



## School of Social Work

### SWK 426: FIELD INSTRUCTION II

*According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class.*

*Furthermore, the instructor has the right to modify the syllabus as any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students must be given ample notice of any changes*

Instructor: Melissa Robinson Office

Location: Henderson 311 Office

Hours: Monday 12:00-1:00 or by Appt

Contact Information: [Melissa.Robinson@tamuc.edu](mailto:Melissa.Robinson@tamuc.edu)

## Overview of Course

---

### **COURSE DESCRIPTION:**

Students enrolled in this course participate in an educationally-directed field practice experience under supervision in a social service agency. Field II students must complete a total of 300 clock hours of field work in the field agency. Students must attend a weekly university instructed seminar on campus, which is designed to help students process and understand field experiences. Prerequisites: SWK 422 and 425. Concurrent enrollment in SWK 424 and permission of the instructor is required. This course is restricted to Social Work majors.

### **COURSE OBJECTIVE(S):**

1. To help students apply the principles of a problem solving approach at the individual, family, group, organization and community levels in a supervised practice setting.

2. To help students demonstrate familiarity with human behavior concepts and the bio-psycho-social perspectives as they apply at all levels of systems.
3. To help students demonstrate practice skills necessary for effective intervention.
4. To help students demonstrate productive use of supervision and self-evaluation.
5. To develop students' ability to utilize research and critical thinking to acquire knowledge relevant to practice and for evaluation of their practice in field with individuals, families, groups, organization and communities.
6. To develop students' ability to work effectively with clients who are diverse in ethnicity, culture, gender, social class and sexual orientation.
7. To enable students to examine practice dilemmas from the perspective of different value systems, including personal, client, societal and professional orientations.
8. To help students demonstrate the application of social work values and ethics through their professional behavior.
9. To help students achieve and understanding of the community resources which impact their client populations in their field settings.

### **RELATIONSHIP TO OTHER COURSES:**

Generalist Practice in the Field II provides curriculum to assist students in integrating the knowledge, skills and values taught in all social work courses previously taken including SWK 322, 325, 328, 329, 331, 340, 348, 350,370, 422, and 425 to apply in the field practicum setting. Students must be enrolled in SWK 424 Generalist Practice in the field and SWK 426 Field II concurrently.

### **PROGRAM GOALS:**

1. Prepare students for competent and effective generalist social work practice with diverse client systems.
2. Provide students with a foundation of knowledge for professional development, graduate education and lifelong learning
3. Develop student capability to improve human service delivery systems and promote social justice
4. Socialize student to the profession of social work

### **CORE COMPETENCIES**

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students to achieve programmatic goals listed above through demonstration the following ten competencies for generalist- level practice.

Competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly

Competency 2.1.2 Apply social work ethical principles to guide professional practice

Competency 2.1.3 Apply Critical thinking to inform and communicate professional judgments

Competency 2.1.4 Engage diversity and difference in practice

Competency 2.1.5 Advance human rights and social and economic justice

Competency 2.1.6 Engage in research-informed practice and practice-informed research

Competency 2.1.7 Apply knowledge of human behavior and the social environment

Competency 2.1.8 Engage in policy practice to advance well-being and deliver services

Competency 2.1.9 Respond to contexts that shape practice

Competency 2.1.10 (a)-(d) Engages, assesses, intervenes and evaluates individual, families, groups, organizations, and communities

### **Practice Behaviors**

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that compromise the competency at the generalist level of practice. While content and activities of each course in the BSW curriculum covertly or overtly addresses each of the nine competencies, integrated into each course is a set of behaviors (practice behaviors) representing observable components of one for more competencies. Course content and assessment reflect the practice behaviors measured on the learning contract

## Course Structure

---

### **Texts and Associated Materials**

#### **Required Texts:**

Berg-Weger, M. and Birkenmaier, J. (2007). *The Practicum Companion for Social Work., 2<sup>nd</sup> Ed.* Boston: Allyn & Bacon.

#### **Overview of Course Assignments**

Weekly Time Sheets and Field Journal – due weekly at the beginning of class.

Schedule and Job Description due 2nd week of class.

Learning Contracts – due no later than 4th week.

Midterm Evaluation Visits – will be scheduled in advance.

Final Evaluation Visits – will be scheduled in advance

Class Assignments – due as scheduled during class.

## **SEMINAR COURSE REQUIREMENTS**

This course requires that students demonstrate effective time-management skills. Students must keep a weekly time sheet and social work journal.

Each week, the seminar will cover a topic of relevance to the field practicum experience. These topics are discussed in the syllabus under “Semester Schedule” and will require that each student come to class prepared to discuss the topic and to bring questions or comments about the topic to class each week. Meeting this requirement will be reflected in the final grade for the semester.

## **FIELD JOURNAL**

This log or journal is a tool to help you integrate your field experience and your classroom learning. This method of journaling will enable you to explore your reactions to the agency, to your clients, and to your professional development.

The journal is also a mechanism for two-way communication. It allows you to share information with me and for me to give you feedback directly. This information will not be shared with your Field Instructor (unless there is a concern and I ask your permission first).

You will not be graded on writing mechanics, but I may make corrections as a part of my feedback. The more descriptive you are, the more useful your journal will be. However, do not write “the great American novel”. Be direct and succinct if possible! You should have an entry for each day you are in the field.

The following questions are intended to guide your thinking and entries into your journal:

1. Summarize the activities or tasks in which you participated during the week.  
Does this summary reflect tasks and goals established in your learning plan?  
Can you identify them?
2. Select a social work skill (eg listening, observing, record keeping, interviewing,

problem solving, confronting, facilitating a group) discussed in class. Were you satisfied with your skill level? Explain.

3. What happened during the day that was important? Challenging? Forced you to use creativity or judgment?
4. What were your feelings about the day's events? Were there particularly strong emotions as a result of something someone said or did?
5. What questions do you have unresolved about the day? About a client situation, agency policy, or a value dilemma?
6. What did you discover about yourself – your strengths, weaknesses, skills, or personality?

***The journal entries should reflect thought and insights about yourself while clearly depicting professional growth through the learning experience.***

## **Grading Scale**

The Field Practicum is graded based on multiple outcomes. Each student will be evaluated by their Field Instructor, Task Supervisor (If required), Field Liaison and other Agency or TAMU- Commerce Faculty as assigned to the student. The grading will also include seminar/class attendance and participation based on input from the Field Liaison, as well as timely submission of required paperwork. Each of the above required factors will be used to determine a letter grade for the student's performance during the semester. The final grade shall be determined by the assigned Field Faculty Liaison.

***If the final field evaluation is lower than a "C", then you will fail the course. As well \*\*\* Failure to complete the required 300 clock hours in the practicum setting automatically constitutes a failing grade.\*\*\****

There are two written evaluations of student progress in the field practicum. Through the use of the "Evaluation of Field Practicum Student" form, an evaluation will be completed twice during the semester by the field instructor (in conference with the student), once at mid-term and then again at the end of the semester. (See the Field Practicum Manual for more details. It is a very good idea for you to read it thoroughly before beginning the practicum experience.)

## **Student Rights and Responsibilities**

---

"Civility in face-to-face classrooms, online courses and in labs, internships, practicum and all other academic settings necessitate respect for the opinions of others and is very important in all academic settings. It is likely you may not agree with everything that happens or discussed in the academic setting; however, courteous behavior and responses are expected. To create a civil and preserve learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum" (Student Guide Book, p 35). To create an optimum learning environment, students have rights and responsibilities.

### **Student Rights**

*As set forth in Texas A&M University System Policy 13.02*

The rights of students are to be respected. These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except

as may be in accord with published rules of the system academic institutions, and conditions allowing them to make the best use of their time and talents toward the objectives, which brought them to the system academic institutions. No officer [university faculty, employee] or student, regardless of position in rank, shall violate those rights, any custom, tradition or rule.

Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.

### Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

#### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce  
Gee Llibaray - Room 132  
Phone (903)886-5150 or (903) 886-5853  
Fax 9903) 468-8148  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

### **Students Responsibilities**

#### **Class Attendance and Participation Policy**

- Class participation has three components: (1) appropriate interactions with classmates; (2) active involvement in class activities and (3) attentiveness
- Students will attend class, reflecting responsibility, inherent in the development as a social work professional. Being on time and prepared when class begins and remaining present throughout the entire class meeting demonstrates emerging professional behavior expected in social work graduates. Roll is taken in each class to document students' attendance.
- Classroom exercises, discussions, role-plays, guest speakers and other in-class experimental exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as one-half absence and two (2) times being late to class or two (2) early departures culminating into one absence.
- A student is absent if he/she arrives more than 30 minutes late to class, leaves

30 minutes early or does not come to class.

- The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

<b><u>Weekly</u></b> <b><u>(class meets</u></b> <b><u>1X week)</u></b>	<u>Up to 2</u> <u>absences: No</u> <u>Penalty</u>	<u>3 absences: 1</u> <u>letter grade</u> <u>drop</u>	<u>4 absences: Class grade of "F"</u>	
<b><i>Bi-Weekly</i></b> <b><i>(class meets</i></b> <b><i>2X week)</i></b>	<i>Up to 3</i> <i>absences: No</i> <i>Penalty</i>	<i>4 absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>5 absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>6 absences:</i> <i>Class grade of</i> <i>"F"</i>
<b><i>Summer 10-week</i></b>	<i>Up to 1</i> <i>absence: No</i> <i>Penalty</i>	<i>2 Absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>3 absences: Class grade of "F"</i>	

Online, Blended and Web Enhanced Classes: Just as students are required to attend face-to-face classes, students are required to log in and participate in online venues. To receive credit for attendance online via eCollege, students must log in and complete assignments as required in the course. Not logging onto eCollege (monitored by the instructor) and completing assignments online during the required time is the equivalent of an absence for each week this occurs.

*Final Evaluation and Grade Depends on both Classroom attendance and Participation*

Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

**Student Conduct**

Students preparing to become professional social workers must adhere to the *University Code of Conduct, Department Code of Conduct and National Association of Social Workers' (NASW) Code of Ethics.*



**University Code of Conduct** located in the *Student Guide Book* at

<http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On

the University Website under Campus Life Documents

To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.

### **Department Code of Conduct**

*"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)*

Social Work students conduct themselves in an ethical and professional manner.

Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics*

(located at <https://www.socialworkers.org/pubs/code/code.asp> ) on the NASW website:

<https://www.socialworkers.org>

### **Campus Concealed Carry**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun.

Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to

(<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **Plagiarism and Academic Dishonesty**

There is an expectation of maintaining high standards of integrity and honesty by all Social Work Graduate students at Texas A&M University-Commerce. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. Conduct that violates generally accepted standards of academic honesty is academic dishonesty.

The School of Social Work follows University Procedure 13.99.99.R0.03 Undergraduate Student Academic Dishonesty -available at <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students are expected to read and understand the University's Academic Dishonesty Policy

The Office of the Provost documents and maintains a record of all incidents of academic dishonesty. Multiple incidents of academic dishonesty will result in a student's dismissal from the program and from the University.

A student how fails to meet the professional expectation of the field of Social Work may be suspended from further study by the School of Social Work.

### **Technology Mediate Resources**

NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER

ARE NOT REASONS FOR LACK OF PARTICIPATION. You have access to the university's computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs

If you believe, you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

Many courses use the learning management system to deliver content. Below is information and resources for eCollege:

### **TECHNOLOGY REQUIREMENTS**

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
    - Broadband connection required courses are heavily video intensive
    - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site <http://www.java.com/en/download/manual.jsp>

- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. Browser Check  
[http://help.ecollege.com/LS\\_Tech\\_Req\\_WebHelp/en-us/#LS\\_Technical\\_Requirements.htm#Browset](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset)

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader <https://get.adobe.com/reader/>
  - Adobe Flash Player (version 17 or later) <https://get.adobe.com/flashplayer/>
  - Adobe Shockwave Player <https://get.adobe.com/shockwave/>
  - Apple Quick Time <http://www.apple.com/quicktime/download/>

At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see: System Requirements for LearningStudio  
<https://secure.ecollege.com/tamuc/index.learn?action=technical>

## **ACCESS AND NAVIGATION**

## Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to myLeo and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

Note: It is strongly recommended you perform a "Browser Test" prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit Pearson 24/7 Customer Support Site <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- Chat Support: Click on 'Live Support' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- Phone: 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the 'Tech Support' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

#### Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

**PLEASE NOTE:** Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk. You strongly are encouraged to check for your internet browser compatibility BEFORE the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

### **myLeo Support**

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu) or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo.

<https://leo.tamuc.edu>

### **Learner Support**

The One Stop Shop was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>


The Academic Success Center provides academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

### **FREE Mobile APPS**

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	<b>App Title:</b>	<b>iPhone – Pearson LearningStudio Courses for iPhone</b> <b>Android – LearningStudio Courses - Phone</b>
	<b>Operating System:</b>	<b>iPhone</b> - OS 6 and above <b>Android</b> – Jelly Bean, Kitkat, and Lollipop OS
	<b>iPhone App URL:</b>	<a href="https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8">https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8</a>
	<b>Android App URL:</b>	<a href="https://play.google.com/store/apps/details?id=com.pearson.lsphone">https://play.google.com/store/apps/details?id=com.pearson.lsphone</a>

Once downloaded, search for Texas A&M University-Commerce, and it should appear

on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

### **LearningStudio Notifications**

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add



button. After all of the other selections are completed be sure to click the Save and Finish button.

## **COURSE OUTLINE**

**( This schedule is tentative and subject to change as class discussion dictates and as determined by the instructor. Subjects of relevance based on students' field experience may take precedence in extenuating circumstances.)**

Week 1 (Aug. 28) Review syllabus, Summarize Summer Field Experience

Week 2 (Sept. 4) Labor Day - university holiday.

Week 3 (Sept. 11 ) Learning Contract

Week 4 (Sept. 18) Let's Revisit the Code of Ethics (Responsibility to Clients, the agency, other professionals, and society in general.

Week 5 (Sept. 25) Chapter 3 Safety in Social Work Settings. Each student should be able to identify areas of potential problems and develop a plan for addressing those problems.

Week 6 (Oct. 2) Review Chapter 4 Making the Most of Your Supervision How much supervision do you really get? Is it adequate? Is it helpful? What does the book say is your responsibility for making the most of your supervision time?

Week 7 (Oct. 9) Review Chapter 5 Organizational Issues. What issues are students identifying in the field that are pertinent to client services? How does these impact provision of needed services to clients?

Week 8 (Oct. 16) Mid-Term Evaluations & Field Visits

Week 9 (Oct. 21) Chapter 6 Social Work Practice in the Field. Expectations for student learning. How to self-evaluate and practice awareness.

Week 10 (Oct. 23) Chapter 7 GROUPS, GROUPS, GROUPS! How many of you actually work with groups? Teams? Committees?

Week 11 (Oct. 30) Chapter 8 Macro Practice Are you being exposed to community resources and agencies outside of the practicum setting? Are you involved in a macro oriented environment?

Week 12 (Nov. 6) Chapter 9 Legal Systems Our biggest fear and yet our greatest asset IF we follow the rules and DOCUMENT effectively.

Week 13 (Nov. 13) Chapter 10 Termination

Week 14 – (Nov. 20) Final Evaluations & Field Visits

**\*\*\*December 2<sup>th</sup> is the first day Field may be completed\*\*\***

Week 15 ( Nov 27) Final Evaluations & Field Visits

**Week 16 FINAL CLASS – LAST WEEK TO COMPLETE FIELD HOURS. FOLDERS WITLL BE REVIEWED AND AUDITED.**

## BIBLIOGRAPHY

- Ackerman, N. (1958). *The Psychodynamics of Family Llife*. New York: Basic Books. Alle-Corliss, L., & Alle-Corliss, R. (1998). *Human Service Agencies; An Orientation to Fieldwork*. Pacific Grove, CA. Brooks/Cole Publishing Company.
- Baird, B. (2002) *The Internship Practicum, and Field Placement Handbook; A Guide for the Helping Professions, (3<sup>rd</sup> ed.)*. Upper Saddle River, NJ. Prentice Hall.
- Banner, D. & Gagne, E. (1995). *Designing Effective Organizations*. Thousand Oaks, CA: Sage Publications.
- Berenson, B.G. and Carkhuff (Eds.). (1967). *Sources of Gain in Counseling and Psychotherapy*. New York: Rinehart and Winston, Inc.

- Bisman, C. (1994). *Social Work Practice: Cases and Principles*. Pacific Grove, CA: Brooks/Cole Publishing Company.
- Bogo, M., Globerman, J., & Sussman, T. (2004). The field instructor as group worker; managing trust and competition in group supervision. *Journal of Social Work Education*, 40, 13-26.
- Compton, B. & Galaway, B. (1994). *Social Work Processes*. Belmont, CA: Wadsworth, Inc.
- Corey, M. S. & Corey, G. (1992). *Groups Process and Practice*. (4th Ed.) Pacific Grove, CA: Brooks/Cole Publishing Company.
- Corsini, R. & Wedding, D. (2007). *Current Psychotherapies*, (8<sup>th</sup> ed.) Belmont, CA: Brooks/Cole.
- Devor, W. & Schlesinger, E.G. (1987). *Ethnic Sensitive Social Work Practice*. 2nd Ed. Columbus: Merrill Publishing Co.
- Doyle, Robert. (1992). *Essential Skills and Strategies in the Helping Process*. Pacific Grove, CA: Brooks/Cole Publishing Company.
- Ellis, A. (1970). *Reason and Emotion in Psychotherapy*. New York: Lyle Stuart.
- Garthwait, C. (2005). *The Social Work Practicum; A Guide for Students*. (3<sup>rd</sup> ed.). Boston, MA: Pearson Education, Inc.
- Germain, C. & Gitterman, A. (1980). *The Life Model of Social Work Practice*. New York: Columbia University Press.
- Gibbs, L. & Gambrill, E. (1996). *Critical Thinking for Social Work*. (2<sup>nd</sup> ed.). Thousand Oaks, CA: Pine Forge Press.
- Glaser, B. & Strauss, A. (1967) *Grounded Theory*. Chicago: Aldine Publishing Co.
- Glasser, W. (1967). *Reality Therapy*. New York: Julian Press.
- Gottfried-Strom, K. (1999). *Social Work Practice*. Thousand Oak, CA: Pine Forge Press.
- Haley, J. (Ed.). (1971). *Changing Families*. New York: Grune and Stratton.
- Hearn, G. (1958). *Theory Building in Social Work*. Toronto: University of Toronto Press.
- Henry, S. (1992). *Group Skills in Social Work*. (2nd Ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.
- Ivey, A. (1994). *Intentional Interviewing and Counseling*. (3rd Ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.
- Johnson, L. (1992). *Social Work Practice: A Generalist Approach*. (4th Ed.). Boston: Allyn and Bacon.
- Kiser, P. (2008). *The Human Services Internship*, (2<sup>nd</sup> ed.). Belmont, CA: Brooks/Cole.

- Maluccio, A.N. (1979). *Learning From Clients*. New York: The Free Press.
- Miley, K. , O'Melia, M., & DuBois, B. (1998). *Generalist Social Work Practice*. (2<sup>nd</sup> ed)  
Needham Height, MA: Allyn & Bacon.
- Minuchin, S. (1974). *Families and Family Therapy*. Cambridge, Mass: Harvard University Press.
- Miller, R.R. (1969). *Race, Research and Reason: Social Work Perspectives*. New York: National Association of Social Workers.
- Moody-Adams, M. (1997). *Fieldwork in Familiar Places; Morality, Culture, and Philosophy*. Cambridge, MA: Harvard University Press.
- Morales, A. & Sheafor, B. (1995). *Social Work. A Profession of Many Faces*. (7th Ed.). Boston: Allyn and Bacon.
- Moreno, J.L. (1946). *Psychodrama: Volume I*. New York: Beacon House. Nelson-Jones, Richard. (1993). *Lifeskills Helping*. Belmont, CA: Wadsworth, Inc.
- Nye, R. (1981). *Three Psychologies: Perspectives from Freud, Skinner, Rogers*. 2nd Ed. Belmont, CA: Brooks/Cole Publishing Co.
- Parsons, R, Jorgensen, J., & Hernandez, S. (1994). *The Integration of Social Work Practice*. Pacific Grove, CA: Brooks/Cole Publishing Company.
- Parsons, T. (1937) *The Structure of Social Action*. New York: McGraw-Hill Publishing Co.  
Perls, F., Hefferline, R., & Goodman, P. (1951). *Gestalt Therapy*. New York. Julian Press.  
Roberts, R.W. and Northern, H. (1976). *Theories of Social Work With Groups*. New York: Columbia University Press.
- Rogers, C. (1951). *Client Centered Therapy*. New York: Houghton Mifflin.
- Royse, D., Dhooper, S., & Rompf E. (2007). *Field Instruction*. (5th ed). New York, NY: Addison Wesley, Inc.
- Satir, V. (1972) *Peoplemaking*. Palo Alto: Science and Behavior Books.
- Schwartz, W. (1961). *New Perspectives on Services to Groups: Theory, Organization, Practice*. New York: National Association of Social Workers.
- Sheafor, B., Jorejsi, C., & Horejsi, G. (1991). *Techniques and Guidelines for Social Work Practice*. (2nd Ed.). Boston: Allyn and Bacon.
- Sheehy, G. (1974). *Passages: Predictable Crisis of Adult Life*. New York: E.P. Dutton.

Shulman, L. (1991). *Interactional Social Work Practice*. Itasca, IL: F.E. Peacock Publishers, Inc.

Sweitzer, H. & King, M. (2004). *The Successful Internship; Transformation and Empowerment in Experiential Learning*, (2<sup>nd</sup> ed.). Belmont, CA: Brooks/Cole.

Weger- Berg, M. (2000). *The Practicum Companion for Social Work*. Needham Height, MA: Allyn & Bacon.

Williams, J.H. (1987). *Psychology of Women*. (3rd Ed.). New York: W.W. N

Schedule