SALISBURY UNIVERSITY
SOWK 665 - FIELD INSTRUCTION III
Hybrid Course

Fall 2017

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Face to Face Field Seminar Dates:
Section 610: Saturday, 9 a.m. – 11 a.m. September 9, October 7, November 11
Section 611: Saturday, 9 a.m.-11 p.m. September 16, October 14, November 18
Section 612: Wednesday, 5 p.m. - 7 p.m. September 13, October 11, November 15
Section 613: Saturday, 8:30 – 10:30 a.m. September 16, October 14, November 11
Section 641: Wednesday, 5 p.m. - 7 p.m.. September 6, October 4, November 1
Section 642: Monday, 7 p.m. – 9 p.m. September 11, October 9, November 13
Section 651: Wednesday, 5 p.m. - 7p.m. September 6, October 4, November 1
Section 661: Monday, 7 p.m. - 9p.m. September 11, October 16, November 6
Section 662: Saturday, 9 a.m. - 11 a.m. September 9, October 14, November 4
Section 681: Wednesday, 6:30 p.m. – 8:30 p.m. September 6, October 4, November 8

COURSE DESCRIPTION
Catalog Description
SOWK: 665 The first of a two-semester/term sequence of supervised advanced field practicum experience in the delivery of social services where students are required to participate in an

Revised 8/2/17
agency-based field practicum for three days per week under the supervision of an agency-based field instructor with an M.S.W. Successful completion of the two-course sequence requires a student to fulfill a minimum of 672 hours of field instruction within the same social welfare agency accumulated across the fall and spring semesters. **Prerequisite:** Specialist Practice Status. **Corequisite:** SOWK 650. **Three working days per week. A seminar with small discussions on field experiences with related written assignments and activities conducted concurrently.**

**Enhanced Description**
Field Practicum III is the Community Based Direct Practice specialist practice learning experience. It is taken by both advanced-standing and non-advanced standing students. The learning experience is of a stair-step nature. Students will be expected to carry a caseload of six (6) to eight (10) clients. It is not satisfactory to just repeat the learning experiences of the foundation year but to integrate all three levels - micro, mezzo and macro. Field III students must be able to apply interventions with an emphasis on higher learning expectations for autonomous practice and for the application and synthesis of the helping skills. The learning experiences and content are operationalized in the student’s learning contract. Students are required to participate in agency-based instruction for three days (24 hours) a week under the supervision of an agency-designated field instructor. It is possible to extend the field placement period to allow for two days a week. To enrich the field experience, students will participate in a seminar.

A faculty member will visit each agency at least once a semester/term. Faculty is always available when there are issues of concern between individual students and their agency instructors. The liaison needs to be involved promptly if these concerns might indicate that a student is not fulfilling expected responsibilities or is not progressing adequately.

**COURSE OBJECTIVES**
These course objectives relate to Council on Social Work Education’s (CSWE) Educational Policy accreditation requirements, as designated by parenthetical Competency notations. The major objectives of this course are designed to enable MSW learners to:

1. Critically evaluate ethical considerations and dilemmas. (Competency 1)
2. Apply an ethical decision making model. (Competency 1)
3. Demonstrate differential multilevel assessment. (Competency 7, 8)
4. Demonstrate an array of advanced intervention theories and techniques appropriate for community based direct practice. (Competency 6, 7, 8)
5. Demonstrate written and verbal skills that reflect appropriate advanced practice strategies/behaviors. (Competency 6, 7, 8)
6. Demonstrate the ability to use supervision and consultation to support prudent and ethical practice. (Competency 1, 6, 7, 8)

7. Collaborate in use of management theories appropriate to social work practice. (Competency 6, 7, 8)

8. Identify gaps in service (Competency 7, 8, 9)

9. Apply knowledge of human bio-psycho-social-spiritual development across the lifespan in intervention. (Competency 6, 7, 8)

10. Critically analyze current practice theories, programs, policies, trends, and modes of service delivery to determine effectiveness and need for change. (Competency 8, 9)

11. Demonstrate knowledge of the DSM and how it is used in practice. (Competency 6, 7, 8)

12. Collaborate with colleagues, stakeholders and/or clients regarding policy and advocacy (Competency 6, 7, 8, 9)

13. Provide advanced generalist social work practice with increased awareness in the areas of diversity, social justice, and public service. (Competency 2, 3, 6, 7, 8)

14. Demonstrate professional use of self as an advanced level social worker by merging one’s own beliefs, values, and interests with the role and responsibility of a professional social worker. (Competency 1, 2, 6, 7, 8)

15. Identify trends in service delivery, knowledge development, and technology that will impact the future of social work practice. (Competency 5)

16. Demonstrate the ability to identify how federal, state and local policies, regulations, and programs impact practice. (Competency 3, 5)

**REQUIRED TEXT AND OTHER RESOURCES**

Grobman, Linda May. (2011). *The field placement survival guide: What you need to know to get the most from your social work practicum*. Harrisburg, PA: White Hat Communications.

Student Handbook/Field Instruction Manual published by the Social Work Department at Salisbury University as posted on the department web site. [http://www.salisbury.edu/socialwork/gradfield.html](http://www.salisbury.edu/socialwork/gradfield.html)

Additional readings may be made available through MyClasses.

TECHNOLOGY AND SOFTWARE REQUIREMENTS
For the online elements of the course to function properly, here are some important items:

- Use Firefox when you access MyClasses from a PC, use Safari when using a Mac
  - Firefox can be downloaded for free at www.firefox.com
  - The browser you use to access MyClasses should have:
    - Java and JavaScript enabled
    - Cookies and third-party cookies enabled
    - Pop-up blockers disabled
    - Clear Browser cache on a regular basis

- You will need reliable access to the Internet. You are encouraged to consider investing in DSL or Cable High Speed Internet.
- You will need Microsoft Office (2003, 07 or 10) particularly Microsoft Word (2003, 07 or 10) and Power Point (2003, 07 or 10).
- You will need a copy of Adobe Acrobat to be able to read items on e-Reserve and files noted as pdf within Learning Modules.
- You will need a copy of Adobe Flash Player which will allow you to view certain video lectures within the course.
- If your instructor uses Panopto to provide recorded lectures, you will need Microsoft Silverlight. You can download the latest version for free at: http://www.microsoft.com/getsilverlight/GetStarted/Install/Default.aspx
- Your computer must also have Java installed. To make sure you have the latest version of Java on a PC, please visit www.java.com and click on FREE JAVA DOWNLOAD. If you are using a mac, click on the Apple Menu and the choose Software Update to check for any Java updates. The installation of Java will give you the ability to use the Visual Text Editor and other pertinent functions within MyClasses.

Help with MyClasses
The IT HelpDesk is prepared to handle MyClasses questions throughout the semester. You can contact them at 410-677-5454 or at helpdesk@salisbury.edu for support. When talking to a consultant, be prepared to provide the following information via phone or email:

- Course name and number that you are experiencing the problem with in MyClasses
- The browser and operating system you are currently using to access MyClasses
- Identify the steps the consultant needs to take inside MyClasses to reproduce your problem

Additional student support information, including browser configuration tips, handouts and video are available at http://www.salisbury.edu/instructionaldesign/cms/Students.html.

RESPONSIBILITIES OF THE INSTRUCTOR
The professor takes responsibility for monitoring the climate online and in the face-to-face classroom to provide an atmosphere conducive to student learning. This includes serving as a resource and guide for your professional learning, ensuring that the learning medium (online and
face-to-face) offers a safe opportunity for exchange of ideas and opinions, and fairly evaluating all student work. I will grade all assignments in a timely manner, and in most cases return them to you in one week of the due date (two weeks for longer papers). Additionally, I will monitor your online discussions.

As an adult educator, I recognize that there are times when life becomes an obstacle to course requirements. If you experience a problem or difficulty, please contact me so we can look at options that can make your life easier. I am willing to be flexible and work with you, so please ask!

I value interaction with all students. I am available to meet via email, or by phone or chat (or in person if you are on campus) during office hours or by appointment. If you email me, I will answer your email within 48 hours, or, if you email me on a weekend, I will answer you by Monday afternoon. If you have a question or concern, please do not hesitate to contact me. Do not wait until a question becomes a larger issue.

RESPONSIBILITIES OF STUDENTS
You will find most of the content material for the course in your textbook and online. Class time is used to integrate the reading material through discussions and experiential learning. Full participation online and in our classroom creates an effective learning environment.

All students are expected to behave according to the NASW Code of Ethics at all times, including during online discussions. The NASW Code of Ethics is the standard for professional behavior. Students are expected to work collaboratively and responsibly apply the principles of professionalism.

I also expect students to seek my assistance when you feel you need some help. Please do not hesitate to schedule a meeting with me to talk over any concerns regarding assignments or other course issues.

Supplemental Readings may be posted online or a link may be provided, and/or put on e-Reserve at the library at the discretion of the instructor throughout the semester.

PLEASE NOTE: If you intend to graduate in May and will not complete your field hours before the end of the spring semester/term, this may change your graduation date. If you have registered to graduate in May, but will need to complete field hours into the summer, you need to change your graduation date to August with the Registrar’s office. In addition, if you intend to walk in the May Commencement ceremony, you will need to visit the Registrar’s website and complete the “Request to Participate in the Commencement Ceremony Prior to Completing Coursework for Degree” from. This form should be completed by the date posted on the Registrar’s website.

COURSE REQUIREMENTS
SOWK 665- Field Instruction III carries 4 credits and is graded with a letter grade,
assigned by the Faculty Field Liaison. The following assignments are required for this course:

A. Learning Contract (CO 1, 2, 5, 6, 9, 12, 13, 14, 16)
Each student is required to write a learning contract which establishes individualized learning strategies for the student. The learning contract acts as a guide to help the student and the field supervisor to define what the student will learn, and the specific experiences that will be part of the placement. Upon review of the first draft some students may be asked to revise their learning contract. In order to receive a passing grade, the learning contract must be completed and approved by the date noted on the schedule. The grading rubric for this assignment may be found in MyClasses. (150 points)

B. Written Logs (CO 1, 2, 3, 5, 6, 9)
Each student is expected to write a total of ten logs. Log entries must include the date and a brief discussion of activities, and a discussion of an experience which provided an opportunity for learning including the student’s reflections/feelings. Each log entry will be evaluated in the following manner:
1. List of activities (1 pt.)
2. Description of learning experience; related to log topic, if applicable (4 pts.)
3. Reflections/feelings (3 pts.)
4. Appropriate writing skills (2 pts.)

It is expected that your logs be typed, well written, well organized, grammatically correct, and free from spelling errors. Points may be deducted for poor writing skills. Some instructors may provide focus topics to tie to learning experiences for written logs. Some logs will have topics assigned.
(Total: 10 logs @ 10 points each= 100 points)

C. Process Recording (CO 1, 2, 4, 5, 7, 8, 9, 11, 12)
Each student will complete 2 process recordings during the first semester/term. The student will follow the process recording outline to document the client interaction (client interview content and student comments). The form will then be turned into the student’s agency field supervisor for comments and feedback. Comments and the signature from the field supervisor must be present on the process recording document before being submitted to the field liaison for grading. The form should be completed by the student on the computer. The agency field supervisor’s comments may be handwritten. The process recording form and complete instructions can be found on the Social Work Department website and in MyClasses. (Total: 2 process recordings @ 50 points each =100 points)

D. Participation (CO 1, 2, 3, 4, 6, 7, 10, 12, 13, 14)
Participation is a combination of online discussions and face to face seminar discussions. Online discussion will be graded on the following:
Discussions in MyClasses must consist of intelligent, insightful comments regarding presentations or discussion topics. Students must originate and involve others in relevant discussion topics. Student discussions online should always demonstrate professional courtesy
and respect to the class members and instructor for effective group work. There are 8 discussions in this course and each is worth 10 points. Students must respond to at least 2 student postings in each discussion in addition to your post. The rubric for grading discussions is attached to the syllabus. (80 points)

The three face to face field seminars provides an opportunity to share experiences with other students and to integrate the field experience with theoretical concepts. (70 points) Attendance at these seminars is mandatory! Students must attend the seminar/class on the dates their field section is meeting. Students are expected to make arrangements to attend these face to face seminars.

E. Final Evaluations (CO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16)
The agency field instructor completes a final evaluation that is derived from the competencies and behaviors as outlined in the learning contract. (500 points)

If, at any time, the Field Faculty Liaison’s assessment is that the student is at risk of failing the course, a meeting will be scheduled to develop a written plan of corrective action

ADDITIONAL COURSE REQUIREMENTS
A. Completion of required Field Instruction Hours and Time Sheets
Students must submit time sheets reflecting successful completion of a minimum of 328 field instruction hours for this course. No hours will be granted for holidays, illness, furlough, weather related events, or any other time that the student is not in their field placement. It is the responsibility of each student to work out their days and hours in field with their agency supervisor.

Time sheets, once completed with supervisory signatures, are to be submitted electronically via the “Submit Timesheets” link in MyClasses. A copy of the time sheet can be found on the Social Work Department website and in MyClasses.

Students will be expected to work a regular work day (which for most agencies is 8 hours) for every assigned day of fieldwork. Time sheets must reflect the number of hours actually worked each day. In addition, the student must submit time sheets reflecting successful completion of the required number of field instruction hours in order to pass this course.

B. Professional Conferences and Training Experiences
Students are expected to participate in professional conferences or formal agency training opportunities when made available by the field instruction agency.

C. Professional Preparation
Preparation to enter the social work profession includes such issues as the social work licensing
process, state employment applications, employment plans, resumes, and interviews. During the seminar, there may be guided discussion and information related to these topics. Additional professional writing assignments may be assigned.

D. Confidentiality
In professional writing assignments and in seminar discussion, real clients will often be the focus of student’s learning. Confidentiality is expected in any use, either verbal or written, of actual case situations. A detailed policy related to confidentiality has been adopted by the Social Work Department and is included in the Student Handbook. **Students are required to understand and abide by this policy.**

**GRADING POLICIES**
**Participation/Attendance**
Since this class only has three face to face seminars, it is mandatory that each student attend all face to face sessions for their section with their instructor. There will be no exceptions!

**Late Assignments**
There will be a 5-point deduction for each day late after the due date of an assignment, including logs. There is no exception to this policy!

<table>
<thead>
<tr>
<th>Class Activities</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Contract</td>
<td>150 points</td>
</tr>
<tr>
<td>Written Logs</td>
<td>100 points</td>
</tr>
<tr>
<td>Process Recording (2 @ 50pts each)</td>
<td>100 points</td>
</tr>
<tr>
<td>Participation: Online discussions</td>
<td>80 points</td>
</tr>
<tr>
<td>Seminar discussions</td>
<td>70 points</td>
</tr>
<tr>
<td>Final Evaluation</td>
<td>500 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000 points</strong></td>
</tr>
</tbody>
</table>

**Grading Scales.** Students will be evaluated on their ability to demonstrate the skills presented in this course. Salisbury University requires different scales to be used for Undergraduate and Graduate students.

<table>
<thead>
<tr>
<th>Graduate Grading Scale</th>
<th>Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>92 - 100</td>
<td>A</td>
</tr>
<tr>
<td>87 – 91.9</td>
<td>B +</td>
</tr>
<tr>
<td>82 – 86.9</td>
<td>B</td>
</tr>
<tr>
<td>Grade Range</td>
<td>Grade</td>
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<tr>
<td>-------------</td>
<td>-------</td>
</tr>
<tr>
<td>77 – 81.9</td>
<td>C+</td>
</tr>
<tr>
<td>71 – 76.0</td>
<td>C</td>
</tr>
<tr>
<td>64.9 – 70.9</td>
<td>D</td>
</tr>
<tr>
<td>Below 64.9</td>
<td>F</td>
</tr>
</tbody>
</table>

The following are important factors to consider for success in the field seminar:

1. According to the course syllabus, the student’s grade is based on
   a. The completion of all written and oral assignments including logs, learning contract, process recordings, time sheets, discussions and presentations and
   b. The Field Supervisor’s evaluation of the student’s performance using the evaluation instrument.

2. Upon review of the field evaluation and all assignments outlined in the course syllabus, the Field Faculty Liaison assigns the grade.

3. Should an “Incomplete or In Progress be given, the steps/activities needed to complete the requirement and a timeframe should be outlined in writing with the student.

4. Students who feel an error has been made in the determination of their grade or who would like to discuss other aspects of the grading procedure should refer to the Salisbury University “Student Code of Conduct, Policies and Procedures.”

**DEPARTMENTAL POLICIES**

**Attendance**

As a professional preparatory program, the Department of Social Work has a common attendance policy that balances the necessity of class attendance with the reality of illness and unexpected events. **Since this course only meets three times per semester, there are no allowable absences. Therefore, failure to attend each of the 3 seminars conducted by your instructor will greatly impact student’s grade.**

**Papers**

All papers are to be prepared according to APA standards, found in the 2010 Publication Manual of the American Psychological Association (6th ed.) APA formatting includes standardized information such as reference citations, one inch margins, and font size of 12.

**Mandated Reporting**

Mandated reporters are persons who, in the course of their work, may be privy to information that they are required to report to the appropriate enforcement agency. Social workers in the state of Maryland are mandated reporters, and must report any disclosure of suspected incidents of child abuse and neglect, including child sexual abuse. Salisbury University social work faculty and staff are required to report any suspected incidents of child abuse and neglect, whether or not the suspected incident was previously reported. Therefore, any disclosure (written or verbal) by
students or prospective students of suspected incidents of child abuse and/or neglect will be
immediately reported to the appropriate authorities.

**Social Work Department Policy on Academic Integrity**
The Social Work Department takes plagiarism, the unacknowledged use of other people’s ideas,
very seriously indeed. As outlined in *The Student Handbook and Directory* under the “Policy on
Student Academic Integrity,” plagiarism may receive such penalties as failure on a paper or
failure in the course. The Social Work Department recognizes that plagiarism is a very serious
offense and instructors make their decisions regarding sanctions accordingly.

Each of the following constitutes plagiarism:
1. Turning in as your own work a paper or part of a paper that anyone other than you wrote.
   This would include but is not limited to work taken from another student, from a published
   author or from an Internet contributor.
2. Turning in a paper that includes unquoted and / or undocumented passages someone else
   wrote.
3. Including in a paper someone else’s original ideas, opinions, or research results without
   attribution.
4. Paraphrasing without attribution.
5. Turning the same paper in for credit in more than one class.
   A few changes in wording do not make a passage your property. As a precaution, if you are
   in doubt, cite the source. Moreover, if you have gone to the trouble to investigate secondary
   sources, you should give yourself credit for having done so by citing those sources in your
   essay and by providing a list of Works Cited or Works Consulted at the conclusion of the
   essay. In any case, failure to provide proper attribution could resist in a severe penalty and is
   never worth the risk.

While some students may try to rationalize or justify these acts as expedient, they are wrong and
there are no mitigating circumstances to excuse them. Individuals who engage in academic
dishonesty damage the learning environment and their own integrity and character. **If you are
unclear about what constitutes academic dishonesty, including plagiarism, please ask –
ignorance is no excuse.** Discovery of academic dishonesty results in stiff penalties for the
offender, including a failing grade for the assignment in question and possibly a grade of F for
the course. The Student Affairs Office keeps records of plagiarism cases, and multiple offenses
could bring a penalty of expulsion from the entire USM system. The university catalogue and
student handbook provide further details.

**Electronic Devices**
All cell telephones and beepers must be turned off prior to class except students on “emergency
on-call” with an employer or placement; otherwise, students may not leave class to make or
receive calls. Instructor will appoint one student to have a cell phone turned on during class time
in the event there is a campus-wide safety announcement. All other cell phones must be turned
off, including texting capabilities. Use of laptops during class is at the discretion of the instructor.

**Adherence to Department’s Technical Standards**

Any student registered for a Salisbury University social work course will be expected to meet and abide by the Social Work Department’s Technical Standards for Admission, Academic Matriculation and Graduation. For more information on the specifics of these standards please refer to the relevant Social Work Student Handbook or the department’s website.

**Writing Across the Curriculum**

As part of the “Writing Across the Curriculum” emphasis at Salisbury University, all written assignments will be graded on form as well as content. This is also a department policy. This includes all written homework assignments and essay questions on exams. Writing is an essential social work skill. The CSWE stipulates that students have the ability to demonstrate effective communication skills, both written and oral, and the NASW Code of Ethics has standards relating the importance of accurate documentation. Salisbury University's Social Work programs prepare students to enter the profession with these writing skills through requirements related to professional writing and APA standards. APA is considered standard within social science disciplines and is the basis for scholarly work created by social work professionals. The Social Work Department adheres to APA standards and this is the required format for written work submitted.

**The Writing Center.** Students at each campus have access to writing assistance. We all benefit from assistance with our writing. When I write an article, I ask colleagues to review my paper for grammar mistakes and whether each paragraph is clear and makes good sense. I then rewrite my paper according to the recommendations made. I encourage each of you to engage in the same process of reviewing your writing. Good social workers need to be able to write clearly about the people and agencies with which we work. Please remember that writing centers are not designed to work as editing services or “fix-it shops.” Writing centers are built around a mission of collaborative learning, so you, as the writer, will play a central role in every consulting session.

At the University Writing Center, located above the Fireside Lounge (Guerrieri University Center) trained consultants are ready to help you at any stage of the writing process. It is often helpful for writers to share their work with an attentive reader, and consultations allow writers to test and refine their ideas before having to hand papers in or to release documents to the public. In addition to the important writing instruction that occurs in the classroom and during teachers’ office hours, the center offers another site for learning about writing. All students are encouraged to make use of this important student service. For more information about the writing center’s hours and policies, visit the writing center or its website at [www.salisbury.edu/uwc](http://www.salisbury.edu/uwc).

**Writing Center - Satellite Students:** At the University Writing Center (UWC), trained consultants are ready to help you at any stage of the writing process and with a variety of
assignments. In addition to the important writing instruction that occurs in the classroom and during professors’ office hours, the UWC offers another site for learning about writing. All students are encouraged to make use of this important service.

Since you are located at a considerable distance away from Salisbury University’s main campus, the UWC has created a plan for working with distance students. To schedule an appointment, you may either call the UWC at 410-543-6332 or send an email to uwc@salisbury.edu. You will need to provide the following information: your name, your student ID number, your phone number, your preferred email, your program of study, and your campus location (if you attend classes at a physical location).

All appointments will be conducted using Zoom, an easy-to-use web-conferencing tool. Zoom allows you and your consultant to see and hear one another (like Skype), as well as view your draft together. Once you have scheduled an appointment, your consultant will contact you via email about 15 minutes before your session is set to begin. This email will include a link to a Zoom virtual room where you will meet with your consultant and begin your session. You can expect to have a collaborative and engaging conversation with the consultant as you work together to address your concerns and/or questions regarding your writing.

The UWC strongly encourages students to schedule appointments at least 48 hours in advance of your desired appointment time. The UWC also encourages students to schedule appointments several days before your assignment is due in order to give students adequate time to make significant revisions. Please note the UWC’s policy of allowing one appointment per week; this policy ensures that all students who want to make use of the UWC are able to do so. Students should keep this policy in mind when planning out their appointment requests.

For more information about the University Writing Center’s hours and policies, visit its website at www.salisbury.edu/uwc.
Please remember that writing centers are not designed to work as editing services or "fix-it shops." Writing centers are built around a mission of collaborative learning, so you, as the writer, will play a central role in every consulting session. Although long-distance consultations will differ in some ways from our on-site consultations, the fundamentals will remain the same.

**Disability Resource Center**
Any student who feels that they may require an accommodation in this course, based on the impact of a disability, should contact me as soon as possible to arrange for a meeting to coordinate any and all accommodations. Any student who wishes to contact the Disability Resource Center, for further information, should do so by: calling 410-543-6070 (voice) or 410-543-6083 (TTY); emailing disabilityservices@salisbury.edu; or visiting the Guerrieri Student Union, Room 263.

**Professional Performance- Policy and Guidelines**
In preparing students for professional practice, the social work faculty takes responsibility for
promoting the standards of the social work profession by continuously monitoring student academic and professional performance and addressing concerns with the student through advising and grading. In addition to academic performance, students are required to demonstrate professional performance skills necessary for work with clients and professional practice (Student Handbook, p. 24). Students will be evaluated for professional development during each social work major (SOWK) course through written evaluation indicating their progress in each developmental area. Students who do not meet expectations for professional performance must meet with the instructor to develop a plan to address problem areas (Level 1 of the Three Levels of Review, Student Handbook, p. 27). If the student continues to exhibit performance problems, the appropriate Level of Review will commence. Students should be aware that the Professional Performance Review provides documentation that will be used to inform the admission process, professional references (i.e. employment, graduate school, field placement) and advanced standing recommendations.

Professional Performance Skills and Expectations:

- Adherence to the Department Attendance Policy
- Punctuality
- Come to class prepared (readings and assignments completed)
- Complete all assignments on time and to college level standards
- Actively participate in class discussions and activities
- Work collaboratively and cooperatively with others
- Demonstrate respect for others’ opinions
- Demonstrate a willingness to understand and respect diversity regarding race, gender, age, religion, ethnicity, disability, and sexual orientation
- Demonstrate knowledge of and commitment to the essential values and ethical standards of social work specified in the NASW Code of Ethics
- Use self-disclosure appropriately
- Demonstrate use of critical thinking skills
- Demonstrates ability to assesses own strengths, limitations, and suitability for professional practice
- Exhibit knowledge of how one’s values, attitudes, beliefs, emotions, and past experiences affect thinking, behavior, and relationships
- Clearly articulate ideas, thoughts, concepts through effective oral communication
- Manage constructive criticism

Reproduction and Use of Course Materials
The lectures that I deliver in this class and the course materials I create and distribute are protected by federal copyright law as my original works. My lectures are recorded or delivered from written notes to guarantee they are copyright protected. You are permitted to take notes of lectures and to use course materials for your use in this course. You may not record my lectures without my express consent and you may not publicly distribute or display or allow anyone else to publicly display or distribute my course materials or lecture notes without my written permission.

**Submissions of Materials Used in a Previous Class**
The department expects that each student retaking a social work course schedule a meeting with the course instructor within the first week of the semester. At the meeting, the student and instructor will develop a written agreement specifying expectations regarding how any term paper or other work completed in the previous course can be used in the new course.

**References**


Grobman, Linda May. (2011). *The field placement survival guide: What you need to know to get the most from your social work practicum.* Harrisburg, PA: White Hat Communications.


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**COURSE OUTLINE**

This outline may be revised.

**SOWK 665 Fall 2017**

**Seminar Topics for Face to Face Meetings:**

*Seminar 1: Review of Syllabus, Introductions*
*Seminar 2: Peer Consultations*
*Seminar 3: Peer Consultations*

<table>
<thead>
<tr>
<th>Module Number and Date</th>
<th>Module Objectives</th>
<th>Assignments and Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 8/28-9/3</td>
<td>1. Identify Roles of Field Supervisor, Field Liaison and student&lt;br&gt;2. Identify competencies&lt;br&gt;3. Identify behaviors&lt;br&gt;4. Demonstrate ability to use course navigation/MyClasses Learning Management Program</td>
<td><strong>Overview &amp; Introduction of Roles</strong>&lt;br&gt;• Review Syllabus&lt;br&gt;• Review Field Calendar&lt;br&gt;• Read <em>Roles and Responsibilities</em> in the Field Section in the Student Handbook&lt;br&gt;• Read <em>Orientation to Agency</em> and <em>Introduction to Client Systems</em> in the Field Section of the Student Handbook&lt;br&gt;• Read Grobman text Preface and Chapters 6 and 8&lt;br&gt;• Complete Scavenger Hunt Assignment&lt;br&gt;• Complete Self-Evaluation&lt;br&gt;• Optional Study Resource Available</td>
</tr>
<tr>
<td>2 9/4-9/10</td>
<td>1. Identify Competencies&lt;br&gt;2. Identify Behaviors&lt;br&gt;3. Define Strategies/Learning Activities for Behaviors&lt;br&gt;4. Define Evidence of Accomplishment for Strategies/Learning Activities</td>
<td><strong>Competencies, Behaviors &amp; the Learning Contract</strong>&lt;br&gt;• Complete Log 1&lt;br&gt;• Read Learning Contract Section in the Student Handbook&lt;br&gt;• Read Grobman text Chapters 5, 9 and 25</td>
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<tr>
<td>5</td>
<td>Articulate components of professional behavior</td>
<td>• Begin Learning Contract Assignment by identifying strategies/learning activities for each behavior in your field agency and identifying evidence of accomplishment measures for each strategy/learning activity • Submit timesheet</td>
</tr>
<tr>
<td>1.</td>
<td>Summarize NASW’s and Salisbury University’s policies on Confidentiality in a practice setting</td>
<td>Privacy &amp; Confidentiality • Discussion Topic: Privacy and Confidentiality - Select one of the subheadings/scenarios from Chapter 31 in your text and discuss which standard in the NASW Code of Ethics it relates to and how it impacts your service delivery at your agency. • Review Confidentiality Section in the Student Handbook • Read Grobman text Chapters 10,30 &amp; 31 • Review NASW Code of Ethics – Confidentiality Section <a href="http://www.socialworkers.org/pubs/code/code.asp">www.socialworkers.org/pubs/code/code.asp</a> • Submit timesheet</td>
</tr>
<tr>
<td>2.</td>
<td>Apply NASW Code of Ethics on privacy and confidentiality</td>
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</tr>
<tr>
<td>3.</td>
<td>Define confidentiality</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Demonstrate knowledge about privacy and confidentiality</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1. Summarize the process and purpose of supervision in social work practice</td>
<td>Supervision &amp; Evaluation • Complete and submit Log 2 • Read Supervision Section in the Student Handbook • Read Evaluation Section in the Student Handbook • Read Grobman text Chapter 21 • Submit timesheet</td>
</tr>
<tr>
<td>2.</td>
<td>Identify the supervision process</td>
<td></td>
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<tr>
<td>3.</td>
<td>Use supervision and consultation provided by your field agency</td>
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<tr>
<td>4.</td>
<td>Summarize the evaluation process in field education</td>
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<td>5.</td>
<td>Describe the guidelines for formal evaluations</td>
<td></td>
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<tr>
<td>5</td>
<td>1. Demonstrate a basic understanding of Bloodborne Pathogens</td>
<td>Bloodborne Pathogens &amp; Safety • Complete and submit Log 3 • Discussion Topic: Bloodborne Pathogens - How does the information regarding Bloodborne Pathogens (BBP) relate to your field setting and what safety precautions are in place in your agency? How do you protect yourself? What other safety measures do you adhere to in your agency? What suggestions do you have to improve worker safety in your agency? • Review OSHA website <a href="https://www.osha.gov">https://www.osha.gov</a> • View Work Care University’s training video on Bloodborne Pathogens • Review Safety Section in the Student Handbook</td>
</tr>
<tr>
<td>2.</td>
<td>List common modes of transmission of Bloodborne Pathogens</td>
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<tr>
<td>3.</td>
<td>Name three Bloodborne Pathogens</td>
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<tr>
<td>4.</td>
<td>Define personal safety</td>
<td></td>
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<td>5.</td>
<td>Identify guidelines for personal risk education</td>
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<tr>
<td>6.</td>
<td>Identify risk reduction strategies in the practice setting</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Tasks</td>
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</tbody>
</table>
| 6    | 10/2-10/8 | 1. Identify the essentials of cultural competence in social work practice  
2. Apply knowledge of diverse populations to enhance client well-being  
3. Identify practitioner/client differences, from a strengths perspective, to work effectively with diverse populations  
4. Demonstrate mastery of evidence-based culturally sensitive interventions with individuals, families, groups, and organizations  
Cultural Competence & Social Diversity  
Discussion Topic: Cultural Competence and Social Diversity – Ongoing self-evaluation is integral to professional growth. Use Standard 1.05 of the NASW Code of Ethics to reflect on your progress.  
Review NASW Code of Ethics, “Cultural Competence and Social Diversity” Standard 1.05  
Submit timesheet  
**REMINDER:** Mid-Term Evaluation is due in Module 8! |
| 7    | 10/9-10/15 | 1. Demonstrate effective oral and written communication  
2. Critique the importance of documentation in social work practice  
Effective Communication  
• Complete and submit Log 4  
• Read Grobman text Chapters 13 and 14  
• Submit timesheet  
**REMINDER:** Mid-Term Evaluation is due in Module 8! |
| 8    | 10/16-10/22 | 1. Integrate and utilize theoretical frameworks to engage individuals, families, groups, and organizations  
2. Utilize critical thinking to select appropriate engagement strategies for diverse individuals, families, groups, and organizations  
3. Demonstrate on-going self-awareness in supporting client self-determination in establishing collaborative and culturally responsive relationships  
4. Demonstrate mastery of multidimensional bio-psycho-social-spiritual assessment with individuals, families, groups, and organizations  
5. Select and modify appropriate Process Recordings  
• Complete and submit Log 5  
• Read Grobman text Chapter 26  
• Prepare/schedule client interview for Process Recording Assignment  
• Submit timesheet  
• Submit Mid-Term Evaluation |
<table>
<thead>
<tr>
<th>9</th>
<th>10/23-10/29</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Demonstrate an on-going commitment to promote human rights, and social, economic, and environmental justice</td>
</tr>
<tr>
<td>2.</td>
<td>Integrate knowledge of human rights and social, economic, and environmental justice in practice with individuals, families, groups, and organizations</td>
</tr>
<tr>
<td>3.</td>
<td>Demonstrate ability to</td>
</tr>
</tbody>
</table>

**Oppression & Discrimination**
- Complete and submit Log 6
- **Discussion Topic: Oppression and Discrimination** - Describe and reflect on how oppression or discrimination has impacted one of the clients you are working with or the client population your agency serves.
- Read Grobman text Chapter 32
- Submit timesheet
<table>
<thead>
<tr>
<th></th>
<th>advocate for equitable distribution of human rights without prejudice</th>
</tr>
</thead>
</table>
| 10 | 1. Analyze, formulate, and advocate for policies that advance social well-being  
|    | 2. Demonstrate effective oral communication  
|    | 3. Demonstrate on-going self-awareness in supporting client self-determination in establishing collaborative and culturally responsive relationships  
|    | 4. Collaborate with colleagues for effective policy action |
|    | Taking an Active Role  
|    | • Complete and submit Log 7  
|    | • Discussion Topic: Taking an Active Role as an Intern - What have you done to take on an active role in your agency? Have you become an active listener? Have you joined a committee? Do you participate in team or multi-disciplinary meetings? Have you collaborated with colleagues and clients to take action? To make changes?  
|    | • Submit Process Recording Assignment 1  
|    | • Read Grobman text Chapters 11, 12 & 18  
|    | • Submit timesheet |
| 11 | 1. Develop self-awareness to eliminate the influence of personal biases and values in working with diverse groups  
|    | 2. Identify personal values that may have a direct bearing on working with clients  
|    | 3. Integrate and utilize theoretical frameworks, research knowledge, and client preferences to inform intervention  
|    | 4. Demonstrate knowledge about ethical issues, legal parameters, and shifting societal mores that affect the professional relationship  
|    | 5. Recognize and manage personal biases as they affect the professional relationship in the services of the profession |
|    | Values  
|    | • Complete and submit Log 8  
|    | • Discussion Topic: Values - Identify three of your most important values that you think will have a direct bearing on your work with clients. Discuss how you can work to avoid imposing your values on your clients.  
|    | • Review NASW Code of Ethics section1.05  
|    | • Read Grobman text Chapter 28  
|    | • Submit timesheet |
| 12 | 1. Articulate components of professional behavior  
|    | 2. Demonstrate components of professional behavior.  
|    | 3. Demonstrate a commitment to on-going professional behavior |
|    | Professionalism  
|    | • Complete and submit Log 9  
|    | • Read the summary provided in MyClasses from *Professionalism is For Everyone, Five keys to Being a True Professional* by The Goals Institute  
|    | • Submit timesheet |
| 13 | 1. Identify plan for completing final evaluation with your field supervisor |
|    | Sexual Harassment  
<p>|    | • Complete and submit Log 10 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| 11/20/12/3 | 2. Demonstrate an understanding of sexual harassment  
3. State examples of sexual harassment  
4. Identify sexual harassment policy and procedure at Salisbury University  
5. Identify your agency’s policy on sexual harassment  
6. Demonstrate a commitment to on-going professional behavior |
|            | • Discussion Topic: Now that you have reviewed the NASW Code of Ethics, discussed the topic of sexual misconduct/harassment in seminar and have been in your field placement for three months, discuss how easy or difficult it would be for you to discuss an incident or concern regarding sexual harassment with someone you work with or are in school with.  
• Review NASW Code of Ethics sections: 1.09, 1.10, 1.11, 2.07, 2.08 and 4.03  
• Review Salisbury University’s sexual harassment policy and procedure at [http://www.salisbury.edu/president/fairpractices](http://www.salisbury.edu/president/fairpractices)  
• Submit timesheet  
  Reminder: Schedule your final evaluation supervision with your field supervisor. |
| 14 12/4-12/8 | 1. Examine personal reflection and self-correction for professional development  
2. Demonstrate professional demeanor throughout the evaluation process  
3. Identify areas for growth toward career-long learning  
4. Use supervision and consultation  
5. Demonstrate a commitment to on-going professional behavior |
|            | • Professional Development  
  • Discussion Topic: Professional Development - Reflect on your field evaluation process. What was your self evaluation process like? How have you grown? What was your evaluation process like with your field supervisor? Were there similar areas of growth identified by you and your field supervisor? What areas of growth would you like to focus on during the second half of your field placement?  
• Read Grobman text Chapter 35  
• Complete Instructor Evaluation using GullNet  
• Submit final timesheet  
• Submit Process Recording Assignment 2 |
|            | Final Field Evaluations due December 8th |
## Specialist Practice Learning Contract Grading Rubric

<table>
<thead>
<tr>
<th>Content and Development</th>
<th>Highly Achieved</th>
<th>Achieved</th>
<th>Minimally Achieved</th>
<th>Not Achieved</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Page 1 Face Sheet</td>
<td>(13-14 Points)</td>
<td>(7-12 Points)</td>
<td>(1-6 Points)</td>
<td>(0 Points)</td>
<td>0/14</td>
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<tr>
<td></td>
<td>Content is complete, thoroughly described and clearly stated in all sections. Example: Description of field assignment includes population served, unit assignment in agency, etc.</td>
<td>Content is complete, and clearly stated in all sections.</td>
<td>Content is somewhat complete in all sections</td>
<td>Content is incomplete or unclear.</td>
<td></td>
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<table>
<thead>
<tr>
<th>Competency 1 Learning activities/strategies and evidence of accomplishment</th>
<th>(12-13 Points)</th>
<th>(6-11 Points)</th>
<th>(1-5 Points)</th>
<th>(0 Points)</th>
<th>0/13</th>
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<tbody>
<tr>
<td>Content is well developed and relates to competency 1. Learning activities/strategies are stated clearly</td>
<td>Content is developed and relates to competency 1. Learning activities/strategies are clear and are</td>
<td>Content somewhat relates to competency 1. Learning activities/strategies are addressed but not well supported</td>
<td>Content is incomplete or unclear.</td>
<td>0/13</td>
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<tr>
<td>Competency 1</td>
<td>Learning strategies and evidence of accomplishment</td>
<td>(8-9 Points)</td>
<td>(5-7 Points)</td>
<td>(1-4 Points)</td>
<td>(0 Points)</td>
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<tr>
<td></td>
<td>Content is well developed and relates to competency 1. Learning activities/strategies are stated clearly and are well supported by evidence of accomplishment.</td>
<td>Content is developed and relates to competency 1. Learning activities/strategies are clear and are supported by evidence of accomplishment.</td>
<td>Content somewhat relates to competency 1. Learning activities/strategies are addressed but not well supported by evidence of accomplishment.</td>
<td>Content is incomplete or unclear.</td>
<td>0/9</td>
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<table>
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<tr>
<th>Competency 2</th>
<th>Learning activities/strategies and evidence of accomplishment</th>
<th>(8-9 Points)</th>
<th>(5-7 Points)</th>
<th>(1-4 Points)</th>
<th>(0 Points)</th>
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<td>Content is developed and relates to competency 2. Learning activities/strategies are clear and are supported by evidence of accomplishment.</td>
<td>Content somewhat relates to competency 2. Learning activities/strategies are addressed but not well supported by evidence of accomplishment.</td>
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<th>Competency 3</th>
<th>Learning strategies and evidence of accomplishment</th>
<th>(8 Points)</th>
<th>(5-7 Points)</th>
<th>(1-4 Points)</th>
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<td>Content is incomplete or unclear.</td>
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<th>Competency 4</th>
<th>Learning strategies and evidence of accomplishment</th>
<th>(8-9 Points)</th>
<th>(5-7 Points)</th>
<th>(1-4 Points)</th>
<th>(0 Points)</th>
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<td>Content is well developed and relates to competency 4. Learning activities/strategies are stated clearly and are well supported by evidence of accomplishment.</td>
<td>Content is developed and relates to competency 4. Learning activities/strategies are clear and are supported by evidence of accomplishment.</td>
<td>Content somewhat relates to competency 4. Learning activities/strategies are addressed but not well supported by evidence of accomplishment.</td>
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<tr>
<td>Competency 5</td>
<td>Learning strategies and evidence of accomplishment</td>
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<tr>
<td>(8-9 Points)</td>
<td>Content is well developed and relates to competency 5. Learning activities/strategies are stated clearly and are well supported by evidence of accomplishment.</td>
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<td>(5-7 Points)</td>
<td>Content is developed and relates to competency 5. Learning activities/strategies are clear and are supported by evidence of accomplishment.</td>
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<td>(1-4 Points)</td>
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<td>(8 Points)</td>
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<tr>
<td>(5-7 Points)</td>
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<tr>
<td>(1-4 Points)</td>
<td>Content somewhat relates to competency 6. Learning activities/strategies are addressed but not well supported by evidence of accomplishment.</td>
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<th>Competency 7</th>
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<td>(11-12 Points)</td>
<td>Content is well developed and relates to competency 7. Learning activities/strategies are stated clearly and are well supported by evidence of accomplishment.</td>
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<tr>
<td>(5-10 Points)</td>
<td>Content is developed and relates to competency 7. Learning activities/strategies are clear and are supported by evidence of accomplishment.</td>
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<td>(1-4 Points)</td>
<td>Content somewhat relates to competency 7. Learning activities/strategies are addressed but not well supported by evidence of accomplishment.</td>
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<td>(0 Points)</td>
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<tr>
<th>Competency 8</th>
<th>Learning strategies and evidence of accomplishment</th>
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<tr>
<td>(13-14 Points)</td>
<td>Content is well developed and relates to competency 8.</td>
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<tr>
<td>(7-12 Points)</td>
<td>Content is developed and relates to competency 8.</td>
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<td>(1-6 Points)</td>
<td>Content somewhat relates to competency 8. Learning</td>
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<td>Content is incomplete or unclear.</td>
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<td>0/14</td>
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<tr>
<td>Competency 9</td>
<td>Learning strategies and evidence of accomplishment</td>
</tr>
<tr>
<td>Micro</td>
<td>(7 Points) Content is well developed and relates to micro level practice. Learning activities/strategies are stated clearly and are well supported by evidence of accomplishment.</td>
</tr>
<tr>
<td>Mezzo</td>
<td>(7 Points) Content is well developed and relates to mezzo level practice. Learning activities/strategies are stated clearly and are well supported by</td>
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<tr>
<td>Macro</td>
<td>Evidence of accomplishment.</td>
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<tr>
<td>(7 Points)</td>
<td>Content is well developed and relates to macro level practice. Learning activities/strategies are stated clearly and are well supported by evidence of accomplishment.</td>
</tr>
<tr>
<td>(1-4 Points)</td>
<td>Content somewhat relates to macro level practice. Learning activities/strategies are clear and are supported by evidence of accomplishment.</td>
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<td>Requirement</td>
<td>Comments</td>
</tr>
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<td>--------------------------------------------</td>
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<tr>
<td>Content of Interview:</td>
<td></td>
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<tr>
<td>(Purpose, Setting, Client’s Age, etc.)</td>
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<tr>
<td>Interview Content:</td>
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<tr>
<td>A verbatim account of three portions of your interview (beginning, middle and end) with the client to include a demonstration of your knowledge in the following areas:</td>
<td></td>
</tr>
<tr>
<td>• Clinical Listening Skills</td>
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<tr>
<td>• SOLER Skills</td>
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<tr>
<td>• Identification of Barriers to Effective Listening</td>
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<tr>
<td>• Appropriate use of Silence</td>
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<tr>
<td>• Transference/ Counter-Transference</td>
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<tr>
<td>• Appropriate Boundaries and Use of Self</td>
<td></td>
</tr>
</tbody>
</table>

To Include:

• Content
• Client’s Feelings
• Student’s Feelings
• Student’s Thoughts
• Supervisor’s Comments
Assessment of Interview:
Did interview go well? Were there any problems encountered? /5

Evaluation & Impressions:
Evaluate interactions with client and consolidate your impressions by providing a summary of the case. /5

Future Plans/Brief Treatment Plan:
Future plans for client contact or interactions. Include a brief treatment plan. /5

Professional Writing Skills:
Form should be written utilizing professional language and free from grammatical errors. /5

Total Points /50

RUBRIC FOR DISCUSSION BOARD POSTINGS
The following rubric explains how the points are given for discussion postings. There will be a total of thirteen discussion assignments worth 10 points each. Postings will be given points according to the quality of thought behind the posting.

Performance Indicators for Answering Initial Discussion Question
Up to 5 points for Initial Posting

<table>
<thead>
<tr>
<th>Unacceptable 0 Points</th>
<th>Needs Improvement 1 points</th>
<th>Meets Expectations 3 points</th>
<th>Excellent 5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postings are after discussion deadline dates – no points are given no matter how good the posting is. Posting after the deadline is like the sitting in an empty classroom – the class has left.</td>
<td>One or two sentence posting. Ideas repeat previous ones expressed in prior postings, or lack originality. Errors in grammar and typing. Use of &quot;IM&quot; or shortened texting language.</td>
<td>Ideas are clear, focused on the topic but don't usually stand out as original. Thoughts sometimes reiterate ideas expressed by others. Occasional mistakes of grammar or expression. Writing appears in a style that is easily readable.</td>
<td>Interesting, new ideas that demonstrate writer's insight on the topic. The posting is more than one or two sentences. Grammar and expression adhere to the norms of standard English.</td>
</tr>
</tbody>
</table>

Performance Indicators for Discussion Responses
Up to 5 points for responses to classmate’s posting
<table>
<thead>
<tr>
<th>Unacceptable 0 Points</th>
<th>Needs Improvement 1 points</th>
<th>Meets Expectations 3 points</th>
<th>Excellent 5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postings are after discussion deadline dates – no points are given no matter how good the posting is.</td>
<td>One or two sentence posting. In responses to other student postings just saying “I agree” or “I like your idea” without expressing any other original thoughts.</td>
<td>Ideas are clear, focused on the topic but don't usually stand out as original. Thoughts sometimes reiterate ideas expressed by others. Occasional mistakes of grammar or expression. Writing appears in a style that is easily readable.</td>
<td>Interesting, new ideas that demonstrate writer's insight on the topic. The posting is more than one or two sentences. Grammar and expression adhere to the norms of standard English.</td>
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