professional boundaries) (PB 2b).
- Tolerate ambiguity in resolving ethical conflicts related to practice with individuals (PB 2c).
- Apply strategies of ethical reasoning to arrive at principled decisions, including the application of laws, agency policies, and ethical standards related to practice with individuals (PB 2d).

Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom to inform practice decisions with individuals (PB 3a).

¹ PB – stands for “practice behavior” and refers to one of the 42 practice behaviors listed in the core social work competencies identified by the Council on Social Work Education. In order to ensure that students are able to develop and demonstrate these competencies, each practice behavior is incorporated into course content, assignments, tests, class activities, and evaluation.

- Critically analyze models of assessment, prevention, intervention, and evaluation in the context of practice with individuals (PB 3b).
- Demonstrate effective oral and written communication in working with individuals (PB 3c).

Engage diversity and difference in practice.

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (PB 4a).
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups (PB 4b).
- Recognize and communicate their understanding of the importance of difference in shaping life experiences (PB 4c).
- View themselves as learners and engage individual clients as cultural informants (PB 4d).

Advance human rights and social and economic justice.

- Understand the forms and mechanisms of oppression and discrimination (PB 5a).

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

- Use practice experience to inform scientific inquiry, including the use of single-system design to evaluate work with individual clients (PB 6a).
- Use research evidence to inform practice decisions with individual clients (PB 6b).

Apply knowledge of human behavior and the social environment.

- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation of practice with individuals (PB 7a).
- Critique and apply knowledge to understand person and environment, including the use of systems theory (PB 7b).

Respond to contexts that shape practice.

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

provide relevant services, including issues related to immigration, poverty, aging, and health disparities (PB 9a).

- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services (PB 9b).

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

Engagement:

- Substantively and affectively prepare for action with individuals (PB 10a).
- Use empathy and other interpersonal skills with individuals (PB 10b).
- Develop a mutually agreed-on focus of work and desired outcomes (PB 10c).

Assessment:

- Collect, organize, and interpret client data, including the use informal and standardized instruments.
- Assess client strengths and limitations, including personal strengths and support systems (PB 10e).
- Develop mutually agreed-on intervention goals and objectives for individual clients (PB 10f).
- Use evidence-based practice to select appropriate intervention strategies for practice with individuals (PB 10g)

Intervention:

- Initiate actions to achieve organizational goals in relation to practice with individuals (PB 10h).
- Implement prevention interventions that enhance client capacities, including task-centered interventions, crisis intervention, client-centered counseling, and case management (PB 10i)
- Help clients resolve problems (PB 10j).
- Negotiate, mediate, and advocate for individual clients (PB 10k).
- Facilitate transitions and endings in relation to practice with individuals (PB 10l).

Evaluation:

- Critically analyze, monitor, and evaluate interventions with individuals (PB 10m).

COURSE ASSIGNMENTS

Ungraded Field Assignments:

The following 5 items are not graded but are required on the due date.

If late, 2 points will be deducted from the final grade for every day late for each assignment.

1. Field Report: Students are to use the field report form provided on the Blackboard. Students must word process the form and turn it in on the date(s) specified in the syllabus.
2. Log of Field Hours: Students are to use the log of field hours provided on Blackboard to record their hours in the agency. This log should be turned in to the seminar instructor as indicated in the syllabus. The log needs to be signed off by the agency field instructor verifying the student's attendance in the field agency.
3. Facilitation Form: This form is found on Blackboard. Students are responsible for downloading the form, word processing the completed form and turning it in immediately if any of the information has changed from the form submitted in the fall semester.
4. Mid-Term Progress Report: - The agency field instructor completes a mid-term progress report by the date specified on the Blackboard facilitation form and syllabus. This is a standard form provided on Blackboard. The student is to ensure that the field instructor completes the form in a timely manner. It is the responsibility of the student to return this form to the seminar instructor by the date posted in this syllabus.
5. Final Field Evaluation: The agency field instructor completes a final field evaluation by the dates specified on the facilitation form and syllabus. This is a standard form provided on Blackboard, and an electronic version of the final field evaluation will be made available to the field instructor as well. The student is to ensure that the field instructor completes the form in a timely manner. It is the responsibility of the student to return this form to the seminar instructor by the date posted in this syllabus.

Graded Seminar Assignments:

1. Group Process Assignment : (50% of the student's final grade) - Each student will be asked to present a group process presentation from their field education at each seminar. The discussion is guided by the format provided by the seminar instructor and can be found on Blackboard. Students will be asked to choose the date of their presentation. **Any student that is unprepared and unable to professionally present on the assigned date will have 4 points deducted.** This discussion guide does not need to be written up or turned in but is merely a tool to assist the student in preparing for the presentation of their client or group to the seminar. Seminar members are responsible for actively participating in the discussion and providing feedback to the presenting student in a manner determined by the seminar instructor to assist in the improvement of practice skills.
2. Process Recording: (20% of the student's final grade) - Each student will complete a process recording with an individual client. The process recording should be discussed in at least one of your supervision meetings with your field instructor. Total interaction time with the client should be at least 30 minutes to successfully complete the process recording assignment. **Up to 4 points will be deducted if there are no comments from the field instructor in the assigned column.** The format will be provided and posted on Blackboard.
3. Class participation : (15% of the student's final grade) - Class participation does not only include speaking at the beginning of class about your agency concerns and successes; but actively contributing positively in classroom discussion. To get full credit, a student will need to make conscientious contributions to class on a regular basis.
4. IPE/SAGE Reaction Paper (15%):
Each student will write one 2 page reaction papers regarding their objective and subjective experience at the 2 IPE trainings and the 1 SAGE visit. These papers will be word processed and double spaced with APA style margins. The reaction paper will be due on 4/2/13. Students may email or drop off papers to the Boca campus.

GRADING:

The Foundation Year Integrative Seminar II is a 3-credit course that includes a minimum of 200 hours of actual supervised field education practice this semester (16 hours per week). The student will be responsible for completing their practicum in a community social service agency and participating in a three-hour concurrent integrative seminar that meets every week for the first four weeks.

The student will receive a grade based on performance in both the supervised community field education experience and the integrative seminar class. The final grade for the field education and integrative seminar is given by the seminar instructor and takes into consideration timely completion and quality of course assignments, seminar attendance and participation, observed ability to integrate theory and practice as demonstrated in seminar discussions, as well as the agency field supervisor's evaluation of student performance.

The final grade is based on field education experience and seminar work. Students must receive at least a passing grade in the integrative seminar **and** in the field education experience in order to pass the course. Students may not begin this semester of coursework in the field with a grade below a "C", or an incomplete in field education from a previous semester.

All assignments are due at the beginning of the class period of the date specified in the Course Outline. **Failure to submit an assignment on time may result in a lowered or failing final grade.**

93 – 100% = A	73 – 76% = C
90 – 92% = A-	70 – 72% = C-
87 – 89% = B+	67 – 69% = D+
83 – 86% = B	63 – 66% = D
80 – 82% = B-	60 – 62% = D-
77 – 79% = C+	0 – 59% = F

CLASS ATTENDANCE AND PARTICIPATION:

Social work education is designed to help students prepare for professional practice. In order to model ethically appropriate practice, the student will treat coming to classes as he or she would treat working at an agency. Given the Council on Social Work Education's requirements for professional behavior, *attendance for all classes is required. Seminar punctuality, regular attendance, presentation of assignments on the assigned date, and consistent, active participation are expected.* All written assignments are due at the beginning of the class period of the date specified in the course outline. Failure to submit an assignment on time may result in a lowered or failing grade for the final grade. Students are expected to attend all seminar sessions and to be prepared with any assignments.

- **Lateness to class or back from break will result in deduction of 2 points from the final grade per infraction.**
- **Absence will result in deduction of 5 points per infraction.**

If some event prevents class attendance, the student must leave a message or email for the seminar instructor prior to the end of class. Students may petition the seminar instructor for special dispensation of the above policy for individual cases of unforeseeable situations provided that proper documentation is provided. Refer to the Graduate Catalog, Academic Irregularities and Students' Academic Grievances for further information.

INCOMPLETE POLICY:

A grade of incomplete will be considered by the instructor to be a privilege, not a right. Therefore, it must be earned and the following criterion met:

1. The student must be performing satisfactory level work on all assignments due to date at the time that the "incomplete" is requested.
2. In addition, evidence of adult responsibility on the student's part will be considered in evaluation of the request.
3. Following the completion of the semester, it will be the student's responsibility to complete the agreed upon assignments in a timely manner.

4. The student must enter into a written contract with the instructor outlining the work that must be completed and the deadline for completing the work. If the work is not completed, the "Incomplete" will automatically become an Unsatisfactory grade as outlined in the contract or by one year from the date of the beginning of the semester in which it is earned or by the end of the grading period prior to graduation, whichever is sooner. It is the student's responsibility to arrange a time to complete the written contract prior to accruing the incomplete.

PROFESSIONAL EXPECTATIONS OF STUDENT BEHAVIOR:

The Florida Atlantic University School of Social Work is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. The School of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

1. **Accountability:** Attend class, arrive on time, and return from break in a timely manner.
2. *Participate in group activities and assignments at a comparable level to peers.
Complete work in a timely fashion and according to directions provided.
Come to class prepared, with readings and other homework completed.*
3. **Respect:** Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.
4. *Listen while others are speaking.
Give feedback to peers in a constructive manner.
Approach conflict with peers or instructors in a cooperative manner.
Use positive and nonjudgmental language.*
5. **Confidentiality:** Treat any personal information that you hear about a peer or an instructor as strictly confidential.

Maintain any information shared in class, dyads or smaller groups within that unit.

Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)

Never use names of clients or disclose other identifying information in the classroom.

6. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.

Come to class with books, handouts, syllabus, and pens

Seek out appropriate support when having difficulties to ensure success in completing course requirements.

Take responsibility for the quality of completed tests and assignment.

Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.

7. **Integrity:** Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.

Academic: Commit yourself to learning the rules of citing other's work properly.

Do your own work and take credit only for your own work.

Acknowledge areas where improvement is needed.

Accept and benefit from constructive feedback

Submission of Papers: Students will submit their written assignments on paper and electronically. Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.

8. **Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.

Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.

Exhibit a willingness to serve diverse groups of persons.

Demonstrate an understanding of how values and culture interact.

9. **Communication:** Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.

Demonstrate assertive communication with peers and instructors.

Practice positive, constructive, respectful and professional communications skills

With peers and instructor: (body language, empathy, listening)

8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.

Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.

Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.

CONSEQUENCES OF UNACCEPTABLE BEHAVIOR:

The School of Social Work may terminate a student's participation in the program on the basis of professional non-suitability if the School's faculty members determine that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the FAU School of Social Work Student Manual, or the FAU Academic Policies and Regulations. Examples of violations that may lead to termination include (but are not limited to) the following:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.
2. Academic cheating, lying, or plagiarism.
3. Behavior judged to be in violation of the NASW Code of Ethics.
4. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
5. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the School or in the field placement).
6. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
7. Documented evidence of criminal activity occurring during the course of study.

For additional university-wide policies and regulations see the FAU Catalog at <http://www.fau.edu/academic/registrar/univcatalog/welcome.htm>. This web site contains information on grading, incomplete grades, cheating on exams, plagiarism, expectations of student behavior, and communications devices (e.g., cell phones to be disabled during class sessions).

POLICY ON USE OF RECORDING DEVICES IN THE CLASSROOM:

The College of Social Inquiry and Design prohibits audio or **video** recording instructional activities in classrooms, laboratories, and studios without the expressed written consent of the instructor. This does not apply to students receiving services from the Office with Student Disabilities. When the instructor's consent is given, the materials are for personal use only and are not for distribution or sale in any fashion.

TEXTBOOKS:

Required Texts:

1. **NASW Code of Ethics**

2. FAU School of Social Work Field Manual

Please visit the **Blackboard Web site** for this course at <http://blackboard.fau.edu> for additional information. **IMPORTANT:** Blackboard uses the email addresses assigned to you by FAU – since you probably do not pick up email from the FAU account; you need to forward your email to the email address that you generally use. Log onto MyFAU (<http://myfau.fau.edu>) and forward your email to the email address that you want all Blackboard and other FAU email directed to... and if your email address changes, remember to change the forwarding in MyFAU. If you are experiencing problems logging onto MyFAU or Blackboard, you can contact the helpdesk at 561.297.3999.

Students in this course are automatically enrolled on Blackboard. The site will provide additional course information, assignments, announcements, and course tools. Instructions on the use of Blackboard may also be found on the web site. The student's login for Blackboard is the same as their FAU e-mail username.

You will need to check your FAU e-mail address frequently. Your FAU e-mail address will be listed by default and will be the e-mail address that is used in this course. Announcements and instructions may be sent by e-mail between classes. Students are responsible for being aware of all announcements and instructions routed through your FAU e-mail address.

Remember, the above is an outline and may change as the course progresses. Assignments are due on the date in the course outline.

SAFEWALK – Night Owls – 954-201-6626 (Davie) 561-297-6695 (Boca)

SAFEWALK – Night Owls

Boca Raton 561-297-6695 Davie 954-236-1902 Ft. Lauderdale 954-762-5611 Jupiter 561-799-8700

Campus security will escort individuals, day or night. Call ahead or go to their offices at Room 155 in the LA Building, Davie to make appropriate arrangements.

STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), in Jupiter - SR 117 (561-799-8585), or at the Treasure Coast - CO 128 (772-873-3305), and follow all OSD procedures.

DISCRIMINATION OR HARASSMENT – 561-297-4004

Students who have concerns about on-campus discrimination or harassment (including sexual harassment) can contact the FAU Equal Opportunity Program for assistance. The Boca office is located in Administration Building Room 291. Our full Nondiscrimination Policy is posted on our website at <http://www.fau.edu/ssw/public/nondiscrim.html>.

RELIGIOUS HOLIDAYS

This course has been arranged so that there will be no classes on religious holidays, such as Christmas or Yom Kippur. Please advise the instructor at the beginning of the term if you need accommodations for other religious holidays.

HONOR CODE

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see

http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf

ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES

For additional information on student rights and responsibilities, please see the FAU Catalog at

<http://www.fau.edu/academic/registrar/univcatalog/welcome.htm>

and the BSW Student Manual at <http://www.fau.edu/ssw/pdf/BSWstudmanual32706.pdf>

or the MSW Student Manual at <http://www.fau.edu/ssw/pdf/MSWstudmanual.pdf>.

COURSE OUTLINE AND ASSIGNMENTS

The following outline may change as the course progresses, given student interests and needs. Please complete any required readings prior to the class when we will be discussing them.

COURSE OUTLINE

- 1/8/13 **Class:**
Review Semester Plans and Group Discussions
Review syllabus and semester assignments
Update second semester class schedule
Discuss cases
Round table sharing
Assign group discussions and presentations
- 1/15/13 No Class
- 1/22/13 **Class:** MSW Foundation Full -Time Student Field Orientation/Interviews
for Those Entering Concentration Field in fall 2013 (1:00PM - 3:50PM)
- DUE: Updated Resume
- 1/29/13 No Class
- 2/5/13 **Class:**
DUE: Field Report
- 2/12/13 No Class- IPE
- 2/19/13 No Class-IPE
- 2/26/13 **Class: Group Process Assignment Presentation**
- 3/5/13 No Class [Spring break - Students continue working at agency]
- 3/12/13 **Class: Group Process Assignment Presentation**
DUE: Mid-Term Progress Report
- 3/19/13 **Class:** DUE: Process Recording
Group Process Assignment Presentations

3/26/13 No Class

4/2/13 **Class:**

Group Process Assignment Presentations

DUE:

IPE/SAGE Reaction Paper
Final Field Evaluation
Final Log of Field Hours
Agency Evaluation (Completed in Class)
SPOT – (Completed in Class)

Class: Final Class/Celebration
Class reviews year's progress
Exit and field surveys are completed
Students celebrate one year completed in the field

Remember, the above is an outline and may change as the course progresses. Assignments are due on the date in the course outline.

BIBLIOGRAPHY:

Alle-Corliss, Lupe & Alle-Corliss, Randy. (1998). Human Service Agencies: An Orientation to Fieldwork. Pacific Grove, CA: Brooks/Cole Publishing Co.

Kagle, J. D. (1991). Social Work Records. Illinois: Waveland Press, Inc.

Sheafor, Bradford & Horejsi, Charles. (2003). Techniques and Guidelines for Social Work Practice. Boston, MA: Allyn and Becon Publishing Co.

Royse, David; Dhooper, Surjit-Singh & Lewis-Rompf, Elizabeth. (2003). Field Instruction A Guide for Social Work Students. Boston, MA. Pearson Education, Inc.

Beckett, Chris & Taylor, Hilary. (2010). Human Growth and Development. Thousand Oaks, CA. SAGE Publication, Inc.

Schneider-Corey, Marianne & Corey, Gerald. (1998). Groups Process and Practice. Pacific Grove, CA: Brooks/Cole Publishing Co.

SUPPLEMENTARY REFERENCES:

All previous and current course materials are relevant and serve as a resource for this seminar. In addition, master bibliographies are available for this course and all social work courses in the Social Work Suite, SO 303, at the Boca Campus. Students are encouraged to take advantage of these reference materials.