

RECEIVED

George 3/31/17

FORMAT 2

MAR 28 2017 Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**

See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules

College of Liberal Arts

governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL

Attach a syllabus, except if dropping a course.

SUBMITTED BY:

Department	Social Work	College/School	CLA
Prepared by	C. Renfro	Phone	X7240
Email Contact	cprenfro@alaska.edu	Faculty Contact	R. George-Bettisworth

1. COURSE IDENTIFICATION: As the course now exists.

Dept	SWK	Course #	F461	No. of Credits	3, 6
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COURSE TITLE Practicum in Social Work I

2. ACTION DESIRED: Check the changes to be made to the existing course.

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what is changing.	Drop Course	<input type="checkbox"/>
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NUMBER	<input type="checkbox"/>	TITLE	<input type="checkbox"/>	DESCRIPTION	<input type="checkbox"/>
PREREQUISITES*	<input type="checkbox"/>			FREQUENCY OF OFFERING	<input type="checkbox"/>

*Prerequisites will be required before a student is allowed to enroll in the course.

CREDITS (including credit distribution)	<input checked="" type="checkbox"/>	COURSE CLASSIFICATION	<input type="checkbox"/>
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ADD A STACKED LEVEL (400/600) Include syllabi.	<input type="checkbox"/>	Dept.	<input type="checkbox"/>	Course #	<input type="checkbox"/>
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How will the two course levels differ from each other? How will each be taught at the appropriate level?:

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

ADD NEW CROSS-LISTING Dept. & No. Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.

STOP EXISTING CROSS-LISTING Dept. & No. Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.

OTHER (specify)

3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty Senate curriculum committee.

Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT: (check all that apply) 1 2 3 4 5 6 weeks to full semester

OTHER FORMAT (specify all that apply)

Mode of delivery (specify lecture, field trips, labs, etc.) Seminar

4. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

H = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? YES NO

IF YES*, check which core requirements it could be used to fulfill:

O = Oral Intensive, *Format 6 also submitted W = Writing Intensive, *Format 7 submitted X = Baccalaureate Core

4.A *Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.*

YES NO

5. **COURSE REPEATABILITY:**

Is this course repeatable for credit? YES NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit? TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

6. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative Aboriginal Indigenous Rights and Policies (s)

3 Credits

Offered As Demand Warrants

Case-study Comparative approach in assessing Aboriginal to analyzing Indigenous rights and policies in different nation-state systems. Seven Aboriginal situations Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

SWK F461

Practicum in Social Work I

Social Work Practice I

3,6 Credits Offered Fall Individual training and practice in a social service agency. Students signing up for 3 credits complete 100 hours; students signing up for 6 credits complete 200 hours of direct practice in an approved agency under the supervision of a field instructor.

Prerequisites: Social Work major; senior standing; approval from practicum coordinator.

Lecture + Lab + Other: ±2 + 7,15 + 0

7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

SWK F461

Practicum in Social Work I

Social Work Practice I

3,6 Credits Offered Fall Individual training and practice in a social service agency. Students signing up for 3 credits complete 100 hours; students signing up for 6 credits complete 200 hours of direct practice in an approved agency under the supervision of a field instructor.

Prerequisites: Social Work major; senior standing; approval from practicum coordinator.

Lecture + Lab + Other: 2 + 7,15 + 0

8. GRADING SYSTEM: Specify only one.

LETTER:

PASS/FAIL:

9. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

None

10. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No Yes

11. IMPACTS ON PROGRAMS/DEPTS:

What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)

None

12. POSITIVE AND NEGATIVE IMPACTS

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

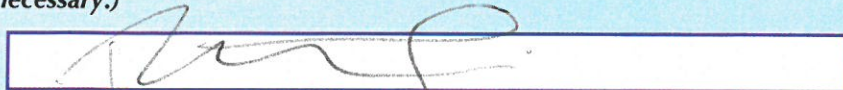
None

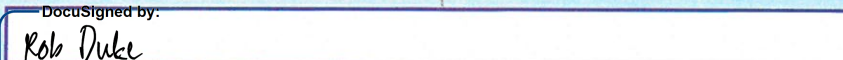
13. JUSTIFICATION FOR ACTION REQUESTED


The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

Seminar is held for 2 hours each week. One hour was insufficient to cover material adequately.

APPROVALS: (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)

	Date	4/11/17
Signature, Chair, Program/Department of: SOCIAL WORK		

DocuSigned by: 	Date	April 11, 2017
Signature, Chair, College/School Curriculum Council for: CLA		

DocuSigned by: 	Date	April 12, 2017
Signature, Dean, College/School of: CLA		

Offerings above the level of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 600-level course):

	Date	
Signature of Provost (if applicable)		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

	Date	
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Signature, Chair
 Faculty Senate Review Committee: ___Curriculum Review ___GAAC
 ___Core Review ___SADAC

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking; add more blocks as necessary.)

	Date	3/28/17
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

Note: If removing a cross-listing, you may attach copy of email or memo to indicate mutual agreement of this action by the affected department(s).

If degree programs are affected, a Format 5 program change form must also be submitted.

ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

Title, number, credits, prerequisites, location, meeting time
(make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

Name, office location, office hours, telephone, email address.

3. Course readings/materials:

Course textbook title, author, edition/publisher.
 Supplementary readings (indicate whether required or recommended) and
 any supplies required.

4. Course description:

Content of the course and how it fits into the broader curriculum;
 Expected proficiencies required to undertake the course, if applicable.
 Inclusion of catalog description is *strongly* recommended, and
 Description in syllabus must be consistent with catalog course description.

5. Course Goals (general), and (see #6)

6. Student Learning Outcomes (more specific)

7. Instructional methods:

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.) Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

11. Support Services:

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services: Note that the phone# and location have been **updated**. <http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

UNIVERSITY OF ALASKA FAIRBANKS

Social Work Department

COURSE TITLE:	Practicum in Social Work I
COURSE NUMBER:	SWK 461 – FE1
SEMESTER:	Fall 2016
CREDIT HOURS:	3 or 6
PREREQUISITES:	Social Work major; senior standing; dept. approval
CLASS MEETS:	Tuesday & Thursday 11:30-1:00 pm
DELIVERY METHOD:	Distance/Audio-conference
AUDIO/PIN:	866-832-7806; PIN 1990923 AND Adobe Connect Links
INSTRUCTOR:	Kim Swisher, LMSW
E-MAIL:	kcswisher@alaska.edu
PHONE:	(907) 474-6513
FAX:	(907) 474-6085
OFFICE HOURS:	Monday 1-2:30pm and Tuesday 10-11:30am Or by appointment
OFFICE LOCATION:	Gruening 614C

Course Description

Field Practicum in a community agency is the laboratory for generalist practice. It is the opportunity to become part of the bio-psycho-social system that serves a diversity of clients, including populations-at-risk (e.g., people of color, people with disabilities, women, gay and lesbian persons), and advocates for social and economic justice. Field provides the opportunity to test theories, practice with systems of all sizes (individual, family, group, agency and community), and evaluate outcomes for a variety of planned change methods.

Field Practicum includes experiences and time to explore values, struggle with ethical dilemmas and assemble a professional self. It is the final opportunity to link, bring to life and to integrate theories from foundational knowledge, values and skills learned in the classroom. Seminar helps the student place into perspective, problem solve and utilize student support to further maximize practicum learning.

Field Work transforms students into Social Workers!

This is the first of two required Social Work Field Practica that follows a developmental pattern of structured learning. The practicum consists of field experience in a community based human service agency and weekly seminar meetings (this class) led by the UAF Practicum Coordinator. Each semester provides the student with a minimum 200 hour learning experience under the supervision of a professional social worker or with another professional, equivalent in training and experience approved by the Practicum Coordinator.

Practicum I focuses on beginning professional skills in becoming a member of a team, establishing educational learning goals, becoming familiar with the populations served by the agency, the social service community and beginning work with individuals and families. This course is to be taken concurrently with SWK Practice 460. Practicum II taken in spring semester continues with the student through the middle and ending phases of the practicum experience.

Catalog Entry: Individual training and practice in a social service agency. Students signing up for 3 credits complete 100 hours; students signing up for 6 credits complete 200 hours of direct practice in an approved agency under the supervision of a field instructor. Offered Fall Only.

Philosophical and Theoretical Framework

The curriculum of the BSW program is built upon the concept of generalist social work practice. The generalist practice model at UAF contains two fundamental components; the ecological systems perspective with its emphasis on the bio-psycho-social, spiritual and cultural aspects and the generalist problem solving method practiced through a strengths perspective. The social work knowledge base is broad and eclectic, acquired in part through courses in liberal arts, and social work prerequisites that include content in values and ethics, diversity, social and economic justice, and populations at risk. Additionally, knowledge of human behavior, social welfare policy, services, research and practice serve to provide a complete professional theoretical foundation for practicum. Practicum is not merely “on the job training” or an apprenticeship; rather it is an experiential form of learning and teaching that helps the student to develop core competencies and behaviors.

Course Goals/Learning Outcomes (CSWE Competencies & Behaviors)

Competency 1: Demonstrate Ethical and Professional Behavior

- 1.1 Student will make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- 1.2 Student will use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- 1.3 Student will demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- 1.4 Student will use technology ethically and appropriately to facilitate practice outcomes; and
- 1.5 Student will use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

2.1 Student will apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

2.2 Student will present themselves as learners and engage clients and constituencies as experts of their own experiences; and

2.3 Student will apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

3.1 Student will apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

3.2 Student will engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

4.1 Student will use practice experience and theory to inform scientific inquiry and research;

4.2 Student will apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

4.3 Student will use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

5.1 Student will identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

5.2 Student will assess how social welfare and economic policies impact the delivery of and access to social services;

5.3 Student will apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.

6.1 Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

6.2 Students will use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

7.1 Students will collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

7.2 Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

7.3 Students will develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

7.4 Students will select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- 8.1 Students critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- 8.2 Students will apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- 8.3 Students will use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- 8.4 Students will negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- 8.5 Students will facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- 9.1 Students will select and use appropriate methods for evaluation of outcomes;
- 9.2 Students will apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- 9.3 Students will critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- 9.4 Students will apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Course Readings/Materials

Garthwait, C.L. (2017). *The social work practicum: A guide and workbook for students* (7th ed.) Boston: Pearson Education.

Brown, B. (2010). *The gifts of imperfection: Let go of who you think you're supposed to be and embrace who you are*. Hazelden Publishing & Education Services.

Van Dernoot Lipsky, L. & Burk, C. (2009). *Trauma stewardship: An everyday guide to caring for self while caring for others*. San Francisco: Berrett-Koehler Publishers.

Readings/Handouts Provided by Instructor:

Brown, B. (2006). Shame resilience theory: A grounded theory study on women and shame. *Families in Society*, 87(1), 43-52.

NASW Code of Ethics (provided by instructor in Blackboard)

Urdang, E. (2010). Awareness of self: A critical tool. *Social Work Education*, 29 (5), pp. 523-538.

Other readings/handouts as assigned (provided by instructor or available on Blackboard)

Instructional Methods

This course is conducted through weekly distance/audio-conference classes using Adobe Connect or a audio-conference number for those who cannot use Adobe at work, through regular contact with the student, and the student's placement field instructor. Beginning in the second week, all seminars sessions will begin with "Check-In." This allows each student to share practicum experiences with classmates and leads into discussions that assist students to integrate learning from practice and field experiences. Items from the text and other social work curricula will be discussed for the remainder of the seminar session.

Most of the sessions will be devoted to topics relevant to the practicum experience and to integrating social work concepts and theory with actual practice. Students are to come prepared to discuss the weekly topic by reading the required readings. Students are expected to bring examples of each weekly topic from their agencies, to develop ideas and questions relevant to the topic of the week, and to respond professionally to the concerns and questions of other students.

Students will be responsible for leading and guiding the other students through a thoughtful examination of the week's topic and the textbook material assigned for the week. Instructor will assign you a week and topic to facilitate discussion.

Students will be required to use email, Blackboard, and access videos and other media available on websites.

Course Policies

Confidentiality and Privacy

Because this seminar will focus on concerns and issues faced by students working with real clients in community agencies, it is important that client confidentiality be protected. Never reveal the name of a client or provide descriptive information that might identify a client, even when names are not mentioned. Consult with your instructor prior to the seminar meeting if you are unsure how you can discuss an important question or issue and still protect confidentiality.

You and your fellow classmates will be sharing not only information about client situations, but your feelings about the work you are doing, and from time to time issues in professional social services agencies. Everything that is shared in seminar is expected to be kept private, respecting one another, and respecting the professionals in the community. No gossiping or spreading of rumors will be tolerated in this class. Seminar is intended to be a safe place for upcoming professionals (you) to discuss tough issues you are facing in the field. This requires the utmost respect for your fellow classmates, professionals, and the profession.

Attendance and Tardiness

Besides credit toward the final grade, it is to the student's benefit to attend class since much learning about course material occurs during the class from discussing experiences,

readings, and knowledge gleaned from in-class exercises. Attendance will be taken at the beginning of each class, and calculated in the final grade. Announcements regarding any changes, upcoming activities or how the class will proceed right after attendance is taken. Students who come in late may not be briefed on these announcements. It will become the student's responsibility to find out what they missed. Patterns of chronic lateness will affect your attendance grade. Chronic lateness means if you are consistently late more than 10 minutes after the start of class. **If you must miss a class, it is best to speak with the instructor ahead of time, if possible. Advanced notice is appreciated, but it is not the instructor's role to determine what should be an excused, or what should be an unexcused, absence. Students are given the benefit of the doubt that if they miss a class, it is for a valid reason. All absences, regardless of excuse, will be treated the same.**

Collaborative Learning and Participation

Students are expected to have read required assignments, and **completed the workbook activities**, before coming to class. Students are expected to contribute to class discussion and to actively participate in class exercises. If a student finds it difficult to participate, please notify the instructor immediately in order to discuss options and address the issues. **(NOTE: If it becomes apparent that students are not prepared to participate fully in discussions of reading assignments when coming to class, the instructor reserves the right to amend the syllabus and add quizzes on the reading material at which time the points and grading scale will also be amended.)**

Written Assignments and APA Format

All written assignments should be typed, with no greater than 12-point font and double-spaced. In addition to content and demonstration of critical thinking, papers are graded on overall presentation including syntax, grammar, spelling & proper APA citation.

Late Papers and Missing Deadlines Deadlines are just that, deadlines. Plan now for meeting them including rewriting and time for getting questions answered. If a student is not able to turn an assignment in on time, the student must contact the instructor one week **BEFORE** the deadline. ***Any work submitted late, and accepted by the instructor, will reflect a significant loss of points.***

- Assignments turned in late with instructor knowledge will receive an automatic deduction of one letter grade for each day it is late.
- Assignments turned in late without prior discussion with instructor will receive two letter grade deduction for each day it is late.

However, this instructor reserves the right to not accept late work. You are advised to plan your time wisely and turn in your assignments on time, to include ALL assignments (journals, timesheets, etc.)

It is the student's responsibility to ALWAYS keep a copy of their work in case items are lost in the submission process.

Academic Integrity

As described by UAF, scholastic dishonesty constitutes a violation of the university rules

and regulations and is punishable according to the procedures outlined by UAF. Scholastic dishonesty includes, but is not limited to, cheating on an exam, plagiarism, and collusion. Cheating includes providing answers to or taking answers from another student. Plagiarism includes use of another author's words or arguments without attribution. Collusion includes unauthorized collaboration with another person in preparing written work for fulfillment of any course requirement. Scholastic dishonesty is punishable by removal from the course and a grade of "F." For more information go to Student Code of Conduct. (http://www.uaf.edu/catalog/catalog_08-09/academics/regs3.html#Student_Conduct)

Incompletes, Withdrawals and No Basis Grades If a student is unable to complete or regularly attend this class on a regular basis, there are several possibilities for the final grade. Students are able to withdraw (W) from the course up until mid-semester. If students do not withdraw, but have not attended more than 75% of the classes AND submitted 75% of the coursework, students will earn a No Basis (NB) grade.

In order to receive an incomplete (I) for this course, students must have completed 75% of the required work for the course, attended 75% of classes, and have a written plan with a timeline conveyed to the instructor and pre-approved by said instructor prior to the end of the semester. **Allowing incompletes is entirely at the discretion of the instructor.**

Minimum Grade Required to Pass

Social work majors are required to earn a "C" (75%) or better in this class.

Contact Information:

You are responsible for updating the instructor on changes in your contact information including fax, phone and email. You are encouraged to use the UA system email account.

Course Calendar

Note: This is a tentative schedule. Students are responsible for keeping informed of changes. There may be mistakes that are corrected over the course of the semester as well – please be patient with these as they arise. Students are also responsible for informing the instructor of any changes in e-mail/phone number from that listed in the University's UA Online.

Week	Date	Topics	Assignments/Groups
Week 1	Aug 30 and Sept 1	Welcome & Orientation to Field Review of Syllabus, Overview of Learning Agreement, CSWE competencies	Everyone Attends Homework: Chapter 1 "The Purpose of a Practicum" Practicum Manual CSWE Competencies and Behaviors

Week 2	Sept 6 and Sept 8	Assessing your Strengths and Areas for Development; Developing Learning Agreements	Split into Tuesday/Thursday groups Homework: Chapter 2 “Implementing the Learning Plan” Review Learning Agreement Review Field Evaluation (In Blackboard and discussed in class)
Week 3	Sept 13 and Sept 15	Check-in Revisit 2015 EPAS Competencies and Behaviors Learning Agreements, Evaluations, and the Role of Supervision	Homework: Chapter 3 “Learning from Supervision” Review the handout, “Agency Description” (in Blackboard)
Week 4	Sept 20 and Sept 22	SENIOR INTENSIVE IN FAIRBANKS	There will be no regular scheduled seminar this week. Senior Intensive will be at the Pikes Waterfront Hotel on Thursday September 22nd from 9:00 am -4:30 pm, and Friday September 23rd from 9:00 – 3:00 pm
Week 5	Sept 27 and Sept 29	Check – In	Homework: Chapter 4 “Personal Safety” <i>Begin reading Trauma Stewardship – will use from now through Spring Semester</i> <i>1st Journal Due Sunday October 2nd at 11:59pm</i>
Week 6	Oct 4 and Oct 6	Check-In	Homework: Chapter 5 “Communication” <i>Journal Due Sunday at 11:59pm</i> <i>AGENCY PRESENTATIONS in Class this week</i>
Week 7	Oct 11 and Oct 13	Check-In	Homework: Chapter 6 “The Organizational Context of Practice” <i>Journal Due Sunday at 11:59pm</i>

Week 8	Oct 18 and Oct 20	Check-In <i>STUDENT FACILITATED</i>	<u>Homework:</u> Chapter 7 “The Community Context of Practice” <i>Journal Due Sunday at 11:59pm</i>
Week 9	Oct 25 and Oct 27	Check-In <i>STUDENT FACILITATED</i>	<u>Homework:</u> Chapter 8 “The Social Problem Context of Practice” <i>Journal Due Sunday at 11:59pm</i>
Week 10	Nov 1 and Nov 3	Check-In <i>STUDENT FACILITATED</i>	<u>Homework:</u> Chapter 9 “The Social Policy Context of Practice” <i>Journal Due Sunday at 11:59pm</i>
Week 11	Nov 8 and Nov 10	Check-In <i>STUDENT FACILITATED</i>	<u>Homework:</u> Chapter 10 “Cultural Competence” <i>Journal Due Sunday at 11:59pm</i>
Week 12	Nov 15 and Nov 17	Check-In <i>STUDENT FACILITATED</i>	<u>Check-In Topic This week -</u> Choose three of Brown’s Guideposts that you feel are areas of self-reflection you need to work on. Describe how you intend to work on these areas, and discuss how engaging in this practice will enhance your professional self <i>Journal Due Sunday at 11:59pm</i>
Week 13	Nov 22 and Nov 26	NO CLASS	Thanksgiving Holiday Break <i>Journal Due Sunday at 11:59pm</i> (if not in placement this week, please still submit a journal about how things are going overall)
Week 14	Nov 29 and Dec 1	Check-In	<u>Homework:</u> <i>Last journal Due Sunday Dec. 4th at 11:59pm</i>
Week 15	Dec 6 and Dec 8	Check-In	FINAL CHECK IN - Discussion for this Student Facilitated Session will be to revisit your agency presentation. What do you think of your agency at

			this time? Have your impressions changed? If so, in what ways? Why is it important to revisit first impressions?
Final Week	Dec 14-18	FINAL EXAM TIME	End of Semester Site Visits are your Final Exams

Evaluation

1. **Field Work.** Each student must complete 200 hours of practicum experience during the semester. It is expected that the practicum hours will be spread across the semester with approximately 15 hours per week spent at the field agency. Prior approval of both the field instructor and practicum coordinator is necessary to complete additional hours during breaks and holidays. Field work will be graded by:
 - Timely completion and submission of monthly time sheets
 - Final Field Evaluation by Field Instructor (submitted online)
 All must be submitted timely for the student to receive full points.
 (200 points)

2. **Learning Agreement.** Following the format provided, students should submit a typed and signed learning agreement between themselves and their field instructor. LEARNING AGREEMENTS ARE DUE NO LATER THAN **OCTOBER 16th**. ANY LEARNING AGREEMENTS SUBMITTED AFTER THIS DATE WILL BE AWARDED ZERO (0) POINTS. It essential that learning agreements be established early in the semester, as they are the framework that should shape your practicum activities.
 (50 points)

3. **Agency Description Presentations.** Students will give a brief 8-10 minute presentation to class on their agency. Format provided by instructor in Blackboard.
 (25 points)

4. **Leading a Seminar Session.** Students will be responsible for leading and guiding the other students through a thoughtful examination of the week's topic and the textbook material assigned for the week. Description is in Blackboard.
 (50 points)

5. **Journals.** Students are expected to submit weekly journals. Beginning Week 5 through Week 15, weekly journals will be submitted via Blackboard by 11:59 pm each Sunday. The format and grading rubric for this assignment is in Blackboard. Students are expected to use the format provided by the

instructor. This is not an informal writing assignment. Please write professionally and academically. **First one due October 2, and last one Due December 4th**

(10 Points each, 10 total journals, totaling 100 points)

6. **Gifts of Imperfection Reflection Assignment.** Self Reflection is critical skill in social work practice. This assignment asks students to read two journal articles (provided by instructor) on self reflection in social work practice, as well as Dr. Brene Brown's The Gifts of Imperfection, and write a reflection paper on their intended process for ongoing self-reflection in Social Work Practice. The instructor will provide more details on this assignment. (25 points)
7. **Attendance.** A key component of the seminar class is the feedback and debriefing of practicum experiences. Because of this, attendance at weekly seminars is an essential component of the course. Attendance points will be awarded in the following manner:
Students who miss 0-2 classes will receive the full 100 points. Students who miss 3-4 classes will receive 75 points, students who miss 5 or more classes will receive 0 attendance points.
(100 points)
8. **Field Instructor Performance Evaluation.** Field Instructor basic performance evaluation (separate from the skills and learning assessment). Specifically, field instructors will be asked to give points in the following 3 categories:
 - **Attendance & professional behaviors.** This includes on-time arrival and departure from the practicum site, development and adherence to a schedule that is communicated to both the field instructor and the task manager, or other relevant personnel, timely and appropriate communication of schedule changes, academic needs and sick days. (25 points)
 - **Professional communication and relationships.** This includes developing helpful working relationships with all staff and clients. (25 points)
 - **Self-learning and initiative.** This includes the students efforts to promote their own learning by seeking out and making the most of the learning experiences offered at the practicum site. Initiative is reflected by the student seeking these learning experiences, and not relying on the placement or field instructor to simply provide opportunities. This also includes the an assessment of how the student makes use of his or her supervision time (25 points)
 - **Timeliness in completing tasks and activities.** This includes an evaluation of the students' ability to meet deadlines, tasks, and activities. (25 points)

(Performance Evaluation worth a total 100 points)

Assignment Points Summary

Assignment	Points	Due Date
Agency Description Presentations	25	Oct 4 th and Oct 6 th
Learning Agreement Draft	No points – not mandatory	Week 5 (by Sept 29 th)
Learning Agreement FINAL	50	October 16th
Weekly Journals	10 points each 100 Total Points	Beginning Week 5-15 Due Each Sunday by 11:59 pm via Blackboard, First one due October 2 and last one Due December 4th.
Leading a Seminar	50	Various dates – see schedule provided by instructor
Gifts of Imperfection Reflection Paper	25	November 20th
Field Work <ul style="list-style-type: none"> • Time Sheets • Final Field Evaluation (SWEAP – electronic version) 	200	
Field Instructor Performance Evaluation	100	
Attendance	100	
Total	650 Points	

Grading Scale

Points earned	Grade received
650 - 585	A
584 - 520	B
519 - 455	C
454 and below	Not Passing

***Social work majors are required to earn a "C" or better in this class to graduate**

Student Support Services (SSS)**Support Services**

For students with disabilities or who whose parents did not attend college and do not have incomes above \$28,000, the Student Support Services offers a range of types of assistance. The Student Support Services tutoring center is 510A Gruening. Call 474-6844 for tutoring schedules and appointments.

Writing Center

If you need help with writing skills, the UAF Writing Center is equipped to assist students on campus and at a distance. The Center is located 801 Gruening Bldg. The contact number is 1-907- 474-5314, or fax 1-800-478-5246. Distance students are able to fax their papers to the writing center, and then make an appointment to meet via phone with a writing center staff member.

Library Access

Students may access the book, journal, and electronic database holdings of the Rasmuson Library on-campus or through distance technology. All students are given a student ID and password that enables them to access full-text and journal articles and other resources online. Access to the library is available at www.uaf.edu/academics/libraries.html, or call 1-907-474-7481 for assistance from a librarian.

- ***The Distance Librarian.*** The UAF library staffs a full time librarian to assist students outside of the Fairbanks area. The distance librarian is available to research specific items, to assist students in the research process, and is available to assist with interlibrary loans. Students can contact the distance librarian by emailing fyddl@uaf.edu or by phoning 1-800-478-5348.

UAF Help Desk (OIT)

Students are able to receive technical support related to university email, the Blackboard on-line course delivery system, and other UAF related technology issues by contacting the UAF Helpdesk at 474-8300 or 1-800-478-4667.

Computer Labs

For students who need access to computers on-campus, there are student access computer labs available in Bunnell Building, Room 319, the MBS Complex, room 110, and Rasmuson Library, room 404. The latter two labs are open 24 hours a day.

Disabilities Services

The Office of Disability Services (ODS 474-7043) implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Through ODS, the instructor will make every effort to accommodate students with disabilities. It is the student's responsibility to contact the instructor early in the semester to discuss what is needed. The on campus location of ODS is 203 Whitaker Building. www.uaf.edu/chc/Disability.htm

References

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