**Minnesota State University Moorhead**

**School of Social Work**

**SW 470 Senior Seminar**

**Fridays, 9:00-11:45 AM**

**Lommen 91**

Tracy Clark, Assistant Professor Office Phone: 218-477-4002

E-mail: clarkt@mnstate.edu Office Hours: See appointment book in SW office

### Mission Statement of the MSUM School of Social Work

Consistent with the mission of this upper Midwest teaching university, and the Education Policy and Accreditation Standards (2008) of the Council on Social Work Education, the MSUM School of Social Work educates competent entry-level social work professionals with the core knowledge, values, and skills necessary to engage in ethical and empowerment-based generalist practice with all people in a dynamic and diverse society. Graduates are prepared to promote planned change and advance social and economic justice, and human rights, locally, nationally, and globally.

**School of Social Work Teaching and Learning Philosophy**

The School of Social Work faculty are committed to creating a student-centered class environment that promotes a community of learning and encourages honest dialogue, critical thinking, and respect for diversity in culture, values, and opinions.  The School’s faculty employ diverse teaching strategies to meet the various learning styles and needs of students which include, but are not limited to: lecture presentations, class discussions, writing assignments, lab experiences, videos, constructive interaction with guest speakers, simulations, role plays, and various additional formal and informal class activities and processes.  Synthesis, integration, and application of knowledge and skills garnered from the various readings, lecture, discussions, and interactive exercises constitute significant learning opportunities for students.

The School strives to cultivate a caring environment for our students, which means we "honor their humanity, hold them in high esteem, expect high performance from them, and use strategies to fulfill their expectations" (Gay, 2000, p. 46).  The School also believes that students come to class with knowledge and experience that, if shared, can enhance the learning process of everyone, including the instructors. To engage and challenge each individual, it is necessary to know students as people, so therefore instructors acknowledge that each individual comes to class with their own set of abilities, motivations, attitudes, goals, and cultural backgrounds.  Getting to know these various facets of our students allow us to excel as instructors because we utilize and capitalize on students’ knowledge, skills, talents, and resources to make the classroom more interesting, dynamic, applicable, and personal.

Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice*. New York: Teachers College Press

1. **Program Goals**

With a liberal arts foundation, MSUM SSW graduates are prepared for entry-level professional generalist social work practice. Further, graduates are prepared to continue their formal education in social work or another graduate discipline. Thus, MSUM SSW graduates will be prepared to:

1. Engage in evidence-based, entry-level social work practice with individual, families,

groups, organizations, and communities within local, national, and global multicultural societies

[EP2.1.1, EP2.1.3, EP2.1.6, EP2.1.8, and EP2.1.10];

2. Practice within the principles, values, and ethics that guide the social work profession

[EP2.1.2 and EP2.1.3];

3. Influence social policies in order to alleviate poverty, oppression, and social and economic injustice as well as advocate for human rights

[EP2.1.3, EP2.1.4, EP2.1.5, EP2.1.6, and EP2.1.8];

4. Identify and affect the bio-psycho-social, spiritual, and cultural functioning of people

[EP2.1.7, and EP2.1.9]; and

5. Evidence practice from a culturally-sensitive perspective that recognizes and appreciates diverse cultures, particularly thosethat differ from one's own [EP 2.1.4].

1. **Curricular Context**

Generalist practice is the critical application of an eclectic knowledge base, professional values, and a wide range of culturally competent skills to a planned change process at any system level. All of the social work courses utilize the generalist intervention model as the basis for social work on all levels: individuals, families, groups, communities and organizations. Senior Seminar is the capstone course, last in the social work curriculum sequence, occurring simultaneously with field internship. Senior Seminar promotes the integration of academic knowledge and field learning with a focus on professional ethics.

1. **Catalog Description**

Seminar during internship promotes the integration of academic knowledge and field learning with a focus on professional and ethical issues.

1. **Course Description**

This seminar, taken concurrently with internship, is designed to assist social work students in integrating social work theory and content of the entire social work curriculum, with experiential knowledge gained through internship. It also provides students the opportunity to discuss the practical, personal, and professional concerns of their internship experiences. A key element in the concept of seminar is discussion. The willingness and ability of students to actively participate in every class is essential to the successful completion of this course.

**V. Course Competencies**

It is a goal of this course, consistent with the social work program, that students attain a beginning-level mastery of the following social work competencies.

**1. Identify as a professional social worker and conduct oneself accordingly;**

**2. Apply social work ethical principles to guide professional practice;**

**3. Apply critical thinking to inform and communicate professional judgments;**

**4. Engage diversity and difference in practice;**

**5. Advance human rights and social and economic justice;**

**6. Engage in research-informed practice and practice-informed research;**

**7. Apply knowledge of human behavior and the social environment;**

**8. Respond to contexts that shape practice; and,**

**9. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.**

##### SEMINAR FORMAT

* Senior Seminar is intended to be a mutual aid group with the focus on cooperative problem solving and open exchange of information.
* The required textbook readings and Code of Ethics are intended to serve as springboards for discussion.
* Each week there will be time for students to discuss the work they are doing in their internship. Students are encouraged to present problems, practice concerns or dilemmas that they are encountering in their internship. Their peers can offer ideas about how the problem/dilemma might be approached or solved.
* The discussion of textbook chapters and the Code of Ethics will be facilitated by students assigned to those sections.
* Although one student will be the designated leader for each topic, everyone is expected to participate in class discussions.

**ASSESSMENT**

There are four areas of assessment (grading) for Senior Seminar:

* Class participation: 40% of your grade.
* Discussion facilitation: 10% of your grade.
* Evidence-based Practice Evaluation presentation: 30% of your grade.
* Personal Assessment paper: 20% of your grade.

**Class Participation**

*MSUM Attendance Policy*

Students are expected to attend all class meetings unless they are ill or officially excused as the result of participation in a university function. However, faculty members may or may not take roll in their classes, and they may or may not lower the marks of students for the sole reason of unexcused absences.

*As a point of clarification, if a student has an unexcused absence for a class session during which an examination or other graded exercise is scheduled and the student has more unexcused absences than the number of times the class meets each week, this policy permits the faculty member to reduce the student’s grade for the sole reason of the unexcused absences and for failure to complete the graded assignment.*

Class attendance and participation are assumed and expected. Class participation means coming to class prepared to discuss the readings assigned for that day and being actively involved in class discussions.

In accordance with University policy, I reserve the right to drop a student’s grade for unexcused absences and failure to complete graded assignments.  Because Social Work is a professional program and this is a seminar cap-stone course, attendance is critical; therefore, more than one absence will result in your participation grade being lowered one full letter grade. **Two or more absences will result in a failed grade for the course.** An absence in any of the last several weeks of the semester when Evidence-based Projects are being presented will count as two absences.

If you have any questions or concerns regarding this course, the assignments, absences, expectations, etc., please visit with me. My office hours, phone number and e-mail address are on the front page of this syllabus.

**Starting on the second class period you will be graded on class participation. This grade constitutes 40% of your final grade in Senior Seminar. Class participation includes the following:**

* Coming to class prepared to discuss the assigned readings
* Sharing in class discussion on a regular basis
* Staying with the issues and not getting off on tangents
* Showing interest, good eye contact, active involvement in activities

**Facilitation**

This area is worth 10% of your final grade. You will be assigned one to two reading assignments. The time allotted for this discussion is usually 20-30 minutes. You are to come prepared to lead discussion on the assignment. **This does NOT mean teaching/presenting an overview of the material to the class, but facilitating a lively discussion and getting your colleagues involved in the discussion.** The grading will be based on the following criteria with each area worth a total of 5 points, resulting in the highest possible score of twenty-five.

* Use of the allotted time
* Creative in getting colleagues to participate in discussion
* Knowledge of the material is evident
* Connections to internship experiences are encouraged and made
* A good summary is provided of the assignment

**Evidence-Based Practice Evaluation Presentation**

Each student will engage in an evidence-based practice evaluation process over the course of the semester. The purpose of this work is to further develop your abilities to find and evaluate “best practices” in the human services literature, and apply and evaluate these practices in your internship activities. Students will give a 20-25 minute presentation on their evidence-based practice from their internship experience. Each student will be responsible to bring in articles on “best practices” to discuss prior to the presentations. At the end of this syllabus is a one-page grading sheet and a rubric to help guide you with your presentation. This project will be worth 30% of your grade. **This is to be a presentation about your internship practice and use of self, NOT about the agency or a program**.

**Personal/Professional Ethics Assessment Paper**

Each student will write a 3 (bare minimum) to 5 (maximum) page ethics paper that discusses one’s own personal ethical philosophy, professional and personal values/ethics congruence/incongruence, use of a personal ethical decision making screening tool, and other criteria that will be provided in class. This paper, even though it is short in length, must be thoughtful, have depth and substance, and mechanical soundness (grammar, punctuation, spelling, paragraph structure, etc.).

**Student Accommodations**

Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Greg Toutges, Director of Disability Services at 477-2131 (Voice) or 1-800-627-3529 (MRS/TTY), as soon as possible to ensure that accommodations are implemented in a timely fashion.

**Flood Statement Addendum**Spring flooding in the Red River Valley can be challenging. Often floods require sandbagging and levee building, even temporary evacuation. A spring flood emergency may require us to adjust our class schedule, alter our instructional delivery, work independently, and perhaps make special accommodations for students in extraordinary situations. To be notified of any emergency, I strongly encourage each of you to enroll in the E2Campus emergency notification system (<http://www.mnstate.edu/security/> ) which will notify students about class cancellations and other emergency related information. Should a significant flood emergency occur that interrupts university processes, we will proceed with instruction to the best extent possible. I will contact you via our class listserv to coordinate coursework; and you can contact me via email about questions. In an emergency, we may temporarily need to work independently, during which time I will continuously update you about assignments and due dates, and answer class questions as though we are in our classroom. My goal is to continue our learning of course materials as much as possible and prepare you for licensed generalist social work.

**Class Cancellations**

School of Social Work front office will be contacted prior to class in cases of class cancellations. You may call into the office to inquire: 218 477-2632. If you are driving from out of town, I will make every effort to notify you of class cancellations before you leave for campus.

**REQUIRED READING**:

Loewenberg, F. M., Dolgoff, R., & Harrington, D. (2012). Ethical Decisions for Social Work Practice

 (9th ed). Belmont,CA: Brooks/Cole CENGAGE.

NASW Code of Ethics [www.socialworkers.org/pubs/code.asp](http://www.socialworkers.org/pubs/code.asp)

Dewane, C.J. (2006). Use of self: A primer revisited*. Clinical Social Work Journal, Vol. 34*(4), 543-558.

Reupert, A. (2007). Social worker’s use of self.  *Clinical Social Work Journal, Vol. 35,* 107-116.

**SW 470 Tentative Schedule**

 Introductions, internship placements

Review of class syllabus, assignments

Selection of chapter discussion leaders and presentation dates

 Leading class discussion/participation--what does this mean?

Discussion of evidence-based practice project

 **Chap. 1: Ethical Choices in the Helping Professions** \_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **Code of Ethics: Section One: 1.01; 1.02; 1.04; 1.13; 1.14;**

 **1.15, and 1.16** \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**10:00-10:50 Meet with Tracy Clark in Lommen 91**

**11:00 – 11:45 Meet in LI 222 for Literature Review/Search training (Tentative)**

 *Practice Behaviors:*

 Advocate for client access to SW services (EP 2.1.1.1)

 Attend to professional roles and boundaries (EP 2.1.1.3)

 Engage in career-long learning (EP 2.1.1.5)

 Use supervision and consultation (EP 2.1.1.6)

 Recognize/manage personal values so professional values guide practice

 (EP 2.1.2.1)

 Make ethical decisions by applying profession’s standards (EP 2.1.2.2)

 Tolerate ambiguity in resolving ethical conflicts (EP 2.1.2.3)

 Apply strategies of ethical reasoning to arrive at principled decisions (EP 2.1.2.4)

 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom (EP 2.1.3.1)

 Analyze models of assessment, prevention, intervention, and evaluation

 (EP 2.1.3.2)

 Recognize that cultures’ structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (EP2.1.4.1)

 Gain sufficient self-awareness to eliminate the influence of biases and values in working with diverse groups (EP 2.1.4.2)

 Recognize and communicate their understanding of the importance of difference in shaping life experiences (EP 2.1.4.3)

 View themselves as learners and engage those with whom they work as informants (EP 2.1.4.4)

 Understand the mechanisms of oppression and discrimination (EP 2.1.5.1)

 Advocate for human rights and social and economic justice (EP 2.1.5.2)

 Engage in practices that advance social and economic justice (EP 2.1.5.3)

 Substantively/effectively prepare for action with Individuals, Families, Groups, Organizations, and Communities (IFGOC) (EP 2.1.10.1)

 Use empathy and other interpersonal skills (EP 2.1.10.2)

 **Discussion of the Personal Ethics Assessment Paper due November 2, 2012**

 **Chap. 2: Values and Professional Ethics** \_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Chap. 3: Guidelines for Ethical Decision Making \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Chap. 4: Guidelines for Ethical Decision Making** \_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Practice Behaviors*

 Engage in career-long learning (EP 2.1.1.5)

 Recognize/manage personal values so professional values guide practice

 (EP 2.1.2.1)

 Make ethical decisions by applying profession’s standards (EP 2.1.2.2)

 Tolerate ambiguity in resolving ethical conflicts (EP 2.1.2.3)

 Apply strategies of ethical reasoning to arrive at principled decisions (EP 2.1.2.4)

 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom (EP 2.1.3.1) Analyze models of assessment (EP 2.1.3.2)

 Use research evidence to inform practice (EP 2.1.6.2)

 Use conceptual frameworks to guide assessment (EP 2.1.7.1)

 Critique and apply knowledge to understand person and environment

 (EP 2.1.7.2)

 **Discussion of evidence-based practice project**

#  Come to class with one article or book chapter related to engagement or assessment relevant to the client system you are/will be working with and be prepared to discuss it in relation to your practice.

 **Chap. 5: Client Rights and Professional Expertise and**

 **NASW Code of Ethics: Section Four: 4.01**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­

 **Chap. 6: Value Neutrality and Imposing Values**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *Practice Behaviors*

 Practice personal reflection/self-correction (EP 2.1.1.2)

 Attend to professional roles and boundaries (EP 2.1.1.3)

 Demonstrate professional demeanor (EP 2.1.1.4)

 Engage in career-long learning (EP 2.1.1.5)

 Use supervision and consultation (EP 2.1.1.6)

 Recognize/manage personal values so professional values guide practice

 (EP 2.1.2.1)

 Make ethical decisions by applying profession’s standards (EP 2.1.2.2)

 Tolerate ambiguity in resolving ethical conflicts (EP 2.1.2.3)

 Apply strategies of ethical reasoning to arrive at principled decisions (EP 2.1.2.4)

 Continuously discover, appraise, attend to changing locales, populations (EP 2.1.9.7)

 **No Class – Work on Personal Ethics Papers and EBP presentations.**

 **Discussion of evidence-based practice presentation**

 **Chap. 7: The Professional Relationship** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **NASW Code of Ethics: Section 1.06; 1.09; 1.10; 1.11; 1.12;**

 **2.01; 2.02; 2.03; 2.04; 2.05; 4.03; 4.04; 4.06; 4.07; 4.08;** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **Chap. 8: Confidentiality, Informed Consent, Duty to Protect** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **and NASW Code of Ethics: Section 1.03; 1.07; 1.08; 3.04; 3.05**

 *Practice Behaviors*

 Practice personal reflection/self-correction (EP 2.1.1.2)

 Attend to professional roles and boundaries (EP 2.1.1.3)

 Demonstrate professional demeanor (EP 2.1.1.4)

 Engage in career-long learning (EP 2.1.1.5)

 Recognize/manage personal values so professional values guide practice

 (EP 2.1.2.1)

 Make ethical decisions by applying profession’s standards (EP 2.1.2.2)

 Tolerate ambiguity in resolving ethical conflicts (EP 2.1.2.3)

 Apply strategies of ethical reasoning to arrive at principled decisions (EP 2.1.2.4)

 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom (EP 2.1.3.1)

 Analyze models of assessment, prevention, intervention, and evaluation

 (EP 2.1.3.2)

 Recognize that cultures’ structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (EP2.1.4.1)

 Gain sufficient self-awareness to eliminate the influence of biases and values in working with diverse groups (EP 2.1.4.2)

 Recognize and communicate their understanding of the importance of difference in shaping life experiences (EP 2.1.4.3)

 Understand the forms and mechanisms of oppression and discrimination

 (EP 2.1.5.1)

 Use research evidence to inform practice (EP 2.1.6.2)

 Use conceptual frameworks to guide assessment, intervention, and evaluation

(EP 2.1.7.1)

 Critique and apply knowledge to understand person and environment

 (EP 2.1.7.2)

 **Discussion of evidence-based practice presentations.**

 **Come to class with at least two articles/chapters related to interventions and be prepared to summarize them (with reference information) and discuss how you are or plan on using them in your internship practice.**

 **Chap. 9: Social Justice, Limited Resources, Advocacy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and NASW Code of Ethics: Section 1.05; 4.02**

 ***Practice Behaviors***

Attend to professional roles and boundaries (EP 2.1.1.3)

 Demonstrate professional demeanor (EP 2.1.1.4)

 Engage in career-long learning (EP 2.1.1.5)

 Recognize/manage personal values so professional values guide practice

 (EP 2.1.2.1)

 Make ethical decisions by applying profession’s standards (EP 2.1.2.2)

 Tolerate ambiguity in resolving ethical conflicts (EP 2.1.2.3)

 Apply strategies of ethical reasoning to arrive at principled decisions (EP 2.1.2.4)

 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom (EP 2.1.3.1) Analyze models of prevention and intervention (EP 2.1.3.2)

 Engage in practices that advance social and economic justice (EP 2.1.5.3)

 Use practice experience to inform scientific inquiry (EP 2.1.6.1)

 Use research evidence to inform practice (EP 2.1.6.2)

 Use conceptual frameworks to guide intervention (EP 2.1.7.1)

 Critique and apply knowledge to understand person and environment

 (EP 2.1.7.2)

 **Meet with MN Board of Licensure Representatives –**

 **10:30 am - location TBA**

 **Discussion of evidence-based practice project**

 **Come to class with at least two articles/chapters related to evaluation and be prepared to summarize them (with reference information) and discuss how you are or plan on using them in your internship practice.**

**Chap. 10: Organizational and Work Relationships** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **NASW Code of Ethics: Section 2.06; 2.07; 2.08; 2.09; 2.10; 2.11;**

 **3.01; 3.02; 3.03; 3.07; 3.08; 3.09; 3.10; 4.05**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *Practice Behaviors*

 Advocate for client access to SW services (EP 2.1.1.1)

 Attend to professional roles and boundaries (EP 2.1.1.3)

 Engage in career-long learning (EP 2.1.1.5)

 Recognize/manage personal values so professional values guide practice

 (EP 2.1.2.1)

 Make ethical decisions by applying profession’s standards (EP 2.1.2.2)

 Tolerate ambiguity in resolving ethical conflicts (EP 2.1.2.3)

 Apply strategies of ethical reasoning to arrive at principled decisions (EP 2.1.2.4)

 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom (EP 2.1.3.1) Analyze models of evaluation (EP 2.1.3.2)

 Understand the mechanisms of oppression and discrimination (EP 2.1.5.1)

 Advocate for human rights and social and economic justice (EP 2.1.5.2)

 Engage in practices that advance social and economic justice (EP 2.1.5.3)

 Use practice experience to inform scientific inquiry (EP 2.1.6.1)

 Use research evidence to inform practice (EP 2.1.6.2)

 Use conceptual frameworks to guide evaluation (EP 2.1.7.1)

 Critique and apply knowledge to understand person and environment

 (EP 2.1.7.2)

 Continuously discover, appraise, attend to changing locales, populations, scientific/technological developments, and emerging societal trends to provide relevant services (EP 2.1.9.1)

 Leadership promoting sustainable service delivery and practice changes to improve social service quality (EP 2.1.9.2)

**Discussion about Evidence-Based Practice presentations**

***Complete Student Self-Assessment Survey***

 ***PERSONAL ETHICS ASSESSMENT PAPERS DUE***

 *(No extensions unless you have discussed your situation with me prior to today).*

 (cont. on next page)

Chap. 11: Social Work with Selected Groups and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**NASW Code of Ethics Section: 5.02; 6.01; 6.02;**

**6.03; 6.04**

Chap. 12: Changing World/ Changing Dilemmas and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**NASW Code of Ethics Section: 3.06; 5.02**

Chap. 13: Whose Responsibility Are Prof. Ethics? and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**NASW Code of Ethics Section: 5.01**

Use of Self articles discussion (Dewane (2006) and Reupert (2007)

 Articles \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Practice Behaviors*

 *Practice Behaviors*

 Engage in career-long learning (EP 2.1.1.5)

 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom (EP 2.1.3.1) Analyze models of evaluation (EP 2.1.3.2)

 Engage in practices that advance social and economic justice (EP 2.1.5.3)

 Use practice experience to inform scientific inquiry (EP 2.1.6.1)

 Use research evidence to inform practice (EP 2.1.6.2)

 Use conceptual frameworks to guide evaluation (EP 2.1.7.1)

 Critique and apply knowledge to understand person and environment

 (EP 2.1.7.2)

 Advocate for client access to SW services (EP 2.1.1.1)

 Practice personal reflection/self-correction (EP 2.1.1.2)

 Attend to professional roles and boundaries (EP 2.1.1.3)

 Demonstrate professional demeanor (EP 2.1.1.4)

 Engage in career-long learning (EP 2.1.1.5)

 Use supervision and consultation (EP 2.1.1.6)

 Recognize/manage personal values so professional values guide practice

 (EP 2.1.2.1)

 Make ethical decisions by applying profession’s standards (EP 2.1.2.2)

 Tolerate ambiguity in resolving ethical conflicts (EP 2.1.2.3)

 Apply strategies of ethical reasoning to arrive at principled decisions (EP 2.1.2.4)

 Recognize that cultures’ structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (EP 2.1.4.1)

 Gain sufficient self-awareness to eliminate the influence of biases and values in working with diverse groups (EP 2.1.4.2)

 Recognize and communicate their understanding of the importance of difference in shaping life experiences (EP 2.1.4.3)

 View themselves as learners and engage those with whom they work as informants (EP 2.1.4.4)

 Understand the forms and mechanisms of oppression and discrimination

 (EP 2.1.5.1)

 **No Class – Work on EBP presentations**

During the last three class periods students will be doing their evidence-based practice evaluation presentations. Each student has 20 - 25 minutes for his/her power point presentation. Class members are expected to ask questions and participate in these discussions. Please bring your own laptop and have it ready prior to your presentation. If you do not have access to a laptop, please see me.

 *Practice Behaviors*

 Practice personal reflection/self-correction (EP 2.1.1.2)

 Attend to professional roles and boundaries (EP 2.1.1.3)

 Demonstrate professional demeanor (EP 2.1.1.4)

 Engage in career-long learning (EP 2.1.1.5)

 Recognize/manage personal values so professional values guide practice

 (EP 2.1.2.1)

 Make ethical decisions by applying profession’s standards (EP 2.1.2.2)

 Tolerate ambiguity in resolving ethical conflicts (EP 2.1.2.3)

 Apply strategies of ethical reasoning to arrive at principled decisions (EP 2.1.2.4)

 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom (EP 2.1.3.1) Analyze models of evaluation (EP 2.1.3.2)

 Demonstrate effective oral and written communication in working with IFGOCC (EP 2.1.3.3)

 Gain sufficient self-awareness to eliminate the influence of biases and values in working with diverse groups (EP 2.1.4.2)

 Recognize and communicate their understanding of the importance of difference in shaping life experiences (EP 2.1.4.3)

 Use practice experience to inform scientific inquiry (EP 2.1.6.1)

 Use research evidence to inform practice (EP 2.1.6.2)

 Use conceptual frameworks to guide evaluation (EP 2.1.7.1)

 Critique and apply knowledge to understand person and environment

 (EP 2.1.7.2)

 Substantively/effectively prepare for action with IFGOC (EP 2.1.10.1)

 Use empathy and other interpersonal skills (EP 2.1.10.2)

 Develop a mutually agreed on focus of work and desired outcomes (EP 2.1.10.3)

 Collect, organize, and interpret client data (EP 2.1.10.4)

 Assess clients’ strengths and limitations (EP 2.1.10.5)

 Develop mutually agreed on intervention goals and objectives (EP 2.1.10.6)

 Select appropriate intervention strategies (EP 2.1.10.7)

 Initiate actions to achieve organizational goals (EP 2.1.10.8)

 Implement interventions that enhance client capacities (EP 2.1.10.9)

 Help clients resolve problems (EP 2.1.10.10)

 Negotiate, mediate, and advocate for clients (EP 2.1.10.11)

 Facilitate transitions and endings (EP 2.1.10.12)

 Critically analyze, monitor, and evaluate interventions (EP 2.1.10.13)

 Continuously discover, appraise, attend to changing locales, populations, scientific/technological developments, and emerging societal trends to provide relevant services (EP 2.1.9.1)

 Leadership promoting sustainable service delivery and practice changes to improve social service quality (EP 2.1.9.2)

**Presentations of evidence-based practice evaluations**

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*(Senior Luncheon)*

**Grading for SW 470 Senior Seminar**

**1. Class Participation 40% of your grade**

Class Involvement 40%: Students will be graded on class participation. There is a total of 5 points per class.

 5 Excellent participation

1. Good participation
	1. Moderate participation
2. Minimal participation
3. No participation but was present
4. Absent

The grading for class participation is as follows:

 60-59 (100%-98%) A+ 48-47 (80%-78%) C+

 58-57 (97%-94%) A 46-45 (77%-74%) C

 56-55 (93%-91%) A- 44-43 (73%-71%) C-

 54-53 (90%-88%) B+ 42-41 (70%-68%) D+

 52-51 (87%-84%) B 40-39 (67%-64%) D

 50-49 (83%-81%) B- 38-37 (63%-61%) D-

 36 & below (60%>) F

**2. Discussion Facilitation 10% of your grade**

Students will be leading discussion one to two times during the semester. There is a possible 25 points each time, five points for each area mentioned in the syllabus. The grading for this area is as follows:

 Two times: One time:

50-49 pts. A+ 38-37 pts. C+ 25-24 pts. A+ 13-12 pts. C+

 48-47 pts. A 36-35 pts. C 23-22 pts. A 11-10 pts. C

 46-45 pts. A- 34-33 pts. C- 21-20 pts. A- 9-8 pts. C-

 44-43 pts. B+ 32-31 pts. D+ 19-18 pts. B+ 7-6 pts. D+

 42-41 pts. B 30-29 pots. D 17-16 pts. B 5-4 pts. D

 40-39 pts. B- 28-27 pts. D- 15-14 pts. B- 3-2 pts. D-

 >26 pts. F 1-0 pts. F

**3. Personal/Professional Ethics Assessment Paper 20% of your grade**

 *97-100 = A+ 73-76 = C*

 *94-96 = A 70-72 = C-*

 *90-93 = A- 67-69 = D+*

 *87-89 = B+ 63-66 = D*

 *84-86 = B 60-62 = D-*

 *80-83 = B- 00-59 = F*

*77-79 = C+*

**4. Evidence Based** **Practice Evaluation Presentation 30% of your grade** (see grading sheet for grading rubric)

**SW 470: Senior Seminar**

**Class Participation Self Evaluation**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*As you know, a large percentage of your grade for this course is based on class participation and attendance. This is your opportunity to have input into the grading process to help determine that part of your grade for the semester. Your input will be* ***seriously considered*** *for your participation grade; however, it will not supersede the participation/attendance policy as outlined in the syllabus. Based upon your honest opinion, please address the following issues:*

1. Attendance (you have to be present to participate). Comments:

2. Preparation for class (reading assignments completed in a timely fashion, etc.) Comments:

3. Participation in class discussion during the semester (this is the most important item for the grade). Comments:

4. Additional comments:

Recommended overall letter grade for class participation \_\_\_\_\_\_\_\_\_ (please indicate)

**Evidence-Based Practice Evaluation**

**Grading Sheet**

**(See scoring rubric in addition to grading sheet)**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Possible Points Points Received**

I. **Brief Overview of Intern’s Practice 2 \_\_\_\_\_**

**(5 minutes)**

a. Agency name and brief description of its client population(s);

 intern’s role at agency, program assignment, and brief

 description of client system with which intern worked.

II. **Description and Own Skills & Methods 8 \_\_\_\_\_**

**Used and Outcomes at GIM Stages**

1. Delineation of each GIM stage
2. Explanation of own skills and methods used at each stage
3. Substantively and effectively prepare for action with (2.1.10.1):

 Individuals,

Families,

 Groups,

Organizations, or

Communities

30. Use empathy and other interpersonal skills (2.1.10.2);

31. Develop a mutually agreed-on focus of work and desired outcomes (2.1.10.3); 32. Collect, organize and interpret client data (2.1.10.4);

33. Assess client strengths and limitations (2.1.10.5);

34. Develop mutually agreed-on intervention goals and objectives (2.1.10.6); 35. Select appropriate intervention strategies (2.1.10.7);

36. Initiate actions to achieve organizational goals (2.1.10.8);

37. Implement prevention interventions that enhance client capacities (2.1.10.9);

38. Help clients resolve problems (2.1.10.10);

 39. Negotiate, mediate, and advocate for clients (2.1.10.11);

 40. Facilitate transitions and endings (2.1.10.12);

 41. Critically analyze, monitor, and evaluate interventions (2.1.10.13).

1. Discussion of client outcomes at each stage and contribution of own skills to outcomes
2. Cultural competency

15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in

 working with diverse groups (2.1.4.2);

16. Recognize and communicate understanding of the importance of difference in shaping life

 experiences (2.1.4.3);

III. **Values/Ethics 4 \_\_\_\_\_**

1. Recognize/manage personal values so professional values guide practice (2.1.2.1)
2. Make ethical decisions by applying social work standards (2.1.2.2)
3. Tolerate ambiguity in resolving ethical conflicts (2.1.2.3)
4. Apply strategies of ethical reasoning to arrive at principled decisions (2.1.2.4)

IV. **Reflection on Use of Self 6 \_\_\_\_\_**

1. In context of GIM
2. In relation to intervention outcomes
3. Attend to professional roles and boundaries (2.1.1.3);
4. Self-reflection/correction
5. Practice personal reflection/self-correction (2.1.1.2);

V. **Practice Research Review 8 \_\_\_\_\_**

1. Scholarly articles used

5. Engage in career-long learning (2.1.1.5)

1. Research integrated into 4 stages
2. Distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge, and practice wisdom (2.1.3.1);

23. Use conceptual frameworks to guide assessment, intervention, and evaluation (2.1.7.1)

1. Showed actual use of research in practice
2. Analyze models of assessment, prevention, intervention, and evaluation (2.1.3.2);

21. Use practice experience to inform scientific inquiry (2.1.6.1);

22. Use research evidence to inform practice (2.1.6.2);

24. Critique and apply knowledge to understand person and environment (2.1.7.2)

1. Reference page provided in APA format

VI. **Quality of Presentation 6 \_\_\_\_\_**

a. Content

 b. Delivery

 4. Demonstrate professional demeanor (2.1.1.4)

 13. Demonstrate effective oral communication in working with colleagues (2.1.3.3);

 c. Use of allotted time (30 minutes maximum)

 **Total Points Received: \_\_\_\_\_**

**Points Received \_\_\_\_\_ ÷ 34 possible points = \_\_\_\_\_\_\_\_%**

Grading: (100%-98%) A+ (87%-84%) B (73%-70%) C-

 (97%-94%) A (83%-81%) B- (70%-68%) D+

 (93%-91%) A- (80%-78%) C+ (67%-64%) D

 (90%-88%) B+ (77%-74%) C (63%-61%) D-

 (60%) F

**Social Work 470: Senior Seminar**

**Evidence-Based Practice**

**Presentation Evaluation Rubric**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **I. Overview of Practice** |  | **Excellent****2 points** | **Adequate****1 point** | **Less than Adequate****0 points** | **Score** |
| Content | Overview contained required elements (intern’s agency, role, program assignment, client system). | Overview contained required elements but also additional unnecessary detail. | Some or all elements of Overview missing. |  |
| **Comments:** | **Category Score** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **II. Description of Skills & Methods Used and Outcomes at GIM Stages** |  | **Excellent****2 points** | **Adequate****1 points** | **Less than Adequate****0 points** | **Score** |
| Knowledge | Clear delineation and description of each GIM stage. | Unclear delineation and explanation of one or more GIM stages. | Did not delineate or incorrectly delineated one or more GIM stages. |  |
| Skills | Appropriate explanation of own skills and methods used at each stage. | Minimal explanation of own skills and methods used at one or more stages. | Did not explain or inadequately explained skills and methods used at each stage. |  |
| Client/intervention Outcomes | Specific discussion of client/intervention outcomes at each stage & contribution of own skills and methods to outcomes. | Minimal discussion of outcomes at one or more stages; and/or no connection made between client outcomes and own skills/methods used. | No discussion of outcomes and/or skills methods used at each GIM stage. |  |
|  | Cultural Competency | Clear explanation of personal values and/or bias/es in working w/diverse groups | Minimalexplanation of personal values & bias/es in working w/diverse groups | Noexplanation of values & bias/es in working w/diverse groups |  |
| **Comments:** | **Category Score** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **III. Values and Ethics** |  | **Excellent****2 points** | **Adequate****1 point** | **Less than Adequate****0 points** |  |
| Personal/Professional Values | Clear explanation of personal values and their relationship to professional values. | Minimal explanation of personal values and their relationship to professional values. | No explanation of personal values and their relationship to professional values. |  |
| Ethical Decision Making | Clear explanation of how social work standards influenced ethical decision making. | Minimal explanation of how social work standards influenced ethical decision making. | No explanation of how social work standards influenced ethical decision making. |  |
| **Comments:** | **Category Score** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **IV. Reflection on Use Self** |  | **Excellent****2 points** | **Adequate****1 point** | **Less than Adequate****0 points** | **Score** |
| Use of Self in GIM Stages | Clear reflection on use of self in context of each GIM stage, with specific examples given. | Inconsistent reflection on use of self in GIM stages with few specific examples given. | No reflection on use of self in any GIM stages. |  |
| Ability to attend to professional roles and boundaries | Clear identification of professional roles and professional boundaries.  | Minimal identification of professional roles and boundaries.  | No identification of professional roles and boundaries. |  |
| Use of Self in Relation to Client/Intervention Outcomes | Clear connection made between use of self and client/intervention outcomes. | Minimal or vague connection between use of self and client/intervention outcomes. | No connection made between use of self and client/intervention outcomes. |  |
| **Comments:** | **Category Score** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **V. Practice Research Review** |  | **Excellent****2 points** | **Adequate****1 point** | **Less than Adequate****0 points** | **Score** |
| References | Referenced only scholarly materials. | Referenced some scholarly and non-scholarly materials. | Referenced only non-scholarly materials. |  |
| Integration | Integrated 6-7 articles into a minimum of 4 stages. | Integrated 6-7 articles into fewer than 4 stages. | Incorporated fewer than 6 articles into 4 or fewer stages. |  |
| Use of research | Showed actual use of researched best practices in internship activities. | Theoretical discussion but no applied connection between research and internship activities. | No connection between research literature and internship activities. |  |
| Citations | Provided reference list in APA format to class members and instructor. | Provided reference list but not consistently in APA format. | Did not provide reference list to class or instructor. |  |
| **Comments:** | **Category Score** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  **VI. Quality of Presentation** |  | **Excellent****2 points** | **Adequate****1 point** | **Less than Adequate****0 points** | **Score** |
| Content | Content in all categories was substantive and relevant to internship experience. | Substantive content missing from some presentation categories. | Substantive content missing from all presentation categories. |  |
| Delivery | Presentation reflected attention to pace, clarity, and engagement of audience. | Presentation reflected lack of attention to pace, clarity, and engagement of audience. | Presentation reflected no attention to pace, clarity and engagement of audience. |  |
| Use of Time | Use of time reflected categorical weighting on grading sheet. | Use of time reflected inadequate weighting on grading sheet. | No attention given to weighting on grading sheet. |  |
| **Comments:** | **Category Score** |

**CONFIDENTIALITY STATEMENT**

**SW 470 Senior Seminar**

A major part of Senior Seminar is sharing internship experiences in the class setting, especially ethical situations/dilemmas, in an effort to collectively reach a workable solution. One assignment is presenting an evidence-based practice evaluation to the class. Please read the following and sign, date, and return to your instructor in SW 470.

*I hereby promise to keep in confidence all things discussed in SW 470 Senior Seminar class, spring semester 2012. This will include all discussions on internship placements, student intern colleagues, field instructors, clients, and practice evaluation projects. Failure to comply with confidentiality standards may result in a failed grade for the course.*

*When talking about a client issue, I will not use the client’s first or last name, or any identifying aspects that may compromise the privacy of the client.*

*When doing my evidence-based practice evaluation presentation, I promise not to use any identifying information or names of clients. I further promise not to use this presentation information outside of the SW 470 class, for example, in a paper for publication or presentation at a conference. I can, however, use this presentation within my internship agency.*

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_