

ABILENE CHRISTIAN UNIVERSITY
SCHOOL OF SOCIAL WORK

FOUNDATION FIELD PRACTICUM II

Course Number: SOCW 481	Instructor: Rachel Slaymaker
Semester: Spring 2014	Email: rachel.slaymaker@acu.edu
Class Time: Monday 12 – 1:20 pm	Phone: 325.674.2142 (office)
Class Location: Hardin Admin Building Rm 101	Office Location and Hours: M: 9:30-12, 1:30-3:30, W: 9:30-12

Mission Statements:

The mission of **Abilene Christian University** is to educate students for Christian service and leadership throughout the world.

The **Abilene Christian University School of Social Work** seeks, within the context of a **Christian higher education institution**, to: prepare graduates as effective and ethical professionals who incorporate best evidence in practice; promote social justice for vulnerable persons everywhere through service and leadership roles; and, advance social work knowledge through research and other scholarly activities.

School of Social Work Goals:

- To educate students for advanced evidence based practice;
- To prepare graduates for leadership in the social work profession and in social welfare organizations;
- To instill in students an appreciation of human diversity that inform their practice behaviors; and
- To contribute to the knowledge base for evidence-informed social welfare programs and social work practice.

Catalog Course Description:

SOCW 481. Field Practicum II. Supervised practicum in a social services organization and a weekly seminar. Students are required to complete a minimum of 450 clock hours of supervised experience over two semesters in a combination of SOCW 381 and SOCW 481.

Course Goal and Objectives/Competencies:

The goal of this course is for students to expand their real-life experiences in a community agency as they relate to personal **and professional** settings, and to critically examine and improve their professional practice skills. The field practicum course is guided by educational objectives designed to measure student progress toward competency for generalist practice upon graduation. The objectives focus on core areas of social work practice as adopted and supported by the School of Social Work, the Council on Social Work Education, the National Association of Social Work, and state licensing/certification bodies. To demonstrate that you have mastered the goals of this course you are expected to complete the following objectives or competencies:

1. Demonstrate familiarity with the diversity of social work practice roles and functions, the principles of multiple accountability, the application of professional values in the practice setting, and compare and contrast personal values with social work values and ethical standards.
EPAS Standard 2.1.1: Identify as a professional social worker/social service professional and conduct oneself accordingly. Related assignments: Faith and Practice Case Study, Case Presentation for Collegial Consultation
2. Examine practice dilemmas that may affect or impede service created by the interplay of personal

and professional values and ethics as encompassed in the NASW Code of Ethics.

EPAS Standard 2.1.2: Apply social work ethical principles to guide professional practice.

Related assignments: Faith and Practice Case Study, Case Presentation for Collegial Consultation

3. Apply critical thinking skills within the context of professional social work practice and apply knowledge and skills of generalist social work practice within systems of all sizes.

EPAS Standard 2.1.3: Apply critical thinking to inform and communicate professional judgments. Related assignments: Case Presentation for Collegial Consultation

4. Individualize people with respect to race, ethnicity, culture, class, gender, sexual orientation, religious belief or spirituality, family structure, physical or mental ability, age, national origin, or other issues related to diversity and apply knowledge and skills differentially.

EPAS Standard 2.1.4: Engage diversity and difference in practice. Related assignments: Faith and Practice Case Study

5. Utilize principles of effective communication and demonstrate familiarity with organizational arrangements and community resources to promote social and economic justice, alleviate critical social problems, and enhance human well-being with diverse and vulnerable populations represented in the service organization.

EPAS Standard 2.1.5: Advance human rights and social and economic justice. Related assignments: Faith and Practice Case Study, Case Presentation for Collegial Consultation

6. Identify and use principles of an evidence-based practice approach to problem solving.

EPAS Standard 2.1.6: Engage in research-informed practice and practice-informed research. Related assignments: Case Presentation for Collegial Consultation

7. Demonstrate familiarity with theoretical concepts of human development and human behavior and how these can apply to client systems and organizations included in the practicum to enhance human well-being in the social environment.

EPAS Standard 2.1.7: Apply knowledge of human behavior and the social environment.

Related assignments: Case Presentation for Collegial Consultation

8. Recognize and demonstrate understanding of the intersection between practice wisdom, evidence-based practice, organizational effectiveness, and applicable policy implications.

EPAS Standard 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Related assignments: Case Presentation for Collegial Consultation

9. Understand and acknowledge that organizational change can be impacted by the timing, location, cultural norms, and societal trends within a service delivery system.

EPAS Standard 2.1.9: Respond to contexts that shape practice. Related assignments: Case Presentation for Collegial Consultation

10. Identify issues, problems, needs, resources, and assets, through engagement with clients in an appropriate working relationship, assessment, mutual goal formulation, intervention, planning, implementation, and evaluation.

EPAS Standard 2.1.10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Related assignments: Case Presentation for Collegial Consultation

11. Observe and discuss how spirituality is incorporated or not in the practice setting and the benefits/obstacles of integrating one's own spirituality in the practice setting.

EPAS Practice Behavior 2.1.2.2. Manage personal religious convictions while not imposing them (conviction without imposition). Related assignments: Faith and Practice Case Study

Teaching Methods:

A variety of teaching methods will be utilized (e.g. discussion, lecture, and group exercises); experiential learning through application of the field experience will be emphasized.

Use of Technology. This course uses OpenClass for certain assignments. Also, students submit assignments via email. Students can access technology support through Team 55 at www.acu.edu/team55 or 325-674-5555. Additionally, the ACU Library Commons and the Learning Studio (2nd floor of Library) have computers with technical assistance.

CLASS POLICIES

Professional Conduct in Class. The instructor expects students to act like professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. However, the instructor does require that students engage one another with respect and professionalism. Privacy and confidentiality should be respected by everyone in the class. In addition, all emails are to be written in a professional manner and tone.

Attendance/Tardiness. It is the student's responsibility to be on time. The instructor will take attendance at the beginning of each class. Students who are absent are responsible for making up missed in-class work and/or obtaining class material/content from a classmate. Attendance is an important part of the course grade and is included in participation grade. The University's attendance policy is upheld in this class. A student missing 20% (3 classes) may: 1) receive a final letter grade deduction for the course (Ex. A "B" turns into a "C"), OR 2) be withdrawn as failing at the discretion of the instructor. Students withdrawn from the course due to attendance will receive a "WF" which calculates as an "F" in the cumulative GPA. *A student who registers for a class and does not attend or stops attending but does not officially withdraw by initiating a Withdrawal from Class form, will be assigned a failing grade ('F') for that class. The last day to withdraw from this course is noted in the current catalog or on the academic calendar at www.acu.edu/registrar.*

Assignments. Assignments should be turned in with correct spelling, punctuation, and grammar. All students are encouraged to seek additional writing assistance through the University Writing Center at <http://blogs.acu.edu/writingcenter/>. The format required for each assignment is provided in the assignment description.

Class Participation and Use of Technology in Class. Attendance and participation are important for effective learning. Students are expected to attend class, and actively participate in discussions and exercises. Use of technological devices (cell phones, iPads, mp3s, computers, etc.) is not permitted unless approved by the instructor ahead of time. *Unauthorized use will reduce the participation grade of the student.* For emergencies or family issues, you may leave your cell phone on in vibrate/silent mode (calls should be taken outside the classroom).

Email Communication with Instructor. The instructor is available by email to answer questions about assignments. The instructor will only send and receive emails from the students' ACU email address. Students should submit questions or requests for clarification at least 24 hours before an assignment is due. If an assignment is due in less than 24 hours, the instructor cannot guarantee a timely response. The instructor may suggest a meeting time for discussion if needed. Notifications regarding anticipated absences should be submitted to the instructor via email as soon as possible.

Feedback Statement. Feedback is two-way. During this course the instructor will ask students to provide feedback on their learning in informal as well as formal ways. If students are concerned about their class

performance, the instructor is more than willing to work with students to help them improve their understanding of course content. The instructor can meet with students during office hours or by appointment.

Individual Student Conferences with Faculty Liaison/Seminar Instructor/Supervision. Students are invited to schedule conferences with the Field Liaison whenever needed. Due to the nature of the seminar format in which the class only meets 80 minutes once per week, it is expected that students obtain clarification, feedback, and/or guidance on assignments and field concerns in a face-to-face conference at least once per semester. The Field Liaison may request a conference with the student and/or the Field Instructor as necessary. Students who do not have a BSW/MSW supervisor at their practicum site are required to meet with an appointed supervisor weekly, as assigned by the Director of Field Education. Furthermore, students who have an on-site BSW/MSW supervisor are required to coordinate weekly supervision. Students must fulfill this responsibility and should make every attempt to schedule a regular time with the assigned Field Instructor/BSW/MSW supervisor.

GENERAL UNIVERSITY POLICIES

The University Academic Integrity Policy. Abilene Christian University is a community of learners that supports the quest for knowledge and truth through intellectual and personal integrity and honesty in learning, instruction, research and service. Students who violate University policies on academic integrity are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. For further information, the student may refer to the Judicial Affairs website within the Office of Student Life. The full integrity policy may be found at the following link:

http://www.acu.edu/campusoffices/studentlife/judicial/For%20Students/Academic_Integrity_P.html

Services for Students with Disabilities. Upon request, appropriate academic accommodations can be made for any student with a documented disability. Any student who requires special accommodations should notify the instructor at the beginning of the semester and may be required to provide obtain a letter that documents the disability from the Office of Student Disability Services. For more information, visit

<http://www.acu.edu/academics/trio/alpha/programs/sds/>

Use of E-Mail for Official Correspondence to Students. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. The instructor will only send and receive emails from the students' ACU email address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with University-related communications, some of which may be time-sensitive.

Required Text and Course Materials:

Nichols, Q. (2012). *Connecting core competencies: A workbook for social work students*. Boston: Allyn & Bacon.

ACU Foundation BSW Field Handbook, 2013. Abilene, TX: School of Social Work.

Additional online readings may be required.

Requirements of the Course:

You will be expected to complete the following course requirements:

1. Class Participation and Attendance

In a class applying professionalism and practice, class participation is extremely important and is expected regardless of the size of the class. Students will spend about 18-20 hours per week in their approved agency under the direction of a trained Field Instructor (supervisor). A seminar for all students enrolled in SOCW 481 Field Practicum II will be conducted weekly by the assigned Faculty Liaison.

Discussions in seminar will include descriptions of agency experiences along with students' application of practice knowledge and skills in specific instances. **Students will be expected to reflect on the field experience and reveal their experiences with their colleagues and offer insight to colleagues.**

Students who miss more than three (3) seminar classes may be dropped from the course per the university's withdrawal policy or receive a letter grade deduction (see above policy on Attendance/Tardiness in Class Policies section of this syllabus).

Use of technological devices (cell phones, iPads, mp3s, computers, etc.) is not permitted unless approved by the instructor ahead of time. *Unauthorized use will reduce the participation grade of the student.*

Percentage of course grade related to class attendance and participation: 10%

2. Field Hours

Students spend 18-20 hours per week in their assigned field agency setting totaling at least 225 hours at the end of the fall semester and a minimum of 450 hours at the end of the spring semester. Students are required to submit their total clock hours in an online form provided directly to the Director of Field Education. Failure to provide updated clock hours by the imposed deadlines may result in an "F" for the course.

A field hour is ultimately defined by the agency and Field Instructor (supervisor). Per the field handbook, a clock hour in the field placement shall consist of the following: 1) Actual time spent at the field agency as well as time spent outside the agency on agency business, including but not limited to agency-related fundraising events; 2) Time spent in transit to perform agency business; 3) Time spent at an agency-approved conference, training, workshop, or community meeting; and 4) Time spent outside the agency reading and/or writing agency-related and agency-approved material (a reasonable amount of time may be decided upon by the field instructor and field liaison). See the BSSW Field Handbook for more information.

3. Blog Entries

Students will submit online bi-weekly (every other week) blog entries answering questions and topics based on the competencies and provided by the instructor. Blog entries replace journals and are to be maintained throughout the field experience, ending with the final 20 hours of the students' field practicum experience. See APPENDIX A for more information on COURSE BLOG requirements.

Percentage of course grade related to the blog entry and peer comments: 10%

4. Faith and Practice Case Study Activity

This assignment requires students to analyze a case study in which a client's faith/spiritual beliefs may differ from the practitioner's beliefs. The seminar instructor will provide the case study and students must determine appropriate versus inappropriate responses based on social work ethics, values, and principles. See APPENDIX B for more information.

Percentage of course grade related to the faith and practice case study activity: 10%

5. Evidence-Based Practice Annotated Bibliography (as part of Client Case Study Presentation)

This assignment ties evidence-based practice with clients in the field setting through a literature review. Based on their experiences with the client focused on in the client case studies, students will conduct a journal article search and synthesis based on an appropriate intervention for the client. See APPENDIX C AND D for more information.

Percentage of course grade related to the annotated bibliography: 15%

6. Client Case Study Presentation for Collegial Consultation

Throughout the semester, students are encouraged with the assistance of their Field Instructor (supervisor) to identify a client that they may meet with regularly/periodically to practice engagement, rapport building, assessment, incorporating an intervention, evaluation, and termination throughout the course of the year. Towards the end of the spring semester, students will present a case study of the client that includes methods of engagement, assessment, intervention, and evaluation. Concepts and objectives discussed throughout the semester in class, assigned readings, class activities, and other assignments will be incorporated. See APPENDIX E for an outline of the case presentations that will occur between March 17th and the week of final exams. Students' participation in consulting others will be factored into the final grade as well.

Percentage of course grade related to the case presentation and paper: 25%

7. Final Learning Contract

Students will identify personal and professional learning goals based on the course objectives in an agreement called the Learning Contract. This is also the form used to track progress for the mid-year and final field evaluations. Students are encouraged to review the Agency Checklist provided during SOCW 381 for additional suggestions.

A final version of your Learning Contract is to be updated and provided to your Field Instructor to assist with the final field evaluation process. A final copy of your goals with all appropriate signatures is to be submitted to the Faculty Liaison/Seminar Instructor on **Monday, April 28th by 4 pm.**

Percentage of course grade related to final learning contract: 10%

8. Final Field Evaluation with Field Instructor

Final Field Evaluations are completed during the 14th through 16th week of the spring semester. The form used for the field evaluation is located within this syllabus and in the BSW Field Handbook. These forms are also available in OpenClass. Students are responsible for initiating the evaluation process with the Field Instructor. Final field evaluation meetings with the Faculty Liaison are not required if a mid-year meeting was completed. However, the Faculty Liaison has the discretion to request a final evaluation meeting. The detailed process will be provided to students towards the end of the semester.

NOTE: When grading the evaluation, the Faculty Liaison does not only consider the ratings the student receives in each category. The grade also includes progress towards the Learning Contract, progression and insight in journals related to each category, the overall growth as a social work professional, and the level of ability to act as an adult learner and fully initiate and coordinate the field experience and the evaluation process. Also note that the Field Instructor (supervisor) should be provided copies of all completed assignments within this syllabus (exceptions may include some journals) so that he/she can better assess student performance and progress.

Percentage of course grade related to the final evaluation: 20%

Grading Policy and Philosophy:

The percentage of your total class grade for each of the evaluation areas is as follows:

Class Participation/Attendance	10%	Course grades will be awarded as follows:
Blog Entries	10%	A = 100-90
Faith and Practice Case Study Activity	10%	B = 89-80
EBP Intervention Annotated Bibliography	15%	C = 79-70
Client Case Study Presentation	25%	D = 69-60
Learning Contract	10%	F = 59 and below
Final Evaluation	<u>20%</u>	
Total	100%	

GRADING:

The field experience is a two-semester curriculum sequence. Because of this, the grade entered in the student transcript for SOCW 381 may impact the student's ability to enroll, begin, and continue in SOCW 481.

A letter grade of "C" or above in SOCW 381 indicates satisfactory progress in the field experience and approval for continuing the experience into the Spring semester as part of SOCW 481.

A grade of "I" in SOCW 381 indicates that all requirements of SOCW 381 have not been met and must be completed before the first class meeting of SOCW 481 in the Spring semester in order to continue in the field experience. When the requirements have been completed, the grade will be changed to a letter grade. Failure to complete all requirements will result in a change of grade to "F" and denial of continuing the field experience in the Spring semester. The student will be removed from the field experience and required to repeat SOCW 381 in the Fall of the next academic year. Enrollment in SOCW 481 cannot occur until successful completion of SOCW 381 is evident.

A grade of "D" or "F" in SOCW 381 indicates that the student has failed to demonstrate the performance necessary to continue in the field experience. The student will be removed from the field experience and required to repeat SOCW 381 in the Fall of the next academic year. Again, enrollment in SOCW 481 cannot occur until successful completion of SOCW 381 is evident.

At the conclusion of SOCW 481 in the Spring semester a student who receives an "I" and does not complete the requirements by an assigned deadline determined by the Faculty Liaison and the Director of Field Education, will receive an "F" for the course and will be required to repeat SOCW 481 in the Spring semester of the next academic year.

Course Outline:

Every attempt will be made to adhere to this schedule; however, because of unforeseen circumstances, some changes may become necessary.

Week 1
Monday, January 13th Syllabus and Assignments Review Return Learning Contracts (FALL)

Week 2
Monday, January 20 th MLK Holiday/Class Cancelled
Week 3
Monday, January 27 th Thinking Ahead: Professional Resume Presentation Speaker: TBA Blog Content will be posted by Faculty Liaison BLOG COMMENTS DUE Wednesday, January 29th at midnight PEER COMMENTS DUE Sunday, February 2nd at midnight
Week 4
Monday, February 3 rd Thinking Ahead: Social Work Licensing Speakers(s): TBA Faith and Practice Revisited Discussion of Faith and Practice Case Study Assignment REQUIRED READING: Faith and Practice Articles DUE by next class period
Week 5
Monday, February 10 th Discussion of Faith and Practice Case Study Assignment Small Group assignment and discussion Case Study Activity DUE by Sunday, February 16th at midnight
Week 6
Monday, February 17 th Secondary Trauma and Self-Care Speaker(s): TBA Blog Content will be posted by Faculty Liaison BLOG COMMENTS DUE Wednesday, February 19th at midnight PEER COMMENTS DUE Sunday, February 3rd at midnight
Week 7
Monday, February 24 th Foundations of Group Work and Co-Facilitating a Group
Week 8
Monday, March 3 rd Discussion of Evidence-Based Practice Annotated Bibliography Case Presentation Overview and Prep Blog Content will be posted by Faculty Liaison BLOG COMMENTS DUE Wednesday, March 5th at midnight PEER COMMENTS DUE Sunday, March 9th at midnight
Week 9 – Spring Break: Class Cancelled
Monday, March 10 th

Week 10
Monday, March 17 th Case Presentations Begin (Rebekah Rich, Natalie Giroir & Lauren Zanotto)
Week 11
Monday, March 24 th Case Presentations (Taylor Landeros, Kylee Craggett & Ponnies Williams) Blog Content will be posted by Faculty Liaison BLOG COMMENTS DUE Wednesday, March 26th at midnight PEER COMMENTS DUE Sunday, March 23rd at midnight
Week 12
Monday, March 31 st Case Presentations (Manda Havens, Eric Schinske & Karli Southward) EBP Intervention Annotated Bibliography DUE Sunday, April 6th at midnight
Week 13
Monday, April 7 th Case Presentations (Jake Mendenhall, Summer Juarez & Sara Kate Luttrell) Blog Content will be posted by Faculty Liaison BLOG COMMENTS DUE Wednesday, April 9th at midnight PEER COMMENTS DUE Thursday, April 13th at midnight
Week 14
Monday, April 14 th Case Presentations (Leticia Cisneros, Austin Pretiger & Kierra Lloyd)
Week 15
Monday, April 21 st Case Presentations (Anissa Willie & Jessica Cedillo) Blog Content will be posted by Faculty Liaison BLOG COMMENTS DUE Wednesday, April 23rd at midnight PEER COMMENTS DUE Sunday, April 27th at midnight
Week 16
Monday, April 28 th Learning Contract Review Prep for Field Evaluations Course Evaluations
Week 16 – Final Exam Week
May 6th, 4-5:45 pm FINAL FIELD EVALUATIONS DUE by Tuesday, May 6th by 4 pm If all Case Presentations are complete before this date, exam period of 4-5:45 pm will be cancelled.

APPENDIX A
BLOG ENTRIES for SOCW 481

To emphasize consultation with colleagues, a course blog will replace the individual journal requirements from SOCW 381. In each blog entry, you are to complete the required sections provided by your Field Liaison. Record a bi-weekly (every other week) summary of your observations, self-awareness, thoughts and reactions to the field experiences based on the requirements given each week.

BLOG ENTRY REQUIREMENTS.

1. The Field Liaison will post the content of the upcoming COURSE BLOG discussion every other **Monday**.
2. Students are expected to submit their entries to the COURSE BLOG every other **Wednesday** by midnight. (See the syllabus course outline for details and deadlines.)
3. Students are then expected to respond to at least two peer entries by that Sunday by midnight.
4. Bi-weekly entries and peer comments can receive a maximum of 100 points. A grade will be calculated each time a blog entry and comments are submitted with the final grade consisting of the average of all journals.
5. You may be asked to answer questions and clarify your entry before a grade is assigned.
6. **Blog entries and peer comments are neither a place for your personal opinion, nor a place to vent, pick apart or rant about your field experience. This is a professional summary, utilizing your professional writing skills to capture and appropriately communicate with colleagues even when opinions differ.**
7. Blog entries are dynamic and change bi-weekly based on social work competencies. Students' reflections and experiences in field are also dynamic, and therefore should vary and progress over time. **Students who copy and paste blog entries from previous journals or blog entry assignments (even when the required sections are repeated) will receive an "F" for the assignment.**
8. Blog entries and peer comments not submitted by midnight on the due date will receive a "C" for that week if submitted within 24 hours. After 24 hours, an "F" will be recorded. **NO EXCEPTIONS!**
9. The COURSE BLOG is private and only the instructor and class participants may access the content. If you have questions or concerns related to your field experience that should **require more detail or confidentiality**, you should contact the Field Liaison and schedule a brief consultation. This may include any concerns related to your experiences with the Field Instructor, the agency, or your ability to complete the required field hours in a timely manner.

APPENDIX B

Faith and Practice Case Study Activity

The purpose of this assignment is to expose students to faith beliefs or values different from their own. EPAS Standards for Ethical Practice: 2.1.2. Apply social work ethical principles. Practice Behaviors addressed: 1) Recognize and manage personal values in a way that allows for professional values to guide practice, 2) Manage personal religious convictions while not imposing them (“conviction without imposition”), 3) Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics, Statement of Principles, 4) tolerate ambiguity in resolving ethical conflicts, and 5) apply strategies of ethical reasoning to arrive at principled decisions.

Review the NASW Code of Ethics, the two assigned articles, and the case study provided on OpenClass. Based on discussions in class and the resources provided, answer the following questions:

- What are your personal beliefs and personal values on the topic provided in the case study?
- How are your beliefs and personal values on the topic SIMILAR to the NASW Code of Ethics?
- How are your beliefs and personal values on the topic DIFFERENT than the NASW Code of Ethics?
- When considering Ressler (1998), what is the most recent NASW position statement on this topic and how does the statement impact your work as a social work practitioner?
- Based on the Keith-Lucas Christian Typology in Spano & Koenig (2007), do you identify with one of the “types” outlined? Why or why not? Would your “type” remain consistent regardless of client issue (abortion, euthanasia, welfare, gay marriage, etc.)?
- Based on the self-reflection and any new self-awareness in this assignment, if you were the intern in this case study, what would you do?

The paper should be approximately 5-6 pages. The style for this paper: 1) Typed, 2) double-spaced, 3) size 12-font, 4) Times New Roman font style, 5) margins of 1-inch, and 6) with your Name/Date/Title-of-assignment on the top left (Heading) of the paper. An excellent paper will: 1) convey introspection and insightfulness into client’s behavior; 2) include topics covered in other courses and discussions; and 3) be well constructed and well written, including correct grammar, punctuation and spelling. Please proofread your papers. The paper will be assigned a grade based on the following criteria:

- Knowledge of course content demonstrated
- Ability to follow instructions
- Clarity and organization
- Thoughtfulness and depth
- Formal and professional writing skills
- Grammar, punctuation, and spelling

The case study is due on **Sunday, February 16th by midnight**. A **late paper** will be penalized by **fifteen (15) points for each day** the assignment is late. At the end of two days (Tuesday, February 18th) the assignment will not be accepted and will result in a grade of “F” for the assignment.

APPENDIX C

Evidence-Based Practice (EBP) Annotated Bibliography

The purpose of this assignment is to ensure students have structured and intentional interaction with clients and understand the importance of evidence-based practice in the generalist social work profession. Throughout the semester, students are encouraged with the assistance of their Field Instructor (supervisor) to identify at least one client that they may meet with regularly/periodically to practice engagement, rapport building, and assessment, intervention, evaluation and termination throughout the course of the semester or year. The client should be able to verbalize some level of concern and interest in finding a goal to resolve the concern. This may be difficult given the structure of some field agencies, but reasonable measures should be made to ensure this occurs. While some agencies may maintain clients throughout the year, other agencies work with clients in crisis or brief interventions. **Students do not have to meet with the client alone and certain agencies may require observation of the student with the client.**

Students will research and determine an evidence based practice skill or intervention applicable to the assigned client (Ideally, this is the same client discussed in the Case Study assignment in APPENDIX E). In optimal cases, the student may be able to complete a formal assessment tool with the client and report the findings of the tool as a method of intervention.

Students will be graded on their ability to document the following criteria in APPENDIX D. Additional resources for annotated bibliographies:

APA Manual: Available for check-out at Brown Library

Purdue Online Writing Lab: <https://owl.english.purdue.edu/owl/resource/614/01/>

Introduction and Research Question (30%):

- Briefly introduce the intervention selected and note key components, including why you or your client have chosen the intervention.
- State your research question. (Note: A clear and understandable research question is 10% of the grade.)
- Indicate your search strategy. Interfaces used to locate information, number of references, date of oldest research collected/justification, specific details pertinent to the search which is helpful to the reader, definition of unique terms from practicum site.

Annotated Bibliography (Literature Review)(70%):

See APPENDIX D for details. Also consider the scholarly sources relevance to the following questions based on your above research question:

- What does the research say regarding your client and/or client population related to the selected intervention?
- What, if any, assessment tools are available to determine effectiveness of the intervention?
- How does the research apply to your specific field agency and/or client population?
- At least eight (8) references should be noted in this section based on the above criteria. Note: Grade is dependent on relevance and applicability.

Format Requirements

The paper should be in **APA FORMAT** with a minimum of eight (8) references from 2000 and on (exceptions may occur with primary sources that are considered evidence-based). The style for this paper: 1) Typed, 2) double-spaced, 3) size 12-font, 4) Times New Roman font style, 5) margins of 1-inch, and 6) with your Name/Date/Title-of-assignment on the top left (Heading) of the paper. An excellent paper will: 1) convey introspection and insightfulness into client's behavior; 3) include highly relevant

research that appropriate addresses your research question and selected intervention; and 3) be well constructed and well written, including correct grammar, punctuation and spelling. Please proofread your papers. The paper will be assigned a grade based on the following criteria:

- Knowledge of course content demonstrated
- Ability to follow instructions
- Clarity and organization (Note: A clear and understandable research question is 10% of the grade)
- Thoughtfulness and depth
- Formal and professional writing skills
- Grammar, punctuation, and spelling

Due on **Sunday, April 6th by midnight**. A **late paper** will be penalized by **fifteen (15) points for each day** the assignment is late. At the end of two days (Tuesday, April 8th) the assignment will not be accepted and will result in a grade of “F” for the assignment.

APPENDIX D
Guide for Preparing Annotated Bibliographies
Prepared by Dr. Tom Winter, Director of ACU School of Social Work

You are expected to document your literature review on a selected intervention through an annotated bibliography, which you will also summarize your findings to your colleagues during your case study presentation.

The bibliography should be made up of the following elements:

1. Provide a heading for the bibliography which includes the course title, the topic, your name, and the date of submission.
2. For each entry, provide a full bibliographic citation using APA style: Author(s), date of publication, title of article/chapter/book, source (if different), volume and issue numbers, and pages.
3. Provide a brief annotation of the article/chapter/section, including the following:
 - a. A statement of the **purpose** of the author(s).
 - b. A description of the **method** used. If a research study, this would include a statement regarding purpose, sample, instrument, design; if a qualitative or "think" piece, this would be a simple statement of how the author arrived at his/her conclusions.
 - c. A listing of the **significant points** of the piece, in brief sentence form.
 - d. An **appraisal of the utility** of the piece (particularly if you believe that the work should be "required" reading for the course).
 - e. Any **questions** which the work generates for you, or questions which you think the class should discuss.

Note: Use professional journals primarily; you may use some books. Some of the articles related to your topic will include a theoretical discussion on concepts; some will report on research. Prepare your annotated bibliography on all those articles which you anticipate you might use in your final case study assignment, whether research-based or theoretical. **USE PROPER BIBLIOGRAPHIC FORM IN CITING YOUR ARTICLES.**

Criteria for grading your bibliographies are as follows:

1. Completeness and accuracy of bibliographic information and adherence to minimum elements specified above.
2. Conciseness and clarity of presentation.
3. Relevance: Do you demonstrate good judgment in your selection of articles?
4. Scope: Is the article appropriate, or too broad or narrow?
5. Age: The articles should be current or classic in nature (not out of date).
6. Analysis: You should demonstrate the ability to critically analyze the works.
7. Synthesis: Your annotation should demonstrate the ability to synthesize content.

APPENDIX E

Case Study Presentations for Collegial Consultation

Coggins, K., & Hatchett, B.F. (2009). Field practicum: Skill building from a multicultural perspective (2nd ed.). Peosta, Iowa: Eddie Bowers Publishing Co., Inc. This assignment is modified from Coggins and Hatchett, 168-181.

Throughout the practicum experience, students are encouraged with the assistance of their Field Instructor (supervisor) to identify a client that they may meet with regularly/periodically to practice the planned change process (engagement, rapport building, assessment, intervention, evaluating, and terminating). The client should be able to verbalize some level of concern and interest in finding a goal to resolve the concern. This may be difficult given the structure of some field agencies, but reasonable measures should be made to ensure this occurs. While some agencies may maintain clients throughout the year, other agencies work with clients in crisis or brief interventions. Students do not have to meet with the client alone and certain agencies may require observation of the student with the client. Towards the end of the spring semester, students will present a client case study that includes methods of engagement, assessment, intervention, evaluation and termination. Additionally, the Evidence-Based Practice Annotated Bibliography (see APPENDIX C AND D) should be discussed within the case presentation. At least three students will present each class period from March 17th through the week of final exams in May. Students not presenting are expected to be present and active participants in others' presentations. Students' participation in consulting others will be factored into the individual case presentation grade.

Students should present using a PowerPoint presentation and provide a professionally written summary of the case presentation to the instructor at the time of the presentation. A late paper will be penalized by fifteen (15) points for each day the assignment is late.

The following criteria will be included in the presentation

Case Presentation: 10 minutes

Question & Answers/Consultation: 10 - 15 minutes

Case Presentation: 80%

- Background information on the case. (Depending on the agency this section should be thorough, but not an overwhelming amount of info. Maintaining confidentiality is important.);
- The referral source and reason for the referral;
- How the problem is viewed by the referral source and client;
- Details of the identified issue;
- Your assessment of the issue;
- Your plan of intervention or the action taken (based on the EBP annotated bibliography);
- What does the research say about the effectiveness of the selected intervention;
- What policy implications may impact the organization if the intervention is/was adopted;
- Your evaluation of the intervention or action taken;
- Termination plans; and
- Your personal/professional struggles with the case.

Participation/Consultation: 20%

The seminar participants will be expected to address and offer consultation on the case in the following:

- What strengths (of the client, worker, and others) can be identified in the case presentation;
- What challenges might the student encounter to ensure the intervention is appropriate, adequate and culturally sensitive;
- What "red flags" are presented in the case (potential ethical dilemmas, etc.);
- What theoretical approaches could apply to the case; and
- What suggestions do participants have to increase outcome effectiveness (referrals/resources, etc.).