

Google 3/31/17

MAR 28 2017

FORMAT 2

College of Liberal Arts

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

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 | <a href="mailto:cprenfro@alaska.edu">cprenfro@alaska.edu</a> | Faculty Contact | R. George-Bettisworth |

**1. COURSE IDENTIFICATION: As the course now exists.**

|      |     |          |      |                |     |
|------|-----|----------|------|----------------|-----|
| Dept | SWK | Course # | F464 | No. of Credits | 3,6 |
|------|-----|----------|------|----------------|-----|

|              |                             |
|--------------|-----------------------------|
| COURSE TITLE | Practicum in Social Work II |
|--------------|-----------------------------|

**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"/> |
|---------------|-------------------------------------|---|-------------|--------------------------|

| NUMBER         | TITLE | DESCRIPTION | FREQUENCY OF OFFERING |
|----------------|-------|-------------|-----------------------|
| PREREQUISITES* |       |             |                       |

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

|  |                                     |                       |          |
|--|-------------------------------------|-----------------------|----------|
| CREDITS (including credit distribution)        | <input checked="" type="checkbox"/> | COURSE CLASSIFICATION |          |
| ADD A STACKED LEVEL (400/600) Include syllabi. |                                     | Dept.                 | Course # |

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) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input checked="" type="checkbox"/> 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 F464 Practicum in Social Work II**

3-6 Credits Continuation of SWK F461; further direct practice experience in an agency. Students signing up for 3 credits complete 100 hours; students signing up for 6 credits complete 200 hours of practice in an approved agency under the supervision of a field instructor. Taken concurrently with SWK F463.

**Prerequisites:** SWK F460; SWK F461; Social Work major; senior standing.

**Lecture + Lab + Other:** ~~12~~ + 7,15 + 0

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

**SWK F464 Practicum in Social Work II**

3-6 Credits Continuation of SWK F461; further direct practice experience in an agency. Students signing up for 3 credits complete 100 hours; students signing up for 6 credits complete 200 hours of practice in an approved agency under the supervision of a field instructor. Taken concurrently with SWK F463.

**Prerequisites:** SWK F460; SWK F461; Social Work major; senior standing.

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

[Empty box]

**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

[Empty box]

**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

[Empty box]

**12. POSITIVE AND NEGATIVE IMPACTS**

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

None

[Empty box]


**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.

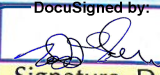
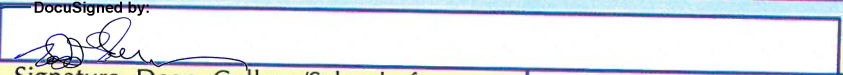
**Seminar is held for 2 hours each week. One hour was insufficient to cover material adequately.**

[Empty box]


**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                               |      |         |

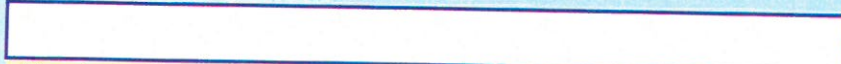
|  |      |                |
|--|------|----------------|
| DocuSigned by:<br>Rob Duke   |      |                |
|  | Date | April 11, 2017 |
| Signature, Chair, College/School Curriculum Council for: CLA                       |      |                |

|   |      |                |
|---|------|----------------|
| DocuSigned by:<br> |      |                |
|                   | Date | April 12, 2017 |
| Signature, Dean, College/School of: CLA   |      |                |

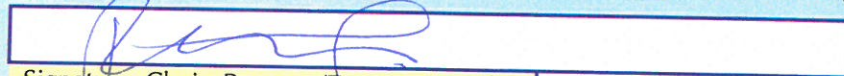
Offerings above the level of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 600-level course):

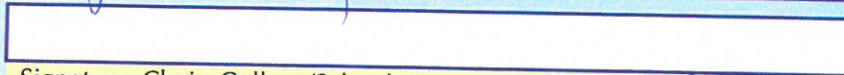
|  |      |  |
|--|------|--|
|  | Date |  |
| Signature of Provost (if applicable)   |      |  |

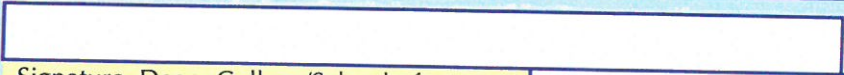
**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.**

|   |      |  |
|---|------|--|
|                         | Date |  |
| Signature, Chair  |      |  |
| Faculty Senate Review Committee: <input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC |      |  |
| <input type="checkbox"/> Core Review <input type="checkbox"/> 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](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*

**\*REVISED\***

|  |   |
|--|---|
| <b>COURSE TITLE:</b>                     | <b>Practicum in Social Work II</b>  |
| <b>COURSE NUMBER:</b>                    | <b>SWK F464 – DD6 - Spring 2017</b>   |
| <b>CREDIT HOURS:</b>                     | <b>6.0 credits</b>  |
| <b>PREREQUISITES:</b>                    | <b>Admission into practicum, successful completion of SWK 460 and SWK 461, concurrent enrollment in SWK 463</b> |
| <b>CLASS MEETS:</b>                      | <b>Tuesday &amp; Thursday 11:30am – 1pm am</b>  |
| <b>DELIVERY METHOD:</b>                  | <b>Distance Delivered</b>   |
| <b>ROOM:</b>                             | <b>Uberconference (Audio or Web-based):</b>   |
| <b>AUDIO NUMBER 866-423-1249; No PIN</b> |   |
| <b>INSTRUCTOR:</b>                       | <b>Kim Swisher, LMSW</b>  |
| <b>E-MAIL:</b>                           | <b>kcswisher@alaska.edu</b>   |
| <b>PHONE:</b>                            | <b>(907) 474-6513</b>   |
| <b>FAX:</b>                              | <b>(907) 474-6085</b>   |
| <b>OFFICE HOURS:</b>                     | <b>Monday 11-1pm, Tuesday 9:30-11am,<br/>Or by appointment</b>  |
| <b>OFFICE LOCATION:</b>                  | <b>Gruening 614C</b>  |

## Course Description

This is the second of two required Social Work Field Practica leading to a baccalaureate degree for social work majors. This class follows a developmental pattern of structured learning that began fall semester in Practicum I. The student completes an additional 200 hours of fieldwork in the same community based human services agency. At the end of this semester students will have completed a total of 400 hours.

Practicum II builds on the beginning professional skills for generalist social work practice with individuals and families learned and practiced during fall semester. This course explores and offers experience with mezzo and macro systems and the middle and ending phases of practicum. 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 (i.e. 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 foundational knowledge, values and skills learned in the classroom. Seminar helps the student place learning into perspective, problem solve and utilize student support to further maximize practicum learning. *BSW Field Work transforms students into Social Workers.*

## **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 the helps students to:

- Consciously bring selected knowledge to the practice situation
- Develop competence in performing practice skills
- Learn to practice within the framework of social work values and ethics
- Develop a professional commitment to social work practice
- Evolve a practice style consistent with personal strengths and capacities
- Develop the ability to work effectively within a social agency.

(Taken from: Jenkins and Sheafor (1981). *Quality Field Instruction in Social Work.*)

## **Course Goals/Learning Outcomes**

### *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**

Required Textbooks:

Garthwait, C.L. (2011). *The social work practicum: A guide and workbook for students* (5th ed.). Boston: Pearson Education. (Chapters 12-19)

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.

Required Readings Provided by Instructor:

Birkenmaier, J. & Berg-Weger, M. (2011) *The practicum companion for social work: Integrating class and field work* (3<sup>rd</sup> ed.). Boston, MA: Allyn and Bacon. (Chapter 10 only – Termination pages 211-234) – **Found in Blackboard**

NASW Code of Ethics Standards for Cultural Competency (2015) – **Found in Blackboard**

NASW Code of Ethics (provided previously in program)

### **Instructional Methods**

Students continue in their practicum placement agency from SWK 461 to complete an

additional 200 hours at the agency, as well as continuing to meet in a weekly seminar. The seminar format is organized around the students' practicum experience in order to provide a supportive environment for critical thinking and integrative discussions on a variety of field experiences. Seminars offer a forum for sharing with others, the opportunity to process and participate in collegial practice, and to lead discussions. Seminars are organized around the text and are designed to assist the student to make the most of their practicum experience.

Seminars are conducted through weekly classes and 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. Students will be required to facilitate the seminar process once throughout the semester.

*Students will be required to use email, Blackboard, and access videos and other media available on websites.* If you are unfamiliar with searching and using the Web or do not have access please inform the instructor within the first week of class.

### Course Policies

**1. Attendance, tardiness, and participation:** 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 times 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 will be given 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 from a classmate any missed information. *Patterns of chronic lateness without a reasonable excuse 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 contact 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 and 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.**

**2. 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. Weekly journals will need to be submitted via Blackboard.

**3. 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

BEFORE the deadline to receive approval to submit it late and receive a one-week extension. If work is submitted after the renegotiated deadline, it will not be accepted.

*All work submitted late, and accepted by the instructor, will reflect an automatic deduction of 10% for being late. You are advised to plan your time wisely and turn in your assignments on time, to include ALL assignments (journals, timesheets, etc.). This instructor reserves the right to not accept late work, regardless of excuse.*

**4. Plagiarism.** Plagiarism is never acceptable. According to U.A.F. 2014-2015 Catalog: Academic Regulations, academic integrity includes “students will not represent the work of others as their own. Students will attribute the source of information not original with themselves (direct quotes or paraphrases) in compositions, theses and other reports.” Plagiarism includes copying in whole or in part from websites, articles, books, handouts, pamphlets, etc. If you have questions about what constitutes plagiarism or how to cite the work of others in your papers, please ask. Students are expected to use APA format in all social work courses to cite material.

**5. 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 approved by said instructor prior to the end of the semester. **Allowing incompletes is entirely at the discretion of the instructor.**

### Course Calendar

| Date             | Topics                                   | Reading/Assignments  | Due Date  |
|------------------|--|--|---|
| Week 1<br>Jan 19 | Welcome<br>Syllabus Overview<br>Check-In | Everyone Attends<br>(Learning Agreements and<br>CSWE Competencies/Practice<br>Behaviors)<br><br>Begin Reading: Trauma<br>Stewardship | Discussion Board<br>Due Sunday by<br>11:59pm<br>Jan. 22nd |
| Week 2<br>Jan 26 | Online Class                             | Reading: Chapter 10 – Diversity<br>and Cultural Competency<br>NASW Cultural Standards, and<br>continue reading Trauma<br>Stewardship | Discussion Board<br>Due Sunday by<br>11:59pm<br>Jan. 29th |

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| Week 3<br>Feb 2  | Check-In            | Read: Trauma Stewardship   | <b>January timesheet Due by February 5th</b><br><br><b>Discussion Board Due Sunday by 11:59pm Feb 5<sup>th</sup></b>                          |
| Week 4<br>Feb 9  | Check In            | Read: Trauma Stewardship and Chapter 12 - Ethics                         | <b>Revised Learning Agreement Due February 12th</b><br><br><b>Discussion Board Due Sunday by 11:59pm Feb 12<sup>th</sup></b>                  |
| Week 5<br>Feb 16 | <b>Juneau</b>       | Juneau   | <b>Discussion Board Due Sunday by 11:59pm Feb. 19<sup>th</sup></b>  |
| Week 6<br>Feb 23 | Check -In           | Reading: Trauma Stewardship  | <b>Discussion Board Due Sunday by 11:59pm Feb. 26<sup>th</sup></b>  |
| Week 7<br>Mar 2  | <b>Online Class</b> | Reading: Chapter 11 – Professional Social Work, and Trauma Stewardship   | <b>Feb. timesheet Due by Mar. 5th</b><br><br><b>Discussion Board Due Sunday by 11:59pm March 5<sup>th</sup></b>                               |
| Week 8<br>Mar 9  | <b>Online Class</b> | Reading: Finish Trauma Stewardship, and read Chapter 13 – Legal Concerns | <b>Trauma Stewardship Self-Care Plan Due March 12<sup>th</sup></b><br><br><b>Discussion Board Due Sunday by 11:59pm March 12<sup>th</sup></b> |

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|--------------------------------------|---|---|--|
| Week 9<br>Mar 16                     | <b>SPRING BREAK</b>   | <b>No Class</b>   | <b>NO ASSIGNMENT THIS WEEK</b>   |
| Week 10<br>Mar 23                    | Check-In  | Reading: Chapter 14 – Planned Change Process  | <b>Discussion Board Due Sunday by 11:59pm March 26<sup>th</sup></b>  |
| Week 11<br>Mar 30                    | Check In  | Reading: Chapter 17 – Leadership for Social Justice   | <b>March time sheet due by April 2nd</b><br><b>Discussion Board Due Sunday by 11:59pm April 2<sup>nd</sup></b> |
| Week 12<br>April 6                   | Check-In  | Reading: Chapter 15 -Evaluating Your Practice   | <b>Discussion Board Due Sunday by 11:59pm April 9<sup>th</sup></b>   |
| Week 13<br>April 13                  | Check-In  | Reading: Chapter on Termination found in Blackboard (two handouts)  | <b>Discussion Board Due Sunday by 11:59pm April 16<sup>th</sup></b>  |
| Week 14<br>April 20                  | Check-In  | Reading: Chapter 16 – Merging Self and Profession<br><i>FCAI Test Link will be given to you this week</i> | <b>Final Discussion Board Due Sunday by 11:59pm April 23<sup>rd</sup></b>                                      |
| Week 15<br>April 27                  | Final Check-In  | <b>Last Class</b><br><i>MUST COMPLETE FCAI Test</i>   | <b>FCAI Test Given via internet – must be completed by 5:00 pm April 29<sup>th</sup></b>                       |
| <b>May 2-5</b><br><b>Finals Week</b> | <b>Individual Site Visits will be scheduled at each agency beginning 4/17-5/5 to accommodate each</b> | <b>FINAL is the Site Visit</b>  | <b>April time sheet due by Monday May 1st</b><br><b>Evaluations by</b>   |

|  |                         |  |  |
|--|-------------------------|--|--|
|  | <b>Field Instructor</b> |  | <b>Field Instructors<br/>Due NO LATER<br/>THAN May 5th</b> |
|--|-------------------------|--|--|

### 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 (SWEAP FFP AI)** by Field Instructor
 All must be submitted timely for the student to receive full points.  
(200 points)
  
2. **Field Instructor Performance Evaluation. (100 points).** 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 learning experiences, 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 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)
  
3. **Learning Agreement.** Students should review, update and resubmit their learning agreements following the same format as last semester. Revised learning agreements should again include field instructor's signature. **Revised and signed**

**Learning Agreements are due no later than February 12, 2017.** It essential that learning agreements be established early in the semester, as they are the framework that should shape your practicum activities (40 points).

4. **Discussion Board Posts.** Students are expected to submit weekly discussion board posts. Beginning Week 2 through Week 15, weekly discussions will be submitted via Blackboard by 11:59 pm each Sunday. *Students are expected to respond to two (2) fellow students posts by Wednesday of each week.* This is not an informal writing assignment. Please write professionally and academically. **First one due January 22nd, and last one Due April 23rd**  
(20 Points each, 13 total discussion board posts, totaling 260 points)
  
5. **Trauma Stewardship Professional Self Care Plan.** Based on the concepts in Trauma Stewardship by Laura VanDernoot Lipsky, students will write a Professional Self Care Plan utilizing the Five Directions and Identifying two “practices” to create and maintain balance. Students will write this in five sections, 3-5 pages in length. Only your instructor will review this assignment. (50 points) **Due: March 12th**
  
6. **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 50 points, students who miss 5 or more classes will receive 0 attendance points.**  
(100 points)

#### Assignment Points Summary

| Assignment                                     | Possible Points | Due Dates  |
|--|-----------------|--|
| Field Work                                     | 200             | Timesheets Due:<br>FIRST SUNDAY OF<br>EACH MONTH in<br>Blackboard<br><br>Final Field Evaluation<br>(SWEAP FFPAI)<br>= 200 points<br>DUE: May 5th |
| Revised Learning Agreement                     | 20              | Due Feb 12 <sup>th</sup>   |
| Weekly Discussion Board                        | 260             | Due: Sundays by 11:59 pm<br>beginning 1/22 to 4/23   |
| Trauma Stewardship Professional Self Care Plan | 50              | Due: 3/12 submitted in<br>Blackboard   |

|                               |            |                       |
|-------------------------------|------------|-----------------------|
| Field Instructor Evaluation   | 100        | Due May 5th           |
| Attendance                    | 100        |                       |
| <b>FCAI Assessment Online</b> | <b>20</b>  | <b>Due April 29th</b> |
| <b>Total</b>                  | <b>750</b> |                       |

**Grading scale:**

| <b>Points earned</b> | <b>Grade received</b> |
|----------------------|-----------------------|
| 750-675              | A                     |
| 674-600              | B                     |
| 599-525              | C                     |
| 524-450              | D                     |
| 449 and below        | F                     |

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

**Support Services**

**Student Support Services (SSS)**

For students with disabilities or whose parents did not attend college and do not have incomes above \$28,000, the SSS offers a range of types of assistance. These include:

- Free tutorial services
- Small study groups
- Academic advising, mentoring and personal support
- Direct financial assistance to qualified Pell Grant recipients
- Use of laptop computers, labs, and other technology resources
- Cultural and social engagement

The Student Support Services tutoring center is located on campus at 510A Gruening. Call (907) 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](http://www.uaf.edu/academics/libraries.html), or call 1-907-474-7481 for assistance from a librarian. Media Services at the library can



assist students with the loan of equipment and instructions for video recording the two “client” session assignments.

### **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 by emailing [helpdesk@alaska.edu](mailto:helpdesk@alaska.edu) or by phoning 1-800-478-4667.

### **Disabilities Services**

The University seeks to provide equal access for people with disabilities. The Office of Disability Services 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 located at 203 Whitman. Contact UAF Disability Services by email at [uaf-disabilityservices@alaska.edu](mailto:uaf-disabilityservices@alaska.edu), by phone at (907)474-5655, or by TTY at (907)474-1827.

### **Title IX Protection**

University of Alaska Board of Regents have clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident.

Your choices for reporting include:

1. You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043;
2. You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
3. You may file a criminal complaint by contacting the University Police Department at 474-7721.

A green dot is simply your individual choice at any given moment to make our communities safer....no one has to do everything, but everyone has to do something...

What's your GREEN DOT?