

**West Virginia University  
School of Social Work**

**Social Work 491/494: Field Placement/Senior Seminar**

**Class Time:**  
**Credit Hours:**

**Room:**  
**Instructor:**

**Instructor's Office:**  
**Instructor's Office Hours:**

**E-mail:**  
**Office Phone:**

## **I. COURSE DESCRIPTION AND PLACE IN THE CURRICULUM**

Students must have successfully completed all degree requirements with a GPA of 2.0, inclusive of all Social Work courses in order to take the Senior Seminar (SOWK 494) and the Field Practicum (SOWK 491). Students with an Incomplete or below a C in any Social Work course ARE NOT PERMITTED ENTRY TO SOWK 494 and SOWK 491. The senior seminar is a 3-credit hour capstone course and is graded with a letter grade. The field placement experience (12 credits), taken simultaneously, is graded Pass/Fail. Failure in either SOWK 491/494 results in the student repeating both courses.

## **II. COURSE FORMAT AND METHOD OF INSTRUCTION**

The seminar is designed to provide educational direction and support for the field placement experience. One of the functions of the seminar is to provide educational leadership in field instruction by a licensed MSW with at least two years of post MSW experience to complement and to supplement the task supervision or field instruction by agency personnel. The purpose of the seminar is to assist the student in the integration, mastery, and application of practice theory in conjunction with placement learning activities, as well as to provide opportunities to apply research to practice in the form of evaluating effectiveness of practice and programs.

Skill development and professional value orientation are both integral components of the learning experience. Students will also be assisted in building on previous knowledge and skills in order to expand the knowledge and skill base for practice.

The Consultation Circle will be implemented to provide a structured model and process for giving and receiving feedback on issues addressed in the seminar. As a tool, the Consultation Circle assists students in developing skills in problem-solving, giving and receiving help and

interdependence. In addition, students receive the benefit of exposure to a variety of practice contexts through seminar discussions and reports.

The course is approved by West Virginia University as a “W” (writing) course; therefore, there are many opportunities for writing and for receiving a thorough critique of and feedback on your ability to convey your thoughts and ideas in written form. Refer to your student handbook for the following policies and guidelines that apply to this course: criteria for writing major papers, guidelines for scholarly work, and guidelines for nonsexist language.

*This course is taught consistent with the program goals and mission of West Virginia University and the Division of Social Work.*

### **III. OBJECTIVES AND EXPECTED LEARNING OUTCOMES**

**During field placement, it is expected that you will achieve the following objectives:**

1. Demonstrate the knowledge and skills necessary for beginning social work practice within a comprehensive range in types and sizes of client systems. (EP 2.1.1, #1-6; EP 2.1.3, #1-2; EP 2.1.7, #1-2; EP 2.1.8, #1-2; EP 2.1.10(a), #1-3; EP 2.1.10(b), #1-4; EP 2.1.10(c), #1-5; EP 2.1.10(d), #1)
2. Incorporate into practice the person-in-environment perspective, applying knowledge of the bio-psycho-social influences as they affect individual development. (EP 2.1.3, #1; EP 2.1.7, #1-2)
3. Demonstrate awareness of values, social and cultural experiences, as they relate to work with persons from diverse populations. (EP 2.1.1, #2 & #5; EP 2.1.2, #1-4; EP 2.1.4, #1-4; EP 2.1.5, #1-3)
4. Identify existing social policy, the policy-making process within the agency, and the effects of policies on the clients being served. (EP 2.1.8, #1-2; EP 2.1.9, #1-2)
5. Demonstrate the willingness and ability to be reflective and self-evaluating. (EP 2.1.1, #2 & #5-6; EP 2.1.2, #1; EP 2.1.4, #1-2 & #4; EP 2.1.9, #1)
6. Develop a knowledge base through ongoing observations, inquiry, reflection, study, and dialogue with colleagues, clients and scholars. (EP 2.1.1, #2 & #5-6; EP 2.1.4, #4; EP 2.1.6, #1-2; EP 2.1.9, #1)
7. Demonstrate adequate writing and documentation skills. (EP 2.1.3, #3; 2.1.10(b), #1 & #3)

## **IV. REQUIRED AND RECOMMENDED TEXTS**

### **Required Texts:**

No textbook required for this course. Instructor has compiled a collection of hand-outs and guidelines for assignments that will be used for instruction of this seminar course.

## **V. UNITS OF COURSE CONTENT**

The Division of Social Work reserves the right to modify any regularly scheduled class within applicable University or school policy should it become necessary in the event of extreme weather conditions or serious illness. In such situations, the course instructor may incorporate mixed methodology instruction techniques as a replacement or modification of said regularly scheduled class. Mixed methodology instruction techniques may include, but are not limited to, downloadable audio and/or video classroom presentations; downloadable assignments; or other content created as necessary.

### **Unit 1: Orientation to Field Placement**

In this unit students will participate in introductions and a review of the purpose and goals of field education. Explanations of agency/university relationships will be given as well as tips for getting started in field placement. Safety issues will be discussed as well as the importance of confidentiality and boundaries within the student/agency/client context. At the end of this unit students will be introduced to the competency thesis assignment as well how to develop and create their learning contract. Finally, students will discuss the importance of supervision and getting support for the stress they may experience from their 32 hour per week placement. (EP 2.1.1, #2-6; EP 2.1.10(a), #1; EP 2.1.10(d), #1)

### **Unit 2: Reviewing the Generalist Practice Model**

In this unit students will review the seven steps of the Generalist Intervention Model, which includes: Engagement, Assessment, Planning, Implementation, Evaluation, Termination and Follow-up. Topics will include relationship building, assessment tools, interviewing techniques, the role of self-determination and partnering with clients during goal setting and documentation procedures. Students will also practice active listening skills, reflection skills and strengthening skills during the implementation phase. And finally, students will review evaluation tools, assess the need for follow-up and practice the tasks indicated for successful termination of services. (EP 2.1.1, #1-4; EP 2.1.3, #1-3; EP 2.1.7, #1-2; EP 2.1.8, #1-2; EP 2.1.10(a), #1-3; EP 2.1.10(b), #1-4; EP 2.1.10(c), #1-5; EP 2.1.10(d), #1).

### **Unit 3: Ethical Dilemmas and Cultural Competence**

This unit will focus on a review of the NASW Code of Ethics. Students will practice resolving ethical dilemmas. Students will also review legal issues and the limitations of confidentiality in the practice setting. The second half of this unit will focus on preparation for and the ethical responsibility we have to practice social work in a culturally competent manner. (EP 2.1.1, #2 & #5; EP 2.1.2, #1-4; EP 2.1.4, #1-4; EP 2.1.5, #1-3; EP 2.1.6, #1-2)

#### **Unit 4: Review of Mezzo Level Practice**

This unit will review the Generalist Intervention Model with families. Topics will include a review of individual and family development, family roles and techniques for improving communication. Special topics will include GLBT families, adoption, grandparents raising grandchildren and caring for older adults. The second half of this unit will review the basics of group work with special attention paid to managing group dynamics and dealing with resistant group members. (EP 2.1.3, #1-3; EP 2.1.7, #1-2; EP 2.1.10(a), #1-3; EP 2.1.10(b), #1-4; EP 2.1.10(c), #2-5; EP 2.1.10(d), #1)

#### **Unit 5: Macro Practice Review**

This unit will focus on a review of macro level practice. Students will review community resources, the importance of building collegial relationships, and community analysis. The impact of policy on practice will also be examined and reviewed in the context of each student's placement. (EP 2.1.8, #1-2; EP 2.1.9, #1-2)

### **VI. ASSIGNMENTS AND GRADING**

#### **Grades and Assignments**

Grades will be calculated on a point's basis. There are 900 points for this class. With these points, grades will be earned using West Virginia University Standards.

Point values for the assignments are as follows:

<b>Weekly Time/Activity Logs</b>	<b>100 points</b>	<b>810-900 = A</b>
<b>Article Review</b>	<b>100 points</b>	<b>720-809 = B</b>
<b>Professional Presentations</b>	<b>200 points</b>	<b>630-719 = C</b>
<b>Competency Thesis</b>	<b>500 points</b>	<b>540-629 = D</b>
		<b>&lt;540 = F</b>
<b>Total</b>	<b>900 points</b>	

#### **Assignments:**

The policy of the BSW program in the WVU Division of Social Work is that all work is expected to be submitted by the due date. Assignments received within 48 hours after the due date will receive a 50% grade reduction. Assignments will NOT be accepted after 48 hours unless a notification from Student Life is received, indicating that the student should be excused for a special circumstance.

*\*This seminar is an approved WVU writing course, therefore, when any written assignment is returned to you marked redo, you have one week from that date to make the corrections and resubmit for grading.*

### **1. Weekly Time/Activity Logs**

**100 points**

You will be responsible for completing weekly time and activity logs. A copy of the form is attached in the appendix of this syllabus. On the form, you will record the hours you complete at your agency and a brief statement/reflection about the activities that you participate in. These Time Sheet/Activity logs must be signed by your Field Instructor/Task Supervisor weekly and turned in at the beginning of seminar. (EP 2.1.1, #2; EP 2.1.3, #3)

### **2. Article Review**

**100 points**

Each of you will critique and present 1 professional journal article related to your field placement area. Presentations should last approximately 10-15 minutes. Please highlight the main points of the article, your perception of the author's purpose in writing the article and then your critique of the material. A copy of the article must be turned in the day of your presentation. (EP 2.1.1, #5; EP 2.1.3, #1-3; EP 2.1.6, #1-2; EP 2.1.7, #2)

### **3. Professional Presentation**

**200 points**

Each of you will choose a special topic relevant to practice in your chosen field for your placement. This could include, but is not limited to, topics such as safety in the field, use of supervision, handling stress, working with resistant or mandatory clients, ethical dilemmas, social advocacy, or the use of the DSM-IV in practice, etc. Research the topic and develop a professional presentation to be given to your seminar group. Each presentation should be approximately 30-45 minutes in length. You may want to include power point slides/handouts for your classmates. (EP 2.1.1, #5; EP 2.1.3, #1-3; EP 2.1.6, #1-2; EP 2.1.7, #2; EP 2.1.9, #1-2)

### **4. Competency Thesis**

**500 points**

Each of you will complete a competency thesis. The guidelines and information regarding this assignment are attached in the appendix of this syllabus. The thesis must be completed according to the guidelines and within the time frame provided in the guidelines. You cannot pass your internship without completing an appropriate and adequate competency thesis. No extensions will be given. (EP 2.1.1, #1-6; EP 2.1.2, #1-4; EP 2.1.3, #1-3; EP 2.1.4, #1-4; EP 2.1.5, #1-3; EP 2.1.6, #1-2; EP 2.1.7, #1-2; EP 2.1.8, #1-2; EP 2.1.10(a), #1-3; EP 2.1.10(b), #1-4; EP 2.1.10(c), #1-5; EP 2.1.10(d), #1)

## **ATTENDANCE**

**The policy of the BSW program in the WVU Division of Social Work is to allow 3 absences during the course for social work major courses that meet twice a week during the academic year. Two absences will be allowed for courses that meet once a week. For six-week intensive social work major courses offered in the summer, one absence will be allowed. The instructor does not distinguish between excused and unexcused absences outside of a notification from Student Life that the student should be excused. Each absence after the allowed number of absences will result in a final grade penalty of a full letter grade deduction for each absence. This policy is in place because of the expectation for professional behavior as well as the importance of learning the material covered in each class.**

## **LATE ASSIGNMENTS**

**The policy of the BSW program in the WVU Division of Social Work is that all work is expected to be completed and turned into the instructor at the time it is due. Any work that is turned in with 48 hours after the due date will receive a grade reduction, such that a 50% will be the maximum grade received on that assignment. Any additional reductions that would have been given on the assignment will be applied. Assignments will NOT be accepted past 48 hours unless a notification from Student Life is received, indicating that the student should be excused for a special circumstance (such as being in the hospital for a week). This policy is in place because of the expectation for professional behavior as a social work student.**

## **GRADING:**

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = below 60

## **VII. DIVISION AND UNIVERSITY POLICIES**

### **A. GUIDELINES FOR SCHOLARLY WORK (Adopted by the Social Work Faculty, August, 1984.)**

The faculty of the School of Social Work are increasingly concerned about the issue of appropriate scholarly ethics, and agree that all of the statements which follow constitute a framework of minimum scholarly standards recognized in higher education.

In submitting a paper or class project at the School of Social Work, the student warrants and affirms the following:

1. That the work presented is an original piece of research/scholarship/ creativity done entirely by the listed author(s).
2. That the entire work, or a substantial portion thereof, is not copied or directly paraphrased from the published work of another author.
3. That all direct quotations, direct paraphrases, empirical research findings, and other suitable restatements of the research, scholarship, or creative work of others is appropriately annotated with standard bibliographic citation methods.
4. That the work in questions was prepared especially for the class assignment for which it is submitted, and has not been submitted previously, and will not be submitted later in substantially its present form.
5. That in those instances when a similar or identical topic, theme, issue, population, problem, or method is examined in the course assignments for two or more courses, the

written consent or approval of both instructors has been obtained before the assignment is turned in. Instructors are under no obligation to provide their consent.

6. That appropriate credit is provided, in a footnote, for assistance provided by faculty, other students, etc., in preparing the paper.
7. That no part of the assignment was prepared by a commercial or nonprofit term paper preparation service.
8. That the student has read or examined all sources cited and has personal knowledge that the quotations and findings attributed to those sources in the student's work are substantially correct.

#### B. GRADING CRITERIA FOR MAJOR PAPERS (Adopted by the Social Work Faculty, October, 1988)

**DEMONSTRATION OF KNOWLEDGE:** Literature chosen for the paper must be appropriate, relevant, and suitably applied. Discussion of the topic must be thoughtful and thorough. Writer must demonstrate an ability to apply theory to practice. Paper must relate well to the content of the course and its objectives.

**CLARITY OF EXPRESSION:** Paper must communicate thoughts and theory effectively, i.e., non-ambiguously and coherently. Each thought should lead to the next in a clear and logical manner. Paper must be well organized and make use of subheadings, following the guidelines in the syllabus. Papers that seem disjointed and incoherent do not meet this criterion.

**TECHNICAL WRITING:** This criterion includes spelling, grammar, sentence structure, and proofreading. The writer is to demonstrate control of the standard conventions of American prose (proper use of idiom, appropriate diction, good syntax, correct spelling, etc.). Papers with lots of careless errors will suffer when graded. Corrections may be made in pen when proofreading.

**DOCUMENTATION OF SOURCES:** Research papers must show appropriate references in a standard format. I require that you use the APA (American Psychological Association) style manual in preparing your references.

#### C. ETHICAL CONDUCT

All students formally admitted to the Division of Social Work are bound by the Code of Ethics as established by the National Association of Social Workers. A copy of this code may be found in the Student Handbook available on the Division website. Failure to abide by and conduct yourself within the parameters of this code may be grounds for initiating disciplinary review.

#### D. SOCIAL JUSTICE

West Virginia University is committed to social justice. WVU does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. The instructor of this course concurs with West Virginia University's commitment and expects to maintain a positive learning environment based upon open communication and mutual respect. Any suggestions as to how to further such an environment will be appreciated and given serious consideration.

WVU recognizes the diversity of its students, many of whom must be absent from class to participate in days of special concern. Students must notify their instructors by the end of the third class meeting regarding religious observances that will affect their attendance. Further, students must abide by the attendance policy of their instructors as stated on their syllabi. Faculty will make reasonable accommodation for tests or field trips that a student misses as a result of religious observance.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with Disability Services (293-6700).

#### E. PROFESSIONAL BEHAVIOR

Professional development and behavior is expected in the social work program and in this course. Adherence to the NASW Code of Ethics and confirmed commitment to social justice is requisite for this course. In addition, students must demonstrate responsibility for learning, quality of work, respect and courtesy for instructor and colleagues, honesty and integrity, and time management. When necessary, the instructor will provide guidance and feedback for improvements in these areas.

#### F. ACADEMIC INTEGRITY/DISHONESTY

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the Student Conduct Code

[http://studentlife.wvu.edu/office\\_of\\_student\\_conduct/student\\_conduct\\_code](http://studentlife.wvu.edu/office_of_student_conduct/student_conduct_code). Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me before the assignment is due to discuss the matter.[adopted: 2-11-08]

#### G. CONDITIONS FOR GIVING AN "I"

Students are expected to complete course work in the semester in which the course is taken. From time to time events that are clearly beyond the control of the student may prevent the timely completion of a course. Should you find yourself facing such circumstances, you may



wish to discuss this with your instructor and see if an incomplete should be given until the late work can be completed. Faculty are not required to give an incomplete and would not be expected to do so where there are not compelling reasons to justify the request.

#### H. INCLEMENT WEATHER POLICY

In case of inclement weather, you will be notified via e-mail if class is canceled. You may also contact the Division at 293-3501. Please check your e-mail first.

#### VIII. COURSE BIBLIOGRAPHY

- Allen-Meares, P. & Burman, S. (1995). The endangerment of African American men: An appeal for social work action. *Social Work*, 40, 2, 268-274.
- Brown, L. B. (Ed.). (1997). *Two spirit people: American Indian lesbian women and gay men*, New York: Harrington Park Press.
- Charlton, J. I. (1998). *Nothing about us without us: Disability oppression and empowerment*. Berkeley: University of California Press.
- Falicreek, Stephanie J. (2003). Older Adult Health Promotion in Rural Settings. *Journal of Gerontological Social Work*. (41) 193-2000
- Foster, S. J. (1997). Rural lesbians and gays: Public Perceptions, worker perceptions, and service delivery. *Journal of Gay & Lesbian Social Services*, 7(3), 23-35
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- Gambrill, E. (2001). Authority-based profession: Research on social work practice, 11 (2), 166-175
- Harper, K.V. and Lantz, J. (1996). *Cross-cultural practice: Social Work with diverse populations*. Chicago: Lyceum Press.
- Kondrat, M.E. (1999). Who is the self in self-aware: Professional self-awareness from a critical theory perspective. *Social Service Review*, 73(4), 451-475.
- Lum, D. (1999a). *Culturally competent practice: A framework for growth and action*. Pacific Grove: Brooks/Cole Publishing Company.
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- Mann, W. M. (1997). Portraits of social services programs for rural sexual minorities. *Journal of Gay & Lesbian Social Services*, & (3), 95-103

- Morris, L. C. (1995). *Rural poverty*. In R.L. Edwards (Ed.), *Encyclopedia of Social Work* (Vol.3, pp.2068-2075). Washington: NASW Press.
- O'Brien, S. (1989). *American Indian tribal governments*. Norman: University of Oklahoma Press.
- Orlin, M. (1995). The Americans with disabilities act: Implications for social services. *Social Work*, 40, 2, 233-239.
- Payne, Malcolm. (2000). *Teamwork in Multi-professional Care*. Chicago, IL: Lyceum Press.
- Read Lee, Judith. (1997). The empowerment group in action in Alissi, Albert and Coto Mergins, Catherine (Eds.) *Vocies From the Field*. Binghamton, NY: The Haworth Press.
- Shulman, Larry. (1999). *The Skills of Helping Individuals, Families, Groups, and Communities*. (4<sup>th</sup> ed.). Itaska, IL: F.E. Peacock.
- Slovak, K., & Singer, M. (2001). Gun violence exposure and trauma among rural youth. *Violence & Victims*, 16(4), 389-400.
- Strom-Gottfried, K., & Corcoran, K. (1998). Confronting ethical dilemmas in managed care: Guidelines for students and faculty. *Journal of Social Work Education*, 34, 109-119
- Tower, L. E. (2003b). Domestic Violence Screening: Education and Institutional Support Correlates. *Journal of Social Work Education*, 39(3).
- Test, M. A. (1998). Community-based treatment models for adults with severe and persistent mental illness. In J B. W. Williams & K. Ell (Eds.), *Advances in mental health research: Implications for practice*. Washington, DC: NASW Press.

## **APPENDIX**

1. TIME SHEET/ACTIVITY LOG
2. COMPETENCY THESIS



**Social Work 494**  
**Field Instruction and Senior Seminar**  
**Competency Thesis**

The competency thesis is required to pass Social Work 491/494. The thesis should demonstrate your knowledge, skills and values in the following areas: critical thinking, adherence to social work values and ethics, significance of policy on practice, implications of diversity, appropriate methods, and application of research in practice.

**General Requirements**

1. Your paper must be written using APA standards. The paper should consist of the following ten sections. Divide your paper into the ten sections and use the same heading for each section. It should be appropriately documented and approximately 25 pages in length, double-spaced. Remember to cite sources of information from brochures, manuals, pamphlets, interviews and all other sources. You will need to research relevant information and interview appropriate persons in order to complete this project.
2. The thesis will be graded on content, writing style, grammar, and an appropriate level of writing ability for a beginning generalist social worker.
3. Each section of the paper needs to be thorough and adequately reflect your knowledge and skills necessary to be a beginning generalist social worker.
4. You are encouraged to include supplementary documents in an appendix such as reports, statistical data, or other relevant documents.
5. The following timeline for submission of your draft sections of your thesis is Required:

**Sections 2 and 3**  
**Sections 4 and 5**  
**Section 6**  
**Section 1**  
**Sections 7, 8, 9, and 10**

## Competency Thesis

**Student's Name** \_\_\_\_\_

**Placement** \_\_\_\_\_

**Field Instructor** \_\_\_\_\_

**Field Liaison** \_\_\_\_\_

**Semester Completing Field** \_\_\_\_\_

### **Section 1: The Organizational Context of Practice**

The purpose of this section of the paper is demonstrate a thorough understanding of the characteristics of your agency including the following: the management theory used to operate the agency, limitations in services, the culture of the agency and how it fits into the community, and social policies relevant to delivery of services. The paper should include a description of the purpose and goals of the agency and the services you provided. Describe the agency's structure including lines of authority, funding sources, and referral sources. Include information on the management theory used by the agency. Give examples of formal and informal power or authority within the agency. Describe the eligibility policies of the agency and discuss any limitations in the services the agency is able to provide. Give examples of how the agency's policies affected the services you could provide to the clients. Discuss the culture of the agency and the fit between the agency and the community. (2-3 pages)

### **Section 2: The Community Context of Practice**

The purpose of this section of the paper is to demonstrate an understanding of the community's characteristics, social problems in the community, and the relevance of systems theory to the community and clients. Describe the community in which your agency is located, e.g. the demographic/ecological characteristics of the town, city, region (urban, rural); diverse populations, including ethnicity, class and social structure; significant minority groups. If your agency is state-wide, describe the local or county community. Describe the social problems in the community. Give examples of how poverty, discrimination and other forms of social injustice have occurred. Describe any systemic aspects of he community that affect your clients (i.e. how is systems theory relevant to the community in which your clients life and you practice?). (2-3 pages)

### **Section 3: The Professional Context of Practice**

The purpose of this section is to demonstrate your ability to understand generalist social work practice, the importance of values and ethics in practice, the connection between values and ethics and professional use of self in practice, and the ability to distinguish different professional roles. Describe how the services you provided during your field placement were reflective of generalist social work practice. Include information regarding how your role as a social worker was different from other professionals (use examples to

demonstrate). Describe and give examples of how the values and ethics of the social work profession affected your practice (Refer to specific sections of the NASW Code of Ethics). Discuss how your own values and attitudes affected your social work practice and give examples of your professional use of self in practice. (2-3 pages)

#### **Section 4: Assessment of Existing Social Policy**

The purpose of this section is to demonstrate an understanding of how social and program policies impact service delivery. Identify major social policies on the macro level (e.g. federal and state policy regarding health, welfare and education), that affect the population you are serving. Describe how the policies impact the programs of your agency and the clients you serve. Include the gaps in services or unmet needs of your client group. If existing social policy is inadequate, describe what is needed and ways you could advocate for new or revised social policy or programs. (2-3 pages)

#### **Section 5: Utilization of Community Resources**

The purpose of this section is to demonstrate knowledge of community resources and the ability to link clients to necessary resources. Describe the formal and informal social service networks, within the community, that you utilized. Include the agencies to which you most frequently made referrals. Include a description of at least three resources (these do not have to be only formal social service agencies) whose services are particularly relevant to your activities. Describe one or two specific times that you served as a link between a client, group, or community and a community resource. Indicate why involvement outside your agency was appropriate, necessary, and detail your activities in establishing the linkage. (2-3 pages)

#### **Sections 6 through 9 pertain to the treatment process.**

Choose a particular client/family that you worked with during your field placement. Each section will cover a part of the treatment process with that client, e.g. assessment, treatment planning, interventions, evaluation of services.

#### **Section 6: Problem Identification and Assessment**

The purpose of this section is to demonstrate the ability to identify the presenting problem and complete an assessment using biopsychosocial variables, systems theory, and the strengths perspective. Describe how you become involved with the client and what occurred. Describe the presenting problem and your assessment of the situation. Include the biopsychosocial factors that you considered during the assessment process. Include a description of how systems theory impacted your assessment. Describe the strengths of the client, other people in their life, or their environment that you identified. Use and cite Kirst-Ashman and Hull's Understanding Generalist Practice for definitions of relevant systems and use the assessment model in Kirst-Ashman and Hull. (2-3 pages)

### **Section 7: Problem-solving and Selection of an Intervention Plan**

The purpose of this section is to demonstrate the ability to use the problem-solving process and develop an intervention plan. Describe the intervention plan (specific goals and objectives) for this client and the steps you used to solve the problem. Use the model in Chapter Six of Kirst-Ashman and Hull for the planning process. Include an explanation of how your plan is relevant to your assessment. Describe the theory that underlies your plan. Include not only an explanation of the theory but also why you chose this particular theory/model. Include references to information noting the use of this method of intervention with the particular clientele or problem. Does the literature suggest other interventions with this population? (2-3 pages)

### **Section 8: Implementation of the Plan**

The purpose of this section is to demonstrate your ability to implement an intervention plan. Describe exactly what you did to carry out the plan. Include a description of the clients' level of participation and any efforts you made to engage the client or increase their participation. Include specific techniques you used to facilitate change. Describe difficulties you encountered and how you resolved these. Describe any strengths that you, the client, or other systems used during the intervention process. If services with this client ended, describe how the termination of services was handled. (2-3 pages)

### **Section 9: Evaluation and Feedback Regarding Intervention Plan**

The purpose of this section is to demonstrate your ability to evaluate the effectiveness of your interventions and to demonstrate the ability to effectively use supervision. Describe the effectiveness of your intervention, including short-term and long-range effects. Describe how specific objectives were met (or not met). Include an explanation of your use of supervision during this intervention. Describe the procedures you used to assess the overall effectiveness of your intervention, i.e. research methods. Cite any evaluative studies related to this type of intervention. (2-3 pages)

### **Section 10: Overall Feedback to the Agency**

The purpose of this section is to demonstrate your ability to analyze the effectiveness of your agency. Describe how and to what extent the services you provided during your field placement were congruent with the agency's purpose. Include information on the effectiveness of the current programs or agency services and which policies and procedures are viable and which might be changed. What does the history of social work suggest about the direction these changes should or might take? (2-3 pages)

*Adapted from the Competency Exam of Shepherd College via Concord University's Field Manual.*