St. Catherine University and the University of St. Thomas  
School of Social Work  
BSW Program

*Education is meant to open many doors, leading to many rooms.*

*Imagination thrives when sensual experience joins with reason, when illusions link to reality,*  
*when intuition couples with intellect,*  
*when the passions of the heart unite with those of the mind,*  
*when knowledge gained in one discipline opens doors to all the rest.*

The point of education must be to create whole people who, through their wholeness, can focus  
the accumulated wisdom of human experience into illuminated patches of splendor.  
Robert and Michèle Root-Bernstein (1999, p. 325)

I.  
**Course Title:**  
SOWK 3750 Junior Fieldwork in Social Work  
Fall 2011  
Fridays 5PM-7PM (8 sessions)  
Check Registrar Schedule  
St. Catherine University

**Course Credit:**  
2 Semester Credits

**Field Liaison/Instructor:**  
Cara Carlson, Ph.D., MSW, LICSW  
Office: 213 Summit Classroom Bldg, UST  
Preferred Phone: 612-462-3812  
Preferred E-mail: carl2053@stthomas.edu clcarlson@stkate.edu

**Office Hours:**  
Monday, 11:30AM-4:30PM at UST, 213 SCB  
Also available by appointment as needed

**Mailing address:**  
University of St. Thomas  
School of Social Work  
2115 Summit Ave. SCB #201  
St. Paul, MN 55105

**Field Supervisors:**  
Local Social Work Agency Staff

II.  
**Required Texts/Readings:**

BWS Field Education Manual 2010-2012, School of Social Work, St. Catherine University/University of St. Thomas

Articles:


First semester - Book of choice with focus on social justice. See book list at the back of the syllabus.

III. Course Description:

Junior Fieldwork complements the student's academic work through practical experience in a social work agency, institution, or department. Under the supervision of an agency field instructor, the student learns beginning social work tasks and functions while applying theory to actual social work situations. Students participate in an on-campus seminar with other junior social work majors while in placement.

IV. Course Objectives: Junior Fieldwork

The purpose of Junior Field is to introduce the students to the issues and practice of professional social work, complementing the student’s academic work and allowing the student to explore his or her “goodness of fit” with the social work major. Students begin learning about social work knowledge, values, and skills and how to integrate them in practice through observation and beginning tasks.

To gain a more comprehensive understanding of social work in many settings, students share their experiences with other students in small field seminars held on campus.

Upon completion of the course assignments, seminar sessions, and field experience, the student will give evidence of growth in their ability to:

1. Behave and communicate as a professional maintaining appropriate boundaries. (C2.1.3-4)

2. Apply strategies of ethical reasoning and professional values to arrive at
principled decisions. (C2.1.2.1 & 4)

3. Tolerate ambiguity in resolving ethical conflicts. (C2.1.2.3)

4. Make decisions, act, and communicate about the fit of various types of knowledge with practice situations in the context of seminar consultation and field experiences. (C2.1.3.1-2)

5. Demonstrate effective oral and written communication in working with systems of all sizes (individuals, families, groups, organizations, communities) and colleagues. (C2.1.3.3-4)

6. Use knowledge of one’s own culture to challenge biases and personal values. (C2.1.4.1 & 3)

7. Expand one’s understanding of diversity and difference by learning from clients and identifying their strengths. (C2.1.4.5 & 6)

8. Identify the forms and mechanisms of oppression and discrimination in organizations, institutions, and society and how those forms and mechanisms change. (C2.1.5.1)

9. Advocate for human rights and social and economic justice. (C2.1.5.2)

10. Identify the value and connection between research and best practice with systems of all sizes (individuals, families, groups, organizations, communities). (C2.1.6.1-2)

11. Apply the multidimensional concepts of bio/psycho/social/ spiritual/cultural perspective in generalist social work practice situations. (C2.1.7.3)

12. Understand the impact that social and organizational policy and agency delivery systems have on client systems of all sizes (individuals, families, groups, organizations, communities). (C2.1.8.1)

13. Collaborate with colleagues and client systems of all sizes (individuals, families, groups, organizations, communities) in policy action and social change. (C2.1.8.3)

14. Identify gaps in service and methods to improve service access, efficiency and effectiveness. (C2.1.9.1)

15. Inform, evaluate, and improve social work practice through use of self-reflection, consultation, and supervision. (C2.1.1.2 & 6; C2.1.9.2)

16. Utilize all steps of the planned change process in working with client systems. (C2.1.10a.1-4; C2.1.10b.1-4; C2.1.10c.1-4; C2.1.10d.1-3; C2.1.10e.1-2)
17. Understand the expectation and importance of life-long professional learning and identify strategies for integrating this into practice. (C2.1.1.5; C2.1.1.6; 2.1.4.3; C2.1.4.5; C2.1.6.1; C2.1.6.2; C2.1.9.1)

V. Course Policies:

   Attendance:

   Each seminar group works collaboratively to advance high standards of personal and professional responsibility. Because each student is a valuable resource to their peers, students are expected to attend each seminar session, arrive on time, be prepared, and participate. Since attendance is so crucial, it will contribute to the final pass grade.

   Attention should be given to the following parameters.

   Junior WEC Seminars:
   Students who miss two seminar sessions or their equivalent during the academic year are required to complete a makeup assignment. More than two absences or their equivalent will require a joint meeting with the student, his/her field liaison and her/his academic advisor to assess whether the student should continue in the course.

   NOTE: A tardy occurs after 15 minutes of absence at any time in the seminar. Two tardies are the equivalent of missing one seminar session.

   Incompletes
   A student may receive an incomplete in field seminar for one of two reasons;
   1. Unfinished field hours: There may be times when a student has completed all course assignments but still has field hours to complete. In this case, if a completion plan has been negotiated with the student, field faculty, and fieldwork instructor, the student will receive an “x” – this is an incomplete that specifically notes the completion of all requirements except field hours.
   2. Unfinished course assignments: Students who have not completed course assignments (potentially including field hours) may wish to request an incomplete. This must be negotiated with the field faculty and must include a completion plan. These students will receive an “I” until all course requirements are completed.

   Classroom Accommodation Policy

   Classroom accommodations will be provided for qualified students with documented disabilities. Students are required to contact the Enhancement Program at the University of St. Thomas and Resources for Disabilities at St. Catherine University about accommodations for their courses within the first two weeks of the term. Appointments can be made at the Enhancement Program by calling 651-962-6315 or the Resources for

Pandemic Policy

Since St. Catherine University and the University of St. Thomas are committed to the healthy well-being of our communities, we support The Centers for Disease Control’s following recommendation: students, faculty, or staff with influenza like illnesses (temperature of 100.0 or greater, plus a cough or sore throat) are directed to self isolate (or stay home) for at least 24 hours after their fever is gone without the use of fever-reducing medicine. In the event that students are unable to attend classes due to this self-isolation recommendation, they should notify their professors of their absence. Faculty will provide opportunities for these students to participate in alternative delivery of class material due to illness. It will be the responsibility of the instructor, to create appropriate course-specific accommodations for students with illnesses. Additionally, it is the expectation that students conduct themselves ethically and that illness-related accommodations are not abused.

VI. Learning Environment:

Participation:

The field seminar is a professional environment. Students are expected to demonstrate professional behavior and take responsibility, initiative, and ownership for their own learning. Seminar is a participatory environment set in the context of consultation – this means not only providing feedback but sharing your own experience, questions, challenges, and celebrations. Some of the standards of behavior for field seminar are as follows:

• Active participation
• Coming prepared
• Providing mutual aid
• Civility
• Asking questions
• Willingness to address conflict/differing perspectives

Both the NASW Code of Ethics and Principles of Catholic Social Teaching endorse the value of respecting the worth and dignity of every person. In the classroom this means that all people will be treated in a caring and respectful fashion. Although we may not all agree about our interpretations of particular issues, we can agree that open dialogue carried on in a respectful manner is essential to the search for knowledge and understanding. Let us pledge to listen and not withdraw from difficult discussions, listen respectfully, and disagree with courtesy.
Responsibility for privilege and oppression: We acknowledge that racism, classism, ableism, homophobia, transphobia, sexism, and other forms of oppression exist. Any critical examination of oppression requires us to recognize that we have been systematically taught misinformation about our own group as well as about members of other groups. It also means that, if we are a part of a dominant group (e.g. white, male, upper/middle class, able-bodied, and/or heterosexual), we have unearned privilege that carries into the classroom and for which we are responsible. Being responsible means examining our words and actions and considering how we can be allies to others. We cannot be blamed for the misinformation that we have learned and for taking unconscious advantage of our privilege, but we will be held responsible for repeating misinformation or engaging in oppressive behavior once we have learned otherwise.

Late Assignments

Course assignments are an integral part of linking academic and practice learning. ALL assignments should be completed in order to receive a passing grade. In addition, assignments are expected to be completed on time and meeting the requirements outlined (i.e. page expectations, depth of discovery & reflection, formal/professional writing, etc.). *Failure to submit assignments in a timely manner may result in a stoppage of internship hours until all assignments are up to date.*

Informed Consent Policy

Because social workers serve vulnerable people and have impact on the lives of their clients, it is critical to ensure that graduating students are competent to begin practice and meet professional and ethical standards. Field education is the natural bridge between the academic preparation of social work students and social work employment. A student’s formation as a professional social worker is accomplished by bringing together an agency setting and field instructor with an academic program and Field Faculty Liaison who as a team support and direct the student as they practice. Because this team of Field Faculty Liaison and field instructor are charged with promoting the professional growth and development of the student, the sharing of relevant information about the student and her/his progress is necessary for effective supervision. To this end, relevant information, written and oral, will be shared with involved parties - student, field instructor, faculty, associate director and director of field, as appropriate. This information will be shared to protect clients as well as students and to facilitate the placement and learning process. Students, faculty and field instructors will have knowledge of the policy before the placement process begins.

Evaluation of Course

Evaluation of courses and instructors by students constitutes an important aspect of our program’s quality review process. Students will have an opportunity to give their
feedback and assessments of instructional effectiveness, the relevance of course content, reading assignments, texts, evaluation methodologies, and quality of learning experiences using the universities’ format for evaluation. Ongoing feedback to the school and me will be requested regarding class content, learning process and required readings/texts. At times, third party assessment may be included. Any evaluations will be treated as anonymous communication unless students voluntarily elect to identify themselves.

Evaluation of Course – IDEA
This course will also be evaluated based on progress on the following objectives. These objectives are based on the intersection of the course purpose and the objectives outlined in the IDEA evaluation used by UST to evaluate all courses. These objectives provide a guide for you to assess your own learning and growth throughout the course as well.

• **Learning to apply course material (to improve thinking, problem solving, and decisions).** Field seminar is the place to practice integrating course material, theory, and self-reflection & awareness with your practice in the field of social work via your field placement.

• **Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.** The development of social work knowledge, values, and skills happens across and throughout the social work curriculum. Continued development comes through the application in your individual field setting in addition to participating in consultation, problem-solving, and reflection with your field seminar peers. Your own skills will grow in tandem with the experiences and learning of your peers.

• **Acquiring an interest in learning more by asking questions and seeking answers.** Field seminar requires a high level of participation by all students. The integration of your developed knowledge, values, and skills into your social work practice hinges on your ability and willingness to bring your experience back to the classroom for critical thinking, consultation, reflection, and support. In addition, your ability to ask questions of your peers enhances your ability to grow your skills across social work disciplines.

VII. **Student Evaluation and Grading:**

Field is the signature pedagogy of social work education – it is central to completion of the major and preparation for beginning generalist practice. It includes **both** a rigorous classroom component as well as the field placement experience.
Grades for Fieldwork are Satisfactory or Unsatisfactory and are assigned by the Field Faculty Liaison. The following factors are taken into consideration in grading:

1) Student’s completion of fieldwork seminar written or oral assignments, conferences, and timely completion of applications, contracts, evaluations, and time sheets;
2) Student’s performance in seminar group, including civility and professionalism, quality of participation and attendance; and
3) Student’s performance in agency, based on evidence of gaining of core competencies and practice behaviors and successful evaluations, and completion of all assignments. At midterm students are expected to achieve ratings of 2, moving to 3’s by final.

Seminar assignments are described in this syllabus and relevant handouts. The student is responsible for discussing arrangements for completing these assignments with the Field Faculty, including any requests for an Incomplete grade. Field Faculty are responsible for providing students with feedback regarding their performance in seminar.

Agency performance is evaluated in on-going supervisory conferences and in written evaluations at the end of each semester. Fieldwork is designed to meet learning agreements set individually by each student. Central to this process are two conferences, usually at the agency, which include the student, the Agency Fieldwork Instructor, and the Field Faculty Liaison. The first of these conferences, the Learning Agreement Conference, is held during the Fall semester while the second conference, the Evaluation Conference, occurs at the end of the fieldwork experience. Learning Agreement drafts should be approved by Field Faculty prior to the learning conference. Final Evaluation Forms should be completed and reviewed with your supervisor before the final conference. Additional three-way conferences may be scheduled as needed. These conferences provide the opportunity to plan the student’s individual goals, recognize and address any learning roadblocks, acknowledge and celebrate growth/progress, and identify ongoing goals for professional development.

Students may schedule individual meetings with the faculty instructor to discuss any issues related to their fieldwork experiences or performance.

VIII. Course Requirements & Assignments:

Course assignments are an integral part of linking academic and practice learning. ALL assignments should be completed in order to receive a passing grade. In addition, assignments are expected to be completed on time and meeting the requirements outlined (i.e. page expectations, depth of discovery & reflection, formal/professional writing, etc.). Failure to submit assignments in a timely manner may result in a stoppage of internship hours until all assignments are up to date.
OFFICIAL FIELD FILE:
Each of these forms is a part of your official School of Social Work field file. It is your responsibility to submit completed and signed forms. In addition, these are forms that you should be keeping signed copies of for yourself. For more information or review of these forms, see your Field Manual.

- **POLICY AGREEMENT FORM:** The BSW Field Policy Agreement Form indicates that you have read, understand, and agree to the policies outlined in the Field Manual. This form is due SESSION 3.

- **JR FIELD APPLICATION:** The Field Application is a standardized form that allows Field Instructor’s in community agencies get a snapshot of each interested students’ experience, goals, and interests. All students are required to submit applications for each agency they plan to interview with. DUE SEPTEMBER 23^rd^ BY 5:00 PM to the SCU SOWK OFFICE, FONT 113.

- **JR FIELD INTERVIEW LIST:** The Interview List is a compilation of the agency’s that you are interested in interviewing with. This list also allows us to determine which agencies to send your application to. DUE SEPTEMBER 23^rd^ BY 5:00 PM to the SCU SOWK OFFICE, FONT 113.

- **JR FIELD CHOICE FORM:** The Choice form is completed upon finishing all interviews. You will rank your preferences for placement and include information about any agency that will not be acceptable for placement. This form will be used in the matching process. **DUE OCTOBER 7^th^ BY 5:00 PM to the SCU SOWK OFFICE, FONT 113.**

- **BEGINNING AGREEMENT:** The Beginning Agreement serves as an initial agreement between you, your Field Instructor, and the School of Social Work. The form outlines your beginning & end date, your schedule, contact information, and a brief description of the tasks/duties that you will perform while in the placement.

- **LEARNING AGREEMENT & MID-TERM EVALUATION:** The Learning Agreement & Mid-term Evaluation is one form including two parts. The Learning Agreement is the first part. The Learning Agreement serves as a map of the goals and intentions you have for learning and practice in your field placement. It is an agreement and a tool that both you and your Field Instructor can use to guide your learning, experience, and evaluation. The Mid-term Evaluation directly ties to your Learning Agreement in that you and your Field Instructor will review your goals and intentions and evaluation progress, growth, learning, and areas of improvement. The finalized Learning Agreement is due by January 1^st^ and must be approved by me prior to having the Mid-term Evaluation completed at 80-100 hours.

- **STUDENT 1^st^ TERM EVALUATION OF PLACEMENT:** The 1^st^ Term Evaluation of Placement form is to be completed by you at the end of 1^st^ term. The form allows you to give feedback on your beginning experience with the agency including orientation, supervision, learning environment, etc. Once you’ve completed this form, you should review and discuss it with your Field Instructor prior to submitting it to me.
**TIME SHEETS:** The Time Sheet template form is in your Field Manual. I suggest making multiple copies prior to beginning your placement so that you have them on hand when needed. The Time Sheets log not only the number of hours you spend in your field placement but also the types of practice/tasks/activities that you engage in during that time. Time sheets should be **FILLED OUT COMPLETELY** and require your signature as well as your Field Instructor’s. Time Sheets should be submitted to the SCU SOWK OFFICE, FONT 113, every two weeks.

**LEARNING CONFERENCE:**
The Learning Conference is a collaborative meeting between you, your Field Instructor, and me. The Learning Conference should take place once you complete 40-60 hours in your placement. We will discuss your Learning Agreement, your general adjustment to the placement, and any questions or concerns that might be lingering. It is your responsibility to schedule this meeting and this should be done a couple of weeks in advance. You must have your Learning Agreement draft approved at least 48 hours prior to the meeting.

**AGENCY PRESENTATION:**
**Purpose:**
To share information about your agency with others in your seminar. To learn about social service agencies in our community. To present yourself as a social work professional and gain experience and skills in public speaking.

**Process:**
1. Prepare a poster or powerpoint on your agency. Include brochures, pictures and designation of clients served and specific programs offered. In addition prepare an outline of pertinent information about your agency (outline will be distributed in class), and prepare enough copies for each member of your seminar.
2. In a 5 minute presentation discuss your agency using the guidelines in the oral presentation handout, which will be distributed. Allow another 5 minutes for discussion.

**SELF-AWARENESS ASSIGNMENTS:**
There are multiple assignments that are aimed at gaining self-awareness and insight regarding your communication style, learning style, typical stress response, values and ethics, etc. Some of these assignments will be completed in class and others are indicated on the course schedule. The expectation is that you are thoughtful, honest, and willing to participating in discussion as an avenue to grow self-awareness and areas for growth.

**CORE COMPETENCY & PRACTICE BEHAVIOR REITERATION & SELF-ASSESSMENT:**

**Purpose:**
The purpose of this assignment is to provide an opportunity for students to thoughtfully
review and absorb the Core Competency & Practice Behavior language by exploring what the descriptions mean to them (in their own words) and to begin identifying what knowledge, skills and values they possess and may have used throughout their SOWK education and practice to demonstrate growth and competence in these areas.

The BSW Fieldwork experience is designed as a two-year process including junior and senior field internships, and two years (or the equivalence) of seminar. As such, upon successful completion of junior year (both SWOK 375 and 376), the student will have attained beginning understanding of, and integration with the following core competency areas. By the end of senior year the student will have acquired competence in all Core Competency areas and Practice Behaviors that follow.

Competency marks a threshold across which the student passes commencing a journey of career long learning. The notion of competence here is that the student has mastered the knowledge, values and skills – i.e. practice behaviors which are necessary to commence entry level generalist practice. This represents his or her beginning of a professional rite of passage toward the eventual achievement of that sought after status of “expert.” As it is utilized here, “competence” is a threshold concept. That is, in demonstrating competence one crosses the threshold separating the novice from the competent practitioner. Competence, however, does not in any way connote “expert” (Holloway, Black, Hoffman & Pierce, 2009). Please see Appendix A for Council on Social Work Education (CSWE) guidelines for Educational Policy and Accreditation Standards (EPAS).

**REFLECTIVE PRACTICE TECHNIQUES & ASSIGNMENTS:**
The ability to reflect on your experience as a social worker and a human is critical to continued professional development. You will be introduced to four reflective practice techniques and asked to practice them on your own and reflect, in a one-page, single-spaced journal, on your experience, learning, and use of these skills. Use and reflection on these four techniques will guide you to choose one practice to continue for the year and will inform your Reflective Practice Capstone Paper due 2nd term.

**INTEGRATION OF SCHOLARLY ARTICLES:**
**Purpose:**
To stimulate critical thinking and integration of relevant topics and material that impact social work field placements and practice.

**Process:**
You will be asked to read two peer-reviewed articles and write two-page, double-spaced, APA format, critical reflections including what social work competencies, practice behaviors, knowledge, values, and skills are referred to and how you might use the information in your current placement and/or your future career.

**JOURNALS:**
Purpose:
To reflect on experience, learning, and self.

Process:
Journals are indicated in the course schedule. You’ll be asked to write one-page, single-spaced journals on various topics. Journal writings, while not formal, are expected to be professional, contain a depth of thought, and address the topic at hand.

SOCIAL JUSTICE BOOK & CRITICAL REFLECTION:
Purpose:
To learn and integrate social justice principles into one’s life and social work practice.

Process:
Choose a book from the list provided. If you would like to request to read a book that is not on the list that is focused on social justice/social action, please verify with me prior to November 11, 2011. After reading the book, in one page, single-spaced, summarize the contents of the book, your reaction to the material and any connections you made to your field placement. Include an APA citation of the book.

REFLECTIVE PRACTICE CAPSTONE PAPER:
Purpose:
Student social workers are human beings that naturally bring their own history, patterns, values, and experiences to their social work practice experiences. Because the nature of social work is to interact, assist, guide, and support others, in often stressful or crisis situations, it is vital that social workers understand what they bring to the social work encounter along with when and how their own experiences or biases may be hindering or helping. To most effectively understand our self, as well as our own biases or reactions, it is vitally important to learn and integrate regular methods of self-reflection and assessment. Methods of mindfulness, self-reflection, and assessment serve to keep us in our own health and assist us in more adequately serving the individuals, families, agencies, and communities in which we work.

Without self-awareness and practices to assist our on-going development, we run the risk of pushing our own personal agendas onto others and/or unconsciously perpetuating unhealthy patterns of functioning with clients, communities, and within the systems that we work. It is essential to make a practice of learning methods of mindfulness, self-awareness, self-reflection, and self-correction. When social workers care for themselves they can better provide assistance to their clients and the communities in which they work.

Reflective Practices include, but are not limited to the 4 embodied awareness and mindfulness practices learned in class: Centering Imagery, Sensing the Body, Breathwork, and Developing a Witness Stance.
Process:

Several of the above practices will be introduced in the Fall Semester. You will choose one of the above practices by December 2, 2011, (if you are interested is something that is not listed above, please confirm topic with me) and post a brief paragraph on blackboard - describing the practice of your choice, why you chose it, and how you intend to engage in the practice for second semester.

At the end of second semester you will write a short reflection paper (3-4 pages, double spaced) about the practice you have engaged in to include how you felt before and after using the method, what were the challenges of engaging in the practice and benefits or self knowing gleaned from the process.

IX. Course Schedule:

<table>
<thead>
<tr>
<th>SESSION/DATE</th>
<th>SESSION TOPICS</th>
<th>READING AND ASSIGNMENTS DUE</th>
</tr>
</thead>
</table>
| SESSION 1          | • Introduction and review expectations related to field experience  
• Student and instructor introductions  
• Review syllabus and hand-out Policy Agreement Form  
• Reflective Practice Lecture: Integration of social work knowledge into greater awareness, daily practice, and embodied process for greater value clarification, self-awareness, self-reflection, self-correction, and lifelong learning.  
• Complete the “Geriatric Social Work Competency Scale II” pre-test (if not currently enrolled in SOWK 281) – [Per the CSWE Gero-Ed Center BEL Grant]                                                                 | • ****Review and fully familiarize yourself with Junior Fieldwork Syllabus and Fieldwork Manual for policies and procedures. You will be responsible for the information, procedures and policies within the Fieldwork Program.  
• Read: Ward and Mama, Ch 1: Getting Started, pp. 1-11 and Ch. 2: Building Professional Relationships, pp.11-21.  
• Complete Personal and Professional Self-Awareness Inventory (strengths and vulnerabilities) posted on Blackboard and bring to class.  
• Read article on blackboard & be prepared for class discussion – Developing Critically Reflective Practice  
• Read ahead in assigned book if you wish.                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| SESSION 2  
Friday  
Sept. 16, 2011  
5-8PM  
Extended Evening | • Complete Gero-pre-survey [*Per the CSWE Gero-Ed Center BEL Grant*]  

**SESSION 2**  
Friday  
Sept. 16, 2011  
5-8PM  
Extended Evening

- Opening – Centering Imagery.  
  - Discuss Centering Imagery Practice  
- Self-awareness hand outs  
  - Identifying support systems, personal learning styles, and reactivity patterns.  
  - Stress, response, and reactivity inventory  
- Review & hand out: *Self-Awareness in the Development of Ethical Practice inventory*  
- Review and assign: Core-Competency and Practice Behavior Reiteration  

**Field Program Orientation,**  
7-8PM, CDC 362

- All JR WEEKEND Field seminar sections meeting with Director of BSW Field Program, Carey Winkler, from 7-8. Learn about placement process  
- Organizing yourself for field – 3-ring binder, file, system, etc.  
- Review Interview Choice Process and Form

| • Read: Manual p. 113-122– Code of Ethics and Standards of Practice  
• Review Social Justice Principles  
• Read: Ward and Mama, Chapter 3: Teamwork: Your Supervisor and You, pp. 21-33  
• Bring Signed Field Policy Agreement to class.  
• **Due Sept. 23, Fontbonne 113:**  
  *Fieldwork Applications and Interview Choice form*

---

| JR FIELD APPLICATION AND INTERVIEW LIST  
**DUE SEPTEMBER 23TH BY 5:00 PM**  
SCU SOWK OFFICE FONT 113 | **SESSION 3**  
Friday,  
September 30,  
2011

- Opening – Breathwork Practice  
- Preparing for interviewing, basics to professional presentation of self  
- Continue Ethics: Ethics and ethical social work practice – Applying Ethical Decision Making Activity

| • Review and Practice Centering Imagery - Practice (2x) and Journal about the experience. Hand in.  
• Complete Self-Awareness in the Development of Ethical Practice inventory & journal 1-page reflection on process and self-learning
| SESSION 4  | Opening - Sensing the Body  | Opening – Witnessing Stance Practice  |
| Friday, October 14, 2011 | Debrief on Interviews  | Review Process: Check-in/Consultation  |
|  | Review Forms and Processes (use flow chart and file checklist)  | Supervision and communication  |
|  | o Time Sheets  | Agency presentations  |
|  | o Beginning Agreement  | Closing  |
|  | o Learning Agreement & Mid-term Evaluation  |  |
|  | o Final Evaluation  |  |
|  | o Learning Conference  |  |
|  | o Final Conference  |  |
|  | Planning field orientation  |  |
|  | Overview of UST/SCU Mission and Social Justice Principles (hand-out)  |  |
|  | Review: Social Justice Book Assignment: due 12/9/11  |  |
|  | Review Agency Presentation Assignment  |  |
|  | Group Activity: Invisible line: Where do I stand?  |  |

**INTERVIEW WEEK – OCTOBER 4TH, 5TH, AND 6TH**

(SCU-CDC – 4TH, 5TH, & 6TH ON THE 3RD FLOOR)

**JR PLACEMENT CHOICE FORMS**

_DUE OCTOBER 7TH BY 5:00 PM_

_SCU SOWK OFFICE FONT 113_

**SESSION 5  | Opening – Witnessing Stance Practice  | Opening – Witnessing Stance Practice**
|  | Supervision and communication  | Supervision and communication  |
|  | Agency presentations  | Agency presentations  |
|  | Closing  | Closing  |

**Read:** Ward and Mama, Chapter 4: Developing the Professional Persona pp. 33-43 and Chapter 5, Expectations and Stereotypes pp. 43-53.

**Complete and e-mail me your Core Competency Reiterations before October 7, 2011**

**INTERVIEW WEEK – OCTOBER 4TH, 5TH, AND 6TH**

(SCU-CDC – 4TH, 5TH, & 6TH ON THE 3RD FLOOR)

**JR PLACEMENT CHOICE FORMS**

_DUE OCTOBER 7TH BY 5:00 PM_

_SCU SOWK OFFICE FONT 113_

**SESSION 4  | Opening- Sensing the Body  | Opening – Witnessing Stance Practice**
| Friday, October 14, 2011 | Debrief on Interviews  | Review Process: Check-in/Consultation  |
|  | Review Forms and Processes (use flow chart and file checklist)  | Supervision and communication  |
|  | o Time Sheets  | Agency presentations  |
|  | o Beginning Agreement  | Closing  |
|  | o Learning Agreement & Mid-term Evaluation  |  |
|  | o Final Evaluation  |  |
|  | o Learning Conference  |  |
|  | o Final Conference  |  |
|  | Planning field orientation  |  |
|  | Overview of UST/SCU Mission and Social Justice Principles (hand-out)  |  |
|  | Review: Social Justice Book Assignment: due 12/9/11  |  |
|  | Review Agency Presentation Assignment  |  |
|  | Group Activity: Invisible line: Where do I stand?  |  |

**Begin Internship placement**

**Review & Practice: Breathwork (2x) and journal about this experience**

**Read:** Field Manual, Orientation & beginning placement, pp. 61-70.

**Read:** Ward & Mama, Ch. 10: Teamwork...Supervision, pp. 103-112

**Review:** Learning Agreement Form and prepare questions

**Begin to read Social Justice book**

**Mid-Term Exam Week:**

**Begin Field Placement.**

**Due first week of placement:**

_Beginning Agreement. Bring signed copy to class._

**SESSION 5  | Opening – Witnessing Stance Practice  | Opening – Witnessing Stance Practice**
|  | Supervision and communication  | Supervision and communication  |
|  | Agency presentations  | Agency presentations  |
|  | Closing  | Closing  |

**Begin Learning Agreement Process – complete two sections and bring to class**

**Review & Practice: Sensing the Body (2x) and Journal about this experience**

**Read:** Field Manual, Sexual Harassment, pp. 127-129
- Read: Ward & Mama, Ch 12: Boundaries: Invisible Lines of Trust, pp. 133 – 145

**LEARNING CONFERENCE SHOULD BE COMPLETED BETWEEN 40-60 HOURS**

**BRING CALENDARS TO CLASS TO SCHEDULE**

| SESSION 6 | • Opening – Reflection Practice  
• Check-in/Consultation  
• Learning Agreement process and review  
• Article Discussion: *A Social Worker’s Reflections on Power, Privilege, and Oppression*  
• Discuss: Developing a Witness Stance Practice  
• Closing  
In-service Training with (CDC 355): SSW Dean Barbara Shank: Sexual Harassment Training |
| --- | --- |
| Friday, November 11, 2011  
Extended Class 5-8PM | • *******Mandatory***********  
• Learning Agreement Process – complete two additional sections and bring to class (4 completed)  
• Review & Practice: Developing a Witness Stance (x2) and Journal about this experience  
• Read Article: *A Social Worker’s Reflections on Power, Privilege, and Oppression* and write 2-page critical reflection paper  
• Read: Ward & Mama, Ch 7: Insight into your Client’s Perspective, 63-75 |

| SESSION 7 | • Opening  
• Learning Agreements: Peer review and individual questions  
• Article Discussion: *Highlighting the Role of Cross-Cultural Competence in Ethically Sound Practice* |
| --- | --- |
| Friday, November 18, 2011  
Extended Class 5-8PM | • *******Mandatory***********  
 Learning Agreement Process – complete two additional sections and bring to class (6 completed)  
• Read: Ward & Mama, Ch 6: Communication: Building Bridges not Walls, pp. 53-61.  
• Read: Ward & Mama, Ch 9: Pick A theory, Any Theory, pp.91-105.  
• Read Article: *Highlighting the Role of Cross-Cultural Competence in Ethically Sound Practice* and write 2-page critical reflection paper |

**REGISTRATION FOR 2ND TERM NOTE:**

**BE SURE TO REGISTER FOR THE SAME SECTION OF SOWK 376**

| SESSION 8 | • Opening  
• Check-in/Consultation  
• Review Field File  
• Social Justice Book reminder  
• Schedule Learning Conferences  
• Course Evaluations  
• Last Class for Fall Term |
| --- | --- |
| Friday, December 2, 2011  
Extended Class 5-8PM | • Learning Agreement Development – bring completed draft to class  
• Due on or before first class second Term: Social Justice Book Assignment 1-page reflection paper  
• Submit any missing Field File documents |
| **ALL forms and missing assignments due unless student has made prior arrangements with faculty** | **• Review Conference Sign up Sheet on Blackboard and coordinate schedules with Agency Instructor for time to meet.**  
**• Blackboard Posting: Choose a Reflective Practice technique that you will commit to using throughout 2\textsuperscript{nd} term –include why you chose it and your plan for regular/consistent practice – this will lead to Reflective Practice Capstone Paper due at the end of 2\textsuperscript{nd} term** |
| --- | --- |

**Final Exam Week: December 5-12**  
**• Schedule Learning Agreement meeting in agency with Field Instructor and Field Liaison.**  
**• Completion and submission of 50 hours**

---

**ALL LEARNING AGREEMENTS MUST BE APPROVED PRIOR TO COMPLETION OF MID-AGENCY EVALUATIONS.**  
**MID-TERM AGENCY EVALUATIONS DUE AT 80-100 HOURS.**

---

X. **Supplemental Reference List:**

**Suggested Reading List for Social Justice/ Social Action**


XI. Bibliography

The bibliography for this course is posted on BlackBoard.